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# Planetary Health Report Card (Medicine): University of Zurich (UZH)

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**Universität  
Zürich<sup>UZH</sup>**

2024-2025 Contributing Team:

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## Summary of Findings

Overall Grade	C-
Curriculum	C-
<ul style="list-style-type: none"> <li>The medical Faculty (MeF) of UZH does briefly include planetary health in the curriculum in the 3rd BA year (Module Global &amp; Public Health), but it lacks longitudinal integration and depth. Regarding the huge amount of climate crisis-related health issues that future doctors will face, students aren't sensitized enough on planetary health at the moment.</li> <li><b>Recommendations:</b> The MeF should pursue a longitudinal integration of planetary health in the core curriculum, as well as implement an elective course (Mantelstudium) about planetary health. Up to this point, more aspects of planetary health should be mentioned in the Module „Global &amp; Public Health“.</li> </ul>	
Interdisciplinary Research	B+
<ul style="list-style-type: none"> <li>The MeF established the One Health Institute in 2023 with its primary research relating to the intersection between human, animal and environmental health. As of now it is still in its beginning phases and research projects are still scarce in comparison to other institutes.</li> <li><b>Recommendations:</b> Include students in research opportunities and raise awareness for Master or Doctoral research opportunities for medical students.</li> </ul>	
Community Outreach and Advocacy	F
<ul style="list-style-type: none"> <li>Both UZH and MeF have little community outreach relating to PH. The University Hospital Zurich (USZ) doesn't provide any information material for patients.</li> <li><b>Recommendations:</b> The MeF could contribute to educating the public around the health impacts of the climate crisis through the UZH's communication channels. They could organise a conference directly related to PH. More community partnerships relating to PH could be established.</li> </ul>	
Support for Student-Led Initiatives	D
<ul style="list-style-type: none"> <li>MeF still doesn't actively provide support for student-led-initiatives, however there is a lack of initiative coming from the students as well.</li> <li><b>Recommendations:</b> The MeF could actively provide opportunities and support (e.g rooms, financial aid...) for students to do co-curricular activities related to planetary health.</li> </ul>	
Campus Sustainability	C
<ul style="list-style-type: none"> <li>The MeF has not yet developed a concrete strategy für achieving carbon neutrality by 2030. Additionally, there are no guidelines for sustainable healthcare or sustainable research within the faculty. In contrast, UZH has already made progress toward sustainability, such as increasing the share of renewable energy on the campus.</li> <li><b>Recommendations:</b> The MeF could establish a sustainability commission to develop a strategy for achieving climate neutrality within the faculty and its affiliated research areas (e.g., laboratories), in alignment with UZH's 2030 goal. Furthermore, the MeF could advocate for sustainable healthcare in its teaching hospitals and promote healthy and sustainable diets in the cafeterias and catering services of both UZH and USZ.</li> </ul>	

# Statement of Purpose

*Planetary health is human health.*

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

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

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

# Definitions & Other Considerations

## Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as “the health of human civilisation and the state of the natural systems on which it depends.” For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional ‘environmental health’ examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of health professional education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term “planetary health” to satisfy the metric.
- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimises use of healthcare services.
- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESH is covered by the three Priority Learning Outcomes of the Centre of Sustainable Healthcare below, and Planetary Health Education is embraced in the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:
  1. Describe how the environment and human health interact at different levels.
  2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
  3. Discuss how the duty of a doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.
- **Medical School/Department vs. Institution:** When “Medical school” is specified in the report card, this only refers to curriculum and resources offered by the School/department of Medicine and does not include offerings from other parts of the university (e.g. undergraduate departments (USA), other related departments (e.g. Public Health, Population Health departments). In contrast, when “institution” is specified in the report card, we are referring to the university more broadly including all of its campuses. Any resource reasonably accessible by medical students, no matter where in the institution the resource comes from or if it is

specifically targeted for medical students, can meet this metric.

- **Environmental history (Metric #19 in Curriculum Section):** This is a series of questions students are taught to ask during medical encounters that elicits patients' exposures and environmental risk factors. Historically, this has included consideration of exposures like pesticides, asbestos, and lead, though in the modern era shaped by climate change, it can be expanded to include things like wildfire smoke exposure, air pollution and mould after flooding. Key components include place of residence over the lifecourse, occupational history, food and water sources (e.g. meat from industrial feeding operations, regular fishing in contaminated water, access to clean drinking water), and exposure to air pollution. Please be as specific as possible when providing evidence for this metric.
- **Elective:** The word "elective" refers to an optional course or lecture series that a student can opt to take part in but is not a requirement in the core curriculum. Generally, these elective courses take place in the preclinical curriculum but vary by school.
- **Core Curriculum:** This refers to taught material that is delivered to the entire cohort of students in one year.
- **Clerkship / Outreach:** This is a term used in the USA to refer to placements that medical students go on e.g. Pediatrics, General medicine, Psychiatry. In the UK these are referred to as rotations, outreach or placements. This is a relatively short (approximately 4-8 weeks) period of study and patient-centred clinical experience that takes place as part of the undergraduate programme.
- **Clinical rotation:** This is a term used to refer to placements that students go on (e.g., ophthalmology, surgery, cardiology).
- **Physiotherapy vs Physical Therapy:** For the purposes of this report card these terms are considered interchangeable. However, physiotherapy will be used primarily.
- **Community organisations:** For most institutions, there are existing groups that are not directly affiliated with the university and exist as a product of what the community the institution exists in cares about or needs. These specific community organisations relevant to this report include those that are focused around some aspect of climate and health preservation. These community organisations can include but are not limited to local mutual aid initiatives, underserved-resource distribution groups, clean-up and nature conservation groups, community gardeners, and other environmental-related organisations. If your institution does not have access to local volunteerships with community groups, please report any community organisations your institution or school has collaborated with.
- **Climate justice:** The idea that certain population groups and geographical locations which are disproportionately more impacted by climate change are already economically and socially disadvantaged. This double vulnerability sits alongside pre-existing social justice concerns and should therefore shift policy and practice to mitigate the inequitable effects of the climate crisis.
- **Extractivism:** The removal of natural resources typically in large quantities. Within anthropology this term is often used in the context of colonialism to refer to

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

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

**Other considerations:**

- If there are more than one “tracks” at your institution with two different curricula (for example, Harvard Medical School has a Pathways and HST curriculum track), you can choose to fill out a report card for each track, or fill out just one report card and average the scores received by each track in cases where the scores are different (see the 2021 Harvard or Oxford report cards as examples). Where possible please indicate the proportion of students that are on each track.

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

# Planetary Health Curriculum

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

## ***Curriculum: General***

<b>1.1. Did your <u>medical school</u> offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?</b>	
Yes, the medical school has offered <b>more than one</b> elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered <b>one</b> elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does <b>not</b> have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a <b>lecture</b> on planetary health. (1 points)	
No, the medical school has <b>not</b> offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	1
<i>Score explanation: The students' council proposed the introduction of an elective course to the curricular commission of the MeF in June and November 2021 and presented the elective course (Mantelstudium) "Planetary Health – how is the ecological crisis impacting our health?" to the Faculty in July 2022. The course has not been approved from the Faculty's side. However, there is an elective course called „Public &amp; Global Health“, which contains lectures about the spreading of infectious diseases in the context of climate change.</i>	

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

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

This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<i>Score explanation: In the 3rd BA year, there is a short module „Public and Global Health“, which contains three lectures (Global health in an international context: One Health &amp; Planetary Health, Climate Change &amp; transmission of Malaria/dengue in Europe &amp; Mini-symposium: From individual health to planetary health), which address some aspects about health risks connected to climate change.</i>	

<b>1.3. Does your <u>medical school</u> curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<i>Score explanation: In the 3rd BA year, there is a short module „Public and Global Health“, which contains one lecture (Mini-symposium: From individual health to planetary health), which addresses some aspects about health risks connected to extreme weather events.</i>	

<b>1.4. Does your <u>medical school</u> curriculum address the impact of climate change on the changing patterns of infectious diseases?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<i>Score explanation: There are three lectures during the thematic block (TB) Public and Global Health in the 3rd BA study year plus one lecture in 1st BA study year about “One Health” in the TB Public Health:</i> <ul style="list-style-type: none"> <li>- “Global Health in the international context – climate change &amp; transmission of malaria/dengue in Europe” (45 min lecture, 3rd year, TB Public and Global Health): covering the transmission of malaria &amp; dengue in relation to temperature rise.</li> <li>- “Mini-symposium: From individual health to planetary health” (45 min Mini-Symposium, 3rd year, TB Public and Global Health): covering CO2 emissions and the impacts of rising global temperature on health, direct and indirect health impacts of climate change,</li> </ul>	



heat-related death, zoonotic diseases, allergies, nutrition, co-benefits and the role of doctors.

- “One Health - with the example of antibiotic resistance” (45 min lecture, 1st year, TB Public Health): covering antimicrobial resistance and zoonotic disease.

**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:

2

*Score explanation: In the 3rd BA year, there is a short module „Public and Global Health“, which contains one lecture (Mini-symposium: From individual health to planetary health), which addresses some aspects about respiratory health risks connected to climate change and air pollution. Additionally, there is a lecture about respiratory allergies in the 3rd BA year, in which the professor talks about the connections between global warming and an increase in pollinosis-patients.*

**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:

2

*Score explanation: In the 3rd BA year, there is a short module „Public and Global Health“, which contains one lecture (Mini-symposium: From individual health to planetary health), which addresses some aspects about cardiovascular health risks connected to climate change and increased heat.*

**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:

2

*Score explanation: In the 3rd BA year, there is a short module „Public and Global Health“, which contains one lecture (Mini-symposium: From individual health to planetary health), which addresses some aspects about mental health effects connected to climate change and increased heat.*

**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:

2

*Score explanation: In the 3rd BA year, there is a short module „Public and Global Health“, which contains one lecture (Mini-symposium: From individual health to planetary health), which addresses some relationships between health, water & food security, climate change and increased heat.*

**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:	2
<p><i>Score explanation: In the 3rd BA year, there is a short module „Public and Global Health“, which contains two lectures which briefly cover this topic:</i></p> <ul style="list-style-type: none"> <li>- <i>Migrant Population/Health</i></li> <li>- <i>Mini-symposium: From individual health to planetary health</i></li> </ul>	

<b>1.10. Does your <u>medical school</u> curriculum address the unequal regional health impacts of climate change globally?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum.	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum.	
This topic was covered in <b>elective</b> coursework.	
This topic was <b>not</b> covered.	
Score Assigned:	2
<p><i>Score explanation: In the 3rd BA year, there is a short module „Public and Global Health“, which contains one lecture (Mini-symposium: From individual health to planetary health), which addresses some aspects about regionally inequal health impacts connected to climate change..</i></p>	

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

<b>1.11. Does your <u>medical school</u> curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides)?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum.	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum.	
This topic was covered in <b>elective</b> coursework.	
This topic was <b>not</b> covered.	
Score Assigned:	2
<p><i>Score explanation: This topic was very briefly addressed in the module „sexual organs“ in the 3rd BA year (Lecture: Andrology, infertility, male sterility). However, the professor could elaborate much more on this topic.</i></p>	

<b>1.12. Does your <u>medical school</u> curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum.	

This topic was <b>briefly</b> covered in the <b>core</b> curriculum.	
This topic was covered in <b>elective</b> coursework.	
This topic was <b>not</b> covered.	
Score Assigned:	0
<i>Score explanation: To our knowledge the curriculum does not cover this topic.</i>	

<b>1.13. To what extent does your <u>medical school</u> emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum.	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum.	
This topic was covered in <b>elective</b> coursework.	
This topic was <b>not</b> covered.	
Score Assigned:	0
<i>Score explanation: To our knowledge the curriculum does not cover this topic.</i>	

<b>1.14. Does your <u>medical school</u> curriculum address the outsized impact of anthropogenic environmental toxins on marginalised populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum.	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum.	
This topic was covered in <b>elective</b> coursework.	
This topic was <b>not</b> covered.	
Score Assigned:	0
<i>Score explanation: To our knowledge the curriculum does not cover this topic.</i>	

***Curriculum: Sustainability***

<b>1.15. Does your <u>medical school</u> curriculum address the environmental and health co-benefits of a plant-based diet?</b>
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This topic was explored <b>in depth</b> by the <b>core</b> curriculum.	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum.	
This topic was covered in <b>elective</b> coursework.	
This topic was <b>not</b> covered.	
Score Assigned:	2
<i>Score explanation: During nutrition lectures in the 2nd BA year, the professor now addresses different health benefits and potential risks regarding plant based diets. However, no connections between plant-based diets and their environmental benefits were made in the lectures.</i>	

1.16. Does your <u>medical school</u> curriculum address the carbon footprint of healthcare systems?	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum.	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum.	
This topic was covered in <b>elective</b> coursework.	
This topic was <b>not</b> covered.	
Score Assigned:	2
<i>Score explanation: In one lecture (Arbeitsmedizin), which is part of the module „Public &amp; Global Health“ in the 3rd BA year, the climate footprint of healthcare is briefly addressed.</i>	

1.17. Does your <u>medical school</u> curriculum cover these components of sustainable clinical practice in the <u>core</u> curriculum? (points for each)	Score
The health <b>and</b> environmental <b>co-benefits</b> of <b>avoiding</b> over-medicalisation, over-investigation and/or over-treatment (2 points)	0
The environmental impact of <b>pharmaceuticals</b> and over-prescribing as a cause of climate health harm. Alternatively teaching on <b>deprescribing</b> where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	0
The health <b>and</b> environmental <b>co-benefits</b> of <b>non-pharmaceutical management</b> of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point)	0
Environmental impact of <b>surgical</b> healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	0

The impact of <b>anaesthetic</b> gases on the healthcare carbon footprint and ways to reduce anaesthesia's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	0
The impact of <b>inhalers</b> on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	0
<b>Waste production</b> within healthcare <b>clinics</b> and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	0
<i>Score explanation: None of the mentioned topics was covered in the curriculum.</i>	

### *Curriculum: Clinical Applications*

<b>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?</b>	
Yes, there are strategies introduced for having conversations with patients about climate change in the <b>core</b> curriculum. (2 points)	
Yes, there are strategies introduced for having conversations with patients about climate change in <b>elective</b> coursework. (1 points)	
No, there are <b>no</b> strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	0
<i>Score explanation: To our knowledge the curriculum does not cover this topic. However this course could easily be introduced as part of the clinical skills in 3rd BA - 2nd MA year (e.g. general medicine practical course or psychosocial skills in 3rd year).</i>	

<b>1.19. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies for taking an environmental history or exposure history?</b>	
Yes, the <b>core</b> curriculum includes strategies for taking an environmental history. (2 points)	
Only <b>elective</b> coursework includes strategies for taking an environmental history. (1 point)	
No, the curriculum does <b>not</b> include strategies for taking an environmental history. (0 points)	
Score Assigned:	0
<i>Score explanation: To ask about the travel history and exposure during work is mentioned several times during practical courses. However, other environmental factors like exposure to pesticides in drinking water, mass industry meat consumption or air pollution due to gas stoves or living next to a busy road etc. are not covered.</i>	

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

<b>1.20. Is your <u>medical school</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?</b>	
Yes, the medical school is currently in the process of making <b>major</b> improvements to ESH/planetary health education. (4 points)	
Yes, the medical school is currently in the process of making <b>minor</b> improvements to ESH/planetary health education. (2 points)	
No, there are <b>no</b> improvements to planetary health education in progress. (0 points)	
Score Assigned:	2
<i>Score explanation: In the last year, only minor improvements in planetary health education were made. With the foundation of the „OneHealth Institute“, UZH shows interest to invest in topics like Planetary Health, although this hasn't had any impact on the medical curriculum yet. However, in upcoming redesigns of the medical curriculum, it's said that MeF is planning to implement Planetary Health longitudinally, which would be a great step forward.</i>	

<b>1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the <u>core</u> curriculum?</b>	
Planetary health/ESH topics are <b>well integrated</b> into the core medical school curriculum. (6 points)	
<b>Some</b> planetary health/ESH topics are appropriately integrated into the core medical student curriculum. (4 points)	
Planetary health/ESH is not integrated and is primarily addressed in <b>(a) standalone lecture(s)</b> . (2 points)	
There is <b>minimal/no</b> education for sustainable healthcare. (0 points)	
Score Assigned:	2
<i>Score explanation: There are 4 standalone lectures but no longitudinal curriculum concerning PH:</i> <i>- 1st year BA: “One Health - with the example of antibiotic resistance” (45 min lecture, TB Public Health): covering antimicrobial resistance and zoonotic disease.</i> <i>- 3rd year BA: “Global Health in the international context – climate change &amp; transmission of malaria in Europe” (45 min lecture, TB Public and Global Health): covering the transmission of malaria in relation to temperature rise</i> <i>- 3rd year BA: “Global Health challenges: what happened - what's next and how can we prepare?” (45 min Mini-Symposium, TB Public and Global Health): covering CO2 emissions and the impacts of rising global temperature on health, direct and indirect health impacts of climate change, heat-related death, zoonotic diseases, allergies, nutrition, co-benefits and the role of doctors.</i>	

**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

*Score explanation: There currently is no such position in the MeF .*

**Section Total (29 out of 72)**

**40.3%**

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# Interdisciplinary Research

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

<b>2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?</b>	
Yes, there are faculty members at the <b>institution</b> who have a <b>primary</b> research focus in planetary health <b>or</b> sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the <b>institution</b> who are conducting research <b>related</b> to planetary health or healthcare sustainability, 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 <b>institution</b> , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are <b>no</b> planetary health and/or sustainability researchers at the <b>institution</b> at this time. (0 points)	
Score Assigned:	3
<b>Score explanation:</b> <ul style="list-style-type: none"> <li>- One Health Institute founded in 2023: <a href="https://www.onehealth.uzh.ch/en.html">https://www.onehealth.uzh.ch/en.html</a></li> <li>- research project conducted by a researcher at the Institute of Epidemiology, Biostatistics, and Prevention: <a href="https://www.ebpi.uzh.ch/en/research/chronic_conditions_health/does_planetary_health_me_an_population_health.html">https://www.ebpi.uzh.ch/en/research/chronic_conditions_health/does_planetary_health_me_an_population_health.html</a></li> </ul>	

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

There is <b>no</b> dedicated department or institute. (0 points)	
Score Assigned:	3
Score explanation: One Health Institute: <a href="https://www.onehealth.uzh.ch/en.html">https://www.onehealth.uzh.ch/en.html</a>	

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

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

<b>2.5. Has your <u>institution</u> recently hosted a conference or symposium on topics related to planetary health?</b>	
Yes, the <b>institution</b> has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)	
Yes, the <b>institution</b> has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)	
Yes, the <b>institution</b> has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)	
The <b>institution</b> has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)	
No, the <b>institution</b> has not hosted a conference on topics related to planetary health in the past three years. (0 points)	
Score Assigned:	4
<i>Score explanation: "Trialogue Days" on planetary health topics:</i> <a href="https://www.onehealth.uzh.ch/en/news/Building-Bridges-for-a-Healthier-Planet--Key-Insights-from-the-Trialogue-Days.html">https://www.onehealth.uzh.ch/en/news/Building-Bridges-for-a-Healthier-Planet--Key-Insights-from-the-Trialogue-Days.html</a>	

<b>2.6. Is your <u>institution</u> a member of a national or international planetary health or ESH/ESV organisation?</b>	
Yes, the institution is a member of a national or international planetary health <b>or</b> ESH/ESV organisation. (1 points)	
No, the institution is <b>not</b> a member of such an organisation. (0 points)	
Score Assigned:	1
<i>Score explanation: Member of Una Europa's One Health Self-Steering committee:</i> <a href="https://www.onehealth.uzh.ch/en/network/unaeuropa.html">https://www.onehealth.uzh.ch/en/network/unaeuropa.html</a>	

<b>Section Total (13 out of 17)</b>	<b>76.5%</b>
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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 <b>institution</b> partner with community organisations to promote planetary and health?	
Yes, the <b>institution</b> meaningfully partners with <b>multiple</b> community organisations to promote planetary and environmental health. (3 points)	
Yes, the <b>institution</b> meaningfully partners with <b>one</b> community organisation to promote planetary and environmental health. (2 points)	
The institution does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is <b>no</b> such meaningful community partnership. (0 points)	
Score Assigned:	1
Score explanation: The UZH Sustainability Centre has several partnerships with community organisations, however none of the projects have the goal of explicitly promoting planetary health.	

3.2. Does your <b>institution</b> offer community-facing courses or events regarding planetary health?	
The <b>institution</b> offers community-facing courses or events at least once every year. (3 points)	
The <b>institution</b> offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points)	
The <b>institution</b> has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)	
The <b>institution</b> has not offered such community-facing courses or events. (0 points)	
Score Assigned:	0
Score explanation: As to our knowledge, the MeF does not offer such kinds of events.	

**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: As to our knowledge, there is no regular coverage on PH in place.*

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

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

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

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

Score Assigned:

0

*Score explanation: As to our knowledge, there are no courses for post-graduate medical education with a focus on PH.*

**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:

0

*Score explanation: As to our knowledge, there is no accessible materials 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: As to our knowledge, there is no accessible materials for patients.*

**Section Total (1 out of 14)**

**7.1%**

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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 <b>institution</b> offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the <b>institution</b> <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 <b>institution</b> encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, <b>but</b> there is no student funding available and there is no requirement to participate. (1 point)	
No, the institution <b>does not</b> offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	1
Score explanation: UZH offers some financial support for student-led sustainability initiatives, however there is no link to planetary health nor direct support from MeF .	

4.2. Does your <b>institution</b> offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?	
The <b>institution</b> has a <b>specific</b> 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 <b>require student initiative</b> to seek these out and carry them out in their spare time. (1 point)	
There are <b>no opportunities</b> for students to engage in planetary health/sustainable healthcare research. (0 points)	
Score Assigned:	1
Score explanation: As to our knowledge, there is currently no faculty member actively offering opportunities for students to engage in PH research. With student initiative though, it would certainly be possible to do research or write a master's thesis related to planetary health.	

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

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

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

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

Score Assigned:

0

*Score explanation: The MeF does not have a specific webpage for PH or sustainability.*

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

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

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

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

Score Assigned:

0

*Score explanation: There is a student-led group called "Health For Future Zürich" which works together with the student councils of UZH and ETH. Currently though, the group is quite inactive, there are no regular meetings with faculty members.*

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

Yes, there is a student representative that serves on a department or institutional decision-making council/committee. (1 points)

No, there is no such student representative. (0 points)



Score Assigned:	1
<i>Score explanation: There's a student representative, who's part of the commission of medical education of the medical faculty. This person has the possibility to represent medical students in planetary health discussions with the faculty.</i>	

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: The ASVZ, the university's academic sports club, offers hiking trips, skitouring trips and many different programs.</i>	
<b>Section Total (4 out of 15)</b>	<b>26.7%</b>

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# Campus Sustainability

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

5.1. Does your <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is <b>at least one designated staff member</b> for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but <b>no specific staff member</b> in charge of hospital sustainability. (2 points)	
There are <b>no salaried sustainability staff</b> , but there is a sustainability task force or committee. (1 point)	
There are <b>no</b> staff members <b>or</b> task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
Score explanation: The USZ currently only has a <a href="#">Sustainability</a> webpage without an office or responsables for sustainability, the UZH has the Office of <a href="#">Sustainability</a> for the whole Campus, however there is no specific staff member in charge for MeF sustainability. One Vice-Dean is working on reducing the flight emissions of faculty members together with a working group.	

5.2. How ambitious is your <u>institution's</u> plan to reduce its own carbon footprint?	
The institution has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2030</b> (5 points)	
The institution has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2040</b> (3 points)	
The institution has a stated goal of carbon neutrality by <b>2040</b> but has <b>not created a plan</b> to reach that goal or the <b>plan is inadequate</b> (1 point)	
The institution does <b>not</b> meet any of the requirements listed above (0 points)	
Score Assigned:	5
Score explanation: In 2020 the UZH approved the <a href="#">Implementation Strategy 2030 for the Sustainability Policy</a> .	

**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:

2

*Score explanation: According to the information on the [UZH](https://www.uzh.ch/de/richtlinien-uzh.html) webpage, around 10% of the energy is based on fossil fuels.*

**5.4. Are sustainable building practices utilised for new and old buildings on the institution's campus, with design and construction of new buildings and remodelling of old buildings conforming to a published sustainability rating system or building code/guideline?**

Yes, sustainable building practices are utilised for new buildings on the institution's campus and the **majority** of old buildings **have been retrofitted** to be more sustainable. (3 points)

Sustainable building practices are utilised for new buildings on the institution's campus, but most old buildings have **not been retrofitted**. (2 points)

Sustainable building practices are **inadequately or incompletely** implemented for new buildings. (1 point)

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

Score Assigned:

2

*Score explanation: As to our knowledge, there are no ongoing efforts to retrofit old buildings. (<https://www.ib.uzh.ch/de/richtlinien-uzh.html>)*

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

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

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

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

Score Assigned:

2

*Score explanation: The medical school is best amenable by public transport, cycling or walking. However the medical school does not support their students in choosing public transport over cars when travelling to clinical courses that are up to 1h30' away and often best amenable by car.*

**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:

1

*Score explanation: Around the lecture halls of the MeF and in the rooms of the Careum and Luegisland, there are no compost or recycling programs that are easily accessible, just "one-fits-all" bins. There are recycling bins in the cafeterias on the main campus.*

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

Yes, the institution has **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:	1
<i>Score explanation: The UZH has <a href="#">sustainability guidelines</a> but despite those guidelines, <a href="#">meat menus</a> are still being offered every day. The medical school is currently not engaged in advocacy for healthier, sustainable diets at the UZH or towards the university hospitals, however it could collaborate with sustainability officers and ongoing initiatives to promote a planetary health diet for the campus food.</i>	

<b>5.8. Does the <u>institution</u> apply sustainability criteria when making decisions about supply procurement?</b>	
Yes, the institution has <b>adequate</b> sustainability requirements for supply procurement <b>and</b> is <b>engaged</b> in efforts to increase sustainability of procurement. (3 points)	
There are sustainability guidelines for supply procurement, but they are <b>insufficient or optional</b> . The institution is <b>engaged</b> in efforts to increase sustainability of procurement. (2 points)	
There are sustainability guidelines for supply procurement, but they are <b>insufficient or optional</b> . The institution is <b>not engaged</b> in efforts to increase sustainability of procurement. (1 point)	
There are <b>no</b> sustainability guidelines for supply procurement. (0 points)	
Score Assigned:	1
<i>Score explanation: The UZH covers supply procurement in its <a href="#">sustainability guidelines</a>, however the implementation strategy remains rather vague and there are no ongoing efforts to implement those ambitions for the procurement in the medical school.</i>	

<b>5.9. Are there sustainability requirements or guidelines for events hosted at the institution?</b>	
Every event hosted at the institution <b>must</b> abide by sustainability criteria. (2 points)	
The institution <b>strongly recommends or incentivizes</b> sustainability measures, but they are <b>not required</b> . (1 point)	
There are <b>no</b> sustainability guidelines for institution events. (0 points)	
Score Assigned:	0
<i>Score explanation: Not to our knowledge. There are no such requirements/guidelines published on the MeF website.</i>	

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

5.11. Does your <u>institution's</u> endowment portfolio investments include fossil-fuel companies?	
The institution is <b>entirely divested</b> from fossil fuels <b>and</b> has made a <b>commitment to reinvest divested funds</b> into renewable energy companies or renewable energy campus initiatives. (4 points)	
The institution is <b>entirely divested</b> from fossil fuels. (3 points)	
The institution has <b>partially divested</b> from fossil fuel companies <b>or</b> has made a <b>commitment to fully divest</b> , but <b>currently</b> still has fossil fuel investments. (2 points)	
The institution has <b>not divested</b> from fossil-fuel companies, but faculty and/or students are <b>conducting organised advocacy</b> for divestment. (1 point)	
Yes, the institution has investments with fossil-fuel companies and there have been <b>no efforts</b> to change that. (0 points)	
Score Assigned:	1
<i>Score explanation: According to an analysis published on their website, the current investments of the <a href="#">UZH Foundation</a> in the Cantonal Bank of Zurich (ZKB) and the UBS bank have a warming potential of 3.4 Celsius.</i>	

<b>Section Total (17 out of 32)</b>	<b>53.1%</b>
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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%

## Planetary Health Grades for the Medical Faculty of the University of Zurich

The following table presents the individual section grades and overall institutional grade for the UZH on this medical-school-specific Planetary Health Report Card.

Section	Raw Score %	Letter Grade
<b>Planetary Health Curriculum (30%)</b>	$(29/72) \times 100 = 40.28\%$	C-
<b>Interdisciplinary Research (17.5%)</b>	$(13/17) \times 100 = 76.47\%$	B+
<b>Community Outreach and Advocacy (17.5%)</b>	$(1/14) \times 100 = 7.14\%$	F
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	$(4/15) \times 100 = 26.67\%$	D
<b>Campus Sustainability (17.5%)</b>	$(17/32) \times 100 = 53.13\%$	C
<b>Institutional Grade</b>	$(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 40.68\%$	C-

# Report Card Trends

## Section Overview

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

