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# Planetary Health Report Card (Nursing): *The University of Auckland*

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2024-2025 Contributing Team:

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Land acknowledgment: The University of Auckland acknowledges Ngāti Whātua Ōrākei as the tangata whenua (people of the land) of Te Kahu Tōpuni o Tuperiri, central Tāmaki Makaurau (Auckland).

## Summary of Findings

Overall Grade	C-
Curriculum	F
<ul style="list-style-type: none"> <li>At Te Kura Tapuhi i te Waipapa Taumata Rau (School of Nursing at the University of Auckland), there are limited resources about planetary health taught in the curriculum. The most prominent part of the curriculum that addresses planetary health is a first-year core paper called 'Population Health'. However, it is only covered briefly in the Bachelor of Nursing and not in the Master of Nursing Science curriculum, providing an overview of the effects of climate change, extreme weather events and a plant-based diet.</li> <li><b>Recommendations:</b> Te Kura Tapuhi (School of Nursing) needs to have a significantly greater focus on planetary health and how it affects not only our clinical practice but also the socioeconomic disparities and the impacts of climate change on our future careers. Integrating planetary health in nursing lectures throughout the Bachelor of Nursing (BNurs) and Master of Nursing Science degree and not just in the BNurs core papers in the first year will enhance student understanding and awareness of their own responsibilities as healthcare professionals in treating and preventing climate-related health challenges. Lectures specifically regarding planetary health would be beneficial in providing an understanding of the health impacts and professional responsibilities, as well as integrating aspects of planetary health throughout different topics covered within the nursing courses. When discussing the <i>context of care</i>, including the environmental impacts of healthcare and the effects of climate change on health, it is important the curriculum recognises how the climate affects people physically, economically and psychologically. These recommendations each would emphasise the importance of planetary health in our nursing practice.</li> </ul>	
Interdisciplinary Research	D-
<ul style="list-style-type: none"> <li>The University of Auckland demonstrates some engagement in planetary health and sustainability research, however is found to lack dedicated institutional structures and community involvement in decision-making practices that impact the environment and those predominantly affected by climate driven changes. Whilst there are existing research teams within Te Kura Tapuhi (School of Nursing) with a primary focus of planetary health, there are not dedicated teams at a University-wide level, including the Ngā Ara Whetū. There are no established processes for disproportionately affected communities to advise or influence the research agenda, no centralised website, no recent planetary health-related symposiums, and no current affiliation with any national or international planetary health networks.</li> <li><b>Recommendations:</b> Throughout the process of writing this report, we have identified the following as potential areas of improvement: to expand Ngā Ara Whetū or form a new department focused specifically on planetary health to improve interdisciplinary collaboration and enhance the impact of research conducted with its own centralised planetary health website and ability to host planetary health events; to implement processes for climate-impacted communities to provide input; and to join relevant organisations to provide opportunity and access to global resources and partnerships.</li> </ul>	
Community Outreach and Advocacy	B-
<ul style="list-style-type: none"> <li>The University of Auckland has a strong sustainability policy and a wide range of partnerships with local communities, government bodies, and conservation organizations, but planetary health could be better promoted within these collaborations. Community events primarily engage researchers and students, and increasing engagement with the wider public could further enhance impact. While some initiatives and educational courses on planetary health exist, there are no structured postgraduate programs for professional</li> </ul>	

development in this area.

- **Recommendations:** Expand the focus on planetary health in community partnerships. Develop more community-focused education initiatives beyond student and health professionals. Introduce structured postgraduate and professional development courses to support planetary health education for healthcare providers.

## Support for Student-Led Initiatives

C+

- The University of Auckland offers limited resources for student-led planetary health initiatives. There is minimal funding and assistance from the University of Auckland for planetary health research. The current funding schedule does not provide any indication of upcoming funding of planetary health research either. All planetary health research and club opportunities require the student to take the initiative to join in.
- **Recommendations:** The University of Auckland should try to provide more opportunities/ funding/ events for students to learn and get involved with planetary health projects.

## Campus Sustainability

A-

- Within the University of Auckland, Te Kura Tapuhi i te Waipapa Taumata Rau (School of Nursing at the University of Auckland) has exhibited a strong drive and engagement in creating a sustainable campus for students, staff and ensuring a learning environment conducive to the impacts of climate change. The Environment and Sustainability office oversees the university's Carbon Zero Strategy, ensures Green Star Building accreditation in campus development, endorsed partnership with Auckland Transport and has developed small-scale measures to increase sustainable practices across a range of campus operations.
- **Recommendations:** We recommend to Te Waipapa Taumata Rau (University of Auckland) to create goals and plans that are more specific to the Nursing School, particularly considering environmentally friendly resource usage in lab and clinical spaces, and designate one or more full-time staff dedicated to campus and hospital sustainability. We also recommend that the University of Auckland, specifically the nursing school, implement greater methods to achieve sustainability through supply procurement and greater food and sustainability practices within the wider university.

# 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 schools’ 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.
- **Nursing School/Department vs. Institution:** When “nursing school” is specified in the report card, this only refers to curriculum and resources offered by the School/department of nursing 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 nursing students, no matter where in the institution the resource comes from or if it is

specifically targeted for nursing students, can meet this metric.

- **Environmental history:** 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 medical 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).

**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.

Completed in 2022 a [Literature Review by Metric](#) is available for the 2022 medicine report card metrics. We are in the process of updating this review and making it more applicable to all the disciplines. However the review serves as a rough collection of references for further learning and a resource for those advocating for increased planetary health engagement at their institutions.

# Planetary Health Curriculum

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

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

1.1. Does your nursing school offer courses regarding the relationships between extreme weather events, health effects, and climate change?	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p>In a core paper of the Bachelors of Nursing year 1 course <a href="#">Population Health 111</a> the lecture titled ‘Climate change and health’ discusses the impact of extreme weather events and the health effects. The ways in which socioeconomic factors can impact and subsequently lead to further health effects is briefly highlighted. Flooding, drought and hurricanes are discussed briefly, summarising how the changing climate results in negative health outcomes. There is also a ‘Health Promotion’ lecture in the <a href="#">301</a> nursing paper in year 3 that briefly covers the impact of climate change on health and the disproportionate impact climate change has on third world countries and minority groups.</p> <p>A score of one is assigned because, although climate change and its health impacts are briefly covered within the Bachelor of Nursing curriculum, this topic is not included in the Master of Nursing Science program.</p> <p>Given that both the Bachelor of Nursing and Master of Nursing Science programs jointly prepare registered nurses, the content related to climate change and health does not meet the definition of brief coverage across a unified core curriculum. Instead, it aligns more closely with elective coursework, justifying the lower score.</p>	

1.2. Does your nursing program provide education regarding the impacts of extreme weather events (e.g. storm, flooding, heat, drought, air pollution) on individual health?
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)



This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	1
<i>Score explanation:</i> A score of one is given as the impacts of extreme weather events are discussed in a core paper of the Bachelors of Nursing year 1 course called <a href="#">Population Health 111</a> , but not in the Master of Nursing Science program. In the lecture ‘Climate change and health’ we are taught about how drought, flooding, and other extreme weather events affect the taiao (world) and subsequently impact society.	

1.3. Does your nursing curriculum address the impacts of climate change on the changing patterns of infectious diseases?	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	1
<i>Score explanation:</i> Within the first year paper <a href="#">Nursing 105</a> , there is a brief 3 week period of pharmacology content. Within this coursework, the impacts of climate change on the changing patterns of infectious diseases is mentioned in the lecture ‘Why are Microbes Important?’. As it is only discussed briefly, but in a core paper of the Bachelor of Nursing and not in the Master of Nursing Science curriculum, a score of one is given.	

1.4. Does your nursing curriculum address pathophysiological health effects resulting from environmental degradation and climate change, including effects such as air, soil and water pollution, extreme heat, human-animal interactions, and emerging pathogens?	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	

Score Assigned:	0
<p><i>Score explanation:</i></p> <p>In the second year paper of the Bachelor of Nursing, <a href="#">Nursing 201</a>, the lecture ‘Introducing Concepts of Cellular Pathology’ briefly discusses the pathophysiological impacts of contaminated water. How microbes emerge and infect humans - from water to soil to animals are also mentioned within ‘Microbes and Infection’ in the first year core paper, <a href="#">Nursing 105</a>. As the environment and climate change were not directly related to topics mentioned and are not discussed in the Master of Nursing Science program, a score of zero is given.</p>	

1.5. Does your nursing curriculum address mental health issues and well-being effects resulting from environmental degradation and climate change?	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i></p> <p>The second year paper in the Te Kura Tapuhi i te Waipapa Taumata Rau (School of Nursing at the University of Auckland) course, <a href="#">Nursing 202</a> focuses on in-depth learning of mental health issues, treatments, and skills. This paper, however, does not address mental health issues and well-being effects that occur as a result of environmental degradation and climate change. This topic is not covered in the Master of Nursing Science curriculum. Therefore, no points are given.</p>	

1.6. Does your nursing curriculum address relationships between climate change, food and water security, and the impact on health?	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p>In <a href="#">Population Health 111</a>, a first-year core curriculum paper, the lecture ‘Framing the Determinants’: The Dahlgren &amp; Whitehead Model’ includes a brief image of the Dahlgren and Whitehead Model, which considers the impact of environmental effects. The lecture content also discusses the determinants of health and how changes to the environment have consequences on health. In <a href="#">Nursing 301</a> there is a ‘Health Promotion’ lecture that talks about the impacts of food and water scarcity on health and the detrimental impact climate change has on minority groups around</p>	

the world. Although it is mentioned briefly in two core curriculum papers in the Bachelor of Nursing, it is not mentioned in the Master of Nursing Science curriculum, a score of one is given.

**1.7. Does your nursing program address the environmental and health co-benefits of a plant-based diet?**

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

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

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

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

Score Assigned:

1

*Score explanation:*

Environmental and health co-benefits are addressed in [Population Health 111](#) in the first year of the undergraduate degree. In this paper, there is a lecture titled 'Climate change and health' that addresses the threat climate change poses to human health. The effects of extreme weather events, unequal impacts of climate change, the planetary boundaries and the opportunities for change are discussed. Although not expanded upon, the adoption of a plant-based diet is suggested as one such opportunity for change. However, since this topic is not covered in the Master Of Nursing Science, a score of one is given.

**1.8. Does your nursing school curriculum address relationships between ecosystem health, human health, and climate change?**

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

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

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

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

Score Assigned:

1

*Score explanation:*

Similarly, the lecture 'Climate change and health' in [Population Health 111](#) briefly discusses the effects of ecosystem health and climate change. A score of one is given as this concept is not explored in much depth, and it not mentioned in the Master of Nursing Science curriculum.

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

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 <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> In the first year of the undergraduate degree, the 'Climate change and health' lecture in <a href="#">Population Health 111</a> does briefly discuss the impacts of air pollution. However, there is no mention of environmental toxins and the effect on reproductive health throughout either the undergraduate and masters nursing programmes, therefore a score of zero is given.	

1.10. Does your nursing program emphasize the importance of Indigenous and Traditional Knowledge Systems as essential components of planetary health solutions?	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> Although Te Kura Tapuhi i te Waipapa Taumata Rau (School of Nursing at the University of Auckland) curates teaching for students about Māori health care and Māori traditions, linking current best-practise techniques to the Traditional and Indigenous Knowledge Systems of this culture, the teachings of these knowledge systems it is not connected to planetary health solutions.	

1.11. Does your nursing curriculum address important human-caused environmental threats that are relevant to the university or program's surrounding community?	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> The first year core curriculum paper <a href="#">Population Health 111</a> briefly touches on the importance of human-caused environmental threats that are relevant to the university's surrounding communities, however, not covered in great depth. There is no mention of this in any of the core nursing papers or masters curriculum.	

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

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

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

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

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

Score Assigned:

1

*Score explanation:*

The paper [Population Health 111](#) undertaken by the first year of Bachelor of Nursing students, discussed in depth the socioeconomic/racial disparities in health. However, in relation to extreme weather events and climate change exposure, these disparities in health are only briefly mentioned in 'Climate change and health' on slide 10, briefly mentioning disproportionate loss by disadvantaged populations. Since the topic is not covered in the Master of Nursing Science, a score of one is given.

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

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

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

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

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

Score Assigned:

0

*Score explanation:*

In [Māori Health 701](#), the Masters of Nursing curriculum paper, this topic is briefly addressed, stating climate action may be a way to improve health and address inequities for marginalised peoples. However, there is no mention of how the inequitable health impacts of climate change globally throughout the nursing curriculum, thus a score of zero is given.

**1.14. Does your nursing curriculum address climate and environmental health challenges that impact marginalized populations and communities?**

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

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

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

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

Score Assigned:	2
<p><i>Score explanation:</i></p> <p>The ‘Climate Change and Health’ lecture in <a href="#">Population Health 111</a> paper discusses the inequitable solutions to decrease air pollution by utilising electric vehicles. In <a href="#">Māori Health 701</a> of the Master of Nursing Science degree, there is also brief coverage of the impacts of climate change that may impact marginalised communities such as Māori via disturbance of traditional food sources from extreme weather events and risks of mental health and suicide due to damages to sites of cultural significance. A score of two is therefore given due to briefly addressing climate and environmental health challenges that impact marginalised populations and communities in the core curriculum in both first and post-graduate papers.</p>	

<b>1.15. Does your nursing curriculum address the impact of environmental degradation due to climate change on marginalized populations and communities?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p>The lecture ‘Climate change and health’ in the <a href="#">Population Health 111</a> paper discusses the unequal impacts of climate change and the right to health for Māori. Similarly, in <a href="#">Māori Health 701</a> of the Master of Nursing Science degree, there is information on how environmental degradation due to climate change will lead to heat-related/extreme weather-related death and illness, food and water-borne disease, rising rates of mental health issues and suicide and food insecurity due to existing inequalities in the system such as poorer access to health care. Therefore, a score of one is given as it is only briefly mentioned in the first-year core curriculum paper, and only more in-depth in the elective coursework of the Master of Nursing Science program.</p>	

<b>1.16. Does your nursing curriculum address the outsized impacts of anthropogenic environmental toxins on marginalized populations and communities?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i></p>	

Within [Māori Health 701](#), there is brief coverage of the outsized impacts of climate change on Māori people. However it does not particularly talk of the impacts of anthropogenic environmental toxins. The core papers of the undergraduate degree do not cover this topic. Therefore, no points are given.

**1.17. Does your nursing curriculum address the impacts of extreme weather events on healthcare systems?**

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

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

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

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

Score Assigned:

1

*Score explanation:*

Indirectly, the impacts of extreme weather events on the healthcare system are raised in the lecture 'Climate change and health' within [Population Health 111](#). The effects of extreme weather events, which in turn impact the healthcare system and the call for change this entails, are briefly discussed. [Māori Health 701](#) as part of the Master of Nursing Science course also briefly mentions that there may be pressures on the healthcare system from extreme weather events, such as the need to have an up-to-date disaster management plan, financial resources and staff allocation to ensure these plans are feasible and regularly updated. Thus, one point is given due to the insufficient coverage of this topic throughout the undergraduate and postgraduate courses.

**1.18. Does your nursing program address the carbon footprint of healthcare systems?**

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

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

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

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

Score Assigned:

0

*Score explanation:*

To the best of our knowledge, neither the Master of Nursing Science program nor the Bachelor of Nursing program address the carbon footprint of the healthcare system. Thus, a score of zero is given

**1.19\*. Does your nursing program curriculum or coursework highlight the waste generated by healthcare provision?**

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

This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> During practice sessions, clinical coursework, labs and simulation labs, students could be encouraged to take home surgical gloves used to practice the non-touch technique for reuse and to avoid waste. However, this was dependent on the lecturer carrying out these sessions. It was not something that was emphasised as part of the coursework; thus, a score of zero is given.	

<b>1.20*. Does your nursing program cover the contributions of pharmaceuticals to environmental degradation and climate change (e.g., anesthetic gases, inhalers, antibiotic resistance, etc.)?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> The Master of Nursing Science degree and also the undergraduate Bachelor of Nursing cover no information regarding the contributions of pharmaceuticals to environmental degradation and climate change; thus, a score of zero is given.	

<b>1.21. Does your nursing school's curriculum introduce strategies for having conversations with patients, nursing home residents, visitors, and other health professionals about the health effects of climate change and other environmental disruptions?</b>	
Yes, the <b>core</b> curriculum includes strategies for conversing with patients and other health professionals regarding climate change and environmental disruptions. (2 points)	
There are <b>elective</b> courses that include strategies for conversing with patients and other health professionals regarding climate change and environmental disruptions. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation:</i>	



There are no courses within the Bachelor of Nursing or Master of Nursing Science that include strategies for conversing with patients and other health professionals regarding climate change and environmental disruptions. Therefore, a score of zero is given.

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

Yes, the nursing program has **at least one** appointed faculty or staff responsible for planetary health and environmental nursing. (1 point)

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

Score Assigned:

1

*Score explanation:*

The University of Auckland School of Nursing Research fellow [Dr Elieen Gilder](#) from the University of Auckland School of Nursing is responsible for researching the connection between human health and planetary health. Glider is leading a team which includes professional teaching fellow Rubina Bogati. This research is crucial in sustainability, both planetary and human health. Glider and her team are committed to creating a representation of planetary health in the healthcare system. Therefore, one point is awarded.

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

Yes, the school of nursing has been involved with IPE simulations or experiences in the **past year**. (2 points)

Yes, the school of nursing has been involved with IPE simulations or experiences in the **past three years**. (1 point)

No, the school of nursing has not been involved with IPE simulations in the past three years. (0 points)

Score Assigned:

0

*Score explanation:*

The Interdisciplinary Education (IPE) simulation sessions cover information such as basic and advanced life support and the importance of working well together in a team to prevent patient harm. No attempt was made during IPE simulations to highlight the health risks of climate change and how each profession can work together to mitigate and adapt to health risks from climate change and other environmental disruptions. Therefore, no points are given.

**Section Total (12 out of 65)**

**32%**

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# Interdisciplinary Research

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

<b>2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?</b>	
Yes, there are faculty members at the <b>institution</b> who have a <b>primary</b> research focus in planetary health <b>or</b> sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the <b>institution</b> who are conducting research <b>related</b> to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the <b>institution</b> , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are <b>no</b> planetary health and/or sustainability researchers at the <b>institution</b> at this time. (0 points)	
Score Assigned:	3
<p><i>Score explanation: Insert explanation here.</i></p> <p>Across the entirety of the University of Auckland, there is a team of researchers from across the University within a <a href="#">centre of Climate, Biodiversity, and Society Research</a>, a centre that was established by Professor JR Rowling From the Faculty of Science in 2023. The work undertaken by the researchers and the centre responds to the challenges and barriers of attaining sustainable futures and a collective wellbeing through its research and training. It encompasses a much broader spectrum of focus, placing a heavier emphasis on the impact of climate changes on our incoming futures, the biodiversity of the planet, and the effect it may have on our society as a whole.</p> <p>Specifically within Te Kura Tapuhi i te Waipapa Taumata Rau (School of Nursing at the University of Auckland), research fellow <a href="#">Dr Elieen Gilder</a> leads a team which includes other members of the Nursing School in researching the connection between human health and planetary health, focussing on sustainability. Glider and her team are committed to creating representation of planetary health in the healthcare system.</p> <p>Thus, with the establishment of a collective University research team, and a research team specific to the Nursing School with a primary research focus in planetary health, 3 points are given.</p>	

**2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your institution?**

There is **at least one** dedicated department or institute for interdisciplinary planetary health research. (3 points)

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

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

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

Score Assigned:

1

*Score explanation:*

[Ngā Ara Whetū - Centre for Climate, Biodiversity and Society](#) is a 2023 established research centre founded by Professor JR Rowling for the dedicated purpose of researching the environmental impacts and barriers caused by it upon the environment and society. This research centre is lead by a senior leadership team of three individuals along with three more operations staff; it coordinates and supports research efforts from researchers from varying faculties across the university, from Science, Engineering, Arts/Education, and Business, all striving towards the similar goal and coming in from different perspectives from their own respective fields.

However, as the Ngā Ara Whetū - Centre for Climate, Biodiversity and Society was established only in 2023, it is unlikely and not presented on their sites that there is any type of focus placed on planetary health and its impacts on it, therefore currently acts only as a Occupational and Environmental Health department, granting a score of one.

**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 points)

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

Score Assigned:

0

*Score explanation:*

Unfortunately the University of Auckland does not have a method by which individuals that have been unjustly affected are able to provide experience based input to the research agenda at the

university, due to the lack of a dedicated existing research institute for planetary health research, and research of its impacts. Therefore, a score of zero is given.

**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:

0

*Score explanation:*

There is currently no website for Planetary Health Research that has been undertaken in the past or the present at the University of Auckland.

**2.5. Has your institution recently hosted a conference or symposium on topics related to planetary health?**

Yes, the **institution** has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)

Yes, the **institution** has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)

Yes, the **institution** has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)

The **institution** has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)

No, the **institution** has not hosted a conference on topics related to planetary health in the past three years. (0 points)

Score Assigned:

0

*Score explanation:*

There have not been any recent records of symposiums held or supported by the University of Auckland specifically on Planetary/ Sustainable Health, however there have been symposiums and

conferences held by the University on sustainability and its impact on the planet such as the oceans. Therefore, as these symposiums are unrelated to planetary health, no points are able to be given.

**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 points)

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

Score Assigned:

0

*Score explanation:*

The University of Auckland is currently not a part of any international planetary health organisations.

**Section Total (4 out of 17)**

**24%**

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## Community Outreach and Advocacy

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

### 3.1. Does your **institution** partner with community organisations to promote planetary and 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 has participated in community focused events relating to planetary health. (1 point)

No, there is **no** such meaningful community partnership. (0 points)

Score Assigned:

2

#### *Score explanation:*

The University of Auckland has developed a [Sustainability Policy](#) that emphasizes collaboration on sustainability initiatives and partnerships with local communities, government bodies such as Auckland Council and the Ministry for the Environment, and conservation organizations like the Department of Conservation. It has also established [Ngā Ara Whetū](#) – Centre for Climate, Biodiversity & Society and the School of Environment to support interdisciplinary research and education on climate, biodiversity, and environmental sustainability. However, while these partnerships support sustainability efforts, there is no clear evidence of direct collaboration with community organizations specifically addressing planetary health impacts. Therefore, a score of two is given.

### 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 <b>institution</b> has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)	
The <b>institution</b> has not offered such community-facing courses or events. (0 points)	
Score Assigned:	2
<i>Score explanation:</i> The University of Auckland offers community-facing events related to planetary health at least once a year. <a href="#">Ngā Ara Whetū</a> , a research centre at the university focused on climate, biodiversity, and society, organizes <a href="#">student workshops</a> , public lectures, and networking <a href="#">events</a> on sustainability and planetary health. While these initiatives engage the public, they are primarily structured for students and researchers rather than for a dedicated community audience, aligning with a 2-point score.	

<b>3.3. Does your <u>institution</u> have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?</b>	
Yes, all students <b>regularly</b> 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 <b>some courses</b> . (1 point)	
Students <b>do not</b> receive communications about planetary health or sustainable healthcare. (0 points)	
Score Assigned:	1
<i>Score explanation:</i> The University of Auckland provides broad coverage of topics related to planetary health and sustainable healthcare. This communication is found in the <a href="#">‘Sustainable Impact’</a> section under ‘News and Opinions’ on the university’s website, which shares updates on university-wide sustainability efforts, faculty-led initiatives, and institutional achievements in environmental stewardship. However, planetary health and sustainable healthcare are not consistently highlighted in these communications. While all students can access these updates, it is unclear whether any courses receive dedicated, regular communications on planetary health or sustainable healthcare. Therefore, a score of one is justified.	

<b>3.4. Does the <u>institution</u> or <u>main affiliated hospital trust</u> 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?</b>
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Yes, the <b>institution</b> or <b>main affiliated hospital trust</b> 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 <b>institution</b> or <b>main affiliated hospital trust</b> offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers. (1 point)	
There are <b>no</b> such accessible courses for post-graduate providers. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i></p> <p>There are no dedicated post-graduate courses on planetary health or sustainable healthcare offered by the University of Auckland or its main affiliated hospital, Te Whatu Ora Te Toka Tumai Auckland (formerly Auckland City Hospital). However, <a href="#">Sustainable Healthcare Aotearoa</a>, an independent professional network that includes Te Whatu Ora – Health New Zealand among its members, provides educational materials and resources for healthcare professionals through its website and YouTube channel. While these initiatives promote awareness and engagement with sustainable healthcare, they are not structured courses designed for post-graduate providers. As a result, a score of zero is assigned.</p>	

<b>3.5. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational materials for patients about environmental health exposures?</b>	
Yes, the <b>institution</b> or <b>all affiliated hospitals</b> have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p>Educational materials on environmental health exposures are available at the national level through Te Whatu Ora – Health New Zealand. These resources, found under the <a href="#">Environmental Health</a> section of its website, cover topics such as <a href="#">drinking water</a> safety, <a href="#">hazardous substances</a> (including asbestos and pesticides), <a href="#">heat</a> exposure, <a href="#">noise</a> pollution, <a href="#">recreational water</a> safety, and <a href="#">wastewater</a> health risks. Since these materials are publicly accessible, widely referenced by both teaching universities and hospitals, and serve as a trusted source for patient education, a score of two is justified.</p>	

<b>3.6. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational materials for patients about the health impacts of climate change?</b>
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Yes, the <b>institution</b> or <b>all affiliated hospitals</b> have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p>At the national level, <a href="#">Health New Zealand – Te Whatu Ora</a> provides an overview of the health impacts of climate change on its Climate Change and Environmental Health <a href="#">webpage</a>. This includes information on direct effects, such as extreme weather events, and indirect effects, including mental health challenges linked to climate change. In addition to this, the page links to further reports and summaries, such as the <a href="#">Human Health Impacts of Climate Change for New Zealand</a> evidence summary, which offers a detailed analysis of how climate change is already affecting and will continue to impact human health.</p> <p>These materials are widely referenced by the public, universities, and teaching hospitals, aligning with the criteria for a score of two.</p>	

Section Total (9 out of 14)	64%
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# Support for Student-Led Planetary Health Initiatives

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

## 4.1. Does your **institution** offer support for students interested in enacting a sustainability initiative/QI project?

Yes, the **institution** *either* offers grants for students to enact sustainability initiatives/QI projects *or* sustainability QI projects are part of the core curriculum. (2 points)

The **institution** encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, **but** there is no student funding available and there is no requirement to participate. (1 point)

No, the institution does not offer opportunities or support for sustainability initiatives or QI projects (0 points).

Score Assigned:

1

### Score explanation:

There are no specific grants or support for student sustainability or QI projects at this moment in time, but you can keep an eye out for any new grants via the [Research Hub](#) site. Students can however reach out to staff with interests in sustainability and healthcare via the University of Auckland "[Research](#)" page. The likelihood of the research project taking place would depend on staff availability. As such a score of one is given as the school does have opportunities for students to take on sustainability research but does not provide support.

## 4.2. Does your **institution** offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?

The **institution** has a **specific** research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)

There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these **require student initiative** to seek these 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:

A score of one is given as students can carry out sustainability research but opportunities are limited and at times not available. The projects also require students to take the initiative to seek and carry out the projects in their own time. This can be done by reaching out to a supervisor via the [UOA website](#) that has an interest in planetary health.

**4.3. Does the institution have a web page 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 institution and/or contact of information of potential mentors.**

The institution has a web page 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 web page that features some information on projects and mentors within planetary health and sustainable healthcare within the institution, but it lacks key information. (1 point)

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

Score Assigned:

1

*Score explanation:*

The University of Auckland provides a web page which has pdfs of their [sustainability strategy](#) and sustainability efforts. It is not specific to the school of nursing or planetary health but the students can easily access it. There are also mentors available for students who wish to take on sustainable healthcare projects but this information as well as other key information such as how to get involved with research and projects is missing from the webpage. Therefore a score of one is awarded

**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:*

A score of two is awarded as there are a few student-led clubs at the University of Auckland namely, the [Global health interest group](#) and [sustainable future collective](#), which are interprofessional clubs focused on planetary health and improving the environment. They receive funding from the university for events and projects.

**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 that serves on a department or institutional decision-making council/committee. (1 points)

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

Score Assigned:

0

*Score explanation:*

There is no student representative who serves on department or institutional boards/ councils to advocate for reform or sustainability practices. But there are clubs such as [Generation Zero](#) which advocate for reform but they are not part of the board, as such a score of zero is given.

4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	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.	0
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	0
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	0
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
<i>Score explanation:</i> A score of three is awarded as students have volunteer groups and outdoor activity groups that they can take part in such as <a href="#">University of Auckland volunteer club</a> and <a href="#">University of Auckland Student Volunteer Army</a> which provide students with opportunities to give back to the community. Clubs	

like [NASA](#) (Nurses of Auckland University Association) also organise outdoor activities such as “Round the Bays” as part of club events but these are few and far apart and usually as a fundraising event for charity with no particular link to planetary health. The Business school has a [gardening group](#), but this is aimed towards staff members who wish to learn about gardening rather than students, but little information on this can be found.

**Section Total (7 out of 15)**

**47%**

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# Campus Sustainability

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

5.1. Does your <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is <b>at least one designated staff member</b> for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but <b>no specific staff member</b> in charge of hospital sustainability. (2 points)	
There are <b>no salaried sustainability staff</b> , but there is a sustainability task force or committee. (1 point)	
There are <b>no</b> staff members <b>or</b> task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p>The University of Auckland has an <a href="#">Environment and Campus Sustainability Office</a> working to embed sustainability, define and monitor the Net-Zero carbon pathway, implement carbon reduction strategies and sustainability initiatives. Moreover, there is a Sustainability Hub ensuring the application and implementation of the sustainability strategies in teaching, learning and research.</p>	

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

*Score explanation:*

University of Auckland has established the [Te Taumata Tukuwaro-kore, Net Zero Carbon Strategy](#) and is committed to achieving and sustaining a net-zero carbon trajectory for the University, including the Faculty of Medical and Health Sciences, specifically the Nursing Faculty. The strategy aims to foster a climate and carbon conscious pūkautanga/ethos within the university community and to achieve net zero carbon within the university by 2030.

**5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?**

Yes, institution buildings are **100%** powered by renewable energy. (3 points)

Institution buildings source **>80%** of energy needs from off-site and/or on-site renewable energy. (2 points)

Institution buildings source **>20%** of energy needs from off-site and/or on-site renewable energy. (1 point)

Institution buildings source **<20%** of energy needs from off-site and/or on-site renewable energy. (0 points)

Score Assigned:

3

*Score explanation:*

In conjunction with the university's net carbon strategy, the university has gradually increased the percentage of [carbon certified electricity sourced](#). While overall electricity consumption has increased since baseline data established in 2019, the consumption of reticulated gas has decreased. As of October 2024, the University of Auckland sources 100% of its electricity from Toitū [carbonzero certified suppliers](#), however, the still utilizes natural gas for heating and hot water in some buildings. 100% of the [electricity consumed in 2024](#) was certified renewable. 60% was via Toitū certified carbonzero suppliers, and the remaining 40% was purchased via renewable energy certificates. All electricity is supplied to the university via the grid. Therefore as electricity use within the University is sourced 100% as certified renewable, 3 points are given.

**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 <b>inadequately or incompletely</b> implemented for new buildings. (1 point)	
Sustainability is <b>not considered</b> in the construction of new buildings. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p>The university aims to achieve <a href="#">Green Building Accreditation</a> for all new construction and major renovations to a World Leading level. The university is working in collaboration with the New Zealand Green Building Council Green Star Fitouts 2025 to certify the sustainable design and construction of building fit-outs. Similarly, construction standards for future projects include adhering to the Green Certification for Construction and Demolition waste; prioritising passive solar design, natural ventilation, green roofs and walls, and biophilic design; and prioritising architectural design that are climate adaptable. Significant levels of progressiveness and concern for sustainability and environmental impact of new builds and retrofitted buildings are evident, thus a score of three is given.</p>	

<b>5.5. Has the <u>institution</u> implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?</b>	
Yes, the institution has implemented strategies to encourage and provide <b>environmentally-friendly transportation options</b> 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 <b>some</b> strategies to provide environmentally-friendly transportation options, but the options are <b>unsatisfactorily</b> accessible or advertised. (1 point)	
The institution has <b>not</b> implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p>As of data from 2022, Auckland University has <a href="#">partnered with Auckland Transport</a> to promote active transport, public transport and electric vehicles. The university encourages walking and cycling, providing end-of-trip facilities for commuters such as showers, cycle spaces and storage. The campuses are purposely designed to be pedestrian friendly, situated along regular bus routes with frequent stops, enhancing accessibility via public transport. Auckland Transport also provides a 20% discount for tertiary concessions, further incentivising use. Electric vehicles are also encouraged, with the installation of fast-charging stations for the transition to use of electric and hybrid fleet vehicles. Therefore, as the University has implemented strategies that encourage and provide environmentally-friendly transportation options that are well-utilised by students, the full 4 points are given.</p>	



**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 university. (0 points)

Score Assigned:

1

*Score explanation:*

Around the Grafton Campus used by the Nursing school there are numerous [recycling and general rubbish bins](#) available to students and visitors around campus. These bins are clearly labelled and accessible to students located in central areas, in the library and outside lecture theatres and labs. However, there is no organics recycling program available at the campus. Particular schools within the University of Auckland have implemented organics recycling programs, but the Nursing School is yet to establish its own. Thus a score of one has been given.

**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

*Score explanation:*

There are [no official sustainability guidelines](#) for food and beverages at the University of Auckland however Student Life has collaborated with the Sustainability and Environment team to create the [Single Use Reduction pilot](#), providing waste reduction techniques specific to each retail outlet. However, as these are not compulsory actions for food and beverage retailers on campus to adhere to, 2 points are given due to the insufficiency of urgency and recommendation to adopt these strategies.

**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

*Score explanation:*

The [Procurement Policy](#) at the University of Auckland encourages the consideration of environmental impacts including in production and that procurement supports the Sustainability local and social impact goals. Although the University's [Sustainability Policy](#) states the commitment to ensuring within the education received by students includes understanding the role their chosen fields will have in the pursuit of sustainability and to develop the knowledge and skills necessary to contribute towards sustainable societies, we do not feel our education within the Nursing School adequately reflects this. Teaching resource waste can be excessive, and while we recognise this can be unavoidable, means to reduce the environmental impacts are not acknowledged or taught. Thus far, we are unable to find evidence the university is engaged in efforts to increase sustainability of procurement, therefore a score of one is given.

**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:

1

*Score explanation:*

The [Sustainable Event Guideline](#) draws upon the Sustainability Policy encouraging students and staff to consider specific elements when planning an event. Advice by the University of Auckland includes thoroughly planning the event, e.g. resource procurement, the potential generation of waste and encouraging environmentally forms of transport to-and-from the event; highlighting the sustainability principles to staff, attendees and suppliers; to move away from single-use items, and to reflect on the event afterwards and identify potential areas of improvement. Though this advice is available across the university, it is not enforced or incentivised therefore scoring 1 point.

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

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

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

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

Score Assigned:

2

*Score explanation:*

The University of Auckland has actively implemented programs and initiatives to assist making lab spaces more environmentally sustainable.

Lab managers within the University of Auckland dedicated to ensuring sustainable practices are used within labs across the university, including recycling and reducing the use of water and energy operate as the [Sustainable Laboratories Group](#) across the University. The [Faculty of Science](#) establishes its aim to reduce waste, power and water usage. The faculty provides tools and resources to educate lab managers, students, researchers, staff, and academics on implementing sustainable practices when in the laboratories. The [Liggins Institute's laboratory](#) became the first lab in New Zealand to have achieved the highest level of international sustainability certification from My Green Lab. This certification highlights a comprehensive approach to sustainability within labs.

Therefore, as there are multiple programs and initiatives working to make lab spaces within the University of Auckland more sustainable, two points are given.

**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:

4

*Score explanation:*

As of August 2019, the University of Auckland Foundation announced its commitment to [divesting from fossil fuel investments](#), specifically those listed in the Carbon Underground 200. The university also established a [responsible investment policy](#) to guide future decisions under an Environmental, Social, and Governance framework. As the University of Auckland has entirely divested from fossil fuels, however no information is available to determine if the divested funds have been reinvested into renewable energy companies or campus initiatives, a score of four is given.

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

**81%**

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# Grading

## Section Overview

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

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

## Planetary Health Grades for the University of Auckland School of Nursing

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

Section	Raw Score %	Letter Grade
<b>Planetary Health Curriculum (30%)</b>	$(12/65) \times 100 = 18\%$	F
<b>Interdisciplinary Research (17.5%)</b>	$(4/17) \times 100 = 24\%$	D-
<b>Community Outreach and Advocacy (17.5%)</b>	$(9/14) \times 100 = 64\%$	B-
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	$(7/15) \times 100 = 46\%$	C+
<b>Campus Sustainability (17.5%)</b>	$(26/32) \times 100 = 81\%$	A-
<b>Institutional Grade</b>	$(18 \times 0.3 + 24 \times 0.175 + 64 \times 0.175 + 46 \times 0.175 + 81 \times 0.175) = 43\%$	C-