Planetary Health Report Card (Medicine) 2026:

University of Toronto (Temerty Faculty of Medicine)

2025-2026 Contributing Team:

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Land acknowledgment:
We wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

Summary of Findings

Overall Grade	B-

Curriculum	B-

- Overall, the Temerty Faculty of Medicine has successfully addressed the impact of climate change on respiratory health and the changes in infectious disease patterns. The unequal health effects of climate change on a global scale are also addressed in the curriculum. The recent addition of the Climate Wise slides into several blocks throughout the Foundations curriculum as well as the introduction of a Planetary Health lecture in the Health Promotion block has helped integrate this topic into the curriculum as a longitudinal theme.
- **Recommendations:** Opportunities for further growth are to continue implementing planetary health curriculum into all the Foundations blocks (ex: Gynecology) as well as into the Clinical Skills and Clerkship curriculums. Suggestions include: emphasizing the importance of environmental exposures (not just occupational exposures) to toxins and pollutants.

Interdisciplinary Research	B+

- The Collaborative Centre for Climate, Health and Sustainable Care continues to serve as a central hub for interdisciplinary planetary health research and education. It brings together faculty engaged in planetary health scholarship across disciplines and supports collaboration through knowledge-sharing events.
- **Recommendation:** There are opportunities for Temerty Faculty of Medicine to strengthen interdisciplinary planetary health research by meaningfully engaging communities affected by climate change and environmental injustice in order to help guide the research agenda.

Community Outreach and Advocacy	D+

- There is some public education on planetary health either through the university or affiliated hospitals, but they are lacking.
- The Temerty Faculty of Medicine occasionally mentions planetary health in its newsletter, but there is no regular
communication on planetary health education or progress on sustainability initiatives.
- There are a number of professional development opportunities through the University continuing education Programs.
- **Recommendations:** There are opportunities for the University of Toronto's Temerty Faculty of Medicine or the Collaborative Centre for Climate, Health and Sustainable Care to collaborate with community organizations through meaningful partnerships to facilitate community education on planetary health through public events or seminars. There are also opportunities to work with affiliated hospitals to facilitate standardized materials and messaging related to patient-facing materials regarding climate.

Support for Student-Led Initiatives	B-

- The University of Toronto has expanded its support for student-led planetary health initiatives. The Collaborative Centre for Climate, Health and Sustainable Care provides structured programming and opportunities for students to engage in planetary health research and scholarship. The Centre maintains an up-to-date webpage and "People" directory, enabling students to identify mentors.
- Student groups such as GreenMeds, Scrubs and Shrubs, and WildMeds allow medical students to engage with planetary health through advocacy, community partnerships, sustainable food systems, and outdoor programming.

- **Recommendations:** We recommend that the medical school explore opportunities to further support student-initiated sustainability projects and consider integrating sustainability QI into the core medical curriculum. Formalizing faculty support for student groups such as GreenMeds and establishing a designated student sustainability representative within faculty governance structures may also strengthen institutional engagement.

Campus Sustainability	**B-**

- Across both the St. George and Mississauga campuses, the University of Toronto has made solid progress toward becoming more sustainable in alignment with the wider institution, including commitments to fossil fuel divestment, long-term net-zero targets, LEED-certified buildings, renewable energy integration (solar and geothermal), and strong transportation and waste-reduction initiatives.
- **Recommendations**: While many plans and initiatives are in place, sustainability efforts could be strengthened by establishing medical-school-specific oversight, accelerating renewable energy adoption and interim carbon targets, expanding sustainable lab standards, and introducing clearer required guidelines for events and procurement.

Statement of Purpose

Planetary health is human health.

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

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

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

Definitions & Other Considerations

Definitions:

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

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

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

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

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

specifically targeted for medical students, can meet this metric.

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Anthropogenic:** Created through human activity

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

Scoring Matrix

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

Other considerations:

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

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

Planetary Health Curriculum

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

Curriculum: General

1.1. Did your medical school offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
Yes, the medical school has offered **more than one** elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered **one** elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does **not** have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a **lecture** on planetary health. (1 point)	
No, the medical school has **not** offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	0
Score explanation: The MD program at the University of Toronto does not offer elective courses. However, there are mandatory Interprofessional Education workshops in which students may opt to learn about planetary health.	

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:	

The effects of extreme heat and climate change on human health was explored in-depth in an optional Self-Learning Module in the Respirology block in the first year curriculum.

This topic was explored through a planetary health lecture in the first year curriculum during Health Promotion week. The following learning objectives were discussed in relation to impacts of extreme heat:

ENV1104 - Describe foundational concepts in planetary health, including climate change, environmental determinants of health and sustainable healthcare practices
ENV1105 - Analyze environmental determinants of health that contribute to various clinical conditions and assess their implications for patient care
ENV1106 - Evaluate environmental factors in patient histories and experiences to provide holistic, patient-centered care that considers the impact climate and pollution on individual health risks

Specifically, direct health impacts of extreme heat were discussed in terms of heat stroke and heat exhaustion as well as highlighting vulnerable populations that would be most susceptible to heat-related illnesses. Additionally, an interactive case discussion was included about the risks and possible solutions for an individual living in an urban apartment with no cooling.

This topic was then re-addressed briefly during a Pediatric Asthma lecture during the Pediatrics block in the second year curriculum.

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

Score explanation:

In the first year curriculum "Planetary Health" lecture, the direct impacts of wildfires, cyclones, tropical storms, and floods was introduced to have direct impacts on health outcomes.

In the Complexity and Chronicity course of the second-year curriculum, the role of non-physician healthcare providers in building a more sustainable health care system in resource limited settings is discussed. There is also a new testable learning objective that was added to the curriculum this year that discusses the impact of climate and pollution on individual health risks.

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

This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
Score explanation: *In the Microbiology block of the first-year curriculum, the impact of climate change on changing patterns of infectious diseases is addressed through a testable Self-Learning Module called "Emerging Infectious Diseases" and a lecture titled "Fever and Fever in the Returned Traveller." These learning activities discuss how climate and weather affect the incidence of emerging infectious diseases. Also discussed is the impact of higher temperatures on the length of malaria and tick season as well as the expanding range of geographic range where these diseases occur. Prevention and protection from these diseases was discussed in relation to low and middle income countries.*	

1.5. Does your medical school curriculum address the respiratory health effects of climate change and air pollution?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: *The effects of climate change and air pollution are discussed in depth in an optional Self-Learning Module during the Respirology block of the first-year curriculum. These concepts are revisited briefly during a lecture called "Pediatric Asthma" during the Pediatrics block of the second-year curriculum.*	

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:	2

Score explanation: *In the first year curriculum "Planetary Health" lecture, the cardiovascular health effects of increased heat was discussed in terms of exacerbation of chronic diseases including coronary artery disease, and rapid, weak pulse during heat exhaustion and rapid, strong pulse during heat stroke.*

1.7. Does your medical school curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: *In the first year curriculum" Planetary Health" lecture, individuals with mental health issues are described to be a part of heat-sensitive groups and the benefits of nature are described to reduce stress biomarkers.*	

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:	2
Score explanation: *In the first year curriculum" Planetary Health" lecture, the indirect impacts of climate change are described to include how climate increases food security risks leading to under nutrition and extreme weather events leading to migration and displacement of individuals globally.*	

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

This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
Score explanation: *In the first-year curriculum "Planetary Health" lecture, the impact of climate change on marginalized populations is described in the context of who is at higher risk of heat-related illnesses including heat-exposed groups (workers, urban inhabitants, homeless individuals, occupants of poorly heat-adapted housing); heat-sensitive groups (seniors, children, pregnant persons, those with chronic illnesses, those with mental health issues; and resource or or information-limited groups (people living in poverty, residents of racialized or impoverished communities, individuals with language barriers)*	

1.10. Does your <u>medical school</u> curriculum address the unequal regional health impacts of climate change globally?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
Score explanation: *This topic is covered during the Global Health block of the second-year curriculum in a lecture called "Global Health - Disparity and Solidarity." Both the unequal contribution to climate change and the unequal distribution of its effects were discussed. Additionally, there is a testable learning objective that requires students to be familiar with the sustainable development goals.*	

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

1.11. Does your <u>medical school</u> curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides, microplastics)?
This topic was explored **in depth** by the **core** curriculum. (3 points)
This topic was **briefly** covered in the **core** curriculum. (2 points)
This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)	
Score Assigned:	0
Score explanation: This topic is not covered by the MD program	

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

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: *Indigenous knowledge and value systems are emphasised heavily throughout the curriculum, however, they are not addressed in the context of planetary health solutions*	

1.14. Does your medical school curriculum address the outsized impact of anthropogenic environmental toxins on marginalised populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults?
This topic was explored **in depth** by the **core** curriculum. (3 points)
This topic was **briefly** covered in the **core** curriculum. (2 points)
This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)	
Score Assigned:	0
Score explanation: This topic is not covered by the MD program	

Curriculum: Sustainability

1.15. Does your <u>medical school</u> curriculum address the environmental and health co-benefits of a plant-based diet?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 point)	
Score Assigned:	2
Score explanation: *The health benefits of a plant-based diet is discussed during the Health Promotion block of the first-year curriculum as part of a lecture on medical nutrition therapy. While the role of a plant-based diet as therapy for non-communicable diseases is discussed, the environmental co-benefits are not mentioned.*	

1.16. Does your <u>medical school</u> curriculum address the carbon footprint of healthcare systems?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
Score explanation: *In the first year curriculum "Planetary Health" lecture, the carbon footprint of healthcare systems was discussed and the importance of reducing demand for health services, matching health services to demand, and reducing emissions from supply of health services was explained.*	

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 **and** environmental **co-benefits** of **avoiding** over-medicalisation, over-investigation and/or over-treatment (2 points)	2
The environmental impact of **pharmaceuticals** and over-prescribing as a cause of climate health harm. Alternatively teaching on **deprescribing** where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	2
The health **and** environmental **co-benefits** of **non-pharmaceutical management** of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point)	1
Environmental impact of **surgical** healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	1
The impact of **anaesthetic** gases on the healthcare carbon footprint and ways to reduce anaesthesia's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	1
The impact of **inhalers** on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	1
Waste production within healthcare **clinics** and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	1
Score explanation: *In the first-year curriculum "Planetary Health" lecture, components of a sustainable clinical practice were explained including the importance of avoiding over-medicalisation and deprescribing through highlighting Choosing Wisely guidelines. Prescribing nature was also highlighted as an intervention to reduce stress and a form of non-pharmaceutical management. The environmental impact of surgical healthcare was highlighted and students participated in a case to come up with a solution to reduce surgical waste in the ORs. The impact of anesthetic gases was highlighted and evidence for metered-dose inhalers was presented. Reducing waste within clinics was also highlighted through reducing exam bed paper use. Principles of circular economy were also mentioned. The movement to reduce the use of harmful gases such as desflorane and nitrous oxide was also discussed in the "Intro to Anesthesia" lecture in the second-year curriculum.*	

Curriculum: Clinical Applications

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

Score Assigned:	0

Score explanation:

Although the impacts of climate change on health are addressed in various blocks throughout the MD curriculum, strategies on how to address these impacts with patients are not covered.

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

Score explanation:

Taking a history on environmental exposures is included in the core curriculum as part of the Occupational Health Clinical Skills session. This session is part of the first-year curriculum and aligns with the Respirology block, however, it is more focused on occupational and workplace exposures as opposed to climate change related exposures.

Curriculum: Administrative Support for Planetary Health

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

Score explanation:

Over the past year the University of Toronto has made significant improvements to their Foundations curriculum to include aspects of planetary health. This includes the mandatory implementation of the Climate Wise slides in the Microbiology block, Cardiology block, Respirology block, Gastroenterology block and Nephrology block. The integration of the climate wise slides will also be included in the psychiatry block in the 2026-2027 academic year. Additionally, during the Health Promotion block of the first year curriculum there is a mandatory Pre-Week learning eModule on planetary health and a 90 minute lecture on planetary health was added this year as well. The Temerty Faculty of Medicine has also introduced three new learning

objectives for the 2025-2026 academic year that integrate planetary health into the Foundations curriculum. They are as follows:

- *ENV1104: Describe foundational concepts in planetary health, including climate change, environmental determinants of health and sustainable healthcare practices*
- *ENV1105: Analyze environmental determinants of health that contribute to various clinical conditions and assess their implications for patient care*
- *ENV1106: Evaluate environmental factors in patient histories and experiences to provide holistic, patient-centered care that considered the impact of climate and pollution on individual health risk*

In the past year, the Temerty Faculty of MedicineUniversity of Toronto has made a significant effort to improve their planetary health curriculum. The hopes are that this continues in the future and also becomes integrated into the Clerkship curriculum.

Finally, the University of Toronto is a signatory of the AFMC Declaration on Planetary Health. This outlines their commitment to "immediately work to align our healthcare schools with the Planetary Health Education Framework, providing common foundational principles, competencies, and language to prepare future healthcare professionals to both mitigate further environmental degradation and to lead and contribute to adaptation and resilience strategies" as well as to "provide healthcare professionals and learners with value- and evidence-based training to reduce overdiagnosis and unnecessary investigations and treatment, to both improve the quality of care and reduce unnecessary healthcare-related environmental impacts, including greenhouse gas emissions." This demonstrates the University of Toronto's commitment to improving their planetary health curriculum in the hopes of preparing healthcare professionals for the challenges climate change will pose to both patients and health systems.

1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the <u>core</u> curriculum?	
Planetary health/ESH topics are **well integrated** into the core medical school curriculum. (6 points)	
Some planetary health/ESH topics are appropriately integrated into the core medical student curriculum. (4 points)	
Planetary health/ESH is not integrated and is primarily addressed in **(a) standalone lecture(s).** (2 points)	
There is **minimal/no** education for sustainable healthcare. (0 points)	
Score Assigned:	4

Score explanation:

While planetary health and sustainable healthcare topics are well integrated into some blocks of the curriculum , this is not consistently reflected across all units. There have been substantial improvements with the addition of the Climate Wise Slides into certain blocks, as well as introducing a "Planetary Health" lecture during Health Promotion Week. Additionally, in the second-year curriculum, the Global Health block explores both planetary health and sustainable development at a global scale. An opportunity for improvement is to include planetary health teaching when discussing the Choosing Wisely Canada Climate-Conscious guidelines that are embedded throughout the Foundations Curriculum. These guidelines are typically represented as

cost mitigation and harm reduction strategies but the environmental impact of these choices and guidelines is not discussed.

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:	0
Score explanation: *While there has been substantial efforts to improve the integration of planetary health and sustainable healthcare into the curriculum, there is no specific faculty member responsible for overseeing this and this task has fallen to the Foundations Curriculum Director in the interim.*	

1.23. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: *In the first-year curriculum "Planetary Health" lecture, the role of civic engagement and advocacy are discussed through the lens of macro-level changes. The trusted voice of physicians is highlighted and examples of how physicians can become involved through participating in local climate protests, local city council meetings, starting petitions, and participating at international climate advocacy events, such as COP are given as examples.*	

Section Total (48 out of 75)	**64.0%**

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Interdisciplinary Research

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

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your institution?	
Yes, there are faculty members at the **institution** who have a **primary** research focus in planetary health **or** sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the **institution** who are conducting research **related** to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the **institution**, but not specifically associated with healthcare/vetcare. (1 point)	
No, there are **no** planetary health and/or sustainability researchers at the **institution** at this time. (0 points)	
Score Assigned:	3
Score explanation: *Within the Temerty Faculty of Medicine, there are some researchers whose primary focus is in planetary health, including Dr. Susan A. Deering, Dr. Edward Xie, Dr. Samantha Green, Dr. Colin Sue-Chue-Lam, Dr. Syed Ali Akbar Abbass, Dr. KitShan Lee, Dr. Siqi Xue and Dr. Daniel Rosenbaum.* *There are also other researchers who are involved in planetary health research but not as a primary focus.*	

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

There is an **Occupational and Environmental Health department**, but no interdisciplinary department or institute for planetary health research. (1 point)
There is **no** dedicated department or institute. (0 points)

Score Assigned:	3

Score explanation:

The Collaborative Centre for Climate, Health & Sustainable Care is a multi-faculty academic unit at the University of Toronto. Launched in November 2023, the Collaborative Centre is an initiative of four faculties: the School of Public Health, the Faculty of Medicine, the Faculty of Nursing, and the Faculty of Pharmacy "to catalyze climate & sustainability action for health & health systems through research, education, and practice & policy change". The Institute for Inclusive Health and Well-Being at the University of Toronto Scarborough campus seeks to generate spaces for interdisciplinary dialogues about planetary health.

2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?
Yes, there is a process in which community members impacted by climate and environmental injustice have **decision-making power** in the climate + environmental research agenda. (3 points)
Yes, there is a process in which community members impacted by climate and environmental injustice **advise** the climate + environmental research agenda. (2 points)
No, but there are **current efforts** to establish a process for community members to advise or make decisions on the research agenda. (1 point)
There is **no** process, and **no** efforts to create such a process. (0 points)

Score Assigned:	0

Score explanation:

To our knowledge, there is no current effort to establish a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about Temerty Medicine's research agenda.

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

There is a website that **attempts to centralise** various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)
The **institution** has an **Office of Sustainability website** that includes **some** resources related to health and the environment. (1 point)
There is **no** website. (0 points)

Score Assigned:	2

Score explanation:

Although the Collaborative Centre for Climate, Health, and Sustainable Care is an institutional website that describes a variety of activities related to planetary health, its coverage is limited. The University of Toronto tri-campus Sustainability Offices provide resources on sustainability, but they are for the most part not focused on health.

2.5. Has your institution recently hosted a conference or symposium on topics related to planetary health?

Yes, the **institution** has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)
Yes, the **institution** has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)
Yes, the **institution** has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)
The **institution** has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)
No, the **institution** has not hosted a conference on topics related to planetary health in the past three years. (0 points)

Score Assigned:	4

Score explanation:

The Collaborative Centre for Climate, Health & Sustainable Care hosts the Annual Climate, Health and Sustainable Care Symposium. The event includes presentations by experts on the health and health system implications of global ecological change. In addition to the full-day symposium, the Centre and the broader University of Toronto community have hosted seminars, panels, and "Critical Conversations" series on climate, environmental justice, and health topics throughout 2025–26, offering ongoing opportunities for academic discussion and public engagement. The Planetary Health & Sustainable Care ECHO Program, a professional development series hosted through Temerty Medicine's Continuing Professional Development, is focused on climate-responsible care.

2.6. Is your institution a member of a national or international planetary health or ESH/ESV organisation?	
Yes, the institution is a member of a national or international planetary health **or** ESH/ESV organisation. (1 point)	
No, the institution is **not** a member of such an organisation. (0 points)	
Score Assigned:	1
Score explanation: *The University of Toronto is a member of CASCADES, a national organization empowering the implementation of sustainable healthcare practices and policies in Canada. CASCADES is represented at the University of Toronto through the Collaborative Centre for Climate, Health & Sustainable Care. CASCADES has three main focuses: (1) building implementation resources to support sustainability in medical practice and education, (2) delivering training on planetary health topics, and (3) facilitating national collaboration on promoting planetary health.*	

Section Total (13 out of 17)	**76.5%**

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Community Outreach and Advocacy

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

3.1. Does your institution partner with community organisations to promote planetary and health?	
Yes, the **institution** meaningfully partners with **multiple** community organisations to promote planetary and environmental health. (3 points)	
Yes, the **institution** meaningfully partners with **one** community organisation to promote planetary and environmental health. (2 points)	
The **institution** does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is **no** such meaningful community partnership. (0 points)	
Score Assigned:	1
Score explanation: To our knowledge, there are no meaningful community partnerships between the medical school and planetary health organizations. However, the Collaborative Centre for Climate, Health and Sustainable Care participates and promotes events and seminars hosted by community organizations. Community organizations is understood to mean an organization aimed at making desired improvements to a community's social health, well-being, and overall functioning. For example, Transforming Health Equity: Why Pharmacy is Key to Social Prescribing is presented with Kingston Community Health Centres (KCHC).	

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

Score Assigned:	0

Score explanation:

To our knowledge, the Temerty Faculty of Medicine does not currently offer community-facing courses or events on planetary health that are explicitly designed for the general public. Community-facing is understood to mean audiences beyond health professionals in this case. While public lectures and seminars may be available on related topics, the Temerty Faculty of Medicine's formal educational offerings in planetary health are primarily delivered through Continuing Professional Development programs, such as Climate, Health & Sustainable Care ECHO, which are targeted to healthcare professionals rather than the public at large. In addition, the University of Toronto offers science programs to the public, like Science Rendezvous; however, it is unclear if this programming includes workshops or educational material specifically on the topics of planetary health and sustainability.

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

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

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

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

Score Assigned:	0

Score explanation:

T*hough there are occasional mentions of planetary health in the weekly Temerty Medicine weekly newsletter, we do not feel that this qualifies as regular.*

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 Temerty Faculty of Medicine's Continuing Professional Development program offers formal education in planetary health through Climate, Health & Sustainable Care ECHO, a longitudinal, collaborative learning forum where healthcare professionals across Canada engage in weekly virtual sessions to share expertise, problem-solve, and advance climate-resilient and responsible care across clinical settings and specialties. In addition, the Taking Action on Planetary Health is a structured, short-course certificate program designed to build concrete skills in planetary health leadership, sustainable care design, and climate action within healthcare settings. It equips post-graduate professionals with frameworks, real-world examples, and applied projects to translate planetary health knowledge into measurable change in their organizations and communities.

While the main hospital affiliated trust offers several continuing education programs covering clinical skills, leadership, research, and quality improvement, many do not offer a standalone, accredited course on planetary health. Most instead offer a commitment to sustainability through existing courses and onsite initiatives. For example, the University Health Network holds "Greening at UHN" initiatives to support environmental stewardship topics, and professionals can often engage in sustainability-related content through wider network or partner programs (including those offered through University of Toronto CPD).

Beyond Temerty Faculty of Medicine-led programming, planetary health education is also available through the CASCADES collaborative, a multi-institution partnership involving universities and non-profit organizations that delivers interdisciplinary training focused on climate change, health, and sustainability.

3.5. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about environmental health exposures?

Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)

Some affiliated hospitals have accessible educational materials for patients. (1 point)

No affiliated medical centres have accessible educational materials for patients. (0 points)

Score Assigned:	1

Score explanation: Some affiliated hospitals have educational materials for patients. For example:

Sunnybrook
Urban beekeeping: Honey bees arrive at Sunnybrook

Sickkids
Heat-related illness in young athletes
Heat-related illness: How to prevent
Plant safety

3.6. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about the health impacts of climate change?	
Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	1

Score explanation:

Several institutions affiliated with the Temerty Faculty of Medicine including University Health Network (UHN), Mount Sinai Hospital, Sunnybrook Health Sciences Centre, Women's College Hospital, and Unity Health Toronto have acknowledged the health impacts of climate change, though the depth and accessibility of patient-facing educational materials vary. UHN recognizes climate-related health risks, including mental health impacts associated with extreme events such as wildfires, but offers limited plain-language, patient-directed resources that explicitly explain climate change and health. In contrast, Sunnybrook provides accessible, patient-oriented online content through its public health and environment pages, which discuss environmental and climate-related health issues in clear, general-comprehension language, including the impacts of extreme weather on health; however, these materials could be expanded to more comprehensively address additional climate-related concerns such as air pollution, heat stress, and mental health. Women's College Hospital contributes indirectly through its Environmental Health Clinic, which provides patient-facing education and care for individuals with health conditions linked to environmental exposures; however, its materials are primarily focused on individual environmental sensitivities rather than broader, plain-language education on the health impacts of climate change. Unity Health Toronto has demonstrated institutional leadership in sustainability and emissions reduction, but does not appear to offer dedicated, easily identifiable patient-facing educational materials focused on the health impacts of climate change. Overall, while some affiliated hospitals have begun to develop accessible climate-health resources for patients, there is a need for a comprehensive, system-wide suite of patient education materials comparable to those offered by Providence Hospital. As such, these institutions demonstrate emerging but uneven performance in the accessibility of patient-focused educational materials on climate-related health impacts, rather than a complete absence of such resources.

Section Total (5 out of 14)	**35.7%**

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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:	0
Score explanation:The University of Toronto and its affiliated medical institutions do not offer specific grants or dedicated funding for students to enact sustainability or quality improvement (QI) projects. While the Collaborative Centre for Climate, Health and Sustainable Care offers summer funding to support sustainability-related research and quality improvement activities, this funding is awarded to faculty members who then hire students into projects. It does not constitute a structured grant program enabling medical students to independently enact sustainability initiatives. Additionally, while there may be informal support for students interested in pursuing sustainability-related initiatives, sustainability QI projects are not embedded within the core medical curriculum, nor are they encouraged to fulfil clerkship or longitudinal requirements.	

4.2. Does your institution offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?
The **institution** has a **specific** research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)
There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these **require student initiative** to seek them out and carry them out in their spare time. (1 point)
There are **no opportunities** for students to engage in planetary health/sustainable healthcare research. (0 points)

Score Assigned:	2
Score explanation:The University of Toronto offers structured educational and funded research opportunities in planetary health and sustainable healthcare. The Planetary Health Certificate Program through Continuing Professional Development (CPD) delivers structured educational modules focused on the intersection of ecological change and human health. In addition, the Climate, Health & Sustainable Care Student Training Program offered through the Collaborative Centre for Climate, Health and Sustainable Care is a one-year, non-credit certificate program that supports students in developing knowledge and expertise on sustainability in health. This includes climate and health, planetary health, One Health, ecohealth, political ecology of health, sustainable healthcare, and climate-resilient health systems. Additionally, the Collaborative Centre for Climate, Health and Sustainable Care hosts an annual symposium with various awards, a seminar series focused on topics related to climate change and health, sustainability and planetary health and a monthly planetary health journal club. The Centre also administers a Summer Student Funding Program, which provides institutional funding to support student involvement in research, quality improvement, and practical experiences related to climate, health, and sustainable care.	

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 Collaborative Centre for Climate, Health and Sustainable Care maintains a webpage outlining planetary health and sustainable healthcare initiatives, including current programs, ongoing research, events, and opportunities for engagement. It also features a "People" directory listing student and faculty members, their interests, roles, and LinkedIn profiles to facilitate networking and collaboration.

There is a newsletter available to sign up that may contain additional information regarding opportunities, however, individuals must sign up directly. The website is not integrated with the U of T sustainability website or the School of the Environment and appears to be missing some centralized opportunities, such as the CPD Planetary Health Certificate Program or various speaker events. The website, given that it contains up-to-date information and contact information of potential mentors, meets the criteria for ***2 points,*** *however it is recommended to improve cross-linking across platforms as it would enhance visibility and accessibility.*

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:	1
Score explanation: GreenMeds is a University of Toronto's Faculty of Medicine associated student organization dedicated to fostering planetary health engagement, sustainability in medicine and advocacy. This group coordinates the collection and distribution of used anatomy equipment, promotes waste reduction at Medical Society events and collaborates with like-minded groups, including the Collaborative Centre for Climate, Health and Sustainable Care. *There is no mention of faculty advisors or formal faculty support available for GreenMeds. This group works with a variety of faculty members to care out their initiatives, however the extent of support remains minimal.*	

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:	0

Score explanation: There is no formal student representative from the Faculty of Medicine who serves on a department- or institution-wide decision-making council specifically to advocate for curriculum reform or sustainability best practices at the University of Toronto. While the Medical Society includes roles such as the VP Global Health and the Local Officer of Environmental Health and Sustainability, these positions advocate at the student society level and do not hold formal seats on faculty governance or curriculum committees.

The Principal's Sustainability Advisory Committee (PSAC) at the University of Toronto Mississauga includes undergraduate and graduate student members, however, this committee does not operate university-wide, and there are currently no representatives from the Faculty of Medicine.

4.6. In the past year, has the institution had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	**Score**
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	1
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	1
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1

Score explanation: In the past year, the University of Toronto Temerty has had multiple co-curricular planetary health initiatives across several categories. Through Scrubs & Shrubs, medical students partner with the Horticultural Society of Parkdale and Toronto. This student group hosts seed-starting events, volunteers with the horticultural society and visits Cathy's garden at Stanley park where they garden and learn from local seniors about native plant gardening and pollinator gardens. These activities provide hands-on experience in sustainable food systems and urban ecological restoration while supporting community resilience to anthropogenic environmental impacts. Students also engage in intergenerational collaboration with local seniors, strengthening community-based environmental stewardship.

Planetary health–focused educational programming is consistently offered through recurring seminar series, panels, symposia, and certificate initiatives hosted by Collaborative Centre for Climate, Health and Sustainable Care. These events address topics including air quality and community health, environmental justice, climate policy and governance, extreme heat response, urban environmental exposures, sustainable healthcare systems, and the mental health impacts of climate change. Students and faculty are an intended audience for these events, which provide structured opportunities to engage with environmental health research, policy, and community-centered approaches to climate resilience. Additionally, UofT Talks hosted an event titled "Growing up Today" where students, faculty, and the public could engage on the impacts of climate change throughout the life span, connect with the local environmental justice community and learn how health professionals can address these impacts.

The School of the Environment hosts an annual Sustainability Thinking Exhibition,which features student-created visual art, installation art, digital media, music and other creative works exploring sustainability and the planetary crisis. This event is open to all students and the public.

Additionally, WildMeds, a student-run club within the Faculty of Medicine, organizes wilderness outings and outdoor experiences for medical students. These events include hiking trips, winter camping, portaging and more with the goal of promoting physical and mental well-being while also fostering a connection with nature.

Section Total (11 out of 15)	**73.3%**

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Campus Sustainability

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

5.1. Does your institution have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is **at least one designated staff member** for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but **no specific staff member** in charge of hospital sustainability. (2 points)	
There are **no salaried sustainability staff,** but there is a sustainability task force or committee. (1 point)	
There are **no** staff members **or** task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
Score explanation: At both the University of Toronto's St. George (STG) and Mississauga (UTM) campuses, there exists an Office of Sustainability that has several full-time staff dedicated to campus sustainability; however, there is no specific university staff member in charge of the medical school or hospital sustainability. Team members and roles can be found at the links below: ● *STG Campus:* ○ *Leadership - Facilities & Services - University of Toronto* ● *UTM Campus:* ○ *Who We Are | Sustainability Office*	

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

Score Assigned:	0
Score explanation: Score explanation: According to the UTM Sustainability Strategic Plan (Fostering a Culture of Sustainability), UTM will carry out a plan to create a carbon neutral campus before 2043. Additionally, according to the A Climate Positive Campus (St. George Campus Carbon and Energy Master Plan) report, STG pledges to go beyond the goal of carbon neutral to become climate positive by 2050.	

5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?	
Yes, institution buildings are **100%** powered by renewable energy. (3 points)	
Institution buildings source **>80%** of energy needs from off-site and/or on-site renewable energy. (2 points)	
Institution buildings source **>20%** of energy needs from off-site and/or on-site renewable energy. (1 point)	
Institution buildings source **<20%** of energy needs from off-site and/or on-site renewable energy. (0 points)	
Score Assigned:	0
Score explanation: No publicly available source discloses how much institution buildings source from off-site and/or on-site renewable energy. Upon meeting with representatives from the Office of Sustainability of both campuses, it was indicated that institution buildings do not source most of their energy needs from off-site and/or on-site renewable energy. The STG campus reports solar panels on many buildings across campus, including the Bahen Centre for Information Technology (BCIT), Myhal Centre for Engineering Innovation and Entrepreneurship (CEIE), Varsity Centre and the Exam Centre. They also report aiming to add two solar arrays each year. The STG campus achieved ISO 50001 ready-recognition for seven buildings. The UTM campus reports they are actively integrating renewable energy systems into campus operations, including both solar power and geothermal energy. Three campus buildings (William G. Davis Building, Instructional Centre, and New Science Building) report use of solar panels.	

5.4. Are sustainable building practices utilised for new and old buildings on the institution's campus, with design and construction of new buildings and remodelling of old buildings conforming to a published sustainability rating system or building code/guideline?
Yes, sustainable building practices are utilised for new buildings on the institution's campus and the **majority** of old buildings **have been retrofitted** to be more sustainable. (3 points)
Sustainable building practices are utilised for new buildings on the institution's campus, but most old buildings have **not been retrofitted.** (2 points)
Sustainable building practices are **inadequately or incompletely** implemented for new buildings. (1 point)

Sustainability is **not considered** in the construction of new buildings. (0 points)	
Score Assigned:	3
Score explanation: Since 2006, all UTM large academic and research capital projects have been designed to meet at least LEED Silver certification. In terms of STG, the Exam Centre at 255 McCaul St. is the first building to achieve LEED Gold Certification. There are sustainable features such as rainwater harvesting, dimmable high-output fluorescent lighting, operable windows, demand control ventilation, and a green wall connected to the lobby air distribution system. Other LEED-certified buildings include the Rotman School of Management, the Lassonde Mining Building and the Munk School of Global Affairs.	

5.5. Has the institution implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?	
Yes, the institution has implemented strategies to encourage and provide **environmentally-friendly transportation options** such as safe active transport, public transport, or carpooling and these options are well-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default. (2 points)	
The institution has implemented **some** strategies to provide environmentally-friendly transportation options, but the options are **unsatisfactorily** accessible or advertised. (1 point)	
The institution has **not** implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)	
Score Assigned:	2
Score explanation: The STG campus offsets emissions for all university-funded air travel (except for travel funded by external research grants). They are subject to a carbon offset fee based on the distance travelled, which support carbon reduction fund tri-campus projects to reduce university-related carbon emissions. Additionally, BikeChain is a not-for-profit cycling organization based out of STG, providing affordable repairs and rental services as well as unique educational opportunities. Bikechain promotes cycling as an environmentally sound form of alternative transportation and advocates for an active and healthy lifestyle. Furthermore, the Bike Share Toronto discount program offers a discount on annual Bike Share Toronto memberships to students, staff and faculty across all three campuses. At UTM,, the Sustainability Office operates the BikeShare program, allowing students to rent bicycles free of charge for up to one week while also offering repair education, encouraging cycling as an accessible and low-emission commuting option. In addition, city-wide micro-mobility programs (e-bikes and e-scooters) expand short-distance travel alternatives that reduce reliance on cars. Public transit is strongly supported through the U-Pass, which provides unlimited fare-free rides on MiWay buses for students, and the fare-free UTM-STG shuttle bus for registered students, reducing single-occupancy vehicle commuting between campuses. For those who must drive, the university promotes lower-impact options such as carpool permits, car-sharing through Zipcar, and the availability of electric vehicle charging stations on campus. Together, these initiatives encourage students and staff to choose active transportation or shared transit before private driving, thereby decreasing transportation-related emissions associated with commuting to campus.	

5.6. Does your institution have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?	
Yes, the institution has **both** compost **and** recycling programs accessible to students and faculty. (2 points)	
The institution has **either** recycling **or** compost programs accessible to students and faculty, but not both. (1 point)	
There is **no** compost or recycling program at the institution. (0 points)	
Score Assigned:	2
Score explanation: UTM has a plethora of both compost and recycling programs accessible to students and faculty (organics as well as paper and container recycling). At STG, similar policies apply.	

5.7. Does the institution apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?	
Yes, the institution has a**dequate s**ustainability requirements for food and beverages, including meat-free days or no red-meat, and **is engaged** in efforts to increase food and beverage sustainability. (3 points)	
There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution **is engaged** in efforts to increase food and beverage sustainability. (2 points)	
There are sustainability guidelines for food and beverages, but they are **insufficient or optional.** The institution is **not** engaged in efforts to increase food and beverage sustainability. (1 point)	
There are **no** sustainability guidelines for food and beverages. (0 points)	
Score Assigned:	3
Score explanation: UTM reports being a Fair-Trade Silver campus, and Dana Hospitality is their contractor responsible for sourcing plant-based and locally oriented food options. The campus maintains several sustainability initiatives through Hospitality & Ancillary Services, including Friendlier reusable container and bring-your-own-container (BYOC) programs that reduce single-use packaging, as well as programs such as OSCAR and the UTM Bees project that support broader ecological sustainability. Additionally, dining services provide a wide range of vegan and vegetarian meals, ensuring lower-carbon dietary choices are consistently available to students. The institution demonstrates clear sustainability criteria in food and beverage decisions through multiple active initiatives. U of T Food Services has committed to increasing plant-based menu options by an additional 20%, operates the Eco2Go reusable container program to reduce single-use plastics, and limits bottled water sales while expanding public drinking water access. It also redirects surplus food through partnerships such as MealCare and Second Harvest and contributes to the UTSU Food Bank, reducing waste while supporting food security.	

5.8. Does the institution apply sustainability criteria when making decisions about supply procurement?	
Yes, the institution has **adequate** sustainability requirements for supply procurement **and** is **engaged** in efforts to increase sustainability of procurement. (3 points)	
There are sustainability guidelines for supply procurement, but they are **insufficient or optional.** The institution is **engaged** in efforts to increase sustainability of procurement. (2 points)	
There are sustainability guidelines for supply procurement, but they are **insufficient or optional.** The institution is **not engaged** in efforts to increase sustainability of procurement. (1 point)	
There are **no** sustainability guidelines for supply procurement. (0 points)	
Score Assigned:	3
Score explanation: UTM applies sustainability criteria when selecting supplies and equipment through its Hospitality & Ancillary Services procurement practices. The campus prioritizes Energy Star-rated appliances, LED lighting, and environmentally friendly cleaning products, demonstrating formal environmental standards in purchasing decisions. It also sources local and plant-based products through initiatives such as the LOCUS vending machine and maintains Fair-Trade sourcing commitments. The STG campus follows the University of Toronto Procurement Policy, which applies to all purchasing and requires procurement activities to promote social, environmental, and financial sustainability. The university also adopts the Ontario Broader Public Sector Supply Chain Code of Ethics, ensuring responsible and transparent supplier selection.	

5.9. Are there sustainability requirements or guidelines for events hosted at the institution?	
Every event hosted at the institution **must** abide by sustainability criteria. (2 points)	
The institution **strongly recommends or incentivizes** sustainability measures, but they are **not required.** (1 point)	
There are **no** sustainability guidelines for institution events. (0 points)	
Score Assigned:	1
Score explanation: UTM offers a Sustainable Events program that provides guiding questions and a voluntary checklist to help organizers incorporate sustainable practices, such as promoting low-carbon transportation, prioritizing local or Fair-Trade food, and using reusable dishware. Events may also receive certification ratings (Bronze-Platinum), encouraging participation but not mandating compliance. STG hosts many sustainability-focused events such as repair cafés, sustainability tours, and educational workshops that promote environmentally responsible behaviour.	

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: UTM operates the Sustainable Change Labs Program, which supports students, staff, and faculty in creating and maintaining environmentally sustainable laboratory spaces. The program includes a structured certification process guiding labs through sustainability practices tailored to wet and dry lab settings. STG supports environmentally sustainable laboratories through guidance and institutional support programs, including hazardous waste collection services, green chemistry practices, and recommendations for sustainable purchasing and energy reduction. The Sustainability Office also provides a Sustainable Lab Program certification process for labs to track and improve sustainability performance.

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: Insert explanation here. The University of Toronto, which applies institution-wide across both STG and UTM campuses, has committed to divest from fossil fuel companies. All direct investments are to be removed within 12 months and indirect investments by no later than 2030, while reallocating funds toward sustainable and low-carbon investments and targeting net-zero endowment emissions by 2050.

Section Total (20 out of 32)	**62.5%**

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Grading

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

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

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

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	(48/75) x 100 = 64.0%	B-
Interdisciplinary Research (17.5%)	(13/17) x 100 = 76.5%	B+
Community Outreach and Advocacy (17.5%)	(5/14) x 100 = 35.7%	D+
Support for Student-led Planetary Health Initiatives (17.5%)	(11/15) x 100= 73.3%	B-
Campus Sustainability (17.5%)	(20/32) x 100 = 62.5%	B-
Institutional Grade	**(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 61.35%**	**B-**

Report Card Trends

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