Planetary Health Report Card (Medicine) 2026:

The Ohio State University College of Medicine

2025-2026 Contributing Team:

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Land acknowledgment: We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and many other Indigenous peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. As a land grant institution, we want to honor the resiliency of these tribal nations and recognize the historical contexts that have and continue to affect the Indigenous peoples of this land.

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Summary of Findings

Overall Grade	B+

Curriculum	C

- The Ohio State University College of Medicine (OSUCOM) has some planetary health-focused curriculum, but it is not very robust nor integrated well into the curriculum. There is a 4-week fourth year advanced competency elective (Climate Change in the Clinical Context) that gives further training and education into the implications of climate change in medicine, but this course is not mandatory for everyone.
- **Recommendations:**
  - The school can work to further integrate planetary health into the M1-M2 curriculum through lectures that examine how environmental effects can influence various diseases that affect each organ system from a pathophysiology perspective.
  - For M3-M4 years, planetary health can be incorporated into case-based small group discussions. Each clerkship can also host didactic lectures on diseases directly or indirectly influenced by the environment, and how physicians can help educate patients on the effects of the environment on their health.
  - For students interested in a more in-depth examination of the interplay between planet health and human health, a 4-year longitudinal course should be offered.

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 Ohio State's campus could work to make climate focused research more accessible to medical 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 CVM 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 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 planet health and sustainability, individuals must opt-in to

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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. Hospital 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 OSU do not. Therefore, graduate and professional colleges should partner with community sustainability organizations to encourage the incorporation of sustainable practices into each discipline.

Support for Student-Led Initiatives | A+

- There are opportunities that support students to engage in sustainability quality improvement (QI) initiatives, discover mentors in their area of interest, and receive 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 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.
- **Recommendations:**
    - Sustainability needs to be embedded into the core of operational decision-making in order to accomplish carbon neutrality by 2050, and can't just be for a few people to accomplish. Some suggestions to start would be:
    - As the largest educational institution in Ohio, divesting from fossil fuels would set a strong precedent for other institutions in the state.
    - 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.
    - 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.

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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.

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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 Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimises use of healthcare services.

- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESH is covered by the three Priority Learning Outcomes of the Centre of Sustainable Healthcare below, and Planetary Health Education is embraced in the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:

    1. Describe how the environment and human health interact at different levels.
    2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
    3. Discuss how the duty of a doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.

- **Medical School/Department vs. Institution:** When "Medical school" is specified in the report card, this only refers to curriculum and resources offered by the School/department of 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 medical students, no matter where in the institution the resource comes from or if it is

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specifically targeted for medical 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 the taught material that is delivered to the entire cohort of students in one year.

- **Clerkship / Outreach:** This is a term used in the USA to refer to placements that medical students go on e.g. Pediatrics, General medicine, Psychiatry. In the UK these are referred to as rotations, outreach or placements. This is a relatively short (approximately 4-8 weeks) period of study and patient-centred clinical experience that takes place as part of the undergraduate programme.

- **Clinical rotation:** This is a term used to refer to placements that students go on (e.g., ophthalmology, surgery, cardiology).

- **Physiotherapy vs Physical Therapy:** For the purposes of this report card these terms are considered interchangeable. However, physiotherapy will be used primarily.

- **Community organisations:** For most institutions, there are existing groups that are not directly affiliated with the university and exist as a product of what the community the institution exists in cares about or needs. These specific community organisations relevant to this report include those that are focused around some aspect of climate and health preservation. These community organisations can include but are not limited to local mutual aid initiatives, underserved-resource distribution groups, clean-up and nature conservation groups, community gardeners, and other environmental-related organisations. If your institution does not have access to local volunteerships with community groups, please report any community organisations your institution or school has collaborated with.

- **Climate justice:** The idea that certain population groups and geographical locations which are disproportionately more impacted by climate change are already economically and socially disadvantaged. This double vulnerability sits alongside pre-existing social justice concerns and should therefore shift policy and practice to mitigate the inequitable effects of the climate crisis.

- **Extractivism:** The removal of natural resources typically in large quantities. Within anthropology this term is often used in the context of colonialism to refer to the

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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).

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 (2 points): 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.
- 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. This might look like several dedicated lecture slides, or inclusion of the same topic in different lectures and teaching formats.

Other considerations:

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

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.

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Planetary Health Curriculum

Section Overview: ***This section evaluates the integration of relevant planetary health topics into the medical school curriculum.*** *Today's health professional students will be on the frontlines of tackling the health effects of climate and other environmental changes. Therefore, it is critical that students are trained to understand the health effects of these changes, as well as planetary health issues and principles more broadly. Topics like the changing geography of vector-borne diseases, the health consequences of air pollution, environmental health inequities, and disaster response principles must be part of every medical school's core curriculum.*

Curriculum: General

1.1. Did your medical school offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
Yes, the medical school has offered **more than one** elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered **one** elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does **not** have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a **lecture** on planetary health. (1 point)	
No, the medical school has **not** offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	2
Score explanation: Fourth-year medical students are eligible for enrollment in the "Climate Change in a Clinical Context" course to fulfill the Advanced Competency Elective requirement of the curriculum. This Advanced Competency covers topics ranging from Climate Change Scientific and Medical Knowledge, Acute Illness and Climate Change, Chronic Illness and Climate Change, and Advocacy and Application. Moreover, Environmental Justice is incorporated longitudinally throughout the 4-week course. Lecturers consist of faculty physicians, clinical researchers, climate scientists, impacted patients, representatives of local environmental organizations, residents, and fellows. Students partake in weekly discussions, field trips to local organizations, and culminates in the creation of a project that applies the latest climate science and public health data to their future practice specialty. Resource: Lead Serve Inspire Curriculum	

Curriculum: Health Effects of Climate Change

1.2. Does your medical school curriculum address the relationship between extreme heat, health risks, and climate change?
This topic was explored **in depth** by the **core** curriculum. (3 points)
This topic was **briefly** covered in the **core** curriculum. (2 points)

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This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: Within the Lead.Serve.Inspire (LSI) curriculum, there is one lecture dedicated to the effects of climate change on the health of populations. This is a lecture in the format of a recorded e-module in the Foundations 2 block that addresses climate health. During the last block of second year, "Host Defense", there is one Longitudinal Group session, a group discussion course for M1s and M2s, dedicated to discussing climate change and health. Within that Longitudinal Group session, there is a brief mention of the extreme heat and associated health risks. The risks of exposure to extreme heat and patient populations' adaptive capacity is covered through several lectures, journal club, and case studies within the M4 Advanced Competency. Resource: Foundations 2 e-module, Host Defense Longitudinal Group Session; M4 Climate Change in a Clinical Context Advanced Competency	

1.3. Does your <u>medical school</u> curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: During the Host Defense preclinical block, in the Longitudinal Group session that covers climate change and health, one of four topics that students present on discusses the impact of extreme weather, including heat, on health. Medical students interested in planetary health can pursue the "Climate Change in a Clinical Context" Advanced Competency Elective during their fourth-year. This elective examines various climate change related topics such as: "Double Environmental Injustice — Climate Change, Hurricane Dorian, and the Bahamas", Acute Climate Health Case Based Discussion, and Climate catalyzed acute illness in internal medicine lecture and clinical application conversation. Moreover, for students pursuing the Global Health Elective for their Advanced Competency, there will be exposure to one lecture on reproductive justice that includes a few slides regarding environmental justice. Resource: Host Defense Longitudinal Group Session, M4 Global Health Advanced Competency, M4 Climate Change in a Clinical Context Advanced Competency	

1.4. Does your <u>medical school</u> curriculum address the impact of climate change on the changing patterns of infectious diseases?
This topic was explored **in depth** by the **core** curriculum. (3 points)

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This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2

Score explanation: In the Foundations 2 e-module as part of the core curriculum, there is one slide on the exacerbation of infectious diseases due to climate change. During the Host Defense block, in the Longitudinal Group session that covers climate change and health, the case simulation discusses the climate-related migration of the Ixodes tick, leading to changes in the patterns of Lyme disease, an infectious disease. The Host Defense block lectures discuss the geographical distribution of viral and bacterial infectious diseases and changes in the causes and epidemiology of infectious diseases. While there is no mention of "climate change" by name, the causative factor is stated to be increasing temperatures on these changing patterns of infectious diseases. Several lectures that discuss the geographical distribution of disease but exclude a mention of climate change include: "Tick-Borne Diseases", "Syphilis & Leptospirosis", "Mycoplasma, Ureaplasma, & Chlamydia", "Francisella, Brucella, Bartonella, & Coxiella", "Viral Hemorrhagic Fevers", "Hepatitis Viruses", "CNS Viruses", "Influenza", "Introduction to Medical Microbiology & Clinical Infectious Diseases", and "Sjogren's Syndrome and Mixed Connective Tissue Disease."

In the 4th year advanced competency curriculum, one lecture–"Reimagining the medical map of vector-borne illness"--addresses how geographical patterns of vector-borne illnesses may be changing in the face of shifting climates. Students also took part in an interprofessional simulation with dietetics students involving changing patterns of tick-borne illness.

Resource: Foundations 2 e-module, Host Defense Lectures, M4 Climate Change in a Clinical Context Advanced Competency

1.5. Does your <u>medical school</u> curriculum address the respiratory health effects of climate change and air pollution?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2

Score explanation: The OSUCOM curriculum discusses the effect of lifestyle on respiratory health but not on the social determinants of health as related to climate change and air pollution. During the pre-clinical Cardiopulmonary block, there are a few lectures with brief mentions about air pollutants and how they can contribute to interstitial lung disease, although there is no discussion of trends or causative factors of the air pollution.

The 4th year Advanced Competency students also include lectures regarding respiratory health impacts, titled Climate Science of Wildfires and Respiratory Health, and reviewing an article on the Patient Experience with Asthma and Climate Change.

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Resource: Cardiopulmonary Block Lectures, M4 Climate Change in a Clinical Context Advanced Competency

1.6. Does your medical school curriculum address the cardiovascular health effects of climate change, including increased heat?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2

Score explanation: The core curriculum lectures do not address the cardiovascular health effects of climate change,but it does briefly mention increased heat. The lectures only discuss the effects of smoking and alcohol on cardiovascular health. There is one lecture in the Foundations 2 e-module on the impact of climate change on women's health that has one slide that includes cardiovascular health, among other organ systems, as negatively impacted by excess heat but does not connect that excess heat to climate change.

The 4th year Advanced Competency elective has assigned pre-work that includes reviewing multiple lectures previously facilitated by Emory University's Climate Crisis and Clinical Medicine Virtual Elective for Medical Students. One assignment includes reviewing a lecture titled "The Enduring Legacy of Inequitable Exposure to Extreme Heat in US Urban Areas". There is another lecture titled "The impact of climate change on cardiovascular health and surgical outcomes".

Resource: Foundations 2 Climate Health module, M4 Climate Change in a Clinical Context Advanced Competency

1.7. Does your medical school curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1

Score explanation: In the 4th year Advanced Competency, there is a lecture on "Psych, The Global Climate Emergency: Psychological Aspects," as well as case studies in psychiatric conditions such as schizophrenia, discussions on solastalgia and climate anxiety. Students also have the option to explore how climate change impacts conditions such as MS.

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Resource: M4 Climate Change in a Clinical Context Advanced Competency

1.8. Does your <u>medical school</u> curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
Score explanation: In the 4th year Advanced Competency curriculum, there is a lecture covering the impacts of climate change on food security ("Climate impacts of our food and agriculture") and a lecture on the benefits of a plant based diet ("Co-benefits of plant based diet lecture"), which is also accompanied by an assignment to eat a plant-based dinner. Resource: M4 Climate Change in a Clinical Context Advanced Competency	

1.9. Does your <u>medical school</u> curriculum address the outsized impact of climate change on marginalised populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: In the Foundations 2 e-module as part of the core curriculum, there is one slide on the disproportionate effects of climate change on Black people, people of color, and developing nations. The 30 min e-module in the Understanding Patients with Specialized Medical Needs (UPSMN) Ring discusses the social and economic factors connected to poor health outcomes, implicit bias, and sub-optimal care in relation to climate change. The 30 min e-module in the UPWP ring discusses impact of particulate matter on Black and minority communities and children and impact of disease in the underserved Appalachian populations, and includes a case scenario on environmental justice. In the 4 year advanced competency, there are numerous lectures examining the disproportionate effects of climate change on marginalized communities and their health. Resource: Foundations 2 e-module, Endocrine/Reproduction block lectures, M4 Climate	

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Change in a Clinical Context Advanced Competency, UPSMN Ground School lectures

1.10. Does your <u>medical school</u> curriculum address the unequal regional health impacts of climate change globally?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
Score explanation: In the brief Foundations 2 e-module as part of the core curriculum, one slide discusses the disproportionate effect of climate-fueled extreme weather nations on the least developed nations. Otherwise, The core curriculum does not address the unequal regional health impacts of climate change globally. There are numerous lectures examining the climate justice and equity aspects of climate change and their impacts on people's health. Resource: Foundations 2 e-module, M4 Climate Change in a Clinical Context Advanced Competency	

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

1.11. Does your <u>medical school</u> curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides, microplastics)?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
Score explanation: In the endocrinology and reproduction block, the "Nutrition in Pregnancy and Lactation" lecture briefly discussed the importance of pregnant women to avoid big game fish and tuna to avoid dangerous levels of mercury, as it is teratogenic. No other mention of environmental toxins in reproductive health were made. The Advanced Competency for fourth-year students also includes assignments that review the lecture titled "How Climate Change is Changing Women's Health: Health, Security and Human Rights," and journal club discussions on maternal and fetal health related to environmental exposures.	

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Resource: Endocrine/Reproduction block lectures, M4 Climate Change in a Clinical Context Advanced Competency

1.12. Does your <u>medical school</u> curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: A 30 minute e-module in the UPWP ring (Understanding Patients within Populations–primary medicine and pediatrics rotations) discusses the major locoregional sources of greenhouse gas emissions, environmental and health effects of natural gas production, and the current regulation of fossil fuels and radioactive waste in Ohio and impact of disease on the underserved Appalachian populations. Resources: UPWP Ground School Lecture	

1.13. To what extent does your <u>medical school</u> emphasise the importance of Indigenous knowledge **and value systems as essential components of planetary health solutions?**	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
Score explanation: The fourth year Climate Health Advanced Competency elective course includes conversations around the importance of Indigenous knowledge in addressing environmental health, climate change, and sustainability through a book club discussion for the book "Dying Green" by Christine Vatovec. Students also have the opportunity to explore and share discussion points from reading texts such as "Braiding Sweetgrass" by Robin Wall Kimmerer, "What if We Get it Right?" by Ayana Elizabeth Johnson, and "All We Can Save" by Katharine Wilkinson. Resource: Lead Serve Inspire Curriculum; M4 Climate Change in a Clinical Context Advanced Competency	

1.14. Does your <u>medical school</u> curriculum address the outsized impact of anthropogenic

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environmental toxins on marginalised populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
Score explanation: The core curriculum does not 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. The fourth year Climate Health Advanced Competency elective course includes lectures, readings, and assignments on environmental justice, health equity, the disproportionate impact of climate change on marginalized populations and includes discussions on anthropogenic environmental toxins, with a specific focus on increased air pollution. Resource: Lead Serve Inspire Curriculum; M4 Climate Change in a Clinical Context Advanced Competency	

Curriculum: Sustainability

1.15. Does your <u>medical school</u> curriculum address the environmental and health co-benefits of a plant-based diet?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 point)	
Score Assigned:	1
Score explanation: The core curriculum does not address the environmental and health co-benefits of a plant-based diet. However, in the Climate Change in a Clinical Context Advanced Competency, there is one lecture addressing this topic, titled “Co-benefits of plant based diets” Resource: Lead Serve Inspire Curriculum, M4 Climate Change in a Clinical Context Advanced Competency	

1.16. Does your <u>medical school</u> curriculum address the carbon footprint of healthcare systems?
This topic was explored **in depth** by the **core** curriculum. (3 points)

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This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2

Score explanation: The e-module in the UPSMN ring discusses the environmental footprint of healthcare delivery and how clinicians can reduce the operational footprint in a hospital or clinic setting.

In the 4th year advanced competency, there are three lectures ("Healthcare sector carbon footprint lecture: State of Sustainability in the Healthcare Sector", "Greening the OR: how physicians can impact waste", and "Carbon footprint of the Healthcare Sector") examining the carbon footprint of healthcare and how to make it more sustainable. Students also participate in a book club where they read "Dying Green: A Journey through End-of-Life Medicine in Search of Sustainable Health Care" by Christine Vatovec.

Resource: UPSMN Ground School lectures, M4 Climate Change in a Clinical Context Advanced Competency

1.17. Does your medical 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-medicalisation, 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 or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point)	0
Environmental impact of **surgical** healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	0
The impact of **anaesthetic** gases on the healthcare carbon footprint and ways to reduce anaesthesia's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	0
The impact of **inhalers** on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	0
Waste production within healthcare **clinics** and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	0

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Score explanation: None of these topics are covered in the core curriculum. Within the M4 elective curriculum, students discuss the impact of inhalers and the benefit of using dry powered inhalers, waste production and strategies for reducing waste in clinical activities, the impact of anesthetic gases, the co-benefits of avoiding over-medicalisation and deprescribing. Pharmacy lectures and "Cost of Care" lecture during the UPWP ring do not include planetary impact of over-prescribing, over-investigating, or over-treating. Resource: Lead Serve Inspire Curriculum; M4 Climate Change in a Clinical Context Advanced Competency

Curriculum: Clinical Applications

1.18. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies to have conversations with patients about the health effects of climate change?	
Yes, there are strategies introduced for having conversations with patients about climate change in the **core** curriculum. (2 points)	
Yes, there are strategies introduced for having conversations with patients about climate change in **elective** coursework. (1 point)	
No, there are **not** strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	2
Score explanation: During Host Defense, in the Longitudinal Group session that covers climate change and health, there is a standardized patient encounter with a patient who presents with symptoms of late disseminated Lyme disease due to climate-related migration of the Ixodes tick. The assessment includes a discussion of how climate change has contributed to the spread of Lyme disease beyond the northeast US. Additional strategies on how to have conversations with patients about the health effects of climate change are not included and if provided, would be preceptor-dependent. Resource: Host Defense Longitudinal Group Session	

1.19. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies for taking an environmental history or exposure history?	
Yes, the **core** curriculum includes strategies for taking an environmental history. (2 points)	
Only **elective** coursework includes strategies for taking an environmental history. (1 point)	
No, the curriculum does **not** include strategies for taking an environmental history. (0 points)	
Score Assigned:	2
Score explanation: Throughout Longitudinal Group, a small group discussion during M1-2 years,	

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students are taught to ask patients about occupational history to elicit exposures and environmental factors. The other aspect of environmental history students are taught to record is environmental allergies, and social factors (living arrangements, smoking, diet, etc.) that could be affected by the environment.

During Host Defense, in the Longitudinal Group session that covers climate change and health, there is a standardized patient encounter with a patient who presents with symptoms of late disseminated Lyme disease due to climate-related migration of the Ixodes tick. The details that students are expected to elicit on social history to aid in diagnosis and discussion with the patient include occupation, area of residence, exercise, diet, and travel history.

Resource: Host Defense Longitudinal Group Session

Curriculum: Administrative Support for Planetary Health

1.20. Is your medical school currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?	
Yes, the medical school is currently in the process of making **major** improvements to ESH/planetary health education. (4 points)	
Yes, the medical school is currently in the process of making **minor** improvements to ESH/planetary health education. (2 points)	
No, there are **no** improvements to planetary health education in progress. (0 points)	
Score Assigned:	2

Score explanation: In the past, The Ohio State University College of Medicine Administration was working with students to implement student driven curriculum change. Changes included adding climate health language and individual facts to existing lectures for longitudinal incorporation. In addition, there has been implementation of explicit climate related content into the core curriculum, particularly during the M1-M2 preclinical years. While these changes have remained to this day, there have not been any new discussion between students and administration to continue expanding planetary health education

Resource: Sustainability in Medicine, Lead Serve Inspire Curriculum

1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the core curriculum?
Planetary health/ESH topics are **well integrated** into the core medical school curriculum. (6 points)
Some planetary health/ESH topics are appropriately integrated into the core medical student curriculum. (4 points)
Planetary health/ESH is not integrated and is primarily addressed in **(a) standalone lecture(s).** (2 points)

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There is **minimal/no** education for sustainable healthcare. (0 points)	
Score Assigned:	2

Score explanation: The planetary health/education for sustainable healthcare topics are mostly discussed in standalone lectures in the Foundations 1 e-module, Longitudinal Group climate change and health session, and each lecture during Ground School before each ring in M3 year.

Resource: Lead Serve Inspire Curriculum

1.22. Does your <u>medical school</u> employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?

Yes, the **medical school** has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)	
No, the **medical 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: A Health Science and Rehabilitation professor and PhD serves in the position of Director of Health Professions Sustainability Education to oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the curriculum. In general, the Ohio State University College of Medicine administration is interested in improving the inclusion of planetary health and sustainable health care in the curriculum. The Wexner Medical Center employs a Sustainability Project Manager of the hospital system however their role is not to oversee medical school curriculum development. The greater OSU administration has a Presidents and Provosts Council for Sustainability, but the medical school does not directly employ the members.

1.23. 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 **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1

In the 4th year Advanced Competency curriculum, there are three lectures that specifically focus on the roles of physicians in climate change advocacy–“Physician Advocacy: The Role of the Physician in Climate Change”, “Physician Advocacy”, and “Introduction to hospital policy, hospital administration, and sustainability as a physician change-maker lecture”

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Resource: M4 Climate Change in a Clinical Context Advanced Competency

Section Total (35 out of 75)	**46.67%**

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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

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.

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- 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 point)	
There is **no** dedicated department or institute. (0 points)	
Score Assigned:	3

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, Ohio State University 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)

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

Score Assigned:	2

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

The OSU 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)

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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

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

Score Assigned:	1

The Ohio State University Global One Health Initiative is a member of the Planetary Health Alliance. OSUCOM Global One Health Initiative is part of the Planetary Health Alliance. OSUCOM 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 a school's 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

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"

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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

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

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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
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 providers. (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 OSU 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)

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Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated medical centres have accessible educational materials for patients. (0 points)	
Score Assigned:	2
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
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 (13 out of 14)	**92.86%**

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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
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 them 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
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	

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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
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. The Wexner Medical Center also has a website dedicated to sustainability in 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
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.	

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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 who serves on a department or institutional decision-making council/committee. (1 point)	
No, there is no such student representative. (0 points)	
Score Assigned:	1

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

Agriculture - The Ohio State Student Farm is a student organization that teaches OSU students about sustainable farming practices. There is also an OSUCompost Program available for students

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to start composting. OSU 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, OSU 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 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.

OSUCoD'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.

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OSUCoD'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, skiiing, 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 institutions, 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

Ohio State University has a robust Sustainability Institute (SI) that serves the entire campus. The SI has numerous dedicated staff, executive steering committee, as well as world-renowned faculty and researchers all working toward the common goal of establishing OSU as a leader in sustainability efforts both within higher education and in local and global communities. SI integrates efforts from multiple academic disciplines and multiple campus departments (such as Student Life and Administration and Planning) to address the complex issue of sustainability, all while empowering the next generation of students to become leaders in this global challenge. There is a Senior Director of Sustainability and Strategic Services who is responsible for all strategic and operational aspects of Ohio State's energy services and sustainability program, including at the Wexner Medical Center. There is a Sustainability Program Manager at the Wexner Medical Center and the hospital also has a dedicated sustainability program with 1,115 green team members that is dedicated to addressing the healthcare aspects of climate change, including social determinants of health.

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,

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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

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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	

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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)

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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

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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)

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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

However, this certification process is not well advertised or incentivized across campus.

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, OSU'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.

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	(32/75) x 100 = 46.67%	C
Interdisciplinary Research (17.5%)	(16/17) x 100 = 94.12%	A
Community Outreach and Advocacy (17.5%)	(13/14) x 100 = 92.86%	A
Support for Student-led Planetary Health Initiatives (17.5%)	(15/15) x 100= 100%	A+
Campus Sustainability (17.5%)	(19/32) x 100 = 65.63%	B
Institutional Grade	**(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 75.70%**	**B+**

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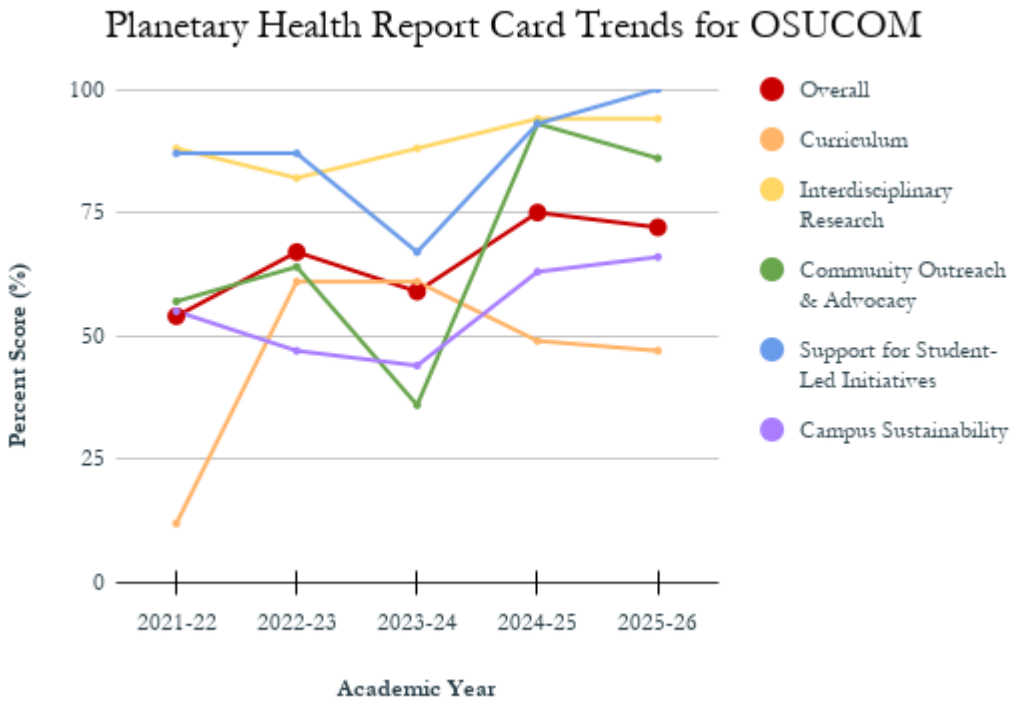
Report Card Trends

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



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