



Planetary Health Report Card (Medicine) 2026: *Monash University*



2025-2026 Contributing Team:

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Land acknowledgment: The Monash University Medical 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	C
<p>Planetary health is included within aspects of the core curriculum across all years of Monash Medical school. Whilst all year levels do receive teaching regarding this topic, it is mostly conducted through stand alone lectures, tutorials and workshops under broader subjects. The amount of teaching regarding planetary health is quite minimal, and although there is some education on environmental impacts in healthcare in the later year levels, the vast majority of it is taught during the pre-clinical years (Year 1, Year 2 and Year A).</p> <p>Recommendations: Monash Medical School should continue to increase the depth of content of planetary health within the medical curriculum and aim to further integrate in the curriculum in a more broad sense. One method may be integrating planetary health directly into education about ‘core conditions’, in order to highlight clinically relevant links. It would also be beneficial for the medical school to consider adding more planetary health content in the Year 4C and 5D curriculums as it significantly falls behind the teaching the earlier year levels receive.</p>	
Interdisciplinary Research	A
<p>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.</p> <p>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.</p>	
Community Outreach and Advocacy	B-
<p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>	

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

specifically targeted for medical students, can meet this metric.

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

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

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

Scoring Matrix

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

Other considerations:

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

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

Monash medical school includes both an undergraduate (years 1-5) and postgraduate stream (years A-D). Years 1&2 of the undergraduate stream are preclinical and are largely conducted at Monash University Clayton Campus. Year A of the postgraduate stream is preclinical and is conducted at Monash University Churchill Campus. Both streams are combined during the clinical years which are held across multiple different clinical sites in both metropolitan and rural Victoria.. Year 3 is equivalent to Year B, Year 4 to Year C and Year 5 to Year D. For the purposes of this report card, we have assessed the entirety of the medical curriculum, including content taught across both the undergraduate and postgraduate streams.

Planetary Health Curriculum

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

Curriculum: General

1.1. Did your <u>medical school</u> offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
Yes, the medical school has offered more than one elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered one elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does not have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a lecture on planetary health. (1 point)	
No, the medical school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i></p> <p>While Monash Medical School does not offer electives that specifically address education for sustainable healthcare or planetary health, the wider university does offer courses relating to this topic that are open for medical students to enrol in.</p> <p>One such example is the “Sustainable Healthcare in Practice” course, which is a micro-credential, Master’s level program which teaches the enrolled students about sustainability in the healthcare fields and strategies to reduce healthcare waste. Another such course is the “Global Health Care Delivery” short course run by Dr Maithri Goonetilake. This is also a unit that is available in the Master’s of Public Health course offered by Monash University.</p> <p>It is important to note that to enrol in these courses, students are required to pay out of pocket which is a significant drawback.</p>	

Curriculum: Health Effects of Climate Change

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

This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p>In the first year of the undergraduate stream, year 1, planetary health is a component of lecture series that primarily focuses on social determinants of health. This lecture series is given as part of the Health Knowledge and Society (HKS) subject that is taught to first years. The topic of the relationship between extreme heat and health outcomes are briefly covered. This is further discussed in a workshop focussing on the social determinants of health that is run by a panel.</p> <p>In the second year of the undergraduate stream, year 2A, students are taught the subject of Health Promotion (HP) which highlights the impact of climate change, both on an individual and global health level. This subject has small focuses on the impact of heat on the health of the population.</p> <p>The first year of the postgraduate stream, year A also covers the impact of climate change through the subject Health and Society. This subject largely focuses on the impact of climate change on rural life and rural healthcare, with specific mention of how extreme heat can impact the agriculture industry and subsequently impact the mental health of farmers.</p> <p>In the combined postgraduate and undergraduate year 3B, the Occupational and Environmental Medicine (OEM) subject rehashed much of the same ideas as Health Promotion in year 2, this time with a renewed focus on how climate change can drive disruptions to key population groups such as agricultural workers (with the shifts in growing seasons due to a changing climate) and urban dwellers (air pollution and urban heat islands). This subject includes a fortnightly tutorial with an occupational physician to discuss these topics.</p> <p>All of these topics are examinable.</p>	

1.3. Does your <u>medical school</u> curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p>As part of their Health and Society subject, a panel style workshop is run for the year A students of the postgraduate stream. This workshop includes discussion of how extreme weather events can impact the health of communities and impact the healthcare system. This workshop has a heavy focus on rural healthcare.</p>	

The first year of the postgraduate stream, year A also covers the impact of climate change through the subject Health and Society. This subject largely focuses on the impact of climate change on rural life and rural healthcare, with specific mention of how extreme heat can impact the agriculture industry and subsequently impact the mental health of farmers.

All preclinical year levels (year 1, year 2 and year A) receive a workshop in a game style format that teaches the students about the hospital response to extreme weather events such as floods. This workshop largely focuses on rural healthcare services.

1.4. Does your medical school curriculum address the impact of climate change on the changing patterns of infectious diseases?

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

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

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

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

Score Assigned:

2

Score explanation:

In year 1, the subject Health Knowledge and Society includes a discussion of mosquito-borne diseases, including an explicit mention of climate change as a driver of mosquito-borne diseases. One of the lecture slides mentioned that “Relative increases in ambient temperature, humidity and altered rainfall patterns promote mosquito breeding and increase mosquito burden.” This topic also involves the discussion of the climate’s role in endemics and pandemics, although to a lesser extent.

Year 1 students also receive one microlecture as part of their HKS subject that highlights the impact of changing climates on antimicrobial resistance.

The year A cohort in Churchill is also provided with a learning module and lectures that broadly covers planetary health, but also has a focus on mosquito borne diseases.

1.5. Does your medical school curriculum address the respiratory health effects of climate change and air pollution?

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

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

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

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

Score Assigned:

3

Score explanation:

In year 3B, the subject Occupational and Environmental Medicine (OEM) includes a lecture on

Occupational and Environmental Respiratory Conditions which discusses air pollution and how it affects health.

The topic of respiratory health and its relation to climate change is also discussed in the workshop run for year A students that covers the impact of weather events and changes on the health of communities. A tutorial is also given to this cohort regarding the environmental impacts of using metered dose inhalers(MDIs) as well as the impact of increasing air pollution on the incidence of respiratory conditions.

1.6. Does your medical school curriculum address the cardiovascular health effects of climate change, including increased heat?

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

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

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

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

Score Assigned:

2

Score explanation:

In Year A, a lecture is provided to students regarding the impacts of increasing heat on general health, with a specific mention of cardiovascular health as part of the core curriculum, which is an assessable part of the course.

In past years, a special lecture was delivered to Year 2 students by two representatives of Doctors for the Environment Australia (DEA) during their Rural Placement week that briefly covered the cardiovascular health impacts of climate change; however this talk was not delivered in 2025.

1.7. Does your medical school curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?

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

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

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

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

Score Assigned:

2

Score explanation:

The topic of climate anxiety and the impact of climate change/pollution on mental health is a part of the Year 4C Psychiatry curriculum. Some clinical sites had formal teaching that discussed this topic however was not included for all sites, hence many students would have had to self study to educate themselves regarding the mental health impacts of environmental degradation.

This topic is also briefly discussed in the Year 2 subject Health Promotion and is also a part of a lecture - “ Sustainability, Climate Change and Health” delivered to Year A students

1.8. Does your medical school curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?

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

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

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

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

Score Assigned:

2

Score explanation:

The relationships between health, individual patient food and water security, ecosystem health, and climate change is a key aspect of an activity run in the sustainability and health module which includes a panel discussion and climate disaster response activity within the Year A curriculum.

These relationships are also briefly discussed in the singular Health Knowledge and Society (HKS) lecture on planetary health and in the Health Promotion (HP) subject.

1.9. Does your medical school curriculum address the outsized impact of climate change on marginalised populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?

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

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

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

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

Score Assigned:

2

Score explanation:

The outsized impact of climate change on marginalised populations is briefly covered in the singular Health Knowledge and Society (HKS) lecture on planetary health, and in the Health Promotion (HP) subject curriculum. One learning objective from the HP curriculum is “explain the relationship between climate change and health inequity”. There is specific mention to how climate change impacts the delivery of Indigenous health.

In year 1 HKS Module 7: Refugee and Asylum Seeker Health, there is specific mention of how climate refugees are not protected under the UN Refugee Convention (1951), which defines a refugee as someone fleeing persecution or violence. The module discusses, albeit not specifically, how climate refugees who are without legal refugee status, may face indefinite detention with a myriad of physical and mental health impacts.

In the postgraduate stream, there are lectures of the Health and Society subject where the lecturer provides information on health sociology. They explain that health sociology identifies health illnesses sociologically and explains the disproportionate level of illness affecting certain demographics. This was further discussed with examples on how climate change and extreme weathers affected lower SES communities in rural towns.

1.10. Does your medical school curriculum address the unequal regional health impacts of climate change globally?

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

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

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

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

Score Assigned:

2

Score explanation:

There is a learning objective specifically related to the topic of inequality linked to climate change in the year 2 Health Promotion course. The learning objective in question is “explain the relationship between climate change and health inequity”. Teachings regarding this objective included a lecture in Health Promotion entitled ‘Climate Change and Health’ which was delivered in semester 2, as well as a brief introductory video detailing the relationship between human health and planetary health.

A game-style workshop is run for the pre-clinical year levels (year 1, year 2, year A) that outlines how regional healthcare services deal with extreme weather events such as floods, and highlights the difference in response between metropolitan and rural healthcare services.

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

1.11. Does your medical school curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides, microplastics)?

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

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

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

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

Score Assigned:

0

Score explanation:

The year 4C curriculum includes a nine-week program on Obstetrics and Gynaecology. Teaching across Monash University Medical School makes no specific mention of industry-related environmental toxins (e.g. air pollutants, pesticides).

1.12. Does your medical school curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?

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

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

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

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

Score Assigned:

1

Score explanation:

In the postgraduate stream (year A), there is an informal discussion about the health-related impacts of the Hazelwood mines (which are in close proximity to the Churchill campus), including increased rates of cancer and respiratory conditions.

The core curriculum taught to the undergraduate students does not significantly address any important human-caused environmental threats that are relevant to the university's surrounding community.

1.13. To what extent does your medical school emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?

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

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

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

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

Score Assigned:

0

Score explanation:

The medical places great importance regarding Indigenous healthcare and health outcomes, with great emphasis on the current discrepancy between Indigenous and Non-Indigenous health that is still present in today's society. The school also does well in educating its students on bush medicine and the relationship that Indigenous communities have with the environment and how they do not take from the land, but co-exist alongside it.

Despite this, the medical school does not highlight avenues in which we can promote Indigenous knowledge and values as a means to address climate change and achieve planetary health solutions.

1.14. Does your medical school curriculum address the outsized impact of anthropogenic environmental toxins on marginalised populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults?

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

This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i> To the best of our knowledge, Monash University Medical School does not include anthropogenic environmental toxins on marginalised populations within the curriculum.</p>	

Curriculum: Sustainability

1.15. Does your <u>medical school</u> curriculum address the environmental and health co-benefits of a plant-based diet?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 point)	
Score Assigned:	0
<p><i>Score explanation:</i> Across the medical curriculum, the benefits of adopting a plant-based diet is spoken about quite widely, however the focus is largely on how it can positively impact health outcomes and there is no mention of the positive environmental outcomes of doing so.</p> <p>In year 1 Health Enhancement Program (HEP) there is a nutrition lecture that concludes there is “no one answer as to which diet is best” but that guidelines favour a “predominantly plant-based” diet. It states that low intake of vegetables and fruits, and high intake of processed meats, all correlate to adverse cardiovascular health. It also identifies processed meats as a Group 1 carcinogen and favoured consumption of cruciferous vegetables and soy for cancer prevention.</p> <p>In year 4C, under the General Practice (GP) rotation, students are taught that patients with a plant-based diet are at risk of nutritional deficiencies (e.g. iron, vitamin B12, folate), and that it is important to provide supplementation. However, there is no mention of the environmental benefits of a plant-based diet.</p>	

1.16. Does your <u>medical school</u> curriculum address the carbon footprint of healthcare systems?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	

This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> Hospital related waste has been discussed in Year 1 of the undergraduate stream, however it is largely focussed on hospital resourcing as opposed to carbon footprint reduction.	

1.17. Does your medical school curriculum cover these components of sustainable clinical practice in the core curriculum? (points for each)	Score
The health and environmental co-benefits of avoiding over-medicalisation, over-investigation and/or over-treatment (2 points)	2
The environmental impact of pharmaceuticals and over-prescribing as a cause of climate health harm. Alternatively teaching on deprescribing where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	2
The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point)	0
Environmental impact of surgical healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	0
The impact of anaesthetic gases on the healthcare carbon footprint and ways to reduce anaesthesia's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	0
The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	1
Waste production within healthcare clinics and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	0
<i>Score explanation:</i> Certain clinical sites hold lectures such as the “No Unnecessary Tests” lecture at the Eastern Health Clinical school which highlights the environmental benefits in parallel with the health benefits of avoiding over-investigation. This lecture brings focus to how pathology and imaging can contribute to the carbon footprint and encourages students to be conscious of the necessity of any tests or imaging they may order in the future in practice. The Year 4D GP rotation puts a heavy emphasis on avoiding overprescription and over-investigation. This is largely focussed on reducing resource waste and distributive justice, however there is still discussion surrounding the environmental impacts of medical waste. The environmental impact of metered dose inhalers (MDIs) is also discussed both in Year 3 Occupational and Environmental medicine lectures as well as in Year A Health and Society lectures.	

Curriculum: Clinical Applications

1.18. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies to have conversations with patients about the health effects of climate change?	
Yes, there are strategies introduced for having conversations with patients about climate change in the core curriculum. (2 points)	
Yes, there are strategies introduced for having conversations with patients about climate change in elective coursework. (1 point)	
No, there are not strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> To the best of our knowledge Monash University Medical School does not include strategies to have conversations with patients about the health effects of climate change in the curriculum.	

1.19. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies for taking an environmental history or exposure history?	
Yes, the core curriculum includes strategies for taking an environmental history. (2 points)	
Only elective coursework includes strategies for taking an environmental history. (1 point)	
No, the curriculum does not include strategies for taking an environmental history. (0 points)	
Score Assigned:	2
<i>Score explanation:</i> In the Year 3B subject, Occupational and Environmental Medicine, students are taught how to take an environmental and occupational history, practiced through role plays with peers. These role plays largely focus on taking a history from patients with known environmental or occupational exposures. Within the metropolitan cohort, Year 4C GP students had practice taking a history from a simulated patient with an occupational exposure to organophosphates in one of their tutorials. Not every student in the cohort had the opportunity to take part in this tutorial.	

Curriculum: Administrative Support for Planetary Health

1.20. Is your <u>medical school</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?	
Yes, the medical school is currently in the process of making major improvements to ESH/planetary health education. (4 points)	

Yes, the medical school is currently in the process of making **minor** improvements to ESH/planetary health education. (2 points)

No, there are **no** improvements to planetary health education in progress. (0 points)

Score Assigned:

2

Score explanation:

Over the first two years of Monash Medical School taking part in the Planetary Health Report Card, a group of student representatives were able to meet with educators to discuss the outcome of the report card, and manners in which ESH and planetary health could be further integrated into the Monash Medicine curriculum, with educators being very receptive in the feedback and are keen to work with the student group moving forward. One such example of this is that a planetary health focussed workshop that was previously only run for Year A students of the postgraduate stream is now also being delivered to the Year 1 students of the undergraduate cohort.

1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the core curriculum?

Planetary health/ESH topics are **well integrated** into the core medical school curriculum. (6 points)

Some planetary health/ESH topics are appropriately integrated into the core medical student curriculum. (4 points)

Planetary health/ESH is not integrated and is primarily addressed in **(a) standalone lecture(s)**. (2 points)

There is **minimal/no** education for sustainable healthcare. (0 points)

Score Assigned:

2

Score explanation:

Planetary health/ESH is covered in multiple standalone lectures throughout the degree:

Year 1: Health Knowledge and Society (HKS) subject has a singular planetary health lecture. HKS also includes a tutorial on Determinants of Health (SDGs).

Year 2: Health Promotion subject discusses the concept of climate change, its impacts on people and global health, and how it is being tackled on a local, national, and global scale. It further discusses how the medical profession can respond to climate change.

Year 3: Occupational and Environmental Medicine (OEM) topic rehashes similar ideas as Health Promotion in Year 2, but with a renewed focus on how climate change can drive disruptions to key population groups such as agriculture (with the shifts in growing seasons due to warming weather) and urban dwellers (air pollution and urban heat islands).

Year A: Health and Society Subject, Rural Health Access touches on climate-related impacts on agriculture, and mental health impacts on farmers. Within this the Sustainability and Health module, panel discussion, and climate disaster response activity also touch on how the climate impacts health.

1.22. Does your medical school employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?

Yes, the medical school has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)

No, the medical school does not have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)

Score Assigned:

0

Score explanation:

The Monash University Faculty of Medicine, Nursing and Health Sciences contains both the Monash School of Medicine and the School of Public Health and Preventative Medicine. The latter school has a division dedicated to planetary health. This division coordinates several units, one of which (Occupational and Environmental Health (MonCOEH)) is taught within the medical degree.

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

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

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

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

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

Score Assigned:

2

Score explanation:

In the Year 2 Health Promotion subject, students are taught about their future civic duty and the power they have as doctors to address societal issues and to confront the structural determinants of health through advocacy. This teaching however does not specifically mention their civic duty in addressing environmental factors that may impact health and climate change in general.

Although it is not a core aspect of the curriculum, the concept of civic duty in the healthcare profession is broadly approached across all year levels in less formal discussions.

Section Total (34 out of 75)

45.33%

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Interdisciplinary Research

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

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

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

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

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

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

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

2.6. Is your <u>institution</u> 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 <u>institution</u> partner with community organisations to promote planetary and health?	
Yes, the institution meaningfully partners with multiple community organisations to promote planetary and environmental health. (3 points)	
Yes, the institution meaningfully partners with one community organisation to promote planetary and environmental health. (2 points)	
The institution does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is no such meaningful community partnership. (0 points)	
Score Assigned:	3
<p>Monash University partners with multiple community organisations to promote planetary and environmental health through collaboration, co-design, and community engagement activities.</p> <p>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.</p> <p>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.</p>	

3.2. Does your <u>institution</u> 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
<p>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.”</p> <p>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.</p> <p>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.</p>	

3.5. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> 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
<p>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.</p> <p>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.</p>	

3.6. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational
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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
<p>Monash University's affiliated hospitals do not have educational materials regarding the health impacts of climate change that are readily available for their patients.</p> <p>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.</p>	
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 <u>institution</u> offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the institution <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> sustainability QI projects are part of the core curriculum. (2 points)	
The institution encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, but there is no student funding available and there is no requirement to participate. (1 point)	
No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	1
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 <u>institution</u> offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?	
The institution has a specific research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)	
There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these require student initiative to seek them out and carry them out in their spare time. (1 point)	
There are no opportunities for students to engage in planetary health/sustainable healthcare research. (0 points)	
Score Assigned:	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
<p>In the past year, Monash University has run several co-curricular planetary health programs and initiatives, including:</p> <ol style="list-style-type: none"> 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 <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of hospital sustainability. (2 points)	
There are no salaried sustainability staff , but there is a sustainability task force or committee. (1 point)	
There are no staff members or task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
<p>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.</p> <p>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.</p>	

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

The institution does not meet any of the requirements listed above (0 points)	
Score Assigned:	5
<p>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.</p> <p>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.</p>	

5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?	
Yes, institution buildings are 100% powered by renewable energy. (3 points)	
Institution buildings source >80% of energy needs from off-site and/or on-site renewable energy. (2 points)	
Institution buildings source >20% of energy needs from off-site and/or on-site renewable energy. (1 point)	
Institution buildings source <20% of energy needs from off-site and/or on-site renewable energy. (0 points)	
Score Assigned:	1
<p>Currently, there is no publicly available data indicating the proportion of renewable energy in the energy needs for buildings at Monash University.</p> <p>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.</p> <p>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.</p>	

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

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
<p>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.</p> <p>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.</p>	

5.5. Has the <u>institution</u> implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?	
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
<p>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</p>	

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

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

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

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

Score Assigned:	2
<p>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.</p> <p>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.</p>	

5.8. Does the <u>institution</u> 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
<p>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”.</p> <p>The five key aspects of responsible procurement at Monash University are as follows:</p> <ol style="list-style-type: none"> 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. <p>The institution has a strong focus on establishing a sustainable and transparent supply chain that will benefit the wider community.</p>	

5.9. Are there sustainability requirements or guidelines for events hosted at the institution?	
Every event hosted at the institution must abide by sustainability criteria. (2 points)	
The institution strongly recommends or incentivizes sustainability measures, but they are not required . (1 point)	
There are no sustainability guidelines for institution events. (0 points)	

Score Assigned:	1
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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
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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](#).

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
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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.

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(34/675) \times 100 = 45.33\%$	C
Interdisciplinary Research (17.5%)	$(15/17) \times 100 = 88.24\%$	A
Community Outreach and Advocacy (17.5%)	$(9/14) \times 100 = 64.29\%$	B-
Support for Student-led Planetary Health Initiatives (17.5%)	$(12/15) \times 100 = 80.00\%$	A-
Campus Sustainability (17.5%)	$(23/32) \times 100 = 71.88\%$	B
Institutional Grade	$(A \times 0.3 + B \times 0.175 + C \times 0.175 + D \times 0.175 + E \times 0.175) = 66.87\%$	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.

Planetary Health Report Card Trends for Monash University

