Planetary Health Report Card (Medicine):

Spencer Fox Eccles School of Medicine at the University of Utah

We acknowledge that this land, which is named for the Ute Tribe, is the traditional and ancestral homeland of the Shoshone, Paiute, Goshute, and Ute Tribes. The University of Utah recognizes and respects the enduring relationship that exists between many Indigenous peoples and their traditional homelands. We respect the sovereign relationship between tribes, states, and the federal government, and we affirm the University of Utah's commitment to a partnership with Native Nations and Urban Indian communities through research, education, and community outreach activities.

2024-2025 Contributing Team:

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Summary of Findings

Overall Grade	B

Curriculum	C+

- As the Mission-Driven curriculum continues to evolve, we have seen the integration of key planetary health metrics into core learning objectives. However, there is still room for improvement, as not all metrics have been fully incorporated, and the coverage of those that have varies depending on how much individual small group facilitators choose to emphasize them. Additionally, with the new curriculum now extending into the second year, planetary health objectives have been more effectively integrated into mandatory large-group lectures.
- **Recommendations**: As the Mission-Driven curriculum evolves, ensure the integration of planetary health content into preclinical and clinical lectures where appropriate. Incorporate this material into the required curriculum, alongside elective offerings, to ensure all students receive this essential education. We also recommend designating faculty members to implement these topics as part of the ongoing comprehensive curriculum revision.

Interdisciplinary Research	A+

- The University of Utah prides itself in having sustainability and planetary health at the forefront of its research endeavors. Multiple conferences and showcases are held every year specifically for content related to these fields. Many avenues have been established for members of the community experiencing health-related effects of climate change to direct research projects at the university. Detailed websites are dedicated towards showcasing research and getting students involved in established projects.
- **Recommendations**: While the University of Utah has gotten us an A+ in this overall metric, the SFESOM has not contributed nearly as much to the school's research endeavors. The SFESOM could contribute to the institution by holding its own planetary health research symposium, highlighting ongoing faculty and student projects in planetary health and education in sustainable healthcare, and providing more direct opportunities for students to get involved with projects that focus on these themes.

Community Outreach and Advocacy	B

- The University of Utah has several community partnerships and events throughout the year and sustainability has become a high priority for the institution. Within the SFESOM, however, there is still room for improvement. Student-led organizations have begun collaboration with groups at the University Hospital and Health Sciences library, demonstrating improvements over previous years. Additionally, much of the content created to educate patients is still relatively inaccessible to patients.
- **Recommendations**: With the focus by the institution on environmental sustainability, there are many opportunities for SFESOM to increase its engagement in community outreach. Initiatives through elective pathways, such as RUUTE or TRUE, are one way this could be done. Additionally, formalizing a student council for sustainability with faculty supervision would be an excellent way to formalize relationships with hospital and institutional organizations and increase SFESOM contributions to community outreach.

Support for Student-Led Initiatives	A

- The University of Utah and SFESOM provide strong support for student-led sustainability and planetary health initiatives. Funding opportunities like the Sustainability Campus Initiative Fund (SCIF) and Global Change and Sustainability Center (GCSC) grants enable students to launch projects that integrate planetary health with fields such as arts, service, and agriculture. Additionally, established initiatives and seminar series offer ongoing opportunities for engagement and learning. However, most of these efforts are driven by the broader university, with fewer sustainability initiatives originating directly from SFESOM, highlighting an opportunity for greater medical school-led involvement.
- **Recommendations**: The SFESOM would benefit from medical school-focused sustainability initiatives, enhanced collaboration with the University of Utah Hospital Green Team through dedicated student liaisons, and increased visibility of funding and project opportunities. A centralized platform, such as a website and symposium, could showcase initiatives, connect students with mentors, and highlight available resources. Additionally, forming a sustainability council with faculty oversight would provide structured support, foster outreach, and encourage long-term engagement in environmental efforts.

Campus Sustainability	C+

- The University of Utah made a significant step forward in campus sustainability this past year by updating its Climate Change Action Plan to achieve carbon neutrality by 2040. Additional improvements have included expanded bike parking for students and distributing reusable water bottles and utensils to incoming students at the SFESOM. However, the SFESOM has yet to appoint sustainability-focused faculty or mandate sustainability guidelines for procurement and events.
- **Recommendations:** With the mission-driven curriculum in motion and the new medical school building set to open next year, now is the time to institutionalize sustainability. SFESOM should appoint a faculty member dedicated to sustainability oversight and formally adopt sustainability guidelines that prioritize plant-based, locally sourced foods and waste reduction. Leadership support is critical to embedding sustainability into the school's operations and culture, ensuring long-term impact.

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 medical 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 medical training. It is imperative that we hold our institutions accountable for educating medical 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) medical 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 medical school education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term "planetary health" to satisfy the metric.

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

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

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

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

- **Environmental history (Metric #19 in 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 medical 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 develiered 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).

Spencer Fox Eccles School of Medicine-unique definitions:

- **SFESOM**: Spencer Fox Eccles School of Medicine

- **Mission-Driven Core Curriculum:** The medical curriculum at the SFESOM over the four-year program. The program is organized into three phases and focuses on five content pillars, including foundational sciences, clinical sciences, health systems sciences, health humanities sciences, and professional identity formation.

- **Legacy Curriculum:** The previous historical curriculum at the SFESOM, which was composed of two years of didactic coursework and two years of clinical experiences. This is currently being phased out as of 2023.

- **Skills, Community, and Professional Exploration (SCoPE):** A six-week intro course every new MD student is enrolled in. Students will learn basic clinical skills, how to talk to patients, and where to go for help during the next four years. It is meant to be the school's new introductory course for medical students.

- **Problem-Based Learning (PBL):** A method of group study in which students come prepared having already studied a topic out of the classroom in anticipation of teaching the subject to their fellow students. These topics are usually tested in graded exams throughout the year. Learning in PBL is largely self-directed with guidance from facilitators, so the extent to which topics are covered varies greatly, with some groups going in depth on a subject while other students only discovering the topic after the fact when reviewing objectives.

- **Doctoring:** A course aimed at teaching clinical sciences in the preclinical curriculum (diagnostics, patient history, conducting a physical, etc.).

- **Essentials 1.1:** The first course in the SFESOM's main curriculum, focused on learning of foundational sciences and organ system-based physiology.

- **Intersession:** A brief period, usually 1-2 weeks, between core curriculum classes where students can engage in elective courses, research, professional activities, and extracurriculars such as volunteering. The SFESOM has a 3 month intersession in between students' first and second years.

- **Layers of Medicine**: A required course in the legacy curriculum that explored the study of humanities in medicine.

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.

Completed in 2022 a Literature Review by Metric is available for the 2022 medicine report card metrics. We are in the process of updating this review and making it more applicable to all the disciplines. However the review serves as a rough collection of references for further learning and a resource for those advocating for increased planetary health engagement at their institutions.

Planetary Health Curriculum

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

Curriculum: General

1.1. Did your medical school offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
Yes, the medical school has offered **more than one** elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered **one** elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does **not** have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a **lecture** on planetary health. (1 points)	
No, the medical school has **not** offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	2
Score explanation: *The Spencer Fox Eccles School of Medicine (SFESOM) offered a course titled MD ID 6004: Sustainability, Medicine, and Health in Spring of 2024. The course explores "the challenges and opportunities that exist in working in green healthcare and the impact of the environment on medicine, specifically when treating populations most impacted by environmental changes."* *This metric is unchanged from last year's PHRC. There is concern that this course will not be offered in future years.*	

Curriculum: Health Effects of Climate Change

1.2. Does your medical school curriculum address the relationship between extreme heat, health risks, and climate change?
This topic was explored **in depth** by the **core** curriculum. (3 points)
This topic was **briefly** covered in the **core** curriculum. (2 points)
This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)	
Score Assigned:	2

Score explanation:
The topic is covered briefly in the core curriculum during MD ID 7811 (Essentials 1.1) as part of problem based learning (PBL). Two objectives from PBL apply: "Describe the association between extreme heat and cardiac mortality/morbidity and when, during a heat wave, morbidity and mortality are most affected," and "Explain the urban heat island effect and what populations are most vulnerable."

This topic is also usually covered in the elective courses MDID 6004: Sustainability, Medicine & Health elective in the lecture "Health Impacts of Climate Change." as well as MDID 6500: Intro to Global Health lecture "Climate Change and the Public's Health."

1.3. Does your <u>medical school</u> curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3

Score explanation:
Regarding the legacy curriculum, fourth year medical students complete an interprofessional course that consists of one day of activities covering disaster preparedness. The course covers extreme weather events of the past and the importance of and strategies for preparing for future disasters.

The new Mission Driven curriculum includes a two lecture series on health systems science and climate change with the first lecture being titled "On the Front Lines of Health Care and Climate Changes: What can we learn from climate response?" Students are exposed to disaster response structure, how health systems are affected by climate disasters, and how the severity and frequency of these disasters are increasing due to climate change. The web lecture also focused on how healthcare systems can change their network to create new models that are more resilient during these events.

1.4. Does your <u>medical school</u> curriculum address the impact of climate change on the changing patterns of infectious diseases?
This topic was explored **in depth** by the **core** curriculum. (3 points)
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: *Previously this topic was covered in a Layers of Medicine course available in the legacy curriculum. However, it was not covered in spring of 2024. Since then, legacy students have moved beyond this topic and the new mission driven curriculum does not cover this topic. Efforts are underway to ensure students cover this topic during spring/summer 2025 in a PBL case on tick-borne neurological disease, but unfortunately was not covered during the last academic year.*	

1.5. Does your <u>medical school</u> curriculum address the respiratory health effects of climate change and air pollution?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: *During the first-year core Pulmonology course, air pollution was highlighted as a significant contributor to lung diseases, including certain cancers and restrictive and obstructive pathologies. A PBL case within the course specifically identified understanding occupational and environmental causes of lung disease as a key learning objective. This led to small group discussions about the impacts of air pollution—particularly in Salt Lake City—on respiratory health and its associations with lung diseases, health outcomes, life expectancy, literacy rates, socioeconomic status, and ethnic disparities. While the curriculum did not explicitly focus on air pollution in detail, it emphasized the clear correlation between increasing air pollution and its negative effects on respiratory health. Notably, previous iterations of the core curriculum offered more extensive lectures on air pollution and its impact on respiratory health, but these sessions are no longer included.*	

1.6. Does your <u>medical school</u> curriculum address the cardiovascular health effects of climate change, including increased heat
This topic was explored **in depth** by the **core** curriculum. (3 points)
This topic was **briefly** covered in the **core** curriculum. (2 points)
This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: *The core PBL curriculum includes a 3-day patient case on cardiovascular symptoms in an area with high pollution. The testable learning objectives for this case include "Describe the relationship between air pollution and heart failure exacerbations" and "Describe the association between extreme heat and cardiac morbidity/mortality, particularly during heat waves when the effects are most severe."* *The MDID 6004: Sustainability, Medicine & Health elective also covers this topic, specifically in the "Health Impacts of Climate Change" lecture. Additionally, the MDID 6500: Intro to Global Health elective typically covers this subject in a lecture titled "Global Health and Climate Change".*	

1.7. Does your medical school curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: *In the Mission Driven curriculum, students receive a guest lecture titled "Climate Psychiatry" focused on the mental health effects of climate change. This spans topics from eco-enxiety and depression to the correlation between extreme heat and increased same-day rates of suicide. Additionally, the lecture discusses the crucial role that providers have in addressing climate change and the impact that U.S. healthcare has on the environment.* *Objectives from this lecture include:* *1. Analyze the impact of climate factors on mental health disorder* *2. Appreciate the role physicians have in engaging with the public on climate factors* *3. Recognize the impact the U.S. Healthcare has on carbon emissions* *This topic is covered in the MDID 6004: Sustainability, Medicine & Health elective in the lecture "Health Impacts of Climate Change."*	

1.8. Does your medical school curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?
This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3

Score explanation:
The new Mission-Driven MD curriculum emphasizes a holistic patient-first approach to medicine and took new MS1 students on tours of underserved neighborhoods with community health workers. This purpose of the tour was to understand what factors into the health of the neighborhoods, identify food options, water access, cost of living, transportation, greenspace, and community resources for patients. Part of this tour included a lecture on air quality disparities, including the neighborhoods proximity to the Great Salt Lake and major interstates and that impact on residents health.

This topic was also covered multiple times throughout PBL in Essentials 1.1. Examples of testable learning objectives for this topic include "describe the relationship between air pollution and heart failure exacerbations," and "describe how climate change increases PM levels, and what solutions providers can offer to patients to minimize their exposure to PM and contribute to climate change (efficacy of indoor air filters, masks, Choosing Wisely, etc.)."

Lastly, this topic was discussed in the Culinary Medicine experience as a part of Essentials 1.1. The goal for the experience was to discuss proper nutrition and food accessibility as social drivers of health, as well as how to consider food accessibility and nutrition as part of a treatment plan.

1.9. Does your <u>medical school</u> curriculum address the outsized impact of climate change on marginalised populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1

Score explanation:
The elective MDID 6004: Sustainability, Medicine & Health addresses climate change impacts on children, people of low SES, and homeless communities throughout the course.

The elective course MDID 6500: Intro to Global Health covers this topic in detail during a lecture titled "Social Determinants of Health." Discussions relevant to this metric centered on the outsized impact of climate change and natural disasters on those of lower socioeconomic status.

As part of the PBL component of Essentials 1.1, supplemental resources are provided for students to take a deeper dive into certain issues should they wish. Several of these resources mention the

outsized impact of climate change and pollution on marginalised populations. These impacts were not a part of mandatory learning objectives and were therefore covered only briefly, and only in the case of personal interest from students. *With the upcoming new curriculum, there is supposedly going to be a course on Native American health that will include a lecture with an environmental focus, but this has not occurred yet.*

1.10. Does your <u>medical school</u> curriculum address the unequal regional health impacts of climate change globally?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
Score explanation: *This topic was covered in the elective course MDID 6004: Sustainability, Medicine, and Health in the lecture titled "Food Justice," "Homelessness and Environmental Justice," and "Health Disparities in Relation to Sustainability."* *This metric is unchanged from last year's PHRC.*	

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

1.11. Does your <u>medical school</u> curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides)?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
Score explanation: *The reproductive health effects of industry-related environmental toxins were addressed in the elective course MDID 6004: Sustainability, Medicine & Health elective in the lecture "Environmental Toxicology."* *This metric is unchanged from last year's PHRC.*	

1.12. Does your <u>medical school</u> curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: *During the Mission-Driven Curriculum introductory course SCoPE, students were taken on a community tour of underserved communities in Salt Lake City and received a lecture on air quality disparities, including the neighborhoods proximity to the Great Salt Lake and major interstates and that impact on residents health.* *This topic was also covered in the Pulmonology section of Essentials 1.1 in PBL with testable learning objectives, "describe how climate change increases PM levels, and what solutions providers can offer to patients to minimize their exposure to PM and contribute to climate change (efficacy of indoor air filters, masks, Choosing Wisely, etc.)."*	

1.13. To what extent does your <u>medical school</u> emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** curriculum. (1 points)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
Score explanation: *The elective course "Tribal, Rural & Underserved Communities: Population Health and Health Systems", offered through the Tribal, Rural, & Underserved Education (TRUE) Program, emphasizes the critical role of Indigenous knowledge and value systems in addressing planetary health challenges. One lecture in this course highlighted the significance of seasonal cycles in Indigenous knowledge, underscoring the profound interconnectedness between humans and the natural world as a foundational principle of Indigenous health and traditional medicine.*	

1.14. Does your <u>medical school</u> curriculum address the outsized impact of anthropogenic environmental toxins on marginalised populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older

adults?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: *"Race, Ethnicity, and Genetic Ancestry in Medicine" is a lecture presented during the SCoPE course that includes information on the impact of pollution on people in marginalized communities such as 'brownfields' (polluted land) in black communities. During the Community Survey assignment, the provided homework template alludes to increased toxic environmental exposures in Salt Lake City communities with limited resources and increased levels of homelessness.* *In PBL, one learning objective states: 'Understand the historical significance of paint contaminated with lead and identify those are at risk for lead exposure (i.e., living situation, socioeconomic status,immigration status)'* *Additionally, in MD ID 7811: Essentials 1.1, an assigned reading in Robbins & Cotran Pathologic Basis of Disease includes emphasis on "environmental/occupational exposures" in addition to smoking as a risk factor for lung disease. From Robbins & Cotran: "It is hypothesized that exposure to environmental irritants or toxins in each of these contexts causes recurrent alveolar epithelial cell damage." The section on asthma includes epidemiology, an upward trend in prevalence especially in low income and certain ethnic groups, as well as possible explanations for this which include planetary health concepts. Furthermore, in MD ID 6004: Sustainability, Medicine, & Health, multiple course objectives relate to the environmental toxicology and the impact on patients depending on the social determinants of health "Describe how social determinants of health and the environment interface with and impact health and health service delivery."*	

Curriculum: Sustainability

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

In MD ID 7811: Essentials 1.1, participation in one FP MD 7540: Culinary Medicine class is a required component for completing the course. One of the primary learning objectives is to 'critically reflect on the role of culinary skills in counseling patients about nutrition to promote health and prevent or manage chronic diseases.' The class exclusively features plant-based recipes, including vegetarian and vegan options. As part of the pre-work, students review an article titled Diets for Health: Goals and Guidelines, which highlights the health benefits of plant-based diets.

In MD ID 7812: Essentials 1.2, a self-study nutrition module titled "Week 7: Stress & Starvation" explores the environmental impact of dietary choices. This includes a graph comparing the greenhouse gas emissions of various protein sources.

FP MD 7540: Culinary Medicine is a 1-credit elective course which can be repeated.

1.16. Does your medical 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:
In MD ID 6500: Population Health, one of the learning objectives is 'Reflect on the role physicians can play in addressing health impacts of climate change.' The required materials include reading an article called More People Can Access Surgery. That's Great For Them, Awful For The Planet, which describes the impact surgeries have on climate change. A supplemental article describes the 4-6% global greenhouse emissions caused by the healthcare sector. The 2020 report of the Lancet Countdown on health and climate change: responding to converging crises. In MD ID 7205: Workshop 1.2, students could choose to attend "Climate Change Advocacy", a lecture including information on how physicians can reduce climate change through sustainable practices. Furthermore, in the elective course MD ID 6004: Sustainability, Medicine, and Health, a primary course objective requires learning about 'Green Buildings (Green Hospitals & Healthcare Purchasing/Waste)' and how to promote sustainable practices as physicians.

MS2 students attended a virtual webinar hosted by the AAMC Climate Action and Sustainability in Academic Medicine community titled "On the Front Lines of Health Care and Climate Change: What Can We Learn from Crisis Response" which focused on how to address the climate crisis and improve institutional resilience. The webinar focused on various extreme weather events and the consequential effects. The webinar also focused on how healthcare systems can change their network to create new models that are more resilient during these events. Part of the networking also included working from people in different departments to push forward a sustainable agenda which included the carbon footprint of a healthcare system.

1.17. Does your medical school curriculum cover these components of sustainable clinical practice in the core curriculum? (points for each)	**Score**
The health **and** environmental **co-benefits** of **avoiding** over-medicalisation, over-investigation and/or over-treatment (2 points)	0
The environmental impact of **pharmaceuticals** and over-prescribing as a cause of climate health harm. Alternatively teaching on **deprescribing** where possible and its environmental and health co-benefits would fulfil this metric. (2 points).	2
The health **and** environmental **co-benefits** of **non-pharmaceutical management** of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point)	0
Environmental impact of **surgical** healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	0
The impact of **anaesthetic** gases on the healthcare carbon footprint and ways to reduce anaestheisa's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	1
The impact of **inhalers** on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	1
Waste production within healthcare **clinics** and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	0

Score explanation:
1. There are discussions about health benefits of avoiding over-medicalization and overtreatment in healthcare in the preclinical years, but there is no discussion of the benefit of health and environmental co-benefits. In the LIC year, some preceptors teach that using excess resources can deplete a limited resource, but this is not part of the core curriculum.

2. Second years had a lecture titled "Health Systems Science & Climate Change" that briefly covered the environmental impact of pharmaceuticals and over-prescribing in the context of climate change. Students were able to ask questions about the lecturer's experiences and past projects.

3. The core curriculum that covers non-pharmaceutical management of conditions did not discuss the health and environmental co-benefits. Elective courses such as HPIH do talk about non-pharmaceutical management of conditions and their health and environmental co-benefits.

4. In the preclinical years, there are no lectures in the core curriculum mentioning the impact of surgical healthcare on planetary health and the climate crisis. During LIC clerkship, there are no didactic sessions addressing this topic. In the core surgical clerkship during the third year, there are also no didactic sessions addressing this topic or how it can be mitigated.

5. MS2 students attended a virtual webinar hosted by the AAMC Climate Action and Sustainability in Academic Medicine community titled "On the Front Lines of Health Care and Climate Change: What Can We Learn from Crisis Response". One of the lecturer's projects was about making anaesthetic gases more sustainable at their hospital. This entailed creating a network within the hospital to create an action plan to revise hospital policies regarding the use of anaesthetic gases.

The aim of the project was to educate about more sustainable options and help facilitate the introduction of these options into their hospital. *6. In the core curriculum lecture titled "Health Systems Science & Climate Change," presented by the University of Utah Green Team, the outsized climate impact of inhalers was emphasized.* *7. In the preclinical years, there are no lectures on waste production within healthcare clinics, nor a discussion on how to minimize waste. In LIC clinics, some preceptors do teach about this, but it is not standardized in the curriculum.*

Curriculum: Clinical Applications

1.18. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies to have conversations with patients about the health effects of climate change?	
Yes, there are strategies introduced for having conversations with patients about climate change in the **core** curriculum. (2 points)	
Yes, there are strategies introduced for having conversations with patients about climate change in **elective** coursework. (1 points)	
No, there are **not** strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	2
Score explanation: *This topic was covered in a lecture entitled "Climate Change & Health" given to the Population Health Pathway, which facilitated case based discussions surrounding addressing allergens, heat, and wildfire smoke with patients. This lecture was given by the director of environmental and social sustainability at University of Utah Health.* *This topic was also covered during a Health Promotion and Integrative Health Pathway session which discussed personal wellness strategies including issues about the health effects of climate change.* *Some cases covered in the PBL curriculum are integrated with social determinants of health objectives that can focus on the health effects of climate change. The depth of this conversation varies from group to group.*	

1.19. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies for taking an environmental history or exposure history?
Yes, the **core** curriculum includes strategies for taking an environmental history. (2 points)
Only **elective** coursework includes strategies for taking an environmental history. (1 point)
No, the curriculum does **not** include strategies for taking an environmental history. (0 points)

Score Assigned:	2

Score explanation:
In the new Mission-Driven Core Curriculum, there are several learning objectives focusing on environmental exposure and how to identify signs and symptoms of associated disease such as lead, aspergillus, radon, and CO exposure. The caveat here is that these are provided during the problem-based learning modality, leaving it up to the students to research the corresponding mechanism of disease, systems affected, and treatment.

The Doctoring portion of the curriculum, however, does emphasize asking patients about living situations and potential exposures when taking a history. Environmental exposures are also a part of the H&P taught in Doctoring. Some examples include asking about home environment, recent travels, and occupational exposures.

Curriculum: Administrative Support for Planetary Health

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

Score Assigned:	2

Score explanation:
Although the curriculum committee recognized climate change as a societal problem in 2019, the medical school has made only incremental changes to incorporate planetary health into the curriculum. This year, some planetary health topics have been integrated into first-year learning objectives, though these are primarily focused on the health outcomes associated with planetary health issues, such as air quality and respiratory disease. While many lectures from the legacy curriculum on broader planetary health topics were removed and not reinstated in the new curriculum, new standalone lectures have been introduced in elective courses, alongside efforts to expand planetary health topics in the core curriculum. These additions address gaps from the first year of the new curriculum but remain relatively limited in scope. Overall, while there is ongoing discussion between students and faculty and efforts by motivated faculty involved in curriculum reform, the implementation of planetary health education remains minor.

This stands to change in 2025 as the medical director for sustainability and chief sustainability officer for the University of Utah health system shift their focus to education. The current goal is to implement a "sustainability council" to support the student/faculty led movement to implement more planetary health into the new curriculum. As it stands, this council will be supervised by a 0.25 FTE faculty member and house the student-led initiatives of the PHRC, legislative advocacy, air filter distribution to at-risk patients, and curricular reform.

1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the <u>core</u> curriculum?	
Planetary health/ESH topics are **well integrated** into the core medical school curriculum. (6 points)	
Some planetary health/ESH topics are appropriately integrated into the core medical student curriculum. (4 points)	
Planetary health/ESH is not integrated and is primarily addressed in **(a) standalone lecture(s).** (2 points)	
There is **minimal/no** education for sustainable healthcare. (0 points)	
Score Assigned:	4
Score explanation: *The new Mission Driven curriculum now features three lectures in phase two covering psychological impact of climate change "Climate Psychiatry," climate disasters "On the Front Lines of Healthcare and Climate Changes: What can we learn from climate response?", and a review of the sustainable healthcare reform currently taking place at the U "Health Systems Science and Climate Change." Outside of this, the Problem Based Learning (PBL) curriculum has been implementing planetary health topics and clinical correlates longitudinally. Although this is by no means full integration into core curriculum, we recognize efforts being made to introduce planetary health longitudinally into phase 1 followed by the multiple lectures in phase 2 on sustainable healthcare.*	

1.22. Does your <u>medical school</u> employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?	
Yes, the **medical school** has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)	
No, the **medical school** does **not** have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)	
Score Assigned:	0
Score explanation: *Currently, the SFESOM does not employ a faculty or staff member dedicated specifically to overseeing the integration of planetary health into the curriculum. However, discussions have taken place between the hospital's Green Team and the medical school administration regarding the importance of such a role. While no implementation has occurred as of this year, establishing this position could play a critical role in the longitudinal incorporation of planetary health as the new curriculum continues to evolve. Although there is a Medical Director of Environmental & Social Sustainability, who serves as a faculty member at SFESOM, this role primarily focuses on facilitating clinical operations rather than overseeing curricular content or driving changes in educational programming.*	

There are current plans to dedicate a specific faculty member to oversee incorporation of planetary health into the core curriculum in conjunction with the "sustainability council" which is discussed in metric 1.20's explanation.

Section Total (42 out of 72)	**58.3%**

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Interdisciplinary Research

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

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your institution?	
Yes, there are faculty members at the **institution** who have a **primary** research focus in planetary health **or** sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the **institution** who are conducting research **related** to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the **institution**, but not specifically associated with healthcare/vetcare. (1 point)	
No, there are **no** planetary health and/or sustainability researchers at the **institution** at this time. (0 points)	
Score Assigned:	3
Score explanation: *There are many faculty members at the University of Utah whose primary research focus is in planetary health. Topics include air quality, climate change, and ecological and environmental changes. Certain faculty members within the School of Medicine and University of Utah Health focus on specific projects in sustainability research, including waste mitigation in the operating room and the impact of furnace filters on indoor particulate matter. The Global Change and Sustainability Center maintains a database of researchers covering these fields.*	

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

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

Score explanation:
Founded in 2009, the Global Change & Sustainability Center (GCSG) is the University of Utah's forum for research and education surrounding the interaction between humans and their surrounding ecosystem. It is an extension of the Sustainability Office on campus and acts as the institution's interdisciplinary research department focusing on planetary health. "GCSC faculty have noted research strengths in water, air, climate, ecological dynamics, environmental change, humans and their environment, energy, food systems, and environmental policy and law."

The Wilkes Center for Climate Science and Policy is another research hub focused on practical, integrative, and solutions-oriented research that can translate into climate policy and action. It is a major source of funding, education, and seminars focused on climate change solutions. It also sponsors the Great Salt Lake Strike Team whose work has strove to provide timely, high-quality data in order to facilitate action to save the Great Salt Lake.

This metric is unchanged from the previous year's PHRC.

2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?	
Yes, there is a process in which community members impacted by climate and environmental injustice have **decision-making power** in the climate + environmental research agenda. (3 points)	
Yes, there is a process in which community members impacted by climate and environmental injustice **advise** the climate + environmental research agenda. (2 points)	
No, but there are **current efforts** to establish a process for community members to advise or make decisions on the research agenda. (1 points)	
There is **no** process, and **no** efforts to create such a process. (0 points)	
Score Assigned:	3

Score explanation:
The SPARC Environmental Justice Lab at the University of Utah is a collaborative of engaged faculty, students, community members, and scholars who are committed to enacting principles of community-based participatory research to understand issues of social and environmental health and co-create strategies to achieve justice. Some projects, which are directed by input from local community members, involve research in food and water access and quality, air quality, urban unsheltered homelessness, educational equity, and energy sovereignty. SPARC functions with the Community Research Collaborative to determine what needs are present in local communities. The decision-making power within the SPARC's research agenda is largely directed by University professors, however community partner leaders are also listed as researchers within the SPARC's leadership.

The Community Health Needs Assessment is a resource developed by the U of U Hospital to identify deficits in health and negative environmental impacts to certain groups that exist in Utah.

This summary is meant to focus attention on certain changes that can be made to alleviate health impacts to certain Utah communities in the timeframe of 2023-2026. This report listed a goal toward addressing health disparities:"Develop and release a climate resilience plan for continuous operations, anticipating the needs of groups in our community that experience disproportionate risk of climate-related harm." The most previous Community Health Needs Assessment surveyed community members within the Salt Lake valley between 2021-2022. There has not been a new survey into community health needs since, with 2023-2026 being the years in which change is being implemented per the request of the community members.

There are efforts to create a Sustainability Council at the SFESOM, which would function as a permanent student group with a paid part-time faculty mentor. This council would be the center for planetary health curricular reform, community outreach, and setting the student research agenda.

The EPA has conducted a formal environmental justice and air quality assessment of communities disproportionately exposed to pollution in SLC, with feedback and input garnered from these communities. This is not formally associated with the University of Utah institution, however.

2.4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?	
There is an **easy-to-use, adequately comprehensive** website that **centralises** various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities. (3 points)	
There is a website that **attempts to centralise** various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)	
The **institution** has an **Office of Sustainability website** that includes **some** resources related to health and the environment. (1 point)	
There is **no** website. (0 points)	
Score Assigned:	3

Score explanation:
The University of Utah has a website devoted to its Global Change & Sustainability Center with links to monthly events including seminar series and research symposiums, news, research efforts, associated faculty, and the University's Sustainability Office. It is easy to use, comprehensive, and centralizes all available campus resources.

Within this website is a search tool of faculty members and researchers at the University of Utah who are actively engaged in research and teaching regarding environmental change, energy, air quality, and water. This tool is comprehensive and includes contact information for interested students.

The University of Utah also offers the Sustainable Campus Initiative Fund (SCIF) grant for students interested in pursuing projects that enhance the sustainability of our campus and its community.

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:
While the medical school hosts its own research symposium highlighting medical student research, it is not specifically designed for topics relating to planetary health. The institution at large does hold various events and symposiums relating to sustainability research, however.

Eccles Health Sciences Library:
● *Climate Changes Health and Health Equity Series:*
The Spencer S. Eccles Health Sciences Library hosts multiple presentations throughout the year with varied topics relating to climate health and sustainability as well as social health and health equity.

Global Change and Sustainability Center:
● *Research Symposium:*
Held every spring, the annual Environment and Sustainability Research Symposium celebrates interdisciplinary student research related to the environment and/or sustainability. The symposium provides a great opportunity for graduate students working with GCSC faculty affiliates from across campus to synthesize and present their research in a poster session in a friendly and fun atmosphere. Like other GCSC events, the Symposium helps to cultivate relationships across the U of U community, and can serve as a catalyst for new research ideas and collaborations.
● *Global Change Seminar Series:*
The GCSC seminar series presents some of the best researchers--from around campus and across the country--whose work sheds light on global change and sustainability. Some of these seminars are held via Zoom by presenters from other institutions. These presentations are recorded and saved online, however these recordings are only accessible to University of Utah faculty and students.

Law School:
● *Wallace Stegner Center Annual Symposium:*
Named after the Pulitzer Prize-winning author and conservationist, the Wallace Stegner Center for Land, Resources & the Environment offers students one of the top environmental and natural resources law programs in the United States. The Wallace Stegner Center annually holds a symposium during the spring semester on an environmental or natural resources topic of regional,

national, and international importance. The symposium is interdisciplinary in nature, and includes speakers from the sciences and social sciences, academia, government, industry, and the legal profession.

Wilkes Center for Climate Science & Policy:
● *Wilkes Climate Summit:*
This annual research conference brings together leading policymakers, and nationally-recognized scientists, foundations, and innovators to discuss the most promising and cutting-edge solutions for climate change. Each year there is a different theme for presenting collective works, and 2024's theme was Climate Innovation and Resilience.

2.6. Is your institution a member of a national or international planetary health or ESH/ESV organisation?	
Yes, the institution is a member of a national or international planetary health **or** ESH/ESV organisation. (1 points)	
No, the institution is **not** a member of such an organisation. (0 points)	
Score Assigned:	1
Score explanation: *Since 2019, the University of Utah Health system is a member of Practice Greenhealth in order to receive guidance for minimizing carbon footprint with regards to energy usage and waste production as well as sustainable resource acquisition. This partnership is led by University Health's Green Team.* *University of Utah Health is also a member of the National Academy of Medicine Action Collaborative for Decarbonizing the US Health Sector, with Dr. Michael Good serving on the Health Care Delivery Working Group.* *As of this year's PHRC, there is no active participation alongside the Planetary Health Alliance or the Global Consortium on Climate and Health Education.*	

Section Total (17 out of 17)	**100%**

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Community Outreach and Advocacy

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

3.1. Does your institution partner with community organisations to promote planetary 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 has participated in community focused events relating to planetary health. (1 point)	
No, there is **no** such meaningful community partnership. (0 points)	
Score Assigned:	3
Score explanation: *According to the 2023 STARS report, the University of Utah more broadly engages with various sustainability-focused community partners. These include the Hartland Community 4 Youth and Families, a college readiness program for underserved youth emphasizing environmental stewardship. Other climate-focused collaborators include the Green Urban Lunchbox, the Jordan River Community Initiative, SLC Green, Salt Lake Community Action, Real Food Rising, and the Tracy Aviary. Lastly, the institution partners with Wasatch Co-op to promote sustainable, local, and resilient food systems.* *Similar to previous years, SFESOM does not currently collaborate with any community organizations addressing climate change. However, the University Hospital maintains various community partnerships, including Utah Clean Air (UCAIR), a statewide initiative providing education and grants to support individuals, businesses, and communities in improving Utah's air quality.* *SFESOM's Rural & Underserved Utah Training Experience (RUUTE) could also collaborate with local schools in urban and rural areas to educate communities about the impact of climate change on healthcare, with plans to explore this initiative in the coming years.*	

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/medical school** have not offered such community-facing courses or events. (0 points)	
Score Assigned:	2
Score explanation: *In the past year, the University of Utah's Office of Sustainability has held multiple events focused on campus community education regarding sustainability practices as well as green initiatives. One such example was the U Clean the Air Challenge 2024, in which participants were challenged to find methods to reduce vehicle emissions by choosing sustainable methods of transportation, including riding public transit, biking, teleworking, walking and more. This event was primarily meant for students and faculty to participate in.* *The University of Utah offers partnerships with local solar panel and electric vehicle providers to offer a streamlined process for community members to purchase clean energy vehicles and/or install rooftop solar panels through the U Community Programs initiative.* *The Eccles Health Sciences Library and Office of Health Equity and Inclusion has been hosting a community read/journal club discussion since 2019 titled "Climate Changes Health and Health Equity." Lectures this year have included "The Seed Offering", a review of a local co-op's efforts to offer locals a chance to grow their own home gardens, and "Pursuing Green Health in 2024: Assessing Sustainability of Medical Curriculum and Hospital Operations", which was a collaboration between last year's PHRC team at the SFESOM and U Health's Green Team.*	

3.3. Does your institution have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?	
Yes, all students **regularly** receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)	
Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to **some courses**. (1 point)	
Students **do not** receive communications about planetary health or sustainable healthcare. (0 points)	
Score Assigned:	2
Score explanation: *All students at Spencer Fox Eccles School of Medicine receive a weekly student-led newsletter. The*	

Sustainability in Medicine Student Interest Group provides sustainability facts, resources, and relevant event information each week for this newsletter. The Wilkes Center for Climate Science & Policy offers a newsletter where students can stay up to date on climate science events, research projects, and funding opportunities. *A publication known as @theU goes to all students, staff and faculty on a weekly basis. It often covers sustainability on campus and in the community.*

3.4. Does the institution or main affiliated hospital trust engage in professional education activities targeting individuals post graduation with the aim of ensuring their knowledge and skills in planetary health and sustainable healthcare remain up to date during their professional career?	
Yes, the **institution** or **main affiliated hospital trust** offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health. (2 points)	
Yes, the **institution** or **main affiliated hospital trust** offers one course relating to planetary health and/or sustainable healthcare for post-graduate provider. (1 point)	
There are **no** such accessible courses for post-graduate providers. (0 points)	
Score Assigned:	2
Score explanation: *Several departments held Grand Rounds during the year with a focus on sustainability and planetary health, including Family Medicine, Pediatrics, and Anesthesia. Courses in disaster preparation and climate change are also available as part of the Emergency Health certificate through the department of Family Medicine. In previous years, additional lectures on planetary health and weather impacts on health were provided, but not this past year according to the Continuing Medical Education (CME) website. The institution offers general continuing education courses to the public in topics such as global warming and extreme weather, which are available to providers but not specifically targeted to them.*	

3.5. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about environmental health exposures?	
Yes, the **medical school** 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
Score explanation:	

The University of Utah institution has some educational resources, such as the Healthfeed blog and a podcast "The Scope" that cover environmental health exposures, mainly covering air quality, which is a major health issue in the valley. Although these materials are directly intended for patient education, they are not well advertised, and are not connected to the patient portal. There are additional articles published about research on environmental health exposures of air pollution, but these are not specifically targeted toward patient populations. These materials could be made more accessible by adding them to the patient portal. While patients are able to search the patient portal Health Reference Library for their own questions on environmental exposures, there are no resources specifically created for patients regarding environmental health exposures. Further, the University of Utah provides education on poison control and preventing carbon monoxide poisoning, available online.

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 **medical school** 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: *The University of Utah Hospital provides patient educational materials via its website and in podcasts. Topics include how air quality, wildfires, and the spread of infectious diseases affect our health. However, patients would have to specifically search for these topics. The patient portal (MyChart) does not have direct links to these sites, but does have a search option for Medline Plus articles which include topics about climate change and health.* *The University of Utah Hospital has online resources (the Healthfeed blog) that cover some health impacts from wildfires, air quality and excessive heat, as well as a podcast discussing preparation for extreme heat. The University of Utah's Environmental & Social Sustainability Office has also created a variety of flyers aimed at increasing education around climate change resiliency, such as strategies to prevent heat-related illness, or protect children from wildfire smoke. The flyers are available in English, Spanish, Farsi and Somali. These materials are not currently integrated into patient medical records (MyChart) and may not be accessible to patients at all hospitals and clinics. This is unchanged from last year.*	

Section Total (10 out of 14)	**71.4%**

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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, **neither** the medical school or the institution offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	2
Score explanation: *The University of Utah institution offers the Sustainability Campus Initiative Fund (SCIF) as a green grant program to encourage students to propose projects that improve the sustainability of the campus. $2.50 per student at the University of Utah is added to the fund each semester. Small (less than $1000) grants are available on a rolling basis, medium ($1000-$10000) grants are awarded three times a semester, and large ($10,000) grants are awarded once a year.* *In 2021-2022, the most recent year with available data, the SCIF funded 19 projects that amounted to $101,128 total funding for projects on a variety of topics such as protecting the Great Salt Lake, installing AQI sensors, implementing a clean water system for the Navajo Mountain community, and many others.* *In addition to SCIF, the Global Changes and Sustainability Center at the University of Utah provides grants to graduate students to cover research, professional development, and travel expenses. The center has funded over 600 student projects at a value of over $200,000 between 2013-2023. The Global Changes and Sustainability Center also partners with SCIF and helps guide students to obtain funding through that program as well.*	

4.2. Does your institution offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?
The **institution** has a **specific** research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)

There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these **require student initiative** to seek these out and carry them out in their spare time. (1 point)
There are **no opportunities** for students to engage in planetary health/sustainable healthcare research. (0 points)

Score Assigned:	1

Score explanation:
The University of Utah institution has many opportunities for students to be involved in research departments that focus on sustainability research, such as the Medical Student Research Program and the Rural and Underserved Utah Training Experience. However, the topic of research is student driven, thus the programs are not specific to planetary health or sustainable care. Currently, there are no specific programs at the medical school for students to specifically be a part of planetary health/sustainable healthcare research, but interested students can conduct relevant research by seeking out faculty working on those projects.

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 medical school, 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 Global Change and Sustainability Center maintains a directory of faculty involved in planetary health research, including faculty in SFESOM. There are descriptions of faculty members' past publications and current research interests, along with their contact information. Current projects with invitations for students to join are not included, but students are encouraged to contact these faculty for more information.

A new listing of 'Planetary Health/Climate Resilience/Sustainability' has been added to the internal mentor connection website. This allows faculty to select this as an interest area and for students to search for faculty mentors.

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 medical school dedicated to planetary health or sustainability in healthcare. (2 points)	
Yes, there is a student organisation at my medical school dedicated to planetary health or sustainability in healthcare but it **lacks faculty support.** (1 point)	
No, there is **not** a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)	
Score Assigned:	2
Score explanation: The Sustainability in Medicine Interest Group is a medical school student group aimed at improving sustainability initiatives on campus and educating and inspiring future physicians to promote sustainability and minimize the burden healthcare imposes on the environment. The interest group has a faculty advisor and support from the hospital Green Team. *This metric is unchanged from last year's PHRC.*	

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 that serves on a department or institutional decision-making council/committee. (1 points)	
No, there is no such student representative. (0 points)	
Score Assigned:	1
Score explanation: *The University of Utah Hospital Green Team focuses on sustainability initiatives in the hospital and has at least one student representative from the Sustainability in Medicine Interest Group. This student attends monthly meetings and coordinates projects and events between the Green Team and medical school community.* *This metric is unchanged from last year.*	

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

Score explanation:
1. The University has several campus gardens available to students as well as seed libraries available at the libraries. Students can also take courses in organic gardening and sustainable food preparation that include practical components.

2. The University hosts many events related to planetary health, including seminars through the Global Change and Sustainability Center, art and community events during Earth month, and various other events throughout the year such as seminars covering careers in sustainability.

3. The Bennion Center, a community service center on campus, holds an Environmental Sustainability Saturday service project every April and many community partners come together to create projects where students can give service to fulfill a community need while learning about the community and environmental justice. Additionally, the SPARC Environmental Justice Lab at the University of Utah is a "collaborative of engaged faculty, students, community members, and scholars who are committed to enacting principles of community-based participatory research to understand issues of social and environmental health and co-create strategies to achieve justice." The JC Quinney College of Law also provides yearly lectures regarding their environmental justice law clinic.

4. The Spencer S. Eccles Health Sciences Library has been the location of multiple environmentally-focused displays and events in the past year.

5. As part of Earth Month, the University hosted a Saturday day of service focused on community organisations involved in climate health. Additional service days throughout the year also worked with these organisations.

6. The University's Student Life Center organizes outdoor adventures open to all students. Health professional students can also participate in wilderness medicine courses to learn practical medical skills while in the outdoors.

Section Total (13 out of 15)	**86.7%**

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Campus Sustainability

Section Overview: ***This section evaluates the support and engagement in sustainability initiatives by the institution.*** *The healthcare industry is a major contributor to greenhouse gas emissions as well as pollution that harms local, regional, and global ecosystems. While healthcare is, by nature, a resource-intensive endeavour, the healthcare sector is well poised to lead the world to a more sustainable future. This will involve scrutinising every aspect of how our systems operate, from where we source our energy, to how we build our infrastructure, to what companies we invest in. Our medical schools, clinics, and hospitals must set the standard for sustainable practices, and show other sectors what is possible when it comes to minimising environmental impact.*

5.1. Does your institution have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is **at least one designated staff member** for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but **no specific staff member** in charge of hospital sustainability. (2 points)	
There are **no salaried sustainability staff,** but there is a sustainability task force or committee. (1 point)	
There are **no** staff members **or** task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	3
Score explanation: *The University of Utah maintains an Office of Sustainability that serves all of University of Utah Students. The Global Change and Sustainability Center also serves the whole campus, with the goals of connecting faculty for interdisciplinary research and sustainability initiatives. U of U Health has an independent Green Team which focuses on sustainability within the hospital system, and maintains a Director of Environmental and Social Sustainability and a Medical Director of Environmental and Social Sustainability for U of U Health.* *This metric is unchanged from last year's PHRC.*	

5.2. How ambitious is your institution's plan to reduce its own carbon footprint?
The institution has a **written and approved plan** to achieve carbon neutrality by **2030** (5 points)
The institution has a **written and approved plan** to achieve carbon neutrality by **2040** (3 points)
The institution has a stated goal of carbon neutrality by **2040** but has **not created a plan** to reach that goal or the **plan is inadequate** (1 point)
The institution/medical school does **not** meet any of the requirements listed above (0 points)

Score Assigned:	3

Score explanation:
The University of Utah institution released its first Climate Change Action Plan in 2010 with a goal to achieve carbon neutrality by 2050. Since then, an updated Climate Change Action Plan was released in 2024 which aims to achieve the same carbon neutrality for the University of Utah institution by 2040, rather than 2050. It outlines a path toward meeting the U's accelerated 2040 target date for achieving net zero greenhouse gas emissions, and builds on the U's recent Climate Resilience Assessment, identifying steps to prepare for impacts of climate change on U facilities and people.

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 Energy and Sustainability Dept at the institution, buildings in the SFESOM are served by off-site geothermal electric sub-stations, which provide approximately 50% of energy. The institution as a whole is expected to reach up to 71% renewable energy by mid-2024 as a contract with an off-site solar energy source is being finalized.

Additionally, newer buildings which house certain medical school courses such as the new Healthcare, Educators, Leaders & Innovators Complex (HELIX) do not utilize gas so the percentage of renewable energy is higher, though exact numbers are not provided. This is unchanged from last year.

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: *The state of Utah requires that all public buildings built after 2009 meet LEED (Leadership in Energy and Environmental Design) Silver Certification, this also applies to buildings utilized by the SFESOM for lectures and events. The steering committee planning the development of the new SFESOM building has also elicited feedback from students about sustainability. A list of all LEED certified buildings at the University of Utah is provided. The campus also has a fund for retrofitting projects for improving energy efficiency of older 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: *The SFESOM provides free transit passes to all students and there are bike racks and bike paths available for students. However, it is difficult to access off-campus clinical sites without a car and in the third year and beyond, most students drive. Information about environmentally-friendly transportation is also not emphasized in orientation. As of this year, there are improved bike parking resources, developed by one of our SFESOM students, with links to bike storage on campus and at clinical rotation sites.*	

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 medical school. (0 points)	
Score Assigned:	1
Score explanation: *The SFESOM has a conventional recycling program, with bins for separated categories including garbage, paper, plastics, and glass. No composting or organics-specific refuse is currently available on SFESOM's campus, however the student gardens on the main U of U campus has composting facilities, with new compost technology. Additionally, the main University of Utah Hospital collects pre-consumer and post-consumer food scraps that are sent to an anaerobic digester. These facilities could potentially form a partnership with SFESOM to create a compost program. Reusable aluminum water bottles are handed out by Wellness Services at SFESOM each year in order to reduce the need for disposable cups and plastic water bottles. This year, reusable utensils were distributed to incoming students to reduce the need for disposable utensils offered at catered events on campus.*	

5.7. Does the institution apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?	
Yes, the institution has a**dequate s**ustainability requirements for food and beverages, including meat-free days or no red-meat, and **is engaged** in efforts to increase food and beverage sustainability. (3 points)	
There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution **is engaged** in efforts to increase food and beverage sustainability. (2 points)	
There are sustainability guidelines for food and beverages, but they are **insufficient or optional.** The institution is **not** engaged in efforts to increase food and beverage sustainability. (1 point)	
There are **no** sustainability guidelines for food and beverages. (0 points)	
Score Assigned:	1
Score explanation: *The SFESOM does not have any written sustainability guidelines for food or beverages, although sustainability principles are informally followed. There were sustainability guidelines that were proposed this year, but are awaiting approval from SFESOM administration. There have been greater efforts in the last year to provide a larger proportion of plant-based and vegetarian meals at school-catered events. University of Utah Health has a goal of increasing sustainable food procurement from 7% to 20% by 2025.*	

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:
University of Utah Health has a membership to Practice Greenhealth managed by the hospital's Green Team. The University of Utah institution has 'Environmentally Preferable Purchasing Guidelines' for supply procurement. The guidelines are detailed and comprehensive and available to everyone involved in supply procurement at the hospital. The institution has not made following these guidelines mandatory.

This has not changed since last year.

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

Score Assigned:	1

Score explanation:
The medical school does not currently have any required guidelines for school events. Green Event Checklist and Sustainability Tips are provided by Event Management on the main campus. However, neither is utilized by SFESOM. The University of Utah main campus Green Office has a green office certification for offices and departments to become "Green Office Certified" based on their office practices, energy used, practices for events hosted, supplies purchased, and other criteria.

This is unchanged from last year.

5.10. Does your institution have programs and initiatives to assist with making lab spaces more environmentally sustainable?
Yes, the institution has **programs** and **initiatives** to assist with making lab spaces more environmentally sustainable. (2 points)
There are **guidelines** on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)

There are **no** efforts at the institution to make lab spaces more sustainable. (0 points)	
Score Assigned:	1
Score explanation: *There are no programs or initiatives currently for making lab spaces more sustainable at the institution. Several buildings and labs have achieved LEED certification. The new SFESOM building is under construction but will undergo LEED certification review upon completion.* *This metric is unchanged from last year.*	

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:	2
Score explanation: *In 2016, the University of Utah Board of Trustees rejected an Academic Senate resolution advocating for divestment from fossil fuels. However, renewed advocacy from students and faculty has since reignited efforts for divestment. In response, the Senate Ad Hoc Committee for Divestment and Reinvestment Investigation was formed to provide recommendations on the matter. This led to the resolution passing in the Academic Senate on April 26, 2021.* *On December 14, 2021, the Board of Trustees issued a statement recognizing climate change as a significant threat to communities and ecosystems worldwide. However, the statement did not include specific plans to address the issue. In addition to this, the University of Utah institution has maintained a new commitment to become carbon-neutral in its energy use by 2040 in its Climate Change Action Plan, as is discussed in metric 5.2.*	

Section Total (19 out of 32)	**59.4%**

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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 Spencer Fox Eccles School of Medicine
The following table presents the individual section grades and overall institutional grade for the Spencer Fox Eccles School of Medicine on this medical-school-specific Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	(42/72) x 100 = 58.3%	C+
Interdisciplinary Research (17.5%)	(17/17) x 100 = 100%	A+
Community Outreach and Advocacy (17.5%)	(10/14) x 100 = 71.4%	B
Support for Student-led Planetary Health Initiatives (17.5%)	(13/15) x 100= 86.7%	A
Campus Sustainability (17.5%)	(19/32) x 100 = 59.4%	C+
Institutional Grade	**(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 73.06%**	**B**

Report Card Trends

Section Overview

This graph demonstrates trends in overall and section grades for the years in which the Spencer Fox Eccles School of Medicine has participated in the Planetary Health Report Card initiative.