



Planetary Health Report Card (Medicine) 2026: ETH

ETH zürich

2025-2026 Contributing Team:

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Summary of Findings

Overall Grade	C
Curriculum	D+
<ul style="list-style-type: none"> • Our curriculum included various aspects of Planetary Health and its impact on patient care. However, these topics were mostly covered as brief insights within other lectures rather than in dedicated Planetary Health lectures. Also, the information usually covered only a small part of a much bigger topic. • Recommendations: To further emphasise the importance of Planetary Health and the impact of climate change in our future profession, we recommend the implementation of dedicated lectures specifically for Planetary Health or even an entire course on the subject. At minimum, we would recommend parts of certain lectures to be planetary health-aimed 	
Interdisciplinary Research	C
<ul style="list-style-type: none"> • The ETH Zurich regularly hosts events, conferences and so-called “open lectures” about sustainable development goals, although they are not actively aimed at medical students. In addition, there are interdisciplinary symposiums aimed at the same topic. • Recommendations: So far, the biggest recommendations to be made, is for ETH Zurich to do more work in Planetary Health Research, as although there has been plenty of sustainability-related research, close to nothing health-care related has been coming so far. Also, hosting conferences aimed at medical students will be difficult since ETH Zurich does not have its own hospital, but it would be encouraged, perhaps in combination with the University of Zurich. 	
Community Outreach and Advocacy	C
<ul style="list-style-type: none"> • ETH Zurich is very active in engaging with community outreach and advocacy through various initiatives. The institution collaborates with numerous local organizations to promote science education among the public, as well as organizing some workshops and lectures aimed at diverse audiences. Additionally, ETH Zurich participates in public policy discussions and symposiums, contributing its expertise to societal challenges. • Recommendations: A recommendation would be to organize community-facing courses/workshops about planetary health. 	
Support for Student-Led Initiatives	C-
<ul style="list-style-type: none"> • ETH Zurich offers a comprehensive support system for its students and actively supports student groups dedicated to planetary health. Notably, the student-led Sustainability Commission (SSC) advises the ETH Executive Board on sustainability-related matters and represents student perspectives in institutional decision-making. • Recommendation: To further strengthen support for student initiatives, ETH Zurich could collaborate more closely with students in the Bachelor of Human Medicine programme and develop targeted initiatives that focus specifically on planetary health, integrating them more explicitly into medical education. 	
Campus Sustainability	B
<ul style="list-style-type: none"> • ETH Zurich demonstrates strong campus sustainability practices, including conscious approaches to waste management, food systems, energy use, transportation, and procurement. The institution has implemented multiple sustainability programs across campus and has made clear progress toward its Agenda 2030 and 	

net-zero goals.

- **Recommendations:** ETH Zurich could further strengthen its sustainability efforts by enhancing waste-reduction measures and expanding mandatory sustainability standards for laboratories. Overall, the institution is making substantial and consistent progress toward carbon neutrality.

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, 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 (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 the 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).

Scoring Matrix

- Elective coursework (1 point): This score applies to material that is actively selected by the students such as a module choice, or additional lecture series. By implication, only a given proportion of the cohort will receive this taught material.
- Brief coverage in the core curriculum (2 points): This score applies where a topic is covered only briefly in a core curriculum session. This implies that the entire cohort receives the same material. At minimum brief inclusion would qualify as inclusion in a single lecture slide in a single year.
- In depth coverage in the core curriculum (3 points): This score applies where a topic is taught in significant detail or where a topic is repeatedly brought up in different years. This might look like several dedicated lecture slides, or inclusion of the same topic in different lectures and teaching formats.

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.

Updated in 2025, a complete literature review by metric is available for the 2024/25 Medicine Report Card Template. This largely translates across disciplines although we are hoping to expand this process across all of our covered disciplines. A link to the 2025 literature review by metric is available [here](#).

Planetary Health Curriculum

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

Curriculum: General

1.1. Did your <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?	
Yes, the medical school has offered more than one elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered one elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does not have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a lecture on planetary health. (1 point)	
No, the medical school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	2
<i>Score explanation: There are two elective courses that cover certain topics of Planetary Health for medical students at ETH: - “Environmental Exposures (Air Pollution and Noise) and Health Effects” aims to give a deeper understanding of the relationships between environmental pollutants and disease risk. Additionally, students learn the concepts of exposure assessment, methods of research, the legal treatment of air and noise pollution and its reduction. - “Health Impact Assessment: Concepts and Case Studies” introduces the health impact assessment used for the evidence-based evaluation of health effects from the public (e.g. air pollution and wastewater) and private sector (e.g. industries and renewable energies).</i>	

Curriculum: Health Effects of Climate Change

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

This topic was not covered. (0 points)	
Score Assigned:	2
<i>In the second year course “Ethics in Medicine and Health Care,” the lecture “Social Determinants of Health” covers environmental factors that can influence health, including climate change.</i>	

1.3. Does your <u>medical school</u> curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation: There has been no mention of any health risks connected to extreme weather events or impacts on individual health and healthcare systems.</i>	

1.4. Does your <u>medical school</u> curriculum address the impact of climate change on the changing patterns of infectious diseases?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
<i>Score explanation: In a lecture from the course “Infectiology” in the fourth semester titled “Infections and Travelling – Fever in Tropical Travellers,” it was explained on 7 slides how certain vector-transmitted diseases (vectors include mosquitoes such as Aedes Aegypti) are spread throughout the world.</i>	

1.5. Does your <u>medical school</u> curriculum address the respiratory health effects of climate change and air pollution?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	

This topic was not covered. (0 points)	
Score Assigned:	2
<i>Score explanation: In the course "Atmungssystem" held in the second semester we have a lecture regarding COPD where pollution is named as a possible aetiology for COPD. Additionally, the health effect of air pollution is discussed in the elective course "Environmental Exposures (Air Pollution and Noise) and Health Effects" (as mentioned in 1.1.).</i>	

1.6. Does your <u>medical school</u> curriculum address the cardiovascular health effects of climate change, including increased heat?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation: Explanation of heat having effects on cardiovascular health was mentioned, but not in conjunction with climate change.</i>	

1.7. Does your <u>medical school</u> curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation: There has been no mention of any mental health and neuropsychological effects of environmental degradation and climate change in the curriculum.</i>	

1.8. Does your <u>medical school</u> curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	

This topic was not covered. (0 points)	
Score Assigned:	2
<i>Score explanation: There have been mentions of the relationships between health and individual patient food/water security and personal circumstances, although nothing specifically related to climate change.</i>	

1.9. Does your <u>medical school</u> curriculum address the outsized impact of climate change on marginalised populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<i>Score explanation: A lecture about “Realised justice and vulnerable patients” in the 5th semester course “Ethics, Law and Communication” gave us an in depth explanation of how different factors like poverty, obesity, old age, immigrant status and low income can significantly lower the standard of care that somebody receives. It was explained on how planetary health describes the health of the environment and the people living in it. The lecturer explained how the richest 10% of the population cause more than 50% of the CO2 pollution and therefore impact the population with lower incomes as well.</i>	

1.10. Does your <u>medical school</u> curriculum address the unequal regional health impacts of climate change globally?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation: The medical school curriculum does not address the unequal regional health impacts of climate change globally.</i>	

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

1.11. Does your medical school curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides, microplastics)?

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

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

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

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

Score Assigned:

2

Score explanation: In a lecture regarding the male reproductive organs in the "Reproduction" module in the 5th semester it is briefly explained that endocrine disruptors like phthalates from plastics could be a possible reason for male infertility.

1.12. Does your medical school curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?

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

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

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

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

Score Assigned:

0

Score explanation: The curriculum does not address important human-caused environmental threats that are relevant to the university's surrounding community.

1.13. To what extent does your medical school emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?

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

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

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

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

Score Assigned:

0

Score explanation: The medical school does not emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions.

1.14. Does your medical school curriculum address the outsized impact of anthropogenic

environmental toxins on marginalised populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults?

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

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

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

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

Score Assigned:

0

Score explanation: The medical school does not 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.

Curriculum: Sustainability

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

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

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

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

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

Score Assigned:

2

Score explanation: In the 4th semester as part of the "Nutrition and Digestion" course some advantages of a plant-based diet were mentioned. In the „Protein“ lecture, the environmental aspect as well as the health aspect were explained. A flexitarian lifestyle was promoted.

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

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

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

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

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

Score Assigned:

0

Score explanation: The medical school does not address the carbon footprint of healthcare systems.

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

Curriculum: Clinical Applications

1.18. In training for patient encounters, does your medical school's curriculum introduce strategies to have conversations with patients about the health effects of climate change?	
Yes, there are strategies introduced for having conversations with patients about climate change in the core curriculum. (2 points)	
Yes, there are strategies introduced for having conversations with patients about climate change in elective coursework. (1 point)	
No, there are not strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	0
<i>Score explanation: We are simply taught to follow the pattern-based history taking scheme, without any mention of health effects of climate change.</i>	

1.19. In training for patient encounters, does your medical school's curriculum introduce strategies for taking an environmental history or exposure history?

Yes, the **core** curriculum includes strategies for taking an environmental history. (2 points)

Only **elective** coursework includes strategies for taking an environmental history. (1 point)

No, the curriculum does **not** include strategies for taking an environmental history. (0 points)

Score Assigned:

2

Score explanation: The importance and the implementation of taking an accurate exposure history was discussed in multiple courses. We first learned about taking an environmental patient history in the course "Anamnesis Technique" in the first semester and then later on we learned the specific exposures relevant for different diseases in courses like "From Symptom to diagnosis" and "Pathology" as well as in the various courses for each organ system.

Curriculum: Administrative Support for Planetary Health

1.20. Is your medical school currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?

Yes, the medical school is currently in the process of making **major** improvements to ESH/planetary health education. (4 points)

Yes, the medical school is currently in the process of making **minor** improvements to ESH/planetary health education. (2 points)

No, there are **no** improvements to planetary health education in progress. (0 points)

Score Assigned:

4

Score explanation: Yes, ETH's medical school is part of a national project with the goal of implementing Planetary Health in medical education, and there have been updates to the PROFILES2 requirement standards to medical school education which is said to involve planetary health in the future.

1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the core curriculum?

Planetary health/ESH topics are **well integrated** into the core medical school curriculum. (6 points)

Some planetary health/ESH topics are appropriately integrated into the core medical student curriculum. (4 points)

Planetary health/ESH is not integrated and is primarily addressed in **(a) standalone lecture(s)**. (2 points)

There is **minimal/no** education for sustainable healthcare. (0 points)

Score Assigned:

2

Score explanation: As mentioned in the questions above, we had several lectures that included the topic of ESH and Planetary Health but it is not yet established as a whole course with systematic integration in the curriculum.

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:

1

Score explanation: Yes, there is a person responsible for overseeing the curricular integration of planetary health at the medical bachelor programme at ETH in part-time employment.

1.23. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?

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

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

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

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

Score Assigned:

0

Score explanation: There was no coverage of said topic.

Section Total (29 out of 75)

38,67%

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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:	2
<p><i>Score explanation:</i> There is one researcher who focuses on planetary health in relation to food. (https://hest.ethz.ch/en/departement/people/organisational-units/institute-food-nutrition-health/sustainable-food-processing/persdetail.MTcxODkw.TGlzdC8yNzk0LC01NjM2Mzg5NTc=.html)</p> <p>Her latest paper: https://www.researchgate.net/publication/395996022_Influence_of_processing_on_protein_quality_and_environmental_impact_assessment_of_soy-based_meat_analogues</p>	

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 point)	
There is no dedicated department or institute. (0 points)	
Score Assigned:	1

Score explanation: There is the Environmental System Sciences Department.
(<https://usys.ethz.ch/en/>)

2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?

Yes, there is a process in which community members impacted by climate and environmental injustice have **decision-making power** in the climate + environmental research agenda. (3 points)

Yes, there is a process in which community members impacted by climate and environmental injustice **advise** the climate + environmental research agenda. (2 points)

No, but there are **current efforts** to establish a process for community members to advise or make decisions on the research agenda. (1 point)

There is **no** process, and **no** efforts to create such a process. (0 points)

Score Assigned:

2

Score explanation: There is an initiative called “Klimaplausch”, in which members of rural and potentially affected communities get the chance, along with students and researchers, to get into contact and develop new methods or technologies to help.
(<https://sph.ethz.ch/projects/klimaplausch>)

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

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

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

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

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

Score Assigned:

1

Score explanation: There is a separate website under the ETH main site entirely dedicated to sustainability, which includes sources related to health and the environment. In order to get more points, it would have to focus more on including planetary health topics.
(<https://ethz.ch/en/the-eth-zurich/sustainability.html>)

2.5. Has your <u>institution</u> 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:	3
<i>Score explanation: The ETH hosted the Latsis Symposium: Science for Global Development in October 2025 (https://latsis2025.ethz.ch) and is planning to host it again (https://ethz.ch/en/research/science-awards-and-events/latsis-symposium.html). The symposium highlights important research in various topics focusing in general on Science for Global Development and Humanitarian Action, including Planetary Health.</i>	

2.6. Is your <u>institution</u> 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 point)	
No, the institution is not a member of such an organisation. (0 points)	
Score Assigned:	0
<i>Score explanation: The ETH is no member of any ESH/EHV organization nor a national/international planetary health organization.</i>	

Section Total (9 out of 17)	52,94%
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Community Outreach and Advocacy

Section Overview: This section evaluates a school's 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 environmental health?	
Yes, the institution meaningfully partners with multiple community organisations to promote planetary and environmental health. (3 points)	
Yes, the institution meaningfully partners with one community organisation to promote planetary and environmental health. (2 points)	
The institution does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is no such meaningful community partnership. (0 points)	
Score Assigned:	2
<p><i>Score explanation: The ETH partners with the “Gesundheitsförderung Schweiz”. The framework for digital health interventions created by ETH and Gesundheitsförderung Schweiz directly supports planetary health. By shifting healthcare toward preventative, digital, and remote monitoring (telemedicine, preventative apps), the healthcare sector can drastically reduce its physical resource consumption, travel-related emissions, and clinical waste, lowering its overall carbon footprint.</i></p> <p>https://www.research-collection.ethz.ch/entities/publication/a4d902d9-56dd-4804-9dd2-fed5d523ff9c</p>	

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

Score Assigned:	2
<p><i>Score explanation: There have been public sessions related to sustainability which have had planetary health as main subject, such as last year's "Climate Extremes: Global, Health, and Community Impacts" events.</i> https://ethz.ch/en/the-eth-zurich/global/eth-global-news-events/2025/02/a-climate-in-crisis.html</p>	

<p>3.3. Does your <u>institution</u> have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?</p>	
<p>Yes, all students regularly receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)</p>	
<p>Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to some courses. (1 point)</p>	
<p>Students do not receive communications about planetary health or sustainable healthcare. (0 points)</p>	
Score Assigned:	1
<p><i>Score explanation: VSETH, the newsletter of the institution, sends weekly information about upcoming events which includes regular coverage about sustainability but unfortunately rarely about planetary health topics (https://newsletter.vseth.ethz.ch/en/view/66) . ETH also offers a regular Sustainability newsletter (https://ethz.ch/en/the-eth-zurich/sustainability/newsletter.html) and the student sustainability committee has a weekly newsletter (https://www.ssc.ethz.ch)</i></p>	

<p>3.4. Does the <u>institution</u> or <u>main affiliated hospital trust</u> 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?</p>	
<p>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)</p>	
<p>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)</p>	
<p>There are no such accessible courses for post-graduate providers. (0 points)</p>	
Score Assigned:	2
<p><i>Score explanation: Yes, for example, the ETH offers the "MAS in Regenerative Systems" or also the CAS in Digital Health: Therapeutics, which include methods to manage planetary health in relation to chronic diseases.</i></p>	

3.5. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> 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 medical centres have accessible educational materials for patients. (0 points)	
Score Assigned:	0
<i>Score explanation: No affiliated hospitals have accessible educational materials for patients, e.g. flyers and/or rubrics on websites.</i>	

3.6. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational materials for patients about the health impacts of climate change?	
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
<i>Score explanation: No affiliated hospitals have accessible educational materials for patients, e.g. flyers and/or rubrics on websites.</i>	

Section Total (7 out of 14)	50,00%
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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, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	2
<p><i>Score explanation: ETH collaborates closely with various associations of the umbrella association of all ETH students, VSETH. Among them, we can name the Student Sustainability Committee (SSC) and Ideaction which engages frequently in joint projects and events with ETH Sustainability. For the department of mechanical and process engineering MAVT in particular, the Sustainability Fund supports the projects and activities of the students when those help reducing the department's carbon footprint or otherwise promote sustainability. The funding can go up to 10'000 for one project.</i></p> <p>https://mavt.ethz.ch/the-department/d-mavt-funds/nachhaltigkeitsfond.html#:~:text=D%2DMAVT%20uses%20the%20Sustainability.travel%20by%20D%2DMAVT%20staff.</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 them out and carry them out in their spare time. (1 point)	
There are no opportunities for students to engage in planetary health/sustainable healthcare research. (0 points)	
Score Assigned:	1

Score explanation: Students can engage in sustainability efforts by joining the Student Sustainability Committee or participating in one of the associations of VSETH like Ideaction that offers activities connected to the theme of Sustainability. However, involvement relies heavily on students' personal initiative. The events organized focus on general sustainability topics rather than specifically addressing sustainability in healthcare. Moreover, since ETH only offers a bachelor's degree, it does not provide the opportunity to write a thesis on the topic.

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: Non existing.

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: Non existing.

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 who serves on a department or institutional decision-making council/committee. (1 point)	
No, there is no such student representative. (0 points)	
Score Assigned:	1
<p><i>Score explanation: The Environmental Commission is responsible for the operative realisation of environmental management at ETH Zurich. They receive advice from the Sustainability Council consisting of 16 members including 6 representatives of student clubs. The names of the members and the minutes of their meetings are available on the ETH website:</i></p> <p>https://ethz.ch/en/the-eth-zurich/organisation/boards-university-groups-commissions/sustainability-council.html.</p>	

4.6. In the past year, has the institution had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	Score
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	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:</i></p> <ol style="list-style-type: none"> 1. “SeedCity” is a communal garden project located on the campus of ETH. Students are invited to learn about sustainable gardening practices and participate in the project. (https://www.seedcity.ch/garden) 2. Not the institution in itself but sometimes some ETH associations like MedTalk invites speakers that happen to talk about the subject. 3. Non existing 4. Not this year 5. Non existing 6. The student organisation of the Faculty of Medicine hosts a hiking weekend each year. Furthermore, the „Academic Sports Association Zurich“ (ASVZ) offers various outdoor 	

sport activities to the students of the universities in Zurich. To mention a few: hiking, running, triathlon, climbing, orienteering, road cycling, rowing, sailing, kiting, windsurfing, diving, mountain biking etc. <https://www.asvz.ch/>

Section Total (6 out of 15)

40,00%

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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 institutions, 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 ETH Zurich as well as Sustainability Committee (as described in the part "Student-led initiatives"). However ETH has no direct link with Universitätsspital Zürich.</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 does not meet any of the requirements listed above (0 points)	
Score Assigned:	5
<i>Score explanation: ETH published in 2024 a sustainability program called "ETH Net Zero", in which the ETH has formulated ideas and specific milestones to reach in order to achieve Carbon</i>	

neutrality by 2030, in accordance with the Agenda 2030, which was approved by all UN member nations.

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: Electricity used by ETH is 100% renewable (off-site hydropower) and there is additional small on-site renewable production. However, heating/cooling still uses fossil fuels.
<https://ethz.ch/en/the-eth-zurich/organisation/departments/engineering-and-systems/energie.html>

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: ETH Zurich uses sustainable building practices for new buildings for instance on the Hönggerberg campus and has retrofitted only a few old buildings.
<https://ethz.ch/en/news-and-events/eth-news/news/2025/09/collaborative-design.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 ETH Zurich has multiple strategies and options for sustainable practices on campus. An example would be the electric articulated buses connecting the two biggest campuses of ETH, called the ETH-Link. There are otherwise multiple options like renting bikes with PubliBike with reduced prices, repairing one's own bike, using car-sharing or public transportation.

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: Recycling bins can be found in cafeterias and around campus, but there are no compost bins.

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

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

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

There are sustainability guidelines for food and beverages, but they are insufficient or optional . The institution is not engaged in efforts to increase food and beverage sustainability. (1 point)	
There are no sustainability guidelines for food and beverages. (0 points)	
Score Assigned:	2
<i>Score explanation: There is a great “reusable packaging” initiative at ETH Zurich, and food is locally sourced, and minimizing food waste is a priority as well. ETH has a lot of canteens that offer plenty of vegan and vegetarian options every day but at the same time there is also every day the possibility to eat meat. https://welcome.vseth.ethz.ch/mensen</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: ETH Zurich’s official procurement policy explicitly states that procurement must be sustainable and there is a Guide for Sustainable Procurement used to increase sustainability in purchasing decisions. https://ethz.ch/content/dam/ethz/associates/services/finance-and-controlling/open/Beschaffung/leitfaden-nachhaltige-beschaffung-en.pdf</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: There are three different guides published by the ETH about how to make events more sustainable and more environmentally friendly either at the ETH, with the ETH or external (https://ethz.ch/de/die-eth-zuerich/nachhaltigkeit/agenda2030/nachhaltige-events.html), and the</i>	

ETH tries to support organizers in making necessary changes, but there are no strict guidelines or rules.

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

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

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

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

Score Assigned:

2

Score explanation: Most laboratories at the ETH Zurich follow the LEAF standards, a tool created by the Green Lab Zürich Group to assess resources used in labs. Some awards are given by the Green Lab to some labs that give outstanding efforts towards sustainability. <https://tb.ethz.ch/the-group/GreenLabs.html>.

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

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

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

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

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

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

Score Assigned:

2

Score explanation: ETH Zurich has been involved in a student discussion about being invested in any fossil fuel companies, but has made an ongoing effort of divesting fully from fossil fuels. As of now, there is no news of the current situation, however. <https://plattform-n.org/project/divest-eth/>

Section Total (23 out of 32)

71,88%

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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 ETH School of Medicine.

The following table presents the individual section grades and overall institutional grade for the ETH School of Medicine on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(29/75) \times 100 = 38,67\%$	D+
Interdisciplinary Research (17.5%)	$(9/17) \times 100 = 52,94\%$	C
Community Outreach and Advocacy (17.5%)	$(7/14) \times 100 = 50,00\%$	C
Support for Student-led Planetary Health Initiatives (17.5)	$(6/15) \times 100 = 40,00\%$	C-
Campus Sustainability (17.5%)	$(23/32) \times 100 = 71,88\%$	B
Institutional Grade	$(A \times 0.3 + B \times 0.175 + C \times 0.175 + D \times 0.175 + E \times 0.175) = 49,19\%$	C

Report Card Trends

Section Overview

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

