



Planetary Health Report Card (Nutrition & Dietetics) 2026: *Memorial University of Newfoundland*



2025-2026 Contributing Team:

- Students: Robyn Brockerville-McInnis, Mary Kate Dawson
- Faculty Mentors: Kathleen Mather

*Primary Contact: Robyn Brockerville-McInnis, rb4854@mun.ca

We acknowledge that the lands on which Memorial University's campuses are situated are in the traditional territories of diverse Indigenous groups, and we acknowledge with respect the diverse histories and cultures of the Beothuk, Mi'kmaq, Innu, and Inuit of this province.

Summary of Findings

Overall Grade	C
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Curriculum	C+
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<ul style="list-style-type: none"> ● Summary: <ul style="list-style-type: none"> ○ Memorial University of Newfoundland's Master's of Public Health Nutrition and Dietetics program core courses cover many planetary health topics including policies that govern our food system, food marketing and commercial determinants shaping our food system, sustainable foods/diets, the environmental impacts of resource heavy foods, ultra-processed foods and food processing. ○ Students in the program are given opportunities to build skills towards advocacy including critical thinking, writing practices for government officials, media training and public speaking. ○ Core curriculum includes opportunities for students to learn from planetary health researchers in the Faculty of Medicine. ○ Core curriculum incorporates equity and social impacts of poor planetary health and unsustainable food systems. ● Recommendations: <ul style="list-style-type: none"> ○ We recommend that Memorial University expand on planetary health topics that are currently covered. Many of the topics are briefly covered in only one core course for the program, often in one lecture. ○ The importance of Indigenous Knowledge and values in informing Planetary Health solutions, and the carbon footprint of the healthcare system should be introduced into the core curriculum. ○ We recommend that Memorial University work on increasing opportunities for students to support projects and organizations promoting sustainable healthcare and sustainable food systems as part of curriculum. 	
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Interdisciplinary Research	C-
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<ul style="list-style-type: none"> ● Summary: <ul style="list-style-type: none"> ○ Memorial University's Faculty of Medicine does not have a department dedicated to planetary health. ○ Memorial University's Faculty of Medicine is involved in cross-Canada planetary health-related initiatives but is not a member of any international planetary health organisations. ○ Memorial University's Faculty of Medicine lacks capacity-building initiatives on planetary health-related subjects with the local community. ○ Memorial University's Faculty of Medicine successfully hosted a half-day event that focused on planetary health, which included guest speakers. ● Recommendations: <ul style="list-style-type: none"> ○ We recommend that Memorial University's Faculty of Medicine commit to further exploring its relationship with planetary health, which includes working towards implementing the <i>Association of Faculties of Medicine of Canada (AFMC) Roadmap for Planetary Health and Sustainable Health Systems for Canadian Medical Professionals</i>, as well as increasing capacity-building on planetary health related subjects with the local community. 	
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- We recommend that Memorial University's Faculty of Medicine at the minimum include a dedicated section to planetary health-related initiatives and projects under the research section of their website.
- We recommend that Memorial University's Faculty of Medicine engage at the international level with planetary health organisations.
- We recommend that Memorial University's Faculty of Medicine actively engage in showcasing the ongoing planetary health initiatives/projects of students and researchers through conferences and speaker series.
- We recommend that Memorial University's Faculty of Medicine create pathways for research collaboration between students and faculty on sustainability and planetary health topics.
- We recommend that Memorial University's Faculty of Medicine engages with communities disproportionately impacted by climate change to collaborate on research agendas.

Community Outreach and Advocacy

C

- **Summary:**

- Memorial University of Newfoundland shows some engagement in planetary health outreach and advocacy. The institution hosts public-facing events, such as Climate Change & Health Research and Knowledge Exchange sessions, which promote discussion on climate-related health impacts.
- Planetary health and sustainability topics are also regularly featured in university communications, reflecting institutional awareness. Some affiliated health services provide general environmental health information (e.g., air and water quality). However, there are no clearly identified patient-facing materials that specifically address the health impacts of climate change, such as extreme heat, wildfire smoke, or climate-related mental health effects. In addition, while continuing professional development (CPD/CME) programs exist, none focus primarily on planetary health. Community engagement opportunities are present but are not consistently structured within the Master's of Public Health program. Overall, engagement is evident but not yet fully integrated into patient resources, or postgraduate training.

- **Recommendations:**

- To strengthen performance in this area, Memorial University's Faculty of Medicine should formalize partnerships with community organizations focused on environmental and climate-related health. Structured service-learning or selective opportunities in planetary health could be integrated into the undergraduate curriculum.
- The development of clear, accessible patient education materials on climate-related health risks would address an important gap. Additionally, introducing Continuing Professional Development (CPD) programming focused on planetary health and sustainable healthcare would support practicing public health professionals.
- Collaboration with the NL Health Services towards a collaborative sustainability framework between the NLHS sites and hospitals and the university would promote a joint effort towards planetary health in healthcare settings across the province.
- Finally, more consistent and targeted communication about planetary health initiatives to public health learners would reinforce institutional commitment and encourage sustained engagement.

Support for Student-Led Initiatives

B

- **Summary:**
 - Nutrition and Dietetics students completing the Master’s of Public Health from Memorial University's Faculty of Medicine must complete one research project, in which students may choose a project in a planetary health-related subject. Students may be eligible for research funding through programs such as the Grad Student Work Experience Program (GradSWEP).
 - While Memorial University's Faculty of Medicine has student conference funding and travel award scholarships, there is no specific student project funding, scholarships, or conference funding for planetary health-related research.

- **Recommendations:**
 - We recommend that Memorial University's Faculty of Medicine establish specific funding for planetary health research, such as specific student project funding, scholarships, and conference funding.
 - We recommend that Memorial University’s Faculty of Medicine create resources for students who would like to connect with faculty mentors, funding and institutional support surrounding student-led planetary health initiatives.

Campus Sustainability

D+

- **Summary:** Memorial University demonstrates a commitment to sustainability through a centralized Sustainability and Climate Action Office, a transition to the use of renewable energy, energy-efficiency retrofits, and recycling/composting programs. However, Memorial University lacks a publicly approved, time-bound institutional Climate Action Plan with binding emissions targets.

- **Recommendations:**
 - Develop and publish a binding Climate Action Plan with measurable emissions targets and annual reporting.
 - Formalize sustainability requirements in procurement, food services, and university-hosted events.
 - Improve transparency and accessibility of sustainability data.
 - Create awareness campaigns for the university community to learn about and appropriately utilize sustainability practices and options 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.
- **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

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?	
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)	
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)	
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:	1
<i>Memorial University's Master's in Public Health (Dietetic Stream) does not have a core course that's primary focus is on sustainable healthcare, food systems or planetary health. However, they do offer an Elective course called Planetary Health. In addition core courses like Public Health Seminar Series, Professional Practice and Public Health Nutrition have lecturers that present on the effects of climate change on Indigenous populations in Northern areas, Sustainable diets and food systems, the importance of supporting local food systems and the effects of war times on the environment and human health.</i>	

Curriculum: Health Effects of Climate Change

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)?	
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)	
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
<p><i>In Memorial University's curriculum the relationship between climate change and the social determinants of health is briefly mentioned in the context of disruption of Indigenous Food Systems in a lecture on Indigenous health in Professional Practice, and Public Health Seminar Series. Climate change and the social determinants of health is explored more in depth in Public Health Nutrition in a lecture titled "Sustainable food systems."</i></p>	

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)?	
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)	
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

In Memorial University's MPH (Dietetics Stream) curriculum, there is mention of the disproportionate effects of climate change on Indigenous populations, low income countries, in two core courses. It is surface level acknowledgement without in depth explanation of the impacts. The core course Public Health Nutrition's lecture on Sustainable Food Systems explores more in depth who is most affected by climate change's effects on food availability and who will bear the burden of climate change.

The core curriculum could do more to explore the impact of climate change on environmental degradation and how that relates to our food systems/health impacts. As well as more in depth discussion on how it disproportionately affects women, children, the elderly, and homeless.

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

Memorial University's MPH (Dietetics) covers impacts of environmental degradation from climate change on food production and supply in two lectures in the core curriculum, "Sustainable Food Systems," and "Enabling agriculture: what we need to Know." As well, the elective course Planetary Health covers this topic more in depth with a week's session dedicated to Food & Agriculture.

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)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Memorial University's MPH (Dietetics) core curriculum does not cover the importance of Indigenous knowledge and value systems to inform planetary health solutions.</i>	

1.6. Does your nutrition and dietetics school curriculum address the carbon footprint of healthcare 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 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)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Memorial University's MPH (Dietetic Stream) does not cover the carbon footprint of the health care system.</i>	

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)	Score
Impact of the increasing global population on food supply and food security. (1 point)	1
Impact of declining biodiversity on access to a variety of nutritious foods. (1 point)	1
Impact of urbanisation on demand for less environmentally sustainable dietary patterns. (1 point)	0
Impact of colonisation on food system practices and long-term food supply and food security. (1 point)	1

Impact of socio-political instability, caused by pandemics, natural disasters, war and conflict on food supply and food security. (1 point)	1
<i>Memorial University's MPH (Dietetics Stream) curriculum covers the effects of population growth, and decreasing biodiversity in Public Health Nutrition's "Sustainable Food Systems," lecture. Colonialism, natural disasters and war time/political instability on food security and the food supply is covered briefly in Public Health Seminars lectures.</i>	

1.8. Does your nutrition and dietetics school address the environmental and human impact of food transport on planetary health and food quality?	
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)	
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:	1
<i>Memorial University's MPH (Dietetic) core curriculum does not cover this topic, the elective Planetary Health addresses the environmental and human impact of food transport on planetary health and food quality in the "Food and Agriculture," lecture by Dr. Atanu Sarkar.</i>	

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
<i>Memorial University's MPH (Dietetics) core curriculum has a 3 hour lecture on "Sustainable Food Systems," by Dr. Rachel Prowse that highlights our global food waste and how it contributes to greenhouse gas emissions and wasted resources.</i>	

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
<i>Score explanation: At Memorial University of Newfoundland, a core course for the Nutrition and Dietetics students is Public Health Nutrition. This course covers a range of topics including food regulations, food policy, public health nutrition interventions, food insecurity and sustainable food systems. These topics are explored with specific context for the Canadian and Newfoundland and Labrador local food system.</i>	

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:	2
<i>Score explanation: At Memorial University of Newfoundland, a core course for the Nutrition and Dietetics students is Public Health Nutrition. This course does also cover food marketing, food environments, institutional settings based interventions and how they shape the food system, purchasing and consumer behaviour and population health in our local context.</i>	

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
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)	0
The benefits of applying a sustainability lens when learning about food labelling, product development and other food-industry practices. (1 point)	1
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)	1
<i>Score explanation: The Nutrition and Dietetics program at Memorial University of Newfoundland includes core courses which include learning objectives to cover sustainable food systems, sustainable diets and sustainable food solutions.</i>	
<i>The program includes a practical clinical experience where students are required to obtain knowledge and experience with oral nutrition supplements and tube feeds in clinical settings.</i>	

Curriculum: Environmental Impacts of Dietary Patterns

1.13. Does your nutrition and dietetics school curriculum address the environmental and health co-benefits of a plant-based diet?
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
<i>Score explanation: At Memorial University of Newfoundland, Nutrition and Dietetics students are exposed to the co-benefits of a plant based diet in Public Health Nutrition. In this course students are required to critically analyze peer-reviewed evidence assessing consumer purchasing habits of plant-based products based on food environment interventions.</i>	

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?	
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
<i>Score explanation: At Memorial University of Newfoundland, peer-reviewed evidence was provided and required readings in the core course Public Health Nutrition which touched on the environmental impact of diets high in animal-protein foods.</i>	

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
<p><i>Score explanation: Public Health Nutrition class is a core class for the Nutrition and Dietetics stream of the Master's of Public Health at Memorial University of Newfoundland. This course provides lectures and research evidence about the environmental impacts of ultra-processed foods and unsustainable diets, resource heavy agricultural practices, and food transportation processes and food packaging.</i></p>	

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
Advocacy (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)	1
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)	1
Leadership (to think innovatively, and inspire others to advocate for transformative changes) in food systems that prioritise health and sustainability. (1 point)	1
Knowledge and research translation (to apply high quality evidence-based research in communication to inform decision-making to individuals and groups). (1 point)	1
<p><i>Score explanation: Memorial University's Nutrition and Dietetics program provides students with opportunities to develop skills for advocacy, systems-thinking, leadership and knowledge translation in many core courses which could be applied to sustainability. Students practice reflective thinking, public speaking, strategic writing assignments including policy briefing notes and critical thinking of interventions, policies and research. Throughout the practical period of the program, students continue to develop these skills as they advocate and share knowledge with patients, and work on nutrition interventions for complex problems to promote health.</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)	
There is only 1 opportunity for students to critically analyse these interventions within a core course or lecture. (1 point)	
There are no opportunities for students to critically analyse these interventions throughout their degree. (0 points)	
Score Assigned:	3
<p><i>Score explanation: At Memorial University of Newfoundland, students in the Nutrition and Dietetics program are exposed to opportunities to learn about the food system and planetary health in core courses Public Health Nutrition and Public Health Seminar. Peer-reviewed research is used to analyze impacts of unsustainable food systems as well as solutions for sustainability, in addition to planetary health lectures from planetary health researchers. Students have freedom to focus on health topics of interest to them which may include research or projects relating to sustainable food system, sustainable healthcare or planetary health.</i></p>	

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:	1
<p><i>Score explanation: Students in the Nutrition and Dietetics program at Memorial University of Newfoundland have opportunities to gain real world experience when completing their practical training and research project. These projects do not necessarily provide the student with experience</i></p>	

in sustainability or planetary health as it is often dependent on the student's interest and healthcare needs.

There are additional opportunities for students to get involved with other groups in the Faculty of Medicine such as the Planetary Health Interest Group or the Newfoundland and Labrador Center for Applied Health Research Climate Change Research and Knowledge Exchange group. More information can be found at [Climate Change | Newfoundland & Labrador Centre for Applied Health Research](#).

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: Insert explanation here.

Memorial University's Faculty of Medicine has signed the Academic Health Institutions' Declaration on Planetary Health, which calls on academic health institutions to take immediate actions to address the negative impact of their activities on planetary health (<https://www.afmc.ca/initiatives/planetaryhealthdeclaration/>).

Memorial University's Faculty of Medicine has also included a commitment to developing and integrating planetary health competencies into the curriculum as noted in the Memorial University's Faculty of Medicine Strategic Plan 2024-2027 (https://www.mun.ca/medicine/media/production/medicine/documents/MUN%20FoM_Strategic%20Plan2024.pdf).

Specific to the Master's of Public Health, nutrition and dietetics students have an option to take an elective course in Environmental Health in the Faculty of Medicine.

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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
<i>Score explanation: Memorial University of Newfoundland has a dedicated faculty member in the School of Medicine, Dr. Atanu Sarkar who provides curricula across Faculty of Medicine degree programs.</i>	

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:	3
<i>Score explanation: Memorial University of Newfoundland's Master's of Public Health program has an emphasis on building skills for advocacy and civic engagement. In several core courses, students learn about public policy, the Canadian and local government structures, practice public</i>	

speaking skills, as well as developing skills to write to government officials. Course lectures cover policies and government actions that address structural determinants of health.

Section Total (43 out of 78)

55%

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Interdisciplinary Research

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

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?	
Yes, there are faculty members at the institution who have a primary research focus in planetary health or sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the institution who are conducting research related to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the institution , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are no planetary health and/or sustainability researchers at the institution at this time. (0 points)	
Score Assigned:	3
<p><i>Score explanation: There are researchers at Memorial University's Faculty of Medicine whose primary research focuses on planetary health and/or sustainable health care. There are also researchers in the faculty who collaborate with Quality of Care NL on planetary health research projects and their results have been published in Quality of Care NL's "Practice Points".</i></p> <p><i>Examples:</i> https://www.mun.ca/medicine/faculty-and-staff-resources/faculty-a-z/sarkar-atanu.php https://qualityofcarenl.ca/practice-points/</p>	

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your <u>institution</u>?	
There is at least one dedicated department or institute for interdisciplinary planetary health research. (3 points)	

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

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

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

Score Assigned:

1

Score explanation: Memorial University's Faculty of Medicine does not have a dedicated department or institute for interdisciplinary planetary health research. There are no current plans for the implementation of a department or institute for interdisciplinary planetary health within the faculty. While no such department or institute currently exists, the faculty has a Division of Population Health and Applied Health Sciences, which oversees research and programs that include planetary health. For example, the Division of Population Health and Applied Health Sciences contains researchers who have a primary focus on planetary healthcare and offers a graduate course called Environmental Health (MED6722) that includes content on planetary health.

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: This does not currently exist on any form easily found and accessed by students and community members, despite access to NL SUPPORT (Newfoundland and Labrador's Support for People and Patient-Oriented Research and Trials Unit), which offers services to help researchers and organisations connect and work with local communities.

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

There is an easy-to-use, adequately comprehensive website that centralises various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities. (3 points)	
There is a website that attempts to centralise various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)	
The institution has an Office of Sustainability website that includes some resources related to health and the environment. (1 point)	
There is no website. (0 points)	
Score Assigned:	1
<p><i>Score explanation: Memorial University's Faculty of Medicine does not have a website dedicated to planetary health. In addition, the faculty's website, as well as the Division of Population Health and Applied Health Sciences's, Division of BioMedical Science's, and each of the clinical disciplines websites, do not include "planetary health," "climate change," "environmental health," or related headings under the research portion of their website. Although Memorial University has a website called "Sustainability and Climate Action Office" which has an online form aimed at collecting information on the work those in the university are doing with respect to sustainability, it does not include a comprehensive overview of ongoing research, projects, and resources — there is no content listed from the Faculty of Medicine.</i></p> <p><i>Link to the "Sustainability and Climate Action Office" website:</i> https://www.mun.ca/sustainability/about-us/</p>	

2.5. Has your <u>institution</u> 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:	1

Score explanation: In November 2025, Memorial University's Faculty of Medicine Planetary Health Interest Group of undergraduate medical learners organized a half-day webinar with a series of guest speakers. Funding for this event was provided by Dr. Atanu Sarkar (faculty member in the Division of Population Health and Applied Health Sciences at Memorial University's Faculty of Medicine) and Canadian Association of Physicians for the Environment (CAPE NL). Please note that Memorial University's Medical Students' Society (MUN MedSoc) provides a small amount (\$100-200; varies each year depending on available funds) of funding to interest groups. In addition, students in Memorial University's Faculty of Medicine have the option to present planetary health research at the annual Medical Student Research Forum.

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

Yes, the institution is a member of a national or international planetary health or ESH/ESV organisation. (1 point)

No, the institution is **not** a member of such an organisation. (0 points)

Score Assigned:

1

Score explanation: Memorial University's Faculty of Medicine is a member of the Association of Faculties of Medicine of Canada (AFMC) which is a national organisation. The AFMC has a Committee on Planetary Health which has a "Declaration on Planetary Health" and has created an AFMC Roadmap for Planetary Health and Sustainable Health Systems for Canadian Medical Professionals (<https://www.afmc.ca/wp-content/uploads/2025/09/AFMC-Roadmap-on-Planetary-Health-EN-Refomatted.pdf>). Memorial University's Faculty of Medicine currently has no involvement with international planetary health organizations.

Section Total (7 out of 17)

41%

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Community Outreach and Advocacy

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

3.1. Does your <u>institution</u> partner with community organisations to promote planetary and health?	
Yes, the institution meaningfully partners with multiple community organisations to promote planetary and environmental health. (3 points)	
Yes, the institution meaningfully partners with one community organisation to promote planetary and environmental health. (2 points)	
The institution does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is no such meaningful community partnership. (0 points)	
Score Assigned:	2
<p><i>Score explanation: While undergraduate courses at Memorial University (especially Environmental Science and Environment & Sustainability) do not mandate student engagement with community organisations through required coursework, graduate programs such as the MA in Environmental Policy include a required internship component that involves external organisational engagement. Students in other programs may also independently seek community-based research or practicum experiences, but these are not formal course requirements according to publicly available environmental science/course descriptions.</i></p> <p><i>Memorial University partners with the Western Environment Centre of NL which provide educational resources, community events, workshops, etc. about environmental topics and building skills to create a more regenerative food system. This group also creates programs and projects for community composting, community greenhouses, community gardens, and a seed library. However, we do not count this in our scoring due to its location at the Grenfell Campus of MUN and this report only assesses the St. John's campus.</i></p> <p><i>MUN has also partnered with the Food Producers Forum group who are a non-profit organization seeking to support gardeners, farmers and foragers to produce and distribute more local foods. Projects led by Food Producers Forum include food distribution systems for aggregation, storage</i></p>	

and distribution of local foods, education systems, building greenhouses and creating local food survey reports.

In the Faculty of Medicine, a faculty member partners with a local community organization Food First NL to support their food initiatives which include promoting a sustainable food system and food insecurity. In the past, students in the Public Health Nutrition course participated in creating a proposal for federal grant money to support the Government of Canada's Food Policy aimed at creating a healthier and more sustainable food system in Canada.

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:

3

Score explanation: Memorial University of Newfoundland offers free workshops for adults on composting through their Botanical Gardens. Climate Collective is a project run by the university to work on building a collaborative network within the climate innovation sector and increase the capacity for climate innovation among the youth.

Memorial University of Newfoundland offers public-facing events and initiatives aimed to progress knowledge of planetary health, climate change, and environmental impacts on human health. An example is the Climate Change & Health Research and Knowledge Exchange (RKE) hosted by the Newfoundland and Labrador Centre for Applied Health Research. These events are open to the public and explicitly focus on the health impacts of climate change. For example, public panel discussions have addressed topics such as wildfire smoke and respiratory health, bringing together researchers, clinicians, policymakers, and community members to discuss climate-related health risks and adaptation strategies.

Memorial University of Newfoundland's Faculty of Humanities and Social Sciences' Nexus Centre holds public lectures and from time to time will highlight environment experts in the Geography department. Their last lecture on the environment was November 2025.

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

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

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

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

Score Assigned:

1

Score explanation: Memorial University has a student newspaper called the Gazette which includes regular stories focusing on sustainability and research in Newfoundland and Labrador and Memorial University. For example, their latest sustainability story was published on November 28, 2025 and interviews a climate change researcher about their work. Link to story: <https://gazette.mun.ca/research/carbon-tracker/>

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: Memorial University of Newfoundland offers Professional Development courses for students but they currently do not have any that focus on planetary healthcare.

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: A review of publicly accessible patient education resources from Memorial University of Newfoundland and NL Health Services identified general environmental health information provided by Eastern Health (e.g., guidance on air quality, water quality, contaminants, and exposure risks (<https://hi.easternhealth.ca/healthy-communities/environmental-health/>)). These resources address environmental health exposures relevant to community health and are accessible to patients. Therefore, some affiliated hospitals/health services have accessible educational materials on environmental health exposures, corresponding to a score of 1 point for this metric.

The Newfoundland and Labrador Centre for Applied Health Research publish their reports on their website which are available to the public. These reports are not written in plain language and the target audience is not the general public, but one does cover environmental health exposures and the health impacts in Newfoundland and Labrador. Link:

<https://www.mun.ca/nlcahr/media/production/memorial/administrative/nl-centre-for-applied-health-research/Climate%20Change%20and%20Health%20Compendium%202025.pdf>

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: A review of publicly accessible patient education resources from Memorial University of Newfoundland and its affiliated teaching hospitals within NL Health Services identified general environmental health information, including resources provided by Eastern Health on environmental health topics. However, no patient-facing materials were identified that explicitly address the health impacts of climate change, such as the effects of extreme heat, climate-related natural disasters, changing patterns of infectious disease, or climate-associated mental health impacts. As a result, the institution and its affiliated health services do not currently meet the criteria for this metric.

Again, the Newfoundland and Labrador Centre for Applied Health Research publish their reports on their website which are available to the public. These reports are not written in plain language and the target audience is not the general public, but one does cover the health impacts of climate change in Newfoundland and Labrador. Link:

<https://www.mun.ca/nlcahr/media/production/memorial/administrative/nl-centre-for-applied-health-research/Climate%20Change%20and%20Health%20Compendium%202025.pdf>

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Section Total (7 out of 14)	50%
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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 <u>institution</u> offer support for students interested in enacting a sustainability initiative/QI project?	
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)	
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
<p><i>Score explanation: The Newfoundland and Labrador Center for Applied Health Research supported by Memorial University offers opportunities for students to engage in sustainability initiatives, and have provided opportunities for students to complete sustainability projects with funding. For example, previous Master's of Public Health students completed projects that focused on assessing the local food landscape in Newfoundland and Labrador and exploring climate change adaptation strategies to support food security. Another project assessed the health system's readiness for climate change and surveyed small hospitals in Eastern Rural with the Green Hospital Scorecard. A third project focused on compiling the diverse and available resources in the province to address climate change and health into a publicly accessible compendium. Students may be eligible for funding through programs like Graduate Student Work Experience Program (GradSWEP).</i></p> <p><i>These grants are not specifically allocated for sustainability or planetary health projects. Students must complete either a research or practicum experience, and if the opportunity exists they can focus on sustainability however, this is not a requirement.</i></p>	

4.2. Does your <u>institution</u> offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?
The institution has a specific research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)

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

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

Score Assigned:

1

Score explanation: Memorial University's Master's of Public Health program can include a practicum work experience in which students can perform planetary health or sustainable healthcare research with departments such as the Newfoundland and Labrador Centre for Applied Health Research, but these require student initiative. There are Faculty of Medicine professors who complete research in planetary health, but students are required to seek out opportunities to work with these faculty members.

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:

2

Score explanation: Memorial University of Newfoundland has a Sustainability and Climate Action Office [website](#) that features information about projects, initiatives and resources for students. It also provides information about the United Nations Sustainable Development Goals and Memorial University's commitment to those goals. The website highlights ongoing research and projects at the University to support each SDG goal.

Similarly, the student newspaper, the Gazette, does share stories about sustainability on their website, but these are not specific to sustainability in health.

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: Memorial University of Newfoundland's Faculty of Medicine has a Planetary Health Interest Group which is supported by faculty member Dr. Atanu Sarkar, a planetary health researcher at the university. This group aims to promote sustainability through education and awareness to students. They host guest speakers and campaigns on strategies to improve individual sustainable actions.

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

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

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

Score Assigned:

0

Score explanation: Memorial University's Faculty of Medicine has a committee on sustainability with student representatives from all campuses. However, this committee is currently inactive as the terms of reference are being renewed.

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.	1
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)	0
<p><i>Score explanation: Memorial University of Newfoundland has opportunities for students to engage with organic agriculture and sustainable food systems. They have several community gardens and often hold educational events at the botanical gardens site open to students for free and the public.</i></p> <p><i>MUN Med Planetary Health Interest Group has held events for students to learn from experts in environment and local community members about ways to reduce their environmental impact. For example, they hosted the local community group Drive Electric NL.</i></p> <p><i>Memorial University's Faculty of Medicine holds a People's Health Matters Seminar which are open to the public and advertised to students. Recently they hosted academic expert Dr. Dominique Charron who spoke about One Health, climate resilience and sustainability.</i></p> <p><i>Memorial University of Newfoundland's students can volunteer with student-led groups including MUN HOPE who organize community building events including initiatives to fundraise for local shelters and organize community clean ups and anti-littering campaigns.</i></p> <p><i>The Transforming Climate Action Research Program hosted a workshop to bring together science and art collaborators to bring awareness to how artists and scientists can enhance research and practice for the climate-ocean-society. More information about the event can be found here.</i></p>	
Section Total (11 out of 15)	73%

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Campus Sustainability

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

5.1. Does your <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of hospital sustainability. (2 points)	
There are no salaried sustainability staff , but there is a sustainability task force or committee. (1 point)	
There are no staff members or task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
<p><i>Score explanation: Memorial University has a centralized Sustainability and Climate Action Office with multiple full-time staff responsible for sustainability initiatives across the university, including energy, waste, transportation, water, and climate action planning. However, there is no publicly identified staff member or sub-office dedicated specifically to sustainability within the Faculty of Medicine or affiliated teaching hospitals. Sustainability initiatives are implemented at the institutional level rather than through a medical school-specific structure. (Sustainability About Us)</i></p>	

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

The institution does not meet any of the requirements listed above (0 points)	
Score Assigned:	0
<p><i>Score explanation: Memorial University has publicly acknowledged the climate crisis through institutional commitments such as the Climate Crisis Pledge, Water Pledge, and the Sustainability Declaration. The university has initiated infrastructure projects (e.g., electrification of steam generation) and supports research and innovation relevant to emissions reduction. For example, Memorial received provincial and industry funding to expand carbon capture and storage research capacity, including enhancing laboratory facilities and training personnel in emerging carbon sequestration technologies. Additionally, the Memorial University Faculty Association has formally supported a climate action petition aligned with a United Nations Global Climate Letter, calling on the university president to commit to carbon neutrality by either 2030 or 2050 at the latest. The petition specifically references targets consistent with IPCC pathways, including a 45% reduction in net carbon emissions from 2010 levels by 2030 and achieving net-zero emissions by 2050. This demonstrates organized internal advocacy for the university to implement a plan. However, no publicly available, approved, time-bound institutional climate action plan aligned with specific emissions targets has been identified. (<u>Carbon Storage</u> <u>Climate Crisis Pledge</u> <u>Water Pledge</u>)</i></p>	

5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?	
Yes, institution buildings are 100% powered by renewable energy. (3 points)	
Institution buildings source >80% of energy needs from off-site and/or on-site renewable energy. (2 points)	
Institution buildings source >20% of energy needs from off-site and/or on-site renewable energy. (1 point)	
Institution buildings source <20% of energy needs from off-site and/or on-site renewable energy. (0 points)	
Score Assigned:	1
<p><i>Score explanation: Memorial University's St. John's campus derives power from NL Power grid and from three oil-fired boilers. Energy drawn from the NL Power grid is more than 90% renewable. As of 2025, the source of heating for the Faculty of Medicine and for the rest of the campus is from a combination of non-renewable source (oil fired boilers) and the power derived from NL Power grid (>90% renewable). In total 50% of energy use comes from non-renewable sources. Two out of the three boilers used for heating are getting converted to electric boilers. The project is expected to get commissioned around the end of the Winter 2026 semester. By the end of 2026, more than 80% of energy sources for the Faculty of Medicine and for the rest of the campus are planned to be based on renewable sources. It should be noted that this information was provided by Scott Hill, manager, Energy Systems and Controls, Facilities Management and there is</i></p>	

not publicly available data quantifying the proportion of campus or medical-school teaching buildings powered by renewable energy.

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

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

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

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

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

Score Assigned:

2

Score explanation: The following buildings are LEED silver buildings according to the CAGBC Database: Faculty of Medicine Expansion, Grenfell Residence, Macpherson Residence, Art & Science Extension Grenfell Campus. Memorial University incorporates sustainability principles into building infrastructure through energy-efficiency upgrades and retrofits of existing campus buildings, which help reduce greenhouse gas emissions and energy consumption. For example, Memorial undertook upgrades to lighting systems across campus buildings to improve energy efficiency and reduce power demand. Upgrades to thermostats, building management systems, and mechanical systems have also been implemented to optimize energy use. Additionally, the university has pursued emissions-reduction initiatives such as retrofitting older buildings for better energy performance and investing in systems that both lower costs and reduce environmental impact. There is no publicly accessible policy mandating comprehensive retrofitting of all older buildings. (Saving Energy & Costs Emissions Reduction Lighting the Way)

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: Memorial University promotes environmentally friendly transportation options, including public transit use (\$275 per semester), cycling infrastructure, bike locker rentals (\$25 per semester with six additional lockers were installed in December 2025), electric vehicle charging stations (located at the Faculty of Medicine & Marine Institute), and carpooling information. It should be noted that public transit passes have been the subject of advocacy by Memorial University, including multiple attempts to implement a Universal Transit Pass (U-Pass) program and campus-wide votes on the initiative, reflecting the University's ongoing interest in making transit more affordable and accessible for students. Therefore, while these options demonstrate institutional support for alternative transportation, they are not fully subsidized, and students must still bear some associated costs. Additionally, winter conditions in St. John's limits the feasibility of cycling year-round. ([Transportation](#), [Cycling to Campus](#), [Return of the U-Pass](#))

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: Memorial University provides both conventional recycling and organics recycling (composting) programs accessible to students and faculty across campus. Recycling streams include paper, containers, metals, hazardous waste, and specialty items (ex. batteries & electronic waste), and composting programs are implemented in food service. For example, food waste collected in the main dining hall is composted at the Memorial University Botanical Garden. Garden waste from the community garden is composted on-site and in a nearby drum-style composter. Additionally, during renovations, some furniture is provided to other units for re-use. The Furniture Finder program, which redistributed used furniture and was discontinued during COVID, is currently being re-designed. However, while programs such as battery recycling, furniture reuse, and specialty waste diversion appear to exist operationally, detailed information regarding the number of locations, accessibility, program scope, and current status is not consistently or centrally documented on publicly accessible university webpages. ([Waste Management](#), [Burton's Pond Recycling](#), [Composting Program](#))

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5.7. Does the institution apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?

Yes, the institution has **adequate** sustainability requirements for food and beverages, including meat-free days or no red-meat, and **is engaged** in efforts to increase food and beverage sustainability. (3 points)

There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution **is engaged** in efforts to increase food and beverage sustainability. (2 points)

There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution is **not** engaged in efforts to increase food and beverage sustainability. (1 point)

There are **no** sustainability guidelines for food and beverages. (0 points)

Score Assigned:	2
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Score explanation: Memorial University has demonstrated engagement in sustainable food initiatives, including designation as a Fair Trade Campus since 2016, a large community garden for students, faculty, and staff, and reduction of bottled water through its Water Pledge (vending machines do not carry water bottles, but plastic water bottles are still often used during campus events). Vegetarian and plant-based options are available across campus food services. Additionally, campus food services are operated under Aramark's Sustainable Sourcing Framework, which guides consideration of environmental and social impacts across the supply chain. Memorial's campuses incorporate additional practices, such as prioritizing locally sourced seafood and eliminating styrofoam serviceware in dining operations. However, formal, mandatory sustainability requirements for food procurement (e.g., meat-free days, quantified plant-based targets, or binding sourcing standards) were not identified. ([Fair Trade Campus](#), [Campus Dish](#), [Being Green](#), [Food Systems](#))

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:	1
<p><i>Score explanation: Memorial University's Purchasing Policy explicitly acknowledges environmental responsibility as a consideration in procurement decisions. The policy states that purchasing should take into account principles such as reducing, reusing, and recycling materials; conserving natural resources; reducing carbon emissions; reducing energy and water use; and considering total life-cycle cost when evaluating products. However, these sustainability principles function as guiding considerations rather than mandatory requirements. No publicly available evidence was identified outlining enforceable sustainability standards, minimum environmental performance thresholds, or required supplier sustainability criteria (e.g., emissions reporting, certifications, or sustainable sourcing benchmarks).</i></p> <p><i>(Purchasing Policy)</i></p>	

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
<p><i>Score explanation: Review of Memorial University's "Planning an Event" guidance indicates that no explicit sustainability criteria are required or outlined for institutional events. The event planning materials focus primarily on risk management, safety, insurance, and logistics, and do not reference environmental sustainability measures such as waste reduction, sustainable food choices, or low-carbon event practices. While Memorial has institution-wide initiatives that may influence events indirectly, such as the Water Pledge, these measures are recommended rather than enforced, and there is no centralized policy or requirement mandating sustainable practices for all events.</i></p> <p><i>(Planning an Event, Water Sustainability)</i></p>	

5.10. Does your <u>institution</u> have programs and initiatives to assist with making lab spaces more environmentally sustainable?	
Yes, the institution has programs and initiatives to assist with making lab spaces more environmentally sustainable. (2 points)	

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

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

Score Assigned:

1

Score explanation: No centralized program, certification, or institution-wide initiative specifically targeting sustainable laboratory operations was identified. However, Memorial University demonstrates some sustainability engagement within laboratory spaces, including domain-specific commitments to green and sustainable science. In February 2025, departments in the Faculty of Science signed a Sustainable Science Commitment, a student-led initiative that pledges to integrate sustainability and green chemistry principles into scientific teaching, research, and lab practices. The commitment is based on established sustainability frameworks (e.g., principles of Beyond Benign) and includes provisions to monitor and report on progress, indicating a structured approach to embedding environmental sustainability in laboratory science disciplines. In addition, basic hazardous waste disposal procedures are maintained through university compliance systems to ensure proper management of chemical and biological wastes. ([Beyond Benign](#))

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:

0

Score explanation: Memorial University publicly discloses its pension plan, endowed, and non-endowed investment holdings through its Accountability and Transparency portal. Review of the most recent disclosed holdings (as of June 30, 2025) demonstrates that Memorial University continues to hold direct and indirect investments in fossil fuel related companies, including firms involved in oil and gas production, transportation, and energy infrastructure. These include, but are not limited to, companies such as Suncor Energy, Imperial Oil, TC Energy (TransCanada), Enbridge, Canadian Natural Resources, Tourmaline Oil, ARC Resources, MEG Energy, and Altagas. While Memorial's disclosure practices demonstrate transparency, no public commitment to

fossil fuel divestment or partial divestment was identified, nor evidence of a formal timeline to reduce or eliminate fossil fuel investments. Additionally, no publicly documented, organized faculty or student-led divestment campaign was identified. ([Investment Disclosure](#))

Section Total (12 out of 32)

37.50%

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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 Memorial University of Newfoundland Master’s of Public Health Nutrition and Dietetics. The following table presents the individual section grades and overall institutional grade for the Master’s of Public Health Nutrition and Dietetics on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(43/78) \times 100 = 55.12\%$	C+
Interdisciplinary Research (17.5%)	$(7/17) \times 100 = 41.18\%$	C-
Community Outreach and Advocacy (17.5%)	$(7/14) \times 100 = 50.00\%$	C
Support for Student-led Planetary Health Initiatives (17.5%)	$(11/15) \times 100 = 73.33\%$	B
Campus Sustainability (17.5%)	$(12/32) \times 100 = 37.50\%$	D+
Institutional Grade	$(0.5512 \times 0.3 + 0.4118 \times 0.175 + 0.50 \times 0.175 + 0.7333 \times 0.175 + 0.375 \times 0.175) = 51.89\%$	C