



NURSING

Planetary Health Report Card (Nursing) 2026:

University of Vermont



2025-2026 Contributing Team:

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Land acknowledgment: The campus of the University of Vermont sits within a place of gathering and exchange, shaped by water and stewarded by ongoing generations of Indigenous peoples, in particular the Western Abenaki. Acknowledging the relations between water, land, and people is in harmony with the mission of the university. Acknowledging the serious and significant impacts of our histories on Indigenous peoples and their homelands is a part of the university's ongoing work of teaching, research, and engagement and an essential reminder of our past and our interconnected futures for the many of us gathered on this land. UVM respects the Indigenous knowledge interwoven in this place and commits to uplifting the Indigenous peoples and cultures present on this land and within our community.

Summary of Findings

Overall Grade	B
Curriculum	C
<ul style="list-style-type: none"> ● The Department of Nursing received a score of 41%, the lowest on the report card. In 2024, the University of Vermont (UVM) launched a one-year Planetary Health Initiative, calling on relevant departments to integrate planetary health concepts into their curricula. However, changes at the executive level of the university have put this initiative on hold going forward. Nonetheless, within the Bachelor’s of Science in Nursing (BSN) program, a Public Health course addresses several planetary health principles and emphasizes sustainability in nursing practice. The Doctor of Nursing Practice (DNP) program has begun to incorporate planetary health content during the current academic year; however, significant opportunities remain for further development and integration. ● Recommendations. <ul style="list-style-type: none"> ○ The DNP core curriculum should continue to integrate key planetary health concepts by incorporating structured instruction on environmental exposure assessment, including environmental history-taking and screening for climate-related health risks, within clinical coursework. Pathophysiology content should expand to include climate-related health conditions such as heat-related illness, vector-borne diseases, wildfire smoke exposure, waterborne disease, and the acute and chronic health impacts of flooding and other extreme weather events. Sustainable healthcare principles should be integrated into clinical decision-making discussions, including low-carbon prescribing practices, pharmaceutical waste reduction, and resource stewardship within healthcare systems. Additionally, case-based learning should examine disproportionate environmental and toxic exposures, such as persistent environmental toxicants, air pollution, pesticide exposure, and climate-related disasters, and their impact on rural and marginalized communities at the state, regional, national, and global levels. ○ Within the BSN core curriculum, opportunities should be expanded for students to engage directly with environmental health challenges affecting communities at the state, regional, national, and international levels. This may include integrating applied learning experiences into Public Health and related coursework, such as community-based assessments of climate-related health risks, case-based analyses of climate-related health challenges, and project-based assignments focused on issues such as flooding, heat events, air quality, vector-borne disease expansion, and water safety. Expanded partnerships with local community organizations could further strengthen learning and enhance students' ability to connect planetary health principles to nursing practice. ○ Creating a more cohesive curriculum that incorporates planetary health principles across multiple courses and years of the program will strengthen students’ ability to apply planetary health in future clinical practice. There are also opportunities to expand elective offerings to students on planetary health concepts. Additions to both elective and core curriculum in both undergraduate and graduate programs should incorporate indigenous knowledge and integrative health approaches. 	
Interdisciplinary Research	B
<ul style="list-style-type: none"> ● University of Vermont demonstrates a strong leadership in Planetary Health through interdisciplinary research, major grants and fellowship investments and faculty expertise within the Gund Institute, Rubenstein School of Environment and Natural Resources, and Osher Center for Integrative Health. The campus-wide initiatives are supporting more educational events, and to be a part of global organizations about planetary health. 	

- **Recommendations:** UVM should intentionally involve community members, particularly those from rural areas, in helping guide research agendas. The Department of Nursing can expand engagement in planetary health research by supporting student involvement in initiatives such as the Advancing Whole Health Through Innovative Research grants through a nursing-focused lens. Continuing departmental support for DNP projects related to planetary health will also support this initiative.

Community Outreach and Advocacy

B+

- The University of Vermont is striving to grow their community outreach and advocacy in Planetary Health through partnerships and community engagement with organizations like Lake Champlain Maritime Museum, Intervale Center and Burlington Parks and Recreation for robust hands-on learning for students. Built partnerships with community schools across the state through the Catamount Community Schools Collaborative. Public lectures and events through the Osher Center and UVM Medical Center Grand Rounds. UVM communications related to planetary health have declined over the current academic year due to changes in university leadership.
- **Recommendations:** Develop educational materials on the health impacts caused by climate change for the community with which could be partnered through the College of Nursing and Health Sciences and Larner College of Medicine with the University of Vermont Health Network or UVM Extension. Increase the number of lectures and events to be open and accessible to the community to strengthen public engagement and shared learning around planetary health.

Support for Student-Led Initiatives

B

- The University of Vermont strengths include the Sustainable Campus Fund, which distributes approximately \$230,000 annually to student, faculty, and staff-led sustainability projects. Previous university support in the form of undergraduate and postdoctoral research fellowships, as well as a Planetary Health Initiative website have been discontinued due to changes in university leadership. However, projects focused on planetary health and sustainability continue to be the focus of DNP projects and other student-led initiatives.
- **Recommendations:** Foster opportunities for students interested in research or quality improvement projects focused on planetary health. Additionally, develop a University of Vermont (UVM) faculty contact list of experts who are interested in mentoring students on future planetary health projects.

Campus Sustainability

A-

- The University of Vermont has an institution-wide commitment to sustainability through the Office of Sustainability with the goal of carbon neutrality by 2030 and long-standing use of 100% renewable electricity since 2015 although heating and cooling uses natural gas. Focus on decreasing waste reduction and improving their composting program to encourage student participation. Sustainable dining initiatives that maintain a focus on partnerships with local or regional sources. As well as provide options for low-carbon transportation for students around campus or to travel to surrounding areas.
- **Recommendations:** In partnership with the nursing department and the Office of Sustainability, any BSN student who lives in a residential hall can participate in the Eco-Reps program to engage with other students to make more sustainable choices. There is also an open position for faculty and staff from the nursing department to become a Sustainability Ambassador, who encourages sustainable changes within the department.

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.
- **Nursing School/Department vs. Institution:** When “nursing school” is specified in the report card, this only refers to curriculum and resources offered by the School/department of nursing and does not include offerings from other parts of the university (e.g. undergraduate departments (USA), other related departments (e.g. Public Health, Population Health departments). In contrast, when “institution” is specified in the report card, we are referring to the university more broadly including all of its campuses. Any resource reasonably accessible by nursing students, no matter where in the institution the resource comes from or if it is specifically targeted for medical students, can meet this metric.

- **Environmental history (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 life course, 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 nursing 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

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

1.1. Does your nursing school offer courses regarding the relationships between extreme weather events, health effects, and climate change?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation: In the BSN core curriculum: through discussion of burial practices, including sustainable approaches to burial, in PRNU 3231 - Chronic & Palliative Care Nursing . PRNU3245 - Public Health has a module for climate and planetary health where the connection between extreme weather events, health events and climate change is covered. PRNU 3232 Child & Adolescent Nursing- discusses the worsening of adverse childhood experiences due to extreme weather events, and the rise of infectious disease patterns and emerging pathogens from climate change. The elective course NH2200 - Health Care Ethics includes a guest lecture on planetary health ethics, as well as a week-long module dedicated to health equity and justice, examining how racism and placism influence health outcomes and how our relationship to place impacts wellbeing.</i></p> <p><i>In the DNP curriculum, it is covered in core courses including one module which was just included this academic year in GRNS7120A - Advanced Nursing Practice of Older Adults, two modules in GRNS7100A - Primary Care Management of Children and Adolescents. GRNS 7070- Optimizing Health & Management of Common Health Conditions one module focused on planetary health which was also just implemented this academic year.</i></p> <p><i>GRNS 7010 -Leaderships of Healthcare Systems were given the opportunity for an assignment to attend the Planetary Health IPE even in February 2025 and it was required for students in GRNS 7170-Primary Care Management of Women’s and Gender-Related Health Conditions to attend the same event.</i></p>	

*In the MEPN/DEPN core curriculum it is covered in one module in **PH5990 - Public Health for Health Professionals**. **GRNS 53230 Science of Nursing: Children-** briefly addresses rise of infectious disease patterns and emerging pathogens from climate change.*

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

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

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

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

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

Score Assigned:

3

*Score explanation: In the BSN core curriculum, this topic is covered in **PRNU3245 - Public Health**, in a lecture that discusses current extreme weather events happening in the U.S. and how it affects human health.*

*In the DNP core curriculum, this topic is covered in core classes including a module in **GRNS7120 - Advanced Nursing Practice of Older Adults**, two modules in **GRNS7100 - Primary Care Management of Children and Adolescents**. **GRNS7000 - Population Health** assigns the “Future of Nursing 2020-2030” as required reading which discusses environmental hazards such as extreme weather events and its effects on health with certain populations geographically and individually. Additionally, there is a brief mention of increasing COPD and Asthma exacerbations due to worsening air pollution and wildfires smoke in the course **GRNS 7140 - Primary Care Acute and Common Health Conditions**.*

*In the MEPN/DEPN core curriculum it is covered in one module in **PH5990 - Public Health for Health Professionals**.*

1.3. Does your nursing curriculum address the impacts of climate change on the changing patterns of infectious diseases?

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

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

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

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

Score Assigned:

2

*Score explanation: In the DEPN/MEPN/BSN core curriculum, this topic is covered as part of a module in **PH5990OL1 - Public Health for Health Professionals**. Additionally, it is covered in a lecture devoted to the impact of environmental change on communicable disease transmission in **PRNU3245 - Public Health. PRNU3232/GRNS5320 - Child and Adolescent Nursing** as part of a lecture that discusses the relationship between climate change and the incidence of tick- and mosquito-borne diseases.*

*In DNP core curriculum, **GRNS 7070- Optimizing Health & Management of Common Health Conditions** one module focused on planetary health which was also just implemented this academic year.*

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

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

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

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

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

Score Assigned:

1

*Score explanation: In the MEPN/DEPN core curricula **GRNS 6080/ PRNU 3129 The Science of Nursing: Women and Newborns**, discussion in a lecture regarding toxins in the water sources of communities due to environmental degradations can influence fetal development.*

1.5. Does your nursing curriculum address mental health issues and well-being effects resulting from environmental degradation and climate change?

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

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

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

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

Score Assigned:

2

Score explanation: The topic of mental health issues and well-being effects resulting from environmental degradation and climate change is covered briefly in the undergraduate and graduate curricula.

*In the BSN core curriculum, **PRNU3245 - Public Health** includes lecture-based discussion of Adverse Childhood Events (ACEs) and how experiences with natural disasters impact mental health. PRNU3232- Child and Adolescent Nursing touches on ACE's and Natural Disasters.*

*In the DNP core curriculum, this topic is covered in one module about climate anxiety in **GRNS7100 - Primary Care Management of Children and Adolescents**.*

*In the MEPN/DEPN core curricula, **GRNS5320 - Child and Adolescent Nursing** includes brief discussion of how climate change and natural disasters impact ACEs and mental health, such as the incidence of anxiety or post-traumatic stress disorder (PTSD).*

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

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

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

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

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

Score Assigned:

2

*Score explanation: In the DNP core curriculum, was implemented to both courses this academic year; **GRNS 7120 Advanced Nursing Practice of Older Adults**- Readings from the EPA on how climate change, water sanitation which can cause water security can affect the health of older adults. **GRNS 7070 Optimising Health and Management of Common Conditions**- Within the module dedicated to Planetary Health, discussion of the effects of Climate Change, Water & Food Security and Human Health. Required readings “Nursing for Planetary Health and Well-Being” by Teddie Potter, Erica Burton, Barbara Astle & Heidi Rogers*

*In the BSN core curriculum, **PRNU 3245 Public Health Nursing**- discusses the effects of climate change and how it exacerbates environmental health risks as well as food and water security. .*

*In the MEPN/DEPN core curriculum, **PH5990OL1 Public Health** - discusses the effects of climate change & food insecurity.*

1.7. Does your nursing program address the environmental and health co-benefits of a plant-based diet?

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

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

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

This topic was not covered. (0 points)	
Score Assigned:	1
<p><i>Score explanation: This topic is covered in an elective course for either undergraduate or graduate nursing students PRNU1990 - Puerto Rico: The Intersection of Mindfulness, Compassion, and Planetary Health explore integrative mindfulness-based strategies, compassion, and sustainable agricultural practices impacting food systems and planetary health in Puerto Rico.</i></p> <p><i>In the DNP core curriculum, GRNS7070 - Optimizing Health & Management of Common Health Conditions, which includes a culinary medicine immersion. Added this academic year, GRNS7120 - Advanced Nursing Practice of Older Adults briefly discusses nutrition recommendations for the elderly population in one lecture slide, and assigns required readings “EAT- Healthy Diets from Sustainable Food Systems” from the Lancet encouraging a planetary health focused diet.</i></p>	

1.8. Does your nursing school curriculum address relationships between ecosystem health, human health, and climate change?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	1
<p><i>Score explanation: In the BSN core curriculum, this topic is covered in a Planetary Health module for the course PRNU3245 - Public Health Nursing.</i></p> <p><i>In the DEPN core curriculum, PH5990 - Public Health for Health Professionals covers this topic in the Planetary Health module.</i></p> <p><i>In the DNP core curricula, GRNS7070 - Optimizing Health & Management of Common Health Conditions includes a brief discussion in a lecture introducing planetary health topics for healthcare workers.</i></p>	

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

This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation: In the BSN core curriculum, PRNU 3129 Family Centered Care of Women and Newborns- brief discussion of reproductive health effects of industry-related environmental toxins by exploring breast and gynecologic cancer risks associated with chemical exposures (including high-profile cases such as Johnson & Johnson), as well as the disproportionate impact of air pollution on asthma, preterm birth, and maternal outcomes. PRNU 3245 Public Health Nursing- During migrant health health lecture it is briefly discussed the risk of exposure of pesticides due their occupation and the effect it can have on reproductive health</i></p> <p><i>In the MEPN/DEPN curriculum, GRNS 6080 The Science of Nursing: Women and Newborns-discussion of Black maternal reproductive health risks associated with environmental injustice, including urban living conditions, structural disparities, and increased exposure to industry-related toxins such as air pollution and environmental contaminants. Optional resources are provided: Sandra Steingraber Living Downstream, A Fierce Green Fire Documentary, Act 2 on Pollution and the Love Canal</i></p> <p><i>An elective course for BSN students, HLTH 2400 Issues in Women's Health - that is able to go more in depth to address cancer and reproductive health impacts of industry-related environmental toxins. Content includes analysis of environmental films (e.g., Toxic Beauty), PFAS exposure, discussion of high-profile litigation such as the Johnson & Johnson case, and case studies including Love Canal. Environmental risk factors across the reproductive lifespan highlighting the effects of toxic exposures on maternal and fetal health.</i></p> <p><i>The DNP curriculum does not cover this topic.</i></p>	

1.10. Does your nursing program emphasize the importance of Indigenous and Traditional Knowledge Systems as essential components of planetary health solutions?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	1
<p><i>Score explanation: In the core BSN curriculum, PRNU3245 - Public Health during the environmental health and Indigenous health modules where it discusses the importance of land stewardship and its role in human health. This past year the course had a special guest speaker, the Abenaki chief, to discuss this topic to the students.</i></p> <p><i>An elective course, NH2200 - Health Care Ethics this topic is covered in one module and a case study assigned to students. This topic is not covered in the graduate curriculum.</i></p>	

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

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

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

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

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

Score Assigned:

1

*Score explanation: In the DNP core curriculum, there is elective coursework in **GRNS7120 Advanced Nursing Practice of Older Adults**, which provides an opportunity for students to give health promotions presentations to the surrounding community on emergency preparedness (this year students presented on this topic in community centers in Barre and Charlotte, Vermont).*

There currently have not been opportunities for the undergraduate students, however the Public Health course for the BSN program is advocating for planetary health practicum projects from the Department of Health.

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

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

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

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

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

Score Assigned:

2

*Score explanation: In the DNP core curriculum, **GRNS7000- Population Health** briefly highlights how low-income communities are disproportionately exposed to environmental hazards and climate-related risks, supported by required readings from *Population Health: Creating a Culture of Wellness* (Nash et al., 2021) and the *Future of Nursing 2020-2030* report.*

*In the MEPN/DEPN core curriculum, **PH5990OL1- Public Health for Health Professionals** includes a module featuring a short video on the Flint water crisis, illustrating how systemic inequities contribute to disproportionate environmental exposures.*

*In the BSN core curriculum, **PRNU3245- Public Health Nursing** addresses environmental justice within its environmental health and climate change module, emphasizing how climate change amplifies existing health risks in historically marginalized and under-resourced communities.*

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

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

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

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

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

Score Assigned:

1

*Score explanation: In the DEPN/MEPN core curriculum, **PH5990- Public Health for Health Professionals** includes discussion of environmental racism and inequitable access to safe drinking water, using the Flint water crisis as a case example within its environmental health module.*

*In the BSN core curriculum, **PRNU3245- Public Health Nursing** includes a Global Health module that examines climate refugees and ongoing international environmental emergencies, drawing on reports from the United Nations to highlight global disparities in climate vulnerability and response capacity.*

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

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

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

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

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

Score Assigned:

1

*Score explanation: In the DEPN/MEPN core curriculum, **PH5990 -Public Health for Health Professionals** includes a module examining the Flint water crisis. In addition, GRNS6080 *The Science of Nursing: Women and Newborns* addresses environmental disaster in the Love Canal neighborhood of Niagara Falls, New York.*

*In the BSN core curriculum, **PRNU3245 -Public Health Nursing** discusses environmental injustice through case-based examples, including the Flint water crisis and threats to water sources at Standing Rock, home of the Lakota and Dakota Nations, resulting from approval of the Dakota Access pipeline.*

1.15. Does your nursing curriculum address the impact of environmental degradation due to

climate change on marginalized populations and communities?

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

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

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

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

Score Assigned:

0

Score explanation: This topic is not currently covered in either the undergraduate or graduate programs.

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

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

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

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

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

Score Assigned:

1

Score explanation: In the BSN core curriculum, PRNU3245 - Public Health discusses during their environmental health module how low wealth areas still have lead in their pipes due to lack of fundings and toxins in the food chain. Also communities that live near highways and roads that are often people of color and low income are exposed to pollution from automobiles.

In the DNP core curriculum, GRNS 7000- Population Health, there is a brief mention in a lecture of how low resource communities have higher exposure to increased pollution and toxic waste sites.

In the DEPN/MEPN core curriculum, GRNS 6080- Science of Nursing: Gynecological Care and Family- brief discussion of environmental toxin exposure which increases the risk of developing cancers of the reproductive system. Optional readings of Living Downstream by Sandra Steingraber and watching A Fierce Green Fire: The Battle For A Living Planet part of the Love Canal.

1.17. Does your nursing curriculum address the impacts of extreme weather events on healthcare systems?

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

This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	1
<p><i>Score explanation: In the DNP core curriculum, GRNS 7100- Primary Care Management of Children and Adolescence, it is required that students attend lectures that we can choose from which are focused on Planetary Health. One guest lecturer discussed the impacts of extreme weather events on medical facilities especially in rural areas. Which Vermont has experienced with catastrophic flooding over the last 15 years.</i></p> <p><i>In the BSN core curriculum, PRNU 3240- Issues and Leadership in Nursing as part of this course, students complete a “team disaster management project” where they reimagine the response that Memorial Hospital could have had during the tragic events and flooding caused by Hurricane Katrina.</i></p>	

1.18. Does your nursing program address the carbon footprint of healthcare systems?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	1
<p><i>Score explanation: In the DEPN/MEPN core curriculum, GRNS 6030- Practicum Adults Across the Lifespan, consistently during the practicum it is emphasizes awareness of healthcare’s carbon footprint by promoting the reduction of supply use, minimizing waste, and encouraging discussion of strategies for reusing plastic materials.</i></p> <p><i>In the BSN core curriculum, PRNU 3245- Public Health Nursing is discussed in their planetary health module how large the healthcare system’s carbon footprint is.</i></p> <p><i>In the DNP core curriculum, GRNS 7070- Optimizing Health and Management of Common Conditions module, which was recently just added this academic year, of Planetary Health addresses this and has required reading of <i>Planetary Health For Primary Care</i> by Llona Hale et al. (2024) which discusses healthcare’s negative impact on the planet and sustainable principles to lower its carbon footprint.</i></p>	

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

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

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

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

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

Score Assigned:

1

*Score explanation: In the BSN core curriculum, **PRNU 2114- Intro to Clinical Practice** are introduced to recognize the extent of waste and plastic use associated with healthcare supplies and are taught to safely and critically evaluate strategies to reduce waste and consider potential system-level changes. **PRNU 32445- Public Health Nursing** discusses healthcare waste and how to address it.*

This topic is not explicitly covered in the graduate nursing curriculum.

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

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

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

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

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

Score Assigned:

1

*Score explanation: In the DNP core curriculum, this topic is briefly covered in **GRNS 7070- Optimizing Health & Management of Common Health Issues** on how pharmaceutical pollution has impacted our environment, specifically water supplies.*

*In the BSN core curriculum, this topic is covered in **PRNU- Public Health Nursing**, in which antibiotic resistance is discussed, improper disposal of medications and its effect on the environment and bioaccumulation as well.*

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

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

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

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

Score Assigned:

1

*Score explanation: In the DNP core curriculum, this topic is covered in **GRNS7120 - Advanced Nursing Practice of Older Adults** in one module that discusses the impact of climate change on older adults. Additionally, **GRNS7100 - Primary Care Management of Children and Adolescents** includes a presentation on climate anxiety from the University of Washington.*

This topic is not covered in the undergraduate nursing curriculum.

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

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

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

Score Assigned:

1

Score explanation: Rebecca Nagle, PCP, DNP

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

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

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

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

Score Assigned:

2

Score explanation: The University of Vermont hosted its first [Planetary Health IPE Event](#) in February of 2025 which included students from CNHS and LCOM

[Planetary Health Summit hosted by Osher Center](#) in October of 2024.

1.24. 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: Neither undergraduate or graduate curricula covers this topic.

Section Total (32 out of 68)

47.06%

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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: At UVM, several faculty members in the Gund Institute for Environment and the Rubenstein School of Environment and Natural Resources have primary research foci in planetary health and sustainable healthcare, with some holding affiliations with the Larner College of Medicine (LCOM).</i></p> <p><i>While UVM has also had a Planetary Health Postdoctoral Fellows Program, the future of this program is unknown due to changes to university leadership.</i></p> <p><i>In addition, faculty at UVM are advancing climate-informed primary care initiatives for patients experiencing climate-related health challenges in northern New England, with an emphasis on developing educational resources and practical toolkits for clinical implementation. Other research includes Linking Human Health, Recreation, and Ecological Management to Understand and Mitigate Tick-borne Disease in New England.</i></p>	

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 Osher Center for Integrative Health](#) brings together experienced integrative clinicians, researchers, educators, and students from across the University of Vermont and the UVM Health Network to deliver patient-centered care, advance research, and educate the broader community, promoting high-quality, whole-person healthcare that is aligned with planetary health. The Gund Institute for Environment serves as an interdisciplinary research accelerator at UVM and supports multiple studies focused on planetary health.

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:

0

Score explanation: While UVM's Osher Center for Integrative Health and the Gund Institute for Environment lead projects focused on planetary health, climate health, and environmental justice, communities most affected by climate change and environmental inequities are not formally included in decision-making processes for these research initiatives.

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:

1

Score explanation: The University of Vermont has an [Office of Sustainability](#) website, designed to showcase past and ongoing projects while highlighting educational initiatives, current events and community engagement. While UVM did have a Planetary Health Initiative website, it is no longer in current use due to changes in university leadership.

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: [UVM Planetary Health Initiative Flash Talks](#), April 25, 2025 featuring planetary health researchers across the university, hosted by Office of Provost.

IAMSE Fall 2025 Webinar Series: Environmental Disasters Affecting Health Professions Education...Surviving the Storm and After: September 4, September 11, September 18, September 25, October 2 hosted by [Osher Center for Integrative Medicine at UVM](#).

GundXChange Lecture Series hosted by the Gund Institute. September 19 (Planetary Health Research-Impacts and Directions), October 3 (Healing in a Warming World: Designing Healthcare for the 21st Century), November 7 (Documenting the Human Costs of Climate Change), 14 (Management for Instability),

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 Osher Center for Integrative Medicine and UVM Press are members of the Planetary Health Alliance.

Section Total (12 out of 17)

70.58%

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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: UVM GO Community Program partners with community organizations such as the Lake Champlain Maritime Museum to provide immersive, hands-on learning aboard the Marcelle-Melosira research vessel, helping students understand freshwater systems and their importance to planetary and human health. UVM Extension has also aided community resilience and understanding of Planetary Health by engaging in Vermont organizations, government leaders and societies.</i></p> <p><i>The Catamount Community Schools Collaborative (CCSC) is a partnership between the University of Vermont and the Vermont Agency of Education that supports community schools across Vermont. Grounded in whole health, community resilience, and the interconnectedness of people and place, CCSC aligns with planetary health principles and engages 11 supervisory unions and districts statewide.</i></p> <p><i>The UVM Larner College of Medicine partners with community organizations such as the Intervale Center and Burlington Parks and Recreation. Through these partnerships, students engage in hands-on environmental stewardship, including garden maintenance and invasive species removal.</i></p>	

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

The **institution** offers community-facing courses or events at least once every year. (3 points)

The **institution** offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points)

The **institution** has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)

The **institution** has not offered such community-facing courses or events. (0 points)

Score Assigned:

2

Score explanation: The Osher Center for Integrative Medicine presents Laura Mann Lectures which are free and open to the public which at times has planetary health topics as the focus.

The Osher Collaborative Planetary Health Symposium was a public-facing event hosted by UVM in 2024 and planned in partnership with all 10 Osher Centers. The Collaborative holds one public symposium annually, with the host location rotating each year.

Climate Kitchen at UVM is collaborative space for experimentation and innovation to reimagine the relationship between food systems and climate change that has a community component to the program.

Osher Lifelong Learning Institute offers a membership for Vermonters aged 50+ to attend courses. In the Fall of 2025, they offered a two hour lecture on “ Dying Green: A Journey through End-of-Life Medicine in Search of Sustainable Healthcare” .

3.3. Does your institution have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?

Yes, all students **regularly** receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)

Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to **some courses**. (1 point)

Students **do not** receive communications about planetary health or sustainable healthcare. (0 points)

Score Assigned:

1

Score explanation: During the 24/25 Planetary Health Initiative year, communications regularly feature Planetary Health in Inside UVM which was emailed weekly to the students and across university channels, tagging content. A Planetary Health Intern participated in “takeovers” of major UVM instagram accounts to increase communications. The year long Planetary Health

Initiative had increased outreach across events, media, advocacy efforts to keep students and staff informed and actively engaged. However, these communications will likely not continue in the coming years due to changes to university leadership.

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 UVM Medical Center Grand Rounds featured Planetary Health topics for Internal Medicine, Family Medicine, Pediatrics and Emergency Medicine. Where discussions of how health systems are affected by climate change, bringing environmental health into practice and addressing climate change to patients.

The Osher Center often presents the [Laura Mann Lecture Series](#) that can be used for CE and CME credits that focus on planetary health topics such as “The Role of Planetary Health in Medicine”, and “Planetary Health Panel: Clinicians' Perspectives”

The 5th Health Equity Summit presented by the University of Vermont Medical Center for healthcare professionals had several presentations with themes that revolved around climate change.

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 University of Vermont Medical Center [website](#) offers information on how environmental factors affect patient health, including guidance on risk reduction and assessment,

with links to the Vermont Department of Health. There is also the Frymoyer Community Health Resource Center, a dedicated, on-site office located within the main Burlington hospital and open five days a week. Within the center. The Environmental Health and Safety Office focuses on preventing environmentally related health conditions. Through these services, patients can receive personalized support related to medical conditions, injury prevention, and practical strategies to reduce or eliminate environmental health exposures. There is also the Pesticide Safety Education Program (PSEP) through UVM Extension that works with the Vermont Agency of Agriculture, Food & Markets to censure proper and legal use of pesticides to prevent the negative effects on human health and the environment.

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:

1

Score explanation: UVM Medical Center won the Climate Resilience-Gold award in 2024 for its work on understanding the barrier to telemedicine access and improving them. Improving access to patients will simultaneously reduce the carbon footprint while reducing the amount of vehicles that are transporting patients. Patients within the UVM health network were encouraged to set telehealth appointments as an environmentally friendly option. Additionally the UVM Medical Center was ranked Top 25 Environmental Excellence Award for building climate resilience.

UVM Extension does have disaster education, preparedness and recovery resources that are free to access for the community via their website with resource numbers, websites, how to prepare, and what to do during the recovery.

Although the state of Vermont has seen the impact of climate change with flooding, wildfires, smoke, vector borne illnesses and heatwaves, we could not find accessible materials on these topics on the website.

Section Total (11 out of 14)

78.57%

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Support for Student-Led Planetary Health Initiatives

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

4.1. Does your institution offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the institution either offers grants for students to enact sustainability initiatives/QI projects or sustainability QI projects are part of the core curriculum. (2 points)	
The institution encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, but there is no student funding available and there is no requirement to participate. (1 point)	
No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	2
Score explanation: The University of Vermont has the Sustainable Campus Fund with the Office of Sustainability, created in 2008 and expanded in 2020. Students, faculty, and staff may apply for funding for projects, drawn from approximately \$230,000 annually.	

4.2. Does your institution offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?	
The institution has a specific research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)	
There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these require student initiative to seek them out and carry them out in their spare time. (1 point)	
There are no opportunities for students to engage in planetary health/sustainable healthcare research. (0 points)	
Score Assigned:	1
Score explanation: Up until the 2025-2026 academic year, the University of Vermont offered an Undergraduate Planetary Health Fellowship to five students to conduct research on ecological and human health. There was also a Post-doctoral Planetary Health Fellowship through the Osher	

Center before the current academic year. These research initiatives have been put on hold due to leadership changes at the university.

However, students in the Doctor of Nursing Practice program are pursuing projects related to planetary health and sustainable healthcare.

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:

1

Score explanation: The University of Vermont has a public website, which includes general information about planetary health events, research and activities although this website might not be available soon due to new leadership at the university. There is not a list of possible mentors for students who are interested in pursuing planetary health for research.

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:

1

Score explanation: UVM has the Committee of Environment which is a part of the Student Government Association that is supported by a faculty advisor, who is the Director of Student Life. They focus on planning campus events, communicating with administrators to advance UVM's

climate readiness, sustainability, and commitment to a healthy ecosystem. This past year the committee has worked on a proposal to install more water fountains in the dorms to prevent plastic water bottle use, organized TEDxUVM with the theme of sustainability where 12 students gave environmental TEDx talks, and applied to have the yearly UVM Spring Fest certified sustainable. planning Earth Week programs, and currently working creating a thrift store on campus.

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:

0

Score explanation: At this time, there is no student liaison serving on a department or institutional council to advocate for curriculum reform and/or sustainability best practices.

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: The University of Vermont offers the Food Systems Internship Program, which connects undergraduate students with opportunities in local food systems.</i>	

The University of Vermont's Osher Center for Integrative Health hosted a Planetary Health Summit on October 17, 2024. Additionally, University of Vermont's Larner College of Medicine hosted Dr. John Balbus for Family Medicine Grand Rounds on September 29, 2025, for a talk entitled "Healing in a Warming World."

The University of Vermont's Gund Institute for Environment supports research and offers [events](#) focused on partnerships with global, national, and local organizations to promote sustainability.

The [University of Vermont's Fleming Museum of Art](#) is hosting an exhibit entitled "Rooted in Nature" now through May 2026, which focuses on portraying themes of "people and planet" throughout the history of the museum.

Volunteer opportunities at Intervale Community Farm, a sustainably-operated local agriculture cooperative.

The University of Vermont offers numerous opportunities for [outdoors and wilderness activities](#).

Section Total (11 out of 15)	73.33%
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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:	3
<p><i>Score explanation: The University of Vermont has a robust Office of Sustainability with a team of full-time staff that includes a director, waste, transportation and project managers as well as student interns. The University of Vermont Medical Center has the Office of Culture, Experience and Community Health where they have a Sustainability Council. This past year the medical center was awarded as a recipient of the 2025 Environmental Excellence Award as a leadership in sustainability. There is no dedicated personnel for the College of Nursing and Health Sciences.</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:	5
<p><i>Score explanation: In April, 2023, University of Vermont released an institution-wide “Comprehensive Sustainability Plan,” with achieving carbon neutrality by 2030 as a central goal. The plan outlines specific steps for achieving this goal in the areas of Decarbonization, Operations, Governance and People, and Research and Learning.</i></p>	

<p>5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?</p>	
<p>Yes, institution buildings are 100% powered by renewable energy. (3 points)</p>	
<p>Institution buildings source >80% of energy needs from off-site and/or on-site renewable energy. (2 points)</p>	
<p>Institution buildings source >20% of energy needs from off-site and/or on-site renewable energy. (1 point)</p>	
<p>Institution buildings source <20% of energy needs from off-site and/or on-site renewable energy. (0 points)</p>	
Score Assigned:	1
<p><i>Score explanation: Since 2015, University of Vermont has operated on 100% renewable electricity. The university purchases power from two utilities with predominately renewable energy sources and offsets the remaining non-renewable portion through Green-e certified renewable energy certificates. It has expanded its clean energy portfolio through on-site solar power purchase agreements and the installation of university-owned solar arrays.</i></p> <p><i>For heat and cooling, the university operates an on-site Central Heating and Cooling District Energy Plant powered by natural gas, which provides a consistent supply of heating, cooling and hot water across campus. Additional energy sources include propane and fuel oil. From October of 2024 to October of 2025, only 29% of energy was from renewable electricity use while 69.9% was from natural gas use.</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>	

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

Score Assigned:

3

Score explanation: The University of Vermont's policy outlines that all major projects must meet Vermont's Commercial Building Energy Standards. Project planning includes green building standards to a high level of environmental sustainability and energy efficiency. All new construction and renovations will undergo the LEED certification and pursue a minimum of silver. Currently UVM has [\(1\) platinum level building](#), [\(8\) gold level building including The Courtyard at Given within the medical school building](#), and [\(10\) silver level building](#).

5.5. Has the institution implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?

Yes, the institution has implemented strategies to encourage and provide **environmentally-friendly transportation options** such as safe active transport, public transport, or carpooling and these options are well-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default. (2 points)

The institution has implemented **some** strategies to provide environmentally-friendly transportation options, but the options are **unsatisfactorily** accessible or advertised. (1 point)

The institution has **not** implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)

Score Assigned:

2

Score explanation: The University of Vermont has an abundance of environmentally friendly transportation opportunities for students including Chittenden Area Transportation Management Association (CATMA) to assist students with biking, busing, carpooling and walking for commuting, they have incentive programs and services. On campus CAT all electric bus shuttle, frequently runs on weekdays and weekends. Students have free access to the local Green Mountain Transit Bus Services to surrounding counties. Discounted memberships to carpooling programs, CarShare Vermont, bike programs to rent for semester, discounted rates for maintenance and bike registration in case of theft. Accessible electric or plug-in hybrid charging station across campus for those with EV's. Clubs with off campus activities also supply sustainable transportation to back and from mountains and other activities. These are emphasised during orientation and utilized especially with undergraduate students.

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: The University of Vermont has compost in all dining halls and residential buildings. The Office of Sustainability gives free compost bags to students living on campus. Zero Waste Recycling in all academic, residential and dining buildings as well. E-waste is offered in residential halls for proper recycling of electronics.

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: University of Vermont Dining has a long history of partnering with [local farmers](#), producers and distributors with initiatives like [Vermont Farm to Plate](#). The Campus Sustainability plan, Vermont First, a first-of-its-kind program committed by Sodexo dining to track local food spending to increase spending on Vermont-grown food to 25% by 2030. Plant forward dining offered with vegan and vegetarian meals. First public university to end sale of bottled water. Launched ReusePass, a mobile app to improve access to EcoWare program and reusable containers to reduce waste of 48,000 single-use containers in landfills and 98% return rate. Reusable cups were introduced to four retail locations in the Spring of 2025. Coffee is 100% local, free range eggs, and use cooking oil waste to turn into biofuel.

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

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

There are sustainability guidelines for supply procurement, but they are insufficient or optional . The institution is engaged in efforts to increase sustainability of procurement. (2 points)	
There are sustainability guidelines for supply procurement, but they are insufficient or optional . The institution is not engaged in efforts to increase sustainability of procurement. (1 point)	
There are no sustainability guidelines for supply procurement. (0 points)	
Score Assigned:	3
<p><i>Score explanation: The University of Vermont has established sustainability criteria to guide purchasing decisions and procurement which requires consideration of the environmental impact. The code of conduct with vendors and suppliers must comply with the Universal Recycling Law (Act 148), reduce emission, conserve resources, minimize packaging, waste and pollution, use carbon reducing strategies, and use renewable, biodegradable or lower toxicity materials. They must be prepared to disclose how they meet UVM's criteria. These efforts align with the UVM Comprehensive Sustainability Plan, which prioritizes ongoing improvement in purchasing practices and expansion of sustainable purchasing.</i></p>	

5.9. Are there sustainability requirements or guidelines for events hosted at the institution?	
Every event hosted at the institution must abide by sustainability criteria. (2 points)	
The institution strongly recommends or incentivizes sustainability measures, but they are not required . (1 point)	
There are no sustainability guidelines for institution events. (0 points)	
Score Assigned:	0
<p><i>Score explanation: There are currently no sustainability guidelines for the University of Vermont.</i></p>	

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:	1
<p><i>Score explanation: The University of Vermont's sustainability plan includes recycling and zero waste for nitrile gloves, pipette tip boxes and more through the Polycarbin Alpha program.</i></p>	

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:

4

Score explanation: The University of Vermont fully divested from public fossil fuel investments as of July 2023 and committed to prioritizing investments that support sustainability and climate change mitigation. The UVM Socially Responsible Investing Advisory Council now advises the Vice President for Finance and Administration on sustainability-focused investment strategies.

Section Total (27 out of 32)

84.38%

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Grading

Section Overview

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

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

**Within each grade bracket, a score in the top 5% (_5 to _9%), receives a "+", and a score in the bottom 5% (_0- _4%) receives a "--". For example, a percentage score of 78% would be a B+.*

Planetary Health Grades for the University of Vermont School of Nursing.

The following table presents the individual section grades and overall institutional grade for the University of Vermont, School of Nursing on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(32/68) \times 100 = 47.06\%$	C
Interdisciplinary Research (17.5%)	$(12/17) \times 100 = 70.58\%$	B
Community Outreach and Advocacy (17.5%)	$(11/14) \times 100 = 78.57\%$	B+
Support for Student-led Planetary Health Initiatives (17.5%)	$(11/15) \times 100 = 73.33\%$	B
Campus Sustainability (17.5%)	$(27/32) \times 100 = 84.38\%$	A-
Institutional Grade	$(A \times 0.3 + B \times 0.175 + C \times 0.175 + D \times 0.175 + E \times 0.175) = 67.82\%$	B

Report Card Trends

Section Overview

This graph demonstrates trends in overall and section grades for the years in which University of Vermont has participated in the Planetary Health Report Card initiative.

Planetary Health Report Card Trends for University of Vermont

