Planetary Health Report Card (Medicine) 2026:

Loyola University Stritch School of Medicine

2025-2026 Contributing Team:

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THE LOYOLA UNIVERSITY CHICAGO COMMUNITY ACKNOWLEDGES its location on the ancestral homelands of the Council of the Three Fires (the Ojibwa, Ottawa, and Potawatomi tribes) and a place of trade with other tribes, including the Ho-Chunk, Miami, Menominee, Sauk, and Meskwaki. We recognize that descendants of these and other North American tribes continue to live and work on this land with us. We recognize the tragic legacy of colonization, genocide, and oppression that still impacts Native American lives today.

As a Jesuit, Catholic university, we affirm our commitment to issues of social responsibility and justice. We further recognize our responsibility to understand, teach, and respect the past and present realities of local Native Americans and their continued connection to this land.

Summary of Findings

Overall Grade	B

Curriculum	C

- Loyola University Chicago, Stritch School of Medicine (SSOM) continued to improve the for-credit elective Center for Community and Global Health-250 (CCGH-250) focused on planetary health. The faculty have been more responsive with updating several standalone lectures in the preclinical curriculum that address topics related to climate change and health, with a focus on respiratory health throughout both the first and second year. However, many of these updates do not have longitudinal integration and are subject to change.
- Recommendations: Topics of planetary health should be incorporated into the core curriculum more substantially, encompassing a broader scope of topics with material integrated into learning objectives and test questions. The 4 year, longitudinal Patient Centered Medicine course can be a place to address climate change and health topics throughout the clinical curriculum and provide students with an opportunity to counsel patients regarding climate change health effects in clinical encounters.

Interdisciplinary Research	B+

- Loyola's Public Health and School for Environmental Sustainability programs may have many climate related research opportunities, but these projects are not made available for students in the medical school. The medical school itself offers no research opportunities specifically concerning sustainability, however, the new Climate Scholar position has provided a designated role for a few students to focus on sustainability initiatives, research, and creating opportunities for other students to participate.
- Recommendations: Loyola SSOM could work closely with other Loyola graduate schools to facilitate interdisciplinary opportunities. The medical school could also join the Planetary Health Alliance and the Global Consortium on Climate and Health Education. The Climate Scholars should work with Loyola SSOM's research honors program to engage more students in climate related research.

Community Outreach and Advocacy	B-

- Loyola SSOM is involved with very few community-focused environmental justice programs and opportunities for community engagement.
- Recommendations: Opportunities exist for interdisciplinary collaboration to initiate more community outreach events regarding planetary health and environmental issues in our surrounding community. We should establish a working relationship with Loyola Medicine and Trinity Health to provide climate health related education material to patients. The Group for Environmental Medicine and Sustainability (GEMS) could work with various organizations on campus and between graduate schools to establish more outreach opportunities for students that can address environmental justice within interdisciplinary fields.

Support for Student-Led Initiatives	A-

- Overall, the administration has been supportive of student led initiatives to bring broader awareness to planetary health. The school was very supportive in establishing the Climate Scholar position to ensure the elective, Climate and Change Human Health, will be a long standing offer for students. They have also provided mentorship, faculty guidance, and financial support for initiatives led by the Climate Scholars
- Recommendations: We recommend Stritch continue this support to increase student opportunities and awareness of various initiatives led by GEMS and the Climate Scholars. We also recommend that students be involved in an annual curriculum review to provide feedback on addressing climate change and health curriculum.

Campus Sustainability	A-

- Loyola University continues to make impressive progress in regards to institutional sustainability. The climate action plan has been met and brought to the health sciences campus, creating more sustainable infrastructure and involving students in new initiatives such as composting.
- Recommendations: With the great accomplishments already made, there is still always room to improve on Loyola SSOM sustainability. There are goals in place to make lab spaces more sustainable and we recommend continuing pursuing those avenues, along with establishing a relationship with Trinity Health to carry out some of these practices within the hospitals and outpatient buildings. We also recommend the Office of Student Affairs to collaborate with GEMS and the Climate Scholars to create sustainability guidelines for events held on 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.

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

specifically targeted for medical students, can meet this metric.

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Anthropogenic:** Created through human activity

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

Scoring Matrix

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

Other considerations:

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

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

Planetary Health Curriculum

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

Curriculum: General

1.1. Did your medical school offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
Yes, the medical school has offered **more than one** elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered **one** elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does **not** have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a **lecture** on planetary health. (1 point)	
No, the medical school has **not** offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	2
Score explanation: Loyola offers CCGH-250, a 6-month elective that focuses on climate change and human health. It runs throughout both fall and spring semesters.. This elective involves an hourly once-weekly meeting to either a) listen to an expert in the field lecture on a specific climate-related health topic, or b) gather to discuss current medical and scientific literature detailing the effects of climate change on various aspects of human health. Lecture topics include but are not limited to: Adding Climate Change to Your Profession, Plastic Pollution, Vector-born Disease and Flooding, Air Quality and Gas Stoves, Food Deserts, Pharmacology and Climate Change, Sustainability in Healthcare, Pesticides and Health, and Establishing a Sustainability Program. This course also consists of journal clubs, lifestyle changes, and final student projects.	

Curriculum: Health Effects of Climate Change

1.2. Does your medical school curriculum address the relationship between extreme heat, health risks, and climate change?
This topic was explored **in depth** by the **core** curriculum. (3 points)
This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: As part of the M1 core curriculum of Loyola SSOM, the Health Systems Science course briefly (11 slides in one lecture) featured topics involving environmental racism and the disproportionate impact of heat exposure/temp differences, air pollution, industrialization, etc on low SES communities and communities of color, using examples and data from different Chicago zip codes. The course also discusses food deserts and the effect they have on patient health and mortality rates. The Mechanisms of Human Disease course, M2 course, briefly discusses in multiple lectures and small group worksheets asthma air quality and health index in Chicago, social determinants of health, and impacts of food deserts. These topics were also covered in required lectures in the Climate Change and Human Health elective coursework including the lectures Vector-born Disease and Flooding, Air Quality and Gas Stoves, Pharmacology and Climate Change, and Establishing a Sustainability Program	

1.3. Does your medical school curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
Score explanation: Multiple lectures in elective CCGH-250 cover this topic extensively, including specialty specific discussions, along with independent student research for journal clubs. Lecture topics include but are not limited to Adding Climate Change to Your Profession, Plastic Pollution, Vector-born Disease and Flooding, Air Quality and Gas Stoves, Pharmacology and Climate Change, and Pesticides and Health.	

1.4. Does your medical school curriculum address the impact of climate change on the changing patterns of infectious diseases?
This topic was explored **in depth** by the **core** curriculum. (3 points)
This topic was **briefly** covered in the **core** curriculum. (2 points)
This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)	
Score Assigned:	1
Score explanation: Multiple lectures in elective CCGH-250 cover this topic extensively. One required lecture focuses on vector borne diseases including the effects of climate change on the increase of vector borne diseases, the many health risks from flooding and various environments that increase incidence of infectious diseases, and the common diseases that mosquitoes carry and the impact of climate change on their geographic locations.	

1.5. Does your <u>medical school</u> curriculum address the respiratory health effects of climate change and air pollution?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
Score explanation: The Health Systems Science course, M1 course, has a lecture on Social Determinants of Health which mentions specifically in Chicago and surrounding area health outcomes from air quality in the context of climate change. This material is also included in the Mechanisms of Human Disease course in M2 year which discusses environmental and occupational exposures causing lung diseases such as mesothelioma and pneumoconiosis that is tested on directly. Lectures that include pollutants affecting respiratory health include pathology of obstructive lung diseases and chronic bronchitis. There is also an asthma case study that has been updated this year to include social determinants of health and pollution as causative factors. This topic was discussed in a required lecture in elective CCGH-250 in the lecture Air Quality and Gas Stoves.	

1.6. Does your <u>medical school</u> curriculum address the cardiovascular health effects of climate change, including increased heat?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1

Score explanation: This topic was discussed in the elective CCGH-250 including Adding Climate Change to Your Profession, Plastic Pollution, Air Quality and Gas Stoves, Pharmacology and Climate Change, Pesticides and Health, and an optional school wide lecture on Climate Change, Heat, and Health Equity. In each of these lectures, there is discussion on the effects of the environmental factor on each organ system, including the cardiovascular system.

1.7. Does your <u>medical school</u> curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
Score explanation: Climate anxiety and how it impacts decision making were discussed in lectures in the elective CCGH-250 including Adding Climate Change to Your Profession, Sustainability in Healthcare, and Establishing a Sustainability Program.	

1.8. Does your <u>medical school</u> curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
Score explanation: The M1 curriculum covers the importance of food and water security in the Health Disparities lecture and again in the Weight Management and Nutrition lecture in the Behavioral Medicine and Development course. The Health System Science course briefly touches on food deserts in relation to climate change. This topic was included in the tested material. In the M2 curriculum, the Mechanisms of Human Disease course covers this topic in the Obesity lecture, connecting the links between nutrition, pollution, environmental exposures with obesity. This topic was included in the tested material for both courses across the two years. This topic was also discussed in lectures in the elective CCGH-250 including Adding Climate Change to Your Profession, Plastic Pollution, Vector-born Disease and Flooding, Food Deserts, Sustainability in Healthcare, and Pesticides and Health.	

1.9. Does your medical school curriculum address the outsized impact of climate change on marginalised populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: The Health Systems Science and Behavioral Health course briefly (a few slides in one lecture) featured topics involving environmental racism and the disproportionate impact of heat exposure/temp differences, air pollution, industrialization, etc on low SES communities and communities of color, using examples and data from different Chicago zip codes. Outside of the core curriculum, the Center for Community and Global Health department has many lectures on these topics open to all students, and Loyola Street Medicine also works with the community to provide education on these topics to students as well. This topic was also discussed in required lectures in the elective CCGH-250.	

1.10. Does your medical school curriculum address the unequal regional health impacts of climate change globally?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
Score explanation: This topic was discussed in lectures in the elective CCGH-250 including Adding Climate Change to Your Profession, Plastic Pollution, Vector-born Disease and Flooding, Air Quality and Gas Stoves, Food Deserts, Pharmacology and Climate Change, Sustainability in Healthcare, Pesticides and Health, and Establishing a Sustainability Program. The elective discusses the worldwide effect of climate change and the various climates impacted by their respective topics and the impact on human health. Speakers provide information on their local communities of various regions in the US including Illinois, New Jersey, California, and Arizona. Speakers have also discussed the impact of changing climates on a global scale.	

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

1.11. Does your medical school curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides, microplastics)?
This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
Score explanation: The Pharmacology and Therapeutics covers the effects of various environmental toxins on patient health and reproductive health. In a cholinergics lecture, the learning objective that is tested on states "Describe the pharmacologic effects and the treatment for organophosphate Toxicity." Organophosphates poisoning and treatment is covered by the learning objectives in the Principles of Clinical Toxicology lecture. The class also covers PFAS toxins in depth and the relationship between the toxic effects and pregnancy and childhood development outcomes. This is a learning objective and tested material. The effects of microplastics during pregnancy and birth were discussed extensively in a required lecture given by an OBGYN in the elective CCGH-250.	

1.12. Does your medical school curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
Score explanation: This is covered extensively in the elective CCGH-250 where we discuss food deserts, and explore the Farm on Ogden site that addresses food scarcity and access to green spaces in urban communities. We also discuss vector-borne illnesses and the effects of human caused environmental change on Chicago's environment and susceptibility. Lectures in the elective that address local populations include Adding Climate Change to Your Profession, Plastic Pollution, Vector-born Disease and Flooding, Air Quality and Gas Stoves, Food Deserts, Pharmacology and Climate Change, Sustainability in Healthcare, Pesticides and Health, and Establishing a Sustainability Program.	

1.13. To what extent does your medical school emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?
This topic was explored **in depth** by the **core** curriculum. (3 points)
This topic was **briefly** covered in the **core** curriculum. (2 points)
This topic was covered in **elective** coursework. (1 point)
This topic was **not** covered. (0 points)

Score Assigned:	1
Score explanation: GEMS and the CCGH-250 elective invited an indigenous guest speaker to discuss this topic in respect to sacred waterways and microplastic pollution. This lecture counted towards CCGH Honors Program supported lecture credit and Bioethics Honors Program lecture credit.	

1.14. Does your medical school curriculum address the outsized impact of anthropogenic environmental toxins on marginalised populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: The Health Systems Science and the Behavioral Health course briefly (few slides in one lecture) featured topics involving environmental racism and the disproportionate impact of heat exposure/temp differences, air pollution, industrialization, etc on low SES communities and communities of color, using examples and data from different Chicago zip codes. This was not directly tested on. CCGH Honors and Bioethics Honors host several lectures on this topic. This topic was also addressed in required lectures in elective CCGH-250 including Adding Climate Change to Your Profession, Plastic Pollution, Vector-born Disease and Flooding, Air Quality and Gas Stoves, Food Deserts, Pharmacology and Climate Change, Sustainability in Healthcare, Pesticides and Health, and Establishing a Sustainability Program.	

Curriculum: Sustainability

1.15. Does your medical school curriculum address the environmental and health co-benefits of a plant-based diet?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 point)	
Score Assigned:	1
Score explanation: This topic was in a required lecture in the elective CCGH-250 including food desserts. This was also briefly covered in Loyola SSOM's elective courses called Culinary Medicine and Nutrition in Medicine. The material was not tested. Culinary Medicine discusses the environmental impacts of meat consumption and sustainable farming practices, Nutrition in Medicine discusses the benefits of a plant based diet and its impact on industry waste.	

1.16. Does your medical school curriculum address the carbon footprint of healthcare systems?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
Score explanation: There is a dedicated required lecture in the elective CCGH-250 in the lectures Adding Climate Change to Your Profession, Sustainability in Healthcare, and Establishing a Sustainability Program. In all 3 lectures, we discuss the balance between treating patients who present with health impacts of climate change while the healthcare system is a large contributing factor to climate change. Each lecture is given by a different speaker who presents their unique position within healthcare sustainability, from private practices, hospitals, and the sustainability directors perspective on how to address sustainability and give actionable advice on reducing the carbon footprint as a physician.	

1.17. Does your medical school curriculum cover these components of sustainable clinical practice in the core curriculum? (points for each)	**Score**
The health **and** environmental **co-benefits** of **avoiding** over-medicalisation, over-investigation and/or over-treatment (2 points)	0
The environmental impact of **pharmaceuticals** and over-prescribing as a cause of climate health harm. Alternatively teaching on **deprescribing** where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	2
The health **and** environmental **co-benefits** of **non-pharmaceutical management** of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point)	1
Environmental impact of **surgical** healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	0
The impact of **anaesthetic** gases on the healthcare carbon footprint and ways to reduce anaesthesia's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	0
The impact of **inhalers** on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	0
Waste production within healthcare **clinics** and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	1

Score explanation: As a M1s, students review methods of exercise and sustainable movements through outdoor activities including walking and hiking as well as social activities in the Behavioral Development course. The course Health System Science briefly mentions the importance of waste management and reduction in the quality improvement lecture and provides methods on how to propose these waste reduction changes in the hospital system. The Pharmacology and Climate Change lecture in the CCGH-250 elective covers the environmental impact of surgical, anesthesia, inhaler, and healthcare waste products and the harm on patient health due to climate effects on drugs. In Pharmacology and Therapeutics, there is an entire lecture dedicated to the use of acupuncture as an alternative to pain medication which is tested on. In this course, it was also discussed that overprescribing of antibiotics harms global health and environmental health and the importance of antibiotic stewardship to deprescribe for the sake of public health. Previously, the yoga in medicine course was a required course for all students to discuss various pharmaceutical alternatives and climate impact, however in the past year, this course has become 1 of 4 required for PPD electives, meaning that not all students may be required to take part in this curriculum.

Curriculum: Clinical Applications

1.18. In training for patient encounters, does your medical school's curriculum introduce strategies to have conversations with patients about the health effects of climate change?	
Yes, there are strategies introduced for having conversations with patients about climate change in the **core** curriculum. (2 points)	
Yes, there are strategies introduced for having conversations with patients about climate change in **elective** coursework. (1 point)	
No, there are **not** strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	1
Score explanation: In each lecture of the elective CCGH-250, lecturers cover how to address patients with the health effects of the climate change topic that they lecture on. These lectures include Adding Climate Change to Your Profession, Plastic Pollution, Vector-born Disease and Flooding, Air Quality and Gas Stoves, Food Deserts, Pharmacology and Climate Change, Sustainability in Healthcare, Pesticides and Health, and Establishing a Sustainability Program.	

1.19. In training for patient encounters, does your medical school's curriculum introduce strategies for taking an environmental history or exposure history?	
Yes, the **core** curriculum includes strategies for taking an environmental history. (2 points)	
Only **elective** coursework includes strategies for taking an environmental history. (1 point)	
No, the curriculum does **not** include strategies for taking an environmental history. (0 points)	
Score Assigned:	2
Score explanation: In Loyola SSOM's Patient Centered Medicine course, students are trained to always ask about the occupation of the patient when taking the history with the intention to identify	

any occupational or environmental hazards that may be involved in the patient's health. This is assessed in our Objective Structured Clinical Examinations.

Curriculum: Administrative Support for Planetary Health

1.20. Is your <u>medical school</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?	
Yes, the medical school is currently in the process of making **major** improvements to ESH/planetary health education. (4 points)	
Yes, the medical school is currently in the process of making **minor** improvements to ESH/planetary health education. (2 points)	
No, there are **no** improvements to planetary health education in progress. (0 points)	
Score Assigned:	4
Score explanation: The student organization Group for Environmental Medicine and Sustainability (GEMS) is currently working with the Stritch administration to incorporate future opportunities involving planetary health education into the core curriculum and expand elective opportunities. Some Climate Change Elective lectures were open to all medical students and advertised to all students. The Center for Community and Global Health (CCGH) and GEMS have established the new Climate Scholars Program with two cohorts of students (from class of 2028 and class of 2029) who are passionate about climate change and its impact on human and planetary health. The climate scholars will work over the 4 years as medical students to integrate topics concerning climate change and human health into the Loyola Stritch curriculum. This is a multi-year, longitudinal opportunity that also provides the students with experience in academic medicine, curriculum development, leadership, networking, and potential research opportunities. The climate scholars are in a position to continuously improve sustainability efforts across campus and advocate for curriculum change.	

1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the <u>core</u> curriculum?	
Planetary health/ESH topics are **well integrated** into the core medical school curriculum. (6 points)	
Some planetary health/ESH topics are appropriately integrated into the core medical student curriculum. (4 points)	
Planetary health/ESH is not integrated and is primarily addressed in **(a) standalone lecture(s).** (2 points)	
There is **minimal/no** education for sustainable healthcare. (0 points)	
Score Assigned:	2
Score explanation: There is a single standalone lecture that covers topics in planetary health in the M1 curriculum. Healthcare Delivery Systems and Leadership. It discusses healthcare from a systems perspective, discussing quality improvement projects and mentions sustainable healthcare	

as part of an action plan. The material is not integrated into the core curriculum physiology or pathophysiology body systems lectures. The material was not explicitly tested on.

1.22. Does your medical school employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?	
Yes, the **medical school** has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)	
No, the **medical school** does **not** have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)	
Score Assigned:	1
Score explanation: The climate scholars work directly with faculty advisors that support them with goals to push for curriculum change.	

1.23. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
Score explanation: The CCGH-250 elective hosts Dr. Sack, founder of My Green Doctor, to lecture on climate change and teachings dedicated to advocacy as a physician within your practice and on government level. In the sustainability in healthcare lecture, advocacy within the hospital system is covered.	

Section Total (41 out of 75)	**54.67%**

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Interdisciplinary Research

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

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your institution?	
Yes, there are faculty members at the **institution** who have a **primary** research focus in planetary health **or** sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the **institution** who are conducting research **related** to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the **institution**, but not specifically associated with healthcare/vetcare. (1 point)	
No, there are **no** planetary health and/or sustainability researchers at the **institution** at this time. (0 points)	
Score Assigned:	3
Score explanation: Loyola Parkinson's School of Public Health and the School for Environmental Sustainability has ongoing research and interest in planetary health, but none associated with the Loyola SSOM. There are interested parties in both the staff of the medical school and the students themselves, so this is a site of potential growth. Individual students at SSOM who facilitate the elective, climate change and human health, are currently conducting research with faculty members on the course's effectiveness in promoting sustainable healthcare. The new climate scholar position at SSOM, implemented in 2024, provides a new opportunity for medical students to be more involved in planetary health research alongside faculty.	

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

There is an **Occupational and Environmental Health department**, but no interdisciplinary department or institute for planetary health research. (1 point)	
There is **no** dedicated department or institute. (0 points)	
Score Assigned:	3
Score explanation: While Loyola University has a School for Environmental Sustainability, there are currently no accessible opportunities for interdisciplinary research across graduate schools. This will hopefully change soon with the new office of sustainability intern position held at the health science campus that provides students at the health science campus to be more involved in planetary health as well. Currently, the position is held by a student in the Parkinson's School of Public Health and applications have been opened for more interns.	

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

2.4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?
There is an **easy-to-use, adequately comprehensive** website that **centralises** various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities. (3 points)
There is a website that **attempts to centralise** various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)
The **institution** has an **Office of Sustainability website** that includes **some** resources related to health and the environment. (1 point)
There is **no** website. (0 points)

Score Assigned:	3
Score explanation: Loyola's School of Environmental Sustainability has an up-to-date and comprehensive website used to inform fellow students and faculty about current research related to climate change, sustainability, and the environment. They have a list of upcoming events and some of their sustainability faculty and staff leaders. Focus areas include biodiversity, environment & society, environmental health & toxicology, sustainable food systems, climate & energy. Relevant research opportunities include but are not limited to two fellowship opportunities and a graduate research fund.	

2.5. Has your institution recently hosted a conference or symposium on topics related to planetary health?	
Yes, the **institution** has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)	
Yes, the **institution** has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)	
Yes, the **institution** has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)	
The **institution** has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)	
No, the **institution** has not hosted a conference on topics related to planetary health in the past three years. (0 points)	
Score Assigned:	4
Score explanation: Loyola School of Environmental Sustainability hosts an annual, week-long Climate Change Conference. Past topics include "Feeding a Changing World – Climate Change and Global Food Systems", "Climate Change and Human Health: 21st Century Challenges", "The Intersection of Climate Change, Human Health, and Justice", Climate refugees – Human Migration in the Era of Climate Change". Participants heard from climate scientists, public health experts, social justice advocates, policymakers, entrepreneurs, architects, engineers, and leaders of nonprofit environmental organizations. Speakers discussed the global and local impacts of climate change and the disproportionate harm done to the most vulnerable members of society. The medical school's GEMS student organization has hosted many guest lecturers, with Community and Global Health Honors credit, that speak on a variety of topics across climate change and human health. Students also present their "living by learning projects", projects aimed at some climate activism of their choice they have worked on throughout the course, at a Climate Symposium at the end of the course.	

2.6. Is your institution a member of a national or international planetary health or ESH/ESV organisation?

Yes, the institution is a member of a national or international planetary health **or** ESH/ESV organisation. (1 point)	
No, the institution is **not** a member of such an organisation. (0 points)	
Score Assigned:	0
Score explanation: The medical school is not a member of any such group. The student group GEMS is a member of Medical Students for a Sustainable Future.	

Section Total (13 out of 17)	**76.47%**

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Community Outreach and Advocacy

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

3.1. Does your institution partner with community organisations to promote planetary and environmental health?	
Yes, the **institution** meaningfully partners with **multiple** community organisations to promote planetary and environmental health. (3 points)	
Yes, the **institution** meaningfully partners with **one** community organisation to promote planetary and environmental health. (2 points)	
The **institution** does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is **no** such meaningful community partnership. (0 points)	
Score Assigned:	3
Score explanation: Loyola SSOM volunteers with Project CURE Chicago, which diverts unused medical products and equipment from hospitals in the US to low resourced communities, keeping millions of items out of the landfill. ENRICH garden is also a community organization that organizes volunteering for a community garden in Maywood. Loyola SSOM students also volunteer with Lawndale Christian Health Center and Farm on Ogden, to bring green spaces and access to healthy foods in an urban environment.	

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

Score Assigned:	2
Score explanation: The medical school's Center for Community and Global Health (CCGH) organizes an annual community volunteering day with the Quinn Center for Maywood where a group of volunteers were stationed for a trash clean up in Miller Meadow, nearby the hospital campus. Volunteers are engaged in discussions regarding hospital sustainability practices and waste disposal. The Quinn Center has also hosted volunteers from the Maywood community to learn about healthy eating and growing your own produce in a community Garden.	

3.3. Does your institution have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?	
Yes, all students **regularly** receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)	
Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to **some courses**. (1 point)	
Students **do not** receive communications about planetary health or sustainable healthcare. (0 points)	
Score Assigned:	2
Score explanation: Loyola Sustainability provides monthly emails with events, information, and tips on sustainability. These optional guest lecture discussion sessions are advertised to the student body in the class newsletters and the Center for Community and Global Health Stritch newsletter. There are also feedback surveys posted around campus in which students and faculty can submit sustainability requests and changes that they would like to see.	

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 such courses exist. Current work is being done to track students who took the climate change and human health elective in their preclinical years to assess their application of material throughout their clinical years, and so there is possibility in the future to involve post-graduate students as well.	

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 work has been done to make asthma and environmental pollution educational pamphlets available to both Loyola Medical Center providers and patients. The pamphlets were given to Loyola providers to give to their patients and were distributed throughout the hospital center for public access.	

3.6. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about the health impacts of climate change?	
Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	1
Score explanation: Some health education materials from previous climate change elective students were distributed throughout Loyola Medical Center in Maywood.	

Section Total (9 out of 14)	**64.29%**

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Support for Student-Led Planetary Health Initiatives

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

4.1. Does your institution offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the **institution** *either* offers grants for students to enact sustainability initiatives/QI projects *or* sustainability QI projects are part of the core curriculum. (2 points)	
The **institution** encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, **but** there is no student funding available and there is no requirement to participate. (1 point)	
No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	1
Score explanation: The institution encourages students to pursue nonspecific QI projects and offers resources to these students. However, the recent implementation of the Climate Scholars program, an initiative started by students in the GEMS group, works to have the institution more deliberately promote and support students whose sole focus is addressing planetary health and medicine. This may include sustainability QI projects, such as mask recycling or compost for the medical center's cafeteria.	

4.2. Does your institution offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?	
The **institution** has a **specific** research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)	
There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these **require student initiative** to seek them out and carry them out in their spare time. (1 point)	
There are **no opportunities** for students to engage in planetary health/sustainable healthcare research. (0 points)	
Score Assigned:	2
Score explanation: SSOM's new climate scholar position allows a student a dedicated role within the medical school to lead the climate change and human health elective while conducting sustainability initiatives on campus and research of the students choosing. The position has	

financial support from the Center for Community and Global Health (CCGH) to cover research and resources costs. This position will only expand over the next few years

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: Loyola's School of Environmental Sustainability has an up-to-date and comprehensive website used to inform fellow students and faculty about current research related to climate change, sustainability, and the environment. Focus areas include biodiversity, environment & society, environmental health & toxicology, sustainable food systems, climate & energy. There is no directory specifically for healthcare projects involving planetary health through the medical school only through Loyola as an institution.	

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: Group for Environmental Medicine and Sustainability (GEMS) at Loyola SSOM is a funded and registered student-led organization with a faculty advisor. GEMS' mission is to bring awareness to the subject of climate change as it relates to human health, to take initiative and advocate for change at the local level, and to form lasting relationships with the community and educational facilities to develop future initiatives related to pertinent environmental issues.	

GEMS is affiliated with Medical Students for a Sustainable Future, as well as Chicago Physicians for Social Responsibility. GEMS with the partnership of the Center for Community and Global Health (CCGH) have also developed the climate scholar position which is a 4 year commitment with students from each graduating class dedicated to long term sustainable and planetary health efforts

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: The SSOM climate scholars hold a seat on the Loyola University of Chicago's Sustainability Committee for updates on institution-wide sustainability decisions, along with working with faculty and curriculum committees to propose changes to education material.	

4.6. In the past year, has the institution had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	**Score**
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	1
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	0
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
Score explanation: ● The student-led organization GEMS has invited experts to speak to Loyola SSOM students regarding topics in climate change, health disparities related to environmental health, and how healthcare systems can improve sustainability efforts (examples: Pharmacology and	

Climate Change on 10/28/25, Sacred Waters and Microplastics on 1/30/26, and Climate Change, Heat, and Health Equity scheduled for 2/25/25).

- The students of the climate change and human health elective, along with the Family Medicine Interest group had an opportunity to tour Farm on Ogden on 10/18/25 to explore community involvement in sustainability and food access.
- A student-led run club takes Stritch students on runs throughout the local parks, including Miller Meadow.
- GEMS also organizes outings to Montrose beach for beach cleanups.
- SSOM has a community garden Project Enrich. Loyola University sources 100% of its electricity from 100 Black Diamond, the largest solar project east of the Mississippi River.
- Loyola partners with Black Diamond Solar farms in Illinois
- Loyola University Sustainability hosts many events catered to students to provide opportunities to learn, take action, and support environmental initiatives at Loyola and local and global impacts.

Section Total (12 out of 15)	**80.00%**

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Campus Sustainability

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

5.1. Does your institution have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is **at least one designated staff member** for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but **no specific staff member** in charge of hospital sustainability. (2 points)	
There are **no salaried sustainability staff,** but there is a sustainability task force or committee. (1 point)	
There are **no** staff members **or** task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	3
Score explanation: Loyola University Chicago has an Office of Sustainability. There is one designated staff member for sustainability at the Health Science Campus, which includes the medical school. At Trinity Health, Director of Environmental Services and Transport is the sustainability point-of-contact. GEMS and climate scholars hope to connect with this staff member in the coming year.	

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

Score explanation: Loyola SSOM adopted Loyola University Chicago's Climate Action plan in 2015 and has reached carbon neutrality and purchased 100% renewable energy in December 2024.

5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?	
Yes, institution buildings are **100%** powered by renewable energy. (3 points)	
Institution buildings source **>80%** of energy needs from off-site and/or on-site renewable energy. (2 points)	
Institution buildings source **>20%** of energy needs from off-site and/or on-site renewable energy. (1 point)	
Institution buildings source **<20%** of energy needs from off-site and/or on-site renewable energy. (0 points)	
Score Assigned:	3
Score explanation: Per the Office of Sustainability, Loyola University uses 100% renewable electricity for the three main campuses, including the Health Science Campus where the medical school is located. Loyola as an institution works with Double Black Diamond, a solar developer in Illinois which receives and retires the project-specific renewable energy credits for 100% of the electricity demand. This does not include the natural gases used for heating food and water, and we do not use electric vehicles. Currently, the institution is utilizing market natural gas, and has plans for decarbonization. Loyola purchases high-quality carbon credits to mitigate all emissions related to natural gas and vehicle fuels.	

5.4. Are sustainable building practices utilised for new and old buildings on the institution's campus, with design and construction of new buildings and remodelling of old buildings conforming to a published sustainability rating system or building code/guideline?	
Yes, sustainable building practices are utilised for new buildings on the institution's campus and the **majority** of old buildings **have been retrofitted** to be more sustainable. (3 points)	
Sustainable building practices are utilised for new buildings on the institution's campus, but most old buildings have **not been retrofitted.** (2 points)	
Sustainable building practices are **inadequately or incompletely** implemented for new buildings. (1 point)	
Sustainability is **not considered** in the construction of new buildings. (0 points)	
Score Assigned:	3
Score explanation: Loyola's Nursing School and CTRE on the Health Sciences Campus were sustainably built LEED Gold. The Cuneo Center where the medical school is located has been	

retrofitted including lighting changes to LED and updated heating and cooling in ventilation systems. All older buildings have had some level of energy upgrades. Loyola is committed to LEED silver or better for all new construction and the new nursing and health sciences building on the Lakeshore campus will be LEED silver or gold (over 200,000 sq ft). Two buildings, Cancer Research and Maguire Center, have had some changes but have yet to be fully retrofitted due to possible plans to tear them down to create new buildings.

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: Loyola SSOM offers public transportation through the Loyola Medicine hospital system, from the parking garages and train station to the hospital or medical school campus. Major blue line service cuts also impacted the accessibility of our campus. Loyola as an institution does not contract the Shuttles on the Health Science Campus, those shuttles are outside contracts enlisted by Trinity Health through Loyola Medical Center. Loyola Lakeshore Campus previously attempted to switch towards 100% Biodiesel shuttles, however testing funded by respiratory health association proved the fuel to be incompatible with the vehicle engines. Loyola has since returned to using a blend of petroleum and biodiesel, with the amounts adjusted with weather. Students have an option to opt into a UPass which provides CTA bus and train transportation, however this cannot be used for Pace or Metra, which connects to the health sciences campus. There is currently funding and a project underway to connect 1st Ave, where the health science campus is located, with biking infrastructure by the active transportation alliance and Cook County Department of Transportation.

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

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

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

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

Score Assigned:	2
Score explanation: There is a recycling program at the medical school although there is significant room for improvement. Backhouse composting for the Handcut foods rolled out in 2025 and the institution has recently provided students with bucket composting late 2025. Students can now compost at home, and bring their buckets for a weekly drop off at school. There is currently a research project being developed with the goals to provide nitro glove recycling in the CTRE building for researchers and possibly the simulation labs in the Cuneo building for the medical and nursing school. The institution as a whole has various recycling and zero waste programs throughout each department, including dining hall recycling, furniture donations in resident life and facilities, and a zero waste arena.	

5.7. Does the institution apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?	
Yes, the institution has a**dequate s**ustainability requirements for food and beverages, including meat-free days or no red-meat, and **is engaged** in efforts to increase food and beverage sustainability. (3 points)	
There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution **is engaged** in efforts to increase food and beverage sustainability. (2 points)	
There are sustainability guidelines for food and beverages, but they are **insufficient or optional.** The institution is **not** engaged in efforts to increase food and beverage sustainability. (1 point)	
There are **no** sustainability guidelines for food and beverages. (0 points)	
Score Assigned:	2
Score explanation: The food service and primary caterer, Handcut Foods, at Loyola's Health Science Campus, is committed to sustainable practices and is a small local company with targeted sourcing from local and sustainable enterprises. The medical school itself has not made any commitments regarding food, vendors, or catering. The sustainability office has had some discussion about decreasing plastic use within the dining halls but a plan has not progressed with Handcut foods, the health science campus cafeteria.	

5.8. Does the institution apply sustainability criteria when making decisions about supply procurement?
Yes, the institution has **adequate** sustainability requirements for supply procurement **and** is **engaged** in efforts to increase sustainability of procurement. (3 points)
There are sustainability guidelines for supply procurement, but they are **insufficient or optional.** The institution is **engaged** in efforts to increase sustainability of procurement. (2 points)
There are sustainability guidelines for supply procurement, but they are **insufficient or optional.** The institution is **not engaged** in efforts to increase sustainability of procurement. (1 point)

There are **no** sustainability guidelines for supply procurement. (0 points)	
Score Assigned:	3
Score explanation: Sustainability is part of Loyola SSOM procurement policy. This is a standardized part of all procurement efforts and specific efforts are applied as required (ie. to significant waste generation or energy consumption vendor classes). Sustainability at Loyola is driven by our Jesuit tradition, our service to humanity and our role as an institution of higher learning. It is embodied in an educational experience and activities that seek to meet the needs of the present generation without compromising the ability of future generations to meet their own needs. We are committed to an inclusive process of University decision-making considering social, economic and environmental impacts and exemplified in a transformative education for our students. Loyola's Sustainability Commitments lists all the progress Loyola has made and has links to various metrics, audits, and policies.	

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:*No guideline at the medical school.	

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: Loyola's GreenLabs program applies to the Health Science Campus (and thus the medical school) and has developed resources and guidelines to address environmental impacts of lab spaces. The program addresses the following energy conservation and efficiency, e.g., fume hood ("shut the sash") and freezer maintenance programs, water conservation and efficiency, chemical use and disposal, materials management, e.g., green purchasing guidelines and recycling and reuse programs, and training for lab users on sustainable practices. Labs also have an option to	

sign up for the paper towel composting program that is supported by the institution. The research stage has begun to develop a plan for nitro glove recycling in the CTRE building for researchers and possibly the simulation labs in the Cuneo building for the medical and nursing school.

5.11. Does your institution's endowment portfolio investments include fossil-fuel companies?	
The institution is **entirely divested** from fossil fuels **and** has made a **commitment to reinvest divested funds** into renewable energy companies or renewable energy campus initiatives. (4 points)	
The institution is **entirely divested** from fossil fuels. (3 points)	
The institution has **partially divested** from fossil fuel companies **or** has made a **commitment to fully divest**, but **currently** still has fossil fuel investments. (2 points)	
The institution has **not divested** from fossil-fuel companies, but faculty and/or students are **conducting organised advocacy** for divestment. (1 point)	
Yes, the institution has investments with fossil-fuel companies and there have been **no efforts** to change that. (0 points)	
Score Assigned:	2
Score explanation: According to Loyola's investment guidelines from 2024, the university has pledged to transition from fossil fuel investments to carbon-free options. Loyola has divested from fossil fuel infrastructure that has previously had direct exposures to and has reinvested some money in clean energy and sustainable technologies. However, 90% of investments are in co-mingled funds and endowment money to investment managers and these are not fossil free. Currently Loyola does not have enough solutions available to work with fossil free mutual funds and fossil free mutual fund managers.	

Section Total (26 out of 32)	**81.25%**

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Grading

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

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

Planetary Health Grades for Loyola University, Stritch School of Medicine.
The following table presents the individual section grades and overall institutional grade for Loyola University, Stritch School of Medicine on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	(41/75) x 100 = 54.67%	C
Interdisciplinary Research (17.5%)	(13/17) x 100 = 76.47%	B+
Community Outreach and Advocacy (17.5%)	(9/14) x 100 = 64.29%	B-
Support for Student-led Planetary Health Initiatives (17.5%)	(12/15) x 100= 80.00%	A-
Campus Sustainability (17.5%)	(26/32) x 100 = 81.25%	A-
Institutional Grade	**(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 69.25%**	**B**

Report Card Trends

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