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# Planetary Health Report Card (Medicine) 2026: *Universitair Medisch Centrum Utrecht (UMCU)*

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*Selective Utrecht Medical Master (SUMMA)*



2025-2026 Contributing Team\*:

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## Summary of Findings

<b>Overall Grade</b>	<b>C+</b>
<b>Curriculum - Selective Utrecht Medical Master (SUMMA)</b>	<b>C-</b>
<ul style="list-style-type: none"> <li>Some topics within Planetary Health are properly discussed in the curriculum of SUMMA. However, this highly relies on one course '<a href="#">Medicine and Society</a>' and therefore remains a standalone topic within the curriculum. Although such in-depth knowledge is necessary to fully grasp Planetary Health, an integrated approach would benefit the perspective of our future doctors. Besides, specific topics such as environmental effects on reproductive health are not addressed in the curriculum. Albeit strong efforts from students in the past few years, integration of Planetary Health throughout the whole curriculum is still lacking.</li> <li><b>Recommendations:</b> We strongly recommend top-down pressure to integrate Planetary Health throughout the whole curriculum instead of relying on specific courses and/or lectures. Specifically, we recommend teachers to revise case-based lectures and implement cases related to their specialty that illustrate environmental effects on the human body and disease development.</li> </ul>	
<b>Interdisciplinary Research</b>	<b>A</b>
<ul style="list-style-type: none"> <li>There are several opportunities to conduct interdisciplinary research related to Planetary Health at Utrecht University and the University Medical Center Utrecht (UMCU) in the form of groups, alliances and events.</li> <li><b>Recommendations:</b> We recommend a more thorough promotion of both Planetary Health events and internship possibilities and to effectively communicate between organisations (University and UMCU) such that students and employees become more aware of these resources.</li> </ul>	
<b>Community Outreach and Advocacy</b>	<b>D-</b>
<ul style="list-style-type: none"> <li>The engagement with communities is rather sparse, while some courses/events do offer possibilities in this direction, but not regularly and/or not specifically with the focus on Planetary Health.</li> <li><b>Recommendations:</b> More outreach activities specifically on the topic of Planetary Health and an effective medium to distribute these news are needed. Furthermore an educational information medium for patients on climate change and its health impacts should be introduced.</li> </ul>	
<b>Support for Student-Led Initiatives</b>	<b>A</b>
<ul style="list-style-type: none"> <li>Utrecht University has a broad range of student-led initiatives when it comes to sustainability and also initiatives around Planetary Health specifically, ranging from outdoor activities to educational events and volunteering. However, these initiatives are difficult for students to find as the information isn't collected in one place. Furthermore, the UMCU student-site does not contain any information around these initiatives and doesn't seem to have many initiatives around Planetary Health.</li> <li><b>Recommendations:</b> Support for student-led initiatives mostly comes from the wider University rather than the Faculty of Medical Sciences. We recommend the faculty creates a webpage containing existing initiatives that are open to its students and contact information for students wanting to get involved. We also recommend more promotion by the faculty of the initiatives, through newsletters or posters or the WC newspaper. Lastly, we recommend the faculty encourages its own students to start Planetary Health initiatives and actively supports them.</li> </ul>	
<b>Campus Sustainability</b>	<b>B</b>
<ul style="list-style-type: none"> <li>Utrecht University has ambitious sustainability goals and is adequately aware of its own role and responsibilities in the climate crisis. The 2025 year report however shows that the University is a long way from reaching its self-appointed goals - recent years have shown a pattern of increased emissions and decreasing sustainable energy contributions, and it is unsure they can be reached by 2030.</li> </ul>	

- The university has lots of initiatives that promote a more sustainable lifestyle on campus through e.g. providing only vegetarian meals on events. There is a dedicated team of employees who are invested in a sustainable campus.
- We would like to point out that the UMCU is an organisation independent of Utrecht University and therefore follows different plans, working methods and guidelines with regard to this metric. However, the UMCU and Utrecht University collaborate wherever possible. We would like to emphasise that Utrecht University's sustainability plans are more ambitious than those of the UMCU. For this report, we have assessed Utrecht University's ambitious plans.
- **Recommendations:** Reaching sustainability goals should be given the utmost priority. Great strides must be made in the coming years to ensure the university's greenhouse emissions are adequately reduced. We furthermore strongly encourage stronger collaboration between the University Medical Center and the University in order to adapt their sustainability plans towards an earlier climate neutrality. Lastly, the implementation of guidelines for events hosted at the UMCU are recommended by us.

# Statement of Purpose

*Planetary Health is human health.*

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

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

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

# Definitions & Other Considerations

## Definitions:

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

specifically targeted for medical students, can meet this metric.

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

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

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

### Scoring Matrix

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

### 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](#).

### **Programme SUMMA at the University Medical Center Utrecht (UMCU):**

The four-year master's programme [Selective Utrecht Medical Master \(SUMMA\)](#) is a unique programme offered at UMCU. This programme is designed for students who hold a bachelor's degree in a biomedical or healthcare-related field - such as [Care, Health and Society](#) or [Biomedical Science](#) - but not a degree in medicine. The extended four-year curriculum allows these students to graduate at the same level as students who followed the standard medical master's trajectory, without needing to complete a new bachelor's degree in medicine. In addition to medical theory and practice, the programme offers a solid research component. After completing the SUMMA Master's programme, graduates will be both a physician and clinical researcher, ideally suited to combine patient care and scientific research. Since the courses and internships are structured differently from the regular Medicine track (Bachelor's and Master's degree) we treated SUMMA as a stand-alone programme in the discipline "Curriculum".

### **Disclaimer:**

In this report card, Utrecht University is considered as the institution and the UMCU is considered as the faculty of interest or Medical School. Hereby we took the initiatives/resources that are accessible/intended for all students -including the one of the medical faculty- but were hosted/initiated by Utrecht University into account. However, Utrecht University and the UMCU are different organisations.

# Planetary Health Curriculum: SUMMA

***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

<b>1.1. Did your <u>medical school</u> offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?</b>	
Yes, the medical school has offered <b>more than one</b> elective whose primary focus is ESH/Planetary Health in the past year. (3 points)	
Yes, the medical school has offered <b>one</b> elective whose primary focus is ESH/Planetary Health in the past year. (2 points)	
The medical school does <b>not</b> have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a <b>lecture</b> on planetary health. (1 point)	
No, the medical school has <b>not</b> offered any electives on Planetary Health or electives that include ESH/Planetary Health topics in the past year. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> In the SUMMA's curriculum there is no place for elective courses.	

## Curriculum: Health Effects of Climate Change

<b>1.2. Does your <u>medical school</u> curriculum address the relationship between extreme heat, health risks, and climate change?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<i>Score explanation:</i> As part of the course ' <a href="#">Medicine and Society</a> ', the lecture on Global Health differences devotes some slides on climate change, health risks and the effects of extreme heat.	

**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:

2

*Score explanation:*

*As part of the course '[Medicine and Society](#)', the lecture on Global Health differences devotes a few slides to acute weather events and its impact on both individual health and the healthcare system.*

**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:

2

*Score explanation:*

*In SUMMA's curriculum the impact of climate change on the changing patterns of infectious disease was not covered in the course '[Infection and the Immune system](#)', but was briefly mentioned as an example of the impact of climate change on changing patterns in infectious diseases in the lecture on Global health differences as part of the course '[Medicine and Society](#)'.*

**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:	2
<p><i>Score explanation:</i>          In SUMMA's curriculum, the course '<a href="#">Respiratory system</a>' briefly covers respiratory health effects of climate change in the following way: one learning objective is knowing the risk factors that play a role in the development of lung tumors, and the effects of environmental pollution as a risk factor are briefly covered. It is also briefly mentioned in the lecture on Global health differences as part of the course '<a href="#">Medicine and Society</a>.'</p>	

<b>1.6. Does your <u>medical school</u> curriculum address the cardiovascular health effects of climate change, including increased heat?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i>          The course '<a href="#">Cardiovascular system</a>' does not address this topic, nor is it mentioned somewhere else, apart from increased cardiovascular disease being mentioned in a list of those diseases being affected by weather changes due to climate change; however, this is not elaborated on thus not enough to attribute any points.</p>	

<b>1.7. Does your <u>medical school</u> curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i>          The impact of climate change on mental health is discussed in a lecture on Global Health Differences as part of the course '<a href="#">Medicine and Society</a>'. It is unfortunately not covered in the course on mental health disorders, '<a href="#">Psychopathology</a>,' where it would benefit from being integrated in future.</p>	

<b>1.8. Does your <u>medical school</u> curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?</b>
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This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i>  This was <i>briefly</i> covered in two to three slides in the lecture on Global Health differences as part of the course '<a href="#">Medicine and Society</a>'.</p>	

<b>1.9. Does your <u>medical school</u> curriculum address the outsized impact of climate change on marginalised populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i>  This was <i>briefly</i> taught in the lecture on Global Health differences as part of the course '<a href="#">Medicine and Society</a>'. More importantly, as part of this same course, students have to write a report in groups of 4 that addresses this topic for one specific marginalised population. You are assigned one population and must write an extensive report (maximum of 4000 words) on this, of which one of the questions is as follows: How is your target group influenced by the climate crisis focusing on health and healthcare? Think of air pollution, heat waves, floods, extensive pollen season, changing patterns in infectious diseases, food scarceness. Does the target group have the capacity to adjust to the climate crisis or deal with the health consequences of the climate crisis?</p> <p><i>At the end of the project, each student group presents their findings to the other students, so all students learn about many marginalised populations in this context.</i></p>	

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

Score Assigned:	3
<p><i>Score explanation:</i>  The lecture on Global Health differences as part of the course '<a href="#">Medicine and Society</a>' briefly mentions how the effects of climate change unequally impact different continents and regions. It also briefly mentions forced migration.  In a seminar on the same course, the goal was to practice with some of the learning goals. Each subgroup of 3 students was assigned a country of which they were the minister of National Health of the dedicated national embassy. One of the tasks was to map out the actual health risks the country is threatened by, for which among others you had to gather information on specific risks for and impact on the country due to climate change. In the final part of the seminar each subgroup had to pitch their proposed strategies to improve the healthcare system; for the climate topic specifically, they had to propose a mitigation/adaptation measure they would advise to combat climate change in their assigned country. The seminar ended with a plenary discussion on which country deserved the grants based on best substantiated pitch on the different topics.  This in-depth seminar provided a proper insight into real-world unequal regional health impacts of climate change globally.</p>	

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

<b>1.11. Does your <u>medical school</u> curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides, microplastics)?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i>  This topic was not covered in the SUMMA curriculum.</p>	

<b>1.12. Does your <u>medical school</u> curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0

*Score explanation:  
This topic was not covered in the SUMMA curriculum.*

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

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

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

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

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

Score Assigned:	0
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*Score explanation:  
This topic was not covered in the SUMMA curriculum.*

**1.14. Does your medical school curriculum address the outsized impact of anthropogenic environmental toxins on marginalised populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults?**

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

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

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

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

Score Assigned:	0
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*Score explanation:  
This topic was not covered in the SUMMA curriculum.*

### *Curriculum: Sustainability*

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

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

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

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

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

Score Assigned:	0
<p><i>Score explanation:</i>  The course on '<a href="#">Cardiovascular system</a>' extensively discusses the health benefits of a plant-based diet on an individual level; however, the environmental benefits of such a diet were not sufficiently mentioned to attribute any points.</p>	

<b>1.16. Does your <u>medical school</u> curriculum address the carbon footprint of healthcare systems?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i>  Although it is a broadly carried knowledge at our university and the attached Teaching Hospital, there is no course or lecture specifically teaching us on this topic in the SUMMA's curriculum.</p>	

<b>1.17. Does your <u>medical school</u> curriculum cover these components of sustainable clinical practice in the <u>core</u> curriculum? (points for each)</b>	<b>Score</b>
The health <b>and</b> environmental <b>co-benefits</b> of <b>avoiding</b> over-medicalisation, over-investigation and/or over-treatment (2 points)	2
The environmental impact of <b>pharmaceuticals</b> and over-prescribing as a cause of climate health harm. Alternatively teaching on <b>deprescribing</b> where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	0
The health <b>and</b> environmental <b>co-benefits</b> of <b>non-pharmaceutical management</b> of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point)	0
Environmental impact of <b>surgical</b> healthcare on Planetary Health and the climate crisis, and how can it be mitigated. (1 point)	0
The impact of <b>anaesthetic</b> gases on the healthcare carbon footprint and ways to reduce anaesthesia's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	1
The impact of <b>inhalers</b> on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	1

<b>Waste production</b> within healthcare <b>clinics</b> and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	1
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*Score explanation:*

1. In the course '[Clinical Reasoning](#)', specifically from General Practice (this part of the course is taught by a General Practitioner), one of the goals is to take along health benefits of over-medicalisation, over-investigation, and over-treatment. Environmental benefits depend on the discretion of the teacher whether these are discussed.
2. During the General Practice placement, each student must write a report on the polypharmacy of a specific patient from the practice. The primary goal is to deprescribe unnecessary medications to benefit the individual health of the patient, however, since environmental health benefits are not specifically assessed in this report, no points were attributed.
3. In the course '[Endocrine system and metabolic disorders](#)', the lecture on Diabetes elaborates on combined lifestyle intervention as important non-pharmaceutical management of diabetes type 2 and often concomitant obesity, however, the environmental benefits of this therapy are not further discussed.
4. The impact of surgery on the environment is not explicitly mentioned during the course 'Emergency surgery and peri-operative care' (course ID GNS200625).
5. During the course '[Paediatrics](#)', a lecture from a Paediatric Anaesthesiologist briefly covers the environmental impact of anesthetic gases and the differences between anaesthetics.
6. In the pharmacologic lecture of the course on the '[Respiratory system](#)', the different environmental impacts of inhalers are discussed briefly.
7. In the core curriculum course '[Clinical Skills & Clinical Encounters](#)', the topic of minimalising waste production is briefly covered in minimalising the use of gloves during physical exams of patients in the course.

**Curriculum: Clinical Applications**

<b>1.18. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies to have conversations with patients about the health effects of climate change?</b>	
Yes, there are strategies introduced for having conversations with patients about climate change in the <b>core</b> curriculum. (2 points)	
Yes, there are strategies introduced for having conversations with patients about climate change in <b>elective</b> coursework. (1 point)	
No, there are <b>no</b> strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> This is not a part of the course of ' <a href="#">Clinical Skills &amp; Clinical Encounters</a> ', where conversation strategies are taught.	

**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 <b>core</b> curriculum includes strategies for taking an environmental history. (2 points)	
Only <b>elective</b> coursework includes strategies for taking an environmental history. (1 point)	
No, the curriculum does <b>not</b> include strategies for taking an environmental history. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i>  In the SUMMA's curriculum, the courses '<a href="#">Clinical Skills &amp; Clinical Encounter</a>' as well as '<a href="#">Clinical Reasoning</a>' (especially on Internal Medicine and Paediatrics) train students to take a full history on environmental exposure (e.g. through travel, residence over the lifecourse, direct home environment, etc.).</p>	

**Curriculum: Administrative Support for Planetary Health**

<b>1.20. Is your <u>medical school</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/Planetary Health education?</b>	
Yes, the medical school is currently in the process of making <b>major</b> improvements to ESH/Planetary Health education. (4 points)	
Yes, the medical school is currently in the process of making <b>minor</b> improvements to ESH/Planetary Health education. (2 points)	
No, there are <b>no</b> improvements to Planetary Health education in progress. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i>  Integration of Planetary Health in SUMMA's curriculum is undergoing major steps, moved by the <a href="#">Planetary Health Integration Team (PHIT)</a>. For every course of the SUMMA's curriculum, the SUMMA representative of PHIT is in contact with the course coordinator to discuss the opportunities to integrate the topic of Planetary Health in their specific course. So far, small steps have been established, for instance the successful implementation of a lecture '<a href="#">Introduction to Planetary Health</a>' in the course '<a href="#">Anatomy</a>' from 2025 onwards.  In the course '<a href="#">Gynaecology and Obstetrics</a>', currently, slides are included on the environmental impact of gynaecological healthcare.  Furthermore PHIT is busy with setting up an educational pilot '<a href="#">De Groene Co-assistent</a>'. Here, students are offered the possibility to execute a mini-action research project on the sustainable healthcare transition within their clerkships.  While small changes within individual courses and lectures are being implemented gradually, most course coordinators in the SUMMA programme do not prioritize integration of Planetary Health. Structural integration of Planetary Health requires top-down management. This necessitates the active willingness of the Education Board and teaching staff to implement this topic, which currently remains largely lacking. Thorough integration of Planetary Health into the entire SUMMA curriculum is a long-term prospect, which is why we assigned 2 points.</p>	

<b>1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the <u>core</u> curriculum?</b>
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Planetary health/ESH topics are <b>well integrated</b> 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 <b>(a) standalone lecture(s)</b> . (2 points)	
There is <b>minimal/no</b> education for sustainable healthcare. (0 points)	
Score Assigned:	2
<i>Score explanation:</i> <i>There is the Planetary Health Integration Team, that includes a SUMMA student to integrate Planetary Health throughout the whole of SUMMA's curriculum. However the majority of topics are until now only covered in standalone lectures.</i>	

<b>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?</b>	
Yes, the <b>medical school</b> has a specific faculty/staff member responsible for overseeing curricular integration of Planetary Health and sustainable healthcare. (1 point)	
No, the <b>medical school</b> does <b>not</b> have a specific faculty/staff member responsible for overseeing curricular integration of Planetary Health and sustainable healthcare. (0 points)	
Score Assigned:	1
<i>Score explanation:</i> <i>Guidance is driven by the so-called <a href="#">Planetary Health Integration Team</a> which independently covers the topic of integrating Planetary Health in the SUMMA's curriculum among other programmes.</i>	

<b>1.23. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> <i>This topic was not structurally covered in the SUMMA's curriculum and strongly depends on the lecturer's personal interests whether this may have been mentioned.</i>	

<b>Section Total (30 out of 75)</b>	<b>40.00%</b>
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# Interdisciplinary Research

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

<b>2.1. Are there researchers engaged in Planetary Health research and healthcare sustainability research at your <u>institution</u>?</b>	
Yes, there are faculty members at the <b>institution</b> who have a <b>primary</b> research focus in Planetary Health <b>or</b> sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the <b>institution</b> who are conducting research <b>related</b> to Planetary Health or healthcare sustainability, <b>OR</b> are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the <b>institution</b> , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are <b>no</b> Planetary Health and/or sustainability researchers at the <b>institution</b> at this time. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i>  <i>The University Medical Center Utrecht (UMCU) hosts multiple researchers and dedicated research teams with Planetary Health as a central research theme. The <u>Planetary Health and Exposome</u> team researches climate change, environmental degradation and global environmental determinants of disease. Besides, there are <u>researchers</u> at the <u>Julius Center</u> (part of the UMCU) whose primary research is Planetary Health.</i></p>	

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

*Score explanation:*

*Utrecht University and University Medical Center Utrecht (UMCU) host dedicated interdisciplinary structures aligned with planetary health. The Netherlands Center for One Health (NCOH) is an alliance initiated by Utrecht University, aiming to find solutions to One Health Challenges.*

*The Netherlands Plant Eco-phenotyping Centre (NPEC) is a joint initiative of Wageningen University & Research and Utrecht University.*

*As mentioned in the previous question, at Utrecht University there is also a Planetary Health community with research groups at the faculty of Veterinary Medicine, faculty of Science and the faculty of Geosciences.*

*Again, at the UMCU there is the interdisciplinary research group Exposome and Planetary Health team, just like the above mentioned Julius Center.*

**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:

1

*Score explanation:*

*There are some movements that include for instance the opinion of patients or the general public at Utrecht University and the University Medical Center Utrecht (UMCU):*

*Utrecht University based their Utrecht Research Agenda on questions asked by the public. The questions that ended up on this agenda are taken up by Utrecht University and the UMCU.*

*At the UMCU there is a possibility for citizens to advise and provide input on research priorities and design. These processes are however not exclusively focused on climate change.*

*The strategic program "Patient participation" at the UMCU also has developed a participation matrix to guide researchers in involving patients and citizens throughout phases of research.*

*However, these initiatives are not specifically targeting communities which are disproportionately impacted by climate change. Therefore we decided to give 1 point, to urge for more efforts to target these groups.*

**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 <b>attempts to centralise</b> various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)	
The <b>institution</b> has an <b>Office of Sustainability website</b> that includes <b>some</b> resources related to health and the environment. (1 point)	
There is <b>no</b> website. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i>  <i>Utrecht University has several web pages dedicated to Planetary Health. On the <u>central webpage</u> students can find research, events and collaborations regarding Planetary Health. It is easy-to-use for students as well as researchers. Furthermore there is the university's <u>webpage on sustainability</u> which provides a clear overview of events, news and research.</i>  <i>The University Medical Center Utrecht (UMCU) also maintains a webpage with <u>information about Planetary Health</u>, but it does not provide relevant research or upcoming/past events.</i></p> <p><i>We decided to give 3 points, since students of the UMCU can use the initiatives from Utrecht University, however, we urge for better promotion of these events/news also at the UMCU (through e.g. linking the content to the UMCU webpage).</i></p>	

<b>2.5. Has your <u>institution</u> recently hosted a conference or symposium on topics related to planetary health?</b>	
Yes, the <b>institution</b> has hosted at least one conference or symposium on topics related to Planetary Health in the past year. (4 points)	
Yes, the <b>institution</b> has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)	
Yes, the <b>institution</b> has hosted a conference on topics related to Planetary Health / sustainable healthcare/vetcare in the past three years. (2 points)	
The <b>institution</b> has not hosted any conferences directly, but they have provided financial support for a local Planetary Health event. (1 point)	
No, the <b>institution</b> has not hosted a conference on topics related to Planetary Health in the past three years. (0 points)	
Score Assigned:	4
<p><i>Score explanation:</i>  <i>The <u>389<sup>th</sup> birthday of Utrecht University</u> was celebrated on 26<sup>th</sup> of March 2025, centered around the theme Healthy Planet. During this celebration the Dies Dialogue Session was hosted talking about Biodiversity and (Planetary) Health.</i>  <i>Furthermore, there were events like the <u>Planetary Health Congress</u> on 3rd December that covered Implementation &amp; Education, Effects on human health, Climate Justice, Mitigation &amp; adaptation measures, Data &amp; methods of Planetary Health research, Realising Planetary Health Through Policy in interactive workshop sessions. It was organised by the University Medical Center Utrecht (UMCU) and Utrecht University, and hosted by the City Library.</i></p>	

Furthermore, there are [Planetary Health related lunch sessions](#) that cover various topics, like Climate Resilient Health Systems or the [celebration of a student-run, plant-based lunch spot](#) at the university. However, it is difficult to reach/get to know about it, if there is no direct prior connection to Planetary Health.

Since these events were hosted by Utrecht University, we again urge for better promotion within the UMCU network.

**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:*

*The University Medical Center Utrecht and Utrecht University are partners of the already mentioned [Netherlands Centre for One Health \(NCOH\)](#) which is a national alliance that Utrecht University initiated and co-hosts.*

**Section Total (15 out of 17)**

**88.24%**

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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.*

<b>3.1. Does your <u>institution</u> partner with community organisations to promote planetary and health?</b>	
Yes, the <b>institution</b> meaningfully partners with <b>multiple</b> community organisations to promote planetary and environmental health. (3 points)	
Yes, the <b>institution</b> meaningfully partners with <b>one</b> community organisation to promote planetary and environmental health. (2 points)	
The <b>institution</b> does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is <b>no</b> such meaningful community partnership. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> <i>There is no such partnership with a community organisation. However Utrecht University has an <u>Inclusion Community</u>, where it is aimed to create a sense of belonging for refugees and asylum seekers at the university. However no aspects of sustainability or Planetary Health are mentioned here.</i>	

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

Utrecht University provided the space for a workshop 'Planetary Health in the Consultation Room' which discussed insights and hands-on tips into the links between Planetary Health and the healthcare system. This included role-plays like doctor-patient conversations and were open to everyone (students, healthcare professionals, people looking for inspiration in their field, or who are simply curious about the topic). It was however not clear whether this is a recurring event and furthermore it is not specifically community related, but focused around patients.

Utrecht University organizes the annual 'Betweter festival', a public science festival that includes multiple sessions, sometimes about Planetary Health topics such as climate change and health, urban air quality and sustainable food system.

We decided to give 1 point because it is not clear if the workshop is held at least once per year and because at the 'Betweter festival' it is not ensured that there will always be a Planetary Health theme on the agenda. Furthermore these events do not target specific communities.

**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:

1

*Score explanation:*

The newsletter 'Pathways to sustainability' is sharing a monthly overview of institutional projects, funding opportunities, people involved, examples of sustainability research and researchers in the media. However this newsletter does not actively search for sustainability or healthcare topics, but rather shares developments within the university community (like thematic communities or projects). Furthermore, people have to actively search and subscribe to the newsletter and would not be updated on a regular basis otherwise. There is unfortunately little promotion and awareness about this among students.

**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:	1
<p><i>Score explanation:</i>  Utrecht University offers multiple summer school courses on the topic of global and planetary health, such as '<u>Foundations of Planetary Health</u>' for everyone with interest in Planetary Health, with a 900€ course fee. This course is not specifically aimed or marked for post graduates, its strength lies within targeting an interdisciplinary group of people. <u>Other summer schools</u> (of which at least three have taken place in 2025) cover courses at the intersection of global health, public health, planetary health, ethics and policy. Since there are several courses on planetary health, but since these are not specifically targeting the application of Planetary Health into the professional career we decided to give 1 point.</p>	

<b>3.5. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational materials for patients about environmental health exposures?</b>	
Yes, the <b>institution</b> or <b>all affiliated hospitals</b> have accessible educational materials for patients. (2 points)	
<b>Some</b> affiliated hospitals have accessible educational materials for patients. (1 point)	
<b>No</b> affiliated medical centres have accessible educational materials for patients. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i>  In the scope of our search, no information on accessible educational materials for patients about environmental health exposures could be found.</p>	

<b>3.6. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational materials for patients about the health impacts of climate change?</b>	
Yes, the <b>institution</b> or <b>all affiliated hospitals</b> have accessible educational materials for patients. (2 points)	
<b>Some</b> affiliated hospitals have accessible educational materials for patients. (1 point)	
<b>No</b> affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i>  In the scope of our search, no information on accessible educational materials for patients on how climate change impacts health could not be found.</p>	

<b>Section Total (3 out of 14)</b>	<b>21.43%</b>
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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:*

Utrecht University offers the SEE community fund - aiming to connect and develop initiatives including for sustainability knowledge, attitudes, and skills in education. Hereby applications need to contribute to the community goals of SEE, align with the mission of the strategic theme 'Pathways to Sustainability', actively involve other members of the SEE community, and are considerate of interdisciplinary exchange and conversation.

Furthermore the "Critical Pathways Community Fund" seeks to critically examine sustainability by analysing power dynamics, challenging dominant narratives, and amplifying marginalised human and more-than-human voices. It also aims to strengthen collaboration across disciplines - especially within the Social Sciences, Humanities, and Law - to support innovative transdisciplinary sustainability research.

Lastly, there is the Campus Sustainability Fund, which is split into the Campus Sustainability Grant (that had its last run in 2025 under limited resources/conditions) and the Green Sparks Fund (same document). The Green sparks fund is still running and aims to support the realization of practical sustainability initiatives on the university campus. However, the accessibility and awareness about these funds leave room for improvement (the Green spark link did not work, so we had to contact someone in order to get information.)

We would still like to stress for better promotion of this. If students are not aware of these amazing opportunities, their worth sinks tremendously.

### 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:

2

*Score explanation:*

*Students can do internships for the [Centre for Living Labs](#) (part of Sustainability Office). On [KonJoin](#) - a website where medical students can find research internships - several options related to global and Planetary Health are offered. This website is also currently being optimised to enable an even more effective and more fluent matching process of students that are interested in Planetary Health and institutions that offer internships in this topic.*

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

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

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

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

Score Assigned:

1

*Score explanation:*

*The [Planetary Health webpage of the University Medical Center Utrecht \(UMCU\)](#) is rather sparse: It lacks up to date information on current research and issues on the topic. Contacts for students who are interested in sustainability and want to join a student movement is however provided, the link to the [Green Future Promoters](#).*

*Contact details towards a Planetary Health ambassador are also provided.*

*The [Green Office of the UMCU](#) does provide more in-depth information on what the UMCU is committing to regarding sustainability; it offers some initiatives and shows employee experience stories.*

*The [Planetary Health website](#) of Utrecht University offers concrete events and news articles on the theme. Same accounts for the university's [Green Office](#). Here it is nicely shown what achievements in the past have been accomplished already.*

*Concludingly, the initiatives shared by Utrecht University provide quite a clear overview of general initiatives. However, concrete initiatives and news on the topic of Planetary Health at the UMCU and thus on healthcare are lacking.*

**4.4. Does your institution have registered student groups dedicated towards fostering a**

<b>culture of Planetary Health engagement, scholarship, and advocacy on campus, supported by faculty advisors?</b>	
Yes, there is a student organisation <b>with faculty support</b> 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 <b>lacks faculty support</b> . (1 point)	
No, there is <b>not</b> a student organisation at my institution dedicated to Planetary Health or sustainability in healthcare. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p>The group of <u>CO2 assistants</u> is a group of students who advocate for more education about the climate crisis in the medical curriculum. The group is not affiliated with the university or the medical center directly. For events, like '<a href="#">Planetary Health in the Consultation room</a>', financial support was provided once by the University Medical Center Utrecht (UMCU) to e.g. finance the food at the event. This financial support was restricted to a certain occasion/ project. Further support by the UMCU is limited to the promotion of e.g. events. However, no ongoing structural support is provided. If the faculty were to provide such support, the initiative could undertake new projects and boost its motivation.</p> <p>Another student initiative is '<a href="#">Van Hier Naar [...]</a>'. Here, engaging interactive sessions on a certain health society topic are facilitated. Sometimes, climate related health issues and Planetary Health is being specifically addressed. However, no formal support from the faculty is yet provided.</p>	

<b>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?</b>	
Yes, there is a student representative who serves on a department or institutional decision-making council/committee. (1 point)	
No, there is no such student representative. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p>The University Medical Center Utrecht (UMCU) assigned an impulse team '<a href="#">Planetary Health Integration Team (PHIT)</a>' which has decision-making power. The PHIT includes the perspectives of three students through employed student assistants from diverse programmes (SUMMA, pharmacy and the Graduate School of Life Sciences). Since these students are representing students' interests, they actively contribute to shaping the curriculum.</p> <p>We would like to stress increased advocacy of PHIT, and to make it accessible also for people outside of the UMCU.</p>	

<b>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)</b>	<b>Score</b>
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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 future Food Week included a field visit of a farm that had to shift from poultry to asparagus farming due to nitrogen regulations. The week fueled creative and innovative thinking to inspire new ideas and partnerships for a healthier, more sustainable future.*

*Furthermore, the initiative Groentetas -set up by students- consists of selling local and mostly organic fruit and vegetables with the aim of promoting sustainable consumption among students and staff at Utrecht University and Utrecht University of Applied Sciences. This creates awareness for sustainable food systems and the advantage of local community food systems. Students can contribute as volunteers and get a veggie bag for free!*

*Also the workshop Co-Creating the UU Living Lab for Sustainable Farming fostered the design of the Living Lab Farm, a place where multifunctional farming systems that balance production, biodiversity, and sustainability in practice are tested and showcased. On the website it says that the workshop is for researchers, farmers, policymakers, and other stakeholders, however students can and also have participated in the past.*

*Lastly, there is the Young Future Food movement which seeks to address social and ecological disconnection - between people and the land - by fostering stronger community ties through initiatives like a campus community kitchen living lab, local food forest excursions, and a neighborhood-scale composting system.*

2)& 3) *The Life Science Community for Planetary Health organises regular events and educational programs, aimed at both staff and students. There were a variety of events organised by the ULS Planetary Health community, including a congress and multiple lunch-time seminars. Students were part of the intended audience for these events.*

4) *In the changemakers series, speakers give masterclasses around climate change. Utrecht University also organises film screenings related to planetary health.*

5) *Through the Green Office, students can volunteer and engage in e.g. regular repair cafes, or running a thrift shop. In workshops like "climate emotions conversations" students can explore emotions, coping mechanisms and resilience in the scope of global warming.*

6) *The Unique programme for students with green ambitions was an initiative that encouraged students and young professionals to become a Nature Ambassador. It offered workshops on sustainability and systemic change, immersive time in nature with fellow young professionals,*

*hands-on volunteering in a green environment, and dialogue with policymakers about the role of nature in their work . However it was only promoted by the University and not organised. The Botanical Garden that is affiliated with the University offered quite some outdoor activities, like providing the Garden for one night as a campsite in summer.*

*Again we would stress that the initiatives by Utrecht University need more promotion within the University Medical Center Utrecht, since these events are also intended for students from this medical school, it is however a pity if the information does not reach ALL students.*

**Section Total (13 out of 15)**

**86.67%**

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# Campus Sustainability

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

5.1. Does your <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is <b>at least one designated staff member</b> for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but <b>no specific staff member</b> in charge of hospital sustainability. (2 points)	
There are <b>no salaried sustainability staff</b> , but there is a sustainability task force or committee. (1 point)	
There are <b>no staff members or task force</b> responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i>  <i>Utrecht University has an <u>Office of Sustainability</u>. Under this umbrella, the <u>Green Office</u> has full-time staff who are committed to sustainability on campus. For example, the Thrift Shack group promotes sustainability through recycling and exchange events for international students who can only rent flats without appliances and kitchen utensils. The exchange events ensure that items are reused.</i>  <i>For the medical buildings, the University Medical Center Utrecht (UMCU) Green Office is responsible. Here, the team (sustainability department) consists of three full-time employees. In addition, many employees are appointed full-time or part-time to embed sustainability in their work, such as the aforementioned PHIT team who do this in education or sustainable building consultants, a Socially Responsible Purchaser, the head of medication logistics who is responsible for reducing medication waste, and much more. The sustainability department also has a network of 650 colleagues who are largely committed to sustainability alongside their jobs, the Green Network. The focus is mainly on the UMCU, but there is also collaboration with partners at the University Science Park.</i></p>	

5.2. How ambitious is your <u>institution's</u> plan to reduce its own carbon footprint?	
The institution has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2030</b> (5 points)	
The institution has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2040</b> (3 points)	

The institution has a stated goal of carbon neutrality by <b>2040</b> but has <b>not created a plan</b> to reach that goal or the <b>plan is inadequate</b> (1 point)	
The institution does <b>not</b> meet any of the requirements listed above (0 points).	
Score Assigned:	5
<p><i>Score explanation:</i>  <i>Utrecht University has a <u>written and approved plan</u> to be CO2 neutral by 2030. The frameworks are furthermore elaborated in the Real Estate Strategy 2021, and is centered around three pillars: <u>conserving energy, transition towards sustainable energy and optimal use of fossil fuels.</u> However the University Medical Center Utrecht (UMCU) has its own vision and strategy on sustainability that does not correspond with that of Utrecht University. They do work together on certain aspects and inspire each other. UMCU has a goal of 55% reduction in direct CO2 emissions in 2030 compared to a reference year between 1990-2026 and climate neutrality by 2050 through signing the <u>Green Deal.</u></i></p> <p><i>We have awarded a score of 5 in light of the institution itself, Utrecht University, having a written and approved plan to achieve carbon neutrality by 2030, however acknowledge the shortcomings of UMCU/the medical school here and encourage it to also adopt more progressive policies towards becoming carbon neutral.</i></p>	

<b>5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?</b>	
Yes, institution buildings are <b>100%</b> powered by renewable energy. (3 points)	
Institution buildings source <b>&gt;80%</b> of energy needs from off-site and/or on-site renewable energy. (2 points)	
Institution buildings source <b>&gt;20%</b> of energy needs from off-site and/or on-site renewable energy. (1 point)	
Institution buildings source <b>&lt;20%</b> of energy needs from off-site and/or on-site renewable energy. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i>  <i>Utrecht University has a goal of using 100% renewable energies in 2030. Nonetheless, in the <u>year 2024</u> (page 63) only 19% of the energy has been renewable.</i>  <i>The University Medical Center Utrecht (UMCU) partly uses renewable energies. The buildings of the UMCU, including those used for teaching, run on a mix of electricity and heat from gas, the electricity grid which has a green energy certificate, and a very small amount from solar panels. The roof is covered with them, but due to the high energy demand, they only supply 1% of the total energy. The UMCU is working according to the CO2 roadmap towards energy-neutral buildings by 2050.</i></p>	

<b>5.4. Are sustainable building practices utilised for new and old buildings on the <u>institution's</u> campus, with design and construction of new buildings and remodelling of old buildings</b>
--

<b>conforming to a published sustainability rating system or building code/guideline?</b>	
Yes, sustainable building practices are utilised for new buildings on the institution's campus and the <b>majority</b> of old buildings <b>have been retrofitted</b> to be more sustainable. (3 points)	
Sustainable building practices are utilised for new buildings on the institution's campus, but most old buildings have <b>not been retrofitted</b> . (2 points)	
Sustainable building practices are <b>inadequately or incompletely</b> implemented for new buildings. (1 point)	
Sustainability is <b>not considered</b> in the construction of new buildings. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i>  <i>By 2030 <u>all existing buildings will have undergone a credit assignment</u> according to the BREEAM-NL in-Use method. An ambition plan will then be designed on a per-building basis. In the coming years the majority of the buildings of the UMCU will be renovated. <u>Sustainable building practices</u> (including CO2 neutral buildings) have been incorporated.</i></p>	

<b>5.5. Has the <u>institution</u> implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?</b>	
Yes, the institution has implemented strategies to encourage and provide <b>environmentally-friendly transportation options</b> 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 <b>some</b> strategies to provide environmentally-friendly transportation options, but the options are <b>unsatisfactorily</b> accessible or advertised. (1 point)	
The institution has <b>not</b> implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i>  <i>Utrecht University (UU) has several initiatives to make transportation more sustainable. Among others there are "travel green Grants" for students who go on exchange, the <u>UU train check</u> that shows fast connections towards bigger cities abroad, elaborate bike paths and stalling locations (More than half of the students and employees of Utrecht University (~20,000 cyclists) come by bicycle). And currently the entire fleet of the 'Campus &amp; Facilities' department is electric while the plan is to make its entire fleet (+/- 40 cars) electric within a few years. The University Medical Center Utrecht (UMCU) has started <u>a pilot on how green travel can be supported</u> for students and employees. In addition, public transport is fully covered for employees and a cycling fee is given to employees travelling by bike.</i></p>	

<b>5.6. Does your <u>institution</u> have an organics recycling program (compost) and a conventional</b>
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<b>recycling program (aluminium/paper/plastic/glass)?</b>	
Yes, the institution has <b>both</b> compost <b>and</b> recycling programs accessible to students and faculty. (2 points)	
The institution has <b>either</b> recycling <b>or</b> compost programs accessible to students and faculty, but not both. (1 point)	
There is <b>no</b> compost or recycling program at the institution. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i>  The initiative ‘<u>Scheid zooi</u>’ translated to ‘seperate rubbish’ is a campaign to raise awareness on separating waste correctly by Utrecht University. The university <u>does have a separation system</u> for plastic, paper, compost and general waste in several buildings, but not all. However, due to wrong separation, up to 65% of the waste cannot be recycled properly. The campaign aims to educate on the correct separation via exhibitions, instagram series and posters + screens on campus.  At the University Medical Center Utrecht <u>50% of waste is recycled</u>, with more than 50 different waste streams being collected. The waste processing is separate from that of Utrecht University and the municipality of Utrecht; the different types of waste are not thrown together in one pile, as is sometimes thought.</p>	

<b>5.7. Does the <u>institution</u> apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?</b>	
Yes, the institution has <b>adequate</b> sustainability requirements for food and beverages, including meat-free days or no red-meat, and <b>is engaged</b> in efforts to increase food and beverage sustainability. (3 points)	
There are sustainability guidelines for food and beverages, but they are <b>insufficient or optional</b> . The institution <b>is engaged</b> in efforts to increase food and beverage sustainability. (2 points)	
There are sustainability guidelines for food and beverages, but they are <b>insufficient or optional</b> . The institution is <b>not</b> engaged in efforts to increase food and beverage sustainability. (1 point)	
There are <b>no</b> sustainability guidelines for food and beverages. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i>  At Utrecht University, sustainability is a 'key criterion' in awarding contracts. <u>It is stated</u> (p. 36) that it has “worked on making food and drink offerings more sustainable and reducing food waste”, however specific metrics are not stated. In 2025, 10% of purchased value in catering was from social enterprises.  At the University Medical Center Utrecht (UMCU), vegetarian catering is provided as standard (e.g. lunches), unless you explicitly request meat and pay extra for it. The UMCU is a leading hospital in the Goede Zorg Proefje (Good Care Tastes Good) project and is gradually adapting the offer to be 80% healthy and plant-based. Where possible, food in reusable tableware instead of disposable items is served, and leftover ingredients are used in soups or salads as much as possible to prevent waste.</p>	

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

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

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

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

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

Score Assigned:

3

*Score explanation:*

*Yes, the University Medical Center Utrecht (UMCU) works according to MVI guidelines as much as possible. Among other things, this is why the UMCU has outsourced their postal service to a company that works with people who are distanced from the labour market. The UMCU further works together with Vanguard, a company with which they reprocess their cardiac catheters.*

**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:

0

*Score explanation:*

*University Medical Center Utrecht's communications department is aware of this issue, but there are no strict guidelines in place yet. However, vegetarian catering is provided as standard (e.g. lunches), unless you explicitly request meat and pay extra for it.*

**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 [GreenLabsNL](#) provides e-modules for 'Just & Sustainable Science Practices' & 'Just & Sustainable Laboratory Research'. These modules were developed in collaboration with the [Planetary Health Integration Team](#) of the University Medical Center Utrecht. These are however not implemented in the curriculum yet and there are also **no regulations/implementations in the lab itself but rather education** on how to make labs more sustainable.

The [Green Teams](#) however are employed at labs to investigate how labs can operate more sustainably.

**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:

Utrecht University stresses the cruciality for the fossil fuel industry to become more sustainable. So the university's policy to date has been that research collaboration with the fossil fuel industry was permissible, provided that the aim was to promote the energy transition.

A democratic approach was chosen and two so-called 'deep democracy' sessions were organized for staff and students. The perspectives gathered during these sessions will be used to draw up a clear assessment framework for future decision-making on collaboration with, among others, the fossil industry.

However we decided to give 1 point because there have been various back and forths, the university has been rather vague about it in an official manner, and we consider the statement of making the fossil fuel industry more sustainable is a paradox in itself. However we would like to highlight that there is a strong student advocacy for this topic. We could not gather information on how the University Medical Center Utrecht positions itself in this.

**Section Total (22 out of 32)**

**68.75%**

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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 Utrecht University's School of Medicine.

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

Section	Raw Score %	Letter Grade
<b>Planetary Health Curriculum (30%)</b>	$(30/75) \times 100 = 40.00\%$	C-
<b>Interdisciplinary Research (17.5%)</b>	$(15/17) \times 100 = 88.24\%$	A
<b>Community Outreach and Advocacy (17.5%)</b>	$(3/14) \times 100 = 21.43\%$	D-
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	$(13/15) \times 100 = 86.67\%$	A
<b>Campus Sustainability (17.5%)</b>	$(22/32) \times 100 = 68.75\%$	B
<b>Institutional Grade</b>	$(A \times 0.3 + 88 \times 0.175 + 36 \times 0.175 + 100 \times 0.175 + 53 \times 0.175) = 59.39\%$	C+