



Planetary Health Report Card (Healthcare Management): *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"> Environmental Sustainability is a component of the Strategic Management of Quality and Organizational Behaviour in Health Services Organization in the Masters of Sciences – Health Administration Program. The course introduces the concepts of emissions and provides examples of sustainability initiatives in healthcare. Recommendations: <ul style="list-style-type: none"> Considering integrating concepts of planetary health and sustainability in healthcare in other courses in the program into curriculum. 	
Interdisciplinary Research	B+
<ul style="list-style-type: none"> The University of Toronto has a new Collaborative Centre for Climate, Health & Sustainable Care, this centre is providing opportunities for students to attend seminars where experts discuss topics on planetary health. The Collaborative Centre has opportunities for faculty and students to participate in research clusters to convene research interest, capacity and leadership in areas as needed. Recommendations: <ul style="list-style-type: none"> Continue to invest in the Collaborative Centre and engage other faculties to focus on climate health 	
Community Outreach and Advocacy	D-
<ul style="list-style-type: none"> The University of Toronto has little to no community outreach and advocacy regarding planetary health Recommendations: <ul style="list-style-type: none"> Develop community partnerships to enable outreach 	
Support for Student-Led Initiatives	D
<ul style="list-style-type: none"> The University of Toronto has some student led groups dedicated to planetary health. The Collaborative Centre has a list of mentors focused on work related to climate, environment, health and sustainable care. This centre may encourage students to lead more initiatives related to environmental sustainability. Recommendations: <ul style="list-style-type: none"> Increase awareness of opportunities for students to lead sustainability initiatives 	
Campus Sustainability	B
<ul style="list-style-type: none"> The University of Toronto has committed to become climate positive by 2050 with at least 80% absolute carbon reductions on campus. Recommendations: <ul style="list-style-type: none"> There is still much to improve with the campus sustainability, continued review of the plan and progress are recommended to ensure the goal is achieved 	

Statement of Purpose

Planetary health is human health.

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

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

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

Healthcare management:

Healthcare management professionals work hard to ensure their organizations keep people healthy. But people need more than just good healthcare. They also need healthy environments. Healthcare managers are critically important collaborators in safeguarding planetary health. Through the choices they make, their organizations can lead by example in transitioning to more sustainable practices and advocating for environmental health in the communities they serve.

Definitions & Other Considerations

Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as “the health of human civilisation and the state of the natural systems on which it depends.” For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional ‘environmental health’ examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of medical school education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term “planetary health” to satisfy the metric.
- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimises use of healthcare services.
- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESH is covered by the three Priority Learning Outcomes of the Centre of Sustainable Healthcare below, and Planetary Health Education is embraced in the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:
 1. Describe how the environment and human health interact at different levels.
 2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
 3. Discuss how the duty of a doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.
- **Healthcare Management 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 healthcare management 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 healthcare management 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 elicit patients' exposures and environmental risk factors. Historically, this has included consideration of exposures like pesticides, asbestos, and lead, though in the modern era shaped by climate change, it can be expanded to include things like wildfire smoke exposure, air pollution and mould after flooding. Key components include place of residence over the life course, occupational history, food and water sources (e.g. meat from industrial feeding operations, regular fishing in contaminated water, access to clean drinking water), and exposure to air pollution. Please be as specific as possible when providing evidence for this metric.
- **Elective:** The word "elective" refers to an optional course or lecture series that a medical student can opt to take part in but is not a requirement in the core curriculum. Generally, these elective courses take place in the preclinical curriculum but vary by school.
- **Core Curriculum:** This refers to taught material that is 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 health professional 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.*

Healthcare administration is a highly interdisciplinary industry with core areas such as operations, strategy, finances, supply chain, and infrastructure. Its execution within a health system has immediate and long-term effects on quality of care and patient outcomes. As the next generation of healthcare leaders, healthcare administration students will ultimately be significant sources of influence for sustainability and climate change initiatives within their health systems. Therefore, a curriculum that is well-versed in planetary health and sustainability is essential for preparing students for the unique challenges of managing hospitals facing the impact of climate change and creating health systems with minimal planetary harm.

Curriculum: Planetary Health

1.1 Does your Master's curriculum address the impact of planetary health and climate change on health system operations, finances, service lines, emergency preparedness*, or any other element of a health system?

*Public health emergency preparedness (PHEP) is the capability of the public health and health care systems, communities, and individuals to prevent, protect against, quickly respond to, and recover from health emergencies, particularly those whose scale, timing, or unpredictability threatens to overwhelm routine capabilities.

Reference: Nelson C, Lurie N, Wasserman J, Zakowski S. Conceptualizing and defining public health emergency preparedness. Am J Public Health. 2007 Apr;97 Suppl 1(Suppl 1):S9-11. doi: 10.2105/AJPH.2007.114496. Epub 2007 Apr 5. PMID: 17413078; PMCID: PMC1854988.

This topic was **fully addressed** by the **core** curriculum. (2 points)

This topic was **partially addressed** by the **core** curriculum. (1 points)

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

Score Assigned:

1

Score explanation: The Masters Curriculum covers quality improvement tools to address the impact of climate change on health system operations. The course includes case studies on sustainability initiatives.

1.2 Did your Master's curriculum offer elective courses (student-selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the past year?

Several elective courses were offered to master's students on ESH or planetary health. (2 points)

Some elective courses were offered to master's students on ESH or planetary health. (1 points)	
No elective courses were offered to students (0 points)	
Score Assigned:	0
Score explanation: No elective courses were offered to engage students in Education for Sustainable Healthcare	

1.3 Does your Master's curriculum address the impacts of extreme weather events or changing weather patterns on healthcare systems, such as but not limited to severe thunderstorms, storm surges, drought, or excessive heat?	
The Master's curriculum addresses at least two of the above in the core curriculum. (2 points)	
The Master's curriculum addresses at least one or a relative alternative of the above in the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
Score explanation: The Masters Curriculum addresses the impact of extreme weather events or changing weather patterns on the healthcare system	

1.4 Does your Master's curriculum address the relationships between community health, food and water security, ecosystem health*, and climate change?	
*: the state or condition of an ecosystem in which its dynamic attributes are expressed within the normal ranges of activity relative to its ecological state of development" (van Andel and Aronson, 2006)	
This topic was explored in depth by the core curriculum. (2 points)	
This topic was briefly covered in the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
Score explanation: The Masters Curriculum does not address the relationship between community health, food, and water security on climate change	

1.5 Does your Master's curriculum address the outsized impact of climate change on marginalized populations such as those with low socio-economic status, women (including reproductive health), communities of color, indigenous communities, children, homeless populations, and older adults?

This topic was explored in depth by the core curriculum. (2 points)	
This topic was briefly covered in the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation: The Masters Curriculum does not address the impact of climate change on specific populations.</i>	

1.6 Does your Master’s curriculum address the unequal regional health impacts of climate change globally?	
Yes , the core curriculum covers the unequal regional health impacts of climate change. (1 point)	
No , this topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation: The curriculum does not include content that impacts climate change globally</i>	

1.7 Does your Master’s curriculum address the environmental and health co-benefits of a plant-forward (plant-based) diet, especially one that is locally sourced?	
Yes , the core curriculum covers the environmental and health co-benefits of a plant-based diet AND includes the benefits of locally sourced food. (2 points)	
Yes , the core curriculum covers the environmental and health co-benefits of a plant-based diet but does NOT include the benefits of locally sourced food. . (1 point)	
No , this topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation: The curriculum does not include environmental and health co-benefits of a plant forward diet</i>	

1.8 Does your Master’s curriculum address the carbon footprint of healthcare systems via Scopes 1 (“Direct emissions from sources owned or controlled by the organization”), 2 (Indirect emissions purchased energy), or 3 (All other indirect emissions including those within the supply chain) per the Greenhouse Gas Protocol?	
Two or more emission scopes were covered in the core curriculum. (2 points)	

Only one emission scope was covered in the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<i>Score explanation: The Masters Curriculum has a quality improvement course that addresses the carbon footprint of the healthcare system via scopes.</i>	

1.9 Does your Master's curriculum introduce strategies to have conversations with physicians or other healthcare providers about the health effects of climate change?	
Yes, the core curriculum covers strategies to have conversations regarding the health effects of climate change. (1 point)	
No, this topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation: No, the Masters Curriculum does not include strategies to introduce conversations with healthcare professionals about climate change</i>	

1.10 Does your Master's curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?	
Yes, the core curriculum covers important human-caused environmental threats relevant to the institution's surrounding community. (1 point)	
No, this topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation: No, the Masters curriculum does not include information on human caused environmental threats to the surrounding community</i>	

1.11 Does your Master's curriculum emphasize the importance of Indigenous knowledge and value systems as essential components of planetary health systems?	
Yes, the core curriculum emphasizes the importance of Indigenous knowledge and value systems. (1 point)	
No, this topic was not covered. (0 points)	
Score Assigned:	0

Score explanation: No, the Masters Curriculum does not emphasise the importance of Indigenous Knowledge and value systems

1.12 Does your Master's curriculum cover these components of sustainable management practice in the core curriculum? (1 point each)	Score
HR: Leveraging environmental sustainability to attract and retain talent (e.g. through employer branding and employee resource groups). (1 point)	0
Facilities: Incorporating environmental sustainability considerations into facilities master planning? (1 point) <i>Examples of facilities master planning: Equipment, access, information technology, systems and processes, sustainability initiatives, and staff</i>	0
Governance: Incorporating environmental sustainability and climate resilience considerations into enterprise risk management? (1 point)	0
Finance: Financing mechanisms for supporting environmental sustainability practices (e.g. green bonds, green revolving funds). (1 point)	0
Leadership & Policy: Organizational advocacy in regional, national, and global healthcare policies (e.g. ATACH/WHO). (1 point)	0
Law: Legal and regulatory frameworks involving measuring and reporting of environmental footprints (e.g. SBTi, TCFD)? (1 point)	0
IT: The environmental footprint associated with information systems / AI? (1 point)	0
Quality: Expectations of emerging accreditation standards associated with measuring, reporting, and reducing emissions. (1 point)	1
Community Health: Integrating climate considerations into community reliance planning. (1 point)	0
<i>Score explanation: The Masters Curriculum address measuring, reporting and reducing emissions using quality improvement tools</i>	

Curriculum: Administrative Support for Planetary Health

1.13 Is your Master's curriculum currently in the process of implementing or improving Education or Sustainable Healthcare (ESH)/planetary health education?
Yes, the curriculum team are in the process of actively including ESH / Planetary Health (2 points)

No, but this is something that is being considered. (1 point)	
There are no current plans or considerations of including ESH / Planetary Health. (0 points)	
Score Assigned:	2
<i>Score explanation: An evaluation was completed to assess student's knowledge on environmental sustainability, results from this assessment will be used to improve curriculum</i>	

1.14 How well are the aforementioned planetary health/Education or Sustainable Healthcare topics integrated longitudinally into the core curriculum?	
Planetary Health / ESH are very well integrated longitudinally into the curriculum (2 points)	
Planetary Health / ESH are well integrated but there is room for improvement. (1 point)	
Planetary Health / ESH are poorly integrated into the longitudinal curriculum. (0 points)	
Score Assigned:	0
<i>Score explanation: The education is currently provided in one course and does not integrated across the core curriculum</i>	

1.15 Does your Master's curriculum assign a faculty member to oversee the incorporation of planetary health and sustainable healthcare as a theme throughout the program?	
Yes, there is an assigned faculty to develop ESH / Planetary Health education. (1 point)	
There is no assigned member of staff. (0 points)	
Score Assigned:	1
<i>Score explanation: The Program Director is engaged and integrating environmental sustainability into the Masters Curriculum</i>	

Section Total (7 out of 32)	22%
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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
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.	

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

Score Assigned:	3
<p><i>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.”</i></p> <p>https://climatehealth.utoronto.ca/about-us/</p>	

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

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

Score explanation: Though 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.

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.

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 has participated 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 <u>institution</u> offer community-facing courses or events regarding planetary health?	
The institution offers community-facing courses or events at least once every year. (3 points)	
The institution offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points)	
The institution has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)	
The institution/medical school have 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).” 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 medical school or all affiliated hospitals have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated medical centres have accessible educational materials for patients. (0 points)	
Score Assigned:	1
<i>Score explanation: Some affiliated hospitals have educational materials for patients. For example, SickKids hospital has a pamphlet on lead poisoning for patients.</i>	

3.6. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about the health impacts of climate change?	
Yes, the medical school or all affiliated hospitals have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	0
<p><i>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.</i></p> <p><i>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.</i></p>	

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 <u>institution</u> offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the institution <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> sustainability QI projects are part of the core curriculum. (2 points)	
The institution encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, but there is no student funding available and there is no requirement to participate. (1 point)	
No, neither the medical school or the institution offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	0
<p><i>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.</i></p>	

4.2. Does your <u>institution</u> offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?	
The institution has a specific research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)	
There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these require student initiative to seek 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 webpage where students can find specific information related to planetary health and/or sustainable healthcare/vetcare activities and mentors within the institution? For example, projects achieved, current initiatives underway at the medical school and/or contact of information of potential mentors.

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

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

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

Score Assigned:

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 webpage 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 medical school dedicated to planetary health or sustainability in healthcare. (2 points)

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

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

Score Assigned:

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
<p><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></p>	
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
<i>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.</i>	

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

5.8. Does the <u>institution</u> 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
<i>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.”</i>	

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

Score Assigned:	1
<i>Score explanation: The University of Toronto provides guidelines, supports, and incentives for sustainable events, but they are not mandatory.</i>	

5.10. Does your <u>institution</u> have programs and initiatives to assist with making lab spaces more environmentally sustainable?	
Yes, the institution has programs and initiatives to assist with making lab spaces more environmentally sustainable. (2 points)	
There are guidelines on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)	
There are no efforts at the institution to make lab spaces more sustainable. (0 points)	
Score Assigned:	2
<i>Score explanation: 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.</i>	

5.11. Does your <u>institution's</u> endowment portfolio investments include fossil-fuel companies?	
The institution is entirely divested from fossil fuels and has made a commitment to reinvest divested funds into renewable energy companies or renewable energy campus initiatives. (4 points)	
The institution is entirely divested from fossil fuels. (3 points)	
The institution has partially divested from fossil fuel companies or has made a commitment to fully divest , but currently still has fossil fuel investments. (2 points)	
The institution has not divested from fossil-fuel companies, but faculty and/or students are conducting organised advocacy for divestment. (1 point)	
Yes, the institution has investments with fossil-fuel companies and there have been no efforts to change that. (0 points)	
Score Assigned:	4
<i>Score explanation: In 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,</i>	

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 the 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 School of Healthcare Management

The following table presents the individual section grades and overall institutional grade for the University of Toronto School of Healthcare Management on this institution-specific Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(7/32) \times 100 = 21.9\%$	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	$(A \times 0.3 + B \times 0.175 + C \times 0.175 + D \times 0.175 + E \times 0.175) = 40.39\%$	C-