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# Planetary Health Report Card (Medicine) 2026: *Université de Lausanne*

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# Unil.

2025-2026 Contributing Team:

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## Summary of Findings

<b>Overall Grade</b>	<b>B+</b>
<b>Curriculum</b>	<b>A-</b>
<ul style="list-style-type: none"> <li>Planetary health is now well integrated across the curriculum, with multiple core lectures addressing climate change, pollution, global health, and environmental determinants of disease. Elective courses remain strong and continue to attract student interest. However, progress has plateaued compared with last year. Practical competencies, particularly environmental and exposure history-taking, are still insufficiently taught, and the environmental impact of clinical practice remains largely absent from the curriculum.</li> <li><b>Recommendations</b> : Integrate exposure history into clinical skills training and OSCEs. Expand specialty-specific sustainability teaching, especially in surgery and anaesthesia. Ensure that environmental justice and the disproportionate burden of climate impacts on vulnerable populations are addressed in the core curriculum.</li> </ul>	
<b>Interdisciplinary Research</b>	<b>A</b>
<ul style="list-style-type: none"> <li>The university continues to excel in interdisciplinary planetary health research, supported by institutional initiatives such as the <i>Plateforme durabilité et santé</i> and the Volteface program. Students and faculty benefit from a dynamic research environment with regular conferences and cross-faculty collaborations. However, structured research pathways for medical students remain limited.</li> <li><b>Recommendations</b> : Establish a dedicated planetary health research center to consolidate expertise and visibility. Develop funded research tracks, mentorship programs, and accessible opportunities.</li> </ul>	
<b>Community Outreach and Advocacy</b>	<b>B</b>
<ul style="list-style-type: none"> <li>The university has increased its involvement in public events and academic conferences on global and environmental health. Despite these efforts, outreach remains primarily academic and does not sufficiently reach the broader community or patients.</li> <li><b>Recommendations</b> : Develop patient-facing educational materials on climate-related health risks. Strengthen collaborations with community organizations and create accessible public workshops on heatwaves, air pollution, sustainable food, and other key topics.</li> </ul>	
<b>Support for Student-Led Initiatives</b>	<b>B</b>
<ul style="list-style-type: none"> <li>Student engagement remains strong, particularly through Health for Future Lausanne. The faculty is supportive, but structural mechanisms to sustain student initiatives are still lacking. Funding opportunities, coordination tools, and formal roles remain limited.</li> <li><b>Recommendations</b> : Create a Student Sustainability Liaison within the faculty. Establish a grant program for student-led sustainability projects and develop a centralized online platform listing ongoing initiatives, funding opportunities, and potential mentors.</li> </ul>	
<b>Campus Sustainability</b>	<b>B</b>
<ul style="list-style-type: none"> <li>The university maintains ambitious sustainability goals and continues to implement measures aligned with its CAP2037 strategy. Progress is visible in waste management, food sustainability, and institutional planning. However, implementation remains uneven across medical teaching spaces, and sustainability guidelines for procurement, laboratories, and events are still incomplete.</li> <li><b>Recommendations</b>: Improve access to composting and recycling in all medical buildings. Accelerate the transition to renewable heating systems. Expand the Green Labs program and introduce mandatory</li> </ul>	

sustainability criteria for events and procurement within the medical faculty.

# 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

<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:	3
<p><i>Score explanation:</i></p> <p><i>During the 2025–2026 academic year, the Faculty of Medicine (MFac) offered several elective courses related to planetary health. For third-year Bachelor students, electives addressed tropical and humanitarian health, as well as health equity and social justice.</i></p> <p><i>Course title : “Santé tropicale et humanitaire” (Tropical and humanitarian health), “Équités en santé et justice sociale” (Health equity and social justice).</i></p> <p><i>An additional elective for third-year Bachelor students covered the major health impacts of climate change.</i></p> <p><i>Course title : “Quand la terre nous fait mal et réciproquement: impact de la pollution sur la santé humaine” (When the earth hurts us and vice versa : the impact of pollution on human health)</i></p> <p><i>The MFac also offered an optional course for first-year Master students on environmental health, focusing on the effects of external factors on human health and the role of healthcare professionals in managing environmental health crises.</i></p> <p><i>Course title : “Crises sanitaires environnementales et impact de la pollution sur la santé humaine” (Environmental health crisis and the impact of pollution on human health).</i></p>	

## 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:*

*In the first year of the Bachelor, three physics lectures introduce global warming and the impact of heat on morbidity and mortality.*

*Course title : “Réchauffement et effet de serre” (Global warming and the greenhouse effect),  
“Evolution du climat et atténuation de notre impact” (Climate change and reducing our impact),  
“Principes de la thermodynamique” (Principles of thermodynamics)*

*Two additional 45-minute lectures given to 1st-year bachelor students provide an overview of rising temperatures, the greenhouse effect, and their impact on public health.*

*Course title : “Durabilité et santé” (Sustainability and Health).*

*This topic is further addressed in a 45-minute elective for third-year Bachelor students on the health impacts of climate change.*

*Course title : “Quand la terre nous fait mal et réciproquement : impact de la pollution sur la santé humaine” (When the earth hurts us and vice versa: the impact of pollution on human health)*

*A third-year lecture also discusses the hypothesis that Candida auris emerged due to global warming.*

*Course title : “Mycoses” (Fungal infections)*

*In the M2.3 module for second-year Master students, a course on global and environmental health addresses climate-related health issues, including heat.*

*Course title : “Santé globale : De quelles maladies transmissibles souffriront les populations d’ici et d’ailleurs dans un futur proche ?” (Global health: What transmittable diseases will affect people here and elsewhere in the near future?)*

*In the module M2.5 for second-year Masters students, a lecture dedicated to the co-benefits of health-environment discusses the effects of heatwaves on mortality, the impact of rising temperatures on cardiovascular disease, and the risk factors for heat-related illnesses. This course also examines the effect of heat on the health of older people.*

*Course title : “Maladies chroniques à l’ère du réchauffement climatique et co-bénéfices santé/environnement” (Chronic diseases in the age of global warming and co-benefits for health and the environment)*

**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 <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 topic is addressed in the B1.5 module for first-year students and in an elective for third-year Bachelor students (also open to nursing students from La Source), covering the effects of extreme weather events on health and healthcare systems.  Courses titles : “Durabilité et santé” (Sustainability and Health), “Quand la terre nous fait mal et réciproquement : impact de la pollution sur la santé humaine” (When the earth hurts us and vice versa: the impact of pollution on human health).</p> <p>In the B3.4 module for 3rd year Bachelor students, a course explores the link between climate change and mental health.  Course title : “Santé et environnement” (Health and environment).</p> <p>An elective for first-year Master students also addresses the impact of extreme weather events on individual health.  Course title : “Équités en santé et justice sociale” (Health equity and social justice)</p> <p>In the M2.3 module for 2nd year masters students, a few slides briefly mention hurricanes and rising sea levels.  Course title: “Santé globale: De quelles maladies transmissibles souffriront les populations d’ici et d’ailleurs dans un futur proche”. (Global health: Which communicable diseases will affect populations here and abroad in the near future?).</p>	

<b>1.4. Does your <u>medical school</u> curriculum address the impact of climate change on the changing patterns of infectious diseases?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i>  In the B3.3 module for third-year Bachelor students, a 45-minute lecture on emerging viruses covers climate-related drivers of zoonotic disease expansion.  Course title: “Virus émergents et zoonotiques” (Emerging and zoonotic virus)</p>	

In the B3.3 there is also a course that addresses in two slides the hypothesis that “*Candida Aureus*” has emerged as a result of global warming.

Course title : “*Mycoses*” (Fungal infections)

An elective course for 1st year Master students, evokes the impact of extreme weather changes on individual health.

Course title : *Équités en santé et justice sociale* (Health equity and social justice)

In the M2.3 module for second-year Master students, a lecture briefly discusses links between flooding, cholera and leptospirosis, as well as the effects of rising temperatures on vector-borne diseases (e.g. malaria, dengue, chikungunya).

Course title: “*Santé globale: De quelles maladies transmissibles souffriront les populations d’ici et d’ailleurs dans un futur proche*”. (Global health: Which transmittable diseases will affect populations here and abroad in the near future?).

### 1.5. Does your medical school curriculum address the respiratory health effects of climate change and air pollution?

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

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

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

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

Score Assigned:

3

*Score explanation:*

*This topic is addressed in the B1.5 module for first-year Bachelor students and in an elective for third-year Bachelor students (also open to nursing students from La Source), covering the effects of environmental pollution on health.*

*Courses titles : “Durabilité et santé” (Sustainability and Health), “Quand la terre nous fait mal et réciproquement : impact de la pollution sur la santé humaine” (When the earth hurts us and vice versa: the impact of pollution on human health).*

*In the M1.5 module for first-year Master students, a 45-minute lecture focuses on indoor air pollutants, without addressing outdoor pollution.*

*Course title : “Polluants aériens de l’intérieur et santé” (“Indoor air pollutants and health”).*

*In the M1.7 module, a lecture addresses air, water, and soil pollution.*

*Course title: , “Toxicité environnementale et impact sur la santé” (Environmental toxicity and impacts on health).*

*For second-year Master students, a 45-minute lecture in the M2.5 module covers climate change and the effects of air pollution on respiratory health. Air pollution is also addressed in the M2.3 module.*

*Courses titles: “Maladies chroniques à l’ère du réchauffement climatique et co-bénéfices santé/environnement.” (Chronic diseases in the era of global warming and health/environment co-benefits), “Santé globale: De quelles maladies transmissibles souffriront les populations d’ici et*

*d'ailleurs dans un futur proche". (Global health: Which communicable diseases will affect populations here and abroad in the near future?).*

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

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

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

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

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

Score Assigned:

3

*Score explanation:*

*This topic is addressed in the B1.5 module for first-year Bachelor students and in an elective for third-year Bachelor students (also open to nursing students from La Source), linking heat exposure to cardiovascular diseases.*

*Courses titles : "Durabilité et santé" (Sustainability and Health), "Quand la terre nous fait mal et réciproquement : impact de la pollution sur la santé humaine" (When the earth hurts us and vice versa: the impact of pollution on human health).*

*For second-year Master students, a 45-minute lecture in the M2.3 module addresses the health effects of increased heat, briefly including cardiovascular diseases. In the M2.5 module, another 45-minute lecture covers the physiological effects of heat (e.g. heat stroke), including identification, treatment, and prevention.*

*Course titles : "Santé globale: De quelles maladies transmissibles souffriront les populations d'ici et d'ailleurs dans un futur proche?" (Global health: What communicable diseases will affect people here and elsewhere in the near future?), "Maladies chroniques à l'ère du réchauffement climatique et co-bénéfices santé/environnement" (Chronic diseases in the era of global warming and health/environment co-benefits)*

**1.7. Does your medical school curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?**

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

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

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

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

Score Assigned:

3

*Score explanation:*

*This topic is addressed in the B1.5 module for first-year Bachelor students and in an elective for third-year Bachelor students (also open to nursing students from La Source), providing an introduction to the mental health impacts of environmental change.*

Courses titles : “Durabilité et santé” (Sustainability and Health), “Quand la terre nous fait mal et réciproquement : impact de la pollution sur la santé humaine” (When the earth hurts us and vice versa: the impact of pollution on human health).

In the B3.4 module for third-year Bachelor students, a dedicated course explores the mental health effects of climate change, including increased vulnerability among socioeconomically disadvantaged populations.

Course title: “Changement climatique et son impact sur la santé mentale” (“Climate change and its impact on mental health”).

**1.8. Does your medical school curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?**

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

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

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

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

Score Assigned:

3

*Score explanation:*

*This topic is addressed in the B1.5 module for first-year Bachelor students and in an elective for third-year Bachelor students (also open to nursing students from La Source), covering food systems, water security, and nutrition in relation to climate change.*

*Courses titles : “Durabilité et santé” (Sustainability and Health), “Quand la terre nous fait mal et réciproquement : impact de la pollution sur la santé humaine” (When the earth hurts us and vice versa: the impact of pollution on human health).*

*A course for third-year Bachelor students explores food security in detail, including the need for dietary changes in response to the climate crisis. This course covers the topic of sustainable food in even greater detail than in previous years.*

*Course title : “Alimentation durable et santé publique” (Sustainable food and public health).*

*The topic is also addressed in an elective for first-year Master students.*

*Course title : Équités en santé et justice sociale (Health equity and social justice)*

*In the M2.3 module for second-year Master students, a 45-minute lecture briefly covers the effects of climate change on food and water security (e.g. crops, water stress, malnutrition). The topic is also addressed in the M2.5 module.*

*Courses titles: “Santé globale: De quelles maladies transmissibles souffriront les populations d’ici et d’ailleurs dans un futur proche”. (Global health: Which communicable diseases will affect populations here and abroad in the near future?). “Maladies chroniques à l’ère du réchauffement climatique et co-bénéfices santé/environnement” (Chronic diseases in the era of global warming and health/environment co-benefits).*

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

This topic was explored <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>  <i>In the B1.5 module for first-year Bachelor students, a lecture introduces the social, ethical, and legal dimensions of environmental degradation, including concepts such as Planetary Health and One Health.</i>  <i>Course title : “Santé et environnement” (Health and environment)</i></p> <p><i>An elective for third-year Bachelor students (also open to nursing students from La Source) addresses social determinants of health and their links to climate change.</i>  <i>Course title : “Quand la terre nous fait mal et réciproquement : impact de la pollution sur la santé humaine” (When the earth hurts us and vice versa: the impact of pollution on human health).</i></p> <p><i>An elective for first-year Master students discusses global inequities, highlighting that high-income countries contribute most to pollution while low-income countries are most affected. It also explores links between climate change, migration, and health.</i>  <i>Course title : “Équités en santé et justice sociale” (Health equity and social justice)</i></p> <p><i>In the M2.3 module for second-year Master students, a lecture briefly mentions the disproportionate impact of climate change (e.g. rising sea levels, hurricanes) on vulnerable populations.</i>  <i>Courses titles: “Santé globale: De quelles maladies transmissibles souffriront les populations d’ici et d’ailleurs dans un futur proche”. (Global health: Which transmittable diseases will affect populations here and abroad in the near future?).</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:	2
<p><i>Score explanation:</i>  <i>In the B1.5 module for first-year Bachelor students, lectures introduce Planetary Health and One Health, including their social, ethical, and historical dimensions.</i>  <i>Course title : “Santé et durabilité” (Health and sustainability), "Perspectives anthropologiques de la médecine et de la santé : une introduction" (Anthropological perspectives on medicine and health: an introduction).</i></p>	

*This topic is further addressed in an elective for first-year Master students, which discusses global inequalities in climate impacts and links between climate change, migration, and health. It also covers how high income countries pollute the most and low income countries are the most impacted.*

*Course title : “Équités en santé et justice sociale” (Health equity and social justice)*

*In the M2.3 module for second-year Master students, a 45-minute lecture briefly highlights the greater vulnerability of Global South countries to climate change.*

*Course title: “Santé globale: De quelles maladies transmissibles souffriront les populations d’ici et d’ailleurs dans un futur proche”. (Global health: Which transmittable diseases will affect populations here and abroad in the near future?).*

**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:*

*An elective for third-year Bachelor students (also open to nursing students from La Source) addresses the impact of industry-related environmental toxins, including effects on reproductive health.*

*Courses titles : “Quand la terre nous fait mal et réciproquement : impact de la pollution sur la santé humaine” (When the earth hurts us and vice versa: the impact of pollution on human health).*

*In the M1.7 module for first-year Master students, a few slides briefly address the effects of pollution on fertility, with examples such as dioxins and furans.*

*Course title : “Pollutions atmosphériques et terrestres” (Atmospheric and terrestrial pollution)*

**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:*

*In the B1.5 module for first-year Bachelor students, a lecture introduces sustainability concepts and planetary boundaries (e.g. Anthropocene, ecological and climate crises).*

*Course title : “Santé et durabilité” (Health and sustainability)*

*In the B2.1 module for second-year Bachelor students, a lecture addresses environmental pollution (e.g. drugs in soil, air, and water) and its health effects on humans and animals, including local impacts such as contamination in Lake Geneva.*

*Course title : “Toxicologie” (Toxicology)*

*In the B3.4 module for third-year Bachelor students, a course on mental health explores how environmental crises affect populations, including students.*

*Course title : “Santé et environnement” (Health and environment)*

*In the M2.3 module for second-year Master students, half a lecture addresses the environmental impact of pharmaceuticals, including contamination of water and soil.*

*Course title : “Interactions médicaments et facteurs environnementaux” (Drug interactions and environmental factors)*

**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 covered in the core 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

*Score explanation: The course that address the outsized impacts of anthropogenic environmental toxins do not really address the effects on marginalised populations*

**Curriculum: Sustainability**

<b>1.15. Does your <u>medical school</u> curriculum address the environmental and health co-benefits of a plant-based diet?</b>	
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 point)	
Score Assigned:	3
<p><i>Score explanation:</i>            In the B1.5 module for first-year Bachelor students, a lecture introduces the concept of health co-benefits, including sustainable and healthy diets.            Course title : “Santé et durabilité” (Health and sustainability)</p> <p>In the B3.7 module for third-year Bachelor students, a substantial portion of a course examines the relationship between diet, health, and sustainability, including the lower carbon footprint of plant-based diets and their health benefits. The EAT-Lancet plate is compared to the Swiss diet, and emphasizes the lack of plant-based proteins in our diet.            Course title: “Alimentation et santé publique” (Food and public health).</p> <p>In the M2.5 module for second-year Master students, a lecture discusses the environmental benefits of plant-based diets and links between meat consumption and cardiovascular disease and cancer.            Course title: “Maladies chroniques à l’ère du réchauffement climatique et co-bénéfices santé/environnement.” (Chronic diseases in the era of global warming and health/environment co-benefits).</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:	3
<p><i>Score explanation:</i>            This topic is addressed in the B1.5 module for first-year Bachelor students and in an elective for third-year Bachelor students (also open to nursing students from La Source).            Courses titles : “Durabilité et santé” (Sustainability and Health), “Quand la terre nous fait mal et réciproquement : impact de la pollution sur la santé humaine” (When the earth hurts us and vice versa: the impact of pollution on human health).</p>	

In the B2.1 module for second-year Bachelor students, a lecture addresses pharmaceutical pollution and mitigation strategies.

Course title : “Ecopharmacovigilance” (Ecopharmacovigilance)

The carbon footprint of the healthcare system is also addressed in an elective for first-year Master students.

Course title : “Équités en santé et justice sociale” (Health equity and social justice)

In the M1.7 module for first-year Master students, several lectures examine the environmental impact of the Swiss healthcare system (e.g carbon footprint and pollution) and potential solutions co-beneficiary to planetary health and human health.

Course title : “Organisation et financement des systèmes de santé” (Organisation and financing of health systems).

In the M2.3 and M2.5 modules for second-year Master students, lectures further address the need to rethink healthcare systems and highlight key environmental impacts such as overprescription and radiological investigations.

Course titles : “Santé globale: De quelles maladies transmissibles souffriront les populations d’ici et d’ailleurs dans un futur proche” (Global health: Which transmittable diseases will affect populations here and abroad in the near future?), “Maladies chroniques à l’ère du réchauffement climatique et co-bénéfices santé/environnement” (Chronic diseases in the era of global warming and health/environment co-benefits).

1.17. Does your <u>medical school</u> curriculum cover these components of sustainable clinical practice in the <u>core</u> curriculum? (points for each)	Score
The health <b>and</b> environmental <b>co-benefits</b> of <b>avoiding</b> over-medicalisation, over-investigation and/or over-treatment (2 points)	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) .	2
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)	1
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)	0
<b>Waste production</b> within healthcare <b>clinics</b> and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	1

*Score explanation:*

*In the B3.2 module for third-year Bachelor students, a lecture briefly mentions the environmental impact of anaesthetic gases (e.g. desflurane, sevoflurane, nitrous oxide).*

*Course title : “Pharmacologie : anesthésiques généraux”(Pharmacology : general anesthetics)*

*In the M1.7 module for first-year Master students, several lectures address pollution and waste production in healthcare systems.*

*Courses titles : “Financement du système de santé suisse: au cœur de la machine” (Financing the Swiss health system: at the heart of the machine), “Faire "mieux" avec "moins": des pistes pour plus d'efficience” (Doing “better” with “less”: ways to be more efficient)*

*Deprescribing is briefly discussed in a geronto-psychiatry lecture (M2.2) for second-year Master students, alongside initiatives such as Smarter Medicine and choosing wisely.*

*A course about strokes discussed the link between sustainability and strokes, and promotion of cardiovascular prevention to reduce the use of care systems.*

*Course titles : “Docteur, pourquoi ne me prescrivez-vous rien?” (Doctor, why won't you prescribe me anything?), “Accident vasculaire cérébral et accident ischémique transitoire” (Stroke and transient ischemic attack)*

<https://www.smartermedicine.ch/fr/page-daccueil>

*In the M2.3 and M2.4 modules for second-year Master students, lectures address antibiotic prescribing, eco-toxicological risks, and the importance of rational prescribing.*

*Course titles : “Principes de la thérapie antimicrobienne” (Principles of antimicrobial therapy), “Interactions médicaments et facteurs environnementaux” (Drug interaction and environmental factors)*

*In the M2.5 module, non-pharmacological management strategies (e.g. outdoor activities, biking for transport) and the benefits of deprescribing are further discussed through lectures and clinical cases.*

*Course title : “Maladies chroniques à l'ère du réchauffement climatique et co-bénéfices santé/environnement” (Chronic diseases in the era of global warming and health/environment co-benefits).*

### **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:

2

*Score explanation:*

In the B1.5 module for first-year Bachelor students, a lecture introduces strategies for discussing climate change with patients, including promoting sustainable health behaviours (e.g. diet, physical activity).

Course title : “Santé et durabilité” (Health and sustainability)

In the M2.5 module for second-year Master students, students are encouraged to discuss climate-related health effects with patients, although without structured clinical strategies.

Course title : “Maladies chroniques à l’ère du réchauffement climatique et co-bénéfices santé/environnement”(Chronic diseases in the era of global warming and health/environment co-benefits).

Another course in the same module (M2.5) highlights the importance of addressing environmental co-benefits during the medical consultation.

Course title : “La consultation” (The consultation).

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

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

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

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

Score Assigned:

2

*Score explanation :*

In the “Patients in the Community” module for second-year Bachelor students, students are taught to take patient histories that include social and environmental determinants of health.

[https://www.unil.ch/files/live/sites/fbm/files/06-espaces/medecine/01-cursus-details/01-calendriers-sequences-modules/cahiers-modules/25-26/cahier-module-b2-7\\_25-26.pdf](https://www.unil.ch/files/live/sites/fbm/files/06-espaces/medecine/01-cursus-details/01-calendriers-sequences-modules/cahiers-modules/25-26/cahier-module-b2-7_25-26.pdf)

**Curriculum: Administrative Support for Planetary Health**

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

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

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

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

Score Assigned:

4

*Score explanation:*

A formal structure, the “Plateforme durabilité et santé,” was created in 2022 to support the integration of PH into the curriculum.

The medical school is currently implementing major improvements, including better longitudinal integration of these topics.

<https://www.unil.ch/files/live/sites/fbm/files/faculte/durabilite/formation/flyer-durabilite-medecine.pdf>

<https://www.unil.ch/files/live/sites/fbm/files/faculte/durabilite/formation/parcours-enseignement-durabilite.pdf>

The platform monitors implementation in collaboration with course leaders and aims to strengthen the core curriculum with more specialised teaching. The faculty has also secured funding from Swiss universities (P&G Sustainability 2025–2028) to support integration across Swiss medical faculties.

Funding from swissuniversities on "Culture of sustainability":

<https://www.swissuniversities.ch/fr/themes/durabilite/culture-de-la-durabilite-2025-2028>

### 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:*

Many PH topics are now well integrated into the core curriculum, which has been redesigned longitudinally in recent years.

<https://www.unil.ch/files/live/sites/fbm/files/faculte/durabilite/formation/parcours-enseignement-durabilite.pdf>

However, some topics, particularly social determinants of health and the disproportionate impact of climate change on vulnerable populations (air pollution, heat exposure, poor diets), require further integration. Certain areas remain better covered in elective coursework, and additional efforts are needed to strengthen integration within specialty teaching.

### 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
<p><i>Score explanation:</i>  The “Plateforme durabilité et santé”, created in 2022, is responsible for supporting the integration of planetary health and sustainable healthcare into the curriculum.</p>	

<p><b>1.23. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?</b></p>	
<p>This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)</p>	
<p>This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)</p>	
<p>This topic was covered in <b>elective</b> coursework. (1 point)</p>	
<p>This topic was <b>not</b> covered. (0 points)</p>	
Score Assigned:	2
<p><i>Score explanation:</i>  In the M2.5 module for second-year Master students, a course highlights the importance of discussing environmental and health co-benefits during patient consultations.  Course title : “La consultation”(the consultation)</p> <p>In the M2.3 module for second-year Master students, a course emphasises the role of healthcare professionals in climate action and preventive care.  Course title : “Santé globale : de quelles maladies transmissibles souffriront les populations d’ici et d’ailleurs dans un futur proche?” (Global health: What communicable diseases will populations here and elsewhere suffer from in the near future?)</p> <p>Another course in the M2.5 module explores how to practise medicine more sustainably and responsibly.  Course title : “Maladies chroniques à l’ère du réchauffement climatique et co-bénéfices santé/environnement”(Chronic diseases in the age of global warming and co-benefits for health and the environment)</p> <p>Additionally, students from Health for Future Lausanne contribute to teaching by presenting the PHRC (first-year module on health and sustainability and a third-year module on mental health and climate change) and encouraging student engagement.</p>	

<b>Section Total (61 out of 75)</b>	<b>81,33%</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 Expertise Center for Climate Extremes (ECCE) conducts research on the forecast of climate extremes and their impacts, including from a planetary health perspective.</i>  <a href="https://applicationspub.unil.ch/interpub/noauth/php/Un/UnUnite.php?UnId=394&amp;LanCode=8">https://applicationspub.unil.ch/interpub/noauth/php/Un/UnUnite.php?UnId=394&amp;LanCode=8</a></p> <p><i>Volteface Health and Sustainability Research Program : 7 collaborative research projects were selected as part of the Volteface call for projects developed by the Health and Sustainability Platform and funded by Interface, the UNIL Partnership Research Support Fund.</i>  <a href="https://www.unil.ch/news/1737985577242">https://www.unil.ch/news/1737985577242</a></p> <p><i>In addition, several faculty members are engaged in research related to global and planetary health topics.</i></p>	

<b>2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your <u>institution</u>?</b>
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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:

2

*Score explanation:*

*There is currently no dedicated institute or department specifically focused on planetary health research. However, plans exist to establish one within the next two years, supported by the creation of the Health and Sustainability Platform (a collaboration between the MFac and the university's office of sustainability), which promotes interdisciplinary research.*

<https://www.unil.ch/durabilite-sante/fr/home/menuinst/presentation.html>

*The following centres are involved in research on the subject of sustainability, even if it is not their main research topic :*

*The expertise center for climate extremes*

<https://www.google.com/url?q=https://www.unil.ch/ecce/fr/home.html&sa=D&source=docs&ust=1771871581350637&usg=AOvVaw3tvZw1eJAs3KlzZIJvAs7p>),

*The Department of Family Medicine of Unisanté*

<https://www.google.com/url?q=https://www.unisante.ch/fr/formation-recherche/recherche/groupe-recherche/sante-environnement-medecine-famille&sa=D&source=docs&ust=1771871581350662&usg=AOvVaw29siNr-fuoB9AF8E0qrR3>),

*The health, work and environment department of Unisanté*

[https://www.google.com/url?q=https://www.unisante.ch/fr/propos-dunisante/unisante-bref/departements/departement-sante-travail-environnement-dste&sa=D&source=docs&ust=1771871581350677&usg=AOvVaw3q45I-IH\\_PA\\_81En\\_6xU6V](https://www.google.com/url?q=https://www.unisante.ch/fr/propos-dunisante/unisante-bref/departements/departement-sante-travail-environnement-dste&sa=D&source=docs&ust=1771871581350677&usg=AOvVaw3q45I-IH_PA_81En_6xU6V)),

*The Institute for Earth Surface Dynamics*

<https://www.google.com/url?q=https://www.unil.ch/fgse/fr/home/menuinst/recherche/idyst.html&sa=D&source=docs&ust=1771871581350689&usg=AOvVaw0uMdfWcpSbLXp30vE-sHnV>

*The Institute for Geography and Sustainability:*

<https://www.unil.ch/fgse/en/home/menuinst/recherche/igd.html>

**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 <b>no</b> process, and <b>no</b> efforts to create such a process. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i>  The UNIL Interface Partnership Research Fund aims to finance research projects involving the community. 7 collaborative research projects were selected as part of the Volteface call for projects e.g. Eco-emotions of children project; Comparsita (Bus drivers); Project on the impact of environmental deregulation on women in Nepal  <a href="https://www.unil.ch/news/1737985577242">https://www.unil.ch/news/1737985577242</a></p>	

<b>2.4. Does your <u>institution</u> have a planetary health website that centralises ongoing and past research related to health and the environment?</b>	
There is an <b>easy-to-use, adequately comprehensive</b> website that <b>centralises</b> various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities. (3 points)	
There is a website that <b>attempts to centralise</b> various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)	
The <b>institution</b> has an <b>Office of Sustainability website</b> that includes <b>some</b> resources related to health and the environment. (1 point)	
There is <b>no</b> website. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i>  The UNIL has an office of sustainability called the “Centre de compétences en durabilité” with a chapter dedicated to research funding opportunities :  <a href="https://www.unil.ch/unil/fr/home/menuinst/universite/organisation-universite/unites-et-services/centre-de-competence-en-durabilite.html">https://www.unil.ch/unil/fr/home/menuinst/universite/organisation-universite/unites-et-services/centre-de-competence-en-durabilite.html</a></p> <p>The “Plateforme durabilité et santé” (“health and sustainability platform”) also has a website which better regroups recent news on planetary health research as well as past and future events (such as conferences, symposiums, Bsc, Msc, PhD) :  <a href="https://www.unil.ch/fbm/fr/home/menuinst/faculte/durabilite.html">https://www.unil.ch/fbm/fr/home/menuinst/faculte/durabilite.html</a></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>  The health and sustainability platform organised 3 series of conferences in 2025, highlighting the close links between health and the environment. They each explored the environmental consequences of digital tools and artificial intelligence.  <a href="https://www.unil.ch/fbm/fr/home/menuinst/faculte/durabilite/seminars.html">https://www.unil.ch/fbm/fr/home/menuinst/faculte/durabilite/seminars.html</a></p> <p>The “Plateforme durabilité et santé” houses the secretariat of the ETHICH Consortium. As part of these activities, it organized the Forum on Health System Sustainability, which was held in Bern in September 2025.  <a href="https://www.ethich.ch/le-consortium">https://www.ethich.ch/le-consortium</a></p>	

<b>2.6. Is your <u>institution</u> a member of a national or international planetary health or ESH/ESV organisation?</b>	
Yes, the institution is a member of a national or international planetary health <b>or</b> ESH/ESV organisation. (1 point)	
No, the institution is <b>not</b> a member of such an organisation. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i>  The “Plateforme durabilité et santé” (“health and sustainability platform”) houses the secretariat of the ETHICH Consortium.  <a href="https://www.ethich.ch/le-consortium">https://www.ethich.ch/le-consortium</a></p> <p>Swimsa, Health for Future and unimeduisse are also members of the ETHICH consortium.</p>	

<b>Section Total (15 out of 17)</b>	<b>88,24%</b>
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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 environmental 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:	3
<p><i>Score explanation:</i>            The MFac has published “ECHO du VIVANT”, intended for high school teachers on the theme of Biodiversity.  <a href="https://wp.unil.ch/echosduvivant/2025/05/n18-quand-la-biodiversite-locale-inspire-la-recherche/">https://wp.unil.ch/echosduvivant/2025/05/n18-quand-la-biodiversite-locale-inspire-la-recherche/</a></p> <p>The Sustainability Center has a Society Pole whose mission is to create a link between academia and municipalities/associations/administrations.</p> <p>The “Plateforme durabilité et santé” (“health and sustainability platform”), via the ETHICH Consortium, works in close collaboration with the SBK-ASI (Swiss Association of Nurses) and the ASMAc-VSAO (Swiss Association of Assistant Physicians and Clinic Heads).</p>	

<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 **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:

3

*Score explanation:*

*The health sustainability platform holds several seminars each year, open to all audiences. In 2025, the seminars were on the topics of digitalisation, health and environment.*

*<https://www.unil.ch/fbm/fr/home/menuinst/faculte/durabilite/seminars.html>*

*“L'éprouvette” offers educational and practical activities science-related for all audiences.*

*[https://www.eprouvette-unil.ch/recherche/?\\_thmatiques=sante](https://www.eprouvette-unil.ch/recherche/?_thmatiques=sante)*

*The Faculty of Geosciences and Environment, in collaboration with Unisanté, organized a symposium entitled “La santé urbaine pour la santé planétaire” (Urban Health for Global Health) at UNIL on May 23rd, 2025.*

*In November 2025, UNIL, EPFL, CHUV, and Unisanté organized an event called “Horizon Santé” (Health Horizon), which featured conferences on global health.*

*Conference titles: “Des eaux sous ordonnance: quand la nature absorbe nos traitements” (Prescription water: when nature absorbs our treatments), “Quand l'environnement nous rend malades” (When the environment makes us sick), “PFAS, microplastiques: quel impact sur notre santé?” (PFAS, microplastics: what impact on our health?). <https://www.horizon-sante.ch/>*

### 3.3. Does your **institution** have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?

Yes, all students **regularly** receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)

Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to **some courses**. (1 point)

Students **do not** receive communications about planetary health or sustainable healthcare. (0 points)

Score Assigned:

2

*Score explanation:*

*Several newsletters exist, such as “Newsletter UNIL en transition”, “Newsletter of the Health and Sustainability platform” (optional subscription)*

*The Newsletter of the faculty, which contains a sustainability section, is sent to all members of the faculty (students included).*

*Each of them are also active on social media.*

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

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

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

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

Score Assigned:

2

*Score explanation:*

*The Health and Sustainability platform of the faculty intervenes in the CAS (post-graduate certificate) of La Source, HESAV (integrative health), Unisanté (public health), Unige (health promotion).*

*CAS (post-graduate certificate) called “Santé environnementale et durabilité” (“Environmental health and sustainability”) is proposed by “La Source”. This post-graduate course targets health professionals and “aims to develop an informed and critical perspective, enabling in-depth understanding of environmental health and sustainability issues in healthcare practice and the community”.*

<https://www.ecolelasource.ch/formations/postgrade/cas/sante-environnementale-durabilite/>

*CAS of HESAV: “Médecine intégrative et complémentaire à l’hôpital et dans la communauté” (“Integrative and complementary medicine in hospital and in the community”), which evokes the importance of integrative health in health promotion.*

<https://hesav.ch/formation/formation-continue-et-postgrade/cas-mic/>

*Short course of Unisanté: “Durabilité et environnement” (“Sustainability and environment”), which evokes climate change from a public health perspective.*

<https://www.google.com/url?q=https://www.unisante.ch/fr/formation-recherche/formation/formation-continue/catalogue-formations-continues/durabilite&sa=D&source=docs&ust=1771871581343756&usg=AOvVawIxVuJtlqZAu9rnTq-82Xte>

*In addition, the FBM's Health and Sustainability platform offers a series of credit-bearing lectures on postgraduate and continuing training in general internal medicine, on various topics such as digital, health and the environment; health and plastics.*

*The ETHICH Forum, which is held each year, is also part of the continuing education.*

**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)

<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
<i>Score explanation: As far as we know, there is no such material accessible for patients.</i>	

<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</b> affiliated hospitals 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
<i>Score explanation: As far as we know, there is no such material accessible for patients.</i>	

<b>Section Total (10 out of 14)</b>	<b>71,43%</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:

1

*Score explanation:*

*Although students can choose to do a project in sustainability (for a master's thesis for instance), there is no student funding available and there is no requirement to participate.*

*The "Centre de compétences en durabilité" supports students and researchers in engaging with sustainability issues.*

<https://www.unil.ch/unil/fr/home/menuinst/universite/organisation-universite/unites-et-services/centre-de-competence-en-durabilite.html>

*In 2023, the Volteface project was set up to link students working on the master's project with a partner committed to the ecological transition and offer them support.*

*Establishment of the Sustainable Research Conference at the FBM (Faculty of Biology and Medicine) between January and June 2026, with an introductory symposium in November 2025. The Sustainable Research Conference aims to reflect on how to make research more sustainable.*

<https://wp.unil.ch/assises-recherche-fbm/les-assises/>

### 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:*

*Some professors offer the possibility to their students to do their master thesis on the links between health and the climate crisis or planetary health. However, there is no specific research program or fellowship.*

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

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

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

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

Score Assigned:

2

*Score explanation:*

*The webpage of the sustainability platform includes up-to-date information on PH.*

*<https://www.unil.ch/durabilite-sante/home.html>*

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

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

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

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

Score Assigned:

2

*Score explanation:*

*The association “Health for Future Lausanne” is composed of medical students who advocate for planetary health and sustainable practices in healthcare. The association is in correspondence with representatives of the “Plateforme durabilité et santé” and the university’s office of sustainability.*

**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:*

*The association Health for Future is in close contact with the Plateforme de durabilité but not yet really involved in decision making.*

*The position of Liaison Officer of Planetary Health (LO-PH) at swimsa represents and advocates for Swiss medical students at the ETHICH consortium, the FMH and the asmac/vsao.*

<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>
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:*

*There are a number of student associations such as Unipoly and LAPEL with permaculture projects on campus.*

<https://unipoly.ch/jardins-campus-farmers/>

Unipoly aims to raise awareness and initiate discussion on societal issues related to ecology with students at UNIL and EPFL, and to represent environmental interests to the administrations of our schools.

The seminars proposed by the “plateforme durabilité et santé” and Swiss Consortium for Sustainable Health and the Ecological Transition of the Healthcare System (ETHICH) are open to students.

<https://www.unil.ch/fbm/fr/home/menuinst/faculte/durabilite/seminars.html>

<https://www.ethich.ch/consortium-ethich-forum-2025>

In November 2025, UNIL, EPFL, CHUV, and Unisanté organized an event called “Horizon Santé” (Health Horizon), which featured conferences on global health.

Conference titles: “Des eaux sous ordonnance: quand la nature absorbe nos traitements” (Prescription water: when nature absorbs our treatments), “Quand l’environnement nous rend malades” (When the environment makes us sick), “PFAS, microplastiques: quel impact sur notre santé?” (PFAS, microplastics: what impact on our health?).

<https://www.horizon-sante.ch/>

UNIL’s sports center offers a number of organized outdoor sports, such as mountain hiking, cross-country skiing, outdoor climbing, kayaking, etc.

<https://sport.unil.ch/?mid=89>

**Section Total (10 out of 15)**

**66,67%**

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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>The Ecological Transition and Campus Vice-Rectorate is responsible for monitoring the university's ecological transition measured at university management level, in close collaboration with the "Centre de compétences en durabilité" (Sustainability Competence Centre) with multiple full-time staff. The faculty of biology and medicine has a sustainability department, and the "Plateforme durabilité et santé" is attached to the department. In November 2025, the Platforms direction and coordination team was formally extended to build stronger ties with the healthcare community : <a href="https://www.unil.ch/news/fr/1762871258060">https://www.unil.ch/news/fr/1762871258060</a></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:	3
<p><i>Score explanation:</i>  The CAP2037 strategy is in place at UNIL. It involves the entire university community working now to ensure that by 2037, its 500th anniversary, UNIL will be on a trajectory that is compatible with the Paris Agreement and the planet's limits. The “Assemblée de la transition”, followed by a wide-ranging consultation of the various components of the university community, enabled us to define together the roadmap for achieving this goal. The result is 20 transition objectives that affect all areas of the institution.  <a href="https://wp.unil.ch/cap2037/">https://wp.unil.ch/cap2037/</a></p>	

<p><b>5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?</b></p>	
<p>Yes, institution buildings are <b>100%</b> powered by renewable energy. (3 points)</p>	
<p>Institution buildings source <b>&gt;80%</b> of energy needs from off-site and/or on-site renewable energy. (2 points)</p>	
<p>Institution buildings source <b>&gt;20%</b> of energy needs from off-site and/or on-site renewable energy. (1 point)</p>	
<p>Institution buildings source <b>&lt;20%</b> of energy needs from off-site and/or on-site renewable energy. (0 points)</p>	
Score Assigned:	1
<p><i>Score explanation:</i>  According to the analysis, the institution building sourced 57% of renewable energy in 2023 (the data for 2024-25 are not available). If we look at electricity alone, it is 100% renewable but the Dorigny campus is still heated mainly by a remote gas and oil system. (Percentages from the sustainability and health platform)</p>	

<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 conforming to a published sustainability rating system or building code/guideline?</b></p>	
<p>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)</p>	
<p>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)</p>	
<p>Sustainable building practices are <b>inadequately or incompletely</b> implemented for new buildings. (1 point)</p>	
<p>Sustainability is <b>not considered</b> in the construction of new buildings. (0 points)</p>	

Score Assigned:	2
<p><i>Score explanation:</i>  UNIL has a renovation program that is certified as a "2000-watt site", i.e. one that aims for 100% renewable energy, minimal CO2 emissions in construction and supply, and the new buildings meet the criteria of the Canton of Vaud, which wishes to integrate sustainable development principles into construction.</p> <p>The Dorigny campus has also obtained provisional SNBS-Quartier certification, a label awarded by the Swiss Confederation in recognition of the university's efforts in the area of sustainability.  <a href="https://www.snbs-batiment.ch/actualites/certificat-snbs-quartier-pour-lunil/">https://www.snbs-batiment.ch/actualites/certificat-snbs-quartier-pour-lunil/</a></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>  The medical school pays 190 francs for ELMs (Enseignements au lit du malade) to 3rd year Bachelor students, in order to buy a half-fare at the CFF, which therefore encourages the use of public transports.</p> <p>The faculty is easily accessible by public transport (bus or metro) and there are very few parking spots available. There are also bicycle parkings at the different buildings.</p>	

<b>5.6. Does your <u>institution</u> have an organics recycling program (compost) and a conventional 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:	1
<p><i>Score explanation:</i>  There is a compost in the underground of the CHUV which is transformed into biogas. Since 2021, there is a new recycling channel for expanded polystyrene. As the faculty is in the CHUV, medical students can use them, but it would be more useful to have a compost bin in every lecture theatre. The UNIL has a compost and recycling is well managed in the university's buildings but only for the cafeteria's uses.  <a href="https://www.google.com/url?q=https://www.unil.ch/unil/fr/home/menuinst/universite/organisation-universite/unites-et-services/unibat/gestion-des-dechets.html&amp;sa=D&amp;source=docs&amp;ust=1771871581338364&amp;usg=AOvVaw0v0rTGsi-RHXP01RXslrU">https://www.google.com/url?q=https://www.unil.ch/unil/fr/home/menuinst/universite/organisation-universite/unites-et-services/unibat/gestion-des-dechets.html&amp;sa=D&amp;source=docs&amp;ust=1771871581338364&amp;usg=AOvVaw0v0rTGsi-RHXP01RXslrU</a></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:	3
<p><i>Score explanation:</i>  The University of Lausanne aims to pursue its efforts through the CAP2037 ecological transition strategy.  Wherever possible, fruit and vegetables should be of Swiss origin, and products from outside Switzerland should be labelled (Bio Bourgeon, Max Havelaar, UTZ Certified). The origin of meat and fish must be specified on menus, and animal products must have been treated with respect for the species.  Since 2020, cafeterias must offer at least one complete day without meat or fish per week, offer at least one vegetarian menu at each meal and must put in place an incentive mechanism to reduce consumer demand for meat  According to CAP2037 objectives, the cafeterias have to increase plant-based foodstuffs by at least 30% compared with 2019.  <a href="https://wp.unil.ch/cap2037/societe/">https://wp.unil.ch/cap2037/societe/</a>  <a href="https://www.unil.ch/ASfiles/live/sites/unil/files/02-universite/0205-transition-ecologique/Cadre-de-reference-alimentation-unil-juin21.pdf">https://www.unil.ch/ASfiles/live/sites/unil/files/02-universite/0205-transition-ecologique/Cadre-de-reference-alimentation-unil-juin21.pdf</a>  <a href="https://www.unil.ch/unil/fr/home/menuinst/campus/restaurants-et-commerces/menus/journee-vegetarienne.html">https://www.unil.ch/unil/fr/home/menuinst/campus/restaurants-et-commerces/menus/journee-vegetarienne.html</a></p>	

<b>5.8. Does the <u>institution</u> apply sustainability criteria when making decisions about supply</b>
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procurement?	
Yes, the institution has <b>adequate</b> sustainability requirements for supply procurement <b>and</b> is <b>engaged</b> in efforts to increase sustainability of procurement. (3 points)	
There are sustainability guidelines for supply procurement, but they are <b>insufficient or optional</b> . The institution is <b>engaged</b> in efforts to increase sustainability of procurement. (2 points)	
There are sustainability guidelines for supply procurement, but they are <b>insufficient or optional</b> . The institution is <b>not engaged</b> in efforts to increase sustainability of procurement. (1 point)	
There are <b>no</b> sustainability guidelines for supply procurement. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p><i>From what has been transmitted by a source from the office of sustainability, there are some guidelines, but it depends on the type of supplies (it is the case for cold storage equipment). For lab equipment the institution is still actively working on addressing this issue (<a href="https://www.unil.ch/unil/fr/home/menuintst/universite/transition-ecologique/operations/green-labs.html">https://www.unil.ch/unil/fr/home/menuintst/universite/transition-ecologique/operations/green-labs.html</a>).</i></p> <p><i>The purchase of paper, cleaning products and real estate, as well as computer equipment, are well managed.</i></p> <p><i>Directive de la Direction 5.4. Acquisition et gestion des biens mobiliers (Article 5. d.)</i>  <a href="https://www.unil.ch/files/live/sites/unil/files/02-universite/0212-cadres-legal-reglementaire/textes-leg/5-bat/dir5-4-acquisition-biens-mob.pdf">https://www.unil.ch/files/live/sites/unil/files/02-universite/0212-cadres-legal-reglementaire/textes-leg/5-bat/dir5-4-acquisition-biens-mob.pdf</a></p> <p><i>Directive de la Direction 6.6 sur l'équipement informatique (Article 5. c.)</i>  <a href="https://www.unil.ch/files/live/sites/unil/files/02-universite/0212-cadres-legal-reglementaire/textes-leg/6-inf/dir6-6-equip-informatique.pdf">https://www.unil.ch/files/live/sites/unil/files/02-universite/0212-cadres-legal-reglementaire/textes-leg/6-inf/dir6-6-equip-informatique.pdf</a></p>	

5.9. Are there sustainability requirements or guidelines for events hosted at the institution?	
Every event hosted at the institution <b>must</b> abide by sustainability criteria. (2 points)	
The institution <b>strongly recommends or incentivizes</b> sustainability measures, but they are <b>not required</b> . (1 point)	
There are <b>no</b> sustainability guidelines for institution events. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p><i>For the mobility of speakers, a mobility directive that reimburses travel expenses only by train if &lt; 8 hours. <a href="https://www.unil.ch/news/fr/1686823970439">https://www.unil.ch/news/fr/1686823970439</a></i></p> <p><i>For business trips, for all destinations accessible within one day by train (approximately 10 hours) from the station closest to the employee's contractual place of work (Lausanne or Sion), air tickets will not be reimbursed and the train must be chosen. <a href="https://www.unil.ch/news/fr/1686823970439">https://www.unil.ch/news/fr/1686823970439</a></i></p> <p><i>When organising an event at UNIL, if a catering service is required, priority is given to the campus caterers, who are subject to strict regulations to ensure compliance with the CAP2037 charter.</i></p>	

<https://www.unil.ch/unil/fr/home/menuinst/universite/transition-ecologique/experimentation-collective/alimentation.html>  
<https://www.unil.ch/files/live/sites/unil/files/02-universite/0212-cadres-legal-reglementaire/textes-leg/5-bat/dir5-2-org-%20recept-locaux.pdf>

**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:*

*Currently, the laboratories are concerned by two objectives of the CAP2037 strategy.*

*A 'Green Labs' working group was set up by management in September 2024 to implement a plan of measures to achieve these objectives (work in progress). The Green Lab working group includes representatives of the different faculties and works closely with lab users and purchasing managers across different projects.*

<https://www.unil.ch/unil/fr/home/menuinst/universite/transition-ecologique/communaute-et-pratiques-de-recherche/green-labs.html>

*Numerous bottom up initiatives exists among members of the faculty (e.g. department sustainability teams, sustainability events: <https://www.unil.ch/news/fr/1749632596499>)*

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

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

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

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

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

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

Score Assigned:

2

*Score explanation:*

*UNIL is a signatory to a responsible investment charter, concerned with environmental, social and governance issues. It aims to reduce the portfolio's exposure to fossil fuels by excluding companies whose revenue depends on coal mining/extraction or the production of coal for energy.*

*The University of Lausanne has adopted a responsible investment charter since 2019. This charter stipulates, firstly, the exclusion from the portfolio of companies whose revenues are significantly dependent on fossil fuels. Secondly, it also provides for the proactive selection of companies with exemplary ESG practices. In practice, the latest portfolio audit, dating from March 2025, reveals : 0.17% exposure to the fossil fuel industry, 2.2% of the allocation to an ethical fund with significant exposure to renewable energies*

*<https://www.unil.ch/files/live/sites/unil/files/02-universite/0205-transition-ecologique/charte-investissements-responsable.pdf>*

**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%

## Planetary Health Grades for the Lausanne School of Medicine.

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

Section	Raw Score %	Letter Grade
<b>Planetary Health Curriculum (30%)</b>	$(61/75) \times 100 = 81,33\%$	A-
<b>Interdisciplinary Research (17.5%)</b>	$(15/17) \times 100 = 88,24\%$	A
<b>Community Outreach and Advocacy (17.5%)</b>	$(10/14) \times 100 = 71,43\%$	B
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	$(10/15) \times 100 = 66,67\%$	B
<b>Campus Sustainability (17.5%)</b>	$(22/32) \times 100 = 68,75\%$	B
<b>Institutional Grade</b>	$(81 \times 0.3 + 88 \times 0.175 + 71 \times 0.175 + 67 \times 0.175 + 69 \times 0.175) = 76,04\%$	<b>B+</b>

# Report Card Trends

## Section Overview

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

