Planetary Health Report Card (Medicine) 2026:

University of Bern

2025-2026 Contributing Team:

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Summary of Findings

Overall Grade	C

Curriculum	B

- The University of Bern has increasingly integrated Planetary Health topics into many lectures over the past year, helping to ensure that the subject remains present throughout all study years.
- **Recommendations:** PH teaching should be further strengthened by placing greater emphasis on the fact that vulnerable and marginalised populations are disproportionately affected by environmental exposures and the health impacts of climate change.

Interdisciplinary Research	C

- The University of Bern has a research group dedicated to Planetary Health within the Institute of Social and Preventive Medicine. In addition, a subgroup at the Oeschger Centre for Climate Change Research works on related topics.
- **Recommendations:** Research activities should be strengthened by actively involving communities that are disproportionately affected by climate change and environmental injustice in shaping the research agenda. Information about ongoing and past Planetary Health research should also be made more accessible to students and the public for example through a dedicated Planetary Health website. In addition, hosting regular conferences or symposia would help increase visibility, encourage exchange, and attract more students to engage in research in this field.

Community Outreach and Advocacy	F-

- The University of Bern does not currently have any community outreach related to Planetary Health.
- **Recommendations:** We recommend creating more communication material for example a heat emergency action plan for the community and the medical faculty to join PH organisations such as the Planetary Health Alliance.

Support for Student-Led Initiatives	B

- There is an active student group dedicated to this topic with the name *Health for Future Bern*, in which student leadership plays a central role. Student-led initiatives have been well received and are now being implemented.
- **Recommendations:** The medical faculty should continue to support students engaged in sustainability initiatives and further develop the Planetary Health curriculum. This could include creating a dedicated website to connect students with mentors and PH-related opportunities, as well as prioritising funding for relevant research.

Campus Sustainability	B-

- The University of Bern, including its university hospital and medical campus, has taken important steps towards sustainability, such as divesting from fossil fuels and defining long-term targets for carbon neutrality.
- **Recommendations:** These measures should be further expanded, with particular attention to improving sustainability in laboratory environments. In addition, clear sustainability standards should be implemented for events and procurement, and a publicly accessible composting system should be established.

Statement of Purpose

Planetary health is human health.

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

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

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

Definitions & Other Considerations

Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as "the health of human civilisation and the state of the natural systems on which it depends." For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional 'environmental health' examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of health professional education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term "planetary health" to satisfy the metric.

- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimises use of healthcare services.

- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESH is covered by the three Priority Learning Outcomes of the Centre of Sustainable Healthcare below, and Planetary Health Education is embraced in the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:

    1. Describe how the environment and human health interact at different levels.
    2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
    3. Discuss how the duty of a doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.

- **Medical School/Department vs. Institution:** When "Medical school" is specified in the report card, this only refers to curriculum and resources offered by the School/department of Medicine and does not include offerings from other parts of the university (e.g. undergraduate departments (USA), other related departments (e.g. Public Health, Population Health departments). In contrast, when "institution" is specified in the report card, we are referring to the university more broadly including all of its campuses. Any resource reasonably accessible by medical students, no matter where in the institution the resource comes from or if it is

specifically targeted for medical students, can meet this metric.

- **Environmental history (Curriculum Section):** This is a series of questions students are taught to ask during medical encounters that elicits patients' exposures and environmental risk factors. Historically, this has included consideration of exposures like pesticides, asbestos, and lead, though in the modern era shaped by climate change, it can be expanded to include things like wildfire smoke exposure, air pollution and mould after flooding. Key components include place of residence over the lifecourse, occupational history, food and water sources (e.g. meat from industrial feeding operations, regular fishing in contaminated water, access to clean drinking water), and exposure to air pollution. Please be as specific as possible when providing evidence for this metric.

- **Elective:** The word "elective" refers to an optional course or lecture series that a student can opt to take part in but is not a requirement in the core curriculum. Generally, these elective courses take place in the preclinical curriculum but vary by school.

- **Core Curriculum:** This refers to the taught material that is delivered to the entire cohort of students in one year.

- **Clerkship / Outreach:** This is a term used in the USA to refer to placements that medical students go on e.g. Pediatrics, General medicine, Psychiatry. In the UK these are referred to as rotations, outreach or placements. This is a relatively short (approximately 4-8 weeks) period of study and patient-centred clinical experience that takes place as part of the undergraduate programme.

- **Clinical rotation:** This is a term used to refer to placements that students go on (e.g., ophthalmology, surgery, cardiology).

- **Physiotherapy vs Physical Therapy:** For the purposes of this report card these terms are considered interchangeable. However, physiotherapy will be used primarily.

- **Community organisations:** For most institutions, there are existing groups that are not directly affiliated with the university and exist as a product of what the community the institution exists in cares about or needs. These specific community organisations relevant to this report include those that are focused around some aspect of climate and health preservation. These community organisations can include but are not limited to local mutual aid initiatives, underserved-resource distribution groups, clean-up and nature conservation groups, community gardeners, and other environmental-related organisations. If your institution does not have access to local volunteerships with community groups, please report any community organisations your institution or school has collaborated with.

- **Climate justice:** The idea that certain population groups and geographical locations which are disproportionately more impacted by climate change are already economically and socially disadvantaged. This double vulnerability sits alongside pre-existing social justice concerns and should therefore shift policy and practice to mitigate the inequitable effects of the climate crisis.

- **Extractivism:** The removal of natural resources typically in large quantities. Within anthropology this term is often used in the context of colonialism to refer to the

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

- **Global South:** Nations that often have less economic and industrial development and are typically in the southern hemisphere. These nations have been found to be disproportionately impacted by the climate crisis.

- **Low socioeconomic status (SES):** An individual or geographical area that across a variety of socioeconomic factors (e.g., income, education, race/ethnicity) is considered vulnerable. This vulnerability has been correlated to more adverse health outcomes often as a consequence of encountering more barriers in accessing and receiving healthcare.

- **Low and Middle-Income Countries (LMIC):** Countries that have lower degrees of economic affluence.

- **Anthropogenic:** Created through human activity

- **Marginalized communities:** Groups excluded from mainstream economic, educational, social, and/or cultural experiences due to race, gender identity, sexual orientation, age, physical ability, language, and/or immigration status (Sevelius et al., 2020).

Scoring Matrix

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

Other considerations:

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

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

Planetary Health Curriculum

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

Curriculum: General

1.1. Did your medical school offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
Yes, the medical school has offered **more than one** elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered **one** elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does **not** have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a **lecture** on planetary health. (1 point)	
No, the medical school has **not** offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	3
Score explanation: *The Bachelor's curriculum includes for the first time this year two elective courses in the third year with a focus on Planetary Health:* - *Sustainability at Inselspital (2 x 3h)* - *One Health: Health in the context of humans, animals, and the environment (2 x 2h)*	

Curriculum: Health Effects of Climate Change

1.2. Does your medical school curriculum address the relationship between extreme heat, health risks, and climate change?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3

Score explanation:
Bernese Medical School implemented in the bachelor studies (1 year) in the core curriculum 10 years ago, 4 special weeks in humanity and environment.

- *1. BA year, lecture: ''Human and Environment": 4 slides on the impact of heatwaves on swiss mortality*
- *1. BA year, Problem based learning case dealing with an older woman suffering under a heat wave in the city of Bern*
- *3. BA year, lecture: "Pathophysiology of ageing": 4 slides, pathophysiological reasons, why elderly people are so vulnerable during heatwaves*
- *3. BA year, lecture: "Urolithiasis": 1 slide on kidney stones prevalence in extreme heat conditions*
- *3. BA year, lecture: ''Lung diseases'': 1 slide about heatwaves and lung diseases and 1 slide about Heatwaves and Air Pollution*
- *3. BA year, lecture: ''Antihypertensive Drugs": including two slides on heatwaves and antihypertensive drug prescription.*
- *3. BA year, lecture: ''Acute renal failure": 1 slide on the connection between AKI and heat*
- *3. BA year, lecture: ''Kidney replacement and dialysis": 1 slide about dialysis in connection with heat waves.*

1.3. Does your <u>medical school</u> curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?

This topic was explored **in depth** by the **core** curriculum. (3 points)
This topic was **briefly** covered in the **core** curriculum. (2 points)
This topic was covered in **elective** coursework. (1 point)
This topic was **not** covered. (0 points)

Score Assigned:	3

Score explanation: Bachelor studies see metric 1.2.

- *1. BA year, lecture: "Human and Environment": 3 slides on health impacts of flooding and wildfires including early (e.g. cutaneous infections) and late impacts (e.g. hepatitis a or e virus infection), and extreme heat waves (such as in the year 2003)*
- *1. BA year, lecture: "Climate": Lecture about the effects of climate change on the human health*
- *1. BA year, Problem based learning case dealing with an older woman suffering under a heat wave in the city of Bern*
- *1. MA year, lecture: ''global health": 1 slide on direct impacts of extreme weather events*

1.4. Does your <u>medical school</u> curriculum address the impact of climate change on the changing patterns of infectious diseases?

This topic was explored **in depth** by the **core** curriculum. (3 points)
This topic was **briefly** covered in the **core** curriculum. (2 points)
This topic was covered in **elective** coursework. (1 point)
This topic was **not** covered. (0 points)

Score Assigned:	3

Score explanation:
- *1. BA year, lecture: "Human and Environment": spreading of vector-borne diseases such as zika, chikungunya and dengue*
- *1. BA year, lecture: "Sustainability in the medical school": 2 slides addressing infectious diseases outbreaks because of deforestation, less biodiversity, with the example of the covid-19 Pandemic.*
- *2. MA year, lecture: "Global Health" 3 slides on mosquito habitats: current and projected, and its consequences*

1.5. Does your <u>medical school</u> curriculum address the respiratory health effects of climate change and air pollution?

This topic was explored **in depth** by the **core** curriculum. (3 points)
This topic was **briefly** covered in the **core** curriculum. (2 points)
This topic was covered in **elective** coursework. (1 point)
This topic was **not** covered. (0 points)

Score Assigned:	3

Score explanation: There are many lectures about air pollution and its effects on human health.
- *1. BA year, lecture: "Air pollution": whole lecture on health effects of different air pollutants*
- *1. BA year, lecture: "Protection from air pollution": whole lecture dealing with how to protect from air pollution*
- *1. BA year, lecture: "Human and Environment": 2 slides on alternation of pollen patterns and 5 slides on co-benefits of air pollution mitigation on health and environment*
- *3. BA year, lecture: "Obstruction": 2 slides on climate change/ air pollution as a risk factor for COPD*
- *3. BA year, lecture: ''Allergies and pseudoallergies": 1 slide about the increase in allergies and their consequences*
- *1. MA year, lecture: ''Respiratory allergens": 3 slides on the effects of climate change on pollen, new sources of allergens, and their spread*

1.6. Does your <u>medical school</u> curriculum address the cardiovascular health effects of climate change, including increased heat?

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

This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
Score explanation: - *1. BA year, lecture: "Human and Environment": heat waves and cardiovascular effects* - *1. BA year, Problem based learning case dealing with an older woman suffering under a heat wave in the city of Bern* - *3. BA year: Lecture "Pathophysiology of ageing": 4 slides, pathophysiological reasons why elderly people are so vulnerable during heat waves, including the cardiovascular system* - *1. MA year, lecture: ''Cardiovascular rehabilitation and prevention": 2 Slides about Co-Benefits*	

1.7. Does your <u>medical school</u> curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
Score explanation: - *It was briefly mentioned in 2 slides in the 1. BA year lecture " Human and environment" dealing with mental health effects after flooding and migration because of climate change.* - *1. MA year, lecture: ''Prevention 4": 2 slides about Co- Benefits* - *1. MA year. lecture: ''Planetary Health and and psychiatry": The lecture covers the impact of climate change on mental health, psychiatric care, and the role of health professionals in mitigation.*	

1.8. Does your <u>medical school</u> curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2

Score explanation:

- *1. BA year, 2 lectures: "Sustainability in the medical school": in total 4 slides dealing with food and water security, production and distribution, syndromes of global change (e.g. the Sahel-Syndrome)*

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

Score explanation:
It addresses the vulnerable populations such as elderly, children, pregnant women, chronic patients and outdoor workers as side comments in several lectures. But not in regard to all marginalised communities.

- *1. BA year, Problem based learning case dealing with an older woman suffering under a heat wave in the city of Bern*
- *3. BA year: Lecture "Pathophysiology of ageing": 4 slides, pathophysiological reasons, why elderly people are so vulnerable during heat waves*
- *1. MA year, lecture: ''Prevention and treatment of premature birth": 1 slide about Climate Change and Pregnancy*
- *1. MA year, lecture: ''Growth and puberty": 1 slide on how the planetary health influences puberty*

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

Score explanation:

- *1. BA year, 2 lectures: "Sustainability in the medical school":7 slides on how climate change affects health in the global north and south differently and leads to migration*

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

1.11. Does your medical school curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides, microplastics)?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: - *1. BA year, lecture: "Environmental Health & the Effects of Anthropogenic Toxins on Human Health"* - *1. MA year, lecture: ''Reproductive medicine"*	

1.12. Does your medical school curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: - *1. BA year: There are two problem-based learning (PBL) cases set in the city of Bern: one on traffic-related pollution and air quality (outdoors, at work, and indoors), and one on heat and the social determinants of health from a public health perspective.*	

1.13. To what extent does your medical school emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	0

Score explanation: As far as we know, this topic is not part of the curriculum.

1.14. Does your <u>medical school</u> curriculum address the outsized impact of anthropogenic environmental toxins on marginalised populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	0
Score explanation: As far as we know, this topic is not part of the curriculum.	

Curriculum: Sustainability

1.15. Does your <u>medical school</u> curriculum address the environmental and health co-benefits of a plant-based diet?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 point)	
Score Assigned:	3
Score explanation: - *2. BA, Lecture on "nutrition" and "psychosomatic medicine" this topic was briefly mentioned.* - *1. MA year, lecture: ''Cardiovascular rehabilitation and prevention"* - *1. MA year, lecture: ''Prevention 4"*	

1.16. Does your <u>medical school</u> curriculum address the carbon footprint of healthcare systems?
This topic was explored **in depth** by the **core** curriculum. (3 points)
This topic was **briefly** covered in the **core** curriculum. (2 points)
This topic was covered in **elective** coursework. (1 point)
This topic was **not** covered. (0 points)

Score Assigned:	2

Score explanation:
- *1. BA year, lecture:"Human and Environment" 3 slides on the carbon footprint of the healthcare system in the UK and the pharma industries carbon footprint*

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

Score explanation:
- *1. 1. BA year, lecture: "Sustainability in medical school": 1 slide: addressing non-drug treatment approaches*
- *1. BA year, lecture: "Sustainability in medical school": 1. slide: detergents, heavy metals, weight of waste produced during hip and knee replacements in the US, though no strategies for mitigation*
- *3. BA year, lecture: ''General Anesthesia" 1 slide on the greenhouse gas effect of the gases used in anesthesia*
- *3. BA year, lecture: ''Lung diseases'' 1 slide about metered dose inhalers and climate*
- *1. BA year, lecture: "Sustainability in medical school": 1 slide: weight of waste produced during hip and knee replacements in the US, no mitigation advice though*

Curriculum: Clinical Applications

1.18. In training for patient encounters, does your medical school's curriculum introduce strategies to have conversations with patients about the health effects of climate change?

Yes, there are strategies introduced for having conversations with patients about climate change in the **core** curriculum. (2 points)
Yes, there are strategies introduced for having conversations with patients about climate change in **elective** coursework. (1 point)
No, there are **not** strategies introduced for having conversations with patients about climate change. (0 points)

Score Assigned:	0

Score explanation: As far as we know, this topic is not covered in the curriculum.

1.19. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies for taking an environmental history or exposure history?
Yes, the **core** curriculum includes strategies for taking an environmental history. (2 points)
Only **elective** coursework includes strategies for taking an environmental history. (1 point)
No, the curriculum does **not** include strategies for taking an environmental history. (0 points)

Score Assigned:	0

Score explanation: As far as we know, this topic is not covered in the curriculum. Environmental toxins are asked while taking an exposure history.

Curriculum: Administrative Support for Planetary Health

1.20. Is your <u>medical school</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?
Yes, the medical school is currently in the process of making **major** improvements to ESH/planetary health education. (4 points)
Yes, the medical school is currently in the process of making **minor** improvements to ESH/planetary health education. (2 points)
No, there are **no** improvements to planetary health education in progress. (0 points)

Score Assigned:	4

Score explanation: A document regarding the integration of planetary health (PH) into the medical curriculum was written by members of the faculty and students. Additionally a working group on PH curriculum development was founded, who created a draft for a new longitudinal PH curriculum. Additionally a 10% position was created in 2025 for the practical realisation of the curriculum draft. This 10% position managed to create a new PBL case, two new elective courses, structured PH lectures and several slides regarding PH into existing lectures.

1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the core curriculum?	
Planetary health/ESH topics are **well integrated** into the core medical school curriculum. (6 points)	
Some planetary health/ESH topics are appropriately integrated into the core medical student curriculum. (4 points)	
Planetary health/ESH is not integrated and is primarily addressed in **(a) standalone lecture(s).** (2 points)	
There is **minimal/no** education for sustainable healthcare. (0 points)	
Score Assigned:	6
Score explanation: Planetary Health and Sustainable Healthcare topics are increasingly included in many lectures and are gradually being integrated into the BA and MA curriculum. Planetary Health is covered in more depth in the first BA year and is further addressed in elective courses and lectures across different years. *In addition, a 10% position has been created to coordinate and further develop the integration of Planetary Health content.*	

1.22. Does your medical school employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?	
Yes, the **medical school** has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)	
No, the **medical school** does **not** have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)	
Score Assigned:	1
Score explanation: The faculty has employed a specific staff member for one year (10%) responsible for the integration of PH in the curriculum.	

1.23. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?
This topic was explored **in depth** by the **core** curriculum. (3 points)
This topic was **briefly** covered in the **core** curriculum. (2 points)
This topic was covered in **elective** coursework. (1 point)
This topic was **not** covered. (0 points)

Score Assigned:	1
Score explanation: 1. BA year, Problem based learning case dealing with a elderly woman suffering under a heat wave in the city of Bern	

Section Total (53 out of 75)	**71%**

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Interdisciplinary Research

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

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your institution?	
Yes, there are faculty members at the **institution** who have a **primary** research focus in planetary health **or** sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the **institution** who are conducting research **related** to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the **institution**, but not specifically associated with healthcare/vetcare. (1 point)	
No, there are **no** planetary health and/or sustainability researchers at the **institution** at this time. (0 points)	
Score Assigned:	3
Score explanation: Research Group: Climate Change and Health (see below), Their main research lines are: - *Quantification of health impacts attributed to climate-related environmental factors and the design and evaluation of adaptation strategies and mitigation policies.* - *Ongoing Projects: ACTUAL ("Advancing research on extreme humid heat and health") (Research: Research Group: Climate Change and Health - Institute of Social and Preventive Medicine (ISPM) (unibe.ch))* - *NCCS-Impacts-Health-Project (Research: Research Group: Climate Change and Health - Institute of Social and Preventive Medicine (ISPM) (unibe.ch))*	

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your institution?
There is **at least one** dedicated department or institute for interdisciplinary planetary health research. (3 points)
There is **not currently** a department or institute for interdisciplinary planetary health research, but there are **plans** to open one in the next 3 years. (2 points)

There is an **Occupational and Environmental Health department**, but no interdisciplinary department or institute for planetary health research. (1 point)	
There is **no** dedicated department or institute. (0 points)	
Score Assigned:	3
Score explanation: There is a research group from the Institute of Social and Preventive Medicine dedicated to Climate Change and Health. They are a part of Oeschger Centre of Climate Change Research of the University of Bern and the Multi-City Multi-Country Collaborative Research Network. *(Research: Research Group: Climate Change and Health - Institute of Social and Preventive Medicine (ISPM) (unibe.ch))*	

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:	0
Score explanation: As far as we know, there are no initiatives to create such a process.	

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

Score Assigned:	2
Score explanation: The research group's website also features a newsletter that is easily accessible on their website: (Research: Research Group: Climate Change and Health - Institute of Social and Preventive Medicine (ISPM) (unibe.ch))	

2.5. Has your institution recently hosted a conference or symposium on topics related to planetary health?	
Yes, the **institution** has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)	
Yes, the **institution** has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)	
Yes, the **institution** has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)	
The **institution** has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)	
No, the **institution** has not hosted a conference on topics related to planetary health in the past three years. (0 points)	
Score Assigned:	0
Score explanation: As far as we know, no conference or symposium was hosted.	

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:	0
Score explanation: Neither the University or the Medical School is a member of such an organisation.	

Section Total (8 out of 17)	**47%**

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Community Outreach and Advocacy

Section Overview: ***This section evaluates a school's engagement in community outreach and advocacy efforts associated with planetary health.*** *Researching and teaching planetary health is necessary but not sufficient. It is critical that institutions also directly engage with communities most affected by environmental health harms. Although climate change is a problem largely created by those with power and resources, its impacts fall disproportionately on under-resourced populations and communities of colour. Institutions should partner with local communities affected by climate change and pollution to share information about environmental health threats, advocate together for change, and provide opportunities for students to be a part of this work.*

3.1. Does your institution partner with community organisations to promote planetary and environmental health?	
Yes, the **institution** meaningfully partners with **multiple** community organisations to promote planetary and environmental health. (3 points)	
Yes, the **institution** meaningfully partners with **one** community organisation to promote planetary and environmental health. (2 points)	
The **institution** does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is **no** such meaningful community partnership. (0 points)	
Score Assigned:	0
Score explanation: Neither the University or the Medical School is a member of such an organisation.	

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

3.3. Does your institution have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?	
Yes, all students **regularly** receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)	
Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to **some courses**. (1 point)	
Students **do not** receive communications about planetary health or sustainable healthcare. (0 points)	
Score Assigned:	0
Score explanation: Not as far as we know.	

3.4. Does the institution or main affiliated hospital trust engage in professional education activities targeting individuals post-graduation with the aim of ensuring their knowledge and skills in planetary health and sustainable healthcare remain up to date during their professional career?	
Yes, the **institution** or **main affiliated hospital trust** offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health. (2 points)	
Yes, the **institution** or **main affiliated hospital trust** offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers. (1 point)	
There are **no** such accessible courses for post-graduate providers. (0 points)	
Score Assigned:	0
Score explanation: No, there are no such accessible courses for post-graduate providers. However, the DAS Public Health includes a module on Environment and Health.	

3.5. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about environmental health exposures?	
Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated medical centres have accessible educational materials for patients. (0 points)	
Score Assigned:	0

Score explanation: According to the sustainability group of the university hospital, there are no such materials.

3.6. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational materials for patients about the health impacts of climate change?	
Yes, the **institution** or **<u>all</u> affiliated hospitals** have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	0
Score explanation: According to the sustainability group of the university hospital, there are no such materials.	

Section Total (0 out of 14)	**0%**

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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: Students4Sustainability was created with the goal of supporting student projects concerning sustainability. Students4Sustainability *"Platform for Student towards Sustainability" (Centre for Development and Environment)* *Universität: Studierendenprojekte - Universität Bern (unibe.ch)* *"UChange" program of "Bildung für Nachhaltige Entwicklung" funds innovative student projects on sustainable development and education for sustainable development as well as support platforms for student projects.*	

4.2. Does your institution offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?	
The **institution** has a **specific** research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)	
There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these **require student initiative** to seek them out and carry them out in their spare time. (1 point)	
There are **no opportunities** for students to engage in planetary health/sustainable healthcare research. (0 points)	
Score Assigned:	1
Score explanation: The research group does not actively address students for research. Students need to seek the opportunities to perform PH research.	

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: There is a larger institutional planetary health website, which is part of the medical faculty, where students could inform themselves, if they e.g. want to do MSc or doctoral thesis. (Research: Research Group: Climate Change and Health - Institute of Social and Preventive Medicine (ISPM) (unibe.ch))	

4.4. Does your institution have registered student groups dedicated towards fostering a culture of planetary health engagement, scholarship, and advocacy on campus, supported by faculty advisors?	
Yes, there is a student organisation **with faculty support** at my institution dedicated to planetary health or sustainability in healthcare. (2 points)	
Yes, there is a student organisation at my institution dedicated to planetary health or sustainability in healthcare but it **lacks faculty support.** (1 point)	
No, there is **not** a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)	
Score Assigned:	2
Score explanation: Health for Future Bern is part of an international movement of health professionals working on climate action. Faculty support has increased significantly. A Planetary Health (PH) working group, consisting of students and faculty members, has been established and commissioned to strengthen and further develop the PH curriculum. The goal is to create a comprehensive PH curriculum by integrating PH content into existing lectures and by developing new learning units.	

4.5. Is there a student liaison representing sustainability interests who serves on a department or institutional decision-making council to advocate for curriculum reform and/or sustainability best practices?	
Yes, there is a student representative who serves on a department or institutional decision-making council/committee. (1 point)	
No, there is no such student representative. (0 points)	
Score Assigned:	1
Score explanation: Three student representatives are in the working group on PH curriculum development and one student is part of the working group on the faculty's sustainability roadmap 2030. There is also a student representative in the sustainability commission of the university.	

4.6. In the past year, has the institution had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	**Score**
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	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.	0
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	0
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	0
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
Score explanation: Insert explanation here. *1 For example the "Studiengarten," where students can gain hands-on experience in gardening, such as planting and maintaining garden beds.* *2 The 2025 Sustainability Days of the four Bernese universities was held on October 31 at the Von Roll campus.* *3 -* *4 -* *5 -* *6 "Unisport" and for example "Medventura" offer a wide range of outdoor programs.*	

Section Total (10 out of 15)	**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 institution have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is **at least one designated staff member** for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but **no specific staff member** in charge of hospital sustainability. (2 points)	
There are **no salaried sustainability staff,** but there is a sustainability task force or committee. (1 point)	
There are **no** staff members **or** task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
Score explanation: The institution has an Office of Sustainability, but no designated staff member for sustainability at the medical school.	

5.2. How ambitious is your institution's plan to reduce its own carbon footprint?	
The institution has a **written and approved plan** to achieve carbon neutrality by **2030** (5 points)	
The institution has a **written and approved plan** to achieve carbon neutrality by **2040** (3 points)	
The institution has a stated goal of carbon neutrality by **2040** but has **not created a plan** to reach that goal or the **plan is inadequate** (1 point)	
The institution does **not** meet any of the requirements listed above (0 points)	
Score Assigned:	1
Score explanation: The university of Bern aims to reduce its carbon footprint significantly until 2030 and is currently developing a roadmap to reach this goal. The affiliated hospital has set a target of 2035 for climate neutrality in directly controllable areas, such as electricity and heat, fuel	

consumption, anesthetic gases, waste and wastewater, and business travel, while areas subject to indirect influence are planned to reach climate neutrality by 2050.

5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?	
Yes, institution buildings are **100%** powered by renewable energy. (3 points)	
Institution buildings source **>80%** of energy needs from off-site and/or on-site renewable energy. (2 points)	
Institution buildings source **>20%** of energy needs from off-site and/or on-site renewable energy. (1 point)	
Institution buildings source **<20%** of energy needs from off-site and/or on-site renewable energy. (0 points)	
Score Assigned:	2
Score explanation: The University sources 100% of its electricity renewable, as does the affiliated teaching hospital, which provides most of the medical school's buildings. For heating the university uses mostly waste heat, which we are assuming is being provided by the local network ewb. The waste heat from ewb steams from ~80% renewable or co2-neutral sources. Around 15% gas is being used directly, mostly for labs.	

5.4. Are sustainable building practices utilised for new and old buildings on the institution's campus, with design and construction of new buildings and remodelling of old buildings conforming to a published sustainability rating system or building code/guideline?	
Yes, sustainable building practices are utilised for new buildings on the institution's campus and the **majority** of old buildings **have been retrofitted** to be more sustainable. (3 points)	
Sustainable building practices are utilised for new buildings on the institution's campus, but most old buildings have **not been retrofitted.** (2 points)	
Sustainable building practices are **inadequately or incompletely** implemented for new buildings. (1 point)	
Sustainability is **not considered** in the construction of new buildings. (0 points)	
Score Assigned:	2
Score explanation: One part of the campus: New bed skyscraper (Bettenhochhaus "ASH") high-rise built according to Minergie P-Eco standard. Old buildings are/will be renovated. On the other part of the campus most old buildings have not been retrofitted.	

5.5. Has the institution implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?	
Yes, the institution has implemented strategies to encourage and provide **environmentally-friendly transportation options** such as safe active transport, public transport, or carpooling and these options are well-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default. (2 points)	
The institution has implemented **some** strategies to provide environmentally-friendly transportation options, but the options are **unsatisfactorily** accessible or advertised. (1 point)	
The institution has **not** implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)	
Score Assigned:	2
Score explanation: The Medical School and institution have good accessibility by public transport, they support PubliBike, and have a lot of bicycle parking places. These options are well-utilised by students. Based in the city centre the institution is by default mostly accessed by sustainable forms of transportation.	

5.6. Does your institution have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?	
Yes, the institution has **both** compost **and** recycling programs accessible to students and faculty. (2 points)	
The institution has **either** recycling **or** compost programs accessible to students and faculty, but not both. (1 point)	
There is **no** compost or recycling program at the institution. (0 points)	
Score Assigned:	1
Score explanation: Recycling is promoted and accessible for all. A compost system is only available in the kitchens and gardens, but not accessible for the public.	

5.7. Does the institution apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?
Yes, the institution has a**dequate s**ustainability requirements for food and beverages, including meat-free days or no red-meat, and **is engaged** in efforts to increase food and beverage sustainability. (3 points)
There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution **is engaged** in efforts to increase food and beverage sustainability. (2 points)

There are sustainability guidelines for food and beverages, but they are **insufficient or optional.** The institution is **not** engaged in efforts to increase food and beverage sustainability. (1 point)	
There are **no** sustainability guidelines for food and beverages. (0 points)	
Score Assigned:	3
Score explanation: The university's campus food and beverage options are being provided by the ZFV. They have a strategy against food waste and provide reusable take-away options. There are vegetarian options available every day and one day per week is meat-free. (https://www.gastro-unibern.ch/menueplaene) There is also a vegan bakery at home in one of the university's buildings. However the ZFV could still expand their vegan options and cut back even more on meat options, since ~50% of their emissions come solely from meat (~30%) and dairy products (~20%).	

5.8. Does the institution apply sustainability criteria when making decisions about supply procurement?	
Yes, the institution has **adequate** sustainability requirements for supply procurement **and** is **engaged** in efforts to increase sustainability of procurement. (3 points)	
There are sustainability guidelines for supply procurement, but they are **insufficient or optional.** The institution is **engaged** in efforts to increase sustainability of procurement. (2 points)	
There are sustainability guidelines for supply procurement, but they are **insufficient or optional.** The institution is **not engaged** in efforts to increase sustainability of procurement. (1 point)	
There are **no** sustainability guidelines for supply procurement. (0 points)	
Score Assigned:	2
Score explanation: The university hospital is engaged in this topic. The goal is to have implemented measures by 2035, currently they are still clarifying the options. (Nachhaltige Insel Gruppe – Fakten 2021)	

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: There are no requirements or guidelines for events in the medical school or the University	

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:	1
Score explanation: The university of Bern has the GreenLabs Network UniBe which collects initiatives and best practices. However as far as we are aware there are no mandatory guidelines for every lab. We therefore decided to only award 1 point.	

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:	4
Score explanation: Institution "university hospital": Investments of the archipelago meet the ESG criteria (Environment-Social-Governance) and should thus be as sustainable as possible.(Environmental social and governance (ESG) investing - OECD) *Also, according to the office of sustainability of the university, the University of Bern is entirely divested from fossil fuels and is committed to sustainable reinvest divested funds.*	

Section Total (20 out of 32)	**63%**

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Grading

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

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

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	(53/75) x 100 = 70,67%	B
Interdisciplinary Research (17.5%)	(8/17) x 100 = 47,06%	C
Community Outreach and Advocacy (17.5%)	(0/14) x 100 = 0,00%	F–
Support for Student-led Planetary Health Initiatives (17.5%)	(10/15) x 100= 66,67%	B
Campus Sustainability (17.5%)	(20/32) x 100 = 62,5%	B
Institutional Grade	**(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 52,04%**	**C**

Report Card Trends

Section Overview
This graph demonstrates trends in overall and section grades for the years in which the University of Bern has participated in the Planetary Health Report Card initiative.