



Planetary Health Report Card (Medicine) 2026: *University of Zürich*



**Universität
Zürich^{UZH}**

2025-2026 Contributing Team:

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Summary of Findings

Overall Grade	C
Curriculum	B+
<ul style="list-style-type: none"> The medical Faculty (MeF) of UZH does include planetary health in the curriculum in the 3rd BA year (Module Global & Public Health) and in the 2nd MA year (Modul Planetary Health). Both Modules are organized and implemented well in the curriculum and cover most of the key aspects of environmental factors and environmental changes in the context of health care. The implementation of the “Planetary Health” module in the 2nd MA year is a major improvement and contribution to the education of health care professionals in regard to these issues. However, the curriculum of the MeF of UZH lacks longitudinal integration and depth. Regarding the huge amount of climate crisis-related health issues that future doctors will face, students aren’t sensitized enough on the impact of planetary health in regard to specific organ systems and diseases, disregarding infectious diseases, which is covered in depth through the curriculum. Recommendations: The newly added module “Planetary Health” has drastically filled gaps in the curriculum regarding planetary issues. However we recommend more longitudinal as well as disease and organ specific implementation of the planetary health curriculum. 	
Interdisciplinary Research	B-
<ul style="list-style-type: none"> Various faculties at UZH deal with topics related to planetary and global health. Of particular note is the OneHealth Institute, a collaboration between the faculties of medicine, veterinary medicine, and natural sciences, which conducts research relating to the intersection between human, animal and environmental health. However, there is a lack of communication about current research topics and possible involvement of students in master's theses/dissertations, especially at the OneHealth Institute, as well as a lack of public events such as conferences on planetary health. Recommendations: UZH and the OneHealth Institute need to better promote current research projects in the field of planetary health and invite students/young researchers to join their research groups. In addition, public events (conferences/panel discussions) should be organized. 	
Community Outreach and Advocacy	F
<ul style="list-style-type: none"> UZH largely fails to deliver meaningful, structured planetary health engagement. Existing activities are ad hoc, weakly connected, and not explicitly aligned with planetary health or sustainable healthcare goals. There is no consistent communication, no dedicated postgraduate training, and virtually no accessible patient education, resulting in a low overall impact despite scattered initiatives. Recommendations: Establish a comprehensive planetary health strategy with mandatory integration into education, clear communication channels, and dedicated resources for community and patient engagement. 	
Support for Student-Led Initiatives	C-
<ul style="list-style-type: none"> The University of Zurich Faculty of Medicine offers some opportunities for student engagement in planetary health and sustainability, including funding for sustainability projects and the possibility to pursue 	

related research. However, these opportunities are not centrally organized and largely rely on student initiative, with limited visibility, coordination, and formal student representation.

- **Recommendations:** To strengthen student engagement and institutional impact, the Faculty of Medicine should establish a more structured framework for planetary health participation. This could include creating a centralized webpage listing projects, mentors, and opportunities, supporting or formally recognizing a student organization focused on planetary health, and appointing a student liaison for sustainability in faculty decision-making bodies.

Campus Sustainability

C+

- The MeF itself does not yet have tangible climate goals, and to our knowledge there are few internal guidelines regarding sustainability, although there is progress being made in the realm of travel guidelines. The university as a whole is improving in some fields, with an increase in sustainable energy, and newly implemented meat-free days at the cafeterias, while simultaneously still lacking others, such as the modernisation of infrastructure.
- **Recommendations:** Going forward, we recommend the implementation of a department strategy for climate neutrality, in accordance with that of the UZH (for example guidelines for labs, as well as the implementation/support of public travel subventions by the MeF for students to avoid car usage). We also hope to see the university as a whole divest from companies with higher warming potential, as well as further update campus infrastructure in line with sustainability guidelines.

Statement of Purpose

Planetary health is human health.

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

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

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

Definitions & Other Considerations

Definitions:

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

specifically targeted for medical students, can meet this metric.

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

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

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

Scoring Matrix

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

Other considerations:

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

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

Planetary Health Curriculum

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

Curriculum: General

1.1. Did your <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?	
Yes, the medical school has offered more than one elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered one elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does not have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a lecture on planetary health. (1 point)	
No, the medical school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	1
<p><i>Score explanation: The students' council proposed the introduction of an elective course to the curricular commission of the MeF in June and November 2021 and presented the elective course (Mantelstudium) "Planetary Health – how is the ecological crisis impacting our health?" to the Faculty in July 2022. The course has not been approved from the Faculty's side. However, there is an elective course called „Public & Global Health“, which contains lectures about the spreading of infectious diseases in the context of climate change.</i></p>	

Curriculum: Health Effects of Climate Change

1.2. Does your <u>medical school</u> 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
<p><i>Score explanation: in the HS2025 newly started “Planetary Health” curriculum of the 2nd year of the MA program there is coverage of this topic in form of a mandatory lecture which cover the many relationships of extreme heat and health risks (e.g. the relationship between extreme heat and chronic kidney disease) as well as an excursion for parts of the students concerning heat regulation in Zurich.</i></p>	

<p>1.3. Does your <u>medical school</u> curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?</p>	
<p>This topic was explored in depth by the core curriculum. (3 points)</p>	
<p>This topic was briefly covered in the core curriculum. (2 points)</p>	
<p>This topic was covered in elective coursework. (1 point)</p>	
<p>This topic was not covered. (0 points)</p>	
Score Assigned:	3
<p><i>Score explanation: In the 3rd BA year, there is a short module „Public and Global Health“, which contains one lecture (Mini-symposium: From individual health to planetary health), which addresses some aspects about health risks connected to extreme weather events. This is as well covered again in the global health lectures of the 2nd MA year. However, the focus is more on extreme heat and less on extreme weather events other than extreme heat.</i></p>	

<p>1.4. Does your <u>medical school</u> curriculum address the impact of climate change on the changing patterns of infectious diseases?</p>	
<p>This topic was explored in depth by the core curriculum. (3 points)</p>	
<p>This topic was briefly covered in the core curriculum. (2 points)</p>	
<p>This topic was covered in elective coursework. (1 point)</p>	
<p>This topic was not covered. (0 points)</p>	
Score Assigned:	3
<p><i>Score explanation: There are three lectures during the TB (Themenblock) Public and Global Health in the 3rd BA study year plus one lecture in 1st BA study year about “One Health” in the TB Public Health:</i></p> <ul style="list-style-type: none"> - “Global Health in the international context – climate change & transmission of malaria/dengue in Europe” (45 min lecture, 3rd year, TB Public and Global Health): covering the transmission of malaria & dengue in relation to temperature rise. 	

- “Infection-Control: local - global” (45 min lecturer, 3rd year, TB Public and Global Health): covering the changes of infection due to rising temperatures briefly in a few slides.
- “Climate change and risks to human health” (45 min Mini-Symposium, 3rd year, TB Public and Global Health): covering CO2 emissions and the impacts of rising global temperature on health, direct and indirect health impacts of climate change, heat-related death, zoonotic diseases, allergies, nutrition, co-benefits and the role of doctors.
- “One Health - with the example of antibiotic resistance” (45 min lecture, 1st year, TB Public Health): covering antimicrobial resistance and zoonotic disease.

The topic is covered in the “Planetary Health” lectures as well, however only in context of other topics (e.g. in the lecture “Planetary Health in the medical field: Sustainability in the Agriculture”). This aspect is also shown in the “Meyers Planetary Health Framework”, which was presented to the students in said lectures.

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: In the 3rd BA year, there is a short module „Public and Global Health“, which contains one lecture (Mini-symposium: From individual health to planetary health), which addresses some aspects about respiratory health risks connected to climate change and air pollution. Additionally, there is a lecture about respiratory allergies in the 3rd BA year, in which the professor talks about the connections between global warming and an increase in pollinosis-patients. It is then again covered in the “Planetary Health” lectures (e.g. “Planetary Health in medical context - area of conflict airport-environment”), however there is not much coverage specifically for this topic.

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 3rd BA year, there is a short module „Public and Global Health“, which contains some lectures (“climate change and risks to human health”), which addresses some aspects about cardiovascular health risks connected to climate change and increased heat.

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

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

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

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

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

Score Assigned:

3

Score explanation: In the 3rd BA year, there is a short module „Public and Global Health“, which contains one lecture (“Climate change and its risks to human health”), which addresses some relationships between health, water & food security, climate change and increased heat. The theme is covered in depth in the 2nd year MA in the lecture “Planetary Health in medical context: Salutogenesis”, where nature and its positive effects on neuropsychology is not only explored in theory but for part of students in practice via an excursion as well.

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

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

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

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

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

Score Assigned:

3

Score explanation: The topic is explored in two different lectures in the 2nd master year (“Planetary Health in medical context: Water” and “Planetary Health in medical context: Sustainability in Agriculture”) which both include a practical part for a part of the students in the form of an excursion.

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
<p><i>Score explanation: In the 3rd BA year, there is a short module „Public and Global Health“, which contains two lectures which briefly cover this topic:</i></p> <ul style="list-style-type: none"> - Migrant Population/Health - Climate change and risks to human health <p><i>There is also coverage in the “Planetary Health” module, which covers the this topic in depth with the lecture “Planetary Health in medical context: Meditrina - Migration Health” which also included an excursion to a doctors office specifically for sans papiers, funded by the red cross.</i></p>	

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
<p><i>Score explanation: In the 3rd BA year, there is a short module „Public and Global Health“, which contains two lectures which briefly cover this topic:</i></p> <ul style="list-style-type: none"> - Migrant Population/Health - Climate change and risks to human health <p><i>There is also coverage in the “Planetary Health” module, which covers the this topic in depth with the lecture “Planetary Health in medical context: Meditrina - Migration Health” which also included an excursion to a doctors office specifically for sans papiers, funded by the red cross. In the lecture there is also coverage of the unequal impact of climate change.</i></p>	

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:	2

Score explanation: This topic is briefly covered in one of the lectures of the 3rd year BA of the module “sexual organs” (Lecture: Andrology, infertility, male sterility) and in various lectures of the “Planetary Health” module of the 2nd year MA (e.g. in the lecture “Planetary Health in medical context: Water” it is brought up in the context of ridding the water of such substances. There is however not much coverage about consequences of exposure to such toxins.

1.12. Does your medical school curriculum address important human-caused environmental threats that are relevant to the university’s surrounding community?

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

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

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

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

Score Assigned: 3

Score explanation: This topic is covered in depth in the lecture and corresponding excursion “Planetary Health in medical context: conflict field airport - environment” of the 2nd year MA, which explores the impact of the airport and air traffic on the surrounding environment, for example the elevated PFAS-concentration in the earth surrounding the airport, but also the impact of the sound on the people living near the airport.

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: To our knowledge, the curriculum does not cover this topic..

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:	2
<i>Score explanation: The unequal impact of climate change as well as the unequal access to safe drinking water is briefly covered in one lecture of the module “Public and Global Health” in the 3rd year BA and in various lectures of the module “Planetary Health” in the 2nd year MA, however it is not specifically covered in any of those lectures.</i>	

Curriculum: Sustainability

1.15. Does your <u>medical school</u> curriculum address the environmental and health co-benefits of a plant-based diet?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 point)	
Score Assigned:	3
<i>Score explanation: The environmental and health co-benefits of a more plant based diet are covered in depth in 3 of the lectures and corresponding excursions of the module “Planetary Health” in the 2nd MA year (“Water”, “Agriculture and sustainability” and “Planetary Health and Cafeteria”).</i>	

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
<i>Score explanation: This topic is covered in depth in the module “Planetary Health” in 2nd year MA, in a lecture and corresponding excursion “Planetary Health in the medical field: doctors office in context of Planetary Health”, where the carbon footprint of the healthcare system is mentioned and doctors office with a climate-neutral approach is presented.</i>	

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
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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)	0
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
<i>Score explanation: There are two lectures and corresponding excursions in the module “Planetary Health” in the 2nd year MA (“doctors office in the context of Planetary Health” and “Sustainability in the hospital”) which covers most of these topics.</i>	

Curriculum: Clinical Applications

1.18. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies to have conversations with patients about the health effects of climate change?	
Yes, there are strategies introduced for having conversations with patients about climate change in the core curriculum. (2 points)	
Yes, there are strategies introduced for having conversations with patients about climate change in elective coursework. (1 point)	
No, there are not strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	2
<i>Score explanation: The conversation with patients regarding this topic is mentioned in some of the lectures of the module “Planetary Health” in the 2nd year of MA.</i>	

1.19. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies for taking an environmental history or exposure history?

Yes, the core curriculum includes strategies for taking an environmental history. (2 points)	
Only elective coursework includes strategies for taking an environmental history. (1 point)	
No, the curriculum does not include strategies for taking an environmental history. (0 points)	
Score Assigned:	0
<i>Score explanation: To ask about the travel history and exposure during work is mentioned several times during practical courses. However, other environmental factors like exposure to pesticides in drinking water; mass industry meat consumption or air pollution due to gas stoves or living next to a busy road etc. are not covered.</i>	

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
<i>Score explanation: In 2025 with the restructuring of the 1st semester in the 2nd year of MA, the module "Planetary Health" was introduced, which is very well organized and fills a lot of the gaps, which weren't covered before.</i>	

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
<i>Score explanation: In 2025 with the restructuring of the 1st semester in the 2nd year of MA, the module "Planetary Health" was introduced, which is very well organized and fills a lot of the gaps, which weren't covered before. This module complements the modules which were present until</i>	

today and covered some of the aspects of Planetary Health as well (e.g. “Public and Global Health” in 3rd year BA). The topic is covered in some other lectures as well (e.g. “Sexual Organs”, “Respiratory System”), however, there is no consistent longitudinal implementation of these topics in the curriculum.

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

Yes, the medical school has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)

No, the medical school does **not** have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)

Score Assigned:

1

Score explanation: The faculty has a Professors responsible for overseeing curricular integration of planetary health and sustainable healthcare. They were also responsible for the implementation of the in 2025 newly started module “Planetary Health” in the 2nd year MA.

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:

0

Score explanation: To our knowledge this topic isn't covered in the curriculum.

Section Total (57 out of 75)

76,00%

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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 <u>institution</u>?	
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
<i>Score explanation: One Health Institute (founded jointly by the Vetsuisse Faculty, the Faculty of Medicine and the Faculty of Science in 2023: https://www.onehealth.uzh.ch/en.html) and its staff focuses on research related to planetary health.</i>	

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your <u>institution</u>?	
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: One Health Institute: <https://www.onehealth.uzh.ch/en.html> (founded jointly by the Vetsuisse Faculty, the Faculty of Medicine and the Faculty of Science in 2023: <https://www.onehealth.uzh.ch/en.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 **no** process, and **no** efforts to create such a process. (0 points)

Score Assigned:

3

Score explanation: The center for „Citizen Science Zurich“, which is part of the philosophical faculty of UZH, invites community members and researchers to collaborate on different research topics, including health and climate change, and in collaboration with a private foundation, even offers grants for such research projects. In collaboration with ETH, they even held a conference called „Citizen Science for Health“ in Nov 2025, where one speaker addressed Global Health problems related to climate change.

<https://www.citizenscience.uzh.ch/de.html>

<https://www.cs4health2025.uzh.ch/en.html>

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:

1

Score explanation: The UZH Sustainability Hub has its own website which attempts to centralise all UZH-resources related to environmental & sustainability topics. However, there's no link to the OneHealth Institute and no information about research related to Planetary Health.
<https://www.sustainability.uzh.ch/de.html>

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

Yes, the **institution** has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)

Yes, the **institution** has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)

Yes, the **institution** has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)

The **institution** has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)

No, the **institution** has not hosted a conference on topics related to planetary health in the past three years. (0 points)

Score Assigned:

0

Score explanation: Neither MeF nor UZH has hosted a conference related to planetary health or sustainable healthcare. However, the One Health Institute participated in organising "Dialogue Days", a conference on planetary health topics, which took place in May 2024 at a partner institute in Uganda. The Center for „Citizen Science Zurich“ held a conference called „Citizen Science for Health“ in Nov 2025, where one speaker addressed Global Health problems related to climate change, however there was no focus on Planetary Health.

<https://www.onehealth.uzh.ch/en/news/Building-Bridges-for-a-Healthier-Planet--Key-Insights-from-the-Trialogue-Days.html>
<https://www.cs4health2025.uzh.ch/en.html>

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 UZH is a Member of Una Europa's One Health Self-Steering committee:
<https://www.onehealth.uzh.ch/en/network/unaeuropa.html>

Section Total (11 out of 17)	64,71%
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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 <u>institution</u> partner with community organisations to promote planetary and environmental health?	
Yes, the institution meaningfully partners with multiple community organisations to promote planetary and environmental health. (3 points)	
Yes, the institution meaningfully partners with one community organisation to promote planetary and environmental health. (2 points)	
The institution does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is no such meaningful community partnership. (0 points)	
Score Assigned:	2
<p><i>Score explanation: The University of Zurich partners with multiple external organizations and community initiatives to promote environmental sustainability and planetary health. For example, the university jointly operates the Citizen Science Center Zurich with ETH Zurich, which facilitates collaboration between researchers and the public on projects addressing environmental change and sustainability. In addition, UZH participates in initiatives such as Sustainability Week Zurich and hosts the Right Livelihood Centre, which engages civil society organizations and community leaders working on environmental justice and sustainable development, but lacks direct connection to planetary health topics. These partnerships demonstrate meaningful collaboration with community organizations to promote planetary and environmental health.</i></p>	

3.2. Does your <u>institution</u> 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: The University of Zurich organizes recurring public events related to sustainability and environmental issues. For example, the university's Sustainability Hub hosts the annual "Sustainability Now!" lecture series, which invites researchers, practitioners, and the public to discuss topics such as climate change, sustainable development, and environmental justice. In addition, the university participates in annual sustainability events such as Sustainability Week Zurich that include workshops, discussions, and public lectures on environmental topics. These recurring initiatives demonstrate that the institution offers educational events related to planetary health and sustainability on at least a yearly basis, however these events lack direct connection to planetary health topics.

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

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

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

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

Score Assigned:

1

Score explanation: The University of Zurich publishes updates on sustainability and climate-related topics through institutional communication channels such as UZH News and the university's sustainability webpages. These communications highlight research, initiatives, and events related to environmental sustainability and climate change that are accessible to students. However, there is limited evidence that planetary health or sustainable healthcare topics are consistently communicated directly to all medical students through course-specific or faculty-wide updates. Therefore, while sustainability-related content appears in some university communications, it does not appear to be systematically distributed to all students.

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

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

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

There are no such accessible courses for post-graduate providers. (0 points)	
Score Assigned:	0
<i>Score explanation: There are no such accessible courses for post-graduate providers.</i>	

3.5. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational materials for patients about environmental health exposures?	
Yes, the institution or all affiliated hospitals have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated medical centres have accessible educational materials for patients. (0 points)	
Score Assigned:	0
<i>Score explanation: The University of Zurich and its teaching hospital do provide some patient-accessible educational materials addressing environmental health exposures, but these are mostly integrated into disease-specific patient information rather than comprehensive standalone resources about environmental health exposures in general. The University Hospital Zurich does provide patient-accessible educational materials about environmental health exposures, particularly related to: UV radiation and sun exposure, allergens (pollen, dust mites, insect stings) and respiratory triggers. However, these materials appear scattered across clinical pages and health articles rather than organized into a single environmental-health education resource for patients.</i>	

3.6. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational materials for patients about the health impacts of climate change?	
Yes, the institution or 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:	0
<i>Score explanation: We couldn't find clear dedicated materials for patients about the health impacts of climate change. To our knowledge the university of Zurich and its affiliated teaching hospital only provides outputs concerning the health impacts of climate change in the form of scientific publications and/or academic communications. At present, these materials do not appear to include standalone guides explaining climate change and its health impacts for patients.</i>	

Section Total (2 out of 14)	14,29%
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Support for Student-Led Planetary Health Initiatives

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

4.1. Does your **institution** offer support for students interested in enacting a sustainability initiative/QI project?

Yes, the **institution** *either* offers grants for students to enact sustainability initiatives/QI projects *or* sustainability QI projects are part of the core curriculum. (2 points)

The **institution** encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, **but** there is no student funding available and there is no requirement to participate. (1 point)

No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)

Score Assigned:

2

Score explanation: The Faculty of Medicine at the University of Zurich (UZH) has launched a call for sustainability projects, funded by revenue from its internal CO₂ pricing scheme for air travel. Each project can receive up to CHF 15,000, with the total number of funded projects depending on the remaining budget after train travel reimbursements are deducted.

Eligible projects must contribute concretely to the ecological sustainability of the faculty, encompassing all aspects beyond just CO₂ reduction. Projects must be linked to research or teaching; purely clinical projects are excluded.

https://www.med.uzh.ch/en/news-events/news/260113-nachhaltigkeitsprojekte-mef-2026.html?utm_source=chatgpt.com

Unless the total number of funded projects is limited by the remaining budget after train travel reimbursements have been allocated, there is officially funding available for student projects. This means that student-led sustainability initiatives are, in principle, eligible for financial support.

4.2. Does your **institution** offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?

The **institution** has a **specific** research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)

There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these **require student initiative** to seek them out and carry them out in their spare time. (1 point)

There are **no opportunities** for students to engage in planetary health/sustainable healthcare research. (0 points)

Score Assigned:

1

*Score explanation: The institution does **not** currently have a dedicated, structured research program or fellowship specifically designed for students to conduct research in planetary health or sustainable healthcare (which would qualify for 2 points).*

Students do have the opportunity to engage in research related to planetary health and sustainable healthcare: Sustainability and climate-related research is conducted within various institutes and research groups at UZH (e.g., public health, environmental health, epidemiology, health systems research). Students can pursue such topics through elective research projects, Master's theses, doctoral tracks, or individual collaborations with faculty members. Access to these opportunities generally requires student initiative — students must identify supervisors and research groups themselves and integrate the topic into existing academic pathways.

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

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

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

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

Score Assigned:

1

***Score explanation:** Information is incomplete: there is no single page specifically listing student opportunities, ongoing projects, or contacts of potential mentors for planetary health or sustainable healthcare. Therefore, the institution has a webpage with some information, but it lacks key details, which fits the 1-point criterion.*

Sustainability initiatives at UZH (general university level) and research projects can be found on the [UZH Sustainability Hub](#).

Some medical faculty news pages and announcements occasionally report on sustainability or student projects ([Med Faculty news](#)).

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: 0

Score explanation: The Faculty of Medicine at the University of Zurich currently does not have a registered student organization specifically dedicated to planetary health or sustainability in healthcare or veterinary care. While individual students may be involved in sustainability initiatives, these activities are informal and not organized under an official student group with faculty support. As a result, there is no structured platform for students to engage collectively in planetary health scholarship, advocacy, or initiatives within the medical faculty, which justifies the assigned score of 0 points.

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: The Faculty of Medicine at the University of Zurich does not currently have a student representative dedicated to sustainability or planetary health serving on a departmental or institutional decision-making council or committee. While students can participate in broader university sustainability initiatives at UZH, there is no formal mechanism for a medical student liaison to advocate for curriculum reform or sustainability best practices within the medical faculty itself. Therefore, this metric is not fulfilled, which justifies the assigned score of 0 points.

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.	0
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
<p><i>Score explanation:</i></p> <ol style="list-style-type: none"> <p>1. Projects in organic agriculture or sustainable food systems: 0 points</p> <p><i>There is no documented student program within the medical faculty allowing hands-on experience in gardens, farms, or urban agriculture.</i></p> <p>2. Panels, speaker series, or similar events for students on planetary health: 1 point</p> <p><i>Some lectures, seminars, or public events organized at UZH occasionally cover planetary health or sustainability topics. These are not structured as regular programs, but students can attend and benefit.</i></p> <p>3. Events with local environmental justice communities: 0 points</p> <p><i>No documented events within the past year where medical students directly engaged with environmental justice communities.</i></p> <p>4. Cultural arts events related to planetary health: 0 points</p> <p><i>No known cultural or arts-based planetary health initiatives targeted at medical students at UZH.</i></p> <p>5. Local volunteer opportunities related to community resilience: 0 points</p> <p><i>No structured volunteering programs within the medical faculty focusing on environmental health or climate resilience in the local community.</i></p> <p>6. Wilderness or outdoors programs: 1 points</p> <p><i>As part of the Planetary Health Curriculum, outdoor excursions (e.g., hikes, field trips into natural areas) are organized, giving students practical, hands-on experience with ecosystems and environmental health topics.</i></p> 	

Section Total (6 out of 15)	40,00%
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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 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
<p><i>Score explanation: There is currently a corporate responsibility office at the University hospital with an “expert for sustainability”. However, the medical faculty itself does not have a person specifically responsible for sustainability, although it is a regular discussion point at faculty meetings, especially in regards to a reduction in air travel amongst faculty members. The university as a whole however does have a team dedicated to sustainability.</i></p>	

5.2. How ambitious is your <u>institution's</u> 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:	5
<p><i>Score explanation: In 2020 the UZH approved the Implementation Strategy 2030 for the</i></p>	

[Sustainability Policy.](#)

(<https://www.sustainability.uzh.ch/dam/jcr:77b31f07-1639-43c0-95b0-e5153a72ca7a/Umsetzungsstrategie%202030%20zur%20Sustainability%20Policy.pdf>)

5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?

Yes, institution buildings are **100%** powered by renewable energy. (3 points)

Institution buildings source **>80%** of energy needs from off-site and/or on-site renewable energy. (2 points)

Institution buildings source **>20%** of energy needs from off-site and/or on-site renewable energy. (1 point)

Institution buildings source **<20%** of energy needs from off-site and/or on-site renewable energy. (0 points)

Score Assigned:

1

Score explanation: The UZH runs largely on off-site renewable energy (all of the electricity is generated by renewable sources), however a portion of the heating is still done with fossil fuels. This information comes from the [university's website](#).

5.4. Are sustainable building practices utilised for new and old buildings on the institution's campus, with design and construction of new buildings and remodelling of old buildings conforming to a published sustainability rating system or building code/guideline?

Yes, sustainable building practices are utilised for new buildings on the institution's campus and the **majority** of old buildings **have been retrofitted** to be more sustainable. (3 points)

Sustainable building practices are utilised for new buildings on the institution's campus, but most old buildings have **not been retrofitted**. (2 points)

Sustainable building practices are **inadequately or incompletely** implemented for new buildings. (1 point)

Sustainability is **not considered** in the construction of new buildings. (0 points)

Score Assigned:

2

Score explanation: There are currently no ongoing efforts to update the building standards of older buildings as far as we can tell. Newly constructed buildings however are subject to sustainability standards ([building strategy](#) and [general information](#))

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 best way to reach the medical school campus is using public transport, however there are no benefits offered by the medical school to students not using cars to reach the institution or courses and have refused to cover costs for travel (i.e. train tickets) to said courses.

5.6. Does your institution have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?

Yes, the institution has **both** compost **and** recycling programs accessible to students and faculty. (2 points)

The institution has **either** recycling **or** compost programs accessible to students and faculty, but not both. (1 point)

There is **no** compost or recycling program at the institution. (0 points)

Score Assigned:

1

Score explanation: There are some recycling bins for plastic and aluminium around some areas of the campus, but especially in the hospital there are few and one is reliant on "traditional"/mixed rubbish bins.

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 **adequate** sustainability 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:	2
<i>Score explanation: Some of the University cafeterias have begun meat-free days (specified here), as well as some cafeterias themselves being vegan/vegetarian (here), which shows a movement towards positive change, however overall this is still limited. Also it is not discussed within the medical faculty specifically, which is why we do not give full marks.</i>	

5.8. Does the <u>institution</u> 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:	1
<i>Score explanation: The UZH covers supply procurement in its sustainability guidelines, however said implementation strategy remains rather vague and as far as we can gather there are no ongoing efforts to implement those ambitions for the procurement in the medical school.</i>	

5.9. Are there sustainability requirements or guidelines for events hosted at the institution?	
Every event hosted at the institution must abide by sustainability criteria. (2 points)	
The institution strongly recommends or incentivizes sustainability measures, but they are not required . (1 point)	
There are no sustainability guidelines for institution events. (0 points)	
Score Assigned:	0
<i>Score explanation: Not to our knowledge. There are no such requirements/guidelines published on the MeF website.</i>	

5.10. Does your <u>institution</u> 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:	0
<i>Score explanation: Not to our knowledge. There are no such requirements/guidelines published on the MeF website. On a university level however, there are efforts to increase the sustainability of labs (page 30 in sustainability report), furthermore, as mentioned in the section on building practices, new labs are required to follow sustainability guidelines.</i>	

5.11. Does your <u>institution's</u> 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
<i>Score explanation: There appear to be standards for the investment strategy of the UZH (here) which outline the aim to invest in sustainable assets, setting moderate targets for warming. We were however unable to see which investments exactly were made and based on results from the previous years we found this score fitting.</i>	

Section Total (18 out of 32)	56.25%
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Grading

Section Overview

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

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

Planetary Health Grades for the University of Zurich Faculty of Medicine.

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(57/75) \times 100 = 76,00\%$	B+
Interdisciplinary Research (17.5%)	$(11/17) \times 100 = 64,71\%$	B-
Community Outreach and Advocacy (17.5%)	$(2/14) \times 100 = 14,29\%$	F
Support for Student-led Planetary Health Initiatives (17.5%)	$(6/15) \times 100 = 40,00\%$	C-
Campus Sustainability (17.5%)	$(18/32) \times 100 = 56,25\%$	C+
Institutional Grade	$(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 53,47\%$	C

Report Card Trends

Section Overview

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

Planetary Health Report Card Trends for University of Zurich - Medical Faculty

