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# **Planetary Health Report Card (Nutrition & Dietetics) 2026:**

*Loma Linda University*

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LOMA LINDA  
UNIVERSITY

2025-2026 Contributing Team:

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## Summary of Findings

<b>Overall Grade</b>	<b>C</b>
<b>Curriculum</b>	<b>C</b>
<ul style="list-style-type: none"> <li>The Loma Linda University Nutrition and Dietetics curriculum within the Schools of Public Health and Allied Health Professions provides strong coverage of sustainable foods and dietary patterns, particularly plant-based diets, supported by dedicated coursework and the institution’s historical emphasis in this area. The curriculum also includes food systems–related courses, including content on sustainable food systems.</li> </ul> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>Integrate structured content on sustainable healthcare practices, as this topic is not currently addressed in the curriculum.</li> <li>Expand food systems coursework to comprehensively cover key issues including climate-related health inequities, climate impacts on the food supply, food policy and marketing, and Indigenous food practices.</li> <li>Develop more formal, consistent opportunities for leadership, advocacy, and community engagement specifically tied to planetary health, rather than offering these experiences in an ad hoc manner.</li> </ul>	
<b>Interdisciplinary Research</b>	<b>D</b>
<ul style="list-style-type: none"> <li>Research in individual disciplines, such as the School of Public Health or Environmental Nutrition, continues to engage with planetary health research, but there is still little interdisciplinary work between schools in this area.</li> <li><b>Recommendations:</b> An online/offline hub, such as a Microsoft Teams page dedicated to planetary health, can be a good starting point to keep everyone on track with what is happening on campus in planetary health research, projects, and events. This will help build the groundwork for the planetary health website and a dedicated department or institute in the future.</li> </ul>	
<b>Community Outreach and Advocacy</b>	<b>C</b>
<ul style="list-style-type: none"> <li>Community health and well-being continue to be an important part of the Loma Linda University campus, especially through the Institute for Community Partnerships CAPS (Community-Academic Partners in Service) program, which oversees Community Fresh Produce Distribution, the Jardín de la Salud community garden, and the SHiNE program. However, there is an overall lack of advocacy for environmental health exposure or climate change to the patient population.</li> <li><b>Recommendations:</b> Regarding community outreach, increasing student and community members' participation in existing programs is important. Creating new projects should be considered only after these projects have received sufficient attention and growth. Improving advocacy for environmental health within the hospital system may be an area where students can work on as an individual project, especially given that Loma Linda has relatively strong support for student-led initiatives. For example, they can make pamphlets in collaboration with the specialty department or the sustainability committee.</li> </ul>	
<b>Support for Student-Led Initiatives</b>	<b>B</b>
<ul style="list-style-type: none"> <li>Loma Linda University Students for a Sustainable Future is a strong example of student-led initiatives</li> </ul>	

receiving strong support from the University, as many on-campus planetary health projects are led by students in this club. However, the lack of school-wide, structured opportunities for planetary health continues to limit the larger student body's engagement with this topic.

- **Recommendations:** In addition to the recommendations in other sections, hosting panel discussions or art events that are easy for students across all disciplines to participate in may help foster students' interest in planetary health. Advertising these events or volunteering opportunities school-wide, instead of just within the specific discipline, would also be helpful.

## Campus Sustainability

**D**

- Campus sustainability has been a major weakness for Loma Linda University. However, it is important to note that there has been ongoing groundwork to improve this, including the Environmental Sustainability Committee actively researching and drafting the Loma Linda University Health (LLUH) sustainability strategic plan, and students' efforts to build a compost site or bring Zipcar to campus.
- **Recommendations:** It would be important for student projects to remain active until they become stable, even when current students graduate and leave. Another important consideration is to create a sustainability plan and guidelines specific to the Loma Linda campus, as the current LLUH sustainability strategic plan being written primarily covers the hospital system, not the campus.

# Statement of Purpose

*Planetary health is human health.*

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

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

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

# Definitions & Other Considerations

## Definitions:

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

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

which are disproportionately more impacted by climate change are already economically and socially disadvantaged. This double vulnerability sits alongside pre-existing social justice concerns and should therefore shift policy and practice to mitigate the inequitable effects of the climate crisis.

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

### Scoring Matrix

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

### Other considerations:

- If there are more than one “tracks” at your institution with two different curricula (for example, Harvard Medical School has a Pathways and HST curriculum track), you can choose to fill out a report card for each track, or fill out just one report card and average the scores received by each

track in cases where the scores are different (see the 2021 Harvard or Oxford report cards as examples). Where possible please indicate the proportion of students that are on each track.

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

# Planetary Health Curriculum

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

## Curriculum: General

<b>1.1. Does the school within your university responsible for nutrition and/or dietetics offer opportunities to learn about sustainable healthcare, sustainable food systems and/or Planetary Health?</b>	
Yes, the nutrition and dietetics school offers two or more core courses which focus primarily on sustainable healthcare, sustainable food systems and/or planetary health. (3 points)	
<b>Yes, the nutrition and dietetics school offers one core course which focuses primarily on sustainable healthcare, sustainable food systems and/or planetary health. (2 points)</b>	
The nutrition and dietetics school does not have any core courses whose primary focus is sustainable healthcare, sustainable food systems and/or planetary health. However, they offer one or more electives on these topics in addition to core courses that include a lecture on planetary health. (1 point)	
No, the nutrition and dietetics school does not offer any core or elective courses on sustainable healthcare, sustainable food systems and/or planetary health. (0 points)	
Score Assigned:	2
<i>Score explanation: Loma Linda University offers one course with a three unit course <b>NUTR 520 Sustainable Food Systems</b>, exploring the sustainability of foods, dietary patterns, and the food system, and practical strategies to address contemporary issues like food waste. <b>NUTR 564 Contemporary Issues of Vegetarian Diets</b> also dedicates two class lectures to the sustainability of vegetarian dietary patterns. These are both core classes for PhD Nutrition, MPH Nutrition and MS Plant-Based Nutrition programs in the School of Public Health, and electives for the Nutrition and Dietetics programs in the School of Allied Health Professions.</i>	

## Curriculum: Health Effects of Climate Change

<b>1.2. Does your nutrition and dietetics school curriculum address the relationship between climate change and social determinants of health (e.g. reduced access to nutritional and/or traditional food, inequities in food distribution)?</b>
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This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)	
This topic was covered in two or more courses within the core curriculum. (3 points)	
<b>This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)</b>	
This topic is addressed in elective coursework but not the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation: Loma Linda University's nutrition and dietetics curriculum includes NUTR 520 Sustainable Food Systems that features a lecture addressing social determinants of health, such as food access and food deserts. In addition, NUTR 564 Contemporary Issues of Vegetarian Diets incorporates content across several lectures that links the food life cycle to climate change and examines resulting impacts on food yields, food insecurity, and malnutrition. These lectures also touch on social justice themes highlighted in the EAT-Lancet report, including the right to food and healthy food environments. These courses are core requirements for PhD Nutrition, MPH Nutrition, and MS Plant-Based Nutrition programs in the School of Public Health, and are offered as electives for Nutrition and Dietetics programs in the School of Allied Health Professions. While these topics are introduced, there is opportunity to strengthen the curriculum by making the connections between climate change and social determinants of health more explicit and comprehensive.</i></p>	

<b>1.3. Does your nutrition and dietetics school curriculum address the disproportionate impact of climate change on marginalised populations (e.g. low socioeconomic groups, women, communities of colour, Indigenous communities, children, people experiencing homelessness, and older adults)?</b>	
This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)	
This topic was covered in two or more courses within the core curriculum. (3 points)	
<b>This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)</b>	
This topic is addressed in elective coursework but not the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2

*Score explanation: Loma Linda University's curriculum includes **NUTR 520 Sustainable Food Systems** that features a lecture discussing environmental racism and food apartheid in communities of color. This course is a core requirement for PhD Nutrition, MPH Nutrition, and MS Plant-Based Nutrition programs in the School of Public Health and is available as an elective for Nutrition and Dietetics programs in the School of Allied Health Professions. While the course acknowledges that marginalized populations experience higher rates of food insecurity, the curriculum does not consistently or comprehensively connect these disparities to the disproportionate impacts of climate change. Expanding content that directly examines the intersection of climate change, vulnerability, and health inequities would strengthen student understanding in this area.*

**1.4. Does your nutrition and dietetics school curriculum address the impacts of environmental degradation from climate change on food production, food supply, and quality (e.g. crop yields, nutritional values, etc)?**

This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)

This topic was explored in depth in two or more courses within the core curriculum. (3 points)

**This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)**

This topic is addressed in elective coursework but not the core curriculum. (1 point)

This topic was not covered. (0 points)

Score Assigned:

2

*Score explanation: At Loma Linda University, the effects of climate change on food production, supply, and nutritional quality are briefly introduced through **a core lecture** and supplemental content within **NUTR 564 Contemporary Issues of Vegetarian Diets**. This course is required for PhD Nutrition, MPH Nutrition, and MS Plant-Based Nutrition programs in the School of Public Health and is offered as an elective for Nutrition and Dietetics programs in the School of Allied Health Professions. Although students are exposed to the topic, coverage is limited in depth and scope. Expanding this content and integrating it into the **NUTR 520 Sustainable Food Systems** course would provide a more comprehensive understanding of how environmental degradation influences food systems and nutrition outcomes.*

**1.5. To what extent does your nutrition and dietetics school emphasise the importance of Indigenous knowledge and value systems to inform planetary health solutions?**

The importance of Indigenous knowledge and value systems is emphasised throughout the nutrition and dietetics school's planetary health education. (3 points)

The importance of Indigenous knowledge and value systems is briefly addressed (e.g. in one course or lecture) in the core curriculum. (2 points)

The importance of Indigenous knowledge and value systems is emphasised (comprehensively or briefly) in elective coursework but not in the core curriculum. (1 point)	
<b>This topic was not covered. (0 points)</b>	
Score Assigned:	0
<i>Score explanation: The importance of indigenous knowledge and value systems is not currently addressed in Loma Linda University nutrition and dietetics program curriculum.</i>	

<b>1.6. Does your nutrition and dietetics school curriculum address the carbon footprint of healthcare systems?</b>	
This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)	
This topic was covered in two or more courses within the core curriculum, including specific strategies for healthcare professionals to reduce the carbon footprint. (3 points)	
This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum, including basic awareness of the carbon footprint of healthcare systems. (2 points)	
This topic is addressed in elective coursework but not the core curriculum. (1 point)	
<b>This topic was not covered. (0 points)</b>	
Score Assigned:	0
<i>Score explanation: The carbon footprint of healthcare systems is not currently addressed in Loma Linda University nutrition and dietetics curriculum.</i>	

<b>1.7. Does your nutrition and dietetics school curriculum address global issues that impact the sustainability of our food system? (1 point each, provided the topic is offered in 1 or more courses)</b>	<b>Score</b>
<b>Impact of the increasing global population on food supply and food security. (1 point)</b>	<b>1</b>
Impact of declining biodiversity on access to a variety of nutritious foods. (1 point)	0
<b>Impact of urbanisation on demand for less environmentally sustainable dietary patterns. (1 point)</b>	<b>1</b>
Impact of colonisation on food system practices and long-term food supply and food security. (1 point)	0

Impact of socio-political instability, caused by pandemics, natural disasters, war and conflict on food supply and food security. (1 point)	0
<p><i>Score explanation: Loma Linda University's nutrition and dietetics curriculum includes <b>NUTR 520 Sustainable Food Systems</b> that discusses the historical evolution of the food system, including the role of urbanisation, within a single lecture. <b>NUTR 564 Contemporary Issues of Vegetarian Diets</b> also addresses strategies to feed a growing global population in a lecture focused on the EAT-Lancet report. These courses are core requirements for PhD Nutrition, MPH Nutrition, and MS Plant-Based Nutrition programs in the School of Public Health and are offered as electives for Nutrition and Dietetics programs in the School of Allied Health Professions. However, broader structural drivers of food system change, such as colonisation and socio-political instability, are not currently addressed within the curriculum.</i></p>	

<b>1.8. Does your nutrition and dietetics school address the environmental and human impact of food transport on planetary health and food quality?</b>	
This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)	
This topic was explored in depth in two or more courses within the core curriculum, including critical analysis of both imported and locally-sourced foods (i.e. food sold and consumed within its region of production), considering factors such as environmental impact, nutritional value, and economic implications. (3 points)	
<b>This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)</b>	
This topic is addressed in elective coursework but not the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation: At Loma Linda University, the environmental impact of imported versus seasonal foods is introduced in both <b>NUTR 520 Sustainable Food Systems</b> and a lecture within <b>NUTR 564 Contemporary Issues of Vegetarian Diets</b>, as a key axis of a sustainable dietary pattern. These courses are core requirements for PhD Nutrition, MPH Nutrition, and MS Plant-Based Nutrition programs in the School of Public Health and are offered as electives for the Nutrition and Dietetics programs in the School of Allied Health Professions. The topic is covered at a relatively introductory level. Expanding discussion to include broader environmental and economic implications of food transportation, seasonality, and supply chains would strengthen student learning in this area.</i></p>	

**1.9. Does your nutrition and dietetics school curriculum address the environmental impact of food waste and examine solutions to minimise food waste in various settings (e.g. institutions such as hospitals, schools, prisons, small and large retail shops, the food industry and food manufacturing companies, and households)?**

This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)

This topic was explored in two or more courses within the core curriculum. (3 points)

**This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)**

This topic is addressed in elective coursework but not the core curriculum. (1 point)

This topic was not covered. (0 points)

Score Assigned:

2

*Score explanation: At Loma Linda University, food waste is explored within **NUTR 520 Sustainable Food Systems** with two dedicated lectures regarding food loss versus waste, household and systems-level solutions, and food waste audits. This is a core class for PhD Nutrition, MPH Nutrition and MS Plant-Based Nutrition programs in the School of Public Health. This course is an elective for the Nutrition and Dietetics programs in the School of Allied Health Professions, though this program includes two food systems courses (**DTCS 371/571 Quantity Food Purchasing, Production, and Service and DTCS 372/572 Food Systems Organization and Management**) that address food waste management strategies such as donating surplus food, using biodegradable single-use items, and composting.*

**1.10. Does your nutrition and dietetics school explore the global, regional, national and local regulations that govern food systems, and the factors that drive changes in these regulatory systems?**

This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)

This topic was explored in two or more courses within the core curriculum. (3 points)

**This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)**

This topic is addressed in elective coursework but not the core curriculum. (1 point)

This topic was not covered. (0 points)

Score Assigned:

2

*Score explanation: Loma Linda University nutrition and dietetics programs introduce students to national nutrition policies and programs through **NUTR 525 Nutrition Policy, Programs and Services** in the MPH Nutrition program and within **DTCS 510 Public Health Nutrition Issues and Policies, DTCS 371/571 Quantity Food Purchasing, Production, and Service** and **DTCS 372/572 Food Systems Organization and Management** within the School of Allied Health Professions. These courses examine public health and nutrition initiatives such as national food assistance programs and the National School Lunch Program (NSLP), while **NUTR 520 Sustainable Food Systems** core course briefly references SNAP within a lecture on food security. These components provide students with foundational exposure to the structure and function of U.S. nutrition support programs. However, broader policy—including food systems, agricultural, and climate-related policies, as well as global and regional frameworks—are not addressed in a comprehensive way.*

**1.11. Does your nutrition and dietetics school address the role of food marketing and commercial interests in shaping dietary patterns and food systems?**

This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)

This topic was explored in two or more courses within the core curriculum. (3 points)

This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)

This topic is addressed in elective coursework but not the core curriculum. (1 point)

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

Score Assigned:

0

*Score explanation: At Loma Linda University, food marketing and commercial influences on dietary patterns are not explicitly addressed within core coursework. The topic is only introduced in **NUTR 520 Sustainable Food Systems** through discussion of food swamps, including examples of targeted marketing of unhealthy and fast food in low-income communities and communities of color.*

1.12. Does your nutrition and dietetics school curriculum cover these topics in the core curriculum? (1 point each, provided the topic is offered in 1 or more courses)	Score
<b>The health and environmental co-benefits of innovations in novel and emerging food ingredients with a specific focus on their positive impact on planetary health. (1 point)</b>	1
The benefits of applying a sustainability lens when learning about food labelling, product development and other food-industry practices. (1 point)	0
The environmental and health co-benefits of outdoor activities, human-powered transport and immersion in nature. (1 point)	0

Responsible prescription practices for oral nutrition supplements and tube feeding in healthcare. (1 point)	0
<p><i>Score explanation: At Loma Linda University, plant-based meat alternatives are introduced as novel products and explored for their public and planetary health impacts within lectures in <b>NUTR 520 Sustainable Food Systems</b> and <b>NUTR 564 Contemporary Issues of Vegetarian Diets</b>. These are core classes for PhD Nutrition, MPH Nutrition and MS Plant-Based Nutrition programs in the School of Public Health, and electives for the Nutrition and Dietetics programs in the School of Allied Health Professions.</i></p>	

**Curriculum: Environmental Impacts of Dietary Patterns**

<b>1.13. Does your nutrition and dietetics school curriculum address the environmental and health co-benefits of a plant-based diet?</b>	
<b>This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)</b>	
This topic was explored in depth in two or more courses within the core curriculum. (3 points)	
This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)	
This topic is addressed in elective coursework but not the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	4
<p><i>Score explanation: Loma Linda University provides substantial coverage of the environmental and health co-benefits of plant-based dietary patterns across multiple courses and learning experiences. These themes are addressed through lectures and assignments in <b>NUTR 520 Sustainable Food Systems</b> and <b>NUTR 564 Contemporary Issues of Vegetarian Diets</b> courses, alongside additional plant-based nutrition offerings that focus on health outcomes. Students also engage with the culinary application of plant-based diets through food science courses and experiential opportunities such as Lunch Power, where students prepare plant-based meals for faculty and staff. Further learning is supported by opportunities to participate in plant-based nutrition research through campus centers such as the Centers for Nutrition, Healthy Lifestyles, and Disease Prevention and Adventist Health Studies, reflecting the institution's strong emphasis and leadership in plant-based nutrition.</i></p>	

<b>1.14. Does your nutrition and dietetics school curriculum address the environmental impact of dietary patterns high in animal-derived foods (particularly red and processed meats) on planetary health?</b>
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This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)

**This topic was explored in depth in two or more courses within the core curriculum. (3 points)**

This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)

This topic is addressed in elective coursework but not the core curriculum. (1 point)

This topic was not covered. (0 points)

Score Assigned:

3

*Score explanation: The environmental impact of animal-derived foods is also explored through multiple lectures and engagement with current literature in both **NUTR 520 Sustainable Food Systems** and **NUTR 564 Contemporary Issues of Vegetarian Diets** courses. These are core classes for PhD Nutrition, MPH Nutrition and MS Plant-Based Nutrition programs in the School of Public Health, and electives for the Nutrition and Dietetics programs in the School of Allied Health Professions.*

**1.15. Does your nutrition and dietetics school curriculum address the impact of dietary patterns high in unhealthy ultra-processed foods on planetary health? (e.g. environmental burden of food processing, excessive food packaging)**

This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)

This topic was explored in depth in two or more courses within the core curriculum, exploring current challenges and solutions regarding food processing and packaging practices. (3 points)

**This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)**

This topic is addressed in elective coursework but not the core curriculum. (1 point)

This topic was not covered. (0 points)

Score Assigned:

2

*Score explanation: At Loma Linda University, the environmental impacts of ultra processed foods are discussed in both **NUTR 520 Sustainable Food Systems** and **NUTR 564 Contemporary Issues of Vegetarian Diets** courses as one of the key axes of a sustainable diet (less processed, more whole foods). These are core classes for PhD Nutrition, MPH Nutrition and MS Plant-Based Nutrition programs in the School of Public Health, and electives for the Nutrition and Dietetics programs in the School of Allied Health Professions. While students are introduced to this topic, additional depth would strengthen this area of the curriculum.*

1.16. Does your nutrition and dietetics school curriculum provide opportunities for students to develop the following skills to promote sustainable healthcare, sustainable food systems and/or planetary health? (1 point each, provided the topic is offered in 1 or more courses)	Score
<b>Advocacy</b> (a strategic and evidence-based approach or action aiming to disrupt the status quo, influence policies, practices and behaviours in sustainable food system relevant contexts) for sustainable food systems in the context of both the food industry and within a broader multidisciplinary context. (1 point)	0
<b>Systems-thinking (understanding the interconnections and interdependence in complex systems (e.g. natural, social, health, economic, and political)) in sustainable food system relevant contexts. (1 point)</b>	1
<b>Leadership</b> (to think innovatively, and inspire others to advocate for transformative changes) in food systems that prioritise health and sustainability. (1 point)	0
<b>Knowledge and research translation (to apply high quality evidence-based research in communication to inform decision-making to individuals and groups). (1 point)</b>	1
<p><i>Score explanation: Across the NUTR 520 Sustainable Food Systems and NUTR 564 Contemporary Issues of Vegetarian Diets courses, students are required to identify, read, and critically analyze current research papers and reports, using evidence to inform assignments and discussions. These are core classes for PhD Nutrition, MPH Nutrition and MS Plant-Based Nutrition programs in the School of Public Health, and electives for the Nutrition and Dietetics programs in the School of Allied Health Professions. Systems thinking is actively cultivated through exploration of the food life cycle and the interconnected “diet–environment–health” framework, helping students understand how food systems, dietary patterns, population health, and environmental outcomes influence one another.</i></p>	

**Curriculum: Skills and Practical Applications**

1.17. Does your nutrition and dietetics school offer students an opportunity to critically analyse existing interventions or practices that aim to promote sustainable healthcare, sustainable food systems and/or planetary health?
There are multiple opportunities for students to critically analyse these interventions within core courses (e.g. case studies, research projects, or practical assignments) in various settings. (3 points)
There are 2 or more opportunities for students to critically analyse these interventions within core courses. (2 points)
<b>There is only 1 opportunity for students to critically analyse these interventions within a core course or lecture. (1 point)</b>

There are no opportunities for students to critically analyse these interventions throughout their degree. (0 points)

Score Assigned:

1

*Score explanation: Applied learning opportunities are also embedded in coursework. In **NUTR 520 Sustainable Food Systems**, students complete a final analysis paper identifying a current flaw in the food system and proposing actionable solutions, as well as a household food waste audit. This course is a core requirement for nutrition programs in the School of Public Health and an elective for Nutrition and Dietetics students in the School of Allied Health Professions. Additional depth and a broader range of experiential opportunities could further strengthen student skill development.*

**1.18. Do students from your nutrition and dietetics school have the opportunity to gain real-world experience volunteering or working within projects or organisations that promote sustainable healthcare, sustainable food systems and/or planetary health?**

There are multiple opportunities for students to gain real-world experience in various settings throughout the degree. (3 points)

**There are 2 or more opportunities for students throughout the degree. (2 points)**

There is 1 opportunity for students throughout the degree. (1 point)

There are no opportunities for students throughout the degree. (0 points)

Score Assigned:

2

*Score explanation: Students in the MPH Nutrition program are required to complete 100 hours of community service, and similar opportunities are encouraged across other programs. Nutrition and Dietetics students in the School of Allied Health Professions may also engage through clinical rotations and community-based initiatives, including work with community gardens such as Jardín de la Salud in San Bernardino, as well as on-campus sustainability activities like composting and gardening at the Drayson Center and plant-based cooking events through Lunch Power. Expanding the diversity of these opportunities and strengthening encouragement for participation across programs could further enhance hands-on learning.*

### ***Curriculum: Leadership and Administrative Support***

**1.19. Does your nutrition and dietetics school demonstrate commitment to continuous improvement in the quality and quantity of education to promote sustainable healthcare, sustainable food systems and/or planetary health?**

There have been significant efforts made to integrate more content on these topics over the past 3 years, with strong evidence of an ongoing commitment to continuous improvement. It is therefore likely that next year's PHRC will reveal an increased score against the metrics in this curriculum domain. (3 points)

**There have been significant efforts made to integrate more content on these topics over the past 3 years, with some evidence of an ongoing commitment to continuous improvement. It is therefore likely that next year's PHRC will reveal an increased score against the metrics in this curriculum domain. (2 points)**

There has been minimal effort made to integrate more content on these topics over the past 3 years. It is therefore unlikely, but possible, that next year's PHRC will reveal an increased score against the metrics in this curriculum domain. (1 point)

There has been little or no investment in curriculum updates to integrate more content on these topics over the past 3 years, and no evidence of a commitment to do so in the near future. (0 points)

Score Assigned:

2

*Score explanation: The School of Public Health supports sustainability education through an interdisciplinary academic research group focused on Environmental Nutrition. Faculty leadership has played a key role in developing and maintaining the **NUTR 520 Sustainable Food Systems** course, which has been a required component for nutrition programs within the school for the past few years. The department also contributes to planetary health curriculum development across other schools, including the School of Allied Health Professions, and supports interdisciplinary research collaborations related to sustainable food systems and environmental nutrition.*

**1.20. Does your nutrition and dietetics school employ a faculty member to specifically oversee and take responsibility for curricula to promote sustainable healthcare, sustainable food systems and/or planetary health as a theme throughout the degree(s)?**

**Yes, the nutrition and dietetics school has at least one dedicated faculty or staff member (e.g. curriculum champions with clearly and formally defined responsibilities for overseeing and advancing sustainability and planetary health curricula across the degree(s)). (3 points)**

Yes, the nutrition and dietetics school has at least one faculty or staff member (e.g. curriculum champions) responsible for overseeing and advancing sustainability and planetary health curricula across the degree(s), however this is a voluntary, undefined and informal role. (2 points)

No, the nutrition and dietetics school does not have any dedicated faculty or staff members responsible for advancing sustainability and planetary health curricula, however there is evidence of a consistent and coordinated approach to this work. (1 point)

No, the nutrition and dietetics school does not have any designated faculty or staff members responsible for advancing sustainability and planetary health curricula. There is no evidence of a consistent or coordinated approach to this work. (0 points)

Score Assigned:

3

*Score explanation: Loma Linda University School of Public Health is home to an [interdisciplinary academic research group](#) focused on Environmental Nutrition, a team who have also designed a sustainability curriculum for the nutrition and public health programs for the school. In addition,*

*these individuals publish research studies at the intersection of food systems, environment, and public health.*

**1.21. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?**

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

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

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

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

Score Assigned:

0

*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: Loma Linda University Nutrition and Dietetics programs do not address advocacy for students / future healthcare professionals.*

**Section Total (36 out of 78)**

**46%**

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# Interdisciplinary Research

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

<b>2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?</b>	
Yes, there are faculty members at the <b>institution</b> who have a <b>primary</b> research focus in planetary health <b>or</b> sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the <b>institution</b> who are conducting research <b>related</b> to planetary health or healthcare sustainability, <b>OR</b> are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
<b>There are sustainability researchers at the institution, but not specifically associated with healthcare/vetcare. (1 point)</b>	
No, there are <b>no</b> planetary health and/or sustainability researchers at the <b>institution</b> at this time. (0 points)	
Score Assigned:	1
<i>Score explanation: Loma Linda University is a research institution with many active clinical and biomedical research studies and researchers. While there are no planetary health or healthcare sustainability researchers directly in the medical school, there is an <a href="#">Environmental Nutrition</a> academic research group in the institution that is affiliated with the LLU School of Public Health. The focus of this group is to explore the interconnection of diet, environmental sustainability, and human health, and food systems solutions to these global challenges.</i>	

<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)	
<b>There is an Occupational and Environmental Health department, but no interdisciplinary department or institute for planetary health research. (1 point)</b>	

There is **no** dedicated department or institute. (0 points)

Score Assigned:

1

*Score explanation: Loma Linda University has an Office of Environmental Health and Safety as well as an Occupational and Environmental Medicine Residency, but no interdisciplinary department or institute for planetary health research.*

**2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?**

Yes, there is a process in which community members impacted by climate and environmental injustice have **decision-making power** in the climate + environmental research agenda. (3 points)

**Yes, there is a process in which community members impacted by climate and environmental injustice advise the climate + environmental research agenda. (2 points)**

**No**, but there are **current efforts** to establish a process for community members to advise or make decisions on the research agenda. (1 point)

There is **no** process, and **no** efforts to create such a process. (0 points)

Score Assigned:

2

*Score explanation: Loma Linda University Health's [Community Benefit](#) consolidates the implementation, reports, and resources across all LLU hospitals (LLU Medical Center, LLU Children's Hospital, LLU Behavioral Medicine Center, and LLUMC-Murrieta). The Health Professions states its commitment to growing and investing in community health research. The priorities and goals are driven by the Community Health Needs Assessment, which is a process occurring every three years in conjunction with community-based organizations in San Bernardino and Riverside Counties to determine unmet health needs and discover ways to promote health equity. The Community Benefit Website also includes a [community feedback form](#).*

*A summary of the 2025 CHNA states that "LLUH will focus on four strategic areas over the next three years: basic needs for health and safety, lifelong learning, meaningful work and wealth, and a thriving natural world. LLUH remains committed to working alongside partners across all seven vital conditions to advance health and well-being throughout the region."*

**2.4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?**

There is an <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)	
<b>There is no website. (0 points)</b>	
Score Assigned:	0
<i>Score Explanation: There is no Loma Linda University Office of Sustainability website. However, there are a few websites with some information surrounding sustainability efforts from Loma Linda University, including the <a href="#">Environmental Nutrition degree website</a>, the <a href="#">Community Benefit website</a>, the <a href="#">San Bernardino Healthy in Nature website</a>, and the <a href="#">Institute for Health Policy and Leadership</a></i>	

<b>2.5. Has your <u>institution</u> recently hosted a conference or symposium on topics related to planetary health?</b>	
Yes, the <b>institution</b> has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)	
Yes, the <b>institution</b> has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)	
Yes, the <b>institution</b> has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)	
The <b>institution</b> has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)	
<b>No, the institution has not hosted a conference on topics related to planetary health in the past three years. (0 points)</b>	
Score Assigned:	0
<i>Score explanation: The conferences held at Loma Linda University with topics related to planetary health do not fit the requirements of the score criteria. Either the conferences occurred more than three years ago, have not yet been held, or include topics too tangential to be truly considered to relate to planetary health. Explanations for each conference are below:</i>	
<ol style="list-style-type: none"> <li>1. “Loma Linda University Health (<a href="#">LLUH</a>) hosted the <a href="#">7th International Congress on Vegetarian Nutrition</a> (Feb. 26-28 2018) for a three-day event exploring the theme of plant-foods for the health of people, populations and the planet.” <a href="#">Article link</a> This event takes place every 5-6 years, and the next one will be held in March 2027</li> </ol>	

2. *“Healthy People in Healthy Communities (Last held March 2-3, 2017) brings together people who are dedicated to improving the health of the community through a multi-disciplinary approach. During our interactive workshops, expert speakers lead engaging conversations that are focused on answering health questions and developing strategies that will lead to creating healthy communities by design. We convene a high quality conference centered on health, our built environment and geographic information systems (GIS) that generate energy for change. At the Healthy People in Healthy Communities Conference, guests of diverse backgrounds and interests continue to gather under the mission of making man whole by encouraging a healthier tomorrow.”* [Citation, website link](#)
3. *Additionally, The 24th Annual Health Disparities Research Symposium (Wednesday, July 30, 2025) has some topics linking environmental exposures and health outcomes such as greenspace access and nutrition.* [Conference program, bios, and abstracts.](#)
4. *Finally, there is an upcoming Global Health Symposium 2026 with a breakout session entitled “environmental health”* [information link](#)

<b>2.6. Is your <u>institution</u> a member of a national or international planetary health or ESH/ESV organisation?</b>	
<b>Yes, the institution is a member of a national or international planetary health or ESH/ESV organisation. (1 point)</b>	
No, the institution is <b>not</b> a member of such an organisation. (0 points)	
Score Assigned:	1
<i>Score explanation: Loma Linda School of Public Health (<a href="#">Global Consortium of Climate Health Education</a>) and Loma Linda University Healthcare System (<a href="#">Practice Greenhealth</a>) are part of planetary health organizations. However, the School of Medicine itself is not registered under such organizations.</i>	

<b>Section Total (5 out of 17)</b>	<b>29.41%</b>
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## Community Outreach and Advocacy

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

<b>3.1. Does your <u>institution</u> partner with community organisations to promote planetary and health?</b>	
<b>Yes, the institution meaningfully partners with multiple community organisations to promote planetary and environmental health. (3 points)</b>	
Yes, the <b>institution</b> meaningfully partners with <b>one</b> community organisation to promote planetary and environmental health. (2 points)	
The <b>institution</b> does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is <b>no</b> such meaningful community partnership. (0 points)	
Score Assigned:	3
<p><i>Score explanation: The institution has various initiatives to improve and better serve the health and well-being of people across the community. The efforts that promote planetary and environmental health are conducted by the Department of Earth and Biological Sciences (EBS), including an Environmental Sciences degree.</i></p> <p><i>As reported in the <a href="#">2025 Community Benefit report</a>, the Community-Academic Partners in Service (CAPS) oversees the Jardín de Salud community garden program in San Bernardino, which is a 1.8 acre garden with 52 garden plots for local families. In addition, CAPS directs the SHiNE program (San Bernardino Healthy in Nature—Equity) which provides free garden workshops, day trips, and overnight stays (such as Joshua Tree and San Clemente) to youths and their families, providing access to nature as well as environmental justice education. In 2025, SHiNE served over 400 community members through 19 nature activities.</i></p>	

<b>3.2. Does your <u>institution</u> offer community-facing courses or events regarding planetary health?</b>
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**The institution offers community-facing courses or events at least once every year. (3 points)**

The **institution** offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points)

The **institution** has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)

The **institution** has not offered such community-facing courses or events. (0 points)

Score Assigned:

3

*Score explanation: [Jardín de la Salud](#), a community garden outreach program, focuses on sustainability, food access, and education in San Bernardino all year. Events and workshops are held for the community to learn about food access in food deserts and sustainable health practices. Medical students can volunteer in the gardens as part of their required curriculum, take part in community conversation meetings, and enact service learning projects. There is also a weekly [Fresh Produce Distribution](#) that provides healthy organic produce to families and local community members in the area. Students can all participate and volunteer in these programs through the [CAPS volunteering website](#) run by the School of Medicine.*

**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 point)**

Score Assigned:

0

*Score explanation: Although Loma Linda University puts out newsletters with occasional mention of sustainability-related stories (<https://lluh.org/patients-visitors/health-wellness/newsletters#>), there is no dedicated newsletter for sustainability updates and efforts.*

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

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

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

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

Score Assigned:

0

*Score explanation: No courses for professionals to learn about planetary health and sustainable healthcare were found on the institution's Continuing Medical Education website: [luhcme.eeds.com](http://luhcme.eeds.com)*

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

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

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

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

Score Assigned:

1

*Score explanation: Some of the clinics and hospitals have educational materials on environmental health exposures accessible to patients in the form of posters and pamphlets.*

**3.6. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about the health impacts of climate change?**

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

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

**No affiliated hospitals have accessible educational materials for patients. (0 points)**

Score Assigned:

0

*Score explanation: At this time there are no accessible materials for patients about the health impacts of climate change.*

<b>Section Total (7 out of 14)</b>	<b>50%</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.

<b>4.1. Does your <u>institution</u> offer support for students interested in enacting a sustainability initiative/QI project?</b>	
<b>Yes, the institution <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)</b>	
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:	2
<p><i>Score explanation: Although LLU does not have grants or QI projects that are specifically for environmental sustainability, students can receive grants when pursuing those projects when working on their research or individual projects that are many times necessary to complete their degree requirement. For example, the School of Public Health has <a href="#">Hulda Crooks Research and Public Health Practice Grants</a> for MPH/PhD students to pursue public health research. School of Medicine Alumni Association also provide <a href="#">Medical Student Financial Assistance for Research Scholarly Activity</a> in which students can receive funds for their research activities. LLUSOM also has specific tracks that students can commit during their first year, such as PALS (Policy, Advocacy, Leadership, and Service) or Lifestyle Medicine, in which students can participate in <a href="#">Macpherson Summer research</a> within their given discipline/track during the summer of their MSI year while being paid for their research work. LLUSOM also offers a year for students to pursue a dual degree, in which students can focus on public policy or global health or environmental sustainability QI projects if that is their interest.</i></p>	

<b>4.2. Does your <u>institution</u> offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?</b>
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 require student initiative to seek them out and carry them out in their spare time. (1 point)**

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

Score Assigned:

1

*Score explanation: LLU students can conduct planetary health or sustainable healthcare research in various departments and schools such as the School of Public Health and Department of Earth and Biological Sciences. LLUSOM students can also participate in MacPherson Summer Research during the summer of the first year, or sign up for certificate track which includes PALS (Policy, Advocacy, Leadership, and Service) or Lifestyle Medicine, in which students can specify their research/capstone project interest to sustainable healthcare under the guidance of their faculty mentors. Students can also get involved in LLUH Environmental Sustainability Committee and seek out research opportunities through physicians involved in this area. These opportunities, however, often require student initiatives in finding available faculty members or mentors, planning out their project, and carrying them through completion.*

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

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

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

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

Score Assigned:

1

*Score explanation: LLU students can look up information that lists the faculty member's research interest and their contact information by its department, like [Department of Earth and Biological Sciences](#). MSI students can also hear in Spring about the research topic and focus they have for Summer research from the faculty mentors themselves. This information is then made readily available for students on their canvas webpage, which helps them identify and remember what projects are relevant to planetary health or sustainable healthcare. However, the availability of these projects are highly dependent on whether that specific faculty would be available for the Summer. The information is also scattered; there is not one organized webpage that lists out all the information on planetary health projects for all Loma Linda University students to access.*

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

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

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

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

Score Assigned:

2

*Score explanation: Loma Linda University has a chapter of MS4SF (Medical Students for a Sustainable Future) funded by the School of Medicine Student Association Senate and has a faculty mentor. The mission of the group is to “develop and promote student-driven campus projects that encourage environmental sustainability.” The club is active in advocating and promoting sustainability through events like Leadership in Sustainability & Medicine panel session or starting the Free Food Fridge on campus to combat food insecurity and waste.*

**4.5. Is there a student liaison representing sustainability interests who serves on a department or institutional decision-making council to advocate for curriculum reform and/or sustainability best practices?**

**Yes, there is a student representative who serves on a department or institutional decision-making council/committee. (1 point)**

No, there is no such student representative. (0 points)

Score Assigned:

1

*Score explanation: LLUS4SF (LLU Students for a Sustainable Future) club officers participate in the School of Medicine Student Association Senate, in which they can advocate for curriculum reform to the curriculum committee. They also participate in the LLUH Environmental Sustainability Committee (LLUH-ESC) meetings, in which they could voice their opinion on the sustainability of healthcare practices occurring in the Loma Linda University Hospital.*

**4.6. In the past year, has the institution had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)**

**Score**

<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.</b>	<b>1</b>
<b>Panels, speaker series, or similar events related to planetary health that have students as an intended audience.</b>	<b>1</b>
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
<b>Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)</b>	<b>1</b>
<p><i>Score explanation:</i></p> <p>1. Loma Linda University has a Gardening club in which students can learn to garden. The club has been active in trying to implement and create a composting site that will be unveiled in Summer of 2026. There is also a university-led community garden (<a href="#">Jardín de la Salud</a>) and weekly <a href="#">Fresh Produce Distribution</a> that gives access to healthy organic produce to families and local community members in the area. Students can participate and volunteer in these programs.</p> <p>2. LLUS4SF has hosted a Leadership in Sustainability &amp; Medicine panel session in which medical students had the opportunity to hear from physicians and professionals in different specialties of how sustainability is relevant to healthcare and ask them questions.</p> <p>3. Loma Linda University has a range of clubs that involve wilderness or outdoors programs such as the Wilderness Medicine Interest Group and Running Club. The school also encourages students to enjoy outdoor activities like skiing through advertisement of student price and discounts (e.g. IKON pass). The School of Medicine also hosts a yearly retreat at Pine Springs Ranch in Mountain Center with hiking activities.</p>	

<b>Section Total (10 out of 15)</b>	<b>66.67%</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)	
<b>There are no salaried sustainability staff, but there is a sustainability task force or committee. (1 point)</b>	
There are <b>no</b> staff members <b>or</b> task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	1
<p><i>Score explanation: There is no Office of Sustainability per se; however, there are a few different groups working on this. There is a group working to reduce gas emissions from the hospital, as well as there are clubs on campus, such as the gardening club, to promote a lighter carbon footprint as a whole. In addition, there are multiple buses and shuttles in, and around campus, set to reduce the number of cars driven around campus. LLUH also has an Environmental Sustainability Committee that is “comprised of leaders from across healthcare and education, along with engaged students and residents” in order to “develop a coordinated strategy to identify and address environmental challenges” (<a href="#">2023 Community Benefit Annual Report</a>).</i></p>	

5.2. How ambitious is your <u>institution's</u> plan to reduce its own carbon footprint?	
The institution has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2030</b> (5 points)	
The institution has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2040</b> (3 points)	
The institution has a stated goal of carbon neutrality by <b>2040</b> but has <b>not created a plan</b> to reach that goal or the <b>plan is inadequate</b> (1 point)	

<b>The institution does not meet any of the requirements listed above (0 points)</b>	
Score Assigned:	0
<p><i>Score explanation: Loma Linda University has not made any written plan or stated the goal of carbon neutrality by 2040. They are a part of Practice Greenhealth (providing them with resources and tools on sustainability initiatives) and putting in <u>effort</u> to try to reduce their carbon footprint (lower their nitrous oxide production).</i></p>	

<b>5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?</b>	
Yes, institution buildings are <b>100%</b> powered by renewable energy. (3 points)	
Institution buildings source <b>&gt;80%</b> of energy needs from off-site and/or on-site renewable energy. (2 points)	
<b>Institution buildings source &gt;20% of energy needs from off-site and/or on-site renewable energy. (1 point)</b>	
Institution buildings source <b>&lt;20%</b> of energy needs from off-site and/or on-site renewable energy. (0 points)	
Score Assigned:	1
<p><i>Score explanation: While Loma Linda University Faculty Medical Clinics uses over 3600 solar panels to meet 87% of their electrical needs, it is uncertain if the institution uses it as well. In addition, for heating the university uses natural gas from their own power plant, the Loma Linda University's Central Utilities Plant. For hot water, sanitizing, and other hot water-related tasks; the entire LLUH (the campus and hospitals) use three Cleaver-Brooks CBEX Elite 1,400HP firetube boilers. Each boiler produced 48,300 pounds of saturated steam (a reusable power source) per hour.</i></p>	

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

**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:

1

*Score explanation: The San Bernardino Care and Educational Center, and the VA Loma Linda Clinic are LEED certified. No other buildings at Loma Linda University follow LEED certification, Green Globes, or the National Green Building Standard in building decisions. However, amongst new building constructions, environmental decisions are being made.*

**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: LLUS4SF is making an effort to relaunch zipcar with the university transportation office, and there are buses and shuttles available. However, their information is not readily accessible and the options are not very well utilized by the 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
<p><i>Score explanation: Loma Linda University has recycling bins located throughout the campus and its dorms (Lindsay Hall), and a composting site getting ready at the gym via student club effort. However, there is no formal policy for recycling or composting, and although landscaping waste is composted, other organic waste from hospital and university food services is not yet composted. However, there is an ongoing effort to reduce food waste through programs like Free Food Fridge that started this school year.</i></p>	

<p><b>5.7. Does the <u>institution</u> apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?</b></p>	
<p><b>Yes, the institution has adequate sustainability requirements for food and beverages, including meat-free days or no red-meat, and is engaged in efforts to increase food and beverage sustainability. (3 points)</b></p>	
<p>There are sustainability guidelines for food and beverages, but they are <b>insufficient or optional</b>. The institution is <b>engaged</b> in efforts to increase food and beverage sustainability. (2 points)</p>	
<p>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)</p>	
<p>There are <b>no</b> sustainability guidelines for food and beverages. (0 points)</p>	
Score Assigned:	3
<p><i>Score explanation: Loma Linda University is a Seventh-Day Adventist institution and abides to the church's strong recommendation of maintaining an exclusive vegetarian diet for health and sustainability benefits. Thus, the cafeteria on campus and the hospital serve exclusively lacto-ovo-vegetarian menus and also vegan friendly menus. Events happening on campus are also required to serve vegetarian food only. The hospital cafeteria also promotes farmers markets to encourage purchase of locally-sourced food items.</i></p>	

<p><b>5.8. Does the <u>institution</u> apply sustainability criteria when making decisions about supply procurement?</b></p>	
<p>Yes, the institution has <b>adequate</b> sustainability requirements for supply procurement <b>and</b> is <b>engaged</b> in efforts to increase sustainability of procurement. (3 points)</p>	
<p>There are sustainability guidelines for supply procurement, but they are <b>insufficient or optional</b>. The institution is <b>engaged</b> in efforts to increase sustainability of procurement. (2 points)</p>	
<p>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)</p>	

**There are no sustainability guidelines for supply procurement. (0 points)**

Score Assigned:

0

*Score explanation: No sustainability guidelines for supply procurement is indicated by the [Supply Chain Management](#).*

**5.9. Are there sustainability requirements or guidelines for events hosted at the institution?**

Every event hosted at the institution **must** abide by sustainability criteria. (2 points)

The institution **strongly recommends or incentivizes** sustainability measures, but they are **not required**. (1 point)

**There are no sustainability guidelines for institution events. (0 points)**

Score Assigned:

0

*Score explanation: Loma Linda University SOM does not currently have guidelines for sustainability measures at events, other than its requirement that events happening on campus are to serve vegetarian food only.*

**5.10. Does your institution have programs and initiatives to assist with making lab spaces more environmentally sustainable?**

**Yes, the institution has programs and initiatives to assist with making lab spaces more environmentally sustainable. (2 points)**

There are **guidelines** on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)

There are **no** efforts at the institution to make lab spaces more sustainable. (0 points)

Score Assigned:

2

*Score explanation: LLUSM faculty members have started [My Green Lab](#), a nonprofit organization with an initiative to make lab spaces on campus more environmentally sustainable.*

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

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)	
<b>The institution has not divested from fossil-fuel companies, but faculty and/or students are conducting organised advocacy for divestment. (1 point)</b>	
Yes, the institution has investments with fossil-fuel companies and there have been <b>no efforts</b> to change that. (0 points)	
Score Assigned:	1
<i>Score explanation: Fossil fuel investment is not excluded from Loma Linda University's Investment Policy Statement, but there is an ongoing effort to change the fossil fuel industrial burners to electric heating equipment through the LLUS4SF engagement with the Clean Heat campaign organized by Climate Action Campaign.</i>	

<b>Section Total (11 out of 32)</b>	<b>34.38%</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 Loma Linda University Nutrition & Dietetics Programs.

The following table presents the individual section grades and overall institutional grade on this Planetary Health Report Card. 13.845

Section	Raw Score %	Letter Grade
<b>Planetary Health Curriculum (30%)</b>	$(36/78) \times 100 = 46.15\%$	C
<b>Interdisciplinary Research (17.5%)</b>	$(5/17) \times 100 = 29.41\%$	D
<b>Community Outreach and Advocacy (17.5%)</b>	$(7/14) \times 100 = 50\%$	C
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	$(10/15) \times 100 = 66.67\%$	B
<b>Campus Sustainability (17.5%)</b>	$(11/32) \times 100 = 34.38\%$	D
<b>Institutional Grade</b>	$(46.15 \times 0.3 + 29.41 \times 0.175 + 50 \times 0.175 + 66.67 \times 0.175 + 34.38 \times 0.175) = 45.43\%$	C

