Planetary Health Report Card (Medicine) 2026:

Spencer Fox Eccles School of Medicine

We acknowledge that this land, which is named for the Ute Tribe, is the traditional and ancestral homeland of the Shoshone, Paiute, Goshute, and Ute Tribes. The University of Utah recognizes and respects the enduring relationship that exists between many Indigenous peoples and their traditional homelands. We respect the sovereign relationship between tribes, states, and the federal government, and we affirm the University of Utah's commitment to a partnership with Native Nations and Urban Indian communities through research, education, and community outreach activities.

2025-2026 Contributing Team:

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Summary of Findings

Overall Grade	B+

Curriculum	B

- With the help of dedicated faculty mentors and tireless student advocates, we have seen the integration of key planetary health metrics into core learning objectives. However, there is still room for improvement, as not all metrics have been fully incorporated, and the coverage of those that have varies depending on how much individual small group facilitators choose to emphasize them. Additionally, the clinical curriculum fails to implement planetary health in a meaningful way.

- Recommendations: As the Mission-Driven curriculum evolves, continue to ensure the integration of planetary health content into preclinical lectures where appropriate. In tandem with medical schools around the country, work towards including planetary health and sustainable systems thinking into clinical curriculum. Incorporate this material into the required curriculum, alongside elective offerings, to ensure ***all*** students receive this essential education. We also recommend designating faculty members to help implement these topics as part of the ongoing comprehensive curriculum revision.

Interdisciplinary Research	A+

- The University of Utah has an extensive research profile in the fields of sustainability and planetary health. The University of Utah has two major sustainability focused departments and multiple research staff whose primary research area is planetary health. Multiple conferences and showcases are held every year specifically for content related to these fields. Many avenues have been established for members of the community experiencing health-related effects of climate change to direct research projects at the university. Detailed websites are dedicated towards showcasing research and getting students involved in established projects.

- Recommendation: While the University of Utah has a remarkable sustainability and planetary health research, the SFESOM has not significantly contributed to the school's research endeavors. This has improved since last year as the school has provided direct opportunities for students to get involved with sustainability focused projects through the sustainability student interest group and U of U Health Green Team, although many of these opportunities are championed by students and not the SFESOM. The SFESOM could contribute to the institution by holding its own planetary health research symposium, highlighting ongoing faculty and student projects in planetary health, impact of climate change on individual health, and education in sustainable healthcare.

Community Outreach and Advocacy	B+

- The University of Utah has several community partnerships and events throughout the year and sustainability has become a high priority for the institution. Within the SFESOM, however, there is still room for improvement. Student-led organizations have begun collaboration with groups at the University Hospital and Health Sciences library, demonstrating improvements over previous years. Additionally, much of the content created to educate patients is still relatively inaccessible to patients.

- Recommendations: With the focus by the institution on environmental sustainability, there are many opportunities for SFESOM to increase its engagement in community outreach. We recommend formally

supporting a **student council for sustainability** with faculty supervision. This would serve as an interprofessional hub between students across the health sciences campus in medicine, pharmacy, nursing, PT, and dental. Additionally, this is something that future professionals are passionate about and continue to look for in their potential MD and residency programs.

Support for Student-Led Initiatives	**A**

- The University of Utah and SFESOM provide strong support for student-led sustainability and planetary health initiatives. Funding opportunities like the Sustainability Campus Initiative Fund (SCIF) and Wilkes Center grants enable students to launch projects that integrate planetary health with fields such as arts, service, and agriculture. Additionally, established initiatives and seminar series offer ongoing opportunities for engagement and learning. However, most of these efforts are driven by the broader university, with fewer sustainability initiatives originating directly from SFESOM, highlighting an opportunity for greater medical school-led involvement.

- Recommendations: The SFESOM would benefit from medical school-focused sustainability initiatives, enhanced collaboration with the University of Utah Hospital Green Team through dedicated student liaisons, and increased visibility of funding and project opportunities. A centralized platform, such as a website and symposium, could showcase initiatives, connect students with mentors, and highlight available resources. Additionally, forming a **sustainability council** with faculty oversight would provide structured support, foster outreach, and encourage long-term engagement in environmental efforts.

Campus Sustainability	**C+**

- The University of Utah School of Medicine and associated campus and hospital have made significant progress in recent years towards campus sustainability, including a carbon neutrality goal of 2040 and achieving 65% renewable electricity from geothermal and solar sources. With leadership from various institutions promoting sustainability, the campus as a whole is becoming more sustainable.

- Recommendations: We recommend advocating for the Board of Trustees to develop specific action plans addressing fossil fuel divestment, adopting formal sustainability guidelines for food, events, and procurement, and promoting sustainable office and lab space certifications. These are all actionable items that the school is well positioned to make in the coming years.

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 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.

- **Extractivisim:** 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).

Spencer Fox Eccles School of Medicine-unique definitions:

- **SFESOM**: Spencer Fox Eccles School of Medicine
- **Mission-Driven Core Curriculum**: The medical curriculum at the SFESOM over the four-year program. The program is organized into three phases and focuses on five content pillars, including foundational sciences, clinical sciences, health systems sciences, health humanities sciences, and professional identity formation.
- **Legacy Curriculum**: The previous historical curriculum at the SFESOM, which was composed of two years of didactic coursework and two years of clinical experiences. This is currently being phased out as of 2023.
- **Skills, Community, and Professional Exploration (SCoPE)**: A six-week intro course every new MD student is enrolled in. Students will learn basic clinical skills, how to talk to patients, and where to go for help during the next four years. It is meant to be the school's new introductory course for medical students.
- **Problem-Based Learning (PBL)**: A method of group study in which students come prepared having already studied a topic out of the classroom in anticipation of teaching the subject to their fellow students. These topics are usually tested in graded exams throughout the year. Learning in PBL is largely self-directed with guidance from facilitators, so the extent to which topics are covered varies greatly, with some groups going in depth on a subject while other students only discovering the topic after the fact when reviewing objectives.
- **Doctoring**: A course aimed at teaching clinical sciences in the preclinical curriculum (diagnostics, patient history, conducting a physical, etc.).
- **Essentials 1.1-1.3**: The first course in the SFESOM's main curriculum, focused on learning of foundational sciences and organ system-based physiology.
- **Intersession**: A brief period, usually 1-2 weeks, between core curriculum classes where students can engage in elective courses, research, professional activities, and extracurriculars such as volunteering. The SFESOM has a 3 month intersession in between students' first and

second years.
- **Layers of Medicine**: A required course in the legacy curriculum that explored the study of humanities in medicine

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 medical school offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
Yes, the medical school has offered **more than one** elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered **one** elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does **not** have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a **lecture** on planetary health. (1 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:	1
The Spencer Fox Eccles School of Medicine does not currently offer any electives whose primary focus is ESH/planetary health. In past years, an elective MD ID 6004 "Sustainability, Medicine, & Health" was offered. However, this elective was not offered this academic year. *The elective PHS 6715 "Introduction to Population Health" includes one lecture covering "Climate Change and Health," focused on recognizing climate change as a global health threat that proportionately harms vulnerable populations and learning how to take targeted environmental histories to evaluate and recognize these risks.*	

Curriculum: Health Effects of Climate Change

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

This topic was **not** covered. (0 points)	
Score Assigned:	1

Score explanation:
The topic is addressed in an elective course entitled "Introduction to Population Health" (PHS 6715), which included a brief discussion on the complications of extreme heat and the populations most at risk. Students were also instructed how they could provide guidance to patients suffering extreme heat and allotted time to practice taking a targeted history.

The topic is addressed briefly in the core curriculum during MDID 7811 (Essentials 1.1) as part of problem-based learning (PBL). Due to the structure of the PBL curriculum, some small groups discussed the relationship between extreme heat, health risks, and climate change, while others did not. Additionally, there are no testable learning objectives that explicitly cover this content.

In prior years, this topic was also typically addressed in the elective course MDID 6004: Sustainability, Medicine & Health, through the lecture "Health Impacts of Climate Change." However, this elective was not offered during the current academic year.

1.3. Does your medical school curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3

Score explanation:

In the Phase 2 curriculum, this topic was covered is a required lecture for second year medical students titled "Health Systems Science – Climate Change & Healthcare Improvement Initiatives" that directly addresses the learning objective: "Evaluate the vulnerabilities of the health sector to climate-related impacts, such as extreme weather events, changing disease patterns, and infrastructure stress." This lecture examined how extreme weather events—including heat waves, wildfires, floods, and severe storms—affect individual health outcomes as well as healthcare system capacity, infrastructure resilience, and care delivery.

1.4. Does your medical school curriculum address the impact of climate change on the changing patterns of infectious diseases?
This topic was explored **in depth** by the **core** curriculum. (3 points)
This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3

Score explanation:
In the Phase 2 curriculum, this topic was covered is a required lecture for second year medical students titled "Health Systems Science – Climate Change & Healthcare Improvement Initiatives" that directly addresses the learning objective: "Evaluate the vulnerabilities of the health sector to climate-related impacts, such as extreme weather events, changing disease patterns, and infrastructure stress."

This topic was also covered in Essentials 1.3 problem-based learning for first year medical students under the testable learning objective,"Discuss the impact of our changing climate on vector-borne + infectious disease; list diseases which have already been shown to be increasing locally and globally."

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. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3

Score explanation: During the Phase 1 core Pulmonology course, air pollution was highlighted as a significant contributor to lung diseases, including certain cancers and restrictive and obstructive pathologies. A PBL case within the course specifically identified understanding occupational and environmental causes of lung disease as a key learning objective. This led to small group discussions about the impacts of air pollution—particularly in Salt Lake City—on respiratory health and its associations with lung diseases, health outcomes, life expectancy, literacy rates, socioeconomic status, and ethnic disparities. The testable learning objective for this case was "Describe how occupational and environmental exposures (particulate matter (PM) due to air quality/climate change, mining, wildfire smoke) contribute to the development and progression of chronic lung disease, and list options providers can offer to reduce exposure and respiratory risk (indoor air filters, masks, Choosing Wisely, etc.)."

In the Phase 1 Essentials curriculum, a class-wide COPD lecture included a slide with the learning objective "Describe the respiratory health effects of climate change and air pollution." This objective is explicitly addressed and integrated into the core lecture material for the pulmonology block.

In the Phase 1 Doctoring curriculum, students receive a required lecture on the pulmonary exam that explicitly addresses the respiratory health effects of air pollution through instruction on taking a pertinent environmental exposure history. The lecture uses local Salt Lake City data on ozone smog, particulate matter, and air toxics to illustrate how air pollution contributes to respiratory

disease and disproportionately affects vulnerable populations. This required content links air pollution and environmental conditions to respiratory health outcomes.

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. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
Score explanation: Within the Phase 1 core problem-based learning (PBL) curriculum, students complete a required patient case focused on dyspnea in the setting of high air pollution. The testable learning objectives for this case include "Identify poor air quality as a risk factor for heart failure exacerbations and determine whether our patient is 'at risk/sensitive,' using the air quality index." Students research these topics individually and present findings in small-group settings, and this material is considered expected and examinable core content. *Additionally, a required PBL case on chest pain includes the testable learning objective "Evaluate the risk factors in a patient case that contribute to cardiovascular disease development, including biological (genetics, age, sex), behavioral (diet, activity, tobacco, substance use), comorbidities (dyslipidemia, diabetes, hypertension, obesity, kidney disease), and social (healthcare access, occupation, living environment) factors." This objective prompts students to examine environmental and occupational contributors to cardiovascular disease, with some groups explicitly exploring climate change–related exposures, including increasing 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. (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: *Sustainability, Medicine & Health elective previously had a "Climate Psychiatry" lecture, but this course was not offered in 2025. During SCoPE in 2025, our curriculum addresses the mental health and neuropsychological dimensions of environmental change through a dedicated Nature As Medicine Day, which emphasizes the role of nature exposure in supporting psychological well-being, resilience, and sustainable clinical practice. Learning objectives from this day include, "Discuss the scientific evidence supporting the therapeutic benefits of nature exposure on physical*	

and mental health and consider strategies for incorporating nature-based interventions into patient care." and "Articulate the physician's role in planetary health by committing to stewardship of and reciprocal relationships with natural environments, integrating nature-based healing into clinical practice, and advocating for sustainable healthcare practices that address the health impacts of climate change." Through these objectives, students explore how environmental degradation and climate change impact mental health, while also learning actionable strategies for both patient care and physician well-being. This approach frames planetary health as integral to clinical medicine, mental health, and professional sustainability.

1.8. Does your medical school curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
Score explanation: The new Mission-Driven MD curriculum emphasizes a holistic patient-first approach to medicine and took new MS1 students on engagement tours of underserved neighborhoods with community health workers. This purpose of the tour was to understand what factors into the health of the neighborhoods, identify food options, water access, cost of living, transportation, greenspace, and community resources for patients. Part of this tour included a lecture on air quality disparities, including the neighborhoods proximity to the Great Salt Lake and major interstates and that impact on residents health. This topic was also covered multiple times throughout PBL in Essentials 1.1. Examples of testable learning objectives for this topic include "describe the relationship between air pollution and heart failure exacerbations," and "describe how climate change increases PM levels, and what solutions providers can offer to patients to minimize their exposure to PM and contribute to climate change (efficacy of indoor air filters, masks, Choosing Wisely, etc.)." Lastly, this topic was discussed in the Culinary Medicine experience as a part of Essentials 1.2. The goal for the experience was to discuss proper nutrition and food accessibility as social drivers of health, as well as how to consider food accessibility and nutrition as part of a treatment plan.	

1.9. Does your medical school curriculum address the outsized impact of climate change on marginalised populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?
This topic was explored **in depth** by the **core** curriculum. (3 points)
This topic was **briefly** covered in the **core** curriculum. (2 points)
This topic was covered in **elective** coursework. (1 point)
This topic was **not** covered. (0 points)

Score Assigned:	1
Score explanation: The elective course MDID 6500: Intro to Global Health covers this topic in detail during a lecture titled "Social Determinants of Health." by Dr. Andrea Brunnelle, PhD. Students prepare with indepth reading and engage in discussions centered on the outsized impact of climate change and natural disasters on those of lower socioeconomic status. *Similar to last year, as part of the PBL component of Essentials 1.1, supplemental resources are provided for students to take a deeper dive into certain issues should they wish. Several of these resources mention the outsized impact of climate change and pollution on marginalised populations. These impacts were not a part of mandatory learning objectives and were therefore covered only briefly, and only in the case of personal interest from students.*	

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:	1
Score explanation: *As part of the PBL component of Essentials 1.1, supplemental resources are provided for students to take a deeper dive into certain issues should they wish. Several of these resources mention the outsized impact of climate change and pollution on marginalised populations. These impacts were not a part of mandatory learning objectives and were therefore covered only briefly, and only in the case of personal interest from students.* *This metric is unchanged from last year.*	

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

1.11. Does your <u>medical school</u> 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:	0
Score explanation:	

The reproductive health effects of industry-related environmental toxins are not covered in any core curriculum courses or elective coursework.

In prior years, these topics were addressed in the elective course MDID 6004: Sustainability, Medicine & Health, through the lecture "Environmental Toxicology." However, this elective was not offered during the current academic year.

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:	3

Score explanation:
During the Mission-Driven Curriculum introductory course SCoPE, students were taken on a community tour of underserved communities in Salt Lake City and received a lecture on air quality disparities, including the neighborhoods proximity to the Great Salt Lake and major interstates and that impact on residents health.

This topic was also covered in the Pulmonology section of Essentials 1.1 in PBL with testable learning objectives, "describe how climate change increases PM levels, and what solutions providers can give to patients to minimize their exposure to PM and contribute to climate change (efficacy of indoor air filters, masks, Choosing Wisely, etc.)." The lecture covered the impact of wildfires and increasing temperature leading to increased ground level ozone and PM2.5 particles.

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:	1

Score explanation:
The elective course "Tribal, Rural & Underserved Communities: Population Health and Health Systems", offered through the Tribal, Rural, & Underserved Education (TRUE) Program, emphasizes the critical role of Indigenous knowledge and value systems in addressing planetary health challenges. One lecture in this course highlighted the significance of seasonal cycles in

Indigenous knowledge, underscoring the profound interconnectedness between humans and the natural world as a foundational principle of Indigenous health and traditional medicine.

The elective course "MD ID 6660 - Native American Health Care Delivery" is an elective offered to third and fourth year medical students.

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:	3

Score explanation:
This topic is covered in the Pulmonology section of Essentials 1.1 through PBL, with testable learning objectives focused on how climate change increases particulate matter (PM) levels and the strategies clinicians can recommend to reduce patient exposure while minimizing environmental impact (e.g., indoor air filtration, masking, and Choosing Wisely principles). The lecture addressed the effects of wildfires and rising temperatures on ground-level ozone and $PM_{2.5}$ concentrations. As part of the self-directed PBL curriculum, student groups also developed additional learning objectives exploring how these environmental changes affect specific communities.

"Race, Ethnicity, and Genetic Ancestry in Medicine" is a lecture presented during the SCoPE course that includes information on the impact of pollution on people in marginalized communities such as 'brownfields' (polluted land) in black communities. During the Community Survey assignment, the provided homework template alludes to increased toxic environmental exposures in Salt Lake City communities with limited resources and increased levels of homelessness.

In PBL, one learning objective states: 'Understand the historical significance of paint contaminated with lead and identify those are at risk for lead exposure (i.e., living situation, socioeconomic status,immigration status)'

Additionally, in MD ID 7811: Essentials 1.1, an assigned reading in Robbins & Cotran Pathologic Basis of Disease includes emphasis on "environmental/occupational exposures" in addition to smoking as a risk factor for lung disease.

From Robbins & Cotran: "It is hypothesized that exposure to environmental irritants or toxins in each of these contexts causes recurrent alveolar epithelial cell damage." The section on asthma includes epidemiology, an upward trend in prevalence especially in low income and certain ethnic groups, as well as possible explanations for this which include planetary health concepts.

Furthermore, in MD ID 6004: Sustainability, Medicine, & Health, multiple course objectives relate to the environmental toxicology and the impact on patients depending on the social determinants of

health "Describe how social determinants of health and the environment interface with and impact health and health service delivery."

Curriculum: Sustainability

1.15. Does your <u>medical school</u> 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:	3
Score explanation: Insert explanation here. *In MD ID 7811: Essentials 1.1, participation in one FP MD 7540: Culinary Medicine workshop session is a required component for completing the course. One of the primary learning objectives is to 'critically reflect on the role of culinary skills in counseling patients about nutrition to promote health and prevent or manage chronic diseases.' The class exclusively features plant-based recipes, including vegetarian and vegan options. As part of the pre-work, students review an article titled Diets for Health: Goals and Guidelines, which highlights the health benefits of plant-based diets.* *FP MD 7540: Culinary Medicine is a 1-credit elective course for any medical student. This elective, lasting 8 weeks, which can be repeated. The student learning outcomes consist of cooking eight, primarily plant-based meals, as well as conveying concise dietary advice to patients.* *In MD ID 7812: Essentials 1.2, completion of nine weeks of nutrition modules is a required component for completing this course. One self-study nutrition module titled "Week 8: Nutrition Support, Metabolic Stress & Starvation" explores the environmental impact of dietary choices. This includes a graph comparing the greenhouse gas emissions of various protein sources.*	

1.16. Does your <u>medical school</u> 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:	3
Score explanation: *In MD ID 6500: Population Health, one of the learning objectives is 'Reflect on the role physicians can play in addressing health impacts of climate change.' The required materials include reading an article called More People Can Access Surgery. That's Great For Them, Awful For The Planet,*	

which describes the impact surgeries have on climate change. A supplemental article describes the 4-6% global greenhouse emissions caused by the healthcare sector. The 2020 report of the Lancet Countdown on health and climate change: responding to converging crises. In MD ID 7205: Workshop 1.2, students could choose to attend "Climate Change Advocacy", a lecture including information on how physicians can reduce climate change through sustainable practices.

In Phase 2 LIC Academic Integration, a required "Pillar Hour" featured a lecture titled "Health Systems and Climate Change." This lecture examined the interconnected pathways through which healthcare systems contribute to climate change, including energy consumption, supply chains, waste generation, and clinical practice patterns. It also addressed the vulnerability of health systems to climate-related impacts such as extreme weather events, shifting disease burdens, and infrastructure strain, with particular emphasis on disproportionate effects on vulnerable patient populations.

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)	0
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) .	2
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)	1
The impact of **anaesthetic** gases on the healthcare carbon footprint and ways to reduce anaesthesia's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	0
The impact of **inhalers** on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	1
Waste production within healthcare **clinics** and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	0

Score explanation:
1. There are discussions about health benefits of avoiding over-medicalization and overtreatment in healthcare in the preclinical years, but there is no discussion of the benefit of health and environmental co-benefits. In the LIC year, some preceptors teach that using excess resources can deplete a limited resource, but this is not part of the core curriculum.

2. Second-year students had a lecture titled "Health Systems Science- Climate Change & Healthcare Improvement" that briefly covered the environmental impact of pharmaceuticals and

over-prescribing in the context of climate change. One learning objective was "Analyze the multiple pathways through which healthcare systems contribute to climate change, including energy use, supply chains, waste generation, and clinical practices." Students were able to ask questions about the lecturer's experiences and past projects.

3. The core curriculum ScOPE course had a "Nature in Medicine" 4-hour session including outdoor activities and discussions on the role Nature plays in medicine, and how we as physicians interact with the natural world. One of the learning objectives of this session was "Discuss the scientific evidence supporting the therapeutic benefits of nature exposure on physical and mental health and consider strategies for incorporating nature-based interventions into patient care". Elective courses such as HPIH talk about non-pharmaceutical management of conditions and their health and environmental co-benefits.

4. In the preclinical years, there are no lectures in the core curriculum mentioning the impact of surgical healthcare on planetary health and the climate crisis. During LIC clerkship, there was a lecture this year titled "Health System Contribution and Vulnerability to Climate Change" where a faculty member discussed their work in reducing surgical waste and how .

5. Last year MS2 students attended a virtual webinar hosted by the AAMC Climate Action and Sustainability in Academic Medicine community titled "On the Front Lines of Health Care and Climate Change: What Can We Learn from Crisis Response". One of the lecturer's projects was about making anaesthetic gases more sustainable at their hospital. This year MS2 students did not attend any webinars or receive any teaching on anesthesia gases and their impact on the environment. Second years did receive a lecture this year titled Health System Contribution and Vulnerability to Climate Change, but the focus was on the overall emissions from the healthcare sector, and did not mention anesthesia gases specifically.

6. In the core curriculum lecture titled "Health Systems Science & Climate Change," presented by the University of Utah Green Team, the outsized climate impact of inhalers was emphasized.

7. In the preclinical years, there are no lectures on waste production within healthcare clinics, nor a discussion on how to minimize waste. In LIC clinics, some preceptors do teach about this, but it is not standardized in the curriculum.

Curriculum: Clinical Applications

1.18. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies to have conversations with patients about the health effects of climate change?	
Yes, there are strategies introduced for having conversations with patients about climate change in the **core** curriculum. (2 points)	
Yes, there are strategies introduced for having conversations with patients about climate change in **elective** coursework. (1 point)	
No, there are **not** strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	2
Score explanation:	

This topic was covered in the Doctoring portion of the curriculum, which emphasizes asking patients about living situations and potential exposures when taking a history, with particular emphasis to this in the pulmonary unit. Environmental exposures are also a part of the H&P taught in Doctoring. Some examples include asking about home environment, recent travels, and occupational exposures.

This topic was also covered in a lecture entitled "Climate Change & Health" given to the Population Health Pathway elective PHS6715, which facilitated case based discussions surrounding addressing allergens, heat, and wildfire smoke with patients. This lecture was given by the director of environmental and social sustainability at University of Utah Health.

Some cases covered in the PBL core curriculum are integrated with social determinants of health objectives that can focus on the health effects of climate change. The depth of this conversation varies from group to group. Learning objectives are more focused on understanding how climate and environment are risk factors for illness, and do not mention incorporating strategies on how to have conversations with patients about climate change. See Learning Objectives below:

"Describe how social determinants of health (e.g. rural residence, food deserts, occupation, and healthcare access) influence presentation, recognition, and/or outcomes of ACS

Identify poor air quality as a risk factor for heart failure exacerbations and determine whether our patient is "at risk/sensitive," using the air quality index (AQI) as a guide"

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: *In the new Mission-Driven Core Curriculum, there are several learning objectives focusing on environmental exposure and how to identify signs and symptoms of associated disease such as lead, aspergillus, radon, and CO exposure. The caveat here is that these are provided during the problem-based learning modality, leaving it up to the students to research the corresponding mechanism of disease, systems affected, and treatment. The Doctoring portion of the curriculum, however, does emphasize asking patients about living situations and potential exposures when taking a history, with particular emphasis to this in the pulmonary unit. Environmental exposures are also a part of the H&P taught in Doctoring. Some examples include asking about home environment, recent travels, and occupational exposures.*	

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: In 2019, the curriculum committee recognized climate change as a societal problem. Since this point, the medical school has made incremental changes to the curriculum to incorporate more planetary health topics into the curriculum. Given the overhaul in curricular structure, many planetary health topics have been integrated throughout the core curriculum, while standalone lectures have been offered in several elective classes such as Population Health 6715 and Global Health 6500. There have also been proposals for more elective classes with a primary focus on planetary health in the past year. While these elective classes have not yet gotten approval from the school of medicine, electives of this nature are expected to be added to the course catalog in the coming years. *Additionally, three medical students have received a Sustainability Teaching Grant to support a comprehensive audit of the Planetary Health Report Card and to collaborate closely with faculty in proposing larger-scale curricular and institutional changes. Through this work, each student has successfully developed and implemented new learning objectives and teaching content that have been incorporated into the medical school curriculum. This, also with plans to implement a "Sustainability Council" in the coming years, suggest change is imminent within the school of medicine to pivot towards a greater focus on planetary health across domains.*	

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:	4
Score explanation: The new Mission Driven curriculum now features two lectures in phase two covering the psychological impact of climate change,"On the Front Lines of Healthcare and Climate Changes: What can we learn from climate response?", and a review of the sustainable healthcare reform currently taking place at the U "Health Systems Science and Climate Change."	

Outside of this, the Problem Based Learning (PBL) curriculum has been implementing planetary health topics and clinical correlates longitudinally. Additionally, the Student Led Clinic curriculum is integrating climate related health topics throughout the first year experience, the majority of student led clinic sites operate in locations in the Salt Lake Valley that are highly affected by planetary health. Although this is by no means full integration into core curriculum, we recognize efforts being made to introduce planetary health longitudinally into phase 1 followed by the multiple lectures in phase 2 on sustainable healthcare.

1.22. Does your <u>medical school</u> employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?

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: Currently, the SFESOM does not employ a faculty or staff member dedicated specifically to overseeing the integration of planetary health into the curriculum. However, discussions have taken place between the hospital's Green Team and the medical school administration regarding the importance of such a role. While no implementation has occurred as of this year, establishing this position could play a critical role in the longitudinal incorporation of planetary health as the new curriculum continues to evolve. Although there is a Medical Director of Environmental & Social Sustainability, who serves as a faculty member at SFESOM, this role primarily focuses on facilitating clinical operations rather than overseeing curricular content or driving changes in educational programming. There has been ongoing discussion about adding this position in future years, with a 0.25 FTE position that would oversee the proposed "sustainability council," which, though not yet approved, is a change that we are looking forward to in the near future.

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:	1

Score explanation: The elective course PHS 6715 "Introduction to Population Health" includes a lecture on physician advocacy. There are several learning objectives on the importance of advocacy and how to engage in advocacy as medical students, residents, and physicians.

Every PBL case in Essentials 1.1, 1.2, and 1.3 includes learning objectives about the structural determinants of health applicable to that patient/patient population. These learning objectives are discussed in class and tested.

Section Total (52 out of 75)	**69%**

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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 institution?	
Yes, there are faculty members at the **institution** who have a **primary** research focus in planetary health **or** sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the **institution** who are conducting research **related** to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the **institution**, but not specifically associated with healthcare/vetcare. (1 point)	
No, there are **no** planetary health and/or sustainability researchers at the **institution** at this time. (0 points)	
Score Assigned:	3
Score explanation: There are many faculty members at the University of Utah whose primary research focus is in planetary health. Topics include air and water quality, climate change, as well as ecological and environmental changes. Certain faculty members within the School of Medicine and University of Utah Health focus on specific projects in sustainability research, including waste mitigation in the operating room and the impact of furnace filters on indoor particulate matter. The Office of Sustainability Education maintains a database of these researchers and their contributions.	

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

There is **no** dedicated department or institute. (0 points)	
Score Assigned:	3
Score explanation: The Wilkes Center for Climate Science and Policy is a research hub focused on practical, integrative, and solutions-oriented research that can translate into climate policy and action. It is a major source of funding, education, and seminars focused on climate change solutions. The center hosts the Wilkes Climate Innovation Prize, an annual competition that calls teams to develop real-world solutions for current issues associated with climate, ecosystems and the economy. *Additionally, Peak Water Research Hub was established in 2024 as an on-campus organization "designed to support the development of water innovations and technology. Research focuses "on the interconnectedness of complex ecosystems" and also examines "the health and sustainability of watersheds, the role of contaminated water in disease, and innovative policy approaches for solving water access issues."*	

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:	3
Score explanation: *The Community Health Needs Assessment is a resource developed by the U of U Hospital to identify deficits in health and negative environmental impacts to certain groups that exist in Utah. This summary is meant to focus attention on certain changes that can be made to alleviate health impacts to certain Utah communities in the timeframe of 2026-2029. Environmental questions were included in the CHNA outreach process. Major themes from community members included:* *1. Air pollution, toxic dust from the drying Great Salt Lake were cited repeatedly.* *2. Heatwaves and poor air quality impact those with chronic illness and mental health issues.* *3. Certain neighborhoods lack safe parks, tree cover, and green infrastructure.* *4. Gated developments and private amenities are seen as exclusionary.* *This report listed a major theme from the surveys as "environmental health and air quality."* *The SPARC Environmental Justice Lab at the University of Utah is a collaborative of engaged faculty, students, community members, and scholars who are committed to enacting principles of community-based participatory research to understand issues of social and environmental health and co-create strategies to achieve justice. Some projects, which are directed by input from local community members, involve research in food and water access and quality, air quality, urban*	

unsheltered homelessness, educational equity, and energy sovereignty. SPARC functions with the Community Research Collaborative to determine what needs are present in local communities. The decision-making power within the SPARC's research agenda is largely directed by University professors, however community partner leaders are also listed as researchers within the SPARC's leadership. Community members are also able to recommend research projects on the SPARC website.

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:	3
Score explanation: *The University of Utah has a website devoted to its Office of Sustainability Education with links to monthly events including seminar series and research symposiums, news, research efforts, associated faculty, and the University's Sustainability Office. It is easy to use, comprehensive, and centralizes all available campus resources.* *University of Utah Health also has a sustainability website dedicated to current sustainable operations and initiatives. This website includes information for initiatives targeting sustainable energy, greening the OR, supply chain, food waste, building design, landfill diversion, water conservation, and renewable energy.* *The University of Utah also offers the Sustainable Campus Initiative Fund (SCIF) grant for students interested in pursuing projects that enhance the sustainability of our campus and its community.*	

2.5. Has your institution recently hosted a conference or symposium on topics related to planetary health?
Yes, the **institution** has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)
Yes, the **institution** has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)

Yes, the **institution** has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)
The **institution** has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)
No, the **institution** has not hosted a conference on topics related to planetary health in the past three years. (0 points)

Score Assigned:	4

Score explanation:
While the medical school hosts its own research symposium highlighting medical student research, it is not specifically designed for topics relating to planetary health. The institution at large does hold various events and symposiums relating to sustainability research, however.

Eccles Health Sciences Library:
Climate Changes Health and Health Equity Series: The Spencer S. Eccles Health Sciences Library hosts multiple presentations throughout the year with varied topics relating to climate health and sustainability as well as social health and health equity.

Law School:
Wallace Stegner Center Annual Symposium: Named after the Pulitzer Prize-winning author and conservationist, the Wallace Stegner Center for Land, Resources & the Environment of ers students one of the top environmental and natural resources law programs in the United States. The Wallace Stegner Center annually holds a symposium during the spring semester on an environmental or natural resources topic of regional, national, and international importance. The symposium is interdisciplinary in nature, and includes speakers from the sciences and social sciences, academia, government, industry, and the legal profession. This last year, the symposium topic was "Breathing easier: Air Pollution."

Wilkes Center for Climate Science & Policy:
Wilkes Climate Summit: This annual research conference brings together leading policymakers, and nationally-recognized scientists, foundations, and innovators to discuss the most promising and cutting-edge solutions for climate change. Each year there is a different theme for presenting collective works. The theme for 2025 was "Climate Change Innovation, Science, and Solutions."

2.6. Is your institution a member of a national or international planetary health or ESH/ESV organisation?
Yes, the institution is a member of a national or international planetary health **or** ESH/ESV organisation. (1 point)
No, the institution is **not** a member of such an organisation. (0 points)

Score Assigned:	1

Score explanation:
Since 2019, the University of Utah Health system is a member of Practice Greenhealth in order to receive guidance for minimizing carbon footprint with regards to energy usage and waste

production as well as sustainable resource acquisition. This partnership is led by University Health's Green Team. *University of Utah Health is also a member of the National Academy of Medicine Action Collaborative for Decarbonizing the US Health Sector.*

Section Total (17 out of 17)	**100%**

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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 institution partner with community organisations to promote planetary 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:	3

Score explanation:
According to the 2023-2026 STARS report, the University of Utah more broadly engages with various sustainability-focused community partners. These include the Hartland Community 4 Youth and Families, a college readiness program for underserved youth emphasizing environmental stewardship. Other climate-focused collaborators include the Green Urban Lunchbox, the Jordan River Community Initiative, SLC Green, Salt Lake Community Action, Real Food Rising, and the Tracy Aviary. Lastly, the institution partners with Wasatch Co-op to promote sustainable, local, and resilient food systems.

Similar to previous years, SFESOM does not currently collaborate with any community organizations addressing climate change. However, the University Hospital maintains various community partnerships, including Utah Clean Air (UCAIR), a statewide initiative providing education and grants to support individuals, businesses, and communities in improving Utah's air Quality. Further, U of U Hospital collaborates with Waste Less Solutions to donate food waste to people experiencing food insecurity, donating 845lbs in 2025.

Also, The College of Health, a parallel health sciences unit that frequently collaborates with SFESOM, reports working with 176 local partners and tens of thousands of community members through prevention, wellness, and community engaged programs; these partnerships form a shared ecosystem for environmental promotion efforts in the region.

SFESOM's Rural & Underserved Utah Training Experience (RUUTE) could also collaborate with local schools in urban and rural areas to educate communities about the impact of climate change

on healthcare, with plans to explore this initiative in the coming years.

3.2. Does your institution offer community-facing courses or events regarding planetary health?	
The **institution** offers community-facing courses or events at least once every year. (3 points)	
The **institution** offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points)	
The **institution** has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)	
The **institution** has not offered such community-facing courses or events. (0 points)	
Score Assigned:	2
Score explanation: *The University of Utah's Office of Sustainability hosts annual Earth Month events, such as interactive workshops, community cooking hours with the campus food pantry, film screenings, and environmental service projects The office also holds multiple weekly events with the campus garden, such as Winter 'Garden' Hours and Garden with Sustainability Education, where community members volunteer with gardening and seed-packing activities.* *The Spencer S. Eccles Health Sciences Library hosts an ongoing Sustainability Lecture Series on planetary health and sustainable healthcare topics, including air quality, climate-related health impacts, and healthcare sustainability initiatives. Lectures this year include "Indoor Air Pollution: Drivers and Effects" and "Pursuing Green Health in 2025." These lectures are recorded and publicly accessible.*	

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:	2
Score explanation: *All students at Spencer Fox Eccles School of Medicine receive a weekly student-led newsletter. The Sustainability in Medicine Student Interest Group provides sustainability facts, resources, and*	

relevant event information each week for a section of this newsletter. The Wilkes Center for Climate Science & Policy offers a newsletter where students can stay up to date on climate science events, research projects, and funding opportunities.

A publication known as @theU goes to all students, staff and faculty on a weekly basis. It often covers sustainability on campus and in the community.

This metric is unchanged from last year.

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:	2

Score explanation:

Several departments held Grand Rounds during the year with a focus on sustainability and planetary health, including Family Medicine, Pediatrics, and Anesthesia. Courses in disaster preparation and climate change are also available as part of the Emergency Health certificate through the department of Family Medicine.

The Spencer S. Eccles Health Sciences Library hosts an ongoing Sustainability Lecture Series that provides post-graduate learners, clinicians, and health professionals with continuing education on planetary health and sustainable healthcare topics, including air quality, climate-related health impacts, and healthcare sustainability initiatives. While the lectures are promoted for professional learners, they are recorded and publicly available on the library's website.

Additionally, the University's Continuing Medical Education (CME) program offers a Climate Change course that surveys natural and human-induced variations in the Earth's climate, covering global warming, the greenhouse effect, air-sea climate variations, volcanic impacts, and ozone depletion.

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 medical centres have accessible educational materials for patients. (0 points)

Score Assigned:	1

Score explanation:
The University of Utah institution has some educational resources, such as the "HealthFeed: Expert Health News and Information" blog and a podcast "The Scope" that cover environmental health exposures. News articles have been tagged with the main topic word "Pollution," and mainly cover air quality and it's impact on health, which is a major health issue in the local valley. Although these materials are directly intended for patient education, they are not well advertised, and are not connected to the patient portal.

The institution has a dedicated "Sustainability" web page directed towards pateint education. There are details regarding the institution's climate action plan, climate resilience plan, and details current initiatives including improving energy efficiency to enhance local air quality, greening the OR, food waste reduction initiatives, and renewable energy agreements.

There are additional articles published about research on environmental health exposures of air pollution, but these are not specifically targeted toward patient populations, are outdated, or are published by adjacent health colleges, such as Nursing or Pharmacy. Additionally, these materials are extremely difficult to find and could be made more accessible by adding them to the patient portal. While patients are able to search the patient portal Health Reference Library for their own questions on environmental exposures, there are no resources specifically created for patients regarding environmental health exposures. Further, the University of Utah provides education on poison control and preventing carbon monoxide poisoning, available online.

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:	1

Score explanation:
The University of Utah Hospital provides patient educational materials via its website and in podcasts. Topics include how air quality, wildfires, and the spread of infectious diseases affect our health. However, patients have to specifically search for these topics. The patient portal (MyChart) does not have direct links to these sites, but there is a search option for Medline Plus articles which include topics about climate change and health, though these also have to be searched for specifically.
The University of Utah Hospital has online resources (the Healthfeed blog) that covers some health impacts from wildfires, air quality and excessive heat, as well as a podcast discussing preparation for extreme heat.

The University of Utah's Environmental & Social Sustainability Office has also created a variety of flyers aimed at increasing education around climate change resiliency, such as strategies to prevent heat-related illness, or protect children from wildfire smoke. The flyers are available in English, Spanish, Farsi and Somali. These materials are not currently integrated into patient medical records (MyChart) and may not be accessible to patients at all hospitals and clinics.

Section Total (11 out of 14)	**79%**

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Support for Student-Led Planetary Health Initiatives

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

4.1. Does your institution offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the **institution** *either* offers grants for students to enact sustainability initiatives/QI projects *or* sustainability QI projects are part of the core curriculum. (2 points)	
The **institution** encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, **but** there is no student funding available and there is no requirement to participate. (1 point)	
No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	2
Score explanation: The University of Utah institution offers the Sustainability Campus Initiative Fund (SCIF) as a green grant program to encourage students to propose projects that improve the sustainability of the campus. $2.50 per student at the University of Utah is added to the fund each semester. Small (less than $1000) grants are available on a rolling basis, medium ($1000-$10000) grants are awarded three times a semester, and large ($10,000) grants are awarded once a year. In 2021-2022, the most recent year with available data, the SCIF funded 19 projects that amounted to $101,128 total funding for projects on a variety of topics such as protecting the Great Salt Lake, installing AQI sensors, implementing a clean water system for the Navajo Mountain community, and many others. *In addition to SCIF, the Global Changes and Sustainability Center at the University of Utah provided grants to graduate students to cover research, professional development, and travel expenses. The center has funded over 600 student projects at a value of over $200,000 between 2013-2023. Although the GCSC will be folded into both the Wilkes Center and the PEAK Water Research Hub, there will be continued funding for student-led QI projects, albeit some functions and services are still undergoing reorganization.*	

4.2. Does your institution offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?
The **institution** has a **specific** research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)
There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these **require student initiative** to seek 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: *The University of Utah institution has many opportunities for students to be involved in research departments that focus on sustainability research, such as the Medical Student Research Program and the Rural and Underserved Utah Training Experience. However, the topic of research is student driven, thus the programs are not specific to planetary health or sustainable care. Currently, there are no specific programs at the medical school for students to specifically be a part of planetary health/sustainable healthcare research, but interested students can conduct relevant research by seeking out faculty working on those projects.* *This metric is unchanged from last year's PHRC.*	

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:	2
Score explanation: The Global Change and Sustainability Center previously maintained a directory of faculty engaged in planetary health research, including those affiliated with SFESOM. Each profile includes a description of the faculty member's past publications, current research interests, and contact information. Although current student-accessible projects are not listed, students are encouraged to reach out directly to faculty for opportunities and additional details. The GCSC is currently transitioning into both the Wilkes Center and the PEAK Water Research Hub with some functions and services still undergoing reorganization.	

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:	2

Score explanation: The Sustainability in Medicine Interest Group is a medical school student group aimed at improving sustainability initiatives on campus and educating and inspiring future physicians to promote sustainability and minimize the burden healthcare imposes on the environment. The interest group has a faculty advisor and support from the hospital Green Team.

This metric is unchanged from last year's PHRC.

4.5. Is there a student liaison representing sustainability interests who serves on a <u>department or institutional</u> 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

Score explanation:
The University of Utah Hospital Green Team focuses on sustainability initiatives in the hospital and has at least one student representative from the Sustainability in Medicine Interest Group. This student attends monthly meetings and coordinates projects and events between the Green Team and medical school community.

This metric is unchanged from last year

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.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1

Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	1
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	1
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1

Score explanation:
1. The University has several campus gardens available to students as well as seed libraries available at the libraries. Students can also take courses in organic gardening and sustainable food preparation that include practical components.

2. The University hosts many events related to planetary health, including seminars and Hackathons through the Wilkes Center, art and community events during Earth month, and various other events throughout the year such as seminars covering careers in sustainability.

3. The Bennion Center, a community service center on campus, holds an Environmental Sustainability Saturday service project every April and many community partners come together to create projects where students can give service to fulfill a community need while learning about the community and environmental justice. Additionally, the SPARC Environmental Justice Lab at the University of Utah is a "collaborative of engaged faculty, students, community members, and scholars who are committed to enacting principles of community-based participatory research to understand issues of social and environmental health and co-create strategies to achieve justice." The JC Quinney College of Law also provides yearly lectures regarding their environmental justice law clinic.

4. The Spencer S. Eccles Health Sciences Library has been the location of multiple environmentally-focused displays and events in the past year.

5. As part of Earth Month, the University hosted a Saturday day of service focused on community organisations involved in climate health. Additional service days throughout the year also worked with these organisations.

6. The University's Student Life Center organizes outdoor adventures open to all students. Health professional students can also participate in wilderness medicine courses to learn practical medical skills while in the outdoors. Continuing Education for outdoor activities are also available to the public for all experience levels.

Section Total (14 out of 15)	**93%**

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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 institution 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:	3
Score explanation: The University of Utah maintains an Office of Sustainability that serves all of University of Utah Students. The Global Change and Sustainability Center has transitioned into the Wilkes Center which also serves the whole campus, with the goals of connecting faculty for interdisciplinary research and sustainability initiatives. U of U Health has an independent Green Team which focuses on sustainability within the hospital system, and maintains a Director of Environmental and Social Sustainability and a Medical Director of Environmental and Social Sustainability for U of U Health.	

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

Score explanation: The University of Utah institution released its first Climate Change Action Plan in 2010 with a goal to achieve carbon neutrality by 2050. Since then, an updated Climate Change Action Plan was released in 2024 which aims to achieve the same carbon neutrality for the University of Utah institution by 2040, rather than 2050. It outlines a path toward meeting the U's accelerated 2040 target date for achieving net zero greenhouse gas emissions, and builds on the U's recent Climate Resilience Assessment, identifying steps to prepare for impacts of climate change on U facilities and people. *This metric is unchanged from last year's PHRC.*

5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?	
Yes, institution buildings are **100%** powered by renewable energy. (3 points)	
Institution buildings source **>80%** of energy needs from off-site and/or on-site renewable energy. (2 points)	
Institution buildings source **>20%** of energy needs from off-site and/or on-site renewable energy. (1 point)	
Institution buildings source **<20%** of energy needs from off-site and/or on-site renewable energy. (0 points)	
Score Assigned:	1
Score explanation: As of FY25, 65% of purchased electricity for the institution comes from renewable sources, geothermal and solar. Additionally, newer buildings which house certain medical school courses such as the new Healthcare, Educators, Leaders & Innovators Complex (HELIX) do not utilize gas so the percentage of renewable energy is higher, though exact numbers are not provided.	

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 a State of Utah entity, the University of Utah is required to meet the State of Utah High Performance Building Standards. The University of Utah also has its own design guidelines. Many buildings on campus are going through retro-commissioning, and right now the U is engaged in a Campus Emissions Reduction Project that is looking to lower emissions from the on-campus high temperature hot water plants.	

5.5. Has the institution implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?	
Yes, the institution has implemented strategies to encourage and provide **environmentally-friendly transportation options** such as safe active transport, public transport, or carpooling and these options are well-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default. (2 points)	
The institution has implemented **some** strategies to provide environmentally-friendly transportation options, but the options are **unsatisfactorily** accessible or advertised. (1 point)	
The institution has **not** implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)	
Score Assigned:	1
Score explanation: The SFESOM provides free transit passes to all students and there are bike racks and bike paths available for students. However, it is difficult to access off-campus clinical sites without a car and in the third year and beyond, most students drive. Information about environmentally-friendly transportation is also not emphasized in orientation. As of this year, there are improved bike parking resources, developed by one of our SFESOM students, with links to bike storage on campus and at clinical rotation sites. *This metric is unchanged from last year's PHRC.*	

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: The SFESOM has a conventional recycling program, with bins for separated categories including garbage, paper, plastics, and glass. No composting or organics-specific refuse is currently available on SFESOM's campus, however the student gardens on the main U of U campus have composting facilities, and the U of U dining facilities divert compostable material from the dining halls to be composted in Park City or to Wasatch Resource Recovery. Additionally, the main University of Utah Hospital collects pre-consumer and post-consumer food scraps that are sent to an anaerobic digester. These facilities could potentially form a partnership with SFESOM to create a compost program. Reusable aluminum water bottles are handed out by Wellness Services at SFESOM each year in order to reduce the need for disposable cups and plastic water bottles. This year, reusable utensils were distributed to incoming students to reduce the need for disposable utensils offered at catered events on 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 a**dequate s**ustainability 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
Score explanation: The SFESOM does not have any written sustainability guidelines for food or beverages, although sustainability principles are informally followed. There were sustainability guidelines that were proposed last year, but are still awaiting approval from SFESOM administration. There have been greater efforts in the last year to provide a larger proportion of plant-based and vegetarian meals at school-catered events. University of Utah Health has a goal of increasing sustainable food procurement from 7% to 20% by 2025.	

5.8. Does the institution apply sustainability criteria when making decisions about supply procurement?
Yes, the institution has **adequate** sustainability requirements for supply procurement **and** is **engaged** in efforts to increase sustainability of procurement. (3 points)
There are sustainability guidelines for supply procurement, but they are **insufficient or optional.** The institution is **engaged** in efforts to increase sustainability of procurement. (2 points)

There are sustainability guidelines for supply procurement, but they are **insufficient or optional.** The institution is **not engaged** in efforts to increase sustainability of procurement. (1 point)
There are **no** sustainability guidelines for supply procurement. (0 points)

Score Assigned:	2

Score explanation:
University of Utah Health has a membership to Practice Greenhealth managed by the hospital's Green Team. The University of Utah institution has 'Environmentally Preferable Purchasing Guidelines' for supply procurement. The guidelines are detailed and comprehensive and available to everyone involved in supply procurement at the hospital. The institution has not made following these guidelines mandatory.

This has not changed since last year

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

Score Assigned:	1

Score explanation: The medical school does not currently have any required guidelines for school events. Green Event Checklist and Sustainability Tips are provided by Event Management on the main campus. However, neither is utilized by SFESOM. The University of Utah main campus Green Office has a green office certification for offices and departments to become "Green Office Certified" based on their office practices, energy used, practices for events hosted, supplies purchased, and other criteria.

This is unchanged from last year.

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:
The University of Utah has programs and initiatives to help research labs reduce energy use and waste by offering a no cost Green Lab Certification that is aligned with the My Green Lab Standard. The U of U facilities management program helps support the three-step My Green Lab certification. Clinical lab certification assistance will be available November 2026.

Several buildings and labs have achieved LEED certification. The new SFESOM building is under construction but will not undergo LEED certification review upon completion.

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:	1

Score explanation:
In 2016, the University of Utah Board of Trustees rejected an Academic Senate resolution advocating for divestment from fossil fuels. However, renewed advocacy from students and faculty has since reignited efforts for divestment. In response, the Senate Ad Hoc Committee for Divestment and Reinvestment Investigation was formed to provide recommendations on the matter. This led to the resolution passing in the Academic Senate on April 26, 2021. The Academic Senate committee found that roughly 6-9% of the endowment pool could be tied to fossil fuel industries, although precise figures fluctuate over time and depend on how fossil fuel investments are defined.

On December 14, 2021, the Board of Trustees issued a statement recognizing climate change as a significant threat to communities and ecosystems worldwide. However, the statement did not include specific plans to address the issue. In addition to this, the University of Utah institution has maintained a new commitment to become carbon-neutral in its energy use by 2040 in its Climate Change Action Plan, as is discussed in metric 5.2.

Section Total (18 out of 32)	**56%**

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Grading

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

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

**Within each grade bracket, a score in the top 5% (_5 to_9%), receives a "+", and a score in the bottom 5% (_0-_4%) receives a "--". For example, a percentage score of 78% would be a B+.*

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	(52/75) x 100 = 69%	B
Interdisciplinary Research (17.5%)	(17/17) x 100 = 100%	A+
Community Outreach and Advocacy (17.5%)	(11/14) x 100 = 79%	B+
Support for Student-led Planetary Health Initiatives (17.5%)	(14/15) x 100= 93%	A
Campus Sustainability (17.5%)	(18/32) x 100 = 56%	C+
Institutional Grade	**(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 78.2%**	**B+**

Report Card Trends

Section Overview
This graph demonstrates trends in overall and section grades for the years in which University of Utah has participated in the Planetary Health Report Card initiative (2021-2026)