Planetary Health Report Card (Veterinary Medicine) 2026:

The Ohio State University College of Veterinary Medicine

2025-2026 Contributing Team:

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Summary of Findings

Overall Grade	B

Curriculum	C

- The College of Veterinary Medicine (CVM) at the Ohio State University has begun to incorporate sustainability and planetary health through the introduction of these subjects in both Healthy Populations and Population Medicine, core courses developed in the new curriculum update as of 2022. The topics are further explored within some elective courses. Although there is education provided, information is reviewed briefly in the core curriculum through standalone lecture material.
- Recommendations:
    - There is a burgeoning Communication and Collaboration curriculum at the College of Veterinary Medicine. In this course, there is ample opportunity to talk about climate messaging and consultation strategies. This committee suggests adding guest speakers from Veterinary Sustainability Alliance or other experts. There could be a follow up assignment for students to practice this skill. The Climate Council has many resources and guides for climate conversations.
    - Incorporating more case-based discussion in all three years of the core course, Integrated Problems, on the impact of climate change on animal health (i.e. heat stroke, algal toxicity, and/or smoke inhalation, etc).
    - We discuss environmental health issues, but making more thoughtful connections to the impact of climate change on animal health would be impactful within and beyond the classroom. Our lecturers already have robust content and making concrete climate change connections verbally and on published lecture material - this could be as little as a sentence per topic - would significantly build the sustainability curriculum and demonstrate the importance of planetary health.
        - The CVM offers a large amount of Spectrum of Care content, but little to no connection to the impacts of climate change. This is an actionable area of improvement.
        - The core course ‘Clinical Skills’ makes a point of reusing materials and continuing to evolve this practice. Incorporating this into other core courses, such as discussing the financial and climate impacts of sustainable item choice or item reuse in ‘Professional Development,’ would improve the overall score.
    - To prepare veterinarians to practice in a variety of socioeconomic situations, it is imperative that we recognize how climate change and planetary health can more adversely affect people of low socioeconomic status (SES), communities of color, Indigenous communities, children, unhoused populations, and older adults and the animals in their care.
    - As a land-grant institution, we could increase efforts to educate students on veterinary issues facing indigenous and other local communities.
    - The approval of programs like the One Welfare Certificate program provides an impactful opportunity to students to not only expand their knowledge on such key concepts - like animal welfare and the health of humans and the planet - but to provide opportunities for professional and intellectual growth. Therefore, it is recommended that additional opportunities, like the certificate program, are explored and created. This committee looks forward to the One Welfare Certificate’s offerings once implementation begins.
    - While there are lectures and asynchronous content in the core Veterinary Medical Education (VME) I and II courses ‘Healthy Populations’ and ‘Population Medicine’ on local and national legislation, there is little connection to advocacy or civic engagement. Veterinarians are in a unique position to advise local and national lawmakers. While we occasionally cover gaps in legislation, demonstrating our agency as veterinary healthcare advocates in the curriculum, or advertising the AVMA Government Relations Student Externship Program, would significantly improve our report card score.

Interdisciplinary Research	A

- The Ohio State University as an institution has ample interdisciplinary, planetary health, and sustainability research opportunities. However, there is no centralized department forming interdisciplinary projects or outside partnerships.
- **Recommendations:**
    - Overall, health professional schools across The Ohio State's campus could work to make climate focused research more accessible to medical professional students and centralize their work on a more visible, unified website, and look into hosting conferences.
    - Interdisciplinary programming and outreach to the other health colleges could be more robust. In doing so, our college could be privy to more sustainability and planetary health research, conferences, and national resources that the institution at large subscribes to.
    - An idea would be to include the planetary health/sustainability posters during the College of Veterinary Medicine Research Day; College of Dentistry Research Day; College of Medicine Trainee Research Day, as well as the sporadic research presentations at the College of Medicine. They could tag those related to this area of research with a 'green leaf' so they are more easily identified. For example, funds that are available through the Sustainability Institute, should be better advertised to PIs. This would include links to those opportunities on the College of Veterinary Medicine > Research > Veterinary Student Research Opportunities, College Research Day, or Grant Support webpages.
    - More research should be encouraged surrounding the life cycle assessment surrounding therapy options and supplies utilized for a variety of medical treatments and disseminating that information as it becomes available to practitioners.

Community Outreach and Advocacy | A

- The sustainability institute at The Ohio State University partners with many community organizations to promote sustainable efforts in addition to providing students and community members with learning opportunities in the field of sustainability
- **Recommendations:**
    - Although there are newsletters on planetary health and sustainability, individuals must opt-in to receive these updates. We recommend that a section on sustainability be included in all university associated newsletters, both optional and mandatory, so that everyone has easy access to updates on the planet's health and ways to get involved.
    - We also recommend that the university invest in promoting the sustainability courses and events offered to community members, as they are currently difficult to find unless one is actively searching for them.
    - University associated hospitals should focus on expanding education materials available to patients on the health impacts of climate change and environmental health exposures. Currently, there is little educational material on the topic and they are difficult to find. Hospitals should also encourage health professionals to initiate conversations about the effects of the environment on health, as it is a ubiquitous component of overall health for all living organisms.
    - The main undergraduate colleges have many sustainability initiatives available to students and community members, but the professional and graduate colleges of tOSU do not. Therefore, graduate and professional colleges should partner with community sustainability organizations to encourage the incorporation of sustainable practices into each discipline.
    - A day to lobby to Ohio State legislature is given to other campus colleges called 'Student Legislative Day' (Feb 17th, 2026), and it is recommended that the opportunity be given opby med to veterinary students to reinforce the importance of lobbying for veterinary medicine and One Health concepts. Furthermore, the opportunity will provide not only a unique opportunity for future veterinarians to gain confidence in their ability to converse with officials, but will empower new voices to advocate for their profession and their clients/patients on a state level platform.

Support for Student-Led Initiatives | A+

- There are opportunities that support student engagement in the following areas: participating in sustainability quality improvement (QI) initiatives, discovering mentors in their area of interest, and receiving funding for planetary health at the College of Medicine, College of Veterinary Medicine, and College of Dentistry. At each professional school (Medicine, Veterinary, and Dentistry) there are opportunities for both research and grants. Additionally, the Sustainability Institute offers grants for student-led projects. Each professional school also has a student group (Sustainability in Medicine, Veterinary Public Health Club-specifically One Health and Sustainability Chair, Sustainable Smiles Collective) that are dedicated to planetary health.
- **Recommendations:**
    - Each professional school should create a website to promote ongoing programs, including, but not limited to, volunteer opportunities, planetary health events, wilderness outings, etc. Each school's sustainability student organizations should collaborate together to create interdisciplinary planetary health programming. Each professional school should have a student representing sustainability join in on curriculum meetings.

Campus Sustainability | B

- Although the institution has been making strides to become more sustainable through the creation and utilization of the Sustainability Institute, the resources and guidelines that are provided are not mandatory. To effect the most amount of long lasting change and improvement, sustainability, needs to be at the root of all operational decision-making. This is more important, when considering the university's goal of accomplishing carbon neutrality by 2050. Furthermore, including more voices and perspectives in this goal is imperative given the proposed task at hand.
- **Recommendations:**
    - As the largest educational institution in Ohio, divesting from fossil fuels would set a strong precedent for other institutions in the state and across the country.
    - College-affiliated hospitals could implement sustainable vendors or sustainable alternatives for medical purchases. For example, the affiliated hospitals currently use disposable surgical gowns instead of reusable, autoclavable gowns. Administrators would need to assess the autoclave and staff availability, as well as the finances necessary to implement this change. This would be an accessible, sustainable substitution.
        - Look into reusable sharps containers through Stericycle. These tout improved safety and cost efficiency: puncture-resistant and ensure not exceeding the fill line; reducing cost associated with buying disposable sharps containers, materials handling, cardboard and packaging disposal.
        - Terracycle station in the Veterinary Medical Center lobby for empty Hills, Royal Canin, and Purina food bags
    - Green Buckeye Certification would be an excellent resource for each lab to commit to sustainability best practices and receive valuable feedback for making their space more green.
    - Post the request form for The Ohio State University's free Zero Waste Toolkit on the CVM Community Carmen page, near the Room Reservations Request Form link; on SAVMA Club emails; and on the Sustainability Global Health webpage. Each kit includes plates, cups, and cutlery suitable for 50 people, but multiple kits can be requested for larger events. Bowls can also be requested. All rented items can be returned as-is and University staff will clean and sanitize for future reuse. There are at least two lunch lectures or food-related events on the CVM campus every day. Using these toolkits would dramatically reduce the amount of waste the Veterinary Medical Academic Building generates in a single day.

Statement of Purpose

Planetary health is human health.

The Planetary Health Alliance describes planetary health as "a solutions-oriented, transdisciplinary field and social movement focused on analysing and addressing the impacts of human disruptions to Earth's natural systems on human health and all life on Earth." This definition is intentionally broad, intended to encompass the multitude of ways that the environment can affect health, including water scarcity, changing food systems, urbanisation, biodiversity shifts, natural disasters, climate change, changing land use and land cover, global pollution, and changing biogeochemical flows. The health of humanity is dependent on our environment, and our environment is changing rapidly and in disastrous ways. Although the World Health Organization has called climate change "the greatest threat to global health in the 21st century," many health professional school's institutional priorities do not reflect the urgency of this danger to human health.

As future health professionals, we must be prepared to address the impacts of human-caused environmental changes on our patients' health. This preparation is in the hands of the institutions providing our health professional training. It is imperative that we hold our institutions accountable for educating health professional students about the health impacts of climate change and other anthropogenic environmental changes, generating research to better understand health impacts and solutions, supporting related student initiatives, embracing sustainable practices as much as possible, and engaging with surrounding communities that are most affected by environmental threats. Because climate change and environmental threats disproportionately affect vulnerable populations (for example, communities of colour, older adults sensitive to health threats, and individuals in low-resource settings), these issues are inherently ones of equity and justice.

With the purpose of increasing planetary health awareness and accountability among health professional schools, we have created a Planetary Health Report Card that students internationally can use to grade and compare their institutions on an annual basis. This student-driven initiative aims to compare health professional schools nationally and internationally on the basis of discrete metrics in five main category areas: 1) planetary health curriculum, 2) interdisciplinary research in health and environment, 3) university support for student planetary health initiatives, and 4) community outreach centred on environmental health impacts 5) school campus sustainability.

Definitions & Other Considerations

Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as "the health of human civilisation and the state of the natural systems on which it depends." For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional 'environmental health' examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of health professional education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term "planetary health" to satisfy the metric.

- **Sustainable vetcare:** 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 minimizes use of healthcare services. For this veterinary specific assessment, we have modified this language to 'sustainable vetcare'.

- **Education for Sustainable Vetcare (ESV):** is defined as the process of equipping current and future veterinary professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous overall 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 vetcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESV 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. For veterinary medicine these have been expanded to include both domestic and wild animal species:

    1. Describe how the environment and 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 veterinarian to protect and promote health is shaped by the dependence of health on the local and global environment.

- **Veterinary School/Department vs. Institution:** When "Veterinary School" is specified in the report card, this only refers to curriculum and resources offered by the School/department of Veterinary Medicine and does not include offerings from other parts of the university (e.g.

undergraduate departments (USA), other related departments (e.g. Public Health, Population Health departments). In contrast, when "institution" is specified in the report card, we are referring to the university more broadly including all of its campuses. Any resource reasonably accessible by Veterinary Medicine students, no matter where in the institution the resource comes from or if it is specifically targeted for Veterinary Medicine students, can meet this metric.

- **Environmental history (Curriculum Section):** This is a series of questions students are taught to ask during medical encounters that elicits patients' exposures and environmental risk factors. Historically, this has included consideration of exposures like pesticides, asbestos, and lead, though in the modern era shaped by climate change, it can be expanded to include things like wildfire smoke exposure, air pollution and mould after flooding. Key components include place of residence over the lifecourse, occupational history, food and water sources (e.g. meat from industrial feeding operations, regular fishing in contaminated water, access to clean drinking water), and exposure to air pollution. Please be as specific as possible when providing evidence for this metric.

- **Elective:** The word "elective" refers to an optional course or lecture series that a student can opt to take part in but is not a requirement in the core curriculum. Generally, these elective courses take place in the preclinical curriculum but vary by school.

- **Core Curriculum:** This refers to 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).

- **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).

Veterinary Medicine Scoring Matrix

- Elective coursework (1 point): This score applies to material that is actively selected by the students such as a module choice, or additional lecture series. By implication, only a given proportion of the cohort will receive this taught material.
- Brief coverage in the core curriculum (1 point): This score applies where a topic is covered only briefly in a core curriculum session. This implies that the entire cohort receives the same material. At minimum brief inclusion would qualify as inclusion in a single lecture slide in a single year.
- Moderate coverage in the core curriculum (2 points): This score applies where a topic is taught in moderate detail or repeatedly brought up in different years, but may not be consistently linked to planetary health.
- In depth coverage in the core curriculum (3 points): This score applies where a topic is taught in significant detail or where a topic is repeatedly brought up in different years while consistently making connections to planetary health. This might look like several dedicated lecture slides, or inclusion of the same topic in different lectures and teaching formats, or inclusion as a learning outcome in a syllabus.

Other considerations:

- If there more than one “track” at your institution with two different curricula (for example, Harvard Medical School has a Pathways and HST curriculum track), you can choose to fill out a report card for each track, or fill out just one report card and average the scores received by each track in cases where the scores are different (see the 2021 Harvard or Oxford report cards as examples). Where possible please indicate the proportion of students that are on each track.

Updated in 2025, a complete literature review by metric is available for the 2024/25 Medicine Report Card Template. This largely translates across disciplines although we are hoping to expand this process across all of our covered disciplines. A link to the 2025 literature review by metric is available here.

Planetary Health Curriculum

Section Overview: ***This section evaluates the integration of relevant planetary health topics into the veterinary school curriculum.*** *Today's veterinary students will be on the frontlines of tackling the animal and public health effects of climate and other environmental changes. Therefore, it is critical that veterinary students are trained to understand the health effects of these changes, as well as planetary health issues and principles more broadly. Topics like the seven exposure pathways (i.e., air, temperature, extreme events/ disasters, food, water, vector-borne diseases, and animal welfare), environmental health inequities, and disaster response principles must be part of every veterinary school's core curriculum.*

Curriculum: General

1.1. Did your veterinary school offer elective courses (student selected modules) to engage students in Education for Sustainable Vetcare or Planetary Health in the last year?	
Yes, the veterinary school has offered **more than one** elective whose primary focus is ESV/planetary health in the past year. (3 points)	
Yes, the veterinary school has offered **one** elective whose primary focus is ESV/planetary health in the past year. (2 points)	
The veterinary school does **not** have any electives whose primary focus is ESV/planetary health, but there are one or more electives that include a **lecture** on planetary health. (1 point)	
No, the veterinary school has **not** offered any electives on planetary health or electives that include ESV/planetary health topics in the past year. (0 points)	
Score Assigned:	3

Score explanation:

- Ecosystem Health Conservation Medicine VPM 7710.01 in Fall 2025 is a single-semester VME III course open to 6 students. The syllabus includes the learning objections: "1. Outline basic principles of ecosystem health. 2. Describe their role in the discipline of conservation medicine. 3. Explain the fundamental ecology and environmental variances that influence ecosystem health and the practice of conservation medicine. 4. Evaluate contemporary research and technologies in the field of conservation medicine. 5. Explain the diseases common to various ecosystems, how to diagnose and assess these pathologies and potential treatments and mitigation strategies … By completion of the course, students will be expected to have a strong familiarity with the concepts associated with ecosystem health with emphasis on their role in this discipline through the practice of conservation medicine."
- Topics in Dairy Production Medicine VPM 7778 in Spring 2025 is a VME II course condensed into 2 weeks. Relevant topics include antimicrobial stewardship, how cow waste is kept to prevent from entering waterways, dairy welfare, methods to improve dairy production efficiency to decrease land and water use. Additionally this class covers utilizing arable land appropriately as climate change affects available land in addition to decreasing agricultural footprints.
- Clinical Problems in Zoo and Wildlife Medicine VPM 7770 in the Spring 2025 is a VME II course condensed into 2 weeks. To quote the syllabus course goals: "a foundational

understanding of this complex and multifaceted discipline with an emphasis on their role as practitioners of ecosystem health and/or conservation medicine. This will enable students to: 1. Outline basic principles of ecosystem health. 2. Describe their role in the discipline of conservation medicine. 3. Explain the fundamental ecology and environmental variances that influence ecosystem health and the practice of conservation medicine. 4. Evaluate contemporary research and technologies in the field of conservation medicine. 5. Explain the diseases common to various ecosystems, how to diagnose and assess these pathologies and potential treatments and mitigation strategies."

- Epidemiology of Zoonoses and Diseases VPM 7721 is a Fall 2025 VME III course focusing on the epidemiology of major zoonotic, vectorborne, foodborne, and foreign animal diseases as well as their origins. It focuses on how animals and humans interacting with the environment affect each other, thus perpetuating the spread of disease.
- Foodborne Diseases, Food Animal Production, Systems and Food Safety VPM 7722 is a Fall 2025 VME III course. Per the course description: "This course is designed to provide public health professionals with the overarching concepts and critical details about the control of foodborne hazards. It is divided into three sequenced modules: food animal production systems, foodborne pathogens, and food safety control systems. These three modules are designed to sequentially provide students with an understanding of the animal reservoirs of food safety pathogens (especially food animal production systems), the epidemiology and public health aspects of significant food safety pathogens, and mechanisms for interrupting the transmission of these pathogens to people through food."
- International Veterinary Medicine Experience (Thailand) VBS 7802 is an annual fall semester course that meets weekly, culminating in a veterinary medicine trip to Thailand. A major portion of this trip was focusing on Elephant use in Thailand and their changing positions in the environment as well as to society that elephants hold as they transitioned from being used in logging to being used in ecotourism as Thailand realized they were over-logging and killing their ecosystems.

Curriculum: Health Effects of Climate Change

1.2. Does your veterinary school curriculum address the relationship between increasing temperatures and animal health?	
This subject was addressed **in depth** by the **core** curriculum. (3 points)	
This subject was **moderately** addressed by the **core** curriculum. (2 points)	
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: 'Healthy Populations,' a core class for VME I, has three lectures that touch upon climate change and the impact it has on human and animal health specifically related to temperature. These included "Environmentally-Transmitted Zoonotic Diseases," "Climate Change and Veterinary Medicine," "Climate Change and Veterinary Medicine - Part 2." Temperature and health is also addressed in the lecture "Parasite Prevention and Control," in terms of risk factors influencing parasite transmission.	

1.3. Does your veterinary school curriculum address the impacts of extreme weather on animal health and veterinary systems?	
This subject was addressed **in depth** by the **core** curriculum. (3 points)	
This subject was **moderately** addressed by the **core** curriculum. (2 points)	
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
Score explanation: In 'Healthy Populations,' a core course for VME I, this is covered in the lecture series "Climate Change and Veterinary Medicine," and "Disaster Response and Triage". There is also a portion of a lecture devoted to heatstroke in the elective 'Veterinary Forensics.'	

1.4. Does your veterinary school curriculum address the management of animals during climate associated disasters?	
This subject was addressed **in depth** by the **core** curriculum. (3 points)	
This subject was **moderately** addressed by the **core** curriculum. (2 points)	
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: This topic is covered in the VME I core class called 'Healthy Populations,' during the lectures "Climate Change and Veterinary Medicine parts 1 and 2," and "Disaster Response." VME II 'Healthy Populations' addressed this in lectures called"A One Health Approach to the Train Derailment in East Palestine, Ohio," and "East Palestine - ODA Animal Health Response," providing information regarding preparedness and what actions owners can take before a disaster occurs are reviewed. There is also an elective offered by the tOSU CVM Department of Veterinary Preventive Medicine for VME III students, called 'Veterinary Disaster Response.'	

1.5. Does your veterinary school curriculum address the impact of climate change on the changing patterns (e.g., distribution and prevalence) of vector-borne diseases*?*
This subject was addressed **in depth** by the **core** curriculum. (3 points)

This subject was **moderately** addressed by the **core** curriculum. (2 points)	
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: 'Healthy Populations,' a core course for VME I, had one lecture that included warming temperatures as a factor for increased ranges of parasites, entitled "Parasite Prevention and Control." This topic is covered in a core class called 'Population Medicine' for VME II, where vector borne diseases are reviewed within multiple lectures ("Introduction to Zoonotic Disease," "Environmentally-Transmitted Zoonotic Diseases," "Leptospirosis: a zoonotic disease from a general practitioner's perspective," and "Arboviral Diseases of Veterinary Importance.") as well as the Parasitology portion of the curriculum. Cases in the 'Integrated Problems' core course (across VME I, II, III) have covered vector borne disease, considering differentials like Lyme disease, Cytauxzoon felis, and more.	

1.6. Does your veterinary school curriculum address the health effects of climate change and air pollution?	
This subject was addressed **in depth** by the **core** curriculum. (3 points)	
This subject was **moderately** addressed by the **core** curriculum. (2 points)	
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
Score explanation: This topic is covered in 'Healthy Populations' for VME I where the impact of the changing climate on air quality is briefly reviewed in a guest lecture series and one slide that covers the potential impact of air pollution on human and animal health: "Climate Change and Veterinary Medicine" and "Climate Change and Veterinary Medicine Part 2."	

1.7. Does your veterinary school curriculum address the relationship between animal welfare and the effects of environmental degradation and climate change?
This subject was addressed **in depth** by the **core** curriculum. (3 points)
This subject was **moderately** addressed by the **core** curriculum. (2 points)

This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)
This topic was **not** covered. (0 points)

Score Assigned:	1

Score explanation:
Animal welfare and its relation to the environment and climate degradation is briefly covered in the core curriculum in 'Healthy Populations' for VME I ("Current Issues in Animal Welfare: Climate Change," and "Climate Change and Veterinary Medicine parts 1 and 2."
This topic is also touched upon in electives 'Ecosystem Health and Conservation Medicine' for VME III in Fall 2025 and 'Veterinary Disaster Response' for VME III in Fall semesters of 2024 and 2025.

1.8. Does your veterinary school curriculum address how animal health is impacted by climate-related changes in water availability and quality?
This subject was addressed **in depth** by the **core** curriculum. (3 points)
This subject was **moderately** addressed by the **core** curriculum. (2 points)
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)
This topic was **not** covered. (0 points)

Score Assigned:	1

Score explanation:
This topic is covered in 'Healthy Populations' for VME I through lectures about climate change and animal health. It is also covered heavily in the elective 'Ecosystem Health and Conservation Medicine' for VME III in Fall 2025.

1.9. Does your veterinary school curriculum address how climate change can threaten the production, quality, and access to food for animals?
This subject was addressed **in depth** by the **core** curriculum. (3 points)
This subject was **moderately** addressed by the **core** curriculum. (2 points)
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)
This topic was **not** covered. (0 points)

Score Assigned:	1

Score explanation:

A single slide in VME II Spring condensed course 'Dairy Production' elective discusses the environmental considerations of assessing a cow's history including the weather, facilities, and vice versa how the dairy farm is affecting the surrounding environment. Throughout the course 'Ecosystem Health and Conservation Medicine,' access to resources, including food, for urban and global wildlife are discussed.

1.10. Does your veterinary school curriculum address the outsized impact of *climate change* on marginalized populations (e.g., low SES, women, communities of color, Indigenous communities, children, unhoused populations, and older adults) and indirectly the animals in their care?	
This subject was addressed **in depth** by the **core** curriculum. (3 points)	
This subject was **moderately** addressed by the **core** curriculum. (2 points)	
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
Score explanation: This topic is addressed briefly in the VME III elective 'Ecosystem Health Conservation Medicine' in the lecture "The Urban Ecosystem."	

1.11. Does your veterinary school curriculum address the unequal regional health impacts of climate change globally?	
This subject was addressed **in depth** by the **core** curriculum. (3 points)	
This subject was **moderately** addressed by the **core** curriculum. (2 points)	
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
Score explanation: This topic is briefly covered in the VME I core class 'Population Medicine' during the two-lecture series on climate change, sustainability, and animal health ("Climate Change and Veterinary Medicine"). It is also discussed in-depth from a One Health perspective in the VME III elective 'Ecosystem Health and Conservation Medicine.'	

1.12. Does your veterinary school curriculum address how climate change can affect inherently vulnerable animal populations (e.g., endangered species, immunocompromised species, fragmented wildlife populations)?	
This subject was addressed **in depth** by the **core** curriculum. (3 points)	
This subject was **moderately** addressed by the **core** curriculum. (2 points)	
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
Score explanation: This topic is briefly covered in the VME I core class 'Healthy Populations' ("Climate Change and Veterinary Medicine" and "Climate Change and Veterinary Medicine Part 2") on climate change, sustainability, and animal health. This topic is covered in-depth in the VME III elective 'Ecosystem Health and Conservation Medicine.'	

Curriculum: Environmental Health & the Effects of Anthropogenic Toxins on Animal Health

1.13. Does your veterinary school curriculum address the health effects of anthropogenic toxins (e.g., pollution, pesticides) on animal health?	
This subject was addressed **in depth** by the **core** curriculum. (3 points)	
This subject was **moderately** addressed by the **core** curriculum. (2 points)	
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: The VME I Swine Handling lab in the core course 'Clinical Skills' briefly discusses the potential for toxic gas accumulations (ammonia and hydrogen sulfide) in a swine barn. This topic is covered in the VME II core class 'Diseases and Diagnoses,' under the asynchronous block "Pharmafluotoxicrobials," in which there are multiple asynchronous lectures on toxins. The topic is covered in-depth in the VME III elective 'Ecosystem Health and Conservation Medicine.'	

1.14. Does your veterinary school curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?
This subject was addressed **in depth** by the **core** curriculum. (3 points)

This subject was **moderately** addressed by the **core** curriculum. (2 points)
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)
This topic was **not** covered. (0 points)

Score Assigned:	1

Score explanation:
There are two sessions in the VME III elective 'Ecosystem Health and Conservation Medicine' ("Riparian Ecosystems and Water Quality Testing" and "Human Influence on Riparian Ecosystems") that discuss the water quality of the Scioto River and the potential impacts of the local water treatment plant.

1.15. Does your veterinary school curriculum address the outsized impact of anthropogenic environmental toxins on marginalized populations such as those with low SES, women, communities of color, children, homeless populations, Indigenous populations, and older adults and indirectly the animals in their care?

This subject was addressed **in depth** by the **core** curriculum. (3 points)
This subject was **moderately** addressed by the **core** curriculum. (2 points)
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)
This topic was **not** covered. (0 points)

Score Assigned:	1

Score explanation:
This is discussed briefly in the VME III elective 'Ecosystem Health and Conservation Medicine' in the lecture "The Urban Ecosystem."

Curriculum: Sustainability

1.16. Does your veterinary school curriculum address educating clients on environmental and health co-benefits of a healthy animal's diet (e.g., seaweed in ruminant diets to reduce methane emissions, the difference between CO_2 emissions in production of dry vs. wet dog food)?

This subject was addressed **in depth** by the **core** curriculum. (3 points)
This subject was **moderately** addressed by the **core** curriculum. (2 points)
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)
This topic was **not** covered. (0 points)

Score Assigned:	1
Score explanation: This topic is addressed in the VME II core course 'Population Medicine' within the lecture, "Climate Change and Veterinary Medicine Part 1," in which the need for veterinary practitioners to incorporate climate counseling into client discussions is mentioned.	

1.17. Does your veterinary school curriculum address the carbon footprint of vetcare systems?	
This subject was addressed **in depth** by the **core** curriculum. (3 points)	
This subject was **moderately** addressed by the **core** curriculum. (2 points)	
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
Score explanation: This topic is covered in the VME II core course 'Population Medicine' within the lecture "Climate Change and Veterinary Medicine Part 2," discussing veterinary care delivery and energy use. Given there is limited literature on the topic, the lecture focuses on extrapolating human healthcare data. It also presents the preliminary findings of an audit estimating the carbon footprint of routine ovariohysterectomies at tOSU's Spectrum of Care Clinic.	

1.18. Does your veterinary school curriculum cover these components of sustainable clinical practice in the core curriculum? (points for each)	**Score**
The health **and** environmental **co-benefits** of **avoiding** over-medicalization, over-investigation and/or over-treatment. (2 points)	0
The environmental impact of **pharmaceuticals** and over-prescribing as a cause of climate health harm. Alternatively teaching on **deprescribing** where possible and its environmental and health co-benefits would fulfil this metric. (2 points)	0
The health **and** environmental **co-benefits** of **non-pharmaceutical management** of conditions where appropriate such as exercise, physical therapy, mental stimulus, and enrichment. (1 point)	0
Environmental impact of **surgical** vetcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	1
The impact of **anesthetic** gases on the vetcare carbon footprint and ways to reduce anesthesia environmental impacts, such as total intravenous anesthesia or choosing less environmentally harmful anesthetic gas options with reduced greenhouse gas emissions. (1 point)	1

The impact of **veterinary-medicine-produced toxins** on the environment (e.g., barbiturates from buried animals, drugs used in food animals). (1 point)	1
Waste production within vetcare **clinics** and strategies for reducing waste in clinical activities (e.g., single use items in the inpatient or outpatient setting). (1 point)	1

Score explanation:

1) The environmental co-benefits of avoiding overmedicalization are not covered in the core curriculum beyond the concept of antimicrobial stewardship.
2) The environmental impacts of pharmaceuticals and over-prescribing are not discussed in the core curriculum.
3) The environmental co-benefits of non-pharmaceutical management is not discussed in the core curriculum.
4) The impact of surgical vet care and its impact on the planet was covered in the VME II core course 'Population Medicine' within lectures "Climate Change and Veterinary Medicine Parts 1 and 2."
5) Reducing anesthetic gases for the purpose of reducing climate impact is covered in the VME II core course 'Population Medicine' lecture "Climate Change and Veterinary Medicine Part 2," as well as on a single slide in the core VME III course 'Solutions to Clinical Problems' lecture "The Anesthesia Machine."
6) Veterinary Medicine Produced Toxins are considered in the VME I core course, 'Healthy Populations' in which the class discusses euthanasia drugs that present risks to wildlife and the environment if carcasses are improperly disposed of (see lecture "Introduction to Euthanasia"). Toxicoses in small and farm animal species are also addressed in an asynchronous learning block in the VME II 'Diseases and Diagnoses' core course.
7) In the core course for VME I, II, and III, 'Clinical Skills' labs make a point to reuse materials or use expired materials from the Veterinary Medical Center to reduce waste.

1.19. To what extent does your veterinary school emphasize the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?

Indigenous knowledge and value systems are **integrated throughout** the veterinary school's planetary health education. (3 points)	
Indigenous knowledge and value systems as essential components of planetary health solutions are included at **a moderate depth** in the core curriculum. (2 points)	
Indigenous knowledge and value systems as essential components of planetary health solutions are included **briefly** in the core curriculum or in any depth in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	0

Score explanation: This is not addressed in the curriculum.

1.20. Does your veterinary school curriculum address/demonstrate how to be environmentally sustainable in your hospital operations?

This subject was addressed **in depth** by the **core** curriculum. (3 points)

This subject was **moderately** addressed by the **core** curriculum. (2 points)	
This subject was addressed **briefly** in the **core** curriculum, <u>or</u> in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
Score explanation: The VME II core course 'Population Medicine' briefly covers this topic in the lecture "Climate Change and Veterinary Medicine Part 2," which mentions a few sustainable hospital strategies to reduce greenhouse gas emissions.	

1.21. Does your veterinary school curriculum address the impact of climate change on access to veterinary care?	
This subject was addressed **in depth** by the **core** curriculum. (3 points)	
This subject was **moderately** addressed by the **core** curriculum. (2 points)	
This subject was addressed **briefly** in the **core** curriculum, <u>or</u> in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
Score explanation: This is briefly covered in the core course 'Healthy Populations' within the lecture titled, "Veterinary Disaster Response." This lecture focuses on giving students the knowledge to better manage animals in disasters, various aspects of emergency response, and disaster preparedness. Besides this, the following *only cover access to veterinary care and do not make the connection to climate change.* VME III elective courses 'OpenDoor Veterinary Care Certificate' (the majority of the modules focus on Spectrum of Care concepts, including financial options and resources to connect clients with Financially Friendly practices); 'Small Animal Spectrum of Care Case-Based Reasoning;' 'Spectrum of Care Clinical Skills Elective;' and 'Introduction to Shelter Medicine.' There is now an individualized clinical track for VME IV that is called 'Spectrum of Care' that focuses on "primary care practice in a resource challenged environment that serves a broad range of patients and a broad range of clients across the socioeconomic spectrum."	

Curriculum: Client Communication Applications

1.22. Does your veterinary school's curriculum introduce strategies to have conversations with clients about the health effects of climate change?
Yes, a **comprehensive list of strategies** are introduced for having conversations with patients about climate change in the **core** curriculum. (2 points)

Yes, some strategies are introduced for having conversations with patients about climate change in the core coursework, or at any depth in elective coursework. (1 point)
No strategies introduced for having conversations with patients about climate change. (0 points)

Score Assigned:	1

Score explanation:
In the VME II core curriculum course 'Population Medicine', the lectures "Climate Change and Veterinary Medicine" and "Climate Change and Veterinary Medicine Part 2" discuss the importance of client communication on climate change in veterinary medicine, strategies to take part in climate change mitigation as a veterinarian, includes information endorsed by the AVMA from the World Veterinary Association, Columbia the AAVMC, and contains 4 journal articles listed in the reference section (Kramer et. al 2020, Lacetecera 2019, Pollard et. al 2020, Stephen et. al 2019).

1.23. In training for client encounters, does your veterinary school's curriculum introduce strategies for taking an environmental history or exposure history?

Yes, the **core** curriculum includes a **comprehensive** exploration of strategies for taking an environmental history. (2 points)
Yes, the **core** curriculum includes **some strategies** for taking an environmental history (or in any depth in the elective curriculum). (1 point)
No, the curriculum does **not** include strategies for taking an environmental history. (0 points)

Score Assigned:	2

Score explanation:
Throughout veterinary core and elective curricula, faculty emphasize taking an environmental history for each farm and large animal case. This starts during VME I, where the core 'Healthy Populations' course has multiple units regarding farm population health assessments. These include assessing history and addressing biosecurity protocols and environmental factors affecting disease and parasite transmission. Students review these concepts and are expected to know the key concepts when working through clinical cases in the didactic and clinical curriculum. In the core course "Population Medicine", students learn about environmentally-transmitted zoonoses and components of a thorough patient lifestyle and environment. Although there are no explicit lectures covering taking histories regarding water source or air pollution exposure**,** there are electives that elaborate on environmental and exposure history-taking noted below.
In 'Ecosystem Health' and 'Zoo and Wildlife Medicine' courses, the entire course for "Ecosystem Health" as well as the entire in person content from Zoo and Wildlife Medicine" are focused on assessing the environment and how the environment and human-and-animal or human-and-environmental interactions affect animal health.
In the VME III elective 'Veterinary Forensics,' each lecture focuses on a different cause of disease and how to decipher environmental and exposure history from necropsy or physical exam. Examples of disease modalities and history techniques addressed are heat stroke, thermal burns, crime scene management, and asphyxiation.
A single slide in VME 2 Spring condensed course 'Dairy Production' elective discusses the environmental considerations of assessing a cow's history including the weather, facilities, and vice versa how the dairy farm is affecting the surrounding environment.

1.24. Does your veterinary school's curriculum introduce strategies to discuss protection of animals from environmental harms? (e.g., disaster planning preparedness, animal management during smoke events)	
Yes, the **core** curriculum includes a **comprehensive** exploration of strategies for discussing protection of animals from environmental harms. (2 points)	
Yes, the **core** curriculum includes **some strategies** for discussing protection of animals from environmental harms. (1 point)	
No, the curriculum does **not** include strategies for discussing protection of animals from environmental harms. (0 points)	
Score Assigned:	2
Score explanation: In the VME II core course 'Population Medicine', the lectures "Triage and Temporary Sheltering" addresses disaster response and management in regard to large and small animals in addition to the lectures "Climate Change and Veterinary Medicine,", "Climate Change and Veterinary Medicine Part 2," "Disaster Response," "A One Health Approach to the Train Derailment in East Palestine, Ohio," and "East Palestine - ODA Animal Health Response." The elective 'Veterinary Disaster Response' focuses on this extensively throughout the course, including planning and preparedness as a clinician and pet owner; weather disaster management; and other disaster management.	

Curriculum: Administrative Support for Planetary Health

1.25. Is your <u>veterinary school</u> currently in the process of implementing or improving Education for Sustainable Vetcare (ESV)/planetary health education?	
Yes, the veterinary school is currently in the process of making **major** improvements to ESV/planetary health education. (4 points)	
Yes, the veterinary school is currently in the process of making **minor** improvements to ESV/planetary health education. (2 points)	
No, there are **no** improvements to planetary health education in progress. (0 points)	
Score Assigned:	2
Score explanation: Planetary Health education is currently incorporated; planned improvements are based on the findings and dissemination of this report card.	

1.26. How well are the aforementioned planetary health/Education for Sustainable Vetcare topics integrated longitudinally into the <u>core</u> curriculum?
Planetary health/ESV topics are **well integrated** into the core veterinary school curriculum. (6 points)

Some planetary health/ESV topics are appropriately integrated into the core veterinary student curriculum. (4 points)
Planetary health/ESV is not integrated and is primarily addressed in **(a) standalone lecture(s).** (2 points)
There is **minimal/no** education for sustainable healthcare. (0 points)

Score Assigned:	4

Score explanation:
VME I is focused on healthy animals and populations where the themes of planetary health are briefly introduced. In the VME II curriculum, lectures in the 'Population Medicine' core course are focused on diseases and diagnoses including epidemiology, a veterinarian's role in global health and one health, biosecurity, welfare assessments, cruelty, outbreak investigations, depopulation methods and effects. This core course also included two lectures on climate change (which include the threats it causes to animal and human health at individual and population level), the role of veterinarians in mitigating, increasing sustainability and social relevance of the vet and animal sector, and climate related threats to vet systems and infrastructure. Additionally, how the health care systems contribute to climate change with methods for mitigation, disaster response, triaging, environmentally transmitted zoonoses, vector borne-disease, bioterrorism, AMR and Antimicrobial Stewardship, and prescription laws. The core VME III courses 'Solutions to Clinical Problems' and 'Integrated Problems' cover Sustainable VetCare and Planetary Health content including antimicrobial stewardship and vector-borne diseases, woven throughout the curriculum.

1.27. Does your veterinary school employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable vetcare as a theme throughout the course?
Yes, the **veterinary school** has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)
No, the **veterinary school** does **not** have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)

Score Assigned:	1

Score explanation:
Dr. Amanda Berrian was recently named the inaugural Dr. Tom Mack Chair for Global One Health and advocates for planetary health and sustainable veterinary care in the curriculum. However, the curriculum does not take for granted that these integrations must take place. There are also faculty members that work to incorporate this on an individual basis - primarily through electives.

1.28. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?
This topic was explored **in depth** by the **core** curriculum. (3 points)
This topic was **moderately** addressed in the **core** curriculum. (2 points)

This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	0
Score explanation: This is not covered in the curriculum.	

Section Total (42 out of 89)	**47.19%**

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Interdisciplinary Research

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

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

Score explanation:
There are dedicated researchers in the institution at multiple colleges and departments, including: the Colleges of Medicine, Public Health, Veterinary Medicine, and Dentistry's Department of Pediatric Dentistry. More details below.

- The Director of Health Professions Sustainability Education at tOSUCOM studies how aspects of the physical environment, including ambient pollution, impact physical activity behaviors and disease risk in Central Ohio populations. An Associate Professor of Anesthesiology studies the impact of perioperative resources on the carbon footprint of hospitals. An associate professor in the Division of Pulmonary, Critical Care, and Sleep Medicine studies the effects of air pollution and ozone on pulmonary inflammation. A professor in the Department of Physiology and Cell Biology, the Associate Dean for research operations and compliance, studies the effects of pollution on cardiopulmonary health. A professor in the Department of Psychiatry and Behavioral Health studies the impact of environmental chemical exposures on cognitive development of children.
- A Professor of Physiology and Cell Biology studies the role of lung epithelium in immune responses and host defense against bacterial and inhaled air pollution.
- The College of Public Health also currently has >10 researchers studying planetary health, including topics on Environmental Health; Global Public Health; Environmental Toxicology; Natural and Manmade Disasters; Air Quality; Water-Food-Climate Nexus; and Water Quality.

- There are veterinarians as part of the Ohio State's Extension Veterinary service that work toward improved antimicrobial stewardship and production animal efficiencies, which are crucial for decreased livestock carbon footprints.
- Animal Influenza Ecology and Epidemiology Research Program. There are several infectious diseases that can spread from humans to animals, which in return can have detrimental effects on planetary and human health. With this, the dedicated research areas in this program such as influenza in swine and wild birds or SARS-CoV-2 are essential for improving planetary health. This center also collaborates with several funding partners, such as USDA, which have several approaches to sustainability, such as sustainable plant and animal production practices, highlighted on their website.
- The Department of Pediatric Dentistry at The Ohio State University has a research team of 4 faculty members who have researched estimated carbon emissions associated with dental treatment for early childhood caries, impact of teledentistry on carbon emissions, and the ethics of sustainability. However, their primary research focus is not in planetary health or sustainability in dentistry.

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 Ohio State University has the Sustainability Institute, which collaborates with academic and operations units across the university to advance sustainability and resilience scholarship and activities. The Sustainability Institute has a group focused on Healthy Air, Land, and Water, of which one of the aims is looking at impacts of topics like groundwater purity, air particulates, and land pollution on human health.
Additionally, the university also has the Ohio Sea Grant and its associated Stone Laboratory. They are a part of the College of Food, Agricultural, and Environmental Sciences. Their research "focuses on critical issues facing Lake Erie, from harmful algal blooms and invasive species to climate change and economic development." They have outreach and education teams to relay pertinent findings and live data to the public.

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

Yes, there is a process in which community members impacted by climate and environmental injustice have **decision-making power** in the climate + environmental research agenda. (3 points)
Yes, there is a process in which community members impacted by climate and environmental injustice **advise** the climate + environmental research agenda. (2 points)
No, but there are **current efforts** to establish a process for community members to advise or make decisions on the research agenda. (1 points)
There is **no** process, and **no** efforts to create such a process. (0 points)

Score Assigned:	2

Score explanation: Clinical and Translational Science Institute Community Engagement is aimed to improve the health of the communities in Ohio by engaging partnerships and conducting stakeholder-engaged research.
The Outreach and Engagement division of The Ohio State University offers community outreach and engagement to people impacted by environmental and climate injustice but does not indicate any decision making power for these individuals.

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: The tOSU Sustainability Institute has a place on their website where they centralize all researchers related to sustainability topics, and research by topics. In addition, they provide resources for exploratory research groups and organizations on campus that students can choose to reach out to and get involved in. They also showcase research that they sponsor and include information on how to get involved with funding support. The website is frequently updated with news on sustainability research and news across the campus.

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

Yes, the **institution** has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)
Yes, the **institution** has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)
The **institution** has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)
No, the **institution** has not hosted a conference on topics related to planetary health in the past three years. (0 points)

Score Assigned:	4

Score explanation: The Clinical and Translational Science Institute highlighted Climate Change and Health within their 2025 Annual Meeting held on 2/11/25.

The Ohio State University Plant Sciences Symposium in February 2025 had the theme "Plants in a Changing World." The February 2026 symposium includes featured topics on sustainable crop growing, plant responses to climate change, and reducing agricultural runoff.

2.6. Is your institution a member of a national or international planetary health or ESH/ESV organisation?
Yes, the institution is a member of a national or international planetary health **or** ESH/ESV organisation. (1 points)
No, the institution is **not** a member of such an organisation. (0 points)

Score Assigned:	1

Score explanation: The Ohio State University Global One Health Initiative is a member of the Planetary Health Alliance. tOSU-COM Global One Health Initiative is part of the Planetary Health Alliance. tOSU-COM recently joined the Global Consortium on Climate and Health Education. Additionally, the medical center is a member of Practice Greenhealth, joined the Health Care Climate Challenge, and is working towards membership in the Health Care Climate Council. The Sustainability in Medicine student organization is also affiliated with Medical Students for Sustainable Future. The College of Dentistry is not a member of a national or international planetary health or ESH/ESV organization

Section Total (16 out of 17)	**94.12%**

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Community Outreach and Advocacy

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

3.1. Does your institution partner with community organisations to promote planetary and health?	
Yes, the **institution** meaningfully partners with **multiple** community organisations to promote planetary and environmental health. (3 points)	
Yes, the **institution** meaningfully partners with **one** community organisation to promote planetary and environmental health. (2 points)	
The institution does not partner with community organisations, but **participates** in community focused events relating to planetary health. (1 point)	
No, there is **no** such meaningful community partnership. (0 points)	
Score Assigned:	3

Score explanation: The Sustainability Institute, Facilities Operations and Development, Student Life, Athletics, and Wexner Medical Center at Ohio State partners with multiple NGOs and community organizations to connect with student volunteers to address environmental, food security, recycling and energy issues. One example is Mansfield Microfarm, a sustainable and productive urban farming system. In 2025, there was also 14 community-based experiential learning projects supported or facilitated by the sustainability institute.

The Sustainability in Medicine student organization at the college of medicine has participated in various community events related to planetary health. The Ohio State University Wexner Medical Center has been partnering with the Arbor Day Foundation's Tree Campus Higher Education program to create a greener and more sustainable campus. The Wexner Medical Center has received Arbor Day's Tree Campus Healthcare recognition each year from 2019 to 2025, giving away more than 3,000 native tree saplings, pollinator plants and shrubs to its employees over that time. The saplings will sequester 4,000 metric tons of carbon dioxide over their lifetimes. The Green Team at Wexner Medical Center also collaborates with national and local organizations to promote a more sustainable hospital campus and inspire employees to become stewards of the planet's health.

At the college of veterinary medicine, the veterinary extension department work with the agriculture and natural resources extension department to "empower Ohio's agriculture and natural resources communities, provide outreach and education based on unbiased research, and cultivate relationships to strengthen the economic viability and quality of life for Ohioans"

3.2. Does your institution offer community-facing courses or events regarding planetary health?	
The **institution** offers community-facing courses or events at least once every year. (3 points)	
The **institution** offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points)	
The **institution** has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)	
The **institution** has not offered such community-facing courses or events. (0 points)	
Score Assigned:	3

Score explanation: The Environmental Professionals Network (EPN) is a service of the School of Environment and Natural Resources that connects and grows environmental professionals in-person and online. They host monthly in-person programs, workshops, and field trips that cover a range of pertinent environmental and sustainability topics. Members of the community can register online for a free account to become an EPN member. Through this membership, they can connect with a network of like-minded individuals and communities within Ohio, the United States, and globally.

The student organization, Time4Change host a Time for Change Week which is a collaboration between student organizations, university departments and offices, and Columbus community partners to create a week of educational programming and recreational events focused on increasing environmental awareness and community engagement among the Ohio State community. The week aims to connect the environment and sustainability to a wide variety of disciplines.

The Chadwick Arboretum & Learning Gardens is an extensive green reserve located within the school's urban campus that serves as a garden and outdoor classroom where students and community members can come for respite or to learn about the native horticulture of central Ohio and other environmental topics. The arboretum is open to all and hosts a wide array of programming. Some community-oriented programming include public educational classes, volunteer opportunities, conferences, and seminars for professional and industry groups. The arboretum also offers many outreach programs such as the annual Arbor Day program; a Day of Education for Central Ohio Master Gardeners and Chadwick Volunteers; and a Spring Plant Sale and Auction.

The Agriculture and Natural Resources Department provides courses and sends newsletters to farmers and other production experts on a wide breadth of environmental health topics. Examples of teams providing specialized programming to the general public are: beef cattle team, aquaculture, dairy team, meat goat team, poultry team, small ruminant team, and swine educator team.

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: There are newsletters on sustainability available to students, staff, faculty, and associated members through various organizations at tOSU. However, subscriptions to these newsletters, specifically the quarterly newsletter through the Sustainability Institute, are optional and not automatically sent to all tOSU members. Regular institution-wide emails do not consistently contain planetary health and sustainability communications.	

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
The Green Team at Wexner Medical Center offers regular webinars to help staff incorporate sustainable practices at work and in their personal lives. This year, in collaboration with Solid Waste Authority of Central Ohio (SWACO), the webinars focus on waste reduction and local, sustainable waste management programs. Past webinars can be found on their website and viewed for free. Within the larger tOSU institution, the OSU Byrd Polar and Climate Research Center offers both in-person and online events relating to planetary health.	

3.5. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about environmental health exposures?

Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	1

*Score explanation: t*OSU Wexner Medical Center website includes a link to a Patient Education Library, which includes the topic of environmental health and has individual education materials for a variety of environmental illnesses. Nationwide Children's Hospital also includes Patient Education Materials that incorporate information on environmental health risks, such as heat illness, heat rash, air quality alerts, and tick safety.

3.6. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about the health impacts of climate change?	
Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	2

Score explanation: At Nationwide Children's Hospital, the Collaboratory for Kids and Community Health is a hub for innovative ideas improving the health of children and their neighborhoods and is available to patients and their parents. Within the Improving Neighborhoods subsection there is a podcast on "Climate Change, the Environment, and Children's Health that explains how wide-scope environmental issues can impact children's health. The Wexner Medical Center website's sustainability section also links articles from the Ohio State Health and Discovery Website that talks about the health impacts of climate change. Some article titles are: "Why climate change matters to health, and how we can actually help" and "Air pollution: Five things to do when air quality is unhealthy". At the college of veterinary medicine, there are no accessible client education materials on the health impacts of climate change.

Section Total (12 out of 14)	**85.71%**

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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, the institution **does not** offer opportunities or support for sustainability initiatives or QI projects (0 points)	
Score Assigned:	2
Score explanation: The Ohio State Sustainability Institute offers grant funding to support student research or projects in sustainability. Additionally, each professional school program has student research programs (Medicine, Veterinary, Dentistry) where the student can decide to research planetary health/sustainability.	

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: The Ohio State Sustainability Institute offers grant funding to support student research or projects in sustainability. Each professional school program has student research programs (Medicine, Veterinary, Dentistry) where the student can decide to research planetary	

health/sustainability. There are no specific departments of "Planetary Health" or "Sustainable Healthcare," so students will need to find a research lab and mentor on their own.

4.3. Does the institution have a webpage where students can find specific information related to planetary health and/or sustainable healthcare/vetcare activities and mentors within the institution? For example, projects achieved, current initiatives underway at the medical school and/or contact of information of potential mentors.	
The institution has a webpage with specific information related to planetary health or sustainable healthcare/vetcare that includes up-to-date information on relevant initiatives and contact information of potential mentors. (2 points)	
There is an institution webpage that features some information on projects and mentors within planetary health and sustainable healthcare within the institution, but it lacks key information. (1 point)	
There is **no institution** specific webpage for locating planetary health and/or sustainable healthcare projects or mentors. (0 points)	
Score Assigned:	2
Score explanation: The Ohio State University Sustainability Institute has up-to-date information relevant to the local area, sustainability programming information, and institute-led projects on planetary health and sustainability. However, there is no web page dedicated to sustainable healthcare. Within each professional school program there are student organizations that have varying amounts of 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 (Sustainability in Medicine, Veterinary Public Health Club, Sustainable Smiles Collective).	

4.4. Does your institution have registered student groups dedicated towards fostering a culture of planetary health engagement, scholarship, and advocacy on campus, supported by faculty advisors?	
Yes, there is a student organisation **with faculty support** at my institution dedicated to planetary health or sustainability in healthcare. (2 points)	
Yes, there is a student organisation at my institution dedicated to planetary health or sustainability in healthcare but it **lacks faculty support.** (1 point)	
No, there is **not** a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)	
Score Assigned:	2
Score explanation: Each professional school has a registered student group supported by faculty	

advisors (Sustainability in Medicine, Veterinary Public Health Club- specifically One Health and Sustainability Chair, Sustainable Smiles Collective) that work on sustainability in health/vet care.

4.5. Is there a student liaison representing sustainability interests who serves on a department or institutional decision-making council to advocate for curriculum reform and/or sustainability best practices?	
Yes, there is a student representative that serves on a department or institutional decision-making council/committee. (1 points)	
No, there is no such student representative. (0 points)	
Score Assigned:	1
Score explanation: Curriculum feedback from all students in each professional school is an integrated part of all classes. There is no student liaison at a higher level of decision making, especially not with a sustainability focus in the veterinary school. At the College of Dentistry, two students representing sustainability were invited to a curriculum meeting to present on how to incorporate more planetary health topics into each core class curriculum after bringing the idea to administration. In the medical school, there are multiple students who are represented on institutional decision-making councils that advocate for sustainability best practices. For all of the professional schools, Interprofessional Council (IPC) works with sustainability topics. Students can voice concerns regarding sustainability to the Interprofessional Council's (IPC) dedicated sustainability committee and one student from IPC is appointed to serve on the President and Provosts Council on Sustainability (PPCS).	

4.6. In the past year, has the institution had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	**Score**
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	1
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	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 explanation:

Agriculture - The Ohio State Student Farm is a student organization that teaches tOSU students about sustainable farming practices. There is also an OSUCompost Program available for students to start composting. tOSU has unique opportunities to involve students with plant species, insects, and gardens. The Biological Sciences Greenhouse Conservatory and Insectary is open for booking scheduled tours and visitors are welcomed when it is unscheduled for course/tour groups. Additionally, tOSU has free rooftop garden tours of the garden atop the historic Lazarus Building, however you must register in advance.

Panels and Speakers-
In April 2025, an event called Heat, Smoke & Disease: Athletics in a Changing Ecology presented by the Byrd Polar and Climate Research Center and State Climate Office of Ohio had two sport ecology experts who both addressed planetary health.

An online event included in the Sustainability Institute's Front Porch Chat series hosted in April 2025 explored the roles and responsibilities of health care practitioners in the fight against climate change. The conversation was between Claire Bollinger (College of Medicine) and Bruce Bekkar, a women's health physician with the goal of mobilizing the medical profession to speak about the health impacts of climate change.

Additionally, in April 2024, The Green Team put on Earth Week 2025 including an Earth Day Festival, In-Person Recycling workshop, Earth Day Fair, Earth Day Parade, Webinar and lectures, Native plant and tree giveaways

In November 2025, the College of Veterinary Medicine's Veterinary Public Health Club hosted a short series on anthropogenic climate change and sustainable veterinary medicine. This was open only to veterinary students and the featured speaker was a board member from Veterinary Sustainability Alliance.

Also, in November 2025, The Environmental Professionals Network (EPN) put on a program called Emerging GIS Applications for Community and Environmental Health which talked about tackling environmental and public health challenges with the use of Geographic Information Systems.

Events- In September 2025, the Ohio Environmental Council collaborated with The Ohio State University's Environmental Professionals Network hosted an event which had a keynote address from Abby André who delved deeply into how changes made at the federal level since January 2025 were being felt locally.

Cultural arts- In December 2025, Postle Hall (College of Dentistry) got a commissioned Earth-inspired mural by artist Athena La Tocha. The artist used natural materials sourced from Ohio, which incorporates ink, solid, and other materials, in which the artist explores the relationship between humans and the natural landscape.

Volunteer opportunities- The Sustainability Institute helps NGOs and community groups connect with students seeking to volunteer to address environmental, food security, recycling and energy issues.

The Green Team at The Ohio State University offers resources to direct students to volunteer with various environmental/conservation opportunities.

tOSUCoD's Sustainable Smiles Collective joined a Columbus Parks and Rec invasive species

removal event.

Wilderness or outdoor programs- OSUCOM has a Wilderness Medicine Interest Group (WMIG) that hosts multiple student outings and workshops related to practicing wilderness medicine. tOSUCoD's Sustainable Smiles Collective had a hiking event and kayaking event in 2025. The College of Veterinary Medicine did not have any specific outdoor opportunities. However, there is a Mountaineers club at the university that goes on outdoor adventures, such as climbing, backpacking, mountaineering, skiing, biking, paddling, caving and more.

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 institution 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

Sustainability Institute (SI)
The Sustainability Institute advances sustainability-focused education, research, and innovation across the university. It supports faculty, staff, and students in developing new knowledge and practices related to sustainable energy systems, environmental stewardship, and community impact. SI plays a key role in integrating sustainability into academic programs and coordinating research initiatives aligned with Ohio State's strategic priorities.

Sustainability and Strategic Services, Facilities Operations and Development (FOD)
This group leads university-wide sustainability efforts related to energy management, conservation, green building, and materials stewardship. Its work spans planning, operations, and continuous improvement. The office collaborates with units across the university to support sustainability planning, education, engagement, and alignment with the university's core goals of Teaching and Learning, Research and Innovation, Outreach and Engagement, and Resource Stewardship.

Office of Student Life, Energy Management and Sustainability
The Office of Student Life Energy Management and Sustainability focuses on educating students and staff on sustainable choices not only within the university, but within the community as well. They provide recommendations for building systems, waste removal, resource conservation and other functions on campus to support energy conservation and sustainability while measuring efforts qualitatively and quantitatively.

Office of Business Advancement
A Sustainability Coordinator works within the Department of Athletics and office of Business Advancement who both report to the Wolfe Foundation Endowed Athletic Director, along with the

office of Business and Finance which reports to the Chief Financial Officer. Functionally the program reports to the Executive Director of Business Advancement where it leads department specific initiatives and provides leadership guidance to align with the Ohio State Sustainability Goals.

Wexner Medical Center (WMC) Sustainability Program
The Wexner Medical Center incorporates sustainability into healthcare operations through a dedicated sustainability program that addresses the environmental and social impacts of clinical care. A Senior Director of Sustainability and Strategic Services provides strategic leadership for Ohio State's energy and sustainability initiatives, including those at the medical center. WMC also has a Sustainability Program Manager who supports operational and programmatic efforts across the health system. The medical center's sustainability program includes a robust green team network of more than 1,100 members working to advance initiatives related to climate-resilient healthcare, waste reduction, resource stewardship, and social determinants of health.

5.2. How ambitious is your institution's 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 does **not** meet any of the requirements listed above (0 points)	
Score Assigned:	0

The Ohio State University currently has a carbon neutrality goal by 2050. The institution's most recent 2020 Climate Action Plan states that if their recommendations are followed, they could reach carbon neutrality ahead of goal, by 2030. The only other updates on the status of this plan can be found on the Sustainability Institute's Carbon Neutrality page, which states that there have been 37% carbon emission reductions since 2015 and the total carbon dioxide equivalents generated in 2024 were 387,550 metric tons. However, a refresh of the 2025 resource stewardship goals is coming in May 2024, with new goals by 2030. The carbon neutrality goal will still have a target date of 2050.

5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?
Yes, institution buildings are **100%** powered by renewable energy. (3 points)
Institution buildings source **>80%** of energy needs from off-site and/or on-site renewable energy. (2 points)
Institution buildings source **>20%** of energy needs from off-site and/or on-site renewable energy. (1 point)

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

Score Assigned:	1

According to personnel at the Ohio State University's Sustainability Institute and the Office of Administration and Planning, the percentage of total energy consumption from clean and renewable resources was 22%.
The new combined heating and power plant opened in 2023 and is an ongoing project, with the final goal to provide sustainable, energy-efficient electricity, heating, and cooling to existing and new buildings.

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

Yes, sustainable building practices are utilised for new buildings on the institution's campus and the **majority** of old buildings **have been retrofitted** to be more sustainable. (3 points)
Sustainable building practices are utilised for new buildings on the institution's campus, but most old buildings have **not been retrofitted.** (2 points)
Sustainable building practices are **inadequately or incompletely** implemented for new buildings. (1 point)
Sustainability is **not considered** in the construction of new buildings. (0 points)

Score Assigned:	3

Ohio State Energy Partners is a partnership that manages heating, cooling, and energy to the Ohio State University's Columbus campus. One of their commitments is to reduce overall energy consumption by 25% within the first 10 years of partnership (formed in 2017). Currently, 19 buildings are scheduled to be retrofitted.

In addition, the Ohio State University launched its new Sustainable Design and Construction Policy in February 2021. All construction projects (new and renovations) now incorporate more sustainability elements based on project type, project scope, jurisdiction and budget and require suppliers to be more transparent around sourcing, material content and the carbon footprint of materials. For example, in the demolition of the North and South Cannon Garages to build the new inpatient hospital, a total of 86 million pounds (39,000 tons) of materials — or 98% of the waste — were recycled. Additionally, in the process of building the new inpatient hospital, Ohio State was able to issue two Green Bonds given the extensive sustainable design process. Most old buildings, however, have not been retrofitted to be more sustainable.

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

Ohio State University offers free public transportation to students on the COTA buses (city of Columbus bus system) and on the university's bus system, CABS, which operates on campus and to popular housing locations. In 2016, the CABS was recognized by Ohio Clean Fuels as a three-star certified Ohio Green Fleet. There is also a compressed natural gas fueling station that serves university vehicles as well as state and municipal vehicles. For group travelling, Ohio State offers a charter service. Ohio State University also has robust biking infrastructure with bike racks, discounted rentable bikes all over campus, and an on-campus bike hub that offers repairs and cycling supplies, making it a Silver Level Bicycle Friendly University. Electric charging stations are also featured on campus. Ohio State University also offers rideshare discounts for students during dark hours. There are also numerous electric scooters scattered throughout campus and the nearby neighborhoods that students can use.

5.6. Does your institution have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?
Yes, the institution has **both** compost **and** recycling programs accessible to students and faculty. (2 points)
The institution has **either** recycling **or** compost programs accessible to students and faculty, but not both. (1 point)
There is **no** compost or recycling program at the institution. (0 points)

Score Assigned:	2

The facilities operations and development department's Zero Waste program has a robust composting and recycling program that many students utilize. In FY25, the university diverted 41% of waste from landfills through recycling, composting and other aspects of Ohio State's zero-waste initiative. The university's Zero Waste team has expanded the collection of food waste for composting in over 120 locations across the Columbus campus, including residence halls and academic buildings with kitchenettes. Additionally, the university hosts eight compost drop-off locations on the Columbus campus for faculty, staff and students living off-campus. Through the Zero Waste program, students can also host zero waste events on specific locations on campus at little to no additional cost to the planner.

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 a**dequate s**ustainability 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:	3

The Sustainability Institute at Ohio State says that Ohio State aims to provide local and sustainable food options across its dining facilities, yet there are no metrics/targets for tracking Ohio State's progress. Ohio State University made progress to this goal by purchasing 85% of its liquid daily from local farms, serving food (beef, pork, and produce) from campus farms and had a successful pilot program of the Microfarm Project at Mansfield, which extended to Marion's campus. Campus dining has plenty of vegan/plant-based options including vegan egg, plant-based milks, and other vegan alternative options for students looking for alternatives to meat and dairy products. On a university level, plant-based alternatives are not pushed towards students with meat-free days or no red-meat days. However, campus environmental groups like the The Green Team at the Ohio State University encourage a "planet-first" diet- encouraging readers to try a vegan diet for their health and the planet.

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:	3

University Purchasing is committed to including environmentally friendly products and has been able to acquire more products with environmentally friendly attributes. The medical center has developed sustainable procurement guidelines and also has sustainability criteria in the request of proposal scoring matrix. At Ohio State there is also a Surplus Department that is responsible for the disposition of Ohio State property in accordance with university policy. This is highlighted on the Sustainability Institute webpage. In addition, the Wexner Medical Center uses the Vizient

Environmentally Preferred Purchasing (EPP) Dashboard to evaluate the environmental impacts of medical and surgical products. Wexner Medical Center staff continue to follow this model as they take steps towards a more "sustainable health system."

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

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
The Ohio State University has a Green Buckeye Certification that can be obtained by labs on campus. The certification is something that labs can apply to obtain through the website. Certification can be obtained by the labs implementing aspects of the Ohio State's sustainability goals and can then apply to be certified. Facilities Operations and Development (FOD) sustainability staff will review applications and provide approval if the application fulfills the requirement. - The requirements to become certified include: - Communication, Education, Stewardship - Energy Efficiency and Conservation - Water Conservation - Recycling and Waste Reduction - Chemical Usage, Storage, and Disposal (for labs only) - Environmentally Preferred Purchasing - Other Green Initiatives	

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

In the 2018 Impact Review Report released in response to the Undergraduate Student Government's (USG) resolution that called for divestment, Ohio State's Office of Business and Finance responded: "Ohio State should continue our current investment strategy, which allows the university to respond to economic trends in the energy sector and sustainability. For example, the university has already ceased new investments in oil and gas exploration and ramped up investments in sustainable energy projects. The USG proposal should be declined." In Nov 2022, USG passed another resolution demanding divestment but the university did not comply.

However, in a news report in 2022 a university spokesperson reported that the university has "made no new investments in illiquid oil and gas exploration and production since 2014", and that the university has begun "winding down" on these investments since 2018.

Nonetheless, many students and organizations continue to protest and actively push for sustainable energy and divestment from fossil fuels. For example, in Sept 2021 students gathered to oppose the construction of a fossil-fueled power plant and in Oct 2022, students once again protested for divestment from fossil fuels.

Section Total (21 out of 32)	**65.63%**

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Grading

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

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

**Within each grade bracket, a score in the top 5% (_5 to_9%), receives a "+", and a score in the bottom 5% (_0-_4%) receives a "--". For example, a percentage score of 78% would be a B+.*

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	(40/89) x 100 = 47.19%	C
Interdisciplinary Research (17.5%)	(16/17) x 100 = 94.12%	A
Community Outreach and Advocacy (17.5%)	(12/14) x 100 = 85.71%	A
Support for Student-led Planetary Health Initiatives (17.5%)	(15/15) x 100= 100.00%	A+
Campus Sustainability (17.5%)	(21/32) x 100 = 65.63%	B
Institutional Grade	**(Cx0.3 + A-x0.175 + B+x0.175 + Bx0.175 + B=x0.175) = 74.61**	**B**

Report Card Trends

Section Overview
This graph demonstrates trends in overall and section grades for the years in which The Ohio State University College of Veterinary Medicine has participated in the Planetary Health Report Card initiative.