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

## *Monash University*

2025-2026 Contributing Team:

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**Land acknowledgement:** The Monash University Nutrition and Dietetics School Planetary Health Report Card team acknowledges the traditional owners of the land on which our university sits, the Bunurong and Wurundjeri people of the Kulin nation. We acknowledge that traditional paradigms of Caring for Country both predate and intersect with Planetary Health, leaving much to be learnt from Aboriginal and Torres Strait Islander ways of being and knowing.

# Summary of Findings

| Overall Grade | B+ |
|---|---|

| Curriculum | A- |
|---|---|

Monash University's Nutrition and Dietetics curriculum emphasises sustainable food systems and planetary health through both dedicated core courses and some integration in other courses. Real-world experiences are also offered to students, addressing food production and waste, food policy, and advocacy. However, core courses within the curriculum only appear in the later years of the Degree, therefore opportunities to integrate into Year 1 and Year 2 courses exist, as well as potential for more intentional focus during placements/practicum experiences.

**Recommendations:** During the upcoming curriculum review of the Bachelor of Nutrition Science, it is recommended that sustainable development, sustainable food systems and planetary health be a thread that is woven throughout multiple courses, from Year 1 to Year 3.

| Interdisciplinary Research | A |
|---|---|

Monash University demonstrates strong institutional leadership in planetary health and healthcare sustainability, with dedicated research divisions, multiple faculties actively conducting primary research in these areas, and membership in major global sustainability networks. Furthermore, the Faculty of Medicine, Nursing and Health Sciences led a co-designed, faculty-wide project with student champions and educators to develop Planetary Health curriculum that boosted educator confidence and prepared future graduates to address complex global challenges.

**Recommendations:** Further collaborative work between Monash departments e.g. environmental science, public health and policy and nutrition, in the form of workshops, hands-on activities such as group working bees in the existing permaculture garden or formal research collaborations would strengthen the planetary health agenda Institution-wide. Annual Monash interdisciplinary conferences would also assist in department-wide communication of new ideas and status of existing projects.

| Community Outreach and Advocacy | B- |
|---|---|

Throughout 2025–2026, Monash University demonstrated strong community outreach through partnerships with healthcare, government, and industry organisations. The Monash Sustainable Development Institute (MSDI) continues to collaborate with the World Health Organisation and Enel Green Power Australia, enabling students to undertake practical training and contribute to real-world sustainability initiatives aligned with the UN Sustainable Development Goals.

Community-facing initiatives delivered through the Net Zero Academy and the Monash Reuse Centre further engage students and external stakeholders in strengthening climate action leadership and capacity. Postgraduate offerings support continued professional development in sustainable healthcare, equipping future health professionals with tangible strategies to enact change within the sector.

However, sustainability initiatives are not consistently visible across university-wide communication channels, and students must often seek information independently. In addition, neither Monash nor its affiliated teaching hospitals provide readily accessible patient-facing resources on environmental health exposures or the health impacts of climate change.

**Recommendations:** Monash University should enhance the visibility, coordination, and accessibility of its planetary health initiatives for health professional students, ensuring these efforts are clearly communicated and easily navigable across institutional platforms. Greater emphasis should also be placed on developing and integrating patient-directed educational resources on climate-related health impacts, extending planetary health engagement beyond the university and into clinical care.

## Support for Student-Led Initiatives | A-

Monash University has several initiatives that assist in involving students in planetary health and educating them about environmental issues. The institution offers opportunities for students to take part in research related to planetary health largely through the Monash Sustainable Development Institute and also encourages students to engage with sustainability initiatives such as the Green Steps program. Monash University also performs well in having information regarding sustainability and planetary health available to its students through a website that is accessible to the public and having a student liaison that advocates for sustainability best practices on an institutional level.

Whilst there are a few planetary health related student groups at Monash University, groups such as Monash Doctors for the Environment Australia (MDEA) and AMSA (Australian Medical Students' Association) Code Green are not faculty supported and require external funding for operations. Pharmalliance, however, does receive faculty support.

**Recommendations:** Student associations for planetary health within the university and medical school should receive faculty and student union support. This would promote increased opportunities for students to engage in planetary health related activities such as research, education and advocacy. In addition to this, the university should continue to encourage students to take part in sustainability initiatives and make it more accessible for students to do so.

## Campus Sustainability | B

Monash University has made significant strides in campus sustainability towards the end of 2025, most notably in the ending of their partnership with Woodside group. Monash University also made great progress in achieving 100% renewable electricity across all Monash campuses, sourcing their electricity from both wind and solar energy. The institution has continued its process of retrofitting their buildings to be more sustainable in nature and move towards net zero campuses.

**Recommendations:** Monash University should aim to be more transparent with its wider community in regards to their progress in achieving net zero by 2030 as well as being clear in their divestment from fossil fuels and their plan to move away from natural gases. The institution should also consider implementing stricter sustainability guidelines for events being held at the university and a more stringent composting program on the different campuses. One suggestion is to collaborate with social enterprises, such as *Terracycle*, to repurpose challenging items such as soft plastics, coffee pods, and textiles.

# 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, 4) community outreach centred on environmental health impacts, and 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: | 3 |
| The Monash Nutrition and Dietetics department has **three core units dedicated to food systems education**: NUT3006 Food Systems and Planetary Health, NUT3082 Public Health Nutrition and NUT5004 Food Systems and Dietetic Practice.<br><br>There are other core units, across both undergraduate and postgraduate degrees, such as NUT4001 Foundations of Dietetic Practice, that also touch on aspects of sustainable healthcare and sustainable food systems into their curricula. | |

***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: | 4 |

***Final year - NUT3006 Food Systems and Planetary Health (BNutSc)***

- **Week 2: Agricultural production**
  A single slide links to a news article illustrating how natural disasters are associated with rising fruit and vegetable prices.
- **Week 6: Consumption**
  The pre-class task directs students to a paper outlining social and economic barriers to adopting healthy, sustainable diets. The material highlights inequities but does not explicitly connect them to climate change.
- **Week 11: Climate change**
  Workshop discussions focus on how climate change is projected to lower agricultural yields, disrupt supply chains, and increase the frequency of extreme events - factors that collectively reduce food availability and push prices higher, making nutritious food less affordable.

***Final year - NUT3082 Public Health Nutrition (BNutSc)***

- **Week 10: Promoting public and planetary health.**
  A lecture slide presented statistics on the global health impacts of climate change, noting the growing numbers of people affected by issues such as poverty, malnutrition, malaria, diarrheal disease, and heat stress.

***Final year - NUT5004 Food Systems for Nutrition and Dietetics Practice (MND)***

- **Week 1: Drivers and power in food systems**
  A lecture slide outlined how climate change influences key social determinants of health, including rising food insecurity, declining crop yields and fish stocks, reduced nutrient quality, and increasing food prices. During the workshop, an in-class task allowed students to examine major food-system drivers and their consequences, such as worsening food insecurity and diminished food quality.

- **Week 6: Food security**
  The assigned pre-class reading identified climate change as one of the contributors to food and nutrition insecurity in several high-income countries, including Australia.
- **Week 7: Improving food systems for emergency events**
  Workshop materials included multiple slides detailing the links between climate change and

human health. The session also noted that by 2023, six planetary boundaries - climate change, novel entities, biogeochemical flows, freshwater change, land-system change, and biosphere integrity, had moved beyond the safe operating space, compared with three in 2009. Students also completed an in-class activity involving two readings: one examining the health impacts of climate change, and another outlining three climate-related disasters projected to have the greatest health consequences by 2025, deepening their understanding of the topic.

***Final year - NUT5002 Professional Practice: Community and Public Health Nutrition and Food Systems Placement (MND)***. There are opportunities for students to learn about the food systems of their organisation that they undertook placement in, and how it relates to social determinants of health.

| **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 |

***Final year – NUT3006 Food Systems and Planetary Health (BNutSc)***

- **Week 9: Drivers – Australia as a food secure nation**
  The pre-class reading outlines how marginalised groups face heightened vulnerability to food insecurity, largely due to limited financial resources and restricted access to affordable, nutritious food. Lecture material also discusses the retail sector's response to COVID-19, the consequences of food insecurity, and the importance of raising awareness in healthcare settings. Bushfires are mentioned, though climate change is not explicitly addressed.
- **Week 11: Challenges**
  Workshop content notes that climate-driven extreme events can significantly increase risks for marginalised communities.

***Final year – NUT5004 Food Systems for Nutrition and Dietetics Practice (MND)***

- **Week 9: Improving the food system for emergency events**: A workshop slide included a referenced map identifying countries and regions most vulnerable to climate change. An embedded link provided further detail on how marginalised groups, including Indigenous communities, experience disproportionate impacts.

***Final year –*** ***NUT3082 Public Health Nutrition (BNutSc)***. This unit examines social determinants of health and their relationship to public health outcomes, including climate-related health effects. One workshop focuses specifically on planetary health.

***Final year –*** ***NUT5002 Professional Practice: Community and Public Health Nutrition and Food Systems Placement (MND)***. Students have opportunities to learn about the food systems relevant to the organisations where they complete their placements.

| **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: | 3 |

***Final year –*** ***NUT3006 Food Systems and Planetary Health (BNutSc)***

- **Week 2: Agricultural production**
  Lecture highlighting industrialised agricultural practices leading to greenhouse gas emissions and soil degradation leading to climate change, the use of pesticides and herbicides and how these gain entry into the food system and also affect the ecosystem.
- **Week 7: Consumption**
  The pre-class task directed students to a paper discussing social and economic barriers to adopting healthy, sustainable diets, though it did not explicitly connect these inequities to climate change.
- **Week 11: Drivers and challenges for food systems transformation**
  Workshop material highlighted that climate change is projected to lower agricultural productivity, disrupt supply chains, and increase the frequency of extreme events - factors that collectively reduce food availability and raise prices, making nutritious food less accessible.

***Final year –*** ***NUT3082 Public Health Nutrition (BNutSc)***

- **Week 10: Promoting public and planetary health**: This lecture presented statistics on the global health impacts of climate change, including rising rates of poverty, malnutrition, malaria, diarrhoeal disease, and heat stress.

***Final year –*** ***NUT5004 Food Systems for Nutrition and Dietetics Practice (MND)***

- **Week 1: Drivers and power in food systems**
  A slide examined how climate change affects social determinants of health, such as increasing food insecurity, lowering crop yields and fish stocks, reducing nutrient quality, and driving up

food prices. An accompanying workshop activity allowed students to explore food-system drivers and their consequences, including food insecurity and reduced food quality.

- **Week 6: Food security**
  The pre-class reading identified climate change as a contributor to food and nutrition insecurity in several high-income countries, including Australia.
- **Week 7: Improving food systems for emergency events**
  Workshop slides explored the links between climate change and human health. The session also noted that by 2023, six planetary boundaries: climate change, novel entities, biogeochemical flows, freshwater change, land-system change, and biosphere integrity, had moved beyond the safe operating space, compared with three in 2009. An in-class activity involved two readings: one on the health impacts of climate change and another outlining three climate-related disasters expected to have the greatest health consequences by 2025.

***Final year – NUT5002 Professional Practice: Community and Public Health Nutrition and Food Systems Placement (MND)***: Students had opportunities to examine the food systems within their placement organisations and consider how these systems intersect with social determinants of health.

| **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: | 3 |

***Final year – NUT3006 Food Systems and Planetary Health (BNutSc)***

- **Week 2: Agriculture**
  The pre-class activity directs students to a video introducing Australian native plant foods and agricultural practices.
- **Week 6: Consumption**
  A workshop slide encourages students to choose foods produced through sustainable methods and to value Indigenous knowledge in food sourcing.
- **Week 7: Food waste**
  Workshop material references a position paper underscoring the essential role of Indigenous knowledge in shaping sustainable dietary practices and informing policy for planetary health, including calls for a National Food and Nutrition Strategy that centres Indigenous perspectives. However, this content appears briefly, with only two slides within a 38-slide deck.
- **Week 11: Challenges**
  Some students complete a workshop task examining a food-system solution that explicitly prioritises Indigenous voices.

***Final year – NUT3082 Public Health Nutrition (BNutSc)***

- **Week 10: Promoting public and planetary health:** One lecture slide presents Indigenous perspectives on planetary health, noting that many Indigenous communities view personal, environmental, and community health as inseparable.

***Final year – NUT5004 Food Systems for Nutrition and Dietetics Practice (MND)***

- **Week 1: Drivers and power in food systems**: A few slides highlight the breadth and rapid growth of Aboriginal plant food systems.

***Final year – NUT5002 Professional Practice: Community and Public Health Nutrition and Food Systems Placement (MND)***. Some placements offer opportunities for students to engage with Indigenous knowledge systems and understand their importance within food-system contexts.

***First year – NUT1002 Evaluating the Evidence: Nutrition and Population Health (BNutSc)***

- **Week 1: Indigenous Nutrition**: A recorded pre-class activity, which includes a conversation between a Monash academic staff member and an Aboriginal academic about the topic on Indigenous food systems and Indigenous food sovereignty. Together they reflect on the importance of nutrition science students to respect Indigenous ways of knowing, being and doing around food and food systems. They also discuss the nuances of ethical and respectful nutrition research and introduce two quality appraisal tools created by Indigenous peoples to critically appraise research involving Indigenous Peoples. Students practice applying these tools during a workshop and assessment task later in semester.

***First year – NUT1001 Personal and Professional Perspectives in Nutrition (BNutSc)***

- **Week 3: Introduction into Australia's Food culture and history**
  Section within lecture about history of Indigenous caretaking of the land, introduction into some native ingredients, outline of Indigenous food groups, cultural significance of foods as both nourishment and medicine within Indigenous groups in Australia. Links to how Indigenous ways of life were harmonious with the ebbs and flows of the natural environment.

| **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: | 2 |

***Final year – NUT5004 Food Systems for Nutrition and Dietetics Practice (MND)***

- **Week 10: Sustainable Practices in Food Service**: The final week included an optional workshop centred on recognising and evaluating sustainable approaches within food service settings. As part of the session, students worked through a case study that examined the sustainability initiatives currently in place at Eastern Health.

***Final year – NUT3082 Public Health Nutrition (BNutSc)****:* The content included a brief set of slides outlining the contribution of greenhouse gas emissions generated by the healthcare sector. In class, students play the Healthy Planet, Healthy People board game which also covers this topic

| **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) | 1 |
| 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 |

***Final year – NUT3006 Food Systems and Planetary Health (BNutSc)***

- **Week 1: Introduction to Food Sustainability Systems**
  The opening workshop outlines the purpose of the unit and emphasises the need for major transformation within today's food system. One slide introduces global population growth and the impacts of climate change, such as rising greenhouse gas emissions and biodiversity loss. It also briefly touches on the full spectrum of malnutrition, including child stunting and wasting, overweight and obesity, and non-communicable diseases. Throughout the workshop, discussions repeatedly return to the challenges posed by a growing global population and the implications this has for access to healthy diets and adequate food supply.
- **Week 2: Agricultural Production**
  The pre-reading directs students to watch a video on Australian native plant foods and agricultural practices prior to colonisation. Workshop content explores dietary shifts, such as reduced agro-biodiversity and increased intake of highly refined carbohydrates. Class discussions examine industrialised agriculture, the forces driving it, and how farming practices have become increasingly industrial over time. The session also provides detailed coverage of environmental concerns and highlights Victorian government strategies that promote more localised food systems.
- **Week 4: Distribution**

This workshop focuses entirely on how year-round consumer demand for food accelerates the industrialisation of distribution systems and the sustainability issues that arise from meeting this demand. A lecture slide also reviews the effects of the COVID-19 pandemic and the war in Ukraine, particularly how disruptions to food supply influenced consumer behaviour.

- **Week 6: Consumption**
  The workshop examines how growing urban populations intensify food demand, including rising meat consumption linked to increasing household incomes.
- **Week 8: Drivers**
  A major learning objective for this workshop was to *"explain the environmental, political, and social implications of sustaining food supply, access, and utilisation to support food security at national, community, and household levels."* At the national scale, the session discussed how the COVID-19 pandemic caused temporary disruptions to food supply chains.
- **Week 11: Climate Change and Food Systems**
  One workshop slide outlined various foods affected by climate change, noting, for example, that vegetables have maximum temperature thresholds, extreme heat can scorch crops and reduce quality and flavour. The pre-class task asked students to read an article that included discussion of colonisation.

***First year – NUT4001 Foundations of Dietetic Practice (MND)****:* This unit highlights global population growth and urbanisation, the rising worldwide demand for food, particularly meat, and how these trends contribute to increasing greenhouse gas emissions.

***Final year – NUT5004 Food Systems for Nutrition and Dietetics Practice (MND)***

- **Week 1: Introduction to Food Systems and Drivers and Power in Food Systems**
  Several slides addressed population growth and its consequences, including food waste, deforestation, greenhouse gas emissions, and different forms of malnutrition. This lecture examined multiple influences on food systems. One slide focused on population growth and migration, another on the impacts of urbanisation, and another on how globalisation contributes to poorer diets by increasing access and demand to unhealthy foods. A separate slide discussed the irreversible damage colonisation caused to the sustainable environments managed by Indigenous peoples. Urbanisation and its negative effects were also emphasised again in this week's content. Students were asked to read a paper outlining seven key food system drivers, including how globalisation has contributed to dietary shifts toward greater consumption of animal-source foods and ultra-processed products.
- **Week 6: Food Security**
  Throughout this workshop, food security was presented as a central outcome of food systems, with emphasis on the **role dietitians play** in addressing it.

***First year – NUT1002 Evaluating the Evidence: Nutrition and Population Health (BNutSc)*** **Week 1: Indigenous Nutrition**: A recorded pre-class activity, which includes a conversation between a Monash academic staff member and an Aboriginal academic about the topic on Indigenous food systems and Indigenous food sovereignty. about his expertise in Indigenous food systems and Indigenous food sovereignty. Together they reflect on the importance of nutrition science students to understand the ongoing impact of settler colonisation on Indigenous food sovereignty, and its impact on the sustainability of our food system.

| **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: | 3 |

***Final year – NUT3006 Food Systems and Planetary Health (BNutSc)***

- **Week 4: Food Distribution**
  The workshop explored the complexity of food distribution systems at both national and local levels, outlining their respective strengths and limitations. Students completed an activity prompting them to consider ways to strengthen local food distribution networks. The pre-class work included readings and a quiz on the role of food distributors, their influence on the broader food system, and an introduction to the concept of food miles.
- **Week 6: Consumption**
  A workshop slide highlighted foods produced through sustainable farming practices, emphasising the value of choosing locally available and seasonal foods. Students were also given the chance to volunteer at the Little Food Festival, where they helped run an interactive activity teaching children about food miles.

***First year – NUT4001 Foundations of Dietetic Practice (MND)***: Sustainability and related concepts were touched on briefly within the single workshop for this unit.

***Final year – NUT5004 Food Systems for Nutrition and Dietetics Practice (MND)***:

- **Week 3: Food Supply Chains:** Two lecture slides addressed the importance of recognising food origins, with a focus on encouraging the use of locally grown produce.

***Final year – NUT5002 Professional Practice: Community and Public Health Nutrition and Food Systems Placement (MND)***: During the two-week food systems placement, students had opportunities to examine food procurement processes as part of their practical experience.

**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: | 4 |

***Final year –*** ***NUT3006 Food Systems and Planetary Health (BNutSc)***

- **Week 2: Agricultural Production**
  The post-class activity directed students to read articles focused on reducing the growing demand for food, particularly through minimising food waste. The urban farm excursion emphasised composting practices.
- **Week 6: Consumption**
  Part of the workshop examined initiatives that promote healthy and sustainable eating patterns, including Belgium's Gent en Garde policy, which prioritises nutritious diets and encourages suppliers in hospitals, childcare centres, and prisons to avoid single-use plastics.
- **Week 7: Food Waste**
  This workshop covered food waste from both environmental and social justice perspectives, outlining its contribution to greenhouse gas emissions and inequity. It also explored the benefits of reducing waste and common causes, the role of nutrition professionals in addressing the issue, and strategies for reducing waste in hospitals and households. The learning outcome: "Describe the impact of food waste and discuss strategies to minimise food waste in food service and household settings", was addressed through discussion of over-production in food service and other systemic contributors.

***First year –*** ***NUT4001 Foundations of Dietetic Practice (MND)****:* During the CERES field trip, students participated in a hands-on composting demonstration and discussed its value for businesses and the broader community.

***Final year –*** ***NUT5004 Food Systems for Nutrition and Dietetics Practice (MND)***

- **Week 1: Introduction to Food Systems**
  An in-class activity allowed students to examine micro-level food systems: such as childcare, hospitals, schools, and retail - and consider how dietitians can help reduce food waste in these settings. The environmental impacts of food waste were not covered in this session.
- **Week 4: Food Waste**
  This lecture focused entirely on how food waste is measured, reduced, and managed in both household and institutional contexts. Pre-class readings outlined current challenges and potential solutions to food waste. Students also received a short slide deck revisiting food waste concepts previously taught in either the NUT3006 Food Systems and Planetary Health (BNutSc) or NUT4001 Foundations of Dietetic Practice (MND) units. Although the lecture did not explicitly address environmental impacts, students explored these through a pre-class website reading and an in-class activity using curated links. A compulsory field trip to Mannix College provided insight into the college's food waste procedures.

***First year –*** ***NUT5001 Introduction to Nutrition and Dietetic Practice (MND)****:* During a 3-week introductory placement in healthcare settings, students observed food waste in hospital settings and considered ways the food system could be improved.

***Final year –*** ***NUT5002 Professional Practice: Community and Public Health Nutrition and Food Systems Placement (MND)****.* Students had opportunities during their food systems placement or within their host organisations to investigate food waste practices.

| **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: | 3 |

***Final year –*** ***NUT3006 Food Systems and Planetary Health (BNutSc)***

- **Week 3: Food Processing**
  The workshop examined national food-supply regulations, noting that these policies often favour large-scale, industrialised systems geared toward high-volume production.
- **Week 8&9: Food Security**
  Content explored food security across global, national, state, and local contexts. A key learning outcome for this workshop was to *"describe measures used to ensure the safety of our food supply and examine how this shapes activities within the food system."* This topic was explored in depth, with a strong emphasis on the economic considerations required to transition toward a healthier and more sustainable food system. The second assignment required students to assess and audit a local Australian food system, identify its key drivers, and propose recommendations to improve the local food environment.

***Final year –*** ***NUT 3082 Public Health Nutrition (BNutSc)***

- **Week 9: Policy Generation, Implementation, and Analysis**
  This lecture focused entirely on the policy-making process, using Chile's food labelling and advertising legislation and its development timeline as a case study. It outlined the actions taken and steps involved in progressing toward the policy's objectives. However, broader examples of global, regional, or national regulations were not included.

***Final year –*** ***NUT5004 Food Systems for Nutrition and Dietetics Practice (MND)***

- **Week 6: Food Policy**
  The lecture and workshop for this week centred on food policy and its potential to strengthen micro-level food systems. The content highlighted the need for a national food policy in Australia. A pre-class video introduced an example of food policy in retail environments, and a post-class activity encouraged students to explore recent food policy initiatives.
- **Week 2: Drivers and Power in Food Systems**
  This session examined the forces that influence how food systems are governed and how they evolve over time.

***Final year – NUT5002 Professional Practice: Community and Public Health Nutrition and Food Systems Placement (MND):*** For their first assignment, students were required to develop a proposal for their placement project. One component involved identifying relevant national, state, local, and organisational policies, prompting students to consider the broader regulatory landscape shaping food systems.

***Second year – NUT2102 Food: Science Composition and Skills (BNutSc):*** One of the learning outcomes for this unit was to *"describe the role of the Commonwealth and State governments in Australia in formulating, implementing, and enforcing modern food law, including international standards."* The unit provided detailed coverage of Australian food regulations and how these laws influence the current food system.

**Recommendations:** NUT2102 was the major course of both Degrees where students were able to gain in-depth knowledge of food laws and food regulations. One of the related learning outcomes of the course was *"describe the role of the Commonwealth and State governments in Australia in formulating, implementing, and enforcing modern food law, including international standards".* Although related to food systems governance, the course did not specifically discuss laws and regulations that promoted sustainable food systems and planetary health. This could be included in the next iteration of the curriculum.

| **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: | 4 |
| ***Final year – NUT3082 Public Health Nutrition (BNutSc)*** | |

- **Week 8: Social Marketing:** Across several slides explaining how social marketing campaigns are designed to influence population-level behaviour change, the *Go for 2&5* campaign was used as the primary example. This campaign employed multiple strategies to raise awareness about the importance of eating more fruits and vegetables and to encourage higher intake. However, this week's content did not directly address the broader positive or negative impacts of food marketing.

***Final year –*** ***NUT5004 Food Systems for Nutrition and Dietetics Practice (MND)***. The "Advocating for power shifts in the food system" session explored how commercial interests influence and shape food systems. The "Food Marketing" workshop examined both the beneficial and harmful effects of food marketing on health, with many slides dedicated to these themes. An in-class activity required students to analyse and compare the marketing strategies of different products, helping them understand how these tactics can shape consumer food choices. In the post-class task, students were encouraged to reflect on how they might challenge or disrupt the marketing of unhealthy processed foods.

***Final year –*** ***NUT5002 Professional Practice: Community and Public Health Nutrition and Food Systems Placement (MND)****:* During placement, students may have opportunities to contribute to projects that focus on food marketing within community or organisational settings.

| **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 |

***Final year –*** ***NUT5004 Food Systems for Nutrition and Dietetics Practice (MND)***. One of the assessment tasks requires students to brainstorm ideas for food-related businesses. One customer profile given is an 'eco-conscious young person'. Students then have to consider what will appeal to this demographic (e.g. plant-based, biodegradable materials, ethical sourcing, social responsibility, etc). The profiles are self-selected so students do not have the same specific learning outcomes.

***Final year –*** ***NUT5005 Professional Practice: Individual case management and food systems***. Student placement project- During a 2-week placement, students conduct an audit into oral nutrition supplement waste and investigate options/processes that re-use unopened supplements. Not all students will do this but this project is commonly done.

***Final year -*** ***NUT3006 Food Systems and Planetary Health (BNutSc)***

- **Week 6: Consumption:** Workshop content briefly goes over food ingredients that are more sustainable, yet not commonly consumed by the Australian population. Including: edible insects, edible weeds, sustainable seafood.

**Recommendations:** Recommendations for next year would be to incorporate more teachings within the curriculum prioritising Indigenous knowledge to highlight not only the health benefits but also environmental sustainability of cultivating Native edible plants (Bruce Pascoe). Also, discussing foraging practices common to some cultures that focus on the benefits of being outdoors and undertaking 'farm to fork' practices in deepening understanding of where food comes from.

***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 |

***Final year – NUT3006 Food Systems and Planetary Health (BNutSc)***

- **Week 1: Introduction to Food Sustainability Systems**
  This session introduced the healthy and sustainable dietary guidelines, including recommendations to increase consumption of plant-based foods.
- **Week 6: Consumption**
  The workshop briefly outlined environmental considerations such as choosing foods from the five food groups, limiting highly processed and packaged items, avoiding overeating, and selecting seasonal produce. A major focus was the rising demand for meat over time, supported by a class poll on students' weekly meat intake. Initiatives like *Meatless Mondays* were mentioned, though the specific health benefits of plant-based diets received limited attention, aside from being suggested as a more sustainable option. Throughout the unit, high greenhouse gas emissions from cattle were repeatedly emphasised, indirectly leading students to conclude that plant-based eating is advantageous, even though this was not explicitly stated.

***Final year – NUT5004 Food Systems for Nutrition and Dietetics Practice (MND)***. Although one workshop addressed food consumption, it did not explicitly explore the environmental or health co-benefits of adopting a plant-based diet.

***First year-*** ***NUT2001 Health Across the Lifespan (BNutSc)*****. Week 10: Vegetarianism:** Lecture mainly focused on physiological health benefits of plant-based diet but one slide mentioned that some individuals chose this dietary pattern due to concerns about the environment.

| **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: | 3 |

***Final year –*** ***NUT3006 Food Systems and Planetary Health (BNutSc)***

- **Week 2: Agriculture**
  The workshop provided detailed statistics on agriculture's contribution to greenhouse gas emissions, with multiple slides dedicated to livestock emissions. The content conveyed a strong sense of urgency by highlighting declining natural resources.
- **Week 6: Consumption**
  This session explored the advantages of adopting healthy and sustainable dietary patterns. International frameworks such as the EAT-Lancet Planetary Health Diet were discussed, along with practices like choosing locally grown foods and limiting highly processed products.

***First year –*** ***NUT4001 Foundations of Dietetic Practice (MND)***. One workshop slide addressed the rising global demand for food, particularly meat and its role in increasing greenhouse gas emissions.

***Final year –*** ***NUT5004 Food Systems for Nutrition and Dietetics Practice (MND)***

- **Week 1: Pre-class Reading**
  The assigned paper examined the environmental harms associated with growing demand for animal-source foods.
- **Week 1: Drivers and Power in Food Systems**
  A slide briefly noted the link between rising consumption of animal-source foods and increased greenhouse gas emissions. Another slide highlighted how income growth fuels higher demand for these foods, placing pressure on land and water resources and contributing to greater emissions.

| **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 |

***Final year –*** ***NUT3006 Food Systems and Planetary Health (BNutSc)***

- **Week 3: Food Processing**
  The workshop provided an in-depth exploration of why food processing is needed, current levels of ultra-processed food consumption in Australia, and the nutritional consequences of these products. It also compared excessive food packaging with more sustainable packaging options and included activities demonstrating how processing and packaging can either support or undermine the sustainability of the food system.

| **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 |
| ***Final year –*** ***NUT3006 Food Systems and Planetary Health (BNutSc)*** | |

- **Week 1: Introduction to Food Sustainability Systems**
  The workshop prompts students to consider practical ways nutrition professionals can contribute to the Sustainable Development Goals. It also points out shortcomings in current training programs in preparing dietitians and nutritionists for sustainability-focused workforce demands.
- **Week 6: Consumption**
  The post-class task asks students to identify strategies that nutrition practitioners can use to raise awareness of, and address barriers to, adopting healthy and sustainable eating patterns.

***Final year – NUT3082 Public Health Nutrition (BNutSc)***

- **Week 8: Systems Thinking Approaches in Public Health Nutrition**
  Entire lecture focusing on systems thinking within public health nutrition. There was emphasis on the complex nature of the interaction between constituents within a system. Learning objectives included evaluation of the practice of public health nutrition and application of systems-thinking tools and techniques to a public health nutrition issue. This issue was explored in an in-class activity and was self-selected by students. Some students selected planetary health-related issues. However, this could be used as the in-class example in future classes to further highlight its importance.
- **Week 10: Promoting Public and Planetary Health**
  Entire lecture on the importance of focusing on planetary health in a professional dietetic setting and promoting this to patients/clients. Workshop learning objectives include: Describe what planetary health is, and why health professionals have a critical role to play in promoting planetary health. In class, students play the Healthy Planet, Healthy People board game which also covers this topic.

***Final year – NUT5004 Food Systems for Nutrition and Dietetics Practice (MND)***

- **Week 1: Introduction to Food Systems and Food Literacy**
  This workshop focused on the **significance of food literacy** for dietitians and the communities they support, including an in-class activity to deepen students' understanding of its importance. A paper distributed at the end of the workshop examined Australian dietitians' knowledge and skills, and their capacity to influence sustainable food systems.
- **Week 3: Roles and Responsibilities of Dietitians in Food Systems**
  The workshop explored how dietitians assess, address, and advocate around food insecurity at individual, household, community, and broader societal levels. It also emphasised the profession's role in challenging power imbalances that perpetuate food insecurity.

***Final year – NUT5006 Practice and Research in Dietetics (MND)***. Students can participate in research projects centred on sustainability, providing opportunities to apply and strengthen their knowledge-translation skills.

***Final year – NUT5002 Professional Practice: Community and Public Health Nutrition and Food Systems Placement (MND)***. During placement, students encounter numerous opportunities to build advocacy and leadership capabilities within community, population health, and food systems settings.

***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: | 2 |
|---|---|

***Final year –*** ***NUT3006 Food Systems and Planetary Health (BNutSc)***

- **Week 1: Introduction to Planetary Health**
  A workshop task invited students to envision what the food system might look like in the coming years.
- **Week 6: Consumption**
  Workshop content guided students to examine initiatives that support healthy and sustainable eating across different settings, including hospitals, prisons, and childcare services. This unit offers multiple opportunities for students to engage with food system concepts through pre-class tasks, post-class activities, and workshop discussions. For instance, one post-class activity required students to identify local food system initiatives in their community, such as community gardens.

***Final year –*** ***NUT3082 Public Health Nutrition (BNutSc)****:* Throughout this course, students critically evaluate strategies to address major public health nutrition issues, with some choosing to focus on planetary health or food system-related topics.

***Final year –*** ***NUT5004 Food Systems for Nutrition and Dietetics Practice (MND)***

- **Week 10: Sustainable Practices in Food Service**: An optional workshop allowed students to review and evaluate sustainable foodservice practices at Eastern Health as a real-world case study. In the "Food literacy" assignment, students planned a dinner for 70 people using donated ingredients and developed a system for distributing leftover meals the next day to reduce food waste. In the "Menu analysis" assignment, students assessed an aged care facility's menu against the Aged Care Quality Standards and then prepared a Correction Plan outlining recommended improvements.

***Final year –*** ***NUT5005 Professional Practice: Community and Public Health Nutrition and Food Systems Placement (MND)***. During placement, students can observe how the local community food system operates within the area they are placed.

***Final year –*** ***NUT5005 Professional practice: Individual case management and food systems (MND)*** ***&*** ***NUT5002 Professional practice: Community and public health nutrition and food systems (MND)***. Placements focused on individual case management and health service food systems provide opportunities for students to observe hospital and clinical food systems and identify areas where

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|---|
| improvements may be needed. Additional opportunities may arise depending on the specific food systems project students undertake. |

| **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: | 3 |

***Final year –*** ***NUT3006 Food Systems and Planetary Health (BNutSc)****:* The second major assessment allows students to gain hands-on experience by completing tasks such as auditing a local food system and developing recommendations to enhance its health and sustainability. The third assignment further enables students to assess their professional communication skills by translating evidence-based information for a broad audience through a media communique. Students may also participate in optional field trips, including a visit to CERES, a community organisation promoting sustainable urban farming practices, and to the Asylum Seeker Resource Centre's Foodbank, an organisation that runs a free of charge, culturally appropriate supermarket so that people seeking asylum can have access to nutritious food.

- **Week 12: Opportunities for nutritionists**
  Entire lecture outlining volunteer opportunities for nutritionists interested in Planetary Health. Links provided to organisations and groups such as Monash Association of Sustainability and Monash Permaculture club, external organisations such as Sustain (www.sustain.org.au), Youth Food Movement (www.youthfoodmovement.org.au), and Right to Food coalition (www.righttofood.org.au). Organisations that promote sustainable food systems such as the Community Grocer, Sustain and Monash's permaculture club were discussed.

***First year –*** ***NUT4001 Foundations of Dietetic Practice (MND)****:* This unit includes a field trip to a community environment park, supporting the learning outcome of observing urban agriculture and core food sustainability principles in practice.

***First year –*** ***NUT5001 Introduction to Nutrition and Dietetics Practice (MND)***: During placement, students analyse the food system within their allocated hospital, examining elements such as food waste processes and broader operational factors.

***Final year –*** ***NUT5002 Professional Practice: Community and Public Health Nutrition and Food Systems Placement (MND)***: As part of this core placement, some students gain practical experience working with organisations that actively support sustainable food systems.

***First year –*** ***NUT5004 Food Systems for Nutrition and Dietetics Practice (MND)****:* In the second assignment task called "Menu analysis", Students evaluate an aged care facility's menu against the Aged Care Quality Standards and then develop a Correction Plan outlining recommended improvements.

***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: | 3 |

Dr Liza Barbour oversees Australia's first compulsory course centred around sustainable food systems for BNutSci students (Food Systems and Planetary Health). She is a Senior Lecturer in the Department of Nutrition, Dietetics and Food, where she also leads the Public Health Nutrition unit for both nutrition science and dietetics cohorts.

Within Monash University's nutrition and dietetics school, she heads the Sustainability Working Group, established with staff from the nutrition department. The group meets three to four times each year and has been active for over five years. Its primary role is to guide the Department's Green Impact team as part of a broader university initiative and the Department's Commitment to Planetary Health. This dedicated webpage highlights the various sustainability-focused projects the group has undertaken.

Researchers and staff in the school have contributed extensively to strengthening sustainable food systems education and curriculum development, offering support to dietetic educators nationally and internationally. Their work demonstrates significant leadership across Australia in advancing this area.

Dr Barbour also held a Faculty Education Fellowship from 2022 to 2024, during which she led an interdisciplinary initiative to co-design planetary health curriculum with colleagues across the faculty.

| **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 |
| The Nutrition and Dietetics department at Monash University includes several staff members who actively embed sustainable healthcare, sustainable food systems, and planetary health principles throughout the curricula of both the Bachelor of Nutrition Science and the Master of Nutrition and Dietetics programs.<br><br>The department also hosts a Sustainability Working Group, chaired by Dr Liza Barbour, which brings together representatives from diverse areas of nutrition and dietetic practice, including nutrition science, laboratory work, clinical dietetics, food service, and public health. The group of 5-6 members works collaboratively to drive sustainability initiatives across the department, including the development and implementation of sustainability-focused curriculum. | |

| **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 |
| ***Final year –*** ***NUT3006 Food Systems and Planetary Health (BNutSc)*****:** In the assessment task, "Food systems audit", a focus on the environmental and structural determinants of health was emphasised in | |

this assessment task to make students aware of factors that affect access to nutrition within population subgroups. Students were asked to do an audit of a Local Government Area (LGA) within Victoria. Things mapped were proximity of supermarkets, access to urban agriculture/community gardens, density and location of fast food outlets and alcohol outlets. Students then present their findings in the form of a Councillors Brief (emulating real-world practice in LGA settings) and an oral presentation where they advocate to a panel of Councillors for evidence-based food system improvements, all focusing on health, equity and/or sustainability outcomes. This assessment task preceded the public health nutrition course, and provided the necessary background knowledge to properly engage in the public health nutrition course.

***Final year – NUT3082 Public Health Nutrition (BNutSc)***

- **Week 1: Introduction to Public Health Nutrition:** This subject introduces students to the process of policy making in the public health sector and how policy is influenced. Some of the learning objectives included: Appraise the political, environmental, social and economic influences on public health nutrition goals and practice; Explore opportunities for beneficial social, environmental and nutritional change to the Australian food supply, and; Explain the use of and process of public health advocacy and apply the advocacy framework to a current public health nutrition issue. The assessment task, 'Advocacy Pitch', involves pitching policy initiatives/changes to computer generated avatars on a public health related issue. This issue was self-selected and some students chose to pitch ideas related to food waste and planetary health. The avatars represented local, state and Federal members of parliament.

***Final year – NUT5004 Food Systems for Nutrition and Dietetics Practice (MND)***: Emphasis on advocacy (both self and for others) at several points of this course through interrogating existing food standards within organisations such as the Aged Care System and Health care and hospitals. A workshop on common issues within Aged Care food systems discussed and advocacy solutions provided and discussed. Students were encouraged to read the following paper: The Social License to Practice Sustainability: Concepts, Barriers and Actions to Support Nutrition and Dietetics Practitioners in Contributing to Sustainable Food Systems. Carlsson, Liesel, & Callaghan, Edith. (2022). *Journal of Hunger & Environmental Nutrition*, *ahead-of-print*(ahead-of-print), 1–19. https://doi.org/10.1080/19320248.2022.2034559. This allowed students to reflect on their role as future dieticians to influence the food landscape, to alter the environmental and structural determinants of health to promote equity in healthcare.

| **Section Total (64 out of 78)** | **82.05%** |
|---|---|

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# Interdisciplinary Research

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

| **2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your institution?** | |
|---|---|
| Yes, there are faculty members at the **institution** who have a **primary** research focus in planetary health **or** sustainable healthcare/vetcare. (3 points) | |
| Yes, there are individual faculty members at the **institution** who are conducting research **related** to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points) | |
| There are sustainability researchers at the **institution**, but not specifically associated with healthcare/vetcare. (1 point) | |
| No, there are **no** planetary health and/or sustainability researchers at the **institution** at this time. (0 points) | |
| Score Assigned: | 3 |

Monash University has multiple faculty members and dedicated research divisions whose primary research focus is planetary health and healthcare sustainability. Monash University demonstrates strong institutional engagement in planetary health and healthcare sustainability research through dedicated research leadership, formal organisational structures, and programs within its health faculties. Within the Faculty of Medicine, Nursing and Health Sciences, Monash hosts a Planetary Health Division led by two senior academics. Research undertaken within this division includes: Large-scale cohort studies examining air pollution, climate change, toxic exposures, and occupational health. There is also research being done on climate-sensitive infectious diseases, water and sanitation, antimicrobial resistance, and vector-borne disease.

Monash researchers are also actively engaged in healthcare sustainability research, including analysis of the carbon footprint of medication packaging in collaboration with hospital pharmacy departments. This work directly targets healthcare-related emissions and informs sustainable procurement practices in clinical settings.

The Department of Nutrition, Dietetics and Food has a commitment to planetary health, with a substantial proportion of departmental research activities aligned with the Sustainable Development Goals. The department maintains a Planetary Health Working Group, whose members conduct ongoing research into sustainable diets and hospital food systems.

| **2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your institution?** | |
|---|---|
| There is **at least one** dedicated department or institute for interdisciplinary planetary health research. (3 points) | |
| There is **not currently** a department or institute for interdisciplinary planetary health research, but there are **plans** to open one in the next 3 years. (2 points) | |
| There is an **Occupational and Environmental Health department**, but no interdisciplinary department or institute for planetary health research. (1 point) | |
| There is **no** dedicated department or institute. (0 points) | |
| Score Assigned: | 3 |

The Monash Sustainable Development Institute (MSDI) brings together interdisciplinary research expertise in behaviour change and sustainability transitions, working closely with Monash University's domain specialists as well as industry, policy, and community partners to develop actionable, evidence-based pathways for real-world transformative change. Its transdisciplinary research spans six strategic themes: climate action; environment and health; sustainable cities and regions; circular economy; inclusive prosperity; and leadership for the Sustainable Development Goals (SDGs).

To ensure long-term sustainability and stronger alignment with Monash University's research and education model, MSDI will transition from a standalone institute from 1 January 2026, with its programs and centres realigned to relevant faculties or the Deputy Vice-Chancellor (Research and Enterprise) portfolio. This evolution strengthens integration across the University while maintaining MSDI's core mission and impact.

Complementing this work, Monash's Planetary Health Research is embedded within the Faculty of Medicine, Nursing and Health Sciences, including the Planetary Health Division and the School of Public Health and Preventive Medicine (SPHPM) Climate and Health Initiative. These groups bring together environmental and occupational health researchers, infectious disease epidemiologists, and global health experts, advancing an eco-social understanding of health that emphasises interdisciplinary perspectives in addressing complex global public health challenges.

| **2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?** |
|---|
| Yes, there is a process in which community members impacted by climate and environmental injustice have **decision-making power** in the climate + environmental research agenda. (3 points) |
| Yes, there is a process in which community members impacted by climate and environmental injustice **advise** the climate + environmental research agenda. (2 points) |

| | |
|---|---|
| **No**, but there are **current efforts** to establish a process for community members to advise or make decisions on the research agenda. (1 point) | |
| There is **no** process, and **no** efforts to create such a process. (0 points) | |
| Score Assigned: | 2 |

The Monash Sustainable Development Institute (MSDI) oversees a range of research programs that seek to include communities disproportionately impacted by climate change and environmental injustice as key contributors and advisors in research agendas and outputs. MSDI identifies Thriving People and Places as a key organisational focus area, with an explicit aim to "empower communities to thrive, to create space for leaders and change-makers from different backgrounds, and reform systems in order to listen to and promote marginalised voices". In alignment with this principle, many MSDI-affiliated research projects adopt co-designed approaches that embed community input into research priorities and processes. Two key examples that demonstrate this commitment are the *Fire To Flourish* program and the *Revitalising Informal Settlements and Their Environments (RISE)* program.

The *Fire To Flourish* program is a research and community impact initiative working in direct partnership with bushfire-affected communities within Australia. Research within Fire to Flourish is explicitly shaped by community priorities and lived experience, with affected communities leading local initiatives, informing research questions, and co-creating resilience strategies. This "inclusive, participatory and evidence-based model" not only ensures that research responds directly to the needs of communities disproportionately impacted by climate-related disasters, but also provides these communities with meaningful leadership and advisory roles in shaping the direction, design, and implementation of research that affects their recovery and long-term resilience.

The *Revitalising Informal Settlements and Environment (RISE)* program is a transdisciplinary research initiative involving 12 informal settlements in Suva, Fiji, and 12 settlements in Makassar, Indonesia. RISE works in close partnership with local communities, leaders, governments, and partner institutions to co-design location-specific infrastructure solutions for water and sanitation services. Importantly, the research is designed to directly involve and benefit local communities, with program success measured "by the health and well-being of residents - particularly children under five years of age - and the ecological diversity of the surrounding environment."

Community members are actively involved throughout the research lifecycle, ensuring that local knowledge and priorities inform research design, implementation, and outcomes. For example, local community members participate in diagnostic testing, sample analysis, and the maintenance of laboratory equipment, while others hold project management roles within the program. These practices reflect RISE's commitment to enabling communities to co-design, implement, and take ownership of infrastructure solutions that address local environmental and health challenges.

Through initiatives such as *Fire to Flourish* and *RISE*, MSDI embeds community advisory input, co-design, and participatory approaches within its climate and environmental research. However, formal decision-making authority over the overall research agenda remains with MSDI, indicating an area for potential improvement in strengthening community decision-making roles.

**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: | 2 |

Monash University has a website detailing the steps being undertaken by the university in order to contribute to environmental sustainability. While it is comprehensive in explaining how the campus is striving for sustainability, it does not possess all the requirements to achieve 3 points. However, there is a separate website in regards to the research done by the university and leaders involved within climate change at the university.

The institution also has a separate website for the Planetary Health Division of the medicine, nursing and health sciences faculty. This website describes ongoing and past research projects, and the teams involved in these projects. It provides information on various projects related to planetary health, focusing on topics such as the climate and air quality, global and women's health, and infectious disease epidemiology.

| **2.5. Has your institution recently hosted a conference or symposium on topics related to planetary health?** |
|---|
| Yes, the **institution** has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points) |
| Yes, the **institution** has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points) |
| Yes, the **institution** has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points) |
| The **institution** has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point) |
| No, the **institution** has not hosted a conference on topics related to planetary health in the past three years. (0 points) |

| | |
|---|---|
| Score Assigned: | 4 |

| |
|---|
| Monash University held the "Planetary Health: A call to action for our shared future" conference on August 27, 2025. Later in the year, the university also held the "Bridging research, communities, and planetary health at Monash" conference on September 10, 2025. |

| **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 |
| Monash University's Monash Sustainable Development Institute is a part of the Planetary Health Alliance, Alliance for Transformative Action on Climate and Health (ATACH) and Sustainability Transitions Research Network (STRN). | |

| **Section Total (15 out of 17)** | **88.24%** |
|---|---|

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# Community Outreach and Advocacy

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

| **3.1. Does your institution partner with community organisations to promote planetary and environmental health?** | |
|---|---|
| Yes, the **institution** meaningfully partners with **multiple** community organisations to promote planetary and environmental health. (3 points) | |
| Yes, the **institution** meaningfully partners with **one** community organisation to promote planetary and environmental health. (2 points) | |
| The **institution** does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point) | |
| No, there is **no** such meaningful community partnership. (0 points) | |
| Score Assigned: | 3 |

Monash University partners with multiple community organisations to promote planetary and environmental health through collaboration, co-design, and community engagement activities.

At an institutional level, Monash University partners extensively with community, healthcare, and government organisations through the Monash Sustainable Development Institute (MSDI). MSDI's Transitions to Sustainable Health Systems initiative works in partnerships with leaders and bodies like the World Health Organisation to integrate global and local efforts for the UN Sustainable Development Goals. The Green Steps is a sustainability leadership program delivered by the MSDI, partnering with industry organisations such as Enel Green Power Australia to provide students with practical training and real-world sustainability projects aligned with the SDGs.

Within the Department of Nutrition, Dietetics, and Food, the faculty members annually collaborate and partner with community organisations such as the Little Food Festival to improve food systems literacy and planetary health awareness. Student volunteers are recruited and supervised to deliver interactive, age-appropriate activities that engage primary school-aged children and families.

| **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 |

Monash University's Net Zero Academy offers a suite of professional development courses that support external organisations in their transition to net zero emissions. These community-facing training courses are typically delivered in person by the Net Zero Academy team and include the 'Executive Leadership Program', 'Climate Risks and Opportunities' and 'Climate Transition Planning' programs, each addressing a distinct aspect of the net zero journey. Through these courses, Monash University directly engages with external stakeholders in the community to build capacity and leadership in planetary health-aligned climate action.

Monash University also operates the Monash Reuse Centre, a second-hand furniture store accessible to Monash staff, students, and the wider community. By actively encouraging faculties and departments to donate surplus furniture, the Centre contributes to waste reduction and the promotion of a circular economy, diverting an average of 60 tonnes of furniture from landfill each year since its establishment in 2010. This initiative provides a community-facing example of planetary health principles in practice.

| **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 |

Monash University engages with sustainability and planetary health through publicly available communications, but students are not consistently reached through university-wide channels and must often seek information independently.

- Early-year outreach boosts engagement with the Monash Association of Sustainability. Which utilises their Instagram and Facebook to share updates on events, sustainable practices, and planetary health issues.
- Furthermore Monash Sustainable Development Institute covers global sustainability issues and innovative solutions as can be seen through their Facebook.

| **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: | 2 |
| Sustainable Healthcare in Practice is a short course offered by Monash University and is "recommended for existing health professionals, health educators, aspiring graduate students". It aims to educate the "knowledge and skills to create an inclusive, equitable, restorative and resilient health system."<br><br>The Environment and Sustainability Expert Master Degree is another course offered which teaches an "interdisciplinary foundation that allows you to analyse the interdependence of nature, society and the economy." It has five main specialisations that students can learn including environment and governance, corporate environmental and sustainability management, environmental security, international development and environment, and leadership for sustainable development.<br><br>Sustainable Healthcare Fundamentals is another short course offered by Monash University aimed at "health professionals, non-clinicians, decision-makers, policy makers and those interested in sustainable healthcare", providing information about decarbonisation pathways and principles of a circular economy amongst other concepts. | |

| **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: | 0 |
| Neither Monash University nor its affiliated teaching hospitals have easily accessible educational resources regarding environmental health exposure. This is consistent when examining Monash University's other affiliated teaching hospitals.<br><br>While the University and some affiliated hospitals have websites and links to research papers relating to environmental health exposures, these materials are not easily digestible for most patients. | |

| **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 |
| Monash University's affiliated hospitals do not have educational materials regarding the health impacts of climate change that are readily available for their patients.<br><br>Monash University however has a website that highlights the University's desire to educate communities on the health impacts of climate change and has links to many research papers that the university has published that relates to this topic. | |

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

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# Support for Student-Led Planetary Health Initiatives

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

| **4.1. Does your institution offer support for students interested in enacting a sustainability initiative/QI project?** | |
|---|---|
| Yes, the **institution** *either* offers grants for students to enact sustainability initiatives/QI projects *or* sustainability QI projects are part of the core curriculum. (2 points) | |
| The **institution** encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, **but** there is no student funding available and there is no requirement to participate. (1 point) | |
| No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points) | |
| Score Assigned: | 1 |
| Monash University encourages and supports student engagement in sustainability initiatives through programs like Green Steps, which is an extracurricular sustainability leadership program that includes in-person training and consultancy sustainability projects for students, giving them practical experience in sustainability issues and problem-solving. This program is open to current students across disciplines. There are also student opportunities for sustainability programs, including projects, events, and online engagement. However, there is no evidence of dedicated institutional grants specifically for student-led sustainability/QI projects as a core curricular requirement. | |

| **4.2. Does your institution offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?** | |
|---|---|
| The **institution** has a **specific** research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points) | |
| There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these **require student initiative** to seek them out and carry them out in their spare time. (1 point) | |
| There are **no opportunities** for students to engage in planetary health/sustainable healthcare research. (0 points) | |
| Score Assigned: | 2 |

Monash University offers graduate students research opportunities in planetary health/health promotion through Monash Sustainable Development Institute (MSDI). MSDI focuses on solution-focused sustainable development and offers scholarships for high quality doctoral research candidates based on merit.

Monash University's Health and Climate Initiative, as part of Monash Faculty of Medicine, Nursing and Health Sciences, focuses on assessing current strategies and developing innovative solutions to mitigate the effects of climate change on health and healthcare systems. Notably, the Monash Biomedicine Discovery Institute (BDI), one of the largest and most prestigious research institutes in the Southern Hemisphere, offers a variety of research opportunities, from Honours and Masters by Research to PhD/Doctorate programs, enabling students to explore a diverse range of health Issues.

**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 |
|---|---|

The Faculty of Medicine, Nursing and Health Sciences maintains a webpage with specific and up-to-date information on planetary health. The webpage outlines key focus areas (e.g. sustainable healthcare, infectious disease modelling), current research units, and identifies academic leads with corresponding contact details. It also highlights relevant courses and showcases articles demonstrating Monash University’s planetary health initiatives and real-world impact.

**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 |

Monash University medical students have a local, student-run branch of the national organisation, Doctors for the Environment Australia (DEA). Although the DEA provides support and funding to the student organisation, Monash University does not.

AMSA (Australian Medical Students' Association) has AMSA Code Green, which is a subcommittee that focuses on planetary health. As with DEA, the Monash members of this student run organisation do not receive faculty support.

Monash University pharmacy students can participate in PharmAlliance, a strategic partnership between the UNC Eshelman School of Pharmacy, the Monash University Faculty of Pharmacy and Pharmaceutical Sciences, and the UCL School of Pharmacy. While PharmAlliance is not exclusively focused on planetary health engagement and advocacy, faculty-supported initiatives have increasingly prioritised these themes over the past two academic years. In 2024, PharmAlliance students and academics co-designed a dedicated Planetary Health Champions online workshop, which was subsequently delivered at Monash University, UNC and UCL across 2025. The co-design process was student-driven and formally supported by faculty advisors, including the faculty's Sustainability Education Lead, who provided structural oversight. Moving forward, PharmAlliance aims to establish a sustainable cross-campus model for future planetary health events and education campaigns.

| **4.5. Is there a student liaison representing sustainability interests who serves on a department or institutional decision-making council to advocate for curriculum reform and/or sustainability best practices?** |
|---|
| Yes, there is a student representative who serves on a department or institutional decision-making council/committee. (1 point) |
| No, there is no such student representative. (0 points) |

| | |
|---|---|
| Score Assigned: | 1 |

Monash University has an Environmental and Social Justice department as part of its wider student body(Monash Students Association). This branch of the student body is dedicated to championing sustainability within the University through advocacy and activism, amongst other activities.

| **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. | 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 |

In the past year, Monash University has run several co-curricular planetary health programs and initiatives, including:

1. An Indigenous garden, which cultivates various native plants of cultural and medicinal significance. Additionally, there are various other community gardens across campus, which allow for students to grow vegetables and herbs. The Monash Student Society, as a project to tackle growing food insecurity within the student population, runs a fresh food market, which allows students access to fresh fruit and vegetables. There is a non-for-profit vegan and vegetarian restaurant on campus, run by student volunteers, that encourages students to consider sustainability, particularly with a focus on diet.
2. Student groups, such as 'Precious Plastics' build community, and encourage students on campus to consider and combat the impacts of, for example, single use plastics, and work towards creating solutions within the Institution.
3. At Monash University, many panels and discussions are held throughout the year. These events include talks on topics of Climate Justice, Planetary Health, Indigenous Justice and Human Rights. These are free for students to attend, regardless of faculty, however do not specifically have a health focus.
4. At Monash University there are various outdoor clubs that are available for students to partake in. Examples of these clubs include Monash University Outdoors Club (MUOC), Monash Boardriders (MBR), Monash University Snowsports (MUSC) and Monash University Waterski and Wakeboard (MUWW). These clubs organise various different activities such as hiking, kayaking, climbing, surfing, camping and snowsport trips, which students can attend.

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

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# Campus Sustainability

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

| **5.1. Does your institution have an Office of Sustainability?** | |
|---|---|
| Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is **at least one designated staff member** for sustainability at the hospital. (3 points) | |
| There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but **no specific staff member** in charge of hospital sustainability. (2 points) | |
| There are **no salaried sustainability staff,** but there is a sustainability task force or committee. (1 point) | |
| There are **no** staff members **or** task force responsible for overseeing campus sustainability. (0 points) | |
| Score Assigned: | 2 |
| Monash University has a well-established, centralised sustainability function with multiple full-time staff dedicated to sustainability, net zero circular economy, reporting, compliance, and engagement. Sustainability capacity is embedded across the University through a dedicated campus sustainability team. Monash University is also undergoing a university-wide transition of the Monash Sustainable Development Institute (MSDI) to embed sustainability across faculties and portfolios, reflecting a sustained institutional commitment to climate action and sustainability research.<br><br>While Monash University demonstrates a strong, institution-wide commitment to sustainability across education, research, and campus operations, this commitment is not currently translated into discipline-specific sustainability leadership for the health professions. At present, sustainability oversight appears to operate at a whole university level rather than through dedicated sustainability staff embedded within the faculties responsible for individual health disciplines. | |

| **5.2. How ambitious is your institution's plan to reduce its own carbon footprint?** |
|---|
| The institution has a **written and approved plan** to achieve carbon neutrality by **2030** (5 points) |
| The institution has a **written and approved plan** to achieve carbon neutrality by **2040** (3 points) |

| | |
|---|---|
| The institution has a stated goal of carbon neutrality by **2040** but has **not created a plan** to reach that goal or the **plan is inadequate** (1 point) | |
| The institution does **not** meet any of the requirements listed above (0 points) | |
| Score Assigned: | 5 |
| Monash University has committed to the Net Zero initiative, aiming to achieve net zero emissions from infrastructures and operations in 2030. This commitment is underpinned by seven clearly defined strategic pillars: Energy Efficiency, Campus Electrification, Net Zero Buildings, Renewable Energy, Net Zero Transport, Residual Emissions, and Intelligent Energy Networks, with significant milestones already achieved.<br><br>By the end of 2024, the University had reduced total greenhouse gas emissions by 57% relative to its 2015 baseline. According to a February 2026 update from the Monash Net Zero Team, 100% of electricity consumed across all campuses and sites in 2025 was sourced from renewable energy, with 94.6% supplied by the Murra Warra Wind Farm (off-site) and 5.6% generated through on-site solar installations. | |

| **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 |
| Currently, there is no publicly available data indicating the proportion of renewable energy in the energy needs for buildings at Monash University. However, as informed by the Monash Net Zero team in February 2026, 48.3% of the institution's total energy requirements is attributable to natural gas. Given that 100% of its electricity is sourced from renewable energy in 2025, and that approximately 30% of campus buildings operate solely on electricity, it is reasonable to assume that more than 20% of the energy used across University buildings is derived from renewable sources.<br>Monash university has been committed to powering the institutions buildings of renewable energy through its Net Zero strategies with progresses made and goals set: approximately 150,000 solar panels have been installed across campuses by the end of 2024, significantly boosting on-campus energy generation and the university aims for 100% electrification from gas infrastructure of the campuses in 2040. | |

| **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 |
| Monash Design and Construction Standards (MDCS) mandates the use of sustainable design principles and recognised sustainability frameworks for all new buildings and major refurbishments. However, the document does not provide evidence on whether existing or older buildings have already been retrofitted to improve sustainability performance.<br><br>For example, Monash University has demonstrated the application of sustainable building practices to existing infrastructure through the 343 Royal Parade Parkville Revitalisation Project. This project involves the refurbishment and adaptive reuse of an older campus building, with a focus on improving environmental performance, energy efficiency, and alignment with contemporary sustainability standards while preserving the existing structure. The project aligns with the Monash Design and Construction Standards (MDCS) and the University's broader Parkville Campus Masterplan, providing concrete evidence that older buildings on campus are being actively retrofitted to enhance sustainability outcomes. | |

| **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: | 2 |

Monash University aims to reduce greenhouse gas emissions from travel to its campuses by promoting sustainable transport options including public transport, shuttle buses, carpooling, walking, and cycling. Through its Net Zero Transport Strategy, introduced in 2021, the University targets more than 70% of staff and students commuting via sustainable transport, with specific goals for 50% of campus commuters to use public transport and 20% to rely on active transport by 2030. Monash is investing in improved public transport accessibility and active transport infrastructure; however, at the Parkville campus, the absence of dedicated vehicle parking reinforces public transport as the primary mode of access. Despite carpooling incentives being available university-wide, Parkville students remain heavily dependent on buses and trams, which present ongoing challenges due to limited wheelchair accessibility and the financial burden of commuting costs borne by students.

Monash University is also advancing towards a sustainable future with the commissioning of state-of-the-art Electric Vehicle (EV) charging stations across its campuses. In partnership with Engie, Monash supports electrification of intercampus buses, light vehicle fleets, carsharing services, and public charging, contributing to reductions in Scope 1, 2 and 3 emissions.

- At the Caulfield campus, the network will expand to include six ultra-rapid (150 kW), one rapid (50 kW), and six AC destination (7 kW) charging bays, making it the largest rapid charging hub in Melbourne.
- At the Clayton campus, Monash aims to install ten charging bays to support EV car-sharing, creating the largest facility of its kind in Australia and supporting a transition towards shared fleet operations.
- At the Peninsula campus, new ultra-rapid DC charging infrastructure, including dedicated heavy vehicle bays, will provide the only ultra-rapid charging station in the Frankston and Mornington Peninsula region, enabling rapid charging of buses and other heavy vehicles and supporting deep decarbonisation of transport.

| **5.6. Does your institution have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?** | |
|---|---|
| Yes, the institution has **both** compost **and** recycling programs accessible to students and faculty. (2 points) | |
| The institution has **either** recycling **or** compost programs accessible to students and faculty, but not both. (1 point) | |
| There is **no** compost or recycling program at the institution. (0 points) | |
| Score Assigned: | 1 |
| Monash University has a comprehensive recycling program that is present across its campuses, however it currently lacks composting programs that are accessible to students and faculty. The institution claims that they are currently “developing a plan to increase food waste collections across our Victorian campuses” but they have not outlined a timeline for implementation. | |

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

| |
|---|
| Yes, the institution has a**dequate s**ustainability requirements for food and beverages, including meat-free days or no red-meat, and **is engaged** in efforts to increase food and beverage sustainability. (3 points) |
| There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution **is engaged** in efforts to increase food and beverage sustainability. (2 points) |
| There are sustainability guidelines for food and beverages, but they are **insufficient or optional.** The institution is **not** engaged in efforts to increase food and beverage sustainability. (1 point) |
| There are **no** sustainability guidelines for food and beverages. (0 points) |

| | |
|---|---|
| Score Assigned: | 2 |

Monash University has a few sustainability guidelines and incentives regarding campus food and beverage selections mostly surrounding the elimination of single-use containers and plastic. One such incentive is product discounts at certain retailers on campus for using re-usable coffee cups and this is made accessible for staff and students by having services where you can borrow re-usable containers and return them after use.

Whilst these guidelines are more suggestory in nature, it demonstrates the institution's desire to further campus sustainability, and specifically moving away from the use of single-use plastics.

| **5.8. Does the institution apply sustainability criteria when making decisions about supply procurement?** |
|---|
| Yes, the institution has **adequate** sustainability requirements for supply procurement **and** is **engaged** in efforts to increase sustainability of procurement. (3 points) |
| There are sustainability guidelines for supply procurement, but they are **insufficient or optional.** The institution is **engaged** in efforts to increase sustainability of procurement. (2 points) |
| There are sustainability guidelines for supply procurement, but they are **insufficient or optional.** The institution is **not engaged** in efforts to increase sustainability of procurement. (1 point) |
| There are **no** sustainability guidelines for supply procurement. (0 points) |

| | |
|---|---|
| Score Assigned: | 3 |

Responsible procurement is one of Monash University's five pillars in their Circular Economy framework that "designs out waste, extends material use, recovers resources, and restores natural systems".

The five key aspects of responsible procurement at Monash University are as follows:

1. Empowering Indigenous Peoples and Indigenous Australian businesses
2. Fostering thriving communities and supporting people with disabilities
3. Addressing climate change and minimising environmental impacts
4. Circularity to close the waste / recycling loop and to regenerate nature

5. Human rights and eliminating modern slavery.

The institution has a strong focus on establishing a sustainable and transparent supply chain that will benefit the wider community.

| **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 |
| While it is not highly incentivised by the institution, Monash University does have sustainability guidelines for events. From student experiences, these guidelines are not strictly adhered to and are only in place if the committee running the event decides to do so, however they exist nonetheless. | |

| **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 |
| Monash University has been retrofitting buildings to be more sustainable through many facets to meet the institution's goal of achieving net zero by 2030, and laboratory spaces are included in this program. This program is called the net zero initiative.<br><br>The Biomedicine Learning and Teaching Building (BLTB), which contains lab spaces, is a net zero building which is the University's first all electric building. Monash University has also partnered with Wallbridge Gilbert Aztec (WGA) to retrofit two buildings that are part of the institution's Innovation Labs to further their efforts in reaching net zero by 2030. | |

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

| | |
|---|---|
| The institution is **entirely divested** from fossil fuels **and** has made a **commitment to reinvest divested funds** into renewable energy companies or renewable energy campus initiatives. (4 points) | |
| The institution is **entirely divested** from fossil fuels. (3 points) | |
| The institution has **partially divested** from fossil fuel companies **or** has made a **commitment to fully divest**, but **currently** still has fossil fuel investments. (2 points) | |
| The institution has **not divested** from fossil-fuel companies, but faculty and/or students are **conducting organised advocacy** for divestment. (1 point) | |
| Yes, the institution has investments with fossil-fuel companies and there have been **no efforts** to change that. (0 points) | |
| Score Assigned: | 2 |
| Monash University has committed to divest from fossil fuels, which was first formalised in the institution's ESG statement in 2016 and was further reiterated in the ESG released 2021. Since then, the University has taken steps towards achieving this goal. One big step that was taken in 2025 was the divestment from Woodside Energy, the biggest fossil fuel corporation in Australia.<br><br>The University is still not 100% divested from fossil fuels and the exact timeline for this to occur is unclear as well. | |

| | |
|---|---|
| **Section Total (23 out of 32)** | **71.88%** |

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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 Monash University School of Nutrition and Dietetics**
The following table presents the individual section grades and overall institutional grade for the Monash University School of Nutrition and Dietetics on this Planetary Health Report Card.

| Section | Raw Score % | Letter Grade |
|---|---|---|
| **Planetary Health Curriculum (30%)** | (64/78) x 100 = 82.05% | A- |
| **Interdisciplinary Research (17.5%)** | (15/17) x 100 = 88.24% | A |
| **Community Outreach and Advocacy (17.5%)** | (9/14) x 100 = 64.29% | B- |
| **Support for Student-led Planetary Health Initiatives (17.5%)** | (12/15) x 100 = 80.00% | A- |
| **Campus Sustainability (17.5%)** | (23/32) x 100 = 71.88% | B |
| **Institutional Grade** | **(82.05x0.3 + 88.24x0.175 + 64.29x0.175 + 80.00x0.175 + 75.00x0.175) = 77.88%** | **B+** |

# Report Card Trends

**Section Overview**
This graph demonstrates trends in overall and section grades for the years in which Monash University has participated in the Planetary Health Report Card initiative.