



Planetary Health Report Card (Pharmacy) 2026:

*University of Colorado Anschutz
Skaggs School of Pharmacy and Pharmaceutical
Sciences*



University of Colorado **Anschutz**

Skaggs School of Pharmacy and Pharmaceutical Sciences

2025-2026 Contributing Team:

- Students: *Liriam Campos Hevia**, *Diane Lee*, *Tyrah Domingo*, *Klaudia Kanska*, *Karlee Milton*, *Lucia Chung*, *Yasmeine Abbassi*
- Faculty Mentors: *Dr. Joseph Saseen*,

**Primary Contact: Liriam Campos Hevia, liriam.camposhevia@cuanschutz.edu*

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

Summary of Findings

Overall Grade	B-
Curriculum	D-
<ul style="list-style-type: none"> The curriculum grade remains unchanged since 2022, when the Human Health and Climate Change seminar elective was last offered. Even though the core curriculum has improved, with more mentions of planetary health and its role in healthcare. There are still many opportunities to adapt discussions and implementations. Recommendations: The core curriculum offers several opportunities to examine human health through the lens of planetary health. Pharmacotherapy (PT) courses already emphasize the role of nonpharmacologic management—such as diet, physical activity, and exposure to risk factors—as well as patient-specific behavioral, social, and economic factors in shaping health outcomes. Considering adding specific discussions on air quality, allergens, wildfires, extreme weather events, vector-borne diseases, food/water security, healthcare utilization, and resilience, especially in the context of Colorado, out-of-state, and internationally. It will create an opportunity to better understand the diversity of patients and how we can better treat them. Considering adding external factors, such as the emphasis on planetary health and climate change, and their relevance to healthcare and patient care, as part of patient education. 	
Interdisciplinary Research	A
<ul style="list-style-type: none"> Although the School of Pharmacy may not be primarily centered on climate change research, there are a few professors that are currently researching or have written articles referencing climate change and the implications within healthcare. The University of Colorado broadly fosters collaboration and interdisciplinary work in this area, particularly with the launch of the new PhD program in Climate and Human Health. Recommendation: Continue to support planetary health research in the context of human health and the implications it may have in patient care. While encouraging students' collaboration and initiative. 	
Community Outreach and Advocacy	A+
<ul style="list-style-type: none"> The University of Colorado consists of multiple schools, programs and campuses, regularly partners with a variety of community organizations. For example, the School of Pharmacy partners with local elementary schools and health screening events that serves as a way to educate our community on healthcare matters, but also spread awareness of the health effects that arise from climate change and the environment. Recommendation: Continue supporting local initiatives in the communities and encourage participation across <u>all</u> schools and disciplines. Support and encourage affiliated hospital systems on campus and our other schools to offer education material targeting the population they serve and teaching how planetary health and healthcare relate, how we can advocate. 	
Support for Student-Led Initiatives	B
<ul style="list-style-type: none"> Student organizations are active and numerous across the Anschutz Medical campus, but may not always appear unified between schools and disciplines. There are about 6 different colleges within campus, each of which have their own organizations and community outreach opportunities. 	

- **Recommendations:** If possible, encourage and explore opportunities for cross-disciplinary collaboration with other colleges and organizations on campus. Support student involvement, initiative and collaboration.

Campus Sustainability

C

- The university has made progress towards campus sustainability, but there is still room for improvement at an institutional level. As this year's climate action plan and energy master plan are not at standard recommendations.
- **Recommendations:** Continue efforts to engage students and faculty in goal-setting conversations through workshops and town hall meetings to establish a sustainability work group that developed both an energy master plan and a climate action plan for the 2027 year.

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, 4) community outreach centred on environmental health impacts and 5) school campus sustainability.

Definitions & Other Considerations

Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as “the health of human civilisation and the state of the natural systems on which it depends.” For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional ‘environmental health’ examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of health professional education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term “planetary health” to satisfy the metric.
- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimises use of healthcare services.
- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESH is covered by the three Priority Learning Outcomes of the Centre of Sustainable Healthcare below, and Planetary Health Education is embraced in the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:
 1. Describe how the environment and human health interact at different levels.
 2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
 3. Discuss how the duty of a doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.
- **Pharmacy School/Department vs. Institution:** When “Pharmacy school” is specified in the report card, this only refers to curriculum and resources offered by the School/department of Pharmacy and does not include offerings from other parts of the university (e.g. undergraduate departments (USA), other related departments (e.g. Public Health, Population Health departments). In contrast, when “institution” is specified in the report card, we are referring to the university more broadly including all of its campuses. Any resource reasonably accessible by Pharmacy students, no matter where in the institution the resource

comes from or if it is specifically targeted for medical students, can meet this metric.

- **Environmental history (Curriculum Section):** This is a series of questions students are taught to ask during medical encounters that elicits patients' exposures and environmental risk factors. Historically, this has included consideration of exposures like pesticides, asbestos, and lead, though in the modern era shaped by climate change, it can be expanded to include things like wildfire smoke exposure, air pollution and mould after flooding. Key components include place of residence over the lifecourse, occupational history, food and water sources (e.g. meat from industrial feeding operations, regular fishing in contaminated water, access to clean drinking water), and exposure to air pollution. Please be as specific as possible when providing evidence for this metric.
- **Elective:** The word "elective" refers to an optional course or lecture series that a student can opt to take part in but is not a requirement in the core curriculum. Generally, these elective courses take place in the preclinical curriculum but vary by school.
- **Core Curriculum:** This refers to taught material that is delivered to the entire cohort of students in one year.
- **Clerkship / Outreach:** This is a term used in the USA to refer to placements that medical students go on e.g. Pediatrics, General medicine, Psychiatry. In the UK these are referred to as rotations, outreach or placements. This is a relatively short (approximately 4-8 weeks) period of study and patient-centred clinical experience that takes place as part of the undergraduate programme.
- **Clinical rotation:** This is a term used to refer to placements that students go on (e.g., ophthalmology, surgery, cardiology).
- **Physiotherapy vs Physical Therapy:** For the purposes of this report card these terms are considered interchangeable. However, physiotherapy will be used primarily.
- **Community organisations:** For most institutions, there are existing groups that are not directly affiliated with the university and exist as a product of what the community the institution exists in cares about or needs. These specific community organisations relevant to this report include those that are focused around some aspect of climate and health preservation. These community organisations can include but are not limited to local mutual aid initiatives, underserved-resource distribution groups, clean-up and nature conservation groups, community gardeners, and other environmental-related organisations. If your institution does not have access to local volunteerships with community groups, please report any community organisations your institution or school has collaborated with.
- **Climate justice:** The idea that certain population groups and geographical locations which are disproportionately more impacted by climate change are already economically and socially disadvantaged. This double vulnerability sits alongside pre-existing social justice concerns and should therefore shift policy and practice to mitigate the inequitable effects of the climate crisis.
- **Extractivism:** The removal of natural resources typically in large quantities. Within anthropology this term is often used in the context of colonialism to refer to the

historic seizing of natural resources, a practice which has developed business models tied to ecological degradation and loss of biodiversity.

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

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](#).

Planetary Health Curriculum

Section Overview: *This section evaluates the integration of relevant planetary health topics into the Pharmacy 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 Does your pharmacy school curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation: A few pharmacotherapy, and pharmacy and toxicology courses address the impact on weather events and individuals.</i></p> <p><i>An example would be:</i></p> <ul style="list-style-type: none"> ● <i>Pharmacotherapy 4: Infectious Diseases-</i> <ul style="list-style-type: none"> ○ <i>Vibrio increasing in oysters because of warmer climates</i> 	

1.2 Does your pharmacy school curriculum address the environmental impact of medicines in terms of their pollution, ecological impact and contamination of water systems?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation: Previously in the academic year of 2022-2023, there was an elective course called Human Health & Climate Change (Seminar and Virtual Exchange), in which environmental</i></p>	

healthcare topics, including the impact of pharmaceuticals on the environment were discussed. Though, this elective has not been offered this year.

The topic was briefly addressed in pharmacotherapy courses, industry electives, and public health.

- Pharmacotherapy 5: Neurology
 - The impact of flushing fentanyl patches down the toilet
- Introduction to Pharmaceutical Industry Elective
 - It was briefly discuss the impact that pharmaceutical industries have on climate and environmental
- Pharmacotherapy 4: Infectious Disease
 - The differences of carbon emissions in making medications
 - Intravenous vs. oral medications and the significance in waste produced

1.3 Does your pharmacy school curriculum address the health effects of pharmaceutical industry- and manufacturing-related environmental toxins?

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

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

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

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

Score Assigned:	0
-----------------	---

Score explanation: See explanation to 1.2

1.4. Does your pharmacy school curriculum address the carbon footprint of healthcare systems?

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

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

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

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

Score Assigned:	0
-----------------	---

Score explanation: See explanation to 1.2

1.5. Does your pharmacy school curriculum address the impact of climate change on the changing patterns of infectious diseases and increased antimicrobial resistance?

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

This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<i>Score explanation: As part of the core PharmD curriculum, the Pharmacotherapy 4: Infectious Disease course, very briefly mentions the environmental impacts on antimicrobial resistance, implying that they can be related. Hospital-specific antibiograms and resulting drug selection was discussed.</i>	

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

1.7. Does your pharmacy school curriculum address the cardiovascular health effects of climate change, including increased heat?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation: Content not included in PharmD curriculum.</i>	

1.8. Does your pharmacy school curriculum address the relationship between climate change and allergies?

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

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

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

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

Score Assigned:

2

Score explanation: As part of the core curriculum, "Pharmacotherapy 1" briefly covered environmental stimuli and irritants as risk factors in the Pulmonary Pathology unit. The Interprofessional Education course series included cases where occupational heat exposure and air pollution were contributing factors to patient care. The Self-Care course discussed managing exposure to allergens and the development of hypersensitivities to an extent.

1.9. Does your pharmacy school curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?

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

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

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

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

Score Assigned:

0

Score explanation: Content not included in PharmD curriculum.

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

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

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

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

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

Score Assigned:

0

Score explanation: Content not included in PharmD curriculum.

1.11 Does your pharmacy school curriculum address the relationship between climate change and social determinants of health (e.g., reduced nutritional value of food)?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation: Content not included in PharmD curriculum.</i>	

1.12. Does your pharmacy school curriculum address the environmental and health co-benefits of a plant-based diet?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation: Content not included in PharmD curriculum.</i>	

1.13. Does your pharmacy school curriculum cover these components of sustainable clinical practice? (1 point each)	Score
Waste production within the healthcare system and strategies for reducing waste in clinical activities such as single use plastic and packaging. (1 point)	0
Patient counselling on safe disposal of medications. For example, what can be disposed of and how to locate recycling schemes, in addition to certain drugs or drug classes that are most important to dispose of properly (e.g. hormonal contraceptives, drugs that are excreted unchanged/active metabolites). (1 point)	1
The impact of extreme heat, on patients on medications which can interfere with thermoregulation. (1 point)	0
The impact of anaesthetic gases on the healthcare carbon footprint. (1 point)	0

The environmental impact of pharmaceuticals and over-prescribing as a cause of climate health harm. Alternatively, teaching on de-prescribing where clinically appropriate and its environmental and health co-benefits would fulfil this metric. (1 point)	0
The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes for obesity. This is commonly known as social prescribing in the UK. (1 point)	1
The impact and benefits of benign by design pharmaceuticals through exploring medicinal chemistry concepts and/or discussing implications of excretion of active metabolites/unchanged drug products on ecological systems. (1 point)	1
<p><i>Score explanation: Pharmacotherapy courses and the Patient Centered Communications course briefly discuss the pharmacist's role in patient counseling on safe handling and disposal for medication such as transdermal patches, needles and sharps.</i></p> <p><i>The infectious diseases units in Pharmacotherapy 4: Infectious Diseases and Pharmacotherapy 5: Neurology, briefly discuss the importance of antibiotic stewardship.</i></p> <p><i>The geriatrics lesson in Pharmacotherapy 5: Neurology, addresses the importance of de-prescribing, avoiding prescribing cascade, though not in the context of climate change.</i></p> <p><i>Some courses (Pharmacology and Toxicology, Drug Design, Medicinal Chemistry) discuss the extraction and design of pharmaceuticals from natural products, but do not go into depth on the implications of drug products released back into ecological systems.</i></p> <p><i>Pharmacotherapy 5: Neurology, briefly discussed that if you are on fentanyl patches you can't be in a hot tub because of the increase in absorption. In pharmacokinetics it has been discussed how heat may accelerate the chemical process behind the medications breakdown and degradation. Possibly speeding up the absorption process. Also, in other pharmacotherapy courses, as part of patient education it is discussed how heat may impact storage of medications.</i></p> <p><i>Pharmacotherapy Self-care - briefly discussed coral reef safe sunscreens</i></p>	

1.14. Does your pharmacy school curriculum discuss the environmental implications of various dosage forms, medication delivery devices, and/or excipients?
This topic was explored in depth by the core curriculum. (3 points)
This topic was briefly covered in the core curriculum. (2 points)
This topic was covered in elective coursework. (1 point)
This topic was not covered. (0 points)

Score Assigned:	2
-----------------	---

Score explanation: In Pharmacotherapy 3, Pharmacotherapy 1, diabetes elective, pharmaceuticals, it was briefly discussed the implications of certain medications and delivery devices in the environment: Insulin expiration date, inhalers usage waste, single-use syringes for compounding.

1.15. In training for patient communication, does your pharmacy school’s curriculum introduce strategies for having conversations with patients about the health effects of climate change?

Yes, there are clear and detailed strategies introduced for having conversations with patients about climate change in the core curriculum (3 points)

Yes, having conversations with patients about climate change is briefly mentioned in the core curriculum. (2 points)

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

No, there are no strategies or examples for having conversations with patients about climate change (0 points)

Score Assigned:	0
-----------------	---

Score explanation: Content not included in PharmD curriculum.

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

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

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

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

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

Score Assigned:	0
-----------------	---

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

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

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

Yes, the school is currently in the process of making minor improvements to ESH/planetary health education. (2 points)	
No, there are no improvements to planetary health education in progress. (0 points)	
Score Assigned:	0
<i>Score explanation: Minor steps were in place (Human Health and Climate Change elective) but have since been on hold.</i>	

1.18. Does your pharmacy school have a member of faculty to incorporate planetary health and sustainable healthcare as a theme throughout the curriculum?	
Yes, there is/are a member(s) of faculty whose role is directly responsible for the incorporation of planetary health and sustainable healthcare as a theme throughout the curriculum (4 points)	
Yes, there is/are member(s) of faculty who are incorporating planetary health and sustainable healthcare as a theme throughout the curriculum as well as doing their principle role (2 points)	
There are no members of faculty who are incorporating planetary health and sustainable healthcare as a theme throughout the curriculum (0 points)	
Score Assigned:	0
<i>Score explanation: Students could consult the School's Curriculum Committee to bring awareness to this need. In 2022-23 the former Associate Dean implemented the Human Health and Climate Change elective.</i>	

1.19. Does your pharmacy school curriculum offer clinical practice experiences (for example, IPPE/APPE rotations in the U.S. or placement opportunities in the UK) that allow for the exploration of planetary health topics?	
There are multiple clinical practice experiences/placements that allow for direct exposure to planetary health topics. (3 points)	
There is one available clinical practice experience/placement that allows for direct exposure to planetary health topics. (2 points)	
There are available clinical practice experiences/placements that allow for indirect exposure to planetary health topics. (1 point)	
No, there are no such clinical practice experiences/placements available through the pharmacy school. (0 points)	
Score Assigned:	1
<i>Score explanation: The PharmD Experiential Program consists of over 1,300 rotation opportunities throughout the state of Colorado, with a commitment to serving rural environments as part of the Colorado Commitment. There are additional opportunities for rotations to be</i>	

completed internationally or in other unique settings with indirect exposure to planetary health, but this typically must be arranged by the student.

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

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

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

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

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

Score Assigned:

0

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

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

1.21. 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:

0

Score explanation: Content not included in PharmD curriculum.

Section Total (16 out of 69)

23,19%

Back to Summary Page [here](#)

Interdisciplinary Research

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

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?	
Yes, there are faculty members at the institution who have a primary research focus in planetary health or sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the institution who are conducting research related to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the institution , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are no planetary health and/or sustainability researchers at the institution at this time. (0 points)	
Score Assigned:	3
<p><i>Score explanation: The institutions research portal (Colorado PROFILES) lists numerous experts who focus on climate health and sustainable health.</i></p> <p><i>For example:</i></p> <ul style="list-style-type: none"> ● <i>Several faculty members at School of Medicine whose primary research focus is in planetary and climate health</i> ● <i>Other faculty members at School of Medicine that are conducting research in planetary health and healthcare sustainability via many different avenues.</i> ● <i>Several faculty members at the School of Pharmacy are conducting research, though their main focus is not planetary climate health. These are a few examples of the topics being researched:</i> <ul style="list-style-type: none"> ○ <i>The effects of heat wave on patients with heart failure and anticholinergic medications</i> ○ <i>Advancing Climate care in Health Care: Pharmacy's Green Light https://pubmed.ncbi.nlm.nih.gov/40078499</i> ○ <i>Framework for Environmentally Sustainable Radiology: Call for Collaborative Action and a Health-Centered Focus https://pubmed.ncbi.nlm.nih.gov/40261175/</i> <p><i>The faculty members at school of medicine involved with planetary health research are involved with institutions outside of the School of Medicine enacting climate change measures on a broader scale. Such institutions include the National Academy of Medicine Action Collaborative on Decarbonizing the Health Sector, Centers for Disease Control and Prevention, US Department of</i></p>	

Health and Human Services EcoAmerica, and the U.S. Department of Defense Arctic Medical Operations team.

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

Score explanation: The University of Colorado hosts several major programs focused on climate and health. These include the school of medicine Climate and Health Program and its Climate Action Platform, which support education, research, and cross-disciplinary collaboration for students, clinicians, and faculty. As an example [Climate & Health Program](#) offered through the school of medicine.

The school of medicine also launched the nation's first graduate medical education [fellowship in Climate & Health Science Policy](#) in 2017, and its alumni have gone on to prominent leadership roles in the field. The CU School of Public Health further strengthens this work through its [Environmental & Occupational Health](#) department, which added a [PhD in Climate and Human Health](#) in 2024.

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

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

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

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

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

Score Assigned:

2

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

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

The school of medicine engages community voices in climate-related work through initiatives such as the ACCORDS community advisory panel, which has informed a heat vulnerability research project, and the Climate Action Platform, which includes community engagement and offers the Enviromedic course for climate-focused first-responder training. However, these efforts are not specifically centered on communities most affected by climate change and environmental injustice, leaving room for more intentional and sustained engagement.

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

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

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

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

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

Score Assigned:

2

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

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

The Climate & Health Program at the school of medicine supports education and outreach through a broadly informative website that offers resources, opportunities, and information on faculty, students, and upcoming activities. However, although the site is generally current, the events page has not been updated in nearly two years despite several climate and health events taking place during that time.

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

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

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

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

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

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

Score Assigned:

4

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

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

In March 2026, the School of Pharmacy will be collaborating with the University of Nottingham to host the 2nd annual climate and planetary health summit [International Pharmacy Collaboration](#). Continuing to focus on climate and planetary health (such as extreme heat, air quality, and water) impacting the pharmacy profession. We also present our preliminary result from the planetary report card and give recommendations of what could be done to improve.

The School of Medicine, has hosted several planetary health events, including a February 2024 author discussion with Dr. Mona Hanna-Attisha on lead poisoning and a March 2024 climate and health research symposium.

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

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

Section Total (15 out of 17)

88,24%

Back to Summary Page [here](#)

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 <u>institution</u> partner with community organisations to promote planetary and environmental 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
<p><i>Score explanation: The Anschutz Medical Campus has regularly partnered with organizations such as the Western Stock Show to promote and provide healthcare to members of rural Colorado communities.</i></p> <p><i>The School of Pharmacy partners with Aurora Public Elementary Schools and health fairs, pharmacy outreach program (POP) for Service learning projects, many of which incorporate environmental health topics as of 2024.</i></p> <p><i>A few organisations in the School of Pharmacy participate in drugs take back, and other events promoting planetary and health.</i></p> <p><i>The school of medicine continues to maintain community partnerships that support planetary and environmental health. In 2025, the Office of Access & Engagement reinstated the formal Service Learning curriculum after curricular reform and again made service learning mandatory for all medical students, with environmental justice identified as a student interest area. Students could partner with more than 70 community-based organizations, including three with a specific environmental health focus, and 11 students participated in those partnerships during the 2025 academic year.</i></p>	

3.2. Does your <u>institution</u> offer community-facing courses or events regarding planetary health?

The institution offers community-facing courses or events at least once every year. (3 points)	
The institution offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points)	
The institution has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)	
The institution has not offered such community-facing courses or events. (0 points)	
Score Assigned:	3
<p><i>Score explanation: Organizations at the School of Pharmacy have promoted community-facing events (such as Healthy Air & Water Colorado's Advocacy Workshops). Even though some of these events are not fully planetary health focused, they do promote an opportunity to educate patients.</i></p> <p><i>The school of Pharmacy is having their 2nd annual conference event in March 2026, International Pharmacy Collaboration with the University of Nottingham. This is an article from the 2025 event. This event is open to School of Pharmacy students, faculty, and staff. It is offered in both, via zoom and in-person format.</i></p> <p><i>Overall, the campus continued to offer several community-facing events and programs on environmental health and sustainability, led mainly by the Office of Institutional Planning Sustainability Team. These included Earth Day activities, Bike to Work Day, and town halls related to the CU Anschutz Climate Action Plan released in August 2025.</i></p>	

3.3. Does your <u>institution</u> have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?	
Yes, all students regularly receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)	
Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to some courses . (1 point)	
Students do not receive communications about planetary health or sustainable healthcare. (0 points)	
Score Assigned:	2
<p><i>Score explanation: The CU Anschutz Sustainability Team sends a Sustainability Scoop Newsletter via email. This is the registration link. Additional school-wide newsletters occasionally touch on sustainable health topics.</i></p> <p><i>The School of Medicine continued to share regular campus-wide updates on sustainability and planetary health through Student Affairs, Accessibility and Equity, CU Anschutz Today, and the Office of Institutional Planning Sustainability Team.</i></p>	

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

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

The School of Medicine and its affiliated hospital system continue to provide postgraduate trainees with opportunities to engage in planetary health through the Climate and Health Program's Diploma in Climate Medicine and the Climate & Health Science Policy Fellowship. In 2025, five new fellows joined the fellowship. Offering clinicians training in climate science and its relevance to medical practice. Consisting of five 60-hour courses, totaling 300 learning hours: Foundations and Updates in Climate Medicine, Developing Sustainable Hospital Systems, Disaster Response and Recovery, Community Resilience: Energy Innovation & Healthy Infrastructure, and Global Challenges. The program is offered twice a year and enrolls about 20 clinicians per session.

In addition, the Sustainable Hospital Workers internal workgroup at UHealth, Children's Hospital Colorado, and CU Anschutz brings together faculty and staff from multiple hospital departments to advance sustainability initiatives.

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

Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)

Some affiliated hospitals have accessible educational materials for patients. (1 point)

No affiliated medical centres have accessible educational materials for patients. (0 points)

Score Assigned:

2

Score explanation: The School of medicine has accessible [educational materials for patients](#).

The School of Medicine has affiliations with [UHealth](#), [Veterans Affairs \(Colorado Division\)](#), [Denver Health](#), and [Children's Hospital Colorado](#). As in years past, each of these systems has websites with articles detailing research, news stories, and events about patient health and environmental exposures. The School of Medicine has a [News page](#) that offers stories about

environmental health research conducted at CU in 2025, including news stories featuring findings of heat-associated kidney disease out of the Centers for Health, Work, & the Environment. Under UHealth's website, there is a news section entitled "["UHealth Today"](#)" where patients can read news articles about environmental health exposures, including articles covering zoonotic diseases like hantavirus. The VA has "Stories", "Events", and "News Releases" sections on its website, with veteran-specific stories and achievements that featured environmental health topics including exposures in the past, though none in 2025. Denver Health has a [Pediatric Environmental Health Specialty Unit section](#) on their website featuring patient-facing information about health issues stemming from environmental health exposures, including information about childhood asthma, heavy metals, outdoor health issues, and indoor air pollutants. Finally, [Children's Hospital Colorado \(CHCO\) has a Community Health page featuring research](#) and [CHCO's annual community health needs assessments](#), which highlights specific issues in environmental health and safety identified in these annual needs assessments. This section continues to receive a full score due to CU's institutional coverage of environmental health topics despite lacking information across all affiliated hospital websites.

3.6. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about the health impacts of climate change?

Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)

Some affiliated hospitals have accessible educational materials for patients. (1 point)

No affiliated hospitals have accessible educational materials for patients. (0 points)

Score Assigned:

2

Score explanation: School of medicine provides updates with news relating [Climate Science](#) to human health.

Overall, there are no significant changes in this year's educational materials on climate change and health impacts from the previous year's findings. The CU School of Medicine offers educational materials for patients about climate change and health impacts, including articles under the News page covering such topics as hantavirus exposures and the mental health impacts of extreme weather events, which earns this section a full score. On the UHealth website, ["UHealth Today"](#) featured patient-facing articles throughout 2025 that discuss general topics related to climate change and health as indicated in 3.5 above. In addition to the [Pediatric Environmental Health Specialty Unit website](#) (also Denver Health covers [this](#)) covering general issues related to exposures, Denver Health has a link on its front page to the [Colorado Department of Public Health and Environment](#) with resources specific to the local impacts of climate change on health including education about heat stroke prevention. Beyond the News and Research sections highlighted in section 3.5, the VA and Children's Colorado do not have specific pages or materials about the health impacts of climate change.

Section Total (14 out of 14)

100,00%

Back to Summary Page [here](#)

Support for Student-Led Planetary Health Initiatives

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

4.1. Does your <u>institution</u> offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the institution <i>either</i> 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
<p><i>Score explanation: The University of Colorado School of Medicine (CUSOM) supports student-led sustainability initiatives through the President's Sustainable Solutions Challenge. Students develop ideas to improve environmental quality, resource efficiency, and social equity on campus, either individually or in teams, and present to a panel of judges for a \$1,500 cash prize. Students can also engage in mentored scholarly activities (MSAs) as part of the curriculum, though there is no formal QI requirement. Some students have opted to focus their MSAs on sustainability or planetary health topics to gain practical experience.</i></p> <p><i>CUSOM also hosts lectures, workshops, and other co-curricular opportunities through CU-CHASE and the Climate and Health Program. Students can participate in lunch & learns organized by the co-sustainability representatives, attend events during Earth Week, and leverage the student website that collates current sustainability initiatives, volunteer opportunities, and mentorship contacts. These resources provide structured and informal avenues for students to design and implement sustainability or QI projects during medical school.</i></p>	

4.2. Does your <u>institution</u> 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:	1
<p><i>Score explanation: The School of Pharmacy's PharmD Honors Research program may provide general guidance on finding a research mentor for interested students. The School of Pharmacy has a page listing various centers of research.</i></p> <p><i>The School of Medicine offers a Climate & Health Fellowship. This 12-month fellowship focuses on climate and health policy, leadership, and applied project work with federal or nonprofit partners. Because there is no specific planetary health research program or fellowship designed for medical students, but research opportunities do exist for students who proactively seek them out.</i></p>	

4.3. Does the <u>institution</u> 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:	1
<p><i>Score explanation: See the School of Public Health's Department of Environmental & Occupational Health for their research site and the School of Medicine's Climate & Health Program site.</i></p> <p><i>The School of Medicine has maintained a student-facing planetary health website since 2023, but has not been updated since 2022-2024. Although, some changes and newer news items appear, the site still lacks maintenance and consistent in updating resources for specific student events, research opportunities, volunteering, funding, and mentorship. As a result, students have created their own website to make these opportunities more visible and accessible.</i></p> <p><i>The School of Medicine is also participates in separate climate and sustainability webpages, such as the Climate & Health Program and CU Anschutz Sustainability Program sites, which outlines initiatives, educational offerings, and faculty leadership. However, project details, mentorship pathways, and funding information remain fragmented and not well consolidated for students. Similarly, while CSU's One Health Institute website provides information on faculty, research, and student projects tied to the Fort Collins branch campus, funding details are not centralized on a CUSOM webpage, and student project awards appear smaller than previously reported. Overall, the information exists, but it is not presented in a comprehensive, current, and student-centered way.</i></p>	

4.4. Does your institution have registered student groups dedicated towards fostering a culture of planetary health engagement, scholarship, and advocacy on campus, supported by faculty advisors?

Yes, there is a student organisation **with faculty support** at my institution dedicated to planetary health or sustainability in healthcare. (2 points)

Yes, there is a student organisation at my institution dedicated to planetary health or sustainability in healthcare but it **lacks faculty support**. (1 point)

No, there is **not** a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)

Score Assigned:

2

Score explanation: The School of Pharmacy's local chapter of the American Pharmacists Association includes an [Operation Sustainability](#) which is dedicated to the completion of the Planetary Health Report Card, among other community outreach projects, education and advocacy initiatives.

The University of Colorado School of Medicine (CUSOM) has multiple registered student groups dedicated to planetary health and sustainability, all supported by faculty advisors. Groups like Climate Health Advocacy, Sustainability, and Education (CU-CHASE), within the group there is a PHRC committee and a Climate and Health Curriculum Integration Project (CHIP) both have faculty advisors. The campus hosts a chapter of Medical Students for a Sustainable Future (MS4SF), which provides structured leadership opportunities, national and international networking, sustainability-focused events, advocacy projects, and partnerships with CRHE and PHRC, all supported by faculty mentorship.

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

Score explanation: There is a student representative who participates in Student Senate and advocates for sustainability initiatives that hold the APhA operation sustainability chair position that serves as an advocate for sustainability within the school of pharmacy. Unfortunately, the School of Pharmacy does not have a direct student in charge at a department or institutional level.

Additionally the School of Medicine, had two medical students Sustainability Representatives per class to serve on the Medical Student Council (MSC). These liaisons are tasked with advancing sustainability initiatives on campus, advocating for sustainable practices in MSC events, and

serving as intermediaries between students, faculty, and student organizations. While they are officially part of the council, their role in attending MSC meetings has been somewhat unclear, and in later-year communications their names are not consistently included in the council's email signature alongside other members. Despite these limitations, they continue to provide a dedicated student voice for planetary health and sustainability, and complement the broader student-led efforts through groups such as MS4SF, CU-CHASE, PHRC, and CRHE, which collectively provide structured opportunities for student engagement in sustainability, advocacy, research, and leadership at CUSOM.

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.	0
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	0
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
<p><i>Score explanation: CU Anschutz Health and Wellness Center maintains a rooftop garden in partnership with the campus Food Pantry and the DAWN Clinic. <u>Current link for more information.</u></i></p> <p><i>In addition to the Colorado Consortium on Climate Change and Health (C4Health) and The school of Pharmacy 2nd annual conference event in March 2026, International Pharmacy Collaboration mentioned prior, speakers are regularly invited to speak on sustainability topics across the campuses.</i></p> <p><i>Dr. Matthew Campen, a professor from the University of New Mexico College of Pharmacy gave a presentation on March 5th, 2026 regarding the latest research on microplastics and their impact on human health. Emphasising on the importance of understanding and incorporations in real human/clinical scenarios (this is the link for the event).</i></p> <p><i>Students of the School of Pharmacy, in affiliation with Colorado Pharmacists Society, participate in legislative sessions each spring at Pharmacy Day at the Capitol (2026 event site). CU-CHASE in collaboration with Healthy Air and Water Colorado have hosted events in climate health advocacy.</i></p>	

CU's [Student Health Promotion Committee](#), as part of their Time to Ungrind initiative, promotes regular events, intramural sports and other outdoor activities. The CU Student Senate also promotes a student discount for [ski passes](#).

Local volunteer opportunities for students and individuals to be involved and promote [environment and health](#). The school of Pharmacy has a variety of organization chapters that participate in drugs take back, and other events promoting planetary and health, where students volunteer. An example of this is [Drug take back day 2025](#).

CU [Office of Community Outreach and Engagement](#) has research and projects on different aspects such as air cleanliness.

The [Fulginiti Pavilion and Gallery](#) has a variety of arts dedicated to address inequalities in health and society.

The School of Medicine Fort Collins branch continues to incorporate a One Health approach into its curriculum through service-learning in sustainable food systems, community-supported agriculture, and sustainability-focused events. Students also engage in panels, lectures, advocacy training, and annual Earth Week programming through initiatives like CU-CHASE and the CU Climate and Health Program. The school of medicine also offers two hybrid electives in planetary health, along with a wilderness medicine elective that combines lectures, small-group learning, and outdoor clinical application.

Section Total (11 out of 15)

73,33%

Back to Summary Page [here](#)

Campus Sustainability

Section Overview: *This section evaluates the support and engagement in sustainability initiatives by the institution. The healthcare industry is a major contributor to greenhouse gas emissions as well as pollution that harms local, regional, and global ecosystems. While healthcare is, by nature, a resource-intensive endeavour, the healthcare sector is well poised to lead the world to a more sustainable future. This will involve scrutinising every aspect of how our systems operate, from where we source our energy, to how we build our infrastructure, to what companies we invest in. Our 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 <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of hospital sustainability. (2 points)	
There are no salaried sustainability staff , but there is a sustainability task force or committee. (1 point)	
There are no staff members or task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	3
<p><i>Score explanation: The University of Colorado Anschutz Medical Campus has three full time employees that implement our Green Labs program, waste diversion efforts, transportation, and grant securement. We have continued environmental advocacy work with our Sustainability Implementation Team and Sustainability Council, organizations that include university/hospital staff and a few medical students and other health professional students. Our senior sustainability manager on the university's medical campus is Jarrett Smith who has been in this position for the last several years and helped catalyze the hiring of additional sustainability staff, as well as the organizing of university-sponsored resources. At UCHHealth, our university's associated hospital, Peter Tozzi is the sustainability program manager. At Children's Hospital of Colorado, the children's hospital associated with the university, John Hudgens is the sustainability manager. There are also two sustainability representatives per medical school class (a total of eight medical students) on the medical student council and one sustainability leader on the student senate that represents all the health professional programs. (Link to the sustainability website)</i></p>	

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

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

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

Score Assigned:

0

Score explanation: The University of Colorado is required to adhere to the state of Colorado's Climate Action Plan, recently revised in July of 2025. This plan states in no uncertain terms that our university is committed to achieving carbon neutrality by 2050 (NOT 2040), through our CU Anschutz' Climate Action Plan (CAP) and Energy Master Plan (EMP). This will be explained briefly below, but more information can be found [at the hyperlink](#). SB23-016 calls for the following reductions from our greenhouse gas emissions (GHGs) baseline: the school must reduce GHGs by at least 26% by 2025, GHGs by at least 50% in 2030, GHGs by at least 90% by 2045, GHGs by 100% by 2050. The baseline was obtained during the academic year of 2006/2007. Energy Use Intensity (EUI) reduction goals were established by HB21-1286 and require the following reductions from a 2021 baseline: 7% reduction in EUI by 2026 and 20% reduction in EUI by 2030. The CAP will be further revised at a workshop in June 2026.

The CAP addresses Scope 3 greenhouse gas reduction, water use, waste diversion, education, campus curriculums and policies, and sustainability in research (90% emissions reduction in research division by 2050). The CU System has also developed sustainability and climate action goals as part of the CU System Strategic Plan created in 2020. This plan has differing goals for each CU campus to meet by 2026 and includes its own GHG and EUI reduction goals. These goals are a 15% reduction in GHG emissions (2019 baseline) and a 10% reduction in Energy Use Intensity (2019 baseline). Other strategic goals include a commitment to 5% on-site renewable energy generation, transitioning 20% of fleet vehicles to electric, as well as the continual development and modernization of our Energy Master and Climate Action Plans. Here is a link to our sustainability [page](#) for more information. Two large hospitals on campus, Colorado Children's Hospital and University of Colorado Hospital share the same campus with CUSOM. They are broadly incorporated into the climate action plan rhetoric and renewable energy transition plans.

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

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

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

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

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

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

Score Assigned:	0
<p><i>Score explanation: Not only are we working on expanding our renewable energy on campus, but we are working diligently on energy reduction. Our recent focus has been on utilizing the existing infrastructure already in place to improve efficiency versus building new infrastructure which we believe is a more sustainable practice. Some of the specific work we have done in this space includes creating an energy master plan that includes a plan to reduce energy demand by 20% by 2030 that is currently in process of approval and implementation. Nearly all of the lighting on campus has been transitioned to LEDs. We have built a new police building on campus that is a net zero building. We plan to implement net zero building in new construction on campus. Renewables are in the CAP and energy master plan, but we have a large focus on energy conservation and electrification at this time. Click here for the complete Energy Master Plan</i></p>	

<p>5.4. Are sustainable building practices utilised for new and old buildings on the <u>institution's</u> campus, with design and construction of new buildings and remodelling of old buildings conforming to a published sustainability rating system or building code/guideline?</p>	
<p>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)</p>	
<p>Sustainable building practices are utilised for new buildings on the institution's campus, but most old buildings have not been retrofitted. (2 points)</p>	
<p>Sustainable building practices are inadequately or incompletely implemented for new buildings. (1 point)</p>	
<p>Sustainability is not considered in the construction of new buildings. (0 points)</p>	
Score Assigned:	3
<p><i>Score explanation: Any new construction on University of Colorado's campus and major renovation projects meet LEED Gold certification. Our new police building on campus is a net zero building. Energy conservation measures are a major focus for our campus in our energy master plan.</i></p>	

<p>5.5. Has the <u>institution</u> implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?</p>	
<p>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)</p>	
<p>The institution has implemented some strategies to provide environmentally-friendly transportation options, but the options are unsatisfactorily accessible or advertised. (1 point)</p>	

The institution has not implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)	
Score Assigned:	2
<p><i>Score explanation: The University of Colorado has placed an emphasis on sustainable transportation in the past year. More information can be found here. Thus far, six facility vehicles or about 12% of the CU owned fleet have been replaced by EV alternatives. Everyone on our campus gets an RTD EcoPass (transit pass) if they pay for parking. We also have a shuttle service on campus and discounted parking rates for carpooling to work, with plans for city shuttles to be transitioning to electric alternatives within the next two years. Zipcar is coming back to campus to encourage getting to campus by bus or light rail and allow for car use if necessary when already on campus. Our campus also has substantial bike infrastructure on campus.</i></p>	

5.6. Does your <u>institution</u> have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?	
Yes, the institution has both compost and recycling programs accessible to students and faculty. (2 points)	
The institution has either recycling or compost programs accessible to students and faculty, but not both. (1 point)	
There is no compost or recycling program at the institution. (0 points)	
Score Assigned:	2
<p><i>Score explanation: One of our new sustainability FTE hires is dedicated to waste diversion coordination and one of her large projects in 2024 and 2025 was improving our composting, recycling, and waste management on campus. All buildings have access to recycling, with current plans focused on consolidation of recycling sources into clean, streamlined receptacles located in predominant campus buildings. All of the food services have a compost bin on campus and these areas are scattered across the campus buildings. All faculty and students have access. The School of Medicine has compost access through our facilities website for events. The sustainability office is working on expanding our composting program to make it even more accessible throughout the campus. We collaborate with Compost Colorado, our local composting partner. As our composting efforts and levels increase, it is possible that we may fund and create our own on-site composting service, though progress and more extensive implementation have been difficult.</i></p>	

5.7. Does the <u>institution</u> apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?	
Yes, the institution has adequate sustainability requirements for food and beverages, including meat-free days or no red-meat, and is engaged in efforts to increase food and beverage sustainability. (3 points)	
There are sustainability guidelines for food and beverages, but they are insufficient or optional . The institution is engaged in efforts to increase food and beverage sustainability. (2 points)	

There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution is **not** engaged in efforts to increase food and beverage sustainability. (1 point)

There are **no** sustainability guidelines for food and beverages. (0 points)

Score Assigned:

1

Score explanation: All of the cafes and food services on campus have vegan and/or vegetarian options. A new smoothie vendor on campus opened on campus in 2025 serving solely vegetarian options. Overall, most of our vendors and local partners do emphasize local products and sustainable options. People desire more sustainable and local options but there is nothing specific requiring upstream and downstream food and service requirements. Presently, there is no policy in place to tell vendors what they can and cannot bring for events.

5.8. Does the institution apply sustainability criteria when making decisions about supply procurement?

Yes, the institution has **adequate** sustainability requirements for supply procurement **and** is **engaged** in efforts to increase sustainability of procurement. (3 points)

There are sustainability guidelines for supply procurement, but they are **insufficient or optional**. The institution is **engaged** in efforts to increase sustainability of procurement. (2 points)

There are sustainability guidelines for supply procurement, but they are **insufficient or optional**. The institution is **not engaged** in efforts to increase sustainability of procurement. (1 point)

There are **no** sustainability guidelines for supply procurement. (0 points)

Score Assigned:

2

Score explanation: Our campus is devoted to changing procurement processes to move in a more sustainable direction than they are now. One of our campuses major focuses right now is freezers and procurement of more sustainable freezers. CU Procurement has a Sustainability Procurement Program, which can be found here: <https://www.cu.edu/psc/about-us/sustainable-purchasing-cu>.

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

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

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

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

Score Assigned:

1

Score explanation: We have options for recycling and compost but do not have requirements for events hosted on campus. If an event is hosted in one of our campuses major event hosting space,

the Health and Sciences Building, the hosts are required to use the restaurant within this building, T Street. We are working with this restaurant (3rd party contractors) on incorporating more sustainable practices such as using reusable utensils, compostable options.

The School of Medicine Student government requires documentation of sustainability plans for all new clubs and organizations that apply for funding, a protocol that was started in Spring of 2025.

5.10. Does your institution have programs and initiatives to assist with making lab spaces more environmentally sustainable?

Yes, the institution has **programs** and **initiatives** to assist with making lab spaces more environmentally sustainable. (2 points)

There are **guidelines** on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)

There are **no** efforts at the institution to make lab spaces more sustainable. (0 points)

Score Assigned:

2

Score explanation: In 2024 CU Anschutz started a new Green Labs Program [Green Labs Program](#) and hired an FTE Green Labs Coordinator. As part of the program, CU Anschutz is piloting a sustainability certification for laboratories through My Green Lab. Currently, there are 9 labs with the certification at Anschutz, with 50 total labs expected in 2027.

Additionally, the campus participated in the 2025 freezer challenge to reduce energy consumption for the 700+ ultra-low temperature freezers on campus. More initiatives will be launched as the program develops.

5.11. Does your institution's endowment portfolio investments include fossil-fuel companies?

The institution is **entirely divested** from fossil fuels **and** has made a **commitment to reinvest divested funds** into renewable energy companies or renewable energy campus initiatives. (4 points)

The institution is **entirely divested** from fossil fuels. (3 points)

The institution has **partially divested** from fossil fuel companies **or** has made a **commitment to fully divest**, but **currently** still has fossil fuel investments. (2 points)

The institution has **not divested** from fossil-fuel companies, but faculty and/or students are **conducting organised advocacy** for divestment. (1 point)

Yes, the institution has investments with fossil-fuel companies and there have been **no efforts** to change that. (0 points)

Score Assigned:

1

Score explanation: Our institution has no control over the endowment portfolio. That is controlled by the University of Colorado system which includes several campuses across the state. The endowment portfolio is directly connected to peoples' retirement and savings. There are movements towards divestment from fossil fuels, such as the University of Colorado organization "Fossil Free CU," and extensive student advocacy, particularly at CU Boulder. The system does allow choices for a more green investment portfolio, but at this time there is no formally announced partial or full commitment at the University level to fossil fuel divestment.

Section Total (17 out of 32)

53,13%

Back to Summary Page [here](#)

Grading

Section Overview

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

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

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(16/69) \times 100 = 23,19\%$	D-
Interdisciplinary Research (17.5%)	$(15/17) \times 100 = 88,24\%$	A
Community Outreach and Advocacy (17.5%)	$(14/14) \times 100 = 100,00\%$	A+
Support for Student-led Planetary Health Initiatives (17.5%)	$(11/15) \times 100 = 73,33\%$	B
Campus Sustainability (17.5%)	$(17/32) \times 100 = 53,13\%$	C
Institutional Grade	$(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 62,03\%$	B-

Report Card Trends

Section Overview

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

