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# Planetary Health Report Card (Healthcare Management)

## 2026:

*University of Toronto*

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2025-2026 Contributing Team:

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and 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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>Overall Grade</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>C-</b> |
| <b>Curriculum</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>D+</b> |
| <p>Environmental Sustainability is a component of the Strategic Management of Quality and Organizational Behaviour in Health Services Organization in the Masters of Sciences – Health Administration Program. The course introduces the concepts of emissions and provides examples of sustainability initiatives in healthcare.</p> <ul style="list-style-type: none"> <li>• <b>Recommendations:</b> Further embed concepts into other core courses for reinforcement of key sustainability concepts</li> </ul>                                    |           |
| <b>Interdisciplinary Research</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>B+</b> |
| <ul style="list-style-type: none"> <li>• The University of Toronto has a new Collaborative Centre for Climate, Health &amp; Sustainable Care, this centre is providing opportunities for students to attend seminars where experts discuss topics on planetary health. The Collaborative Centre has opportunities for faculty and students to participate in research clusters to convene research interest, capacity and leadership in areas as needed</li> <li>• <b>Recommendations:</b> Continue to engage and focus on climate health</li> </ul> |           |
| <b>Community Outreach and Advocacy</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>D-</b> |
| <ul style="list-style-type: none"> <li>• The University of Toronto has little to no community outreach and advocacy regarding planetary health</li> <li>• <b>Recommendations:</b> ○ Develop community partnerships to enable outreach</li> </ul>                                                                                                                                                                                                                                                                                                     |           |
| <b>Support for Student-Led Initiatives</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>F</b>  |
| <ul style="list-style-type: none"> <li>• The University of Toronto has some student-led groups dedicated to planetary health. The Collaborative Centre has a list of mentors focused on work related to climate, environment, health and sustainable care. This centre may encourage students to lead more initiatives related to environmental sustainability.</li> <li>• <b>Recommendations:</b> Increase awareness of opportunities for students to lead sustainability initiatives</li> </ul>                                                    |           |
| <b>Campus Sustainability</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>B</b>  |
| <ul style="list-style-type: none"> <li>• The University of Toronto has committed to become climate positive by 2050 with at least 80% absolute carbon reductions on campus.</li> <li>• <b>Recommendations:</b> There is still much to improve with the campus sustainability, continued review of the plan and progress are recommended to ensure the goal is achieved</li> </ul>                                                                                                                                                                    |           |

# 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.

## **Healthcare management:**

Healthcare management professionals work hard to ensure their organizations keep people healthy. But people need more than just good healthcare. They also need healthy environments. Healthcare managers are critically important collaborators in safeguarding planetary health. Through the choices they make, their organizations can lead by example in transitioning to more sustainable practices and advocating for environmental health in the communities they serve.



# 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.
- **Healthcare Management 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 healthcare management 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 healthcare management students, no matter where in the institution the resource comes from or if it is specifically targeted for medical students, can meet 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 taught material that is delivered to the entire cohort of students in one year.
- **Clerkship / Outreach:** This is a term used in the USA to refer to placements that medical students go on e.g. Pediatrics, General medicine, Psychiatry. In the UK these are referred to as rotations, outreach or placements. This is a relatively short (approximately 4-8 weeks) period of study and patient-centred clinical experience that takes place as part of the undergraduate programme.
- **Clinical rotation:** This is a term used to refer to placements that students go on (e.g., ophthalmology, surgery, cardiology).
- **Physiotherapy vs Physical Therapy:** For the purposes of this report card these terms are considered interchangeable. However, physiotherapy will be used primarily.
- **Community organisations:** For most institutions, there are existing groups that are not directly affiliated with the university and exist as a product of what the community the institution exists in cares about or needs. These specific community organisations relevant to this report include those that are focused around some aspect of climate and health preservation. These community organisations can include but are not limited to local mutual aid initiatives, underserved-resource distribution groups, clean-up and nature conservation groups, community gardeners, and other environmental-related organisations. If your institution does not have access to local volunteerships with community groups, please report any community organisations your institution or school has collaborated with.
- **Climate justice:** The idea that certain population groups and geographical locations which are disproportionately more impacted by climate change are already economically and socially disadvantaged. This double vulnerability sits alongside pre-existing social justice concerns and should therefore shift policy and practice to mitigate the inequitable effects of the climate crisis.
- **Extractivism:** The removal of natural resources typically in large quantities. Within anthropology this term is often used in the context of colonialism to refer to the historic seizing of natural resources, a practice which has developed business models tied to ecological degradation and loss of biodiversity.
- **Global South:** Nations that often have less economic and industrial development and are typically in the southern hemisphere. These nations have been found to be disproportionately impacted by the climate crisis.

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

### Scoring Matrix

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

### Other considerations:

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

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

# Planetary Health Curriculum

***Section Overview:*** *This section evaluates the integration of relevant planetary health topics into the health professional school curriculum. Today's medical students will be on the frontlines of tackling the health effects of climate and other environmental changes. Therefore, it is critical that medical 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.*

*Healthcare administration is a highly interdisciplinary industry with core areas such as operations, strategy, finances, supply chain, and infrastructure. Its execution within a health system has immediate and long-term effects on quality of care and patient outcomes. As the next generation of healthcare leaders, healthcare administration students will ultimately be significant sources of influence for sustainability and climate change initiatives within their health systems. Therefore, a curriculum that is well-versed in planetary health and sustainability is essential for preparing students for the unique challenges of managing hospitals facing the impact of climate change and creating health systems with minimal planetary harm.*

## Curriculum: General

**1.1 Does your Master's curriculum address the impact of planetary health and climate change on health system operations, finances, service lines, emergency preparedness\*, or any other element of a health system?**

\*Public health emergency preparedness (PHEP) is the capability of the public health and health care systems, communities, and individuals to prevent, protect against, quickly respond to, and recover from health emergencies, particularly those whose scale, timing, or unpredictability threatens to overwhelm routine capabilities.

Reference: Nelson C, Lurie N, Wasserman J, Zakowski S. Conceptualizing and defining public health emergency preparedness. *Am J Public Health*. 2007 Apr;97 Suppl 1(Suppl 1):S9-11. doi: 10.2105/AJPH.2007.114496. Epub 2007 Apr 5. PMID: 17413078; PMCID: PMC1854988.

This topic was **fully addressed** by the **core** curriculum. (2 points)

This topic was **partially addressed** by the **core** curriculum. (1 point)

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

Score Assigned:

1

*Score explanation:*

*IHPME MHSc 1<sup>st</sup> year Quality Improvement Course (core course)*

*Session on QUALITY IMPROVEMENT & SUSTAINABILITY*

*Session Objectives:*

- 1. Consider the alignment of sustainability to quality improvement.*
- 2. Identify effective strategies for creating an organizational context and culture that supports quality improvement, patient safety and resource stewardship.*

**1.2 Did your Master's curriculum offer elective courses (student-selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the past year?**

**Several** elective courses were offered to master's students on ESH or planetary health. (2 points)

**Some** elective courses were offered to master's students on ESH or planetary health. (1 point)

No elective courses were offered to students (0 points)

Score Assigned:

0

*Score explanation: There are no elective courses offered for the Masters Program*

**1.3 Does your Master's curriculum address the impacts of extreme weather events or changing weather patterns on healthcare systems, such as but not limited to severe thunderstorms, storm surges, drought, or excessive heat?**

The Master's curriculum addresses **at least two** of the above in the **core** curriculum. (2 points)

The Master's curriculum addresses **at least one or a relative alternative** of the above in the **core** curriculum. (1 point)

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

Score Assigned:

1

*Score explanation: The Masters curriculum covers the impact of extreme weather events in HAD 5721 Quality Improvement and Sustainability*

**1.4 Does your Master's curriculum address the relationships between community health, food and water security, ecosystem health\*, and climate change?**

\*: the state or condition of an ecosystem in which its dynamic attributes are expressed within the normal ranges of activity relative to its ecological state of development" (van Andel and Aronson, 2006)

This topic was explored **in depth** by the **core** curriculum. (2 points)

This topic was **briefly** covered in the **core** curriculum. (1 point)

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

Score Assigned:

1

*Score explanation: The Masters Curriculum covers briefly how climate change impacts health*

**1.5 Does your Master's curriculum address the outsized impact of climate change on marginalized populations such as those with low socio-economic status, women (including**

reproductive health), communities of colour, indigenous communities, children, homeless populations, and older adults?

This topic was explored **in depth** by the **core** curriculum. (2 points)

This topic was **briefly** covered in the **core** curriculum. (1 point)

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

Score Assigned:

1

*Score explanation: The Masters curriculum covers briefly the impact on heat stress and health outcomes*

**1.6 Does your Master's curriculum address the unequal regional health impacts of climate change globally?**

**Yes**, the **core** curriculum covers the unequal regional health impacts of climate change. (1 point)

**No**, this topic was **not** covered. (0 points)

Score Assigned:

1

*Score explanation: The Masters Curriculum covers this topic and includes resources for additional reading.*

**1.7 Does your Master's curriculum address the environmental and health co-benefits of a plant-forward (plant-based) diet, especially one that is locally sourced?**

**Yes**, the **core** curriculum covers the environmental and health co-benefits of a plant-based diet AND includes the benefits of locally sourced food. (2 points)

**Yes**, the **core** curriculum covers the environmental and health co-benefits of a plant-based diet but does NOT include the benefits of locally sourced food. (1 point)

**No**, this topic was **not** covered. (0 points)

Score Assigned:

0

*Score explanation: The Masters Curriculum briefly covers food insecurity, but not how there are co-benefits of a plant forward diet.*

**1.8 Does your Master's curriculum address the carbon footprint of healthcare systems via Scopes 1 ("Direct emissions from sources owned or controlled by the organization"), 2 (Indirect emissions purchased energy), or 3 (All other indirect emissions including those within the supply chain) per the Greenhouse Gas Protocol?**

Two or more emission scopes were covered in the **core** curriculum. (2 points)

Only one emission scope was covered in the **core** curriculum. (1 point)

|                                                                                                                                                              |   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| This topic was <b>not</b> covered. (0 points)                                                                                                                |   |
| Score Assigned:                                                                                                                                              | 2 |
| <i>Score explanation: The curriculum covers the three scopes of emissions, examples are provided in the material and explained through a guest lecturer.</i> |   |

|                                                                                                                                                                               |   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| <b>1.9 Does your Master's curriculum introduce strategies to have conversations with physicians or other healthcare providers about the health effects of climate change?</b> |   |
| <b>Yes</b> , the <b>core</b> curriculum covers strategies to have conversations regarding the health effects of climate change. (1 point)                                     |   |
| <b>No</b> , this topic was <b>not</b> covered. (0 points)                                                                                                                     |   |
| Score Assigned:                                                                                                                                                               | 1 |
| <i>Score explanation: The core curriculum includes a guest speaker who shared insights of health effects</i>                                                                  |   |

|                                                                                                                                                             |   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| <b>1.10 Does your Master's curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?</b> |   |
| <b>Yes</b> , the <b>core</b> curriculum covers important human-caused environmental threats relevant to the institution's surrounding community. (1 point)  |   |
| <b>No</b> , this topic was <b>not</b> covered. (0 points)                                                                                                   |   |
| Score Assigned:                                                                                                                                             | 0 |
| <i>Score explanation: This topic is not covered by the core curriculum</i>                                                                                  |   |

|                                                                                                                                                                   |   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| <b>1.11 Does your Master's curriculum emphasize the importance of Indigenous knowledge and value systems as essential components of planetary health systems?</b> |   |
| <b>Yes</b> , the <b>core</b> curriculum emphasizes the importance of Indigenous knowledge and value systems. (1 point)                                            |   |
| <b>No</b> , this topic was <b>not</b> covered. (0 points)                                                                                                         |   |
| Score Assigned:                                                                                                                                                   | 0 |
| <i>Score explanation: The core curriculum does not cover the importance of Indigenous Knowledge as a component of planetary health</i>                            |   |

|                                                                                                                                            |              |
|--------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>1.12 Does your Master's curriculum cover these components of sustainable management practice in the core curriculum? (1 point each)</b> | <b>Score</b> |
|--------------------------------------------------------------------------------------------------------------------------------------------|--------------|

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| <b>HR:</b> Leveraging environmental sustainability to attract and retain talent (e.g. through employer branding and employee resource groups). (1 point)                                                                                                                                                                                                                                                                                          | 0 |
| <b>Facilities:</b> Incorporating environmental sustainability considerations into facilities master planning? (1 point)<br><i>Examples of facilities master planning: Equipment, access, information technology, systems and processes, sustainability initiatives, and staff</i>                                                                                                                                                                 | 1 |
| <b>Governance:</b> Incorporating environmental sustainability and climate resilience considerations into enterprise risk management? (1 point)                                                                                                                                                                                                                                                                                                    | 0 |
| <b>Finance:</b> Financing mechanisms for supporting environmental sustainability practices (e.g. green bonds, green revolving funds). (1 point)                                                                                                                                                                                                                                                                                                   | 0 |
| <b>Leadership &amp; Policy:</b> Organizational advocacy in regional, national, and global healthcare policies (e.g. ATACH/WHO). (1 point)                                                                                                                                                                                                                                                                                                         | 1 |
| <b>Law:</b> Legal and regulatory frameworks involving measuring and reporting of environmental footprints (e.g. SBTi, TCFD)? (1 point)                                                                                                                                                                                                                                                                                                            | 0 |
| <b>IT:</b> The environmental footprint associated with information systems / AI? (1 point)                                                                                                                                                                                                                                                                                                                                                        | 0 |
| <b>Quality:</b> Expectations of emerging accreditation standards associated with measuring, reporting, and reducing emissions. (1 point)                                                                                                                                                                                                                                                                                                          | 1 |
| <b>Community Health:</b> Integrating climate considerations into community reliance planning. (1 point)                                                                                                                                                                                                                                                                                                                                           | 0 |
| <p><i>Score explanation:</i><br/> IHPME MHSc 1<sup>st</sup> year Quality Improvement Course (core course)<br/> Session (5) on QUALITY IMPROVEMENT &amp; SUSTAINABILITY<br/> Session Objectives:<br/> 1. Consider the alignment of sustainability to quality improvement.<br/> 2. Identify effective strategies for creating an organizational context and culture that supports quality improvement, patient safety and resource stewardship.</p> |   |

### ***Curriculum: Administrative Support for Planetary Health***

| <b>1.13 Is your Master's curriculum currently in the process of implementing or improving Education or Sustainable Healthcare (ESH)/planetary health education?</b> |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| <b>Yes</b> , the curriculum team are in the process of actively including ESH / Planetary Health (2 points)                                                         |   |
| <b>No</b> , but this is something that is being considered. (1 point)                                                                                               |   |
| There are no current plans or considerations of including ESH / Planetary Health. (0 points)                                                                        |   |
| Score Assigned:                                                                                                                                                     | 0 |

*Score explanation: The Masters program is not currently implementing planetary health education*

**1.14 How well are the aforementioned planetary health/Education or Sustainable Healthcare topics integrated longitudinally into the core curriculum?**

Planetary Health / ESH are very well integrated longitudinally into the curriculum (2 points)

Planetary Health / ESH are well integrated but there is room for improvement. (1 point)

Planetary Health / ESH are poorly integrated into the longitudinal curriculum. (0 points)

Score Assigned:

0

*Score explanation: N/a*

**1.15 Does your Master's curriculum assign a faculty member to oversee the incorporation of planetary health and sustainable healthcare as a theme throughout the program?**

**Yes**, there is an assigned faculty to develop ESH / Planetary Health education. (1 point)

There is **no** assigned member of staff. (0 points)

Score Assigned:

0

*Score explanation: The Masters curriculum does not assign a faculty member to oversee the incorporation of planetary health into the program.*

**1.16. 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

*New metric for 2025/26 PHRC. This metric highlights the role of healthcare professionals as advocates for their patients beyond just clinical care. As trusted voices, health professionals have significant influence on policy and public perceptions of the environmental and social determinants of health. Public policy profoundly impacts our health across areas of housing, food, access to healthcare and indirectly through climate and environmental policies. In many healthcare systems internationally advocacy by healthcare professionals is increasingly viewed as an ethical imperative and professional duty.*

*To learn more about this topic and the importance for healthcare professionals please review the following resources:*

- [Why and How Civic Health Should Be Incorporated Into Medical Education](#). Barrere-Cain et al., 2022. Academic Medicine.
- [Civic Engagement: A Vital Sign of Health and Democracy](#). Philip M. Alerbti. AAMC.

For practical guidance on incorporating this into your health professional curriculum:

- CRHE Module: [Interaction between health care systems, government policy, and environmental advocacy](#).
- Medical Schools Council (UK), [Education for Sustainable Healthcare. A curriculum for the UK](#). Page 21. Professionalism, leadership and achieving structural change.

Score explanation: Insert explanation here.

**Section Total (13 out of 35)**

**37.14%**

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# Interdisciplinary Research

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| <b>2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?</b>                                                                                                                                                                                                                                                                                                                                      |   |
| Yes, there are faculty members at the <b>institution</b> who have a <b>primary</b> research focus in planetary health <b>or</b> sustainable healthcare/vetcare. (3 points)                                                                                                                                                                                                                                                                                                     |   |
| Yes, there are individual faculty members at the <b>institution</b> who are conducting research <b>related</b> to planetary health or healthcare sustainability, 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 <b>institution</b> , but not specifically associated with healthcare/vetcare. (1 point)                                                                                                                                                                                                                                                                                                                                            |   |
| No, there are <b>no</b> planetary health and/or sustainability researchers at the <b>institution</b> at this time. (0 points)                                                                                                                                                                                                                                                                                                                                                  |   |
| Score Assigned:                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 3 |
| <ul style="list-style-type: none"> <li><i>Score explanation:</i> Within the Institute of Health Policy, Management, &amp; Evaluation, there are some researchers whose primary focus is in planetary health, including Dr. Edward Xie, Dr. Fiona Miller, Dr. Samantha Green, Dr. Colin Sue-Chue-Lam, Dr. Syed Ali Akbar Abbass, and Dr. Susan A. Deering. There are also other researchers who are involved in planetary health research but not as a primary focus</li> </ul> |   |

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| There is an <b>Occupational and Environmental Health department</b> , but no interdisciplinary department or institute for planetary health research. (1 point)                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |
| There is <b>no</b> dedicated department or institute. (0 points)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |
| Score Assigned:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 3 |
| Score explanation: “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. The Collaborative Centre’s purpose is to catalyze climate & sustainability action for health & health systems through research, education, and practice & policy change.”<br><a href="https://climatehealth.utoronto.ca/about-us">https://climatehealth.utoronto.ca/about-us</a> |   |

|                                                                                                                                                                                                                                                       |   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| <b>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 <u>institution</u>?</b>                                      |   |
| Yes, there is a process in which community members impacted by climate and environmental injustice have <b>decision-making power</b> in the climate + environmental research agenda. (3 points)                                                       |   |
| Yes, there is a process in which community members impacted by climate and environmental injustice <b>advise</b> the climate + environmental research agenda. (2 points)                                                                              |   |
| <b>No</b> , but there are <b>current efforts</b> to establish a process for community members to advise or make decisions on the research agenda. (1 point)                                                                                           |   |
| There is <b>no</b> process, and <b>no</b> efforts to create such a process. (0 points)                                                                                                                                                                |   |
| Score Assigned:                                                                                                                                                                                                                                       | 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 U of T IHPME research agenda |   |

|                                                                                                                                                                                                                                                                                                          |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>2.4. Does your <u>institution</u> have a planetary health website that centralises ongoing and past research related to health and the environment?</b>                                                                                                                                               |  |
| There is an <b>easy-to-use, adequately comprehensive</b> website that <b>centralises</b> various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities. (3 points) |  |
| There is a website that <b>attempts to centralise</b> various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)                                                                                                    |  |

|                                                                                                                                                                                                                                                                                                                                                                                          |   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| The <b>institution</b> has an <b>Office of Sustainability website</b> that includes <b>some</b> resources related to health and the environment. (1 point)                                                                                                                                                                                                                               |   |
| There is <b>no</b> website. (0 points)                                                                                                                                                                                                                                                                                                                                                   |   |
| Score Assigned:                                                                                                                                                                                                                                                                                                                                                                          | 2 |
| Score explanation: Though 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 Sustainability page also has resources on sustainability, but these resources are challenging to navigate and are not focused on health. |   |

| 2.5. Has your <b>institution</b> recently hosted a conference or symposium on topics related to planetary health?                                               |   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Yes, the <b>institution</b> has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)                  |   |
| Yes, the <b>institution</b> has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)    |   |
| Yes, the <b>institution</b> has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)  |   |
| The <b>institution</b> has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)          |   |
| No, the <b>institution</b> has not hosted a conference on topics related to planetary health in the past three years. (0 points)                                |   |
| Score Assigned:                                                                                                                                                 | 4 |
| Score explanation: The Collaborative Centre for Climate, Health & Sustainable Care hosts an Annual Symposium on planetary health, climate and sustainable care. |   |

| 2.6. Is your <b>institution</b> 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 <b>or</b> ESH/ESV organisation. (1 point) |   |
| No, the institution is <b>not</b> a member of such an organisation. (0 points)                                             |   |
| Score Assigned:                                                                                                            | 1 |
| 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.

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

**76.47%**

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# Community Outreach and Advocacy

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

| 3.1. Does your <b>institution</b> partner with community organisations to promote planetary and health?                                                    |   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Yes, the <b>institution</b> meaningfully partners with <b>multiple</b> community organisations to promote planetary and environmental health. (3 points)   |   |
| Yes, the <b>institution</b> meaningfully partners with <b>one</b> community organisation to promote planetary and environmental health. (2 points)         |   |
| The <b>institution</b> does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point) |   |
| No, there is <b>no</b> such meaningful community partnership. (0 points)                                                                                   |   |
| Score Assigned:                                                                                                                                            | 0 |
| Score explanation: To our knowledge, there are no meaningful community partnerships between IHPME and planetary health organizations                       |   |

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

*Score explanation:* To our knowledge, the University of Toronto has not offered a community facing course or event regarding planetary health. We interpreted community facing to mean for the public in general, not health professionals specifically. The Collaborative Centre for Climate, Health & Sustainable Care does offer Continuing Professional Education in planetary health, such as the “Climate, Health & Sustainable Care ECHO”.

**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:* There are occasional opportunities to register for planetary health opportunities. Opportunities are typically through the Collaborative Centre for Climate, Health and Sustainable Care.

**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:* There are some courses offered through the CASCADES collaborative, which is a partnership between a number of universities and non-profits, including the University of Toronto.

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

|                                                                                                                                                                     |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Yes, the <b>institution</b> or <b>all affiliated hospitals</b> 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. SickKids hospital has a pamphlet on lead poisoning for patients. |   |

| 3.6. Does your <b>institution</b> or its <b>affiliated teaching hospitals</b> have accessible educational materials for patients about the health impacts of climate change?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Yes, the <b>institution</b> or <b>all affiliated hospitals</b> 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 |
| <p><i>Score explanation: Several institutions affiliated with the University of Toronto, including the University Health Network (UHN), Sunnybrook Health Sciences Centre, and Unity Health Toronto, have recognized the health impacts of climate change. UHN has addressed mental health effects, such as anxiety related to extreme weather events like wildfires, and provided some resources, but lacks a wide array of patient-facing materials specifically on climate change's health impacts. Similarly, Sunnybrook provides information on the effects of extreme weather and climate variability, particularly for seniors, but could expand its resources to address other climate-related health concerns like respiratory issues, heat stress, and mental health. Unity Health Toronto has focused on sustainability and reducing emissions, but there's no specific mention of accessible patient education materials on climate change's health effects. Additionally, none of these hospitals seem to have materials like Providence Hospital's comprehensive climate-health educational resources, which include practical steps for patients to manage the health impacts of climate crises.</i></p> <p><i>Given this, the score for the University of Toronto's affiliated hospitals on the accessibility of educational materials for patients about the health impacts of climate change is 0 points. While these institutions are engaged in sustainability initiatives and recognize climate change's health effects, none of them appear to have developed dedicated, easily accessible educational materials for patients, such as brochures or articles on their websites.</i></p> |   |

|                                    |               |
|------------------------------------|---------------|
| <b>Section Total (3 out of 14)</b> | <b>21.43%</b> |
|------------------------------------|---------------|

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# Support for Student-Led Planetary Health Initiatives

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

| 4.1. Does your <b>institution</b> offer support for students interested in enacting a sustainability initiative/QI project?                                                                                                                                                                                                                                                                                                                                                                                                                                          |   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Yes, the <b>institution</b> <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> sustainability QI projects are part of the core curriculum. (2 points)                                                                                                                                                                                                                                                                                                                                                                |   |
| The <b>institution</b> encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, <b>but</b> 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 institutions does not appear to be a specific, structured program offering grants or dedicated funding for students to enact sustainability or quality improvement (QI) projects. While there may be informal support or encouragement for students interested in pursuing sustainability-related initiatives, such as through student groups or extracurricular activities, there are no widespread grants available or mandatory participation requirements for sustainability-related QI projects |   |

| 4.2. Does your <b>institution</b> offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?                                                                                                                             |   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| The <b>institution</b> has a <b>specific</b> 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 <b>require student initiative</b> to seek them out and carry them out in their spare time. (1 point)                                             |   |
| There are <b>no opportunities</b> for students to engage in planetary health/sustainable healthcare research. (0 points)                                                                                                                                                         |   |
| Score Assigned:                                                                                                                                                                                                                                                                  | 2 |
| Score explanation: The University of Toronto offers specific opportunities related to planetary health and sustainable healthcare through initiatives like the Planetary Health Certificate Program and the new Collaborative Centre for Climate, Health & Sustainable Care. The |   |

Planetary Health Certificate Program, launched by the University of Toronto's Continuing Professional Development (CPD), aims to educate healthcare professionals about the intersection of health and the environment, focusing on the effects of ecological change on human health. This certificate program allows students and professionals to engage in educational modules and practical learning on planetary health, making it a formal offering in this space. More information on the program can be found [here](#).

Additionally, the Collaborative Centre for Climate, Health & Sustainable Care brings together four health sciences faculties at the University of Toronto to address issues related to global ecological change. This initiative unites diverse health disciplines to foster collaboration on planetary health challenges and provides students with opportunities to engage in interdisciplinary research and education on these topics. More information about this centre can be found [here](#).

**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:

0

*Score explanation:* Currently, there is no dedicated webpage at the University of Toronto specifically designed for students to find information related to planetary health or sustainable healthcare activities and mentors within the institution. While the university has made strides in offering programs like the Planetary Health Certificate Program and the Collaborative Centre for Climate, Health & Sustainable Care, these initiatives do not appear to be consolidated on a single webpage for students to easily access related projects, current initiatives, and contact details for mentors in the planetary health or sustainable healthcare fields. Therefore, students may need to look through various departments or programs to discover opportunities, which could be more streamlined.

Given this, the score for whether the institution has a webpage with specific information related to planetary health and/or sustainable healthcare is 0 points. While initiatives are underway at the institution, there is no dedicated webpage where students can easily access up-to-date information on these topics or find contact information for mentors involved in these areas. To improve this, the University of Toronto could consider creating a comprehensive webpage that showcases planetary health projects, mentors, and ongoing research opportunities for students.

|                                                                                                                                                                                                                   |   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| <b>4.4. Does your <u>institution</u> have registered student groups dedicated towards fostering a culture of planetary health engagement, scholarship, and advocacy on campus, supported by faculty advisors?</b> |   |
| Yes, there is a student organisation <b>with faculty support</b> at my institution dedicated to planetary health or sustainability in healthcare. (2 points)                                                      |   |
| Yes, there is a student organisation at my institution dedicated to planetary health or sustainability in healthcare but it <b>lacks faculty support</b> . (1 point)                                              |   |
| No, there is <b>not</b> a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)                                                                        |   |
| Score Assigned:                                                                                                                                                                                                   | 0 |
| <i>Score explanation: There is no student organization at IHPME dedicated to planetary health or sustainability in healthcare. There is</i>                                                                       |   |

|                                                                                                                                                                                                                                 |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| <b>4.5. Is there a student liaison representing sustainability interests who serves on a <u>department or institutional</u> decision-making council to advocate for curriculum reform and/or sustainability best practices?</b> |   |
| Yes, there is a student representative who serves on a department or institutional decision-making council/committee. (1 point)                                                                                                 |   |
| No, there is no such student representative. (0 points)                                                                                                                                                                         |   |
| Score Assigned:                                                                                                                                                                                                                 | 0 |
| <i>Score explanation: There are no specific student representatives serving on a department or institutional decision-making council to advocate for curriculum reform or sustainability best practices</i>                     |   |

| <b>4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)</b>                                                                                     | <b>Score</b> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.                                        | 0            |
| Panels, speaker series, or similar events related to planetary health that have students as an intended audience.                                                                                                                                               | 0            |
| 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)          | 0             |
| <i>Score explanation: There have been no co-curricular planetary health programs offered through IHPME</i>                  |               |
| <b>Section Total (2 out of 15)</b>                                                                                          | <b>13.33%</b> |

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# Campus Sustainability

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

| 5.1. Does your <u>institution</u> have an Office of Sustainability?                                                                                                                                                                                                                                                                                      |   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is <b>at least one designated staff member</b> for sustainability at the hospital. (3 points)                                                                                |   |
| There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but <b>no specific staff member</b> in charge of hospital sustainability. (2 points)                                                                                                                                                           |   |
| There are <b>no salaried sustainability staff</b> , but there is a sustainability task force or committee. (1 point)                                                                                                                                                                                                                                     |   |
| There are <b>no</b> staff members <b>or</b> task force responsible for overseeing campus sustainability. (0 points)                                                                                                                                                                                                                                      |   |
| Score Assigned:                                                                                                                                                                                                                                                                                                                                          | 2 |
| Score explanation: There is an Office of Sustainability at each of the three campuses of the University of Toronto. The office includes 12 full-time staff, as well as a team of six students. There is no specific staff member in charge of hospital sustainability. However, the affiliated hospitals have their own sustainability offices/programs. |   |

| 5.2. How ambitious is your <u>institution's</u> plan to reduce its own carbon footprint?                                                                                                   |   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| The institution has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2030</b> (5 points)                                                                              |   |
| The institution has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2040</b> (3 points)                                                                              |   |
| The institution has a stated goal of carbon neutrality by <b>2040</b> but has <b>not created a plan</b> to reach that goal or the <b>plan is inadequate</b> (1 point)                      |   |
| The institution does <b>not</b> meet any of the requirements listed above (0 points)                                                                                                       |   |
| Score Assigned:                                                                                                                                                                            | 0 |
| Score explanation: In 2021, the University of Toronto St. George campus pledged to become 'climate positive' by 2050 and carbon neutral by 2048. Further details about the plan to achieve |   |

this can be found [here](#).

**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: As of 2020, about 36% of the energy used in Toronto comes from renewable sources. Another 34% comes from nuclear energy, which is non-renewable but low in carbon emissions

**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: The University of Toronto has committed to incorporating sustainable building practices for new builds. As well, the university has updated many old buildings with 'deep energy retrofits,' which involves a combination of upgrades to the building envelope, mechanical systems, and occupant health and comfort. Improving the building envelope involves modifying or replacing exterior walls, windows, roofs, and doors. However, for the more energy intensive research buildings, the focus is on mechanical system upgrades, including replacing legacy heating, ventilation, and air conditioning (HVAC) systems with newer technology as well as optimizing

building controls.

**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:

1

*Score explanation: The University of Toronto St. George campus has put efforts into promoting and encouraging environmentally-friendly transportation options, especially cycling. However, they have not directly provided any environmentally-friendly forms of transportation to students.*

**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: The University of Toronto has composting and recycling available in public spaces around campus for students and staff to use*

**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 <b>adequate</b> sustainability requirements for food and beverages, including meat-free days or no red-meat, and <b>is engaged</b> in efforts to increase food and beverage sustainability. (3 points)                                                                   |   |
| There are sustainability guidelines for food and beverages, but they are <b>insufficient or optional</b> . The institution <b>is engaged</b> in efforts to increase food and beverage sustainability. (2 points)                                                                                  |   |
| There are sustainability guidelines for food and beverages, but they are <b>insufficient or optional</b> . The institution is <b>not</b> engaged in efforts to increase food and beverage sustainability. (1 point)                                                                               |   |
| There are <b>no</b> sustainability guidelines for food and beverages. (0 points)                                                                                                                                                                                                                  |   |
| Score Assigned:                                                                                                                                                                                                                                                                                   | 3 |
| Score explanation: The University of Toronto incorporates sustainability into its food services by converting a significant portion of meat food options to plant-based options, donating surplus food, increasing use of reusable food containers and reducing packaged/bottled water on campus. |   |

| 5.8. Does the <u>institution</u> apply sustainability criteria when making decisions about supply procurement?                                                                                                                                                                                                                                                                             |   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Yes, the institution has <b>adequate</b> sustainability requirements for supply procurement <b>and is engaged</b> in efforts to increase sustainability of procurement. (3 points)                                                                                                                                                                                                         |   |
| There are sustainability guidelines for supply procurement, but they are <b>insufficient or optional</b> . The institution <b>is engaged</b> in efforts to increase sustainability of procurement. (2 points)                                                                                                                                                                              |   |
| There are sustainability guidelines for supply procurement, but they are <b>insufficient or optional</b> . The institution is <b>not engaged</b> in efforts to increase sustainability of procurement. (1 point)                                                                                                                                                                           |   |
| There are <b>no</b> sustainability guidelines for supply procurement. (0 points)                                                                                                                                                                                                                                                                                                           |   |
| Score Assigned:                                                                                                                                                                                                                                                                                                                                                                            | 3 |
| Score explanation: The University of Toronto incorporates sustainability into its procurement policy and works towards increasing sustainability of procurement. Under the “Sustainability” principle in their Procurement Policy, they state that “Procurement planning and activities should be undertaken with a view to promoting social, environmental and financial sustainability.” |   |

| 5.9. Are there sustainability requirements or guidelines for events hosted at the institution?                                   |
|----------------------------------------------------------------------------------------------------------------------------------|
| Every event hosted at the institution <b>must</b> abide by sustainability criteria. (2 points)                                   |
| The institution <b>strongly recommends or incentivizes</b> sustainability measures, but they are <b>not required</b> . (1 point) |
| There are <b>no</b> sustainability guidelines for institution events. (0 points)                                                 |

|                                                                                                                                               |   |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---|
| Score Assigned:                                                                                                                               | 1 |
| Score explanation: The University of Toronto provides guidelines, supports, and incentives for sustainable events, but they are not mandatory |   |

|                                                                                                                                                                                                                                                                                                                                                                                            |   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| <b>5.10. Does your <u>institution</u> have programs and initiatives to assist with making lab spaces more environmentally sustainable?</b>                                                                                                                                                                                                                                                 |   |
| Yes, the institution has <b>programs</b> and <b>initiatives</b> to assist with making lab spaces more environmentally sustainable. (2 points)                                                                                                                                                                                                                                              |   |
| There are <b>guidelines</b> on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)                                                                                                                                                                                                                                                         |   |
| There are <b>no</b> efforts at the institution to make lab spaces more sustainable. (0 points)                                                                                                                                                                                                                                                                                             |   |
| Score Assigned:                                                                                                                                                                                                                                                                                                                                                                            | 2 |
| Score explanation: There are various programs and initiatives for this. An example within the medical school is a recycled anatomy lab supplies program called GreenMeds, which provides students with recycled lab coats and dissection kits at a fraction of the price of a new set. The students then return these supplies at the end of preclerkship, and they continue to be reused. |   |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| <b>5.11. Does your <u>institution's</u> endowment portfolio investments include fossil-fuel companies?</b>                                                                                                                                                                                                                                                                                                                                                                                                    |   |
| The institution is <b>entirely divested</b> from fossil fuels <b>and</b> has made a <b>commitment to reinvest divested funds</b> into renewable energy companies or renewable energy campus initiatives. (4 points)                                                                                                                                                                                                                                                                                           |   |
| The institution is <b>entirely divested</b> from fossil fuels. (3 points)                                                                                                                                                                                                                                                                                                                                                                                                                                     |   |
| The institution has <b>partially divested</b> from fossil fuel companies <b>or</b> has made a <b>commitment to fully divest</b> , but <b>currently</b> still has fossil fuel investments. (2 points)                                                                                                                                                                                                                                                                                                          |   |
| The institution has <b>not divested</b> from fossil-fuel companies, but faculty and/or students are <b>conducting organised advocacy</b> for divestment. (1 point)                                                                                                                                                                                                                                                                                                                                            |   |
| Yes, the institution has investments with fossil-fuel companies and there have been <b>no efforts</b> to change that. (0 points)                                                                                                                                                                                                                                                                                                                                                                              |   |
| Score Assigned:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 4 |
| Score explanation: In 2021, the University of Toronto committed to fully divesting from all direct fossil fuel investments within one year, which they have successfully achieved. Also, the university plans on divesting from all indirect investments in fossil fuel companies by no later than 2030. From 2021 to 2023, the university decreased these indirect investments by 30% (from 2.0% to 1.4% of their endowment portfolio). Additionally, the university pledged to allocate at least 10% of the |   |

*endowment portfolio to sustainable and low-carbon investments by 2025. As of December 31, 2023, they had made progress toward this goal, with 6.8% of the endowment invested in these strategies.*

**Section Total (21 out of 32)**

**63.63%**

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# Grading

## Section Overview

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

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

*\*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 - IHPME.

The following table presents the individual section grades and overall institutional grade for The University of Toronto - IHPME this Planetary Health Report Card.

| Section                                                             | Raw Score %                                                                                | Letter Grade |
|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------|
| <b>Planetary Health Curriculum (30%)</b>                            | $(13/35) \times 100 = 37.14\%$                                                             | D+           |
| <b>Interdisciplinary Research (17.5%)</b>                           | $(13/17) \times 100 = 76.47\%$                                                             | B+           |
| <b>Community Outreach and Advocacy (17.5%)</b>                      | $(3/14) \times 100 = 21.43\%$                                                              | D-           |
| <b>Support for Student-led Planetary Health Initiatives (17.5%)</b> | $(2/15) \times 100 = 13.33\%$                                                              | F            |
| <b>Campus Sustainability (17.5%)</b>                                | $(21/32) \times 100 = 63.63\%$                                                             | B            |
| <b>Institutional Grade</b>                                          | $(A \times 0.3 + B \times 0.175 + C \times 0.175 + D \times 0.175 + E \times 0.175) = F\%$ | C-           |

# Report Card Trends

## Section Overview

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

