



Planetary Health Report Card (Pharmacy) 2026: *University of Toronto Leslie Dan Faculty of Pharmacy*



UNIVERSITY OF TORONTO
LESLIE DAN FACULTY OF PHARMACY

2025-2026 Contributing Team:

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Land acknowledgement:

We wish to acknowledge this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit. Today, this meeting place is still home to many Indigenous Peoples from across Turtle Island, and we are grateful to have the opportunity to live and work on this land. At the Leslie Dan Faculty of Pharmacy, we recognize the social and structural systems that have and continue to create inequities and injustices that disproportionately impact Indigenous Peoples. We commit to the learning and unlearning needed to move forward on the path of reconciliation.

Summary of Findings

Overall Grade	B-
Curriculum	C-
<ul style="list-style-type: none"> The University of Toronto (U of T) Leslie Dan Faculty of Pharmacy (LDFP) Doctor of Pharmacy curriculum addresses a wide variety of topics relating to planetary health. The curriculum covers both the general impacts of planetary health on the health systems (e.g. drug shortages due to environmental disasters), as well as the more niche climate impacts of pharmacy-specific care (e.g. choice of inhalers based on environmental impact). However, it must be noted that the majority of these topics were only covered briefly in mandatory curriculum or only available in elective coursework. <u>Recommendations:</u> The findings of this PHRC provides fantastic insight into the aspects of planetary health topics that are not adequately covered by the current LDFP curriculum. With the actively ongoing curriculum reform, the LDFP is offered the perfect opportunity to identify and improve the breadth of planetary health education for the next generation of students. 	
Interdisciplinary Research	A-
<ul style="list-style-type: none"> The University of Toronto places great priority on sustainability research, offering more than 110 different graduate programs focusing on sustainability-related research. Through its many centres and initiatives, the University of Toronto supports and drives its sustainability researchers. Such an example is the Collaborative Centre for Climate, Health & Sustainable Care, who cites research as one of its three priorities for actioning climate change; the Collaborative Centre for Climate, Health & Sustainable Care also specifically spotlighting climate research in critical areas (which they organize into “clusters”). <u>Recommendations:</u> Being located in one of the most diverse cities in the world, the University of Toronto should take advantage of its diverse communities and populations to provide insight into the research on the impacts of climate change on specific communities. One way to do so is by creating a “cluster” focusing on this type of research through the Collaborative Centre for Climate, Health & Sustainable Care. 	
Community Outreach and Advocacy	B+
<ul style="list-style-type: none"> Toronto being one of the most diverse and connected cities in the world, has many pockets of community organizations with whom the University of Toronto has already connected; these courses can be found on the Sustainability Experiential Learning Course Inventory. There have also been many public and community-focused events which U of T has hosted in order to bring awareness to climate health; as well as such continuing education for current health-care practitioners to broaden their knowledge on the healthcare-specific impacts of planetary health. <u>Recommendations:</u> Patient education on the health impacts of climate change should be included in the patient health information library offered by the teaching hospitals to complement the already existing patient brochures on the impact the environment has on health. 	
Support for Student-Led Initiatives	A+
<ul style="list-style-type: none"> The University of Toronto offers excellent support for student-led initiatives relating to planetary health. Students can find ample opportunities to engage in climate-related events, research, and initiatives. For those interested, funding is also available to engage with current researchers and develop projects based on 	

climate health.

- **Recommendations:** As with the LDFP's PharmD curriculum, the University of Toronto would benefit from incorporating mandatory planetary health related topics or themes in undergraduate courses. It is clear that U of T provides excellent opportunities for students interested in climate initiatives and research, and incorporating mandatory education on these topics could heighten awareness and spark further student interest in sustainability-related opportunities.

Campus Sustainability

B+

- The University of Toronto is globally recognized for its sustainability efforts, and has been named by the QS World University Rankings as one of the top two universities in the world for sustainability for the last 4 years. The Office of Sustainability and the President have presented their ambitious plans to not only to become a carbon neutral University, but to become carbon *positive* by 2050. Since the announcement of this goal, the University of Toronto has already implemented many initiatives to meet this deadline, such as by ensuring the responsible growth of new buildings, as well as modifying the existing infrastructure. These multi-faceted projects and efforts can easily be found through the University of Toronto's Sustainability Office website.
- **Recommendations:** Similar to the Bike Share Toronto discount program, the University could partner with the City of Toronto to provide discounted rates for students taking public transport, in order to increase incentive for students to use more sustainable methods of transportation.

Statement of Purpose

Planetary health is human health.

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

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

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

Definitions & Other Considerations

Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as “the health of human civilisation and the state of the natural systems on which it depends.” For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional ‘environmental health’ examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of health professional education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term “planetary health” to satisfy the metric.
- **Sustainable 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: PHM310 (Modern Healthcare Systems)</i> <i>Included a lecture on drug shortages, where Hurricane Maria was used as an example of a global cause of drug shortages. The impact of drug shortages on a global, national, and individual scale was detailed throughout the lecture as well.</i></p>	

1.2 Does your pharmacy school curriculum address the environmental impact of medicines in terms of their pollution, ecological impact and contamination of water systems?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	1
<p><i>Score explanation: PHM387 (Global Health)</i> <i>Lecture 4: Access to Medicines, Pharmaceutical Policy & Governance, discussed the impact of the pharmaceutical industry on surface water, ground water, and drinking water. It also specifically cites the leaching of antimicrobials into the water.</i></p>	

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:

1

Score explanation: PHM387 (Global Health)

Lecture 4: Access to Medicines, Pharmaceutical Policy & Governance, discusses the impact of the pharmaceutical industry on the environment. It specifically cites the WHO call for transformative action towards a greener future in pharmaceutical manufacturing and distribution.

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:

2

Score explanation: PHM310 (Modern Healthcare Systems)

The "HealthPRO Canada's Role in Drug Shortages" lecture made reference to the fact that Canada's healthcare system ranks top 10 of greenhouse gas emitters and (was at the time) the world's third-highest polluter per capita.

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:

1

Score explanation: PHM387 (Global Health)

Lecture 5: Global Health Issues and Global Health Delivery discusses the impact of climate change on changing patterns of infectious diseases. It specifically mentions the changes in temperature and rainfall due to climate change impacting the spread of malaria and Dengue fever. Although the impact of climate on the transmission of certain infectious diseases (e.g. poliovirus transmits easier in warmer environments, influenza survives better in cooler temperatures) was discussed, the direct relationship with climate change was not detailed.

1.6. Does your pharmacy school curriculum address the respiratory health effects of climate change and air pollution?

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

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

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

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

Score Assigned:

2

Score explanation: PHM101 (Foundations of Pharmacotherapy):

In the combined asthma and COPD lecture environmental triggers associated with asthma were discussed at length – and it specifically cited respiratory irritants, such as air pollution, ozone, and sulphur dioxide. Air pollution as a risk factor for COPD was also mentioned.

PHM143 (Pathophysiology):

In the combined asthma//COPD lecture, pollution was cited as a reason for asthma decompensation.

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:

1

Score explanation: PHM387 (Global Health)

Lecture 5: Global Health Issues and Global Health Delivery discusses the impact of climate change on heat-related illnesses, and outlines its impact on heat strokes and other heat-related conditions.

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:

0

Score explanation: No applicable content in the curricula could be found.

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: No applicable content in the curricula could be found.

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:

1

Score explanation: PHM387 (Global Health)

Lecture 4: Access to Medicines, Pharmaceutical Policy & Governance, compares the impact of climate change-associated issues on low, low-middle, upper-middle, and upper income areas in the world's rivers.

Although social inequality and the unequal regional distribution of healthcare is taught in many different contexts throughout our curriculum, the specific impact of climate change on these topics is not addressed

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:

1

Score explanation: : PHM387 (Global Health)

Lecture 5: Global Health Issues and Global Health Delivery discusses the impact of climate change on food security, specifically the change in food production and water availability. There is also an infographic relating climate change to the impact on social and structural determinants of health.

Although the social determinants of health are discussed at length in many different courses and aspects of our curriculum, the specific relationship between climate change and social determinants of health were never discussed

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

Score explanation: No applicable content in the curricula could be found.

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)	1
The impact of anaesthetic gases on the healthcare carbon footprint. (1 point)	1
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)	1
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 system. (1 point)	0

Score explanation:

Disposal:

PHM110 lecture 5 “community pharmacy” mentions safe medication disposal including that of sharps, expired and unused medications, as well as its environmental implications of incorrect medication disposal.

Extreme heat:

PHM302 The importance of counselling patients on medications which can interfere with thermoregulation with respect to heat was discussed many times throughout PHM302: Pharmacotherapy of Neuropsychiatric drugs.

Anaesthetic Gases:

PHM310 Lecture “HealthPRO Canada’s role in Drug Shortages” outlined the fact the environmental impact of anesthetic gases, specifically how they contribute to 5% of total greenhouse gas emissions from healthcare in North America.

Deprescribing:

PHM110 The lecture “Role of a Primary Care Pharmacist” details polypharmacy and the importance of appropriate deprescribing. This lecture refers to Choosing Wisely Canada, which is an initiative focused on reducing unnecessary tests and treatments in effort to reduce patient harm, conserve resources, and reduce environmental impact. It also makes reference to the Canadian Deprescribing network. **PHM350** asthma lecture also refers to Choosing Wisely Canada in context of deprescribing environmentally harmful inhalers.

Social prescribing:

PHM386 An entire lecture dedicated to social prescribing and its relationships with social determinants of health is a part of this course.

PHM114 (Social and Behavioural Health) An entire lecture on social prescribing exploring the role of pharmacists in identifying patients and exploring local, non-clinical services that address determinants of health and wellbeing that can help reduce the reliance on pharmaceuticals

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:

3

Score explanation: PHM101 (Foundations of Pharmacotherapy):

In the lecture “Pulmonary Drug Delivery”, the controversial use of propellants with metered dose inhalers (MDIs) was discussed. As well, the ‘Montreal Protocol on substances that deplete the ozone layer’ and subsequent Kigali amendment was detailed.

PHM350 (Ambulatory Care):

In the lecture about asthma, the environmental impact of metered dose inhalers (MDIs) that use hydrofluorocarbons (HFCs). The lecture encourages the use of MDI alternatives, ensuring appropriate inhaler use, and sustainable recycling of inhalers. This lecture also makes reference to Choosing Wisely Canada, which is an initiative focused on reducing unnecessary tests and treatments in effort to reduce patient harm, conserve resources, and reduce environmental impact.

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: No applicable content in the curricula could be found.

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:

1

*Score explanation: **PHM350 (Ambulatory Care):***

In the lecture about asthma, the environmental impact of metered dose inhalers (MDIs) that use hydrofluorocarbons (HFCs). The lecture encourages the use of MDI alternatives, ensuring appropriate inhaler use, and sustainable recycling of inhalers. This lecture also makes reference to Choosing Wisely Canada, which is an initiative focused on reducing unnecessary tests and treatments in effort to reduce patient harm, conserve resources, and reduce environmental impact. However, it should be noted that this was mentioned briefly in an elective course, and our general curriculum does not address the environmental impact of medications to be considered when comparing equivalent therapies.

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:

4

Score explanation: Our faculty is undergoing a curriculum reform, from a 4-year program to a 3-year program. One of the key additions we are making to the new curriculum is the addition of planetary health education. This initiative is being directly overseen by the two faculty contacts for our PHRC, Karen Cameron and Ivy Lam.

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:

4

Score explanation: We currently have two faculty members, Karen Cameron and Ivey Lam, who are responsible for integrating specific themes relating to climate change and environmental sustainability into our new 3-year curriculum.

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:

3

Score explanation: Our curriculum offers [international APPE placements](#). From our website, "APPE International Elective rotations give students perspective on how pharmacists can contribute positively to patient care within the overall global and public health arena. By providing students with opportunities to practice in cross-cultural settings, we work to enhance cultural competence, global health literacy, and global citizenship"

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
<i>Score explanation: No applicable content in the curricula could be found.</i>	

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
<p><i>New metric for 2025/26 PHRC. This metric highlights the role of healthcare professionals as advocates for their patients beyond just clinical care. As trusted voices, health professionals have significant influence on policy and public perceptions of the environmental and social determinants of health. Public policy profoundly impacts our health across areas of housing, food, access to healthcare and indirectly through climate and environmental policies. In many healthcare systems internationally advocacy by healthcare professionals is increasingly viewed as an ethical imperative and professional duty.</i></p> <p><i>To learn more about this topic and the importance for healthcare professionals please review the following resources:</i></p> <ul style="list-style-type: none"> - Why and How Civic Health Should Be Incorporated Into Medical Education. Barrere-Cain et al., 2022. <i>Academic Medicine</i>. - Civic Engagement: A Vital Sign of Health and Democracy. Philip M. Alerbti. AAMC. <p><i>For practical guidance on incorporating this into your health professional curriculum:</i></p> <ul style="list-style-type: none"> - CRHE Module: Interaction between health care systems, government policy, and environmental advocacy. - Medical Schools Council (UK), Education for Sustainable Healthcare, A curriculum for the UK. Page 21. <i>Professionalism, leadership and achieving structural change</i>. 	
<i>Score explanation: No applicable content in the curricula could be found.</i>	

Section Total (32 out of 69)	45%
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Interdisciplinary Research

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

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?	
Yes, there are faculty members at the institution who have a primary research focus in planetary health or sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the institution who are conducting research related to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the institution , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are no planetary health and/or sustainability researchers at the institution at this time. (0 points)	
Score Assigned:	3
<p><i>Score explanation: The University of Toronto has over 200 faculty members engaged in research related to energy and the environment. For many faculty members, planetary health or healthcare sustainability is their primary research focus. They figure prominently among the University's leading scholars and scientists, constituting almost 10% of our Canada Research Chairs. In this resource, there's a list of researchers and their work on environmental issues from pages 19-25.</i></p>	

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your <u>institution</u>?	
There is at least one dedicated department or institute for interdisciplinary planetary health research. (3 points)	
There is not currently a department or institute for interdisciplinary planetary health research, but there are plans to open one in the next 3 years. (2 points)	
There is an Occupational and Environmental Health department , but no interdisciplinary department or institute for planetary health research. (1 point)	
There is no dedicated department or institute. (0 points)	

Score Assigned:	3
<p><i>Score explanation: The University of Toronto has the Institute for Environment, Conservation, and Sustainability (IECS). The institute's programs and activities support interdisciplinary environmental research.</i></p> <p><i>The Collaborative Centre for Climate, Health, and Sustainable Care also aims to shape the future of climate, environment, and sustainability research in the health sciences. The Collaborative Centre programs include research clusters, a journal club, and supports & services such as seeds grants and awards to promote research in this developing area.</i></p>	

<p>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?</p>	
<p>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)</p>	
<p>Yes, there is a process in which community members impacted by climate and environmental injustice advise the climate + environmental research agenda. (2 points)</p>	
<p>No, but there are current efforts to establish a process for community members to advise or make decisions on the research agenda. (1 point)</p>	
<p>There is no process, and no efforts to create such a process. (0 points)</p>	
Score Assigned:	0
<p><i>Score explanation: No applicable process or efforts could be found.</i></p>	

<p>2.4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?</p>	
<p>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)</p>	
<p>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)</p>	
<p>The institution has an Office of Sustainability website that includes some resources related to health and the environment. (1 point)</p>	
<p>There is no website. (0 points)</p>	
Score Assigned:	3
<p><i>Score explanation: The Collaborative Centre for Climate, Health & Sustainable Care website centralizes campus resources related to health and the environment. As per their website: "The</i></p>	

Collaborative Centre's purpose is to catalyse climate & sustainability action for health & health systems through research, education, and practice & policy change." The website lists upcoming events on its homepage and introduces the collective of researchers, educators, practitioners, and learners leading in this space. It also shares funding opportunities such as seed grants, summer student funding, and awards. Although it is not necessarily the most intuitive website to navigate, it contains important information related to climate, sustainability, and health.
<https://climatehealth.utoronto.ca/about-us/>

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

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

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

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

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

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

Score Assigned:

4

Score explanation: The University of Toronto Collaborative Centre for Climate, Health & Sustainable Care has hosted their first [Climate, Health & Sustainable Care Inaugural Symposium | D](#) on October 22, 2024. The topics included health and health system challenges of climate change and the demands of sustainability.

The Collaborative Centre for Climate, Health & Sustainable Care is an initiative of 4 faculties: The Dalla Lana School of Public Health, The Leslie Dan Faculty of Pharmacy, The Temerty Faculty of Medicine, and The Lawrence Bloomberg Faculty of Nursing. There will be a second annual [Climate, Health & Sustainable Care Inaugural Symposium](#) on October 30, 2025.

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 Toronto joined [the University Climate Change Coalition](#) (a group of research universities in North America, dedicated to reducing greenhouse gas emissions) in 2018. The Leslie Dan Faculty of Pharmacy Centre for Practice Excellence has been collaborating with the Canada-wide initiative, [CASCADES](#), to promote environmental sustainability in pharmacy. University of Toronto Dalla Lana School of Public Health has been part of the Planetary Health Alliance since 2018.

Section Total (14 out of 17)

82%

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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 <u>institution</u> partner with community organisations to promote planetary and health?	
Yes, the institution meaningfully partners with multiple community organisations to promote planetary and environmental health. (3 points)	
Yes, the institution meaningfully partners with one community organisation to promote planetary and environmental health. (2 points)	
The institution does not partner with community organisations, but 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:</i> The University of Toronto Scarborough campus has a department of Community Partnerships & Engagement. One community partner is the Malvern Family Resource Centre (MFRC). Their pilot urban farm project includes workshops on environmental sustainability and farm management.</p> <p>The University of Toronto also partners with different community groups through community-engaged learning (CEL) courses focused on sustainability. The Sustainability Experiential Learning (EL) Course Inventory has a list of sustainable courses.</p> <p>The Collaborative Centre for Climate, Health and Sustainable Care also convenes a leadership table with representative from all 14 Toronto Academic Health Science Network hospitals, the four collaborating health sciences faculties, and critical external partners through a climate and sustainability community of practice. It was established to address the challenge of climate change in the health sector. One of the notable outputs of the collaboration is the Sustainability Balance Scorecard, a tool to promote and monitor sustainability performance across TAHSN hospitals. It has been a way to bring practice and policy change into the community through working with local hospitals.</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: The University of Toronto offers the Sustainability Pathways Program which are undergraduate courses and co-curricular activities focused on sustainability. Students can be recognized for their work on their co-curricular record, a certificate or minor in sustainability. The Community of Practice on Sustainability Teaching brings faculty and students together to discuss and critically analyze how to teach sustainability. They host various events throughout the year.</i></p> <p><i>There are community-engaged learning (CEL) courses focused on sustainability. The Sustainability Experiential Learning (EL) Course Inventory has a list of sustainable courses (mentioned previously). One example is course is Advocating Environmental and Climate Justice (ANT364H1). This course partners students with a government, non-profit or community advocacy group to collaboratively address a specific problem or need of the organization.</i></p> <p><i>The Campus as a Living Lab are projects that bring together faculty, students, and external partners to collaborate on sustainability projects. There have been over 500 projects so far.</i></p> <p><i>The CASCADES Network, an initiative founded by the University of Toronto's Collaborative Centre for Climate, Health & sustainability, the Healthy Populations Institute at Dalhousie University, the Planetary Healthcare Lab at the University of British Columbia, and the Canadian Coalition for Green Health Care hosts many courses, webinars and opportunities to engage across multiple platforms throughout the year. In 2025, CASCADES invited pharmacists and pharmacies from across the country to submit their stories on how they are contributing to reduce the climate and environmental harms of medications and help patients adapt to the stresses and shocks of climate. They are also ran a monthly webinar series for pharmacy and prescribing, inviting experts across the country to share their experiences.</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:	1
<p><i>Score explanation: The University of Toronto News regularly publishes stories on sustainability and planetary health news.</i></p>	

All pharmacy students at the Leslie Dan Faculty of Pharmacy receive the Dean's Letter, which sometimes includes topics about planetary health.

The Committee on the Environment, Climate Change, and Sustainability has a [monthly newsletter](#) students can sign up for.

The Collaborative Centre for Climate, Health & Sustainable Care has a [newsletter](#) students can sign up for.

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:	0
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Score explanation: University Health Network (UHN) is the largest hospital affiliated with the University of Toronto. The Michener Institute of Education at UHN offers one online course ([Sustaining the Environment](#)) about sustainability as part of the Imaging Informatics Certificate program.

In addition, UHN has multiple initiatives promoting planetary health as outlined in their first [Sustainability Report](#). This is not limited to an energy management program, medical equipment donations, switching to more climate-friendly anesthetic gas, and much more. UHN staff also attend annual refresher training sessions focused on sustainability.

Extra resources:

[Sustainability at UHN](#)

[Members | Toronto Academic Health Science Network](#) – List of hospitals affiliated with UofT.

[Choosing Wisely Canada](#), a national organization working to reduce unnecessary tests and treatments in Canada and a CASCADES partner, has also highlighted the environmental co-benefits and is actively working to include this angle in their messaging to working healthcare professionals.

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:	0
<i>Score explanation: UHN offers patient brochures, books, and videos through the UHN Patient & Family Education Program. This brochure details the effects of smog on health in relation to asthma and COPD. CASCADES also has climate conscious inhaler patient education and communication materials on their website.</i>	

3.6. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational materials for patients about the health impacts of climate change?	
Yes, the 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:	0
<i>Score explanation: Although all of the hospitals are focused on sustainable operations, there is a lack of patient educational materials that outline the connection between climate change and health impacts.</i>	

Section Total (11 out of 14)	79%
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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 <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 <i>or</i> 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
<i>Score explanation: Through the University's Collaborative Centre for Climate, Health & Sustainable Care students can apply for funding to engage in research and QI projects alongside researchers who are members of the centre.</i>	

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:	2
<i>Score explanation: The University of Toronto Collaborative Centre for Climate, Health and Sustainable Care offers various research opportunities focused on sustainability in healthcare. Notably, they offer Summer Student Funding and have the Collaborative Centre Graduate Fellowship</i>	

4.3. Does the institution have a webpage where students can find specific information related to planetary health and/or sustainable healthcare/vetcare activities and mentors within the institution? For example, projects achieved, current initiatives underway at the medical school and/or contact of information of potential mentors.

The institution has a webpage with specific information related to planetary health or sustainable healthcare/vetcare that includes up-to-date information on relevant initiatives and contact information of potential mentors. (2 points)

There is an institution webpage that features some information on projects and mentors within planetary health and sustainable healthcare within the institution, but it lacks key information. (1 point)

There is **no institution** specific webpage for locating planetary health and/or sustainable healthcare projects or mentors. (0 points)

Score Assigned:

2

*Score explanation: The University of Toronto Collaborative Centre for Climate, Health & Sustainable Care has a [Home website](#) with information on relative initiatives, events and contact information of potential mentors. There's a student directory, fellows directory, and staff and leadership directory.
There is also a subpage related to professional opportunities relating to climate and health projects.*

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: [Emerging Leaders for Environmental Sustainability in Healthcare \(ELESH\)](#) is a student group with the goal of raising awareness about issues related to sustainability in healthcare. The students involved are from different health faculties, such as pharmacy and medicine. It is affiliated with the Collaborative Centre for Climate, Health & Sustainable Care, which has four founding faculties (Dalla Lana School of Public Health, the Temerty Faculty of Medicine, the Lawrence Bloomberg Faculty of Nursing, and the Leslie Dan Faculty of Pharmacy).

4.5. Is there a student liaison representing sustainability interests who serves on a <u>department or institutional</u> decision-making council to advocate for curriculum reform and/or sustainability best practices?	
Yes, there is a student representative 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
<i>Score explanation: The President's Advisory Committee on the Environment, Climate Change, and Sustainability (CECCS) was created to promote sustainability as a key component of the University of Toronto identity. There are 7 student positions, and they also form the Student Leadership Subcommittee. The current committee members are shown here.</i>	

4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	Score
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	1
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	1
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
<i>Score explanation:</i>	
<i>a) As mentioned previously, The University of Toronto Scarborough campus has a department of Community Partnerships & Engagement. One community partner is the Malvern Family Resource Centre (MFRC). Their pilot urban farm project includes workshops on environmental sustainability and farm management.</i>	
<i>b) As mentioned previously, The University of Toronto Collaborative Centre for Climate, Health & Sustainable Care has hosted their first Climate, Health & Sustainable Care Inaugural Symposium on October 22, 2024. The intended audience was students. They also offer numerous Events including webinars about sustainability, such as Reusables First: Prioritizing reusables in Canadian healthcare settings.</i>	

- c) On October 30, 2024, the Ontario Institute for Studies in Education (OISE) hosted a Conference titled “[Making the Invisible Visible in Climate Change Education](#)” highlighting climate injustices. The conference included keynote speakers, workshop leaders, and local organizations.
- d) The School of the Environment and the Student Leadership Subcommittee (SLS) of the President’s Advisory Committee on Environment, Climate Change and Sustainability (CECCS) held a [Sustainability Thinking Exhibition](#) on March 27, 2025. It showcased works by students that centered on the environment. You can see the works of art in the [Exhibition Program](#).
- e) Facilities & Services has a [Student Sustainable Ambassadors Program](#) where students contribute to the university’s sustainability mission. There is also a University of Toronto chapter of [Regenesis](#) – a student-led organization empowering students to get involved in environmental and social issues, which also includes volunteer opportunities.
- f) The University of Toronto [Outdoor Recreation](#) organizes trips that may include hiking, camping, kayaking, and rock-climbing. [In this Panel Brochure](#), you can see the trips they’re offering in summer 2025.
- The University of Toronto Outing Club ([UTOOC](#)) organizes outdoor activities and trips for students and faculty, including camping and hiking.

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 <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:	2
<p><i>Score explanation: There is an Office of Sustainability for all 3 University of Toronto campuses, with full-time staff dedicated to campus sustainability. However, there are no specific staff members in charge of sustainability for the pharmacy school specifically. Recently, the Leslie Dan Faculty of Pharmacy has created the position of Academic Lead, Climate, Health & Sustainable Care (AL-CHSC), to help the faculty incorporate environmental sustainability themes in curriculum, research, and operations, however this is independent of the Office of Sustainability for the University as a whole.</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 Toronto has announced and implemented a plan to become climate positive by 2050, which unfortunately does not meet the requirements listed above. Find the plan [here](#)

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

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

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

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

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

Score Assigned:

1

Score explanation: According to the [2024 Sustainability Report](#), 30.1% of the University's facilities are powered by electricity.

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

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

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

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

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

Score Assigned:

3

Score explanation: According to Facilities & Services, there are currently [many initiatives to ensure sustainable building practices are used for new and old buildings](#). This includes projects such as Project Leap – a project focusing on decarbonizing St. George campus via a exchange system that stores heat for colder months. It also aims to phase out natural gas for electric heating, and change lighting for energy-efficient LED across 37 buildings.

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:

1

Score explanation: There are some strategies to provide environmentally-friendly transportation options, but they are unsatisfactorily accessible/advertised. Some examples include “BikeChain <https://www.fs.utoronto.ca/sustainability/transforming-our-campus/-transportation>” – a not-for-profit cycling organization that promotes cycling as a form of alternative transportation. Similarly, the University of Toronto is partnered with Bike Share Toronto to offer membership discounts to students, staff, and faculty.

5.6. Does your institution have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?

Yes, the institution has **both** compost **and** recycling programs accessible to students and faculty. (2 points)

The institution has **either** recycling **or** compost programs accessible to students and faculty, but not both. (1 point)

There is **no** compost or recycling program at the institution. (0 points)

Score Assigned:

2

Score explanation: Facilities & Services [offers information on materials that can/cannot be recycled or composted](#), and where to find these disposal sites. This information is accessible for both students and faculty. They also offer pick-ups for unwanted materials from faculties/laboratories.

5.7. Does the institution apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?

Yes, the institution has **adequate** sustainability requirements for food and beverages, including meat-free days or no red-meat, and **is engaged** in efforts to increase food and beverage sustainability. (3 points)

There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution **is engaged** in efforts to increase food and beverage sustainability. (2 points)

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

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

Score Assigned:

3

Score explanation: Food Services has committed to sustainability initiatives, such as [MealCare](#) (a program to redirect surplus food to those in need) and the UTSU Foodbank. As well, in 2022, Food Services pledged to convert another 20% of its menus to plant-based options to meet sustainability goals. As well, the use of reusable food containers and water bottles are encouraged around campus and residences.

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: [Procurement Services](#) outlines “Sustainability” as a core principle for the University’s Procurement Policy; however, it only states that “Procurement planning and activities should be undertaken with a view to promoting social, environmental and financial sustainability”, but does not elaborate what this specifically entails.

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
<i>Score explanation: Campus Events highlights the importance of sustainability for events, and provides resources, support, and certification to make student events sustainable; however, this is not a requirement for all hosted events.</i>	

5.10. Does your <u>institution</u> 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
<i>Score explanation: The Office of Sustainability has created comprehensive guidelines and tools to help students and faculty make their laboratory spaces more environmentally sustainable. They also offer certification levels to highlight specific laboratories as being sustainable.</i>	

5.11. Does your <u>institution's</u> 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:	4
<i>Score explanation: In October of 2021, the University of Toronto announced a "Climate Positive" commitment, outlining a plan to which promised to make the campus climate positive by 2050. According to the University of Toronto Asset Management (UTAM) Corporation, the University successfully divested all direct funding to fossil fuel companies in 2022 – as in line with the Climate</i>	

Positive commitment. The commitment also planned for, 10% of the endowment portfolio to be reinvested into low-carbon or sustainable investments by 2025. This goal was achieved in December of 2024, with 11.7% of the portfolio being invested in such strategies.

Section Total (21 out of 32)

66%

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Although there is no dedicated member of the University of Toronto Office of Sustainability who oversees hospital sustainability, the University of Toronto has a separate initiative dedicated to overseeing the climate and sustainability action of health and across health systems. The [Collaborative Centre for Climate, Health + Sustainable Care](#) is a multi-faculty initiative which combining the 4 health faculties across the University of Toronto: the Dalla Lana School of Public Health, the Temerty Faculty of Medicine, the Lawrence Bloomberg Faculty of Nursing, and the Leslie Dan faculty of Pharmacy. They are dedicated to increasing climate and sustainability action through three pillars: education, research and practice/policy change. With the University of Toronto being partnered with the nearby hospital networks, the initiative cannot go without mention in this section of the PHRC.

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 Leslie Dan Faculty School of Pharmacy. The following table presents the individual section grades and overall institutional grade for the Leslie Dan Faculty of Pharmacy on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(32/69) \times 100 = 46.38\%$	C+
Interdisciplinary Research (17.5%)	$(14/17) \times 100 = 82.35\%$	A-
Community Outreach and Advocacy (17.5%)	$(11/14) \times 100 = 78.57\%$	B+
Support for Student-led Planetary Health Initiatives (17.5%)	$(15/15) \times 100 = 100\%$	A+
Campus Sustainability (17.5%)	$(21/32) \times 100 = 65.63\%$	B+
Institutional Grade	$(46.38 \times 0.3 + 82.35 \times 0.175 + 78.57 \times 0.175 + 100 \times 0.175 + 65.63 \times 0.175) = 71.06\%$	B-