



Planetary Health Report Card (Medicine): *University of Toronto (Temerty Faculty of Medicine)*



TEMERTY FACULTY OF MEDICINE
UNIVERSITY OF TORONTO

2024-2025 Contributing Team:

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Land acknowledgment: We wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

Summary of Findings

Overall Grade	C-
Curriculum	D+
<ul style="list-style-type: none"> The MD curriculum has done well to address respiratory health risks of extreme heat and climate change, the impact of climate change on infectious disease patterns, and the unequal regional health impacts of climate change globally. A key area for improvement is more comprehensively addressing impacts of climate change, including cardiovascular health, mental health, reproductive health, food and water security, and ecosystem health. Recommendations: The curriculum should more comprehensively cover health impacts of climate change by incorporating a corresponding Self-Learning Module into each unit (i.e., Cardiovascular, Reproductive, etc.). 	
Interdisciplinary Research	B
<ul style="list-style-type: none"> The Collaborative Centre for Climate, Health and Sustainable Care, launched in November 2023, is a key facilitator of interdisciplinary education on planetary health. Medical faculty dedicated to planetary health scholarship are affiliated with the centre and the centre hosts events promoting planetary health research and education. Recommendations: The university should empower communities disproportionately impacted by climate change and environmental justice to make decisions on the university's planetary health research agenda. 	
Community Outreach and Advocacy	D-
<ul style="list-style-type: none"> There is little to no community engagement or public education on planetary health either through the university or affiliated hospitals. The Faculty of Medicine occasionally mentions planetary health in its newsletter, but there is no regular communication on planetary health education or progress on sustainability initiatives. There are a number of professional development opportunities through the University continuing education programs. Recommendations: University of Toronto's Faculty of Medicine or the Collaborative Centre for Climate, Health and Sustainable Care should form partnerships with community environmental organizations and facilitate community education on planetary health through public events and ensuring all affiliated hospitals have accessible patient-facing materials. 	
Support for Student-Led Initiatives	D
Campus Sustainability	B
<ul style="list-style-type: none"> The University of Toronto particularly excels in campus sustainability and has even been ranked as the world's most sustainable university for the past two years. This includes having an Office of Sustainability, retrofitting buildings and using sustainable building practices, using sustainable procurement policies, and divesting from fossil-fuel companies. Recommendations: The university should increase its use of renewable energy and offer more environmentally-friendly transportation options to students at a low cost, such as electric shuttle buses. 	

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

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:	0
Score explanation: The MD program at the University of Toronto does not offer elective courses. However, students are required to complete three elective Interprofessional Education workshops, which does include sessions about the health impacts of climate change.	

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:

3

Score explanation: This topic was briefly covered during a Pediatric Asthma lecture in the Pediatrics unit of the second year curriculum. As well, this topic was covered in-depth in a Self-Learning Module in the Respiriology unit of the first year curriculum.

1.3. Does your medical school curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?

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

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

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

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

Score Assigned:

0

Score explanation: This topic was not covered.

1.4. Does your medical school 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:

3

Score explanation: In Microbiology II, a testable Self-learning Module is provided called "Emerging Infectious Diseases" which covers climate and weather as a factor behind many emerging infectious diseases.

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

This topic was explored **in depth** by the **core** curriculum.

This topic was **briefly** covered in the **core** curriculum.

This topic was covered in **elective** coursework.

This topic was **not** covered.

Score Assigned:

3

Score explanation: This topic was briefly covered during a Pediatric Asthma lecture in the Pediatrics unit of the second year curriculum. As well, this topic was covered in-depth in a Self-Learning Module in the Respiriology unit of the first year curriculum.

1.6. Does your medical school curriculum address the cardiovascular health effects of climate change, including increased heat

This topic was explored **in depth** by the **core** curriculum.

This topic was **briefly** covered in the **core** curriculum.

This topic was covered in **elective** coursework.

This topic was **not** covered.

Score Assigned:

0

Score explanation: This topic was not covered.

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.

This topic was **briefly** covered in the **core** curriculum.

This topic was covered in **elective** coursework.

This topic was **not** covered.

Score Assigned:

0

Score explanation: This topic was not covered.

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.

This topic was **briefly** covered in the **core** curriculum.

This topic was covered in **elective** coursework.

This topic was **not** covered.

Score Assigned:

0

Score explanation: This topic was not covered.

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.

This topic was **briefly** covered in the **core** curriculum.

This topic was covered in **elective** coursework.

This topic was **not** covered.

Score Assigned:

0

Score explanation: This topic was not covered.

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.

This topic was **briefly** covered in the **core** curriculum.

This topic was covered in **elective** coursework.

This topic was **not** covered.

Score Assigned:

3

Score explanation: This topic was covered in the Global Health unit in a lecture titled "Global Health - Disparity and Solidarity." The content discussed that climate change is an example of inequity, both with the unequal contribution to climate change and unequal impact and consequences experienced from climate change.

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

1.11. Does your medical school 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.

This topic was **briefly** covered in the **core** curriculum.

This topic was covered in **elective** coursework.

This topic was **not** covered.

Score Assigned:

0

Score explanation: This topic was not covered.

1.12. Does your medical school 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.

This topic was **briefly** covered in the **core** curriculum.

This topic was covered in **elective** coursework.

This topic was **not** covered.

Score Assigned:

0

Score explanation: This topic was not covered.

1.13. To what extent does your medical school 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.

This topic was **briefly** covered in the **core** curriculum.

This topic was covered in **elective** coursework.

This topic was **not** covered.

Score Assigned:

0

Score explanation: The curriculum heavily emphasizes the importance of incorporating Indigenous knowledge in medical practice, but it is not covered in the context of planetary health solutions.

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.

This topic was **briefly** covered in the **core** curriculum.

This topic was covered in **elective** coursework.

This topic was **not** covered.

Score Assigned:

0

Score explanation: This topic was not covered.

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.

This topic was **briefly** covered in the **core** curriculum.

This topic was covered in **elective** coursework.

This topic was **not** covered.

Score Assigned:

2

Score explanation: A plant-based diet is discussed in the health promotion week as part of a lecture on medical nutrition therapy. Their evidence as therapy for non-communicable diseases is discussed, however the environmental co-benefits are not mentioned.

1.16. Does your medical school curriculum address the carbon footprint of healthcare systems?

This topic was explored **in depth** by the **core** curriculum.

This topic was **briefly** covered in the **core** curriculum.

This topic was covered in **elective** coursework.

This topic was **not** covered.

Score Assigned:

0

Score explanation: This topic was not covered.

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 and environmental co-benefits of avoiding over-medicalisation, over-investigation and/or over-treatment (2 points)	1
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) .	1
The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point)	1
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 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 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
<p><i>Score explanation:</i></p> <ol style="list-style-type: none"> <i>The health and environmental co-benefits of avoiding over-medicalization, over-investigation, and over-treatment are discussed as part of a resource stewardship primer included in the microbiology unit addressing unnecessary harm, limiting access to others who have greater need for that resource, and unnecessary consumption.</i> <i>The environmental impact of pharmaceuticals and over-prescribing is not discussed beyond resource stewardship and management from a system perspective and the health and lifestyle benefits it affords to patients through a lower "pill-burden".</i> <i>The health and environmental co-benefits of non-pharmacological managements are discussed as part of the health promotion unit in terms of the physiology of exercise and the effect of movement on overall health, as well as exercise prescriptions. Non-pharmacological management is also mentioned in relation to management of specific conditions such as diabetes and osteoporosis. However these benefits do not focus on the environmental aspect.</i> <i>The impact of surgical healthcare on planetary health and the climate crisis has not been discussed to our knowledge.</i> <i>The impact of anaesthetic gases on the healthcare carbon footprint has not been discussed to our knowledge.</i> <i>The impact of inhalers on the healthcare carbon footprint are discussed as part of a lecture on the treatment of pediatric asthma. Here the different types of inhalers and their relative contribution to greenhouse gases are discussed in balance with choosing the right inhaler for patient age and ability.</i> <i>The impact of waste production within healthcare clinics and strategies for reducing waste have not been discussed to our knowledge.</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?	
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:	0
<i>Score explanation: Climate change is addressed within the second year curriculum as part of the pediatrics unit (illness reduction and health promotion), as well as within the social medicine unit discussing the impact of climate change on populations with health inequities. However, strategies regarding conversations with patients on the health effects of climate change are not addressed.</i>	

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
<i>Score explanation: An exposure history is incorporated into the core curriculum as part of an occupational health history. This is taught in the first year of the curriculum in the clinical skills course within the respiratory system unit. However, it does emphasize occupational and workplace exposures as opposed to environmental factors, although these predisposing factors tend to overlap.</i>	

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
<p><i>Score explanation: The University of Toronto is a signatory on the AFMC Declaration on Planetary Health. As part of this declaration, signatories have pledged to “Immediately work to align our healthcare schools with the Planetary Health Education Framework, providing common foundational principles, competencies, and language to prepare future healthcare professionals to both mitigate further environmental degradation and to lead and contribute to adaptation and resilience strategies” as well as to “Provide healthcare professionals and learners with value- and evidence-based training to reduce overdiagnosis and unnecessary investigations and treatment, to both improve the quality of care and reduce unnecessary healthcare-related environmental impacts, including greenhouse gas emissions” among other actions. As a signatory, we know that the University of Toronto has committed to making these changes, however, no communications regarding curriculum improvement or planetary health content have officially been made, thus we have selected the minor improvement category to reflect the middle ground.</i></p>	

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
<p><i>Score explanation: Planetary health and sustainable healthcare education are incorporated into certain parts of the curriculum. The respiratory medicine content effectively integrates planetary health, though this is not consistently reflected across all units. In the second year, a dedicated global health unit explores environmental health and sustainable development within a global context. Additionally, the Choosing Wisely Canada Climate-Conscious recommendations are embedded throughout the curriculum. However, these are often presented as strategies for harm reduction and resource allocation within the healthcare system, rather than explicitly as environmentally conscious practice choices.</i></p>	

1.22. Does your medical school 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		
<i>Score explanation: Plans to implement a curriculum on planetary health and sustainable healthcare have not been publicly communicated to students. In communicating with faculty and curriculum leads, there are plans to update the curriculum in concordance with the AFMC Declaration on Planetary Health, and the faculty plans to consult an institution professor and head of the clinical public health division for curriculum development. However, none of this information is officially available nor has been announced to learners.</i>			
<table border="1"> <tr> <td>Section Total (26 out of 72)</td> <td>36.1%</td> </tr> </table>		Section Total (26 out of 72)	36.1%
Section Total (26 out of 72)	36.1%		

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Interdisciplinary Research

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

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?	
Yes, there are faculty members at the institution who have a primary research focus in planetary health or sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the institution who are conducting research related to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the institution , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are no planetary health and/or sustainability researchers at the institution at this time. (0 points)	
Score Assigned:	3
<i>Score explanation: Within the Temerty Faculty of Medicine, there are some researchers whose primary focus is in planetary health, including Dr. Edward Xie, Dr. Samantha Green, Dr. Colin Sue-Chue-Lam, Dr. Syed Ali Akbar Abbass, and Dr. Susan A. Deering. There are also other researchers who are involved in planetary health research but not as a primary focus.</i>	

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: "The Collaborative Centre for Climate, Health & Sustainable Care is a multi-faculty academic unit at the University of Toronto. Launched in November 2023, the Collaborative Centre is an initiative of four faculties: the School of Public Health, the Faculty of Medicine, the Faculty of Nursing, and the Faculty of Pharmacy. The Collaborative Centre's purpose is to catalyze climate & sustainability action for health & health systems through research, education, and practice & policy change."

<https://climatehealth.utoronto.ca/about-us/>

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:

0

Score explanation: To our knowledge, there is no current effort to establish a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about U of T Medicine's research agenda.

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

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

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

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

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

Score Assigned:

2

Score explanation: Although the [Collaborative Centre for Climate, Health, and Sustainable Care](#) is an institutional website that describes a variety of activities related to planetary health, its coverage is limited. The University of Toronto Sustainability page also has resources on sustainability, but these resources are challenging to navigate and are not focused on health.

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

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

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

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

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

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

Score Assigned:

4

Score explanation: The Collaborative Centre for Climate, Health & Sustainable Care hosted an [Inaugural Symposium](#) in October 2024. The event included presentations by experts on the health and health system implications of global ecological change.

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: The University of Toronto is a member of [CASCADES](#), a national organization empowering the implementation of sustainable healthcare practices and policies in Canada. CASCADES is represented at U of T through [the Collaborative Centre for Climate, Health & Sustainable Care](#). CASCADES has three main focuses: (1) building implementation resources to support sustainability in medical practice and education, (2) delivers training on planetary health topics, and (3) facilitates national collaboration on promoting planetary health.

Section Total (13 out of 17)

76.5%

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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 <u>institution</u> partner with community organisations to promote planetary and health?	
Yes, the institution meaningfully partners with multiple community organisations to promote planetary and environmental health. (3 points)	
Yes, the institution meaningfully partners with one community organisation to promote planetary and environmental health. (2 points)	
The institution does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is no such meaningful community partnership. (0 points)	
Score Assigned:	0
Score explanation: To our knowledge, there are no meaningful community partnerships between the medical school and planetary health organizations.	

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

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

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

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

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

Score Assigned:

0

Score explanation: To our knowledge, the University of Toronto has not offered a community facing course or event regarding planetary health. We interpreted community facing to mean for the public in general, not health professionals specifically. The Faculty of Medicine does offer Continuing Professional Education in planetary health, such as the “Climate, Health & Sustainable Care ECHO”.

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:

0

Score explanation: Though there are occasional mentions of planetary health (5-6 mentions) in the weekly Temerty Medicine weekly newsletter, we do not feel that this qualifies as regular.

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: There are courses in planetary health offered by the Faculty of Medicine's Continuing Professional Education program: "Climate, Health & Sustainable Care ECHO" and the "Advocacy and Mobilization Program (AMP)." [The Climate Health & Sustainable Care ECHO](#) "offers a collaborative space for people in the Canadian healthcare sector to discuss, troubleshoot, and celebrate efforts to provide climate resilient and responsible care across settings and specialties" where experts share their knowledge through weekly online sessions. [The Advocacy and Mobilization Program](#) "builds a growing network of planetary health advocates among HCPs by training participants on effective communications, media, and government relations skills, and by providing mobilization opportunities to get involved in campaigns" through online webinars and a lobby day with federal MPs. There are also courses offered through the CASCADES collaborative, which is a partnership between a number of universities and non-profits, including the University of Toronto.

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

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

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

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

Score Assigned:

1

Score explanation: *Some affiliated hospitals have educational materials for patients. For example. SickKids hospital has a [pamphlet on lead poisoning](#) for patients.*

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

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

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

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

Score Assigned:

0

Score explanation: Several institutions affiliated with the University of Toronto, including the University Health Network (UHN), Sunnybrook Health Sciences Centre, and Unity Health Toronto, have recognized the health impacts of climate change. UHN has addressed mental health effects, such as anxiety related to extreme weather events like wildfires, and [provided some resources](#), but lacks a wide array of patient-facing materials specifically on climate change's health impacts. Similarly, Sunnybrook provides information on the effects of extreme weather and climate variability, particularly for seniors, but could expand its resources to address other climate-related health concerns like respiratory issues, heat stress, and mental health. Unity Health Toronto has focused on sustainability and reducing emissions, but there's no specific mention of accessible patient education materials on climate change's health effects. Additionally, none of these hospitals seem to have materials similar to Providence Hospital's comprehensive climate-health educational resources, which include practical steps for patients to manage the health impacts of climate crises.

*Given this, the score for the University of Toronto's affiliated hospitals on the accessibility of educational materials for patients about the health impacts of climate change is **0 points**. While these institutions are engaged in sustainability initiatives and recognize climate change's health effects, none of them appear to have developed dedicated, easily accessible educational materials for patients, such as brochures or articles on their websites.*

Section Total (3 out of 14)

21.4%

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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, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)

Score Assigned:

0

Score explanation: At the University of Toronto and its affiliated medical institutions, there does not appear to be a specific, structured program offering grants or dedicated funding for students to enact sustainability or quality improvement (QI) projects. While there may be informal support or encouragement for students interested in pursuing sustainability-related initiatives, such as through student groups or extracurricular activities, there are no widespread grants available or mandatory participation requirements for sustainability-related QI projects. Additionally, sustainability or QI projects related to climate change or environmental health are not embedded as a core part of the medical curriculum or clerkship requirements.

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:

2

*Score explanation: The University of Toronto offers specific opportunities related to planetary health and sustainable healthcare through initiatives like the **Planetary Health Certificate Program** and the new **Collaborative Centre for Climate, Health & Sustainable Care**. The **Planetary Health Certificate Program**, launched by the University of Toronto's Continuing Professional Development (CPD), aims to educate healthcare professionals about the intersection of health and the environment, focusing on the effects of ecological change on human health. This certificate program allows students and professionals to engage in educational modules and practical learning on planetary health, making it a formal offering in this space. More information on the program can be found [here](#).*

*Additionally, the **Collaborative Centre for Climate, Health & Sustainable Care** brings together four health sciences faculties at the University of Toronto to address issues related to global ecological change. This initiative unites diverse health disciplines to foster collaboration on planetary health challenges and provides students with opportunities to engage in interdisciplinary research and education on these topics. More information about this centre can be found [here](#).*

4.3. Does the institution have a web page 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 web page 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 web page 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: Currently, there is no dedicated webpage at the University of Toronto specifically designed for students to find information related to planetary health or sustainable healthcare activities and mentors within the institution. While the university has made strides in offering programs like the **Planetary Health Certificate Program** and the **Collaborative Centre for Climate, Health & Sustainable Care**, these initiatives do not appear to be consolidated on a single webpage for students to easily access related projects, current initiatives, and contact details for mentors in the planetary health or sustainable healthcare fields. Therefore, students may need to look through various departments or programs to discover opportunities, which could be more streamlined.*

*Given this, the score for whether the institution has a web page with specific information related to planetary health and/or sustainable healthcare is **0 points**. While initiatives are underway at the institution, there is no dedicated webpage where students can easily access up-to-date information on these topics or find contact information for mentors involved in these areas. To improve this, the University of Toronto could consider creating a comprehensive webpage that showcases planetary health projects, mentors, and ongoing research opportunities for students.*

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

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

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

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

Score Assigned:

1

*Score explanation: At the University of Toronto's Faculty of Medicine, there is a student organization dedicated to fostering a culture of planetary health engagement, scholarship, and advocacy: **GreenMeds**. GreenMeds is a Medical Society Associated Position (MSAP) that aims to increase awareness of sustainability in medicine. The group coordinates the sale of refurbished anatomy equipment, advocates for waste reduction policies, and collaborates with like-minded individuals and organizations, such as the Centre for Sustainable Health Systems (CHS) and Environmental Sustainability in Healthcare (ELESH), to create a certificate program on sustainable healthcare for Canadian medical students.*

While GreenMeds is an active student-led organization, there is no explicit mention of faculty advisors or formal faculty support in the available information. The group's initiatives and collaborations suggest a degree of institutional recognition and support, but the extent of faculty involvement is not specified.

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:

0

*Score explanation: At the University of Toronto's Faculty of Medicine, there is no specific student representative serving on a department or institutional decision-making council to advocate for curriculum reform or sustainability best practices. While student-led initiatives like **GreenMeds** exist to promote sustainability in medicine, they do not have formal representation on faculty committees. The **Principal's Sustainability Advisory Committee (PSAC)** at the University of Toronto Mississauga includes undergraduate and graduate student members, but this committee operates at a different campus and is not specific to the Faculty of Medicine.*

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.	0
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	0
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
<i>Score explanation: WildMeds is a student-run club at the University of Toronto's Faculty of Medicine that organizes outdoor wilderness trips for medical students. These trips include activities such as hiking and other outdoor adventures that promote physical and mental well-being while also fostering a connection with nature. These outings, designed to bring students together in an outdoor setting, provide valuable experiences for students interested in wellness and environmental health. WildMeds is one of the few student groups at UofT offering such opportunities for students to engage directly with nature as part of their co-curricular activities.</i>	
Section Total (4 out of 15)	26.7%

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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 <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of hospital sustainability. (2 points)	
There are no salaried sustainability staff , but there is a sustainability task force or committee. (1 point)	
There are no staff members or task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
Score explanation: There is an Office of Sustainability at each of the three campuses of the University of Toronto. The office includes 12 full-time staff, as well as a team of six students. There is no specific staff member in charge of hospital sustainability. However, the affiliated hospitals have their own sustainability offices/programs.	

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

Score Assigned:

0

Score explanation: In 2021, the University of Toronto St. George campus pledged to become 'climate positive' by 2050 and carbon neutral by 2048. Further details about the plan to achieve this can be found [here](#).

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

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

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

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

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

Score Assigned:

1

Score explanation: As of 2020, about 36% of the energy used in Toronto comes from renewable sources. Another 34% comes from nuclear energy, which is non-renewable but low in carbon emissions.

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 University of Toronto has committed to incorporating sustainable building practices for new builds. As well, the university has updated many old buildings with 'deep energy retrofits,' which involves a combination of upgrades to the building envelope, mechanical systems, and occupant health and comfort. Improving the building envelope involves modifying or replacing exterior walls, windows, roofs, and doors. However, for the more energy intensive research buildings, the focus is on mechanical system upgrades, including replacing legacy heating, ventilation, and air conditioning (HVAC) systems with newer technology as well as optimizing building controls.

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 University of Toronto St. George campus has put efforts into promoting and encouraging environmentally-friendly transportation options, especially cycling. However, they have not directly provided any environmentally-friendly forms of transportation to students.

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

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

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

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

Score Assigned:

2

Score explanation: The University of Toronto has composting and recycling available in public spaces around campus for students and staff to use.

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

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

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

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

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

Score Assigned:

3

Score explanation: The University of Toronto incorporates sustainability into its food services by converting a significant portion of meat food options to plant-based options, donating surplus food, increasing use of reusable food containers, and reducing packaged/bottled water on campus.

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

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

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

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

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

Score Assigned:

3

Score explanation: The University of Toronto incorporates sustainability into its procurement policy and works towards increasing sustainability of procurement. Under the "Sustainability" principle in their Procurement Policy, they state that "Procurement planning and activities should be undertaken with a view to promoting social, environmental and financial sustainability."

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 University of Toronto provides guidelines, supports, and incentives for sustainable events, but they are not mandatory.

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

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

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

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

Score Assigned:

2

Score explanation: There are various programs and initiatives for this. An example within the medical school is a recycled anatomy lab supplies program called GreenMeds, which provides students with recycled lab coats and dissection kits at a fraction of the price of a new set. The students then return these supplies at the end of preclerkship, and they continue to be reused.

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

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

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

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

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

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

Score Assigned:

4

Score explanation: In 2021, the University of Toronto committed to fully divesting from all direct fossil fuel investments within one year, which they have successfully achieved. Also, the university plans on divesting from all indirect investments in fossil fuel companies by no later than 2030. From 2021 to 2023, the university decreased these indirect investments by 30% (from 2.0% to 1.4% of their endowment portfolio). Additionally, the university pledged to allocate at least 10% of the endowment portfolio to sustainable and low-carbon investments by 2025. As of December 31, 2023, they had made progress toward this goal, with 6.8% of the endowment invested in these strategies.

Section Total (22 out of 32)

68.8%

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Grading

Section Overview

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

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

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

Planetary Health Grades for the University of Toronto, Temerty Faculty of Medicine

The following table presents the individual section grades and overall institutional grade for the University of Toronto, Temerty Faculty of Medicine on this medical-school-specific Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(26/72) \times 100 = 36.1\%$	D+
Interdisciplinary Research (17.5%)	$(13/17) \times 100 = 76.5\%$	B
Community Outreach and Advocacy (17.5%)	$(3/14) \times 100 = 21.4\%$	D-
Support for Student-led Planetary Health Initiatives (17.5%)	$(4/15) \times 100 = 26.7\%$	D
Campus Sustainability (17.5%)	$(22/32) \times 100 = 68.8\%$	B
Institutional Grade	43.6%	C-

Report Card Trends

Section Overview

This graph demonstrates trends in overall and section grades for the years in which the **University of Toronto, Temerty Faculty of Medicine** has participated in the Planetary Health Report Card initiative.

