



Planetary Health Report Card (Nursing):

University of Minnesota - Twin Cities



2023-2024 Contributing Team:

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Summary of Findings

Overall	A-
Curriculum	A-
<ul style="list-style-type: none"> The University of Minnesota School of Nursing (UMN SoN) made a commitment to educating the next generation of nurses about planetary health, with plans to implement curricula next year. Recommendations: Include planetary health principles in course content, descriptions, and syllabi to continue to promote the SoN as a leader in the field and incentivize prospective students. 	
Interdisciplinary Research	A+
<ul style="list-style-type: none"> The SoN is currently the only department at the University of Minnesota dedicated to planetary health. Each year, faculty and students engage in various conferences, symposiums, and publications educating about and promoting planetary and environmental health. Recommendations: Create an event calendar for individuals searching to learn more about planetary health. Offer a clear communication channel between members of disproportionate communities and current staff, faculty members, and students to express concerns surrounding planetary health topics. 	
Community Outreach and Advocacy	A-
<ul style="list-style-type: none"> The UMN SoN has meaningful partnerships at local, state, national, and international levels promoting planetary and environmental health. Students receive updates dedicated to planetary health in monthly newsletters and semi-annual magazines. The SoN advocates for policies addressing planetary health. Recommendations: Expand community-facing courses and events, increase student engagement in advocacy efforts, and explore additional partnerships to amplify the impact of educational and outreach endeavors. 	
Support for Student-Led Initiatives	A
<ul style="list-style-type: none"> The UMN SoN supports engaging with and promoting the work of students focused on planetary health. Examples include annual guest lectures, doctoral focuses of study, student groups, and fostering transdisciplinary partnerships. Recommendations: Further student support through the Center for Planetary Health and Environmental Justice. Provide additional opportunities for undergraduate nursing students. Develop a repository of student-led planetary health research, quality improvement projects, and a directory of planetary health-focused faculty across disciplines. 	
Campus Sustainability	B
<ul style="list-style-type: none"> UMN has a Climate Action Plan and the SoN lists planetary health as a core concept in their vision statement. The school has robust compost and recycling programs and sustainable transportation means. Recommendations: Make the sustainability guidelines required for all campus events. Divest from fossil fuel industries. Consider strengthening the carbon neutrality goal to 2040 at the latest. More renewable energy sources are needed. 	

Statement of Purpose

Planetary health is human health.

As they prepare to enter the largest workforce in healthcare and public health, nursing students are uniquely positioned to confront the challenges of climate change, pollution, and biodiversity loss in human health. While the format and curriculum in nursing may vary between programs, degrees, and nationalities, the core tenets of planetary health can and must be integrated throughout nursing education. The role of the nurse is one of the most unique and multi-faceted; from practice to research, nurses have the ability to enact real change at many levels. With these potential impacts in mind, the ramifications of pollution, extreme weather, vector-borne diseases, unsustainable agriculture, and rising sea levels must be addressed in the nursing curriculum. Equally important, communities overburdened by these manifestations must also be included in nursing education.

Goals:

- Operate as a gap analysis for nursing programs to identify planetary health strengths and opportunities for growth.
- Assemble synthesized, program-specific information on planetary health resources useful for faculty, staff, and students.
- Facilitate sharing of planetary health resources across programs.
- Track progress in implementing and optimizing planetary health curriculum and resources.
- Advance the global planetary health movement in pursuit of a healthier and more equitable world.
- Utilize as a long-term metric that accounts for improvements and opportunities for growth continuously each year.
- Highlight successes and collaborations regarding planetary health in institutions through thorough evaluation of metrics.

Definitions & Other Considerations

Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as “Planetary Health is a solutions-oriented, transdisciplinary field and social movement focused on analyzing and addressing the impacts of human disruptions to Earth’s natural systems on human health and all life on Earth.” 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 disruptions of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of nursing school 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.
- **Sustainability:** the principle of creating and maintaining conditions under which humans and nature can exist in productive harmony to support present and future generations (Environmental Protection Agency, 2021).
- **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.
- **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).

- **Nursing program:** any pre-licensure and graduate nursing programs responsible for the training of professional nurses

Other considerations:

- If there is more than one program at your nursing school with two different curricula (e.g., entry-level nursing, Master of Science in Nursing, Doctor of Nursing Practice, and Ph.D.) 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).

Planetary Health Curriculum

Section Overview: *This section evaluates the integration of relevant planetary health topics into the nursing school curriculum. The curriculum for nursing programs around the world shares many core topics regarding health and the health system. In order to create a truly holistic education that includes the implications of our planet's health, the subject must be integrated into the nursing curriculum. As future frontline workers, nurses will experience the dire consequences of planetary crises firsthand and must be equipped to not only care for afflicted patients and communities but to encourage preventative change. We already see the impacts on human health that planetary crises can bring, and the nursing curriculum must reflect these realities.*

Questions with a "*" next to them signify questions that are unique to the Nursing Planetary Health Report Card.

1. Does your nursing school offer courses regarding the relationships between extreme weather events, health effects, and climate change?	
3	This topic was explored in depth (2 or more courses) by the core curriculum.
2	This topic was briefly (1 course or lecture) covered in the core curriculum.
1	This topic was offered in elective coursework
0	This topic was not covered.

Score explanation: Boyd, K. developed a module (*Leading Emergency Preparedness Responses: Mitigation, Adaptation, and Resilience*) for **N7610**, which described the role nurses play in emergency management and disaster preparedness. Required reading addressed the socioeconomic and racial disparities of weather-related and climate change-induced disruptions. This course is required for all doctoral students.

Boyd, K. presented *Planetary Health: Nurses as Leaders* to **N3806** BSN students during their Planetary Health module.

N7200 (*Economics of Health Care*) addresses the global impacts of the environment and health effects on the economics of health care.

Multiple other courses focus on extreme weather, health effects, and climate change:

N6110 (*Epidemiology in Nursing*)
N7604 (*Executive Leadership Seminar: Boundary Spanning*)
N6600 (*Health Systems and Care Models*)

2. Does your nursing program provide education regarding the impacts of extreme weather events (e.g., storm, flooding, heat, drought, air pollution) on individual health?

3	This topic was explored in depth (2 or more courses) by the core curriculum.
2	This topic was briefly (1 course or lecture) covered in the core curriculum.
1	This topic was offered in elective coursework
0	This topic was not covered.

Score explanation: **N5030** Foundational Concepts of Professional Nursing explores the impacts of the environment on human health and vice versa.

N7400 Health Policy Leadership has several weeks devoted to climate change impacts on individual health.

N7610 System Leadership and Innovation has several weeks devoted to planetary health concepts and consequences on human health. This course is taken by all doctoral students.

Boyd, K. developed a module (*Leading Emergency Preparedness Responses: Mitigation, Adaptation, and Resilience*) for **N7610**, which described the role nurses play in emergency management and disaster preparedness. Required reading addressed the socioeconomic and racial disparities of weather-related and climate change-induced disruptions. This course is required for all doctoral students.

The Doctor of Nursing Practice (DNP) Health Innovation and Leadership (HIL) specialty has Planetary Health as a core pillar of its degree. Students can focus on Planetary Health as their area of study within the program.

3. Does your nursing curriculum address the impacts of climate change on the changing patterns of infectious diseases?

3	This topic was explored in depth (2 or more courses) by the core curriculum.
2	This topic was briefly (1 course or lecture) covered in the core curriculum.
1	This topic was offered in elective coursework
0	This topic was not covered.

Score explanation: In the BSN program, microbiology (**VBS 2032**) and Public Health Nursing (**N4321**) have some content on the relationship between climate change and infectious disease. These are required courses for the BSN program.

N6110 (*Introduction to Epidemiology in Nursing*) offers many resources and a week's worth of study on environmental epidemiology and infectious disease.

N6881 (*Introduction to Public Health Informatics and Information Systems*) looks at tracking infectious diseases and their increased occurrence with climate change.

4. Does your nursing curriculum address pathophysiological health effects resulting from environmental degradation and climate change, including effects such as air, soil and water pollution, extreme heat, human-animal interactions, and emerging pathogens?

3 This topic was explored **in depth (2 or more courses)** by the core curriculum.

2 This topic was **briefly (1 course or lecture)** covered in the core curriculum.

1 This topic was offered in **elective** coursework

0 This topic was not covered.

Score explanation: The health effects resulting from a warming climate are addressed in the graduate course **N5033** (*Population-Focused Health in Public Health and Mental Health Nursing*).

Guest lectures in **N3806** briefly covered pathophysiological health effects resulting from environmental degradation.

5. Does your nursing curriculum address mental health issues and well-being effects resulting from environmental degradation and climate change?

3 This topic was explored **in depth (2 or more courses)** by the core curriculum.

2 This topic was **briefly (1 course or lecture)** covered in the core curriculum.

1 This topic was offered in **elective** coursework

0 This topic was not covered.

Score explanation: Mental health issues such as eco-anxiety and existential fear are covered in the mental health psych courses both at the graduate and undergraduate levels (**N6802**).

There are multiple elective courses offered by the [Center for Spirituality and Healing](#) that address Planetary Health, mental health issues, and well-being.

6. Does your nursing curriculum address relationships between climate change, food and water security, and the impact on health?

3 This topic was explored **in depth (2 or more courses)** by the core curriculum.

2 This topic was **briefly (1 course or lecture)** covered in the core curriculum.

1	This topic was offered in elective coursework
0	This topic was not covered.

Score explanation: Food and water security, displaced populations, and impacts of climate change are mentioned in the undergraduate public health course (**N4321**).

The DNP HIL specialty offers multiple courses that focus on the global impacts of climate change on food and water security and displaced populations. However, it is unclear if other DNP specialties offer this same information.

7. Does your nursing program address the environmental and health co-benefits of a plant-based diet?	
3	This topic was explored in depth (2 or more courses) by the core curriculum.
2	This topic was briefly (1 course or lecture) covered in the core curriculum.
1	This topic was offered in elective coursework
0	This topic was not covered.

Score explanation: There is mention of the importance of plant-based diets for health purposes through the BSN and MN programs. However, there is no course specifically, nor no identifiable lecture specifically focused on the environmental benefits of plant-based diets in the curriculum.

There is an elective course (**CSPH3301: Food Choices: Healing the Earth, Healing Ourselves**) that focuses on selecting food based on its health and agricultural considerations.

8. Does your nursing school curriculum address relationships between ecosystem health, human health, and climate change?	
3	This topic was explored in depth (2 or more courses) by the core curriculum.
2	This topic was briefly (1 course or lecture) covered in the core curriculum.
1	This topic was offered in elective coursework
0	This topic was not covered.

Score explanation: **N7400 (Health Policy Leadership)** has several weeks devoted to climate change, ecosystem disruptions, and impacts on individual health.

N7610 (System Leadership and Innovation) has several weeks devoted to planetary degradation and climate change and its consequences on human health.

Unable to find information in undergraduate nursing courses related to this metric.

9. Does your nursing curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides)?

3	This topic was explored in depth (2 or more courses) by the core curriculum.
2	This topic was briefly (1 course or lecture) covered in the core curriculum.
1	This topic was offered in elective coursework
0	This topic was not covered.

Score explanation: Both the Women's Health and Family Practice DNP programs cover reproductive health effects due to environmental toxins in respective lectures.

N7400 (*Health Policy Leadership*) addresses the reproductive health effects (and other health effects) of environmental toxins from a policy perspective.

There was no evidence of the effects of environmental toxin and reproductive health education in undergraduate courses.

10. Does your nursing program emphasize the importance of Indigenous and Traditional Knowledge Systems as essential components of planetary health solutions?

3	This topic was explored in depth (2 or more courses) by the core curriculum.
2	This topic was briefly (1 course or lecture) covered in the core curriculum.
1	This topic was offered in elective coursework
0	This topic was not covered.

Score explanation: The University of Minnesota School of Nursing has focused heavily on the inclusion of Indigenous voices and representation throughout the various doctoral programs. They developed the [Center for Indigenous People, Health, and Nursing](#), which has an objective to Indigenize curricula and increase the research opportunities for Indigenous students.

BSN: **N4704**: (*Continuum of Care Practicum*) has a module emphasizing the importance of culturally sensitive care for Indigenous populations (*Contemporary Health Concerns for Native American Healthcare*). Considering historical traumas, spiritual health, current health trends, and cultural healing.

Graduate: **N6600** (*Health Systems and Care Models*) includes Indigenous practices for Planetary Health solutions, including cultural determinants of health and the IOM's *Leveraging Culture to Address Health Inequities*.

11. Does your nursing curriculum address important human-caused environmental threats that are relevant to the university or program's surrounding community?

3	This topic was explored in depth (2 or more courses) by the core curriculum.
2	This topic was briefly (1 course or lecture) covered in the core curriculum.
1	This topic was offered in elective coursework
0	This topic was not covered.

Score explanation: Local environmental threats to the surrounding community are addressed in the undergraduate and graduate-level public health practicum courses. Students are required to conduct windshield surveys of the university's surrounding community. Students have practicum hours dedicated to meeting community members and addressing determinants of health, including environmental considerations.

12. Does your nursing curriculum address socioeconomic/racial disparities in extreme weather and climate change exposure?

3	This topic was explored in depth (2 or more courses) by the core curriculum.
2	This topic was briefly (1 course or lecture) covered in the core curriculum.
1	This topic was offered in elective coursework
0	This topic was not covered.

Score explanation: Boyd, K. developed a module (*Leading Emergency Preparedness Responses: Mitigation, Adaptation, and Resilience*) for **N7610**, which described the role nurses play in emergency management and disaster preparedness. Required reading addressed the socioeconomic and racial disparities of weather-related and climate change-induced disruptions. This course is required for all doctoral students.

N7400 (*Health Policy Leadership*) This course identifies environmental justice concerns related to climate change and, to some degree, extreme weather. There is also a policy brief assignment where students are able to select a topic of their choosing and write a publishable document for politicians. Some elect to write about environmental justice concerns.

N4321 (*Public Health Nursing*) Students are taught about socioeconomic and racial disparities as it relates to public health. This includes the identification that marginalized populations are often first and worst affected by climate change impacts, including extreme weather.

13. Does your nursing curriculum address inequitable health impacts of climate change globally?

3	This topic was explored in depth (2 or more courses) by the core curriculum.
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2	This topic was briefly (1 course or lecture) covered in the core curriculum.
1	This topic was offered in elective coursework
0	This topic was not covered.

Score explanation: Multiple required courses in the doctoral programs address the global inequities of climate change (N6600, N5812, N7610, N6881). Undergraduate course N3802 addresses SDGs, global inequities, and the role of climate change.

14. Does your nursing curriculum address climate and environmental health challenges that impact marginalized populations and communities?	
3	This topic was explored in depth (2 or more courses) by the core curriculum.
2	This topic was briefly (1 course or a lecture) covered in the core curriculum.
1	This topic was offered in elective coursework
0	This topic was not covered.

Score explanation: Boyd, K. developed a module (*Leading Emergency Preparedness Responses: Mitigation, Adaptation, and Resilience*) for N7610, which described the role nurses play in emergency management and disaster preparedness. Required reading exemplified many environmental and climate health challenges experienced by marginalized communities, including the heat-island effect, unsustainable infrastructure, prolonged recovery, financial/economic disruption, and mortality. This course is required for all doctoral students.

N4321(*Public Health Nursing*) Public health course covers the impacts of the environment on health, especially the disparities experienced by marginalized populations. There is also brief coverage of the impacts of climate change on these communities.

N7200 (*Economics of Health Care*) This course covers the economic theories surrounding global challenges supporting health care, including the impacts of climate and environmental health on marginalized populations.

N7400 (*Health Policy Leadership*) This course addresses state and local-level disparities experienced by populations affected by climate and environmental health.

15. Does your nursing curriculum address the outsized impacts of anthropogenic environmental toxins on marginalized populations and communities?	
3	This topic was explored in depth (2 or more courses) by the core curriculum.
2	This topic was briefly (1 course or a lecture) covered in the core curriculum.

1	This topic was offered in elective coursework
0	This topic was not covered.
<p><i>Score explanation:</i> The School has a deep commitment to DEI that has been in place for several years. The Director of DEI for the School is very aware of the connection, and they regularly work in tandem on issues that relate to DEI and Planetary Health.</p> <p>Both courses listed below extensively focus on the health impacts of air, land, and water pollution on marginalized communities.</p> <p>N4321 Public Health Nursing</p> <p>N7400 Health Policy Leadership</p> <p>Many other courses touch on global vulnerable communities, but these courses are specifically tailored to cover these topics.</p>	

16. Does your nursing curriculum address the impacts of extreme weather events on healthcare systems?	
3	This topic was explored in depth (2 or more courses) by the core curriculum.
2	This topic was briefly (1 course or lecture) covered in the core curriculum.
1	This topic was offered in elective coursework
0	This topic was not covered.
<p><i>Score explanation:</i> Boyd, K. developed a module (<i>Leading Emergency Preparedness Responses: Mitigation, Adaptation, and Resilience</i>) for N7610, which described the role nurses play in emergency management and disaster preparedness. Required reading identified the impacts of extreme weather events on overburdened healthcare systems and the increase need for resources, services, and staff during and after a disaster. This course is required for all doctoral students.</p> <p>N4321 Public Health Nursing covers extreme weather on health and the healthcare system.</p> <p>N6600 Health Systems and Care Models addresses various health systems and their weaknesses, including lack of preparedness for environmental disruptions.</p>	

17. Does your nursing program address the carbon footprint of healthcare systems?	
3	This topic was explored in depth (2 or more courses) by the core curriculum.
2	This topic was briefly (1 course or lecture) covered in the core curriculum.

1	This topic was offered in elective coursework
0	This topic was not covered.

Score explanation: The DNP HIL program has core pillars of Planetary Health, Global Perspective, and Design Thinking. The core curriculum for the HIL program identifies the role that the health care system plays in planetary degradation, including its carbon footprint.

Boyd, K. guest lectured to **N3806** BSN students, identifying the carbon footprint of the healthcare system and its role in GHG emissions.

18*. Does your nursing program curriculum or coursework highlight the waste generated by healthcare provision?	
3	This topic was explored in depth (2 or more courses) by the core curriculum.
2	This topic was briefly (1 course or a lecture) covered in the core curriculum.
1	This topic was offered in elective coursework
0	This topic was not covered.

Score explanation: Physical waste and the carbon footprint of the healthcare sector are covered frequently in courses that involve practicums, simulations, or an introduction to the hospital system.

Additionally, pharmacology (**N5228, N5800, & PHAR3800**) addresses the medicinal waste of the healthcare sector.

19*. Does your nursing program cover the contributions of pharmaceuticals to environmental degradation and climate change (e.g., anesthetic gases, inhalers, antibiotic resistance, etc.)?	
3	This topic was explored in depth (2 or more courses) by the core curriculum.
2	This topic was briefly (1 course or a lecture) covered in the core curriculum.
1	This topic was offered in elective coursework
0	This topic was not covered.

Score explanation: Both undergrad and graduate-level pharmacology (**N5228, N5800, & PHAR3800**) courses cover antibiotic resistance, inhalers, and anesthetic gas pollution.

Boyd, K. guest lectured to **N3806** BSN students, mentioning the pharmaceutical impacts of metered dose inhalers and pharmaceutical production environmental hazards. The correlated module involved social determinants of health (SDoH), including environmental degradation by pharmaceuticals.

Graduate-level DNP APRN courses cover antibiotic resistance and stewardship.

20. Does your nursing school's curriculum introduce strategies for having conversations with patients, nursing home residents, visitors, and other health professionals about the health effects of climate change and other environmental disruptions?

2	Yes, the core curriculum includes strategies for conversing with patients and other health professionals regarding climate change and environmental disruptions.
1	There are elective courses that include strategies for conversing with patients and other health professionals regarding climate change and environmental disruptions.
0	This topic was not covered.

Score explanation: N7400 (*Health Policy Leadership*) educates students on communicating with policymakers and advocating at the community level. There are a few weeks dedicated to climate change and environmental health.

N7102 (*Scholarly Dissemination in Advanced Nursing Practice*) provides students with the skills to disseminate their scholarly work to other professionals through journal manuscripts, poster presentations, and lectures. If a student has focused their doctoral projects on Planetary Health, climate change, or environmental disruptions, they learn the skills to communicate this.

BSN, MN, DNP, and PhD programs were able to attend the Minnesota Department of Health and UMN SoN collaborative project on clinician communication with patients regarding climate change and health debut. ([How to discuss the health impacts of climate change with patients in a clinical setting](#))

21. Does your school have an appointed faculty or staff responsible for planetary health and environmental nursing?

1	Yes, the nursing program has at least one appointed faculty or staff responsible for planetary health and environmental nursing.
0	No, the nursing program does not have a specific faculty/staff member responsible for planetary health and environmental nursing.

Score explanation: Teddie Potter, PhD, RN, FAAN - Director of Planetary Health
Ryne Wilson, DNP, RN - Planetary Health, Environmental Nursing, and Oncology
Angelica Walton, DNP, RN - Integrative Health, Planetary Health, and Community Nursing

22*. Does your program offer Interdisciplinary Education (IPE) simulations or experiences regarding the health risks of climate change and other environmental disruptions?

2	Yes, the school of nursing has been involved with IPE simulations or experiences in the past year.
1	Yes, the school of nursing has been involved with IPE simulations or experiences in the past three years.
0	No, the school of nursing has not been involved with IPE simulations in the past three years.
<p><i>Score explanation:</i> The SoN partners with the Institute on the Environment to offer, promote, and facilitate courses, grants for student initiatives, and webinars. (https://environment.umn.edu/people-planet-conversation-series/archive/)</p>	

Section Total (52 out of 62)	A-
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Interdisciplinary Research

Section Overview: 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 health sciences field. As institutions tasked with creating the next generations of nurses and advanced practitioners, nursing schools should fund and support research studying the health effects of planetary degradation. Furthermore, it is imperative for the health systems in which the nursing schools exist to encourage transdisciplinary work between nursing, medical, pharmacy, public health, and allied programs to further the efficacy of research and education.

Questions with a “” next to them signify questions that are unique to the Nursing Planetary Health Report Card.*

1. Are there researchers or faculty engaged in planetary health research and/or healthcare sustainability research or scholarship at your nursing school?	
3	Yes, there are faculty members at the school of nursing whose primary research focus is related to planetary health and/or healthcare sustainability research or scholarship.
2	Yes, there are faculty members at the school of nursing who are conducting research related to planetary health and/or healthcare sustainability research or scholarship, but it is not their primary focus .
1	There are planetary health and/or healthcare sustainability researchers at the institution, but none are associated with the school of nursing .
0	There are no planetary health and/or healthcare sustainability researchers at the institution at this time.
<p><i>Score explanation:</i> Teddie Potter, PhD, RN, FAAN, FANP - Director of Planetary Health Ryne Wilson, DNP, RN - Planetary Health, Environmental Nursing, and Oncology Angelica Walton, DNP, RN - Integrative Health, Planetary Health, and Community Nursing Stephanie Gingerich, DNP, RN - Global Health, Translating Research/Accessibility</p>	

2. Is there a dedicated department, center, or institute for interdisciplinary planetary health research at your institution?	
2	Yes, there is at least one dedicated department, center, or institute for interdisciplinary planetary health research.
1	There is not currently a department, center, or institute, but there are plans to open one in the next 3 years .
0	There is no dedicated department, center, or institute.

Score explanation: The School of Nursing is the current dedicated department for planetary health research at the University of Minnesota.

<https://nursing.umn.edu/centers/center-planetary-health-and-environmental-justice/center-planetary-health-and-environmental>

3*. Does your nursing program support scholarly dissemination on topics of planetary health (e.g., peer-reviewed publications, conference presentations, abstracts, etc.)?

3	Yes, faculty members and/or students at the school of nursing have been involved with scholarly dissemination on topics of planetary health within the past year .
2	Yes, faculty members and/or students at the school of nursing have been involved with scholarly dissemination on topics of planetary health within the past 3 years .
1	Faculty members and/or students have been involved with scholarly dissemination on topics of planetary health, but none are associated with the school of nursing .
0	No, faculty members and/or students have not been involved with scholarly dissemination on topics of planetary health.

Score explanation: In November of 2023, students and faculty from the SoN presented their research on Planetary Health at the United Nations (UN) in New York City, New York.

DNP Students, Pang Lor, Melissa Thone, and Kent Boyd presented their DNP projects at the Midwest Climate Resilience Conference in October of 2023.

DNP student Jo Bjorgaard published her DNP manuscript, “Reducing Environmental Impacts at a Midwestern Academic Medical Center: Making Carbon Emissions Reduction a Reality,” in the December 2023 issue of *Challenges*, a journal from MDPI, a publisher for open-access scientific journals.

<https://nursing.umn.edu/centers/center-planetary-health-and-environmental-justice/center-planetary-health-and-environmental>

4. Is there a process by which communities or patients disproportionately impacted by climate change and environmental injustice can give input or make decisions about the research agenda at your nursing program’s institution?

3	Yes, there is a process in which community members impacted by climate and environmental injustice can make decisions about the research agenda.
2	Yes, there is a process in which community members impacted by climate and environmental injustice advise the climate and environmental research agenda.
1	No, but there are current efforts to establish a process for community members to advise or

	make decisions on the research agenda.
0	There is no process and no effort to create such a process.
<p><i>Score explanation:</i> Currently, the SoN has advisory committees with representatives from the community. The Indigenous center allows for a voice and collaboration with an underserved population.</p> <p>https://nursing.umn.edu/centers/center-indigenous-people-health-and-nursing-north-america/overview</p>	

5. Does your nursing program's institution have a planetary health website or a website centralizing various research and projects related to health and the environment?	
3	There is an easy-to-use, adequately comprehensive website that centralizes 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.
2	There is a website that attempts to centralize various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive.
1	The institution has an Office of Sustainability website that includes some resources related to health and the environment, but it is not updated or is not adequately comprehensive.
0	There is no website.
<p><i>Score explanation:</i> The current SoN Planetary Health website is easy to locate and navigate. There are several resources related to planetary health and the curriculum. The website includes videos on past events the school has had related to planetary health. The leaders in planetary health are clearly listed. Transformational goals are also clearly stated.</p> <p>https://nursing.umn.edu/centers/center-planetary-health-and-environmental-justice/center-planetary-health-and-environmental</p>	

6. Has your nursing program recently hosted a conference or symposium on topics related to planetary health?	
4	Yes, the school of nursing has hosted at least one conference or symposium on topics related to planetary health in the past year.
3	The institution has hosted at least one conference or symposium on topics related to planetary health in the past year.
2	Yes, the school of nursing has hosted at least one conference or symposium on topics related to planetary health in the past three years.
1	The institution has hosted at least one conference or symposium on topics related to planetary

	health in the past three years.
0	No, the school of nursing or institution has not hosted a conference on topics related to planetary health in the past three years.
<p><i>Score explanation:</i> During the Spring 2024 DNP Enhancement and Enrichment Program (DEEP) week, Guest speaker Dr. Lyla June Johnson held a symposium on “Remembering our Ecological Purpose: Indigenous Food Systems and the Promise of Homo Sapiens.” This symposium was open to the entire SoN.</p> <p>https://www.youtube.com/watch?v=8djMlmV6vhA</p>	

<p>7. Is your nursing program a member of a national or international planetary health or Environment, Safety, and Health (ESH) organization(e.g., the Alliance for Nurses for Healthy Environments, the Planetary Health Alliance, the Global Consortium on Climate and Health Education, or the Nursing Climate Challenge)?</p>	
2	Yes, the school of nursing has joined more than one of these groups.
1	Yes, the school of nursing has joined one of these groups.
0	No, the school of nursing has not joined any of these groups.
<p><i>Score explanation:</i> The SoN students and faculty are members of Planetary Health Alliance (PHA), Global Consortium on Climate and Health Education (GCCHE), Nurses Climate Change, and Alliance of Nurses for Healthy Environments (ANHE).</p> <p>In 2023, the SoN was the first academic institution to receive associate member status of the UN.</p>	

Section Total (19 out of 20)	A+
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Community Outreach and Advocacy

Section Overview: *Researching and teaching planetary health is necessary but not sufficient. It is critical that institutions also directly engage with communities impacted by disruptions of the environment and Earth’s natural systems. For example, even though climate change is a problem largely created by those with power and resources, its impacts fall disproportionately on BIPOC populations and low-resourced communities. Institutions should partner with local communities affected by environmental degradation to share information about environmental health threats, advocate together for change, and provide students with opportunities to connect with the communities they serve.*

Questions with a “*” next to them signify questions that are unique to the Nursing Planetary Health Report Card.

1. Does your nursing program partner with community organizations to promote planetary and environmental health?	
3	Yes, the school of nursing meaningfully partners with multiple community organizations to promote planetary and environmental health.
2	Yes, the school of nursing meaningfully partners with one community organization to promote planetary and environmental health.
1	The institution partners with community organizations, but the school of nursing is not part of that partnership.
0	No, there is no such meaningful community partnership.
<p><i>Score explanation:</i> Yes. UMN SoN has meaningful partnerships with local planetary organizations such as Clinicians for Planetary Health initiative, Hennepin Healthcare, Health Professionals for a Healthy Climate.</p> <p>https://hpforhc.org/?s=umn</p> <p>https://nursing.umn.edu/news-events/earth-day-nursing-collaboratory-lends-voice-planetary-health</p>	

2. Is your nursing program engaged in community-facing courses or events regarding planetary health?	
3	The school of nursing offers or supports community-facing courses or events at least once every year.
2	The school of nursing offers or supports courses or events open to the community at least once per year, but they are not primarily created for a community audience.
1	The institution has offered community-facing courses or events, but the school of nursing was

	not involved in planning those courses or events.
0	No, the school of nursing or institution has not offered such community-facing courses or events.
<p><i>Score explanation:</i> Yes, the Institute on the Environment (IonE) offers interprofessional experiences to address sustainable health care such as the sustainability symposium, this year being held on April 12, 2024. It is open to any</p> <p>Additionally, the School of Nursing offers a Planetary Health Lectureship. Lyla June Johnston, PhD, delivered the 4th annual Planetary Health Lectureship Remembering our Ecological Purpose: Indigenous Food Systems and the Promise of Homo Sapiens, which detailed Indigenous food systems and advocated for a mind shift to better tend the land.</p>	

3. Does your nursing program have regular coverage of issues related to planetary health and/or sustainable healthcare in program update communications?	
2	Yes, students regularly receive communication updates dedicated to planetary health and/or sustainable healthcare.
1	Yes, planetary health and/or sustainable healthcare topics are sometimes included in communication updates.
0	Students do not regularly receive communications about planetary health and/or sustainable healthcare.
<p><i>Score explanation:</i> Yes. Monthly planetary health newsletters are sent from Dr. Teddie Potter to all SoN students and faculty. <i>Inside Nursing</i> is a semi-annual magazine that includes planetary health updates. Ex. The Fall/Winter 2023 magazine announced SoN's new Center for Planetary Health and Environmental Justice and the Center for Indigenous People, Health and Nursing of North America.</p> <p>https://issuu.com/schoolofnursing/docs/0529_umnursingmagazine-fall2023-all-sngls?fr=xKAE9_zU1NQ</p>	

4. Does your nursing program offer continuing education courses or interprofessional experiences that address planetary health and/or sustainable health care?	
3	Yes, the nursing program offers multiple in-person or online continuing education courses or interprofessional experiences relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health.
2	Yes, the nursing program offers one continuing education course or interprofessional experience relating to planetary health and/or sustainable healthcare for post-graduate providers
1	The institution offers continuing education courses or interprofessional experiences relating to planetary health and/or sustainable healthcare for post-graduate providers, but nursing is not

	involved in planning those courses or events.
0	There are no such accessible courses for post-graduate providers
<p><i>Score explanation:</i> Yes, the Institute on the Environment annually offers interprofessional experiences to address sustainable health care such as the sustainability symposium. This event invites persons are different disciplines to share and encourage methods of sustainability.</p>	

5*. Does your nursing program participate in or encourage advocating for policies addressing planetary health issues?	
2	Yes, the school of nursing actively participates in the promotion of policies addressing planetary health issues.
1	The institution participates in the promotion of policies addressing planetary health issues, but the school of nursing is not involved with this.
0	No, there is no participation in the promotion of policies addressing planetary health issues.
<p><i>Score explanation:</i> Yes, the University of Minnesota and the SoN actively supports and promotes local, regional, and national policy changes that address planetary health issues. For example, Nursing students attending day on the hill in Washington D.C. related to planetary health/climate, Dr. Teddie Potter involved in NASEM the past year.</p> <p>The SoN continues their strong relationship with Alliance of Nurses for Healthy Environments, the American Nurses Association, Health Professionals for a Healthy Climate, and the American Academy of Nursing and promotes student/faculty connections and participation in fellowship, as well as practicums.</p>	

6*. Has your nursing program partnered with local, regional, or national healthcare institutions/organizations to promote planetary health-related education for the public?	
3	Yes, the school of nursing has partnered with multiple healthcare organizations to promote planetary health-related education for the public.
2	Yes, the school of nursing has partnered with multiple healthcare organizations to promote either climate or environmental health-related education for the public.
1	The school of nursing has partnered with one healthcare organization to promote at least one planetary health-related topic of education for the public.
0	No, there is no partnership with healthcare organizations to promote planetary health-related education for the public.
<p><i>Score explanation:</i> Yes, the SoN has partnered with healthcare organizations like Health Professional for a Healthy Climate, Association of Nurses for a Healthy Environment, Planetary Health Alliance,</p>	

Alliance of Nurses for Healthy Environments, and Global Consortium on Climate and Health. Director of Planetary Health Teddie Potter also has partnerships with many regional and national health care organizations.

https://www.linkedin.com/posts/teddie-potter_the-interdisciplinary-journal-of-partnership-activity-7149078848830066688-pim?utm_source=share&utm_medium=member_desktop
https://www.linkedin.com/posts/teddie-potter_in-our-latest-podcast-episode-host-cherri-activity-7161090209164517376-EFkz?utm_source=share&utm_medium=member_desktop

Section Total (13 out of 16)

A-

Support for Student-Led Planetary Health Initiatives

Section Overview: *The future of planetary health belongs to the next generation of health workers, and students are often the first at an institution to address the crisis. Nursing programs should encourage student engagement in planetary health and/or sustainability initiatives by providing mentorship, facilitating opportunities for educational and immersion experiences, and securing funding for student-led research and quality improvement projects. These efforts encourage student activity and, at best, can work in cohesion with community projects.*

Questions with a “” next to them signify questions that are unique to the Nursing Planetary Health Report Card.*

1. Is there a student representative serving on a nursing program or educational institution decision-making committee advocating for planetary health and/or sustainability best practices?	
1	Yes, there is a student representative who serves on a nursing program or institutional decision-making council/committee.
0	There is no such opportunity for student involvement.
<p><i>Score explanation:</i> Boyd, K. is the student representative for the Center of Planetary Health and Environmental Justice. This newly developed center has decision-making capacity toward the direction of the SoN and influence the University as a whole to adopt Planetary Health objectives and strategies.</p>	

2. Does your nursing program or educational institution have registered student groups dedicated to fostering a culture of planetary health engagement, scholarship, and advocacy on campus, supported by faculty advisors?	
2	Yes, there is a student organization with faculty support at the school of nursing dedicated to planetary health or sustainability of healthcare.
1	Yes, there is a student organization at the school of nursing dedicated to planetary health or sustainability in healthcare, but it lacks faculty support .
0	There is no such opportunity for students.
<p><i>Score explanation:</i> The UMN has an official student organization called Health Students for a Healthy Climate which is “an interdisciplinary student group aimed at helping health professionals learn about the impacts of climate change and ways to advance action as future health leaders.” This group receives some faculty support.</p> <p>The influence of Health Students for a Healthy Climate has led to many other student organizations in the field of Planetary Health and Sustainability. Some other student groups with a focus on sustainability are NetImpact, Medical Students for a Sustainable Future, and 365 Green - the faculty support for these groups is unclear.</p>	

3. Does your program or institution provide opportunities for nursing students to conduct research related to planetary health and/or sustainability in healthcare?

2	There is a specific planetary health and/or sustainability in healthcare research program for students interested in conducting research on this topic.
1	There are opportunities for students to perform research, but these require student initiative to select planetary health and/or sustainability in healthcare as a topic.
0	There is no such opportunity for students.

Score explanation: Students in the Health Innovation and Leadership DNP program can choose to focus on Planetary Health and are encouraged to do a DNP project in this area.

Some faculty at the School are involved in research such as nature-based therapeutics and healthy eating for a healthy planet. PhD candidates who want to do research in these areas and undergraduates wanting to explore these areas are gaining mentorship from these research faculty.

An elective course categorized NURS 8212-["Planetary Health: Cross-Cutting Principles for Nursing Research"](#) is being offered with the course description as follows: "Ecosystem transformations due to human activity have a serious impact on global health. Students will analyze scientific evidence and discuss ethics about the effects of ecosystem changes on human health. Opportunities for nursing research and theory development to promote planetary health will be identified."

4. Does your nursing program or educational institution support nursing students interested in enacting planetary health and/or sustainability initiatives or quality improvement projects?

2	Yes, students have been supported to enact planetary health and/or sustainability initiatives or quality improvement projects in the past year .
1	Yes, students have been supported to enact planetary health and/or sustainability initiatives or quality improvement projects in the past 3 years .
0	There is no such opportunity for students in the past 3 years .

Score explanation: Many graduate students have chosen to conduct their DNP projects in the area of planetary health and are met with faculty support.

Shanda Demorest, DNP: Creating a sustainability team for an urban nurse practitioner clinic
 Jo Bjorgaard, DNP-s: Decarbonizing a university-based healthcare facility
 Melissa Thone, DNP-s: Climate health literacy digital platform
 Kent Boyd, DNP-s: Climate resilience champions network
 Kasey Bellegarde, DNP-s: United Nations
 Pang Lor, DNP-s: Extreme heat education for rural farmers
 Berg Ellenberger, DNP-s: Focus on climate smart food sources
 The nursing program offers multiple opportunities to get involved in initiatives such as organizing

guest lectures and conferences related to planetary health.

5*. Does your nursing program or educational institution offer opportunities for nursing students to teach or present about planetary health and/or sustainability in a healthcare-related topic?

2	Yes, students have been involved in teaching or delivering presentations about planetary health and/or sustainability in healthcare during the past year .
1	Yes, students have been involved in teaching or delivering presentations about planetary health and/or sustainability in healthcare during the past 3 years .
0	There is no such opportunity for students in the past 3 years .

Score explanation:

Boyd, K. guest lecture for N3806 (*Planetary Health: Nurses as Leaders*)
 Boyd, K. & Thone, M. guest panel for N5241 (*Leading in Planetary Health Nursing*)
 Jo Bjorgaard, DNP-s: Climate equity lecture, Environmental Justice, and Climate Action for New Nurses lectures for BSN students, Climate Smart Healthcare for Public Health students, Lightning talk at the Sustainability Symposium
 Kent Boyd, Melissa Thone, Bianca Mueller, Kasey Bellegarde: Planetary Health Annual Meeting; *Crosswalk Tool*.
 Jo Bjorgaard, Kent Boyd, Pang Lor, Melissa Thone: Code Blue for Patient Earth

6. Does your nursing program or educational institution provide one or more annual co-curricular planetary health and/or sustainability program initiatives in the following categories? (1 point each)

1	Projects where students can gain experience in organic agriculture and sustainable food systems. For example, gardens, farms, community-supported agriculture, fishery programs, or urban agriculture projects.
1	Events in which students learn directly from members of a local environmental justice community about the environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.
1	Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.
1	Panels, speaker series, or similar events related to planetary health that have students as an intended audience.
1	Cultural arts events, installations, or performances related to planetary health that have students as the intended audience.
1	Wilderness or outdoor programs that follow “leave no trace” principles. For example: hiking,

kayaking, or other outings for students.

Score explanation:

[IP Student Garden Project](#), Berg Ellenberger, DNP-s, DNP project around climate-smart agriculture and food

Northside Healing Space co-sponsored conference. Ride for Their Lives - group bicycle ride in partnership with the UMNSON, local health professionals, Health Professionals for a Healthy Climate, and community members with a focus on air pollution impacts on pediatric health, Community Environmental Justice Expo, Climate Resilience and Adaptation open house

Liberty Community Church have partnered with the School to have students volunteer during the Liberty 21st Century Leadership Academy for kids K-12. The theme was Planetary Health.

Earth Day - DNP student volunteered at the Science Museum of MN to educate families on Planetary Health

Annual Planetary Health Guest Lecture - past lecturers: Dr. Beth Schenck, Kelsey Wirth, Lyla June Johnston

Performance by Lyla June Johnston: Indigenous musician, scholar, and community organizer of Diné (Navajo), Tsétsêhéstâhese (Cheyenne), and European lineages. Her multi-genre presentation style has engaged audiences across the globe towards personal, collective, and ecological healing. She blends her study of Human Ecology at Stanford, graduate work in Indigenous Pedagogy, and the traditional worldview she grew up with to inform her music, perspectives, and solutions.

Section Total (14 out of 15)

A

Campus Sustainability

Section Overview: Often the most visible and accessible of the planetary health efforts, sustainability can take many forms. As future health workers, it is vital to identify and nurture a culture of sustainability and actionable items to work towards within our systems. The healthcare industry significantly contributes to greenhouse gas emissions and pollution that harms local, regional, and global ecosystems. While healthcare is, by nature, a resource-intensive endeavor, the healthcare sector is well poised to lead the world to a more sustainable future. Creating a more sustainable future of healthcare will require more intentional procurement, thorough recycling and waste management, and continuing education to foster a healthcare environment that works towards planetary health.

Questions with a “*” next to them signify questions that are unique to the Nursing Planetary Health Report Card.

1*. Does your nursing program specifically have planetary health as part of its mission and/or values?	
2	Yes, planetary health is specifically mentioned as part of the school of nursing’s mission and/or values.
1	The effects of climate and/or the environment on health are mentioned, but planetary health is not specifically mentioned as part of the school of nursing’s mission and/or values.
0	No, planetary health is not specifically mentioned.

Score explanation: Yes, the nursing school’s [vision](#) is “Optimal health and well-being for all people and the planet.”

2. Does your nursing program and/or institution have an Office of Sustainability	
3	Yes, there is an Office of Sustainability with salaried staff dedicated to campus sustainability. (If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital and/or school of nursing.)
2	There is an Office of Sustainability with salaried staff dedicated to campus sustainability, but no specific staff member in charge of the school of nursing and/or hospital sustainability.
1	There is a sustainability task force or committee, but no salaried sustainability staff .
0	There are no staff members or committees responsible for overseeing campus sustainability.

Score explanation: Yes, the University of Minnesota has an [Office of Sustainability](#) with salaried [staff](#) dedicated to campus sustainability. There is a [dedicated staff member](#) for sustainability for the School of Nursing facilities.

3. Does your nursing program or institution have a written and approved plan for carbon neutrality?

3	Yes, there is a well-defined written and approved plan for carbon neutrality by 2030 .
2	Yes, there is a well-defined written and approved plan for carbon neutrality by 2040 .
1	There is a stated goal of carbon neutrality by 2040 , but no plan has been created, or the plan is inadequate .
0	The school of nursing/institution does not meet any of the requirements listed above.

Score explanation: The University of Minnesota's [goal](#) for carbon neutrality is set for 2050.

4. Do buildings or other infrastructure used by the nursing programs for teaching (not including hospitals) utilize renewable energy?

3	Nursing school buildings are powered by 100% renewable energy.
2	Nursing school buildings source >80% of energy needs from off- or on-site renewable energy.
1	Nursing school buildings source >20% of energy needs from off- or on-site renewable energy.
0	Nursing school buildings source <20% of energy needs from off- or on-site renewable energy.

Score explanation: The school's [Climate Action Plan states](#), "The University purchases renewable electricity through green tariffs and other purchase agreements that accounted for approximately 30% of all purchased electricity in FY22."

5. Has the nursing program implemented strategies to encourage and provide environmentally-friendly transportation options for students?

2	Yes, strategies to encourage and provide environmentally-friendly transportation options have been implemented and are well publicized to students.
1	There are strategies to encourage and provide environmentally friendly transportation options, but these are unsatisfactory or poorly publicized to students.
0	No strategies have been implemented to encourage and provide environmentally friendly transportation options.

Score explanation: Yes, the University of Minnesota's Sustainable Campus site highlights the school's [environmentally friendly transportation](#) options, including a bike-friendly campus, campus buses and metro transit passes, vehicle sharing, and the electrification of the school's fleet vehicles.

6. Does your nursing program have an organics recycling program (compost) and a conventional recycling program (aluminum/paper/glass/plastic)?

2	Yes, the school of nursing has both compost and recycling programs accessible to students and faculty.
1	The school of nursing has either recycling or compost programs accessible to students and faculty, but not both.
0	There is no recycling program.

Score explanation: Yes, the School of Nursing has both [compost and recycling programs](#).

6. Are there sustainability requirements or guidelines for events, simulations, or training hosted by the nursing program?

2	There are sustainability requirements that must be adhered to for every event hosted by the school of nursing.
1	There are sustainability guidelines that are recommended but not required .
0	There are no sustainability criteria or guidelines.

Score explanation: The nursing program has recommended guidelines and resources for [zero-waste events](#), but they are not required.

7. Has your institution pledged to become fossil-free and have a plan for divestment?

4	The institution is entirely divested from fossil fuels and has made a commitment to reinvest divested funds into renewable energy companies or renewable energy campus initiatives .
3	The institution is entirely divested from fossil fuels.
2	The institution has partially divested from fossil fuel companies or has made a commitment to divest from fossil fuel investments., but currently has fossil fuel investment.
1	The institution has not divested from fossil-fuel companies, but faculty and/or students are conducting organized advocacy for divestment.
0	The institution has not divested from fossil fuel companies and there have been no efforts to change that.

Score explanation: The university's [Climate Action Plan 2023](#) states the goal "Increase renewable energy production on campus to 6MW by 2033 and 12MW by 2050, and increase renewable energy

procurement to match 100% of purchased electricity by 2033.”

8. Does your school promote sustainable practices during demonstration, practice, and assessment of clinical skills?

2	Yes, the school of nursing has implemented sustainability practices and initiatives in clinical skills areas.
1	There are plans to implement sustainable practices in clinical skills areas, but these have not yet been implemented.
1	The school of nursing strongly recommends or incentivizes sustainability measures, but they are not required.
0	There are no efforts to make clinical skills areas more sustainable.

Score explanation: Considerations are made for reusing and recycling materials when possible during demonstration, practice, and assessment of clinical skills.

9. Are sustainable building practices utilized for new and old buildings on the school of nursing campus, with design and construction of new buildings and remodeling of old buildings conforming to a published sustainability rating system or building code/guideline (e.g., LEED, BREEAM, etc.)?

3	Yes, sustainable building practices are utilized for new buildings on the school of nursing campus, and the majority of old buildings have been retrofitted to be more sustainable.
2	Sustainable building practices are utilized for new buildings on the school of nursing campus, but most old buildings have not been retrofitted .
1	Sustainable building practices are inadequately or incompletely implemented for new buildings.
0	Sustainability is not considered in the construction of new buildings.

Score explanation: [Sustainable Campus](#) site states: “Sustainability is a priority in new construction and major renovations on campus.” (Capital Project Management). “Sustainable features can be found throughout residence halls and are prioritized during renovations” (Housing and Residential Life). However, no evidence can be found that verifies the **majority** of old buildings have been retrofitted.

10. Does your nursing program or institution apply sustainability criteria when making decisions about supply procurement?

3	Yes, the school of nursing has adequate sustainability requirements for supply procurement and is engaged in efforts to increase the sustainability of procurement.
2	There are sustainability guidelines for supply procurement, but they are insufficient or optional . The school of nursing is engaged in efforts to increase the sustainability of procurement.
1	There are sustainability guidelines for supply procurement, but they are insufficient or optional . The school of nursing is not engaged in efforts to increase the sustainability of procurement.
0	There are no sustainability guidelines for supply procurement.
<i>Score explanation:</i> The school of nursing faculty and staff are champions of sustainability best practices. There are lists of products that align with sustainable practice, but these are guidelines rather than requirements.	

11. Does your nursing program apply sustainability criteria when making decisions about the campus food and beverage selections (e.g., local sourcing, reduced meat, decreased plastic packaging)?	
3	Yes, the school of nursing has adequate sustainability requirements for food and beverages, including meat-free days or no red meat, and is engaged in efforts to increase food and beverage sustainability.
2	There are sustainability guidelines for food and beverages, but they are insufficient or optional . The school of nursing is engaged in efforts to increase food and beverage sustainability.
1	There are sustainability guidelines for food and beverages, but they are insufficient or optional . The school of nursing is not engaged in efforts to increase food and beverage sustainability.
0	There are no sustainability guidelines for food and beverages.
<i>Score explanation:</i> The school of nursing follows guidelines for sustainable food and beverages , but these are not required.	

Section Total (21 out of 32)	B
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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 Minnesota- School of Nursing

The following table presents the individual section grades and overall institutional grade for the **School of Nursing** on this nursing-school-specific Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(52/62) \times 100 = A\%$	A-
Interdisciplinary Research (17.5%)	$(19/20) \times 100 = B\%$	A+
Community Outreach and Advocacy (17.5%)	$(13/16) \times 100 = C\%$	A-
Support for Student-led Planetary Health Initiatives (17.5%)	$(14/15) \times 100 = D\%$	A
Campus Sustainability (17.5%)	$(21/32) \times 100 = E\%$	B
Institutional Grade	$(A \times 0.3 + B \times 0.175 + C \times 0.175 + D \times 0.175 + E \times 0.175) = 83\%$	A-

Resources

Planetary Health Alliance. Retrieved February 26, 2022, from <https://www.planetaryhealthalliance.org/planetary-health>

Sevelius, J. M., Gutierrez-Mock, L., Zamudio-Haas, S., McCree, B., Ngo, A., Jackson, A., Clynes, C., Venegas, L., Salinas, A., Herrera, C., Stein, E., Operario, D., & Gamarel, K. (2020). Research with Marginalized Communities: Challenges to Continuity During the COVID-19 Pandemic. *AIDS and behavior*, 24(7), 2009–2012. <https://doi.org/10.1007/s10461-020-02920-3>