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# Planetary Health Report Card (Medicine):

Università della Svizzera italiana  
Faculty of Biomedical Science

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2024-2025 Contributing Team:

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## Summary of Findings

<b>Overall Grade</b>	<b>C-</b>
<b>Curriculum</b>	<b>D+</b>
<ul style="list-style-type: none"> <li>Università della Svizzera Italiana (USI) does include PH in the curriculum but a considerable part of the content provided is covered in one lecture about environmental health. It lacks the integration of planetary health longitudinally.</li> <li><b>Recommendations:</b> To make planetary health more tangible and implement it longitudinally, it could be integrated into each thematic block. The implementation of more planetary health content, especially in a longitudinal manner, should be discussed in the Study Commission, which is responsible for the curriculum's content.</li> </ul>	
<b>Interdisciplinary Research</b>	<b>C</b>
<ul style="list-style-type: none"> <li>USI offers various sustainability-related courses across faculties and conducts some research in this field. However, there is no dedicated faculty, degree program, or interdisciplinary board addressing the challenges of global warming.</li> <li><b>Recommendations:</b> We encourage active participation in global and Swiss initiatives, such as the Sustainable Health System by SAMW, and joining national or international planetary health organizations. Organizing a Planetary Health Conference could unite interest groups and embed the topic in the university's profile.</li> </ul>	
<b>Community Outreach and Advocacy</b>	<b>D+</b>
<ul style="list-style-type: none"> <li>The Faculty of Biomedicine and its affiliated teaching Hospitals (EOC) have minimal collaboration on planetary health. While occasional events address healthcare sustainability, the focus is limited to specific topics such as pollution in pneumology or pregnancy, with little comprehensive information available.</li> <li><b>Recommendations:</b> There is room for improvement in this category, both on the faculty side and within the affiliated hospital. The university should offer courses to foster understanding of planetary health, keep professionals up to date, and provide post-graduate education to ensure the best possible care for patients.</li> </ul>	
<b>Support for Student-Led Initiatives</b>	<b>C-</b>
<ul style="list-style-type: none"> <li>It's nice to see that there is now a student group, however, information and support from an official university source are still lacking and the student group could focus more on the health aspect.</li> <li><b>Recommendations:</b> USI could facilitate student projects on planetary health and offer a webpage with resources for promoting local health system sustainability, healthier lifestyles, and sustainable consumption</li> </ul>	
<b>Campus Sustainability</b>	<b>C</b>
<ul style="list-style-type: none"> <li>USI is committed to sustainability and already has a very good tool with the sustainability report. Unfortunately this report, planned to be done every two years, has been last published in 2020. There is also no plan to reach carbon neutrality.</li> <li><b>Recommendations:</b> Keeping the sustainability report up to date and forge a longitudinal plan to reduce carbon emissions to a minimum.</li> </ul>	

# Statement of Purpose

*Planetary health is human health.*

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

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

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

# Definitions & Other Considerations

## Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as “the health of human civilisation and the state of the natural systems on which it depends.” For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional ‘environmental health’ examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of health professional education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term “planetary health” to satisfy the metric.
- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimises use of healthcare services.
- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESH is covered by the three Priority Learning Outcomes of the Centre of Sustainable Healthcare below, and Planetary Health Education is embraced in the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:
  1. Describe how the environment and human health interact at different levels.
  2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
  3. Discuss how the duty of a doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.
- **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 student can opt to take part in but is not a requirement in the core curriculum. Generally, these elective courses take place in the preclinical curriculum but vary by school.
- **Core Curriculum:** This refers to taught material that is delivered to the entire cohort of students in one year.
- **Clerkship / Outreach:** This is a term used in the USA to refer to placements that medical students go on e.g. Pediatrics, General medicine, Psychiatry. In the UK these are referred to as rotations, outreach or placements. This is a relatively short (approximately 4-8 weeks) period of study and patient-centred clinical experience that takes place as part of the undergraduate programme.
- **Clinical rotation:** This is a term used to refer to placements that students go on (e.g., ophthalmology, surgery, cardiology).
- **Physiotherapy vs Physical Therapy:** For the purposes of this report card these terms are considered interchangeable. However, physiotherapy will be used primarily.
- **Community organisations:** For most institutions, there are existing groups that are not directly affiliated with the university and exist as a product of what the community the institution exists in cares about or needs. These specific community organisations relevant to this report include those that are focused around some aspect of climate and health preservation. These community organisations can include but are not limited to local mutual aid initiatives, underserved-resource distribution groups, clean-up and nature conservation groups, community gardeners, and other environmental-related organisations. If your institution does not have access to local volunteerships with community groups, please report any community organisations your institution or school has collaborated with.
- **Climate justice:** The idea that certain population groups and geographical locations which are disproportionately more impacted by climate change are already economically and socially disadvantaged. This double vulnerability sits alongside pre-existing social justice concerns and should therefore shift policy and practice to mitigate the inequitable effects of the climate crisis.
- **Extractivism:** The removal of natural resources typically in large quantities. Within anthropology this term is often used in the context of colonialism to refer to

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

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

**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***

<b>1.1. Did your <u>medical school</u> offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?</b>	
Yes, the medical school has offered <b>more than one</b> elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered <b>one</b> elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does <b>not</b> have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a <b>lecture</b> on planetary health. (1 points)	
No, the medical school has <b>not</b> 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: There is an optional course named "Planetary health: developing the tools for effective health advocacy" lasting one weekend. The course summarises the concept of planetary health, with a brief historical perspective, the notions of planetary limits, overshoot of systems and interconnections, and possible mitigation strategies.	

## ***Curriculum: Health Effects of Climate Change***

<b>1.2. Does your <u>medical school</u> curriculum address the relationship between extreme heat, health risks, and climate change?</b>
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)
This topic was covered in <b>elective</b> coursework. (1 point)
This topic was <b>not</b> covered. (0 points)

Score Assigned:	2
<i>Score explanation: USI curriculum includes in the 2nd year of master the lecture of Hypothermia and Hyperthermia where we speak about heat shock and the treatment of it over 2 slides.</i>	

<b>1.3. Does your <u>medical school</u> curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation: As far as we know, there is no lecture in the USI curriculum that addresses this topic.</i>	

<b>1.4. Does your <u>medical school</u> curriculum address the impact of climate change on the changing patterns of infectious diseases?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<i>Score explanation: In the curriculum of USI there is the lecture of Travel medicine in the 1st year of master where the lecturer talks briefly (one slide) about the epidemiology of Aedes albopictus which is related to climate change.</i>	

<b>1.5. Does your <u>medical school</u> curriculum address the respiratory health effects of climate change and air pollution?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	



This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<i>Score explanation: The USI curriculum includes in the 2nd year of master the lecture Environment and Health which deepens the topic of air pollution and its effects in short- and long term health as well as its effects on the healthcare system.</i>	

<b>1.6. Does your <u>medical school</u> curriculum address the cardiovascular health effects of climate change, including increased heat</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<i>Score explanation: The USI curriculum includes in the 2nd year of master the lecture Environment and Health where the effects of air pollution onto atherosclerosis is discussed on one slide.</i>	

<b>1.7. Does your <u>medical school</u> curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<i>Score explanation: The USI curriculum includes in the 2nd year of master the lecture trauma- and stress related disorders where extreme weather events such as hurricanes are mentioned as a possible trauma that can lead to post-traumatic disorder.</i>	

**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: 0

*Score explanation: As far as we know, there is no lecture in the USI curriculum that addresses this topic.*

**1.9. Does your medical school curriculum address the outsized impact of climate change on marginalised populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?**

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

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

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

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

Score Assigned: 2

*Score explanation: The curriculum of USI contains the lecture "Environment and Health" where the outsourcing of air pollution due to dirty diesel is discussed and where the global inequality regarding air pollution is mentioned.*

**1.10. Does your medical school 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: 0

*Score explanation: As far as we know, there is no lecture in the USI curriculum that addresses this topic.*

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

<b>1.11. Does your <u>medical school</u> curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides)?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation: As far as we know, there is no lecture in the USI curriculum that addresses this topic.</i>	

<b>1.12. Does your <u>medical school</u> curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<i>Score explanation: The curriculum of USI contains the lecture "Environment and Health" where a study on Air Pollution and Lung &amp; Heart Disease in Adults in Switzerland is shown and where we see that the surrounding community of the university is exposed to high degrees of air pollution compared to the rest of Switzerland.</i>	

<b>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?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0

*Score explanation: As far as we know, there is no lecture in the USI curriculum that addresses this topic.*

**1.14. Does your medical school 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: The curriculum of USI contains the lecture "Environment and Health" where local differences in pollution (e.g next to main road etc) and their effects on airway disease is shown and in a group discussion the effect of air pollution and how to avoid it in economically weak countries is discussed.*

### ***Curriculum: Sustainability***

**1.15. Does your medical school curriculum address the environmental and health co-benefits of a plant-based diet?**

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

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

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

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

Score Assigned:

0

*Score explanation: As far as we know, there is no lecture in the USI curriculum that addresses this topic.*

**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 <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation: As far as we know, there is no lecture in the USI curriculum that addresses this topic.</i>	

1.17. Does your <u>medical school</u> curriculum cover these components of sustainable clinical practice in the <u>core</u> curriculum? (points for each)	Score
The health <b>and</b> environmental <b>co-benefits</b> of <b>avoiding</b> over-medicalisation, over-investigation and/or over-treatment (2 points)	0
The environmental impact of <b>pharmaceuticals</b> and over-prescribing as a cause of climate health harm. Alternatively teaching on <b>deprescribing</b> where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	0
The health <b>and</b> environmental <b>co-benefits</b> of <b>non-pharmaceutical management</b> 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 <b>surgical</b> healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	0
The impact of <b>anaesthetic</b> gases on the healthcare carbon footprint and ways to reduce anaesthesia's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	0
The impact of <b>inhalers</b> on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	1
<b>Waste production</b> within healthcare <b>clinics</b> and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	0
<i>Score explanation:</i> <i>During the homeostasis block in a lecture called "Spirometry and inhalation devices" the impact of inhalation devices was briefly discussed on one slide.</i>	

### *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?
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Yes, there are strategies introduced for having conversations with patients about climate change in the <b>core</b> curriculum. (2 points)	
Yes, there are strategies introduced for having conversations with patients about climate change in <b>elective</b> coursework. (1 points)	
No, there are <b>no</b> strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	0
<i>Score explanation: As far as we know, there is no lecture in the USI curriculum that addresses this topic.</i>	

<b>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?</b>	
Yes, the <b>core</b> curriculum includes strategies for taking an environmental history. (2 points)	
Only <b>elective</b> coursework includes strategies for taking an environmental history. (1 point)	
No, the curriculum does <b>not</b> include strategies for taking an environmental history. (0 points)	
Score Assigned:	2
<i>Score explanation: The curriculum of USI contains the practical teaching "Doctor-patient communication" where we learn to do history taking and which also includes social history and very briefly environmental exposure is covered. We were for example taught to ask questions regarding exposure to special chemicals or asbestosis.</i>	

***Curriculum: Administrative Support for Planetary Health***

<b>1.20. Is your <u>medical school</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?</b>	
Yes, the medical school is currently in the process of making <b>major</b> improvements to ESH/planetary health education. (4 points)	
Yes, the medical school is currently in the process of making <b>minor</b> improvements to ESH/planetary health education. (2 points)	
No, there are <b>no</b> improvements to planetary health education in progress. (0 points)	
Score Assigned:	2
<i>Score explanation: There is an optional course in planning that covers sustainable health. There is our student group from the PHRC with our faculty mentor which tries to implement more PH in the curriculum.</i>	

<b>1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the <u>core</u> curriculum?</b>	
Planetary health/ESH topics are <b>well integrated</b> into the core medical school curriculum. (6 points)	
<b>Some</b> 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 <b>(a) standalone lecture(s)</b> . (2 points)	
There is <b>minimal/no</b> education for sustainable healthcare. (0 points)	
Score Assigned:	2
<i>Score explanation: The curriculum of USI contains the lecture "Environment and Health" which includes most of the content that is taught concerning planetary health.</i>	

<b>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?</b>	
<b>Yes</b> , the <b>medical school</b> has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)	
<b>No</b> , the <b>medical school</b> does <b>not</b> have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)	
Score Assigned:	0
<i>Score explanation: There is no staff member responsible for overseeing planetary health at USI.</i>	

<b>Section Total (26 out of 72)</b>	<b>36.1%</b>
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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.*

<b>2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?</b>	
Yes, there are faculty members at the <b>institution</b> who have a <b>primary</b> research focus in planetary health <b>or</b> sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the <b>institution</b> who are conducting research <b>related</b> to planetary health or healthcare sustainability, <b>OR</b> 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 <b>institution</b> , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are <b>no</b> planetary health and/or sustainability researchers at the <b>institution</b> at this time. (0 points)	
Score Assigned:	2
<p><i>Score explanation: The Institute of Public Health (IPH) is an inter-faculty institute at Università della Svizzera Italiana and its mission is to generate collective and conscious efforts for sustainable development of society through the harmonisation of economic growth with social inclusion and environmental protection (United Nations Sustainability Goals).</i></p> <p><a href="https://search.usi.ch/en/organisational-units/501/institute-of-public-health">https://search.usi.ch/en/organisational-units/501/institute-of-public-health</a> Based on the data of the last year two of their members are faculty members and lecturers at the Medical school.</p>	

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



There is <b>no</b> dedicated department or institute. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i>  Sustainability and research, they have a multidisciplinary approach, where their researchers explore new frontiers of knowledge to promote respect for the environment, the responsible use of resources, and a more equitable and inclusive future for all. For further information click here: <a href="https://www.usi.ch/en/university/what-we-do/sustainability/research">https://www.usi.ch/en/university/what-we-do/sustainability/research</a>  Above (2.1) introduced, the Department of Public Health is conducting some research on planetary health, although those researchers are not directly affiliated with the medical school.  USI has a program called “The World Challenges Program” which currently offers a structured exchange program at the bachelor’s level for business or management students. World challenges involve a variety of stakeholders and occur in the context of food waste, biodiversity, ecology, climate change, migration, social exclusion, and gender discrimination. There are, however, no projects linked to the medical school yet. <a href="https://worldchallengesblog.wordpress.com/">https://worldchallengesblog.wordpress.com/</a></p>	

<b>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?</b>	
Yes, there is a process in which community members impacted by climate and environmental injustice have <b>decision-making power</b> in the climate + environmental research agenda. (3 points)	
Yes, there is a process in which community members impacted by climate and environmental injustice <b>advise</b> the climate + environmental research agenda. (2 points)	
<b>No</b> , but there are <b>current efforts</b> to establish a process for community members to advise or make decisions on the research agenda. (1 points)	
There is <b>no</b> process, and <b>no</b> efforts to create such a process. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i> No project includes community members who are disproportionately impacted by the effects of climate health by the Faculty of Biomedical Science at USI.</p>	

<b>2.4. Does your <u>institution</u> have a planetary health website that centralises ongoing and past research related to health and the environment?</b>	
There is an <b>easy-to-use, adequately comprehensive</b> website that <b>centralises</b> 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 <b>attempts to centralise</b> various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)	

The <b>institution</b> has an <b>Office of Sustainability website</b> that includes <b>some</b> resources related to health and the environment. (1 point)	
There is <b>no</b> website. (0 points)	
Score Assigned:	2
<p><i>Score explanation: USI has made an effort to keep its website updated on the various campus projects, including SostA (<a href="https://www.usi.ch/en/university/what-we-do/sustainability/sosta">https://www.usi.ch/en/university/what-we-do/sustainability/sosta</a>) and House of Sustainability (<a href="https://www.casasostenibilita.usi.ch/en">https://www.casasostenibilita.usi.ch/en</a>), but they have yet managed to fully centralise all resources related to research in health and environment such as courses, projects, and interest groups. They have released a sustainability and environmental impact report in 2020 that summarizes sustainability goals and current efforts (report available in Italian only): <a href="https://content.usi.ch/sites/default/files/storage/attachments/qualita/qualita-rapporto_sostenibilita_impatto_ambientale.pdf?_gl=1*8bwage*_gcl_au*MTcwMDUxMDgxMS4xNzA1MjU2Mjg1*_ga*MTEzMDY2MjQ0NS4xNjk2NTI3ODcz*_ga_89Y0EEKVWP*MTcwNTI3MDk1NC41LjEuMTcwNTI3MTA1Ni4yMy4wLjY3MjE5Njg0MA..">https://content.usi.ch/sites/default/files/storage/attachments/qualita/qualita-rapporto_sostenibilita_impatto_ambientale.pdf?_gl=1*8bwage*_gcl_au*MTcwMDUxMDgxMS4xNzA1MjU2Mjg1*_ga*MTEzMDY2MjQ0NS4xNjk2NTI3ODcz*_ga_89Y0EEKVWP*MTcwNTI3MDk1NC41LjEuMTcwNTI3MTA1Ni4yMy4wLjY3MjE5Njg0MA..</a>)</i></p>	

2.5. Has your <b>institution</b> recently hosted a conference or symposium on topics related to planetary health?	
Yes, the <b>institution</b> has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)	
Yes, the <b>institution</b> has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)	
Yes, the <b>institution</b> has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)	
The <b>institution</b> has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)	
No, the <b>institution</b> has not hosted a conference on topics related to planetary health in the past three years. (0 points)	
Score Assigned:	4
<p><i>Score explanation:</i>  <i>“Forest Finance - Carbon, Biodiversity, and Beyond” an event about the importance of the forest and it’s interaction with the climate change 16.12.24</i>  <i>Attivisti per il clima: irresponsabili o profeti? - Tavola rotonda 05.04.24</i>  <i>IdEP Seminar “long-Term Consequences of Air pollution: Does Age or Years of Exposure Matter?” 25.03.24</i>  <i>SSF/USI Event: Carbon Markets and their role for the transition to a climate aligned economy 21.03.24 with panel discussion</i>  <i>For further information: <a href="https://www.usi.ch/en/news-events/events/archive">https://www.usi.ch/en/news-events/events/archive</a></i></p>	

*The Faculty of Biomedical Science of Lugano has hosted, together with SWIMSA (Swiss Medical Student Association) the yearly conference of 2022 (SMSC) on the topic “consciousness”. The student association successfully raised awareness on the topic of Planetary Health with the presentation “Consciousness on Climate Change” by Prof. Dr. med. Pietro Majno-Hurst.*  
<https://www.usi.ch/en/feeds/20072>

**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:

0

*Score explanation: To the best of our knowledge the Università della Svizzera Italiana is not a member of a national or international planetary health organisation (e.g., Planetary Health Alliance, Global Consortium on Climate and Health Education)*

**Section Total (9 out of 17)**

**52.9%**

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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.

<b>3.1. Does your <u>institution</u> partner with community organisations to promote planetary and health?</b>	
Yes, the <b>institution</b> meaningfully partners with <b>multiple</b> community organisations to promote planetary and environmental health. (3 points)	
Yes, the <b>institution</b> meaningfully partners with <b>one</b> community organisation to promote planetary and environmental health. (2 points)	
The <b>institution</b> does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is <b>no</b> such meaningful community partnership. (0 points)	
Score Assigned:	0
Score explanation: The USI takes part at the Greenday, organised by the association of the same name, by having a stand where they interact with the community to deepen knowledge on sustainability. Unfortunately, there is no direct link to human health.	

<b>3.2. Does your <u>institution</u> offer community-facing courses or events regarding planetary health?</b>	
The <b>institution</b> offers community-facing courses or events at least once every year. (3 points)	
The <b>institution</b> 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 <b>institution</b> has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)	
The <b>institution</b> has not offered such community-facing courses or events. (0 points)	
Score Assigned:	3

*Score explanation: The USI and Ente Ospedaliero Cantonale (EOC) host an annual event on health system excellence and sustainability. Further information: <https://piattaformasanitaticino.ch/>*

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

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

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

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

Score Assigned:

1

*Score explanation: Students at the USI receive news through email on a weekly basis which sometimes include topics related to planetary health. Even more, SEEDs send out an email to all students nearly every week about topics such as sustainability and environment.*

**3.4. Does the institution or main affiliated hospital trust engage in professional education activities targeting individuals post graduation with the aim of ensuring their knowledge and skills in planetary health and sustainable healthcare remain up to date during their professional career?**

Yes, the **institution** or **main affiliated hospital trust** offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health. (2 points)

Yes, the **institution** or **main affiliated hospital trust** offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers. (1 point)

There are **no** such accessible courses for post-graduate providers. (0 points)

Score Assigned:

0

*Score explanation: Although the topics are touched upon here and there at the lecturer's discretion, neither the faculty nor the affiliated teaching hospital (EOC) offer easily accessible and recurring courses as part of continuing medical education.*

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

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

<b>Some</b> affiliated hospitals have accessible educational materials for patients. (1 point)	
<b>No</b> affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	1
<i>Score explanation: The affiliated teaching hospital (EOC) does not have any comprehensive site tying environmental exposures to disease. There are informative and preventive brochures in printed form, aimed at specific topics such as pollution (pneumology), pregnancy, occupational risks, etc.</i>	

<b>3.6. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational materials for patients about the health impacts of climate change?</b>	
Yes, the <b>institution</b> or <b><u>all</u> affiliated hospitals</b> have accessible educational materials for patients. (2 points)	
<b>Some</b> affiliated hospitals have accessible educational materials for patients. (1 point)	
<b>No</b> affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	0
<i>Score explanation: As far as we know, affiliated teaching hospitals (EOC) at the current time do not have accessible educational materials for patients.</i>	

<b>Section Total (5 out of 14)</b>	<b>35.7%</b>
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# Support for Student-Led Planetary Health Initiatives

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

## 4.1. Does your **institution** offer support for students interested in enacting a sustainability initiative/QI project?

Yes, the **institution** *either* offers grants for students to enact sustainability initiatives/QI projects *or* sustainability QI projects are part of the core curriculum. (2 points)

The **institution** encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, **but** there is no student funding available and there is no requirement to participate. (1 point)

No, the institution **does not** offer opportunities or support for sustainability initiatives or QI projects. (0 points)

Score Assigned:

1

*Score explanation: With the House of Sustainability and SEEDS (Students Engaged in Environment Development and Sustainability), there are good places to start projects and get support, but it is not actively encouraged or directly supported with funding.*

## 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: As mentioned in 4.1, there are many places to go if one is interested in engaging with planetary health. If a student takes the initiative, finding opportunities won't be a problem.*

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

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

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

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

Score Assigned:

0

*Score explanation: As far as we know there is no webpage specific on planetary health. There is the webpage on sustainability where news about ongoing projects is posted but not specific on the healthcare system. Further information:*

<https://www.usi.ch/en/university/what-we-do/sustainability/news>

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

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

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

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

Score Assigned:

0

*Score explanation: There is the newly created student organisation SEEDS (Students Engaged in Environment, Development and Sustainability) which also got a little bit of funding through the students organisation. More information: <https://www.usi.ch/en/feeds/28296> or <https://seeds-studenti.ch> and for the funding: <https://www.usi.ch/en/feeds/30197>. Unfortunately, their focus isn't specifically on planetary health but rather on climate change and its consequences for the economy and other areas rather than human health.*

**4.5. Is there a student liaison representing sustainability interests who serves on a department or institutional decision-making council to advocate for curriculum reform and/or sustainability best practices?**



Yes, there is a student representative 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
<p><i>Score explanation:</i>  <i>There is a Sustainability commission with two students being part of it.</i>  <i>Further information about the current commission can be also found under Sustainability Commission on the lower end of: <a href="https://www.usi.ch/en/university/what-we-do/sustainability">https://www.usi.ch/en/university/what-we-do/sustainability</a></i></p>	

4.6. In the past year, has the <b>institution</b> 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.	0
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	0
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	0
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
<p><i>Score explanation:</i>  <i>There was a lecture series called BiodiverCittà intended for students, where during the last course, a small garden was created on the roof of the USI: <a href="https://www.usi.ch/en/feeds/28385">https://www.usi.ch/en/feeds/28385</a> and <a href="https://www.usi.ch/en/feeds/28162">https://www.usi.ch/en/feeds/28162</a></i>  <i>The university organises several hikes, trail runs, bike tours and similar activities per year. (<a href="https://sport.usi.ch/en/outdoor-calendar">https://sport.usi.ch/en/outdoor-calendar</a>)</i></p>	

<b>Section Total (6 out of 15)</b>	<b>40%</b>
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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 <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is <b>at least one designated staff member</b> 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 <b>no specific staff member</b> in charge of hospital sustainability. (2 points)	
There are <b>no salaried sustainability staff</b> , but there is a sustainability task force or committee. (1 point)	
There are <b>no</b> staff members <b>or</b> task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
<p><i>Score explanation: There is a task force with multiple members, but only some are working on it full-time, the others have another job as well.</i></p> <p><i>Information on the members can be found here:</i></p> <p><a href="https://content.usi.ch/sites/default/files/storage/attachments/qualita/qualita-rapporto_sostenibilita_impatto_ambientale.pdf">https://content.usi.ch/sites/default/files/storage/attachments/qualita/qualita-rapporto_sostenibilita_impatto_ambientale.pdf</a> - page 7</p> <p><i>Further information about the current commission can be also found under Sustainability Commission on the lower end of: <a href="https://www.usi.ch/en/university/what-we-do/sustainability">https://www.usi.ch/en/university/what-we-do/sustainability</a></i></p>	

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

Score explanation: The faculty has stated that they want to reduce their carbon footprint by 10% until the end of 2024. They do not have a plan for carbon neutrality.

Information on the topic can be found here:

[https://content.usi.ch/sites/default/files/storage/attachments/qualita/qualita-rapporto\\_sostenibilita\\_impatto\\_ambientale.pdf](https://content.usi.ch/sites/default/files/storage/attachments/qualita/qualita-rapporto_sostenibilita_impatto_ambientale.pdf) - page 40

There was no new report so the current progress is unknown.

### 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: Our institution is powered mainly by methane gas. However several buildings installed Minergie which is a combination of sustainable energy source usage like heat pumps and a good isolation of the buildings.

Information on the topic can be found here:

[https://content.usi.ch/sites/default/files/storage/attachments/qualita/qualita-rapporto\\_sostenibilita\\_impatto\\_ambientale.pdf](https://content.usi.ch/sites/default/files/storage/attachments/qualita/qualita-rapporto_sostenibilita_impatto_ambientale.pdf) - page 30/31

Information about the electricity consumption are unfortunately limited to the time range 2009-2019.

### 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:	2
<p><i>Score explanation: Several buildings installed Minergie which is a combination of sustainable energy source usage like heat pumps and a good isolation of the buildings. Some buildings however are under preservation order which makes a renovation complicated.</i></p> <p><i>Information on the topic can be found here:</i>  <a href="https://content.usi.ch/sites/default/files/storage/attachments/qualita/qualita-rapporto_sostenibilita_impatto_ambientale.pdf">https://content.usi.ch/sites/default/files/storage/attachments/qualita/qualita-rapporto_sostenibilita_impatto_ambientale.pdf</a> - page 30/31</p>	

<b>5.5. Has the <u>institution</u> implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?</b>	
Yes, the institution has implemented strategies to encourage and provide <b>environmentally-friendly transportation options</b> 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 <b>some</b> strategies to provide environmentally-friendly transportation options, but the options are <b>unsatisfactorily</b> accessible or advertised. (1 point)	
The institution has <b>not</b> implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)	
Score Assigned:	2
<p><i>Score explanation: Our university provides bike and car sharing possibilities. Furthermore as a student you can get a discount for bike service subscriptions. They also adapted their schedule of lectures to the arrival of public transports to make commuting with them easier.</i></p> <p><i>Information on the topic can be found here:</i>  <a href="https://content.usi.ch/sites/default/files/storage/attachments/qualita/qualita-rapporto_sostenibilita_impatto_ambientale.pdf">https://content.usi.ch/sites/default/files/storage/attachments/qualita/qualita-rapporto_sostenibilita_impatto_ambientale.pdf</a> - page 35 or  <a href="https://www.usi.ch/en/university/what-we-do/sustainability/sosta/mobility">https://www.usi.ch/en/university/what-we-do/sustainability/sosta/mobility</a></p>	

<b>5.6. Does your <u>institution</u> have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?</b>	
Yes, the institution has <b>both</b> compost <b>and</b> recycling programs accessible to students and faculty. (2 points)	
The institution has <b>either</b> recycling <b>or</b> compost programs accessible to students and faculty, but not both. (1 point)	
There is <b>no</b> compost or recycling program at the institution. (0 points)	
Score Assigned:	1

Score explanation: The students have access to recycling bins for glass, paper, aluminium, PET and trash, not to compost.

Information on the topic can be found here:

[https://content.usi.ch/sites/default/files/storage/attachments/qualita/qualita-rapporto\\_sostenibilita\\_impatto\\_ambientale.pdf](https://content.usi.ch/sites/default/files/storage/attachments/qualita/qualita-rapporto_sostenibilita_impatto_ambientale.pdf) - page 19 or

<https://www.usi.ch/en/university/what-we-do/sustainability/sosta/sustainable-development-goals>

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

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

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

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

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

Score Assigned:

2

Score explanation: There are guidelines for the food and beverage. such as to use local products, a program to throw them away once they are expired but to give them away for a cheaper price, also they have one meat-free day per week and always a vegetarian meal. However, the medical faculty is not much involved in that process, but our medical faculty is also very small.

Information on the topic can be found here:

[https://content.usi.ch/sites/default/files/storage/attachments/qualita/qualita-rapporto\\_sostenibilita\\_impatto\\_ambientale.pdf](https://content.usi.ch/sites/default/files/storage/attachments/qualita/qualita-rapporto_sostenibilita_impatto_ambientale.pdf) - page 27/28 or

<https://www.usi.ch/en/university/what-we-do/sustainability/sosta/sustainable-development-goals>

**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: It is mentioned that they pay attention to sustainability when procuring supplies, for example measures to reduce single-use plastic materials, ISO 14001-certified cleaning products, etc. Unfortunately, we do not have access to specific procurement guidelines. Information on the topic can be found here:*  
[https://content.usi.ch/sites/default/files/storage/attachments/qualita/qualita-rapporto\\_sostenibilita\\_impatto\\_ambientale.pdf](https://content.usi.ch/sites/default/files/storage/attachments/qualita/qualita-rapporto_sostenibilita_impatto_ambientale.pdf) - page 19-28

#### 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 faculty and the University are sensitive to decrease their environmental impact, however when events are organised or hosted no sustainability measures are advised.*

#### 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: The sustainability is ranked quite high in USI-affiliated labs according to the information of Pietro Majno-Hurst.*

#### 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 <b>partially divested</b> from fossil fuel companies <b>or</b> has made a <b>commitment to fully divest</b> , but <b>currently</b> still has fossil fuel investments. (2 points)	
The institution has <b>not divested</b> from fossil-fuel companies, but faculty and/or students are <b>conducting organised advocacy</b> for divestment. (1 point)	
Yes, the institution has investments with fossil-fuel companies and there have been <b>no efforts</b> to change that. (0 points)	
Score Assigned:	2
<p><i>Score explanation: USI does not have any endowment portfolio investments, or any investments whatsoever. So, there are no investments in fossil fuel. Nevertheless, most of the energy we use in our buildings comes, unfortunately yet, from fossil fuels, depending on the portfolio of our energy general provider (AIL). Unfortunately, compared to 2022 when 64.94% of AILs provided energy came from renewable resources like water power and solar energy but still 35.06% came from non-renewable sources like nuclear energy 2023 only 61.02% are from renewable resources. Fossil fuels like natural gas however only make up for 0.13% of all the energy AIL provides. For detailed information click here:</i></p> <p><a href="https://de.ail.ch/unternehmen/strom/informationen/stromkennzeichnung.html">https://de.ail.ch/unternehmen/strom/informationen/stromkennzeichnung.html</a></p>	
Section Total (16 out of 32)	
50%	

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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 Università della Svizzera Italiana School of Medicine

The following table presents the individual section grades and overall institutional grade for the Università della Svizzera Italiana School of Medicine on this medical-school-specific Planetary Health Report Card.

Section	Raw Score %	Letter Grade
<b>Planetary Health Curriculum (30%)</b>	$(26/72) \times 100 = 36.1\%$	D+
<b>Interdisciplinary Research (17.5%)</b>	$(9/17) \times 100 = 52.9\%$	C
<b>Community Outreach and Advocacy (17.5%)</b>	$(5/14) \times 100 = 35.7\%$	D+
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	$(6/15) \times 100 = 40.0\%$	C-
<b>Campus Sustainability (17.5%)</b>	$(16/32) \times 100 = 50.0\%$	C
<b>Institutional Grade</b>	$(A \times 0.3 + B \times 0.175 + C \times 0.175 + D \times 0.175 + E \times 0.175) = 42.1\%$	C-



# Report Card Trends

## Section Overview

This graph demonstrates trends in overall and section grades for the years in which the Università della Svizzera Italiana has participated in the Planetary Health Report Card initiative.

