

PLANETARY HEALTH REPORT CARD

2026 INTERNATIONAL SUMMARY REPORT

PREPARED BY STUDENTS AND FACULTY FROM 212 HEALTH PROFESSIONAL SCHOOLS



Welcome

The Planetary Health Report Card publishes its 7th annual cycle with over 200 schools in 23 countries participating.

Welcome to the 2025-2026 International Summary Report. The pages that follow are a testament to the extraordinary dedication of 1,190 medical, nursing, dental, and allied health students who have mobilised globally for planetary health. These future healthcare leaders have bravely used their voices to champion climate action within their curricula, institutions, and broader communities. Through the PHRC, they are transforming systemic inaction, injustice, and our shared climate anxiety into clear, measurable advocacy that is driving tangible institutional change.



James, Arya and Emily | PHRC Co-Directors



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Version 2: Dentistry Hyperlinks fixed. Missing authors added.

About

The Planetary Health Report Card (PHRC) is a student-led, metric-based self-assessment tool designed to evaluate and improve planetary health engagement in health professional schools.

The PHRC functions as a needs assessment to help institutions identify strengths and opportunities for growth, while fostering a global community of advocacy. Student teams around the world evaluate their institution against discrete, expert-written and peer-reviewed metrics across a range of planetary health domains.

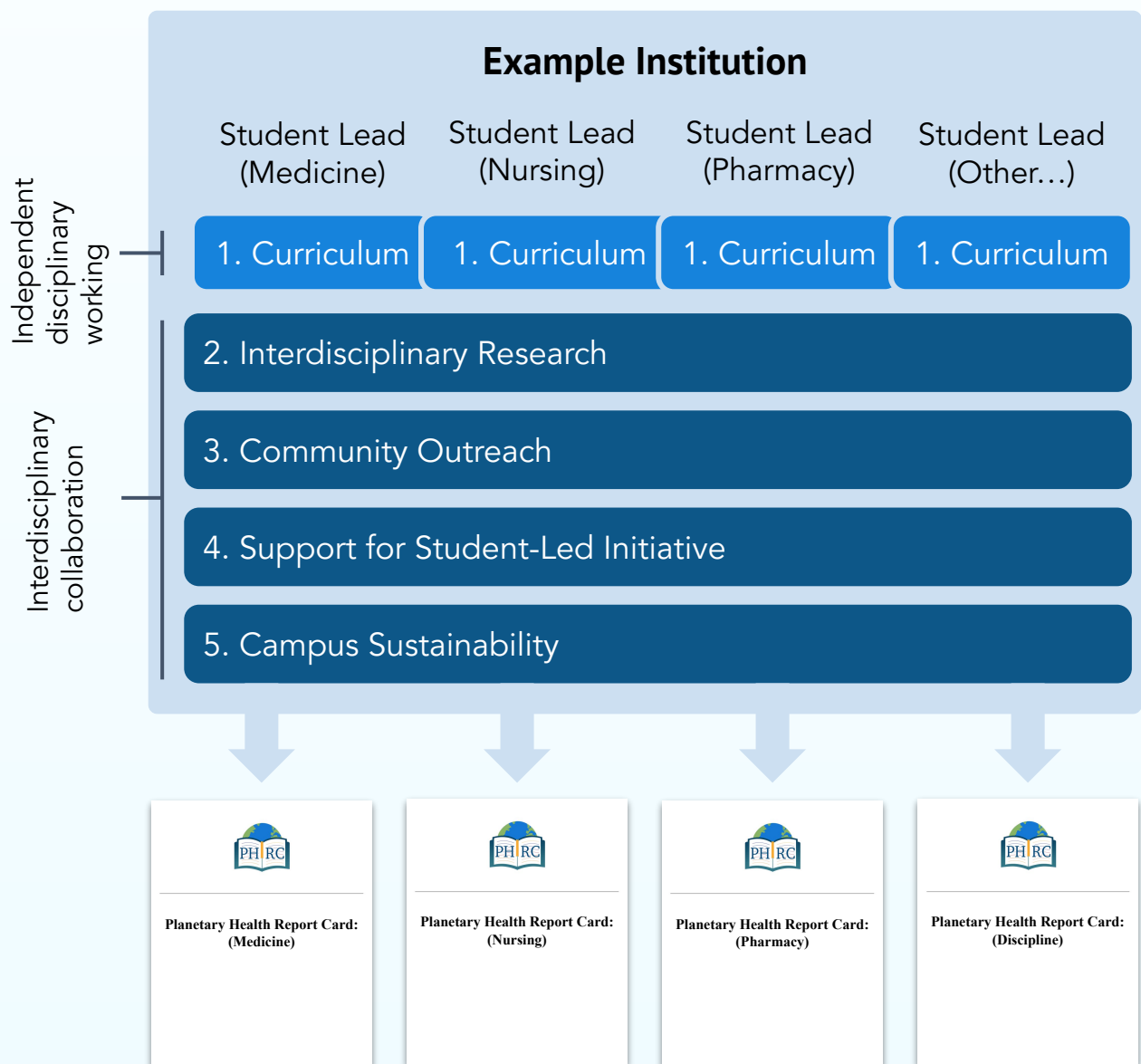
Report cards are all published freely online to foster shared learning and **promote international collaboration**. A completed PHRC provides students and faculty with a roadmap for **advancing planetary health at their institution**. Working with our partners, teams are directed to tailored, high-quality education resources and materials to address the identified gaps in their report cards.

Completed annually, the reports serve as a persistent reminder of the **rapid need for change** and allow monitoring and celebration of an institution's growth.



Report Card

The Planetary Health Report Card is made up of five sections. Interdisciplinary teams work together to produce a report card that represents their institution.

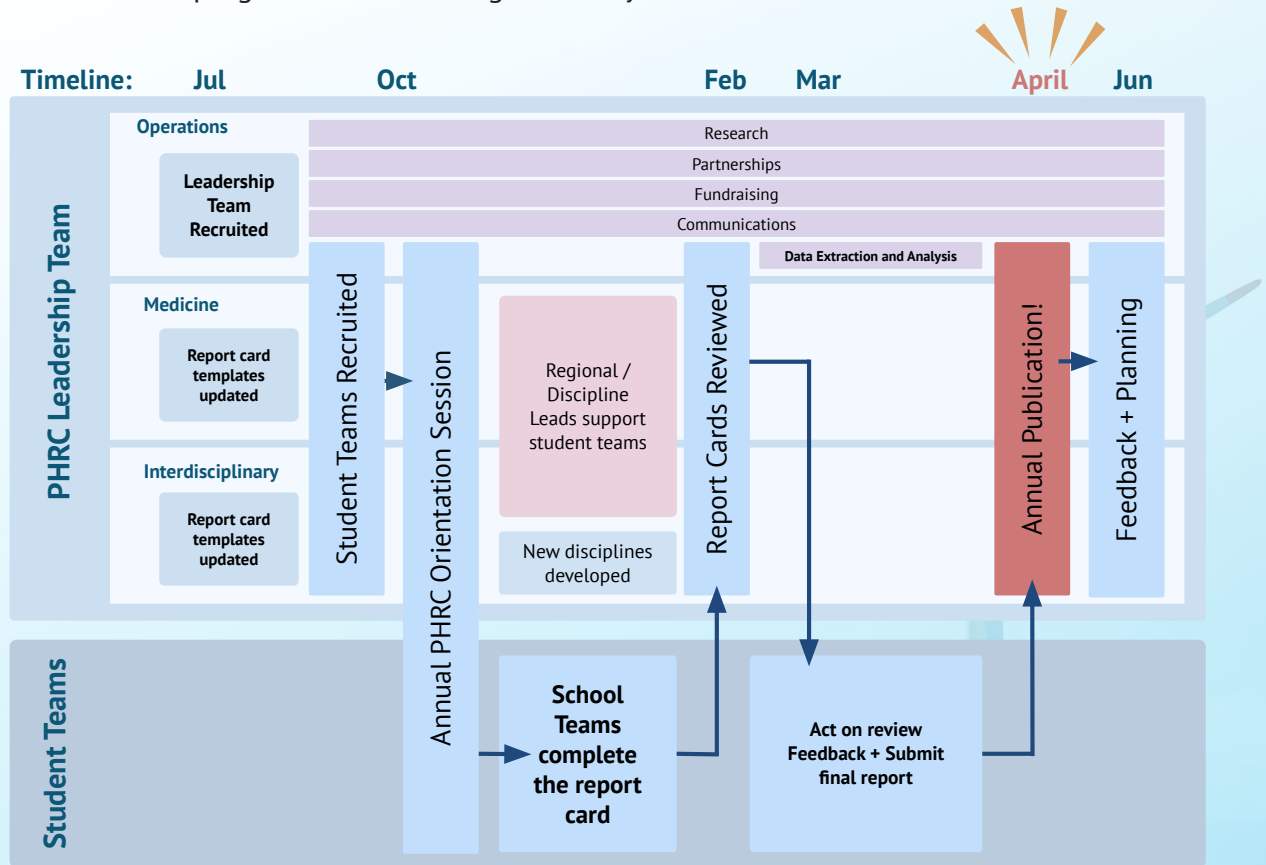


How the process works:

The report card follows a structured annual cycle, beginning in the fall and concluding with publication on Earth Day (April 22nd).

- 1. Student Team Formation:** Each school recruits a team of volunteer student leads who often work with a faculty mentor. Students receive training and guidance on completing the report card.
- 2. Evidence gathering:** Teams explore their curriculum in depth, scour institutional policies and websites, and interview faculty or facilities staff to find evidence for approximately 55 metrics.
- 3. Metric-Based Scoring:** Each metric is assigned a point value (typically 1–3 points) based on specific criteria. For example, curriculum topics are graded higher if they are integrated into the core curriculum rather than being offered only as an elective.
- 4. External Review:** To ensure consistency and fairness, members of the PHRC leadership team review every draft report, scrutinizing the evidence and justifications provided for each score.
- 5. Final Grading:** Once finalized, scores are processed through a standardized calculator to produce percentage-based letter grades ranging from A+ to F

Throughout the whole process, our team of 50+ leadership members work tirelessly behind the scenes, running partnerships, research, communications, supporting school leads and keeping the PHRC running smoothly.



Results

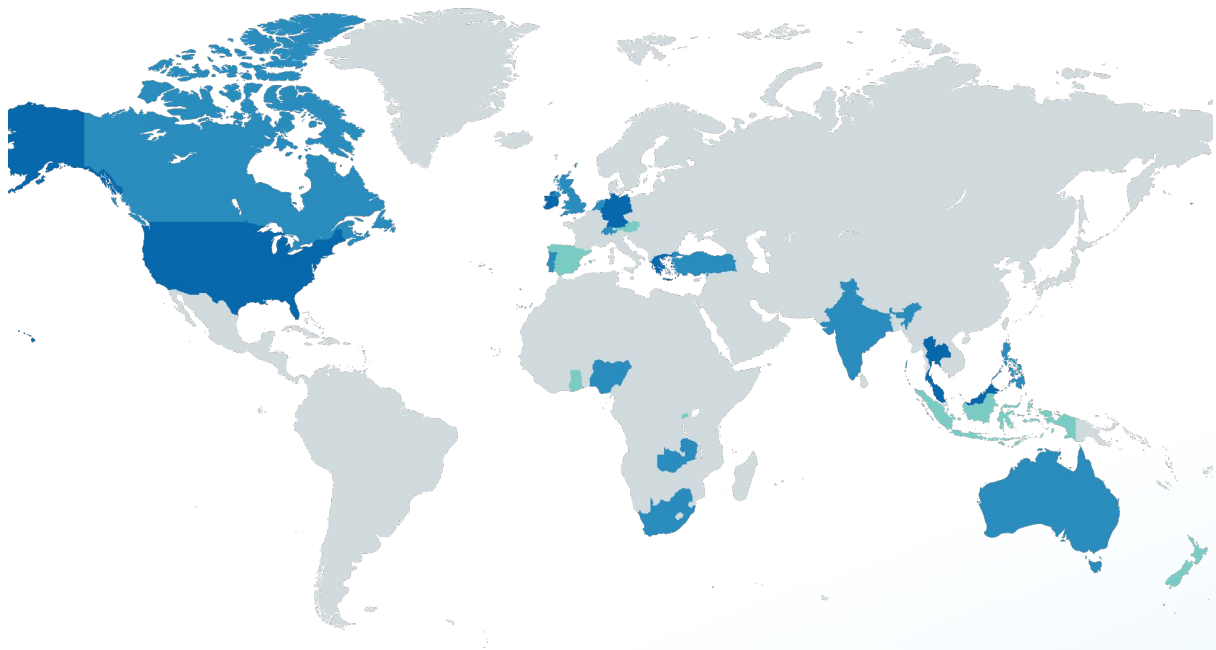
The student voice has never been louder, more respected, or more constructive.

Through the PHRC, we are empowering students and faculty worldwide to bring planetary health from the margins of academia to the very core of health professions education. The 2026 results stand as a powerful testament to the scale of this global transformation.

Of the 137 schools participating for consecutive years, **82% improved their score.**

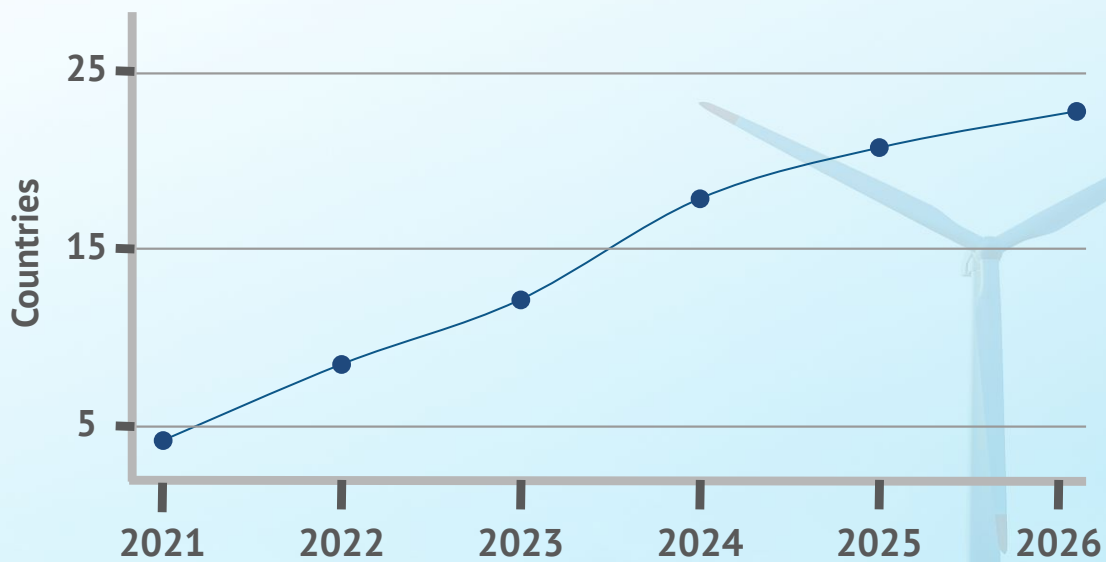


212 TOTAL REPORTS
75 NEW SCHOOLS



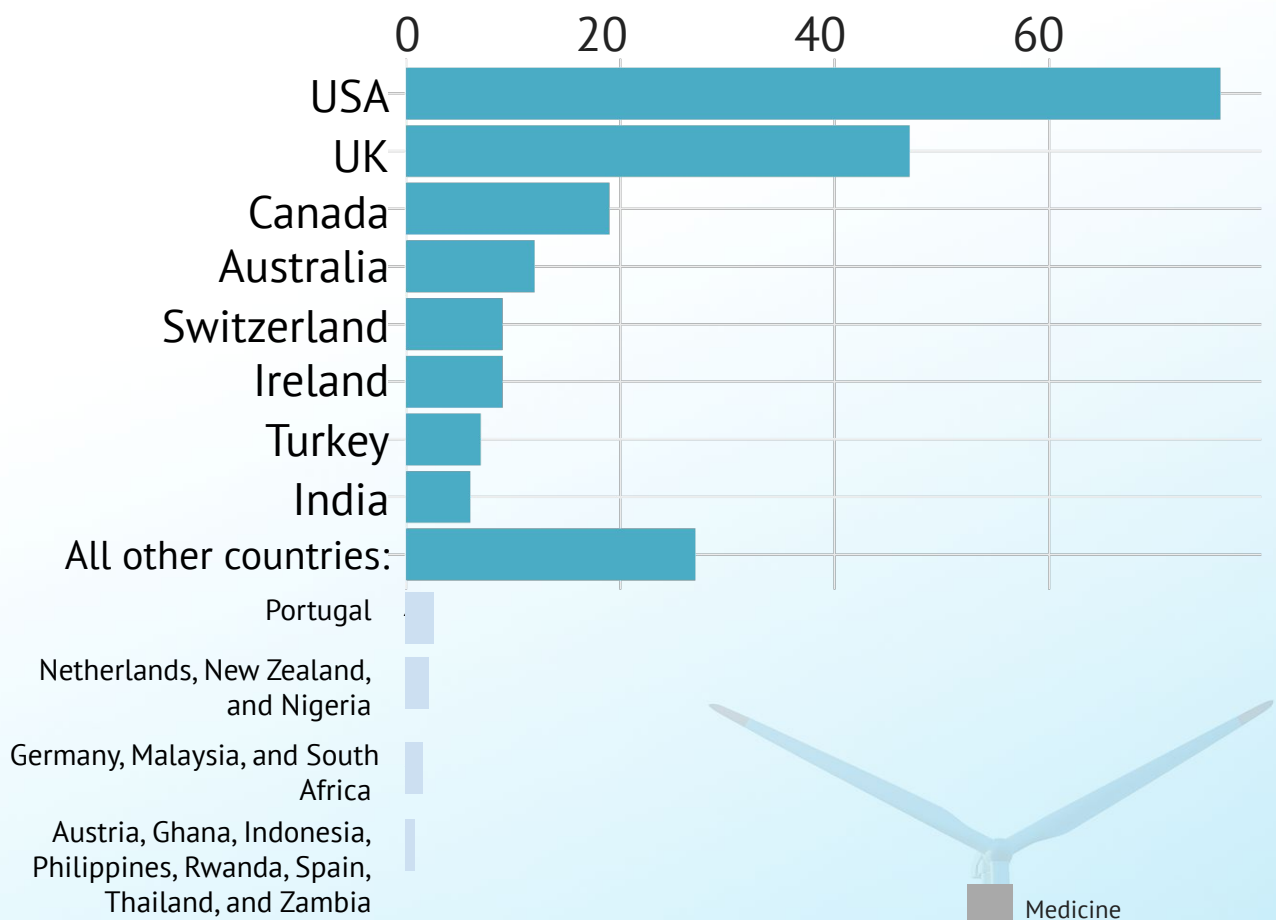
23 COUNTRIES

NEW COUNTRIES:
ZAMBIA, GHANA, INDONESIA, PHILIPPINES,
SPAIN

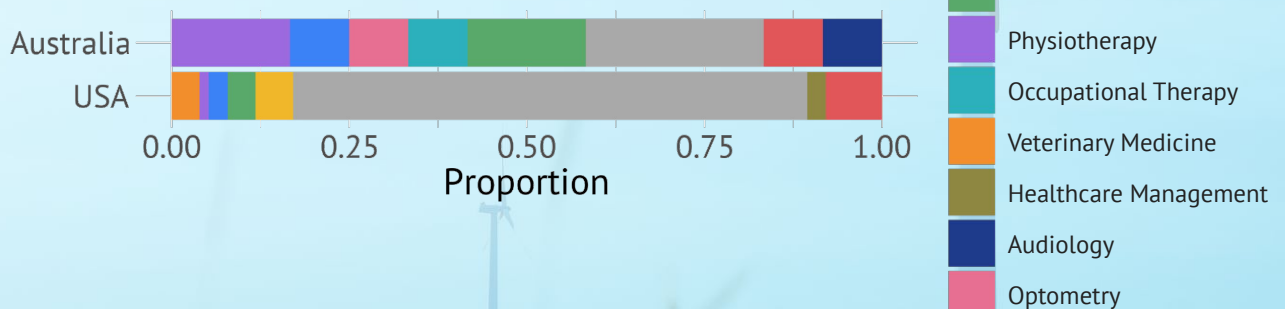


Country Breakdown

The USA and UK continued to make up the majority (58%) of report cards. This represents a decrease from the 2025 PHRC cycle, where the USA and UK made up 71% of report cards. The PHRC continues its recruitment efforts to increase geographic and language diversity.

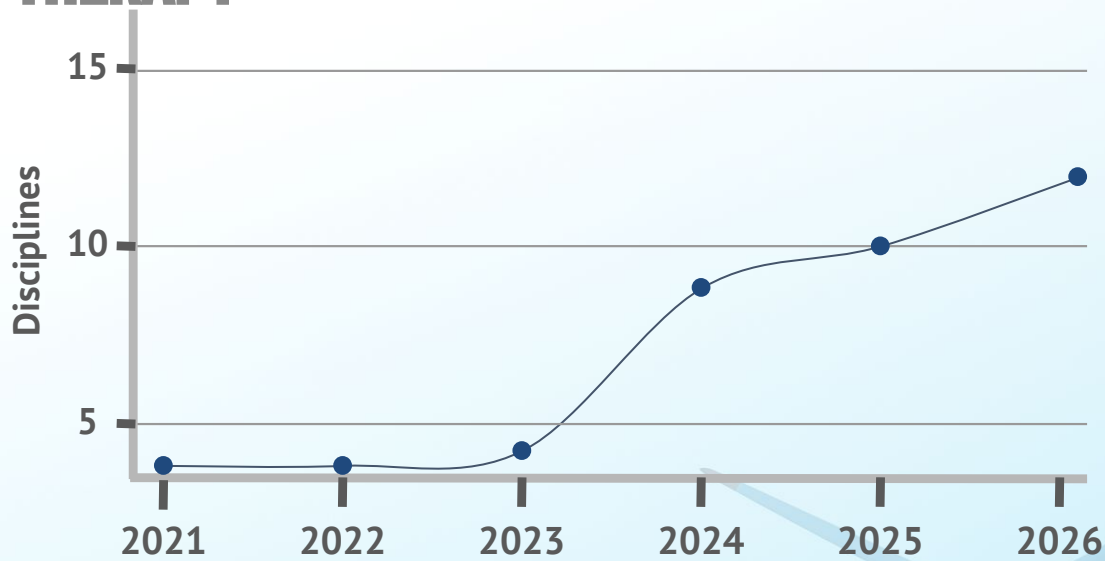


Notably, Australia showed strong cross-disciplinary participation (USA for comparison).



12 HEALTH PROFESSIONAL DISCIPLINES

**NEW PILOT DISCIPLINES:
OPTOMETRY, SPEECH AND LANGUAGE
THERAPY**

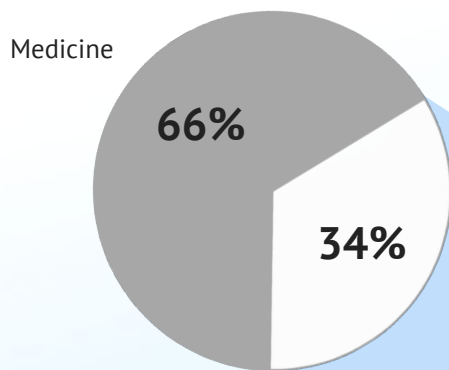


**MEDICINE, NURSING, PHARMACY,
PHYSIOTHERAPY, OCCUPATIONAL
THERAPY, DENTISTRY, VETERINARY
MEDICINE, AUDIOLOGY, HEALTHCARE
MANAGEMENT, NUTRITION &
DIETETICS**

Discipline Breakdown

Medicine continued to represent the majority of report cards in the 2026 PHRC. This year, 36% of report cards were from non-Medicine disciplines, up from 27% the previous year. Pharmacy was the most common discipline outside of Medicine.

Medicine vs. All Other Disciplines



(number of participating schools)

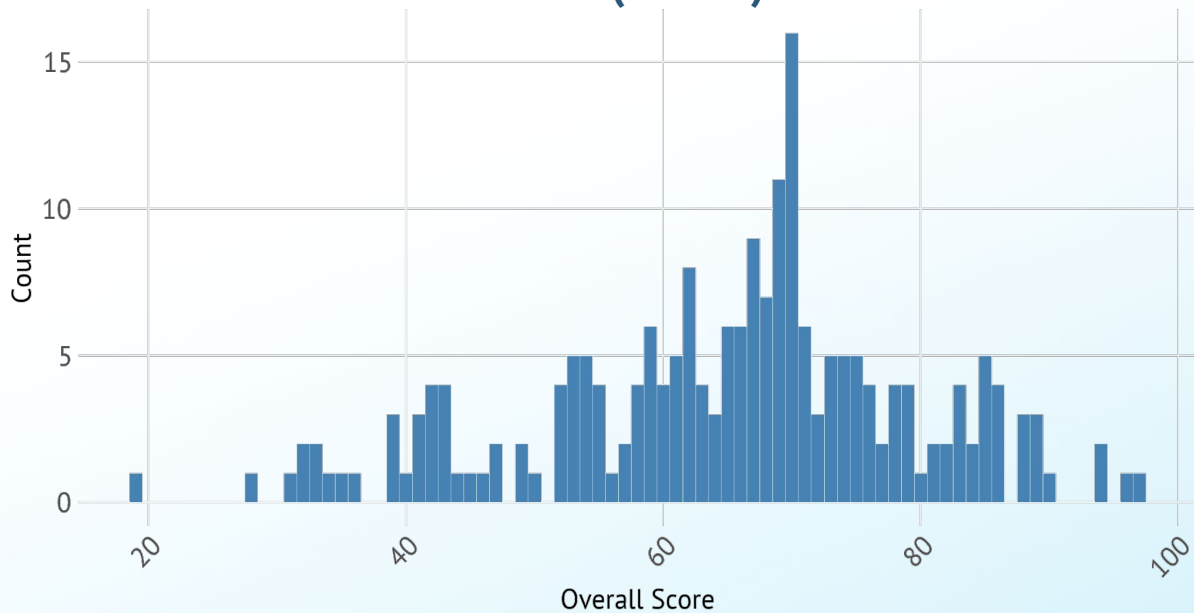


All Other Disciplines

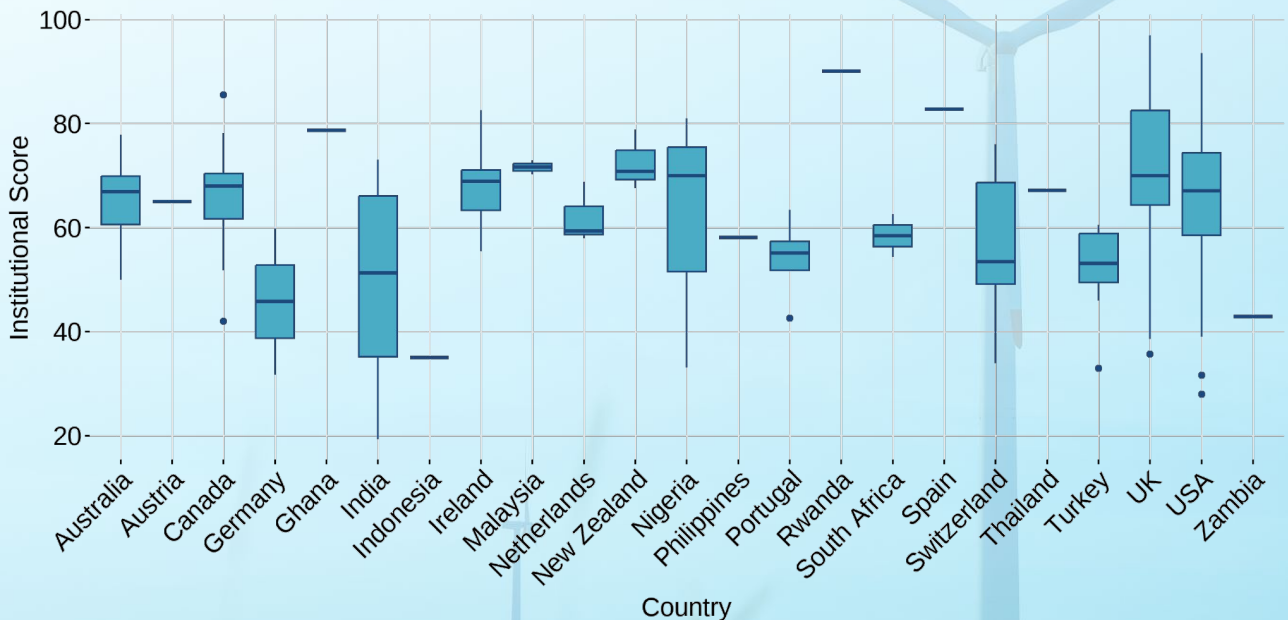
Score Distribution

The distribution of institutional scores is centered around the mid-high range (60-75) with few extreme values, suggesting that most institutions cluster around a moderate performance. Institutional performance may also differ meaningfully by country, though these observations must be interpreted with caution given that sample sizes vary by country.

Institutional Score Distribution (n=212)

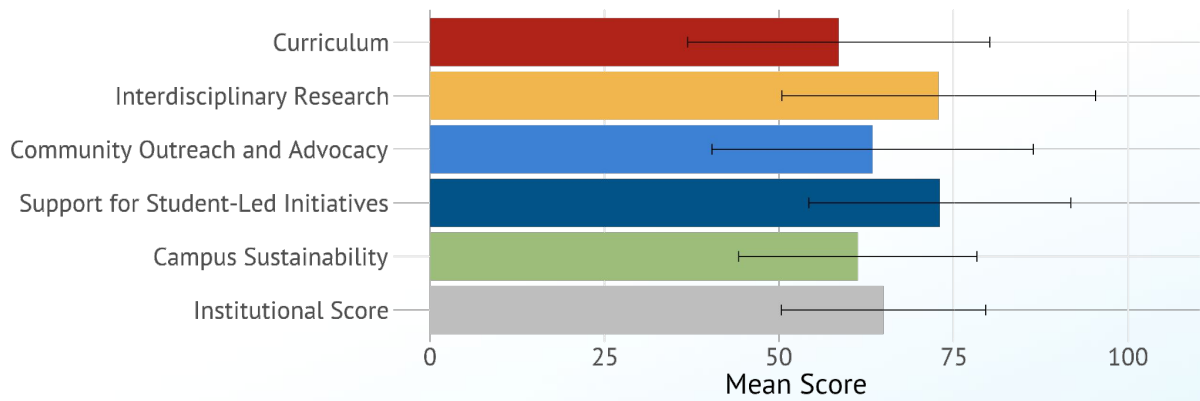


Institutional Scores by Country (n=212)

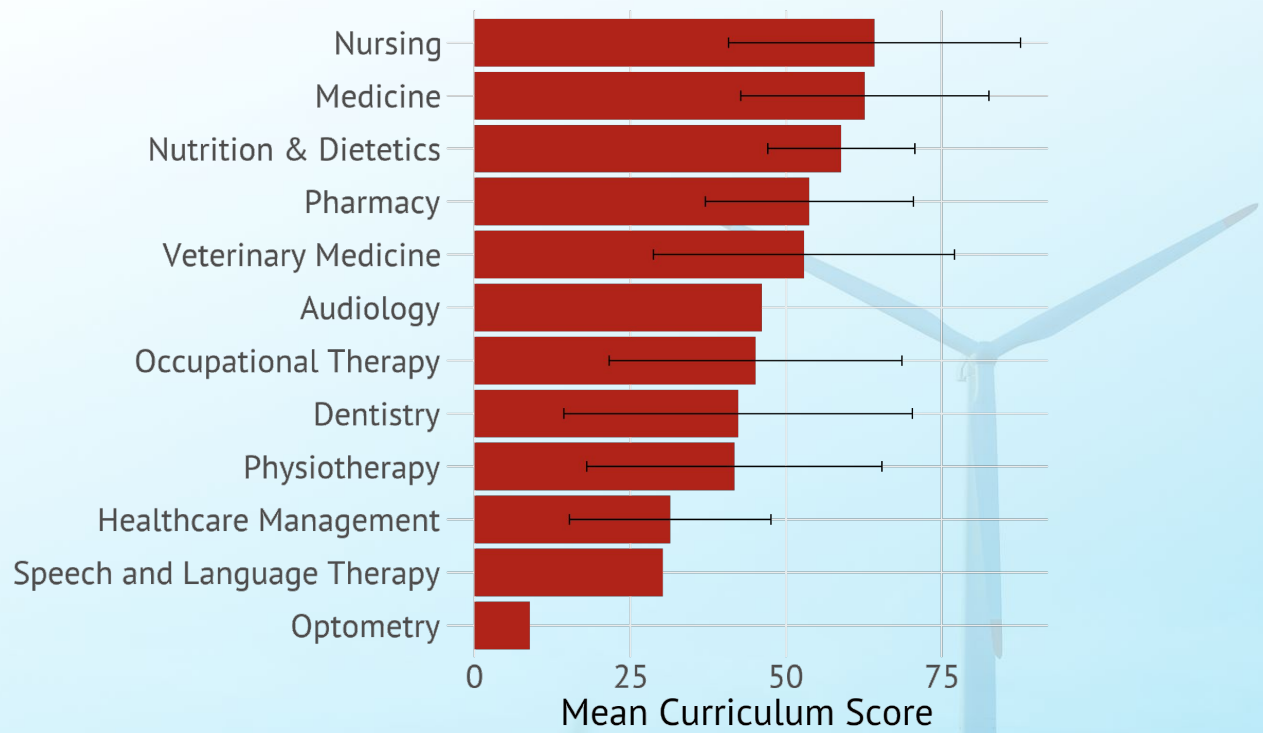


At the section level, Interdisciplinary Research and Support for Student-Led Initiatives appear to have the highest mean scores, but there is significant variability across institutions as shown by the wide SD. Similarly, across disciplines, although Nursing and Medicine show the highest mean Curriculum scores, the wide SD within disciplines further reinforces high institutional variability.

Mean Scores by Section (\pm SD)



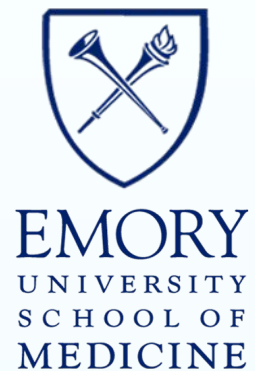
Mean Curriculum Scores Across Disciplines (\pm SD)



Student Testimony

The **Planetary Health Report Card** is far more than a collection of institutional metrics. It stands as a powerful **testament from over 1000 students worldwide** who refuse to wait for the healthcare system to organically evolve, and the testimonies that follow represent the core of this global movement: the determination of local changemakers, the challenges of driving curriculum reform and above all **the unified nature of our team**.

“When I first joined the PHRC team last year as a new medical student at Emory, completing **the PHRC gave me a clear picture of what sustainability efforts looked like** on campus and helped me to get more involved with planetary health efforts on campus – an experience that has been incredibly fulfilling. **I have loved learning from and collaborating with the PHRC team**, including our wonderful faculty mentor, Dr. Philipsborn, and I have learned so much each year. Reflecting on Emory’s planetary health work, particularly within the School of Medicine, has been very inspiring, and the PHRC process continues to guide us in the identification of areas for future growth of the Climate Change and Environmental Health longitudinal curriculum thread.”



Meagan Gilette, Medical Student, Emory School of Medicine



“**When I came to medical school, I knew that introducing the PHRC to my institution was a key goal.** I intended for it to be a tool that students could use to advocate for more institutional support. What I did not anticipate was that faculty and administration would use it as a tool as well! The findings from our first report complement the strategies that our institution is launching soon, like the Center for Planetary Health, and there is so much more to come. Some students who completed the PHRC last year expressed that this is an impactful way we can create actionable change as medical students. Now, students are excited to build on this momentum and develop initiatives that address our findings from this year.”

Sydney Warner, Medical Student, Wake Forest University School of Medicine

Student Testimony

“My experience as a school lead with the Planetary Health Report Card over the past two years has served as a valuable way to **engage with planetary health in a practical and collaborative setting**. It has brought together a group of medical students committed to improving how planetary health is taught and **creating lasting change** within the curriculum. Through the PHRC process, we have been able to **build connections** with the university’s Office of Sustainability, opening up new avenues for collaboration and furthering our shared goal of climate awareness. Overall, the PHRC has provided a tangible way to track progress at our institution and communicate these efforts with faculty, staff, and fellow students.”



Sriram Amirneni, Medical Student, University of Virginia School of Medicine



VANDERBILT
School of Medicine

“My experience as a school lead with the Planetary Health Report Card over the past two years has served as a valuable way to engage with planetary health in a practical and collaborative setting. It has brought together a group of medical students committed to improving how planetary health is taught and creating lasting change within the curriculum. Through the PHRC process, we have been able to build connections with the university’s Office of Sustainability, opening up new avenues for collaboration and furthering our shared goal of climate awareness. Overall, the PHRC has provided a tangible way to track progress at our institution and communicate these efforts with faculty, staff, and fellow students.”

Lily Campbell Lewis, Medical Student, Vanderbilt University School of Medicine

“Being part of the PHRC process has been a highly rewarding experience. The central PHRC team has demonstrated strong professionalism and coordination, supported by a dedicated and capable group. The PHRC has helped raise awareness among faculty leaders and relevant departments about the importance of planetary health and sustainability in medical education. It also serves as a key student-driven mechanism to initiate dialogue and drive meaningful change within the institution.”



Thammarath Thiamsuk, Medical Student, Siriraj Faculty of Medicine, Thailand

Faculty Testimony

The PHRC serves as far more than to empower students to advocate for change but also provide dedicated a faculty a platform to springboard action. In this section, we share reflections from faculty leaders who have successfully utilised the PHRC to drive tangible, systemic change. As these testimonies reveal, the dynamic partnership between students and educators goes beyond evaluating current practices, it inspires curriculum redesign, builds interprofessional communities, and embeds environmental sustainability into the very foundation of healthcare education. By amplifying student voices, the PHRC equips and empowers institutions worldwide to cultivate the next generation of dedicated, planet-minded clinicians.

“Our experience at Brighton and Sussex Medical School of working with our Planetary Health Report Card student team has been overwhelmingly positive. The outputs from the PHRC have been invaluable in supporting change at our institution and involvement in this programme provides an opportunity for students to build capacity in Planetary health education and provides a structure for institutions to improve their performance in this crucial area. This work is unique in terms of its global collaborative approach and we’ve been able to witness at first-hand how involvement in this programme supports transformative change. As an educational organisation, we would continue to support our students in their involvement in the PHRC.”



**Dr Anna Jones, Lead for Sustainable Healthcare Education,
Brighton and Sussex Medical School, UK.**

Faculty Testimony

“With the inspiration of PHRC, we’re delighted that at Sheffield Hallam University, we’ve made progress with embedding environmental sustainability into our learning outcomes and assessment, in our mission to support the development of planet-minded clinicians. Our final year health students also get to hear from multi-professional leaders in the field, including students involved in PHRC, sparking motivation in how we can all be greener clinicians and in turn, greener leaders. Student voices are crucial for change, and the role of PHRC has been critical for us, along with many health courses, as we remind ourselves of how important it is to practice healthcare with people and planet in mind. We look forward to continuing to work closely with the team at PHRC and supporting our students to find their way in this important work.”



**Dr Rammina Yassaie, Senior Lecturer in Leadership for Health and Social Care,
Sheffield Hallam University, UK**



“The Planetary Health Report Card has been an essential catalyst for strengthening planetary health education across Rush University. Our involvement began with a medical student team in 2021-22; results had an immediate impact on education, and also helped us cultivate an interprofessional community of students, faculty, and staff. Over the years, we’ve expanded to include our nursing college and our college of health sciences, which in 2024-25 collaborated with PHRC to pilot a new program for graduate healthcare management programs across five universities in the United States and Canada. This year, we’ve added a fourth program – Clinical Nutrition – here at Rush. We are very grateful for the PHRC program, and we look forward to continuing to expand our involvement in these decisive years to come.”

**Andy Garman, Professor of Health Systems Management,
RUSH University, Chicago, USA**

Faculty Testimony

For the first time, Monash University in Australia brought together students from five professions to work collaboratively on the PHRC. Student champions from Medicine, Pharmacy, Nutrition & Dietetics, Occupational Therapy, and Physiotherapy worked together to complete Sections 2–5, creating valuable new opportunities to learn from each other, a key component to advance planetary health. This interdisciplinary teamwork was made possible by strong support from the global PHRC team, faculty-level investment in planetary health (e.g. student-educator curriculum co-design), and the commitment of passionate educators and students who made it all happen!

Another major contributor to the success of this interdisciplinary model was our ability to recruit excellent, highly motivated students. We achieved this by highlighting the global scale and rapid growth of the PHRC, positioning the volunteer role as part of a much broader international movement. For several disciplines, this framing also helped secure leadership approval for two week vacation scholarships, providing students stipends and formal recognition. This Faculty facilitated scholarship program reduced administrative burden for educators and generated momentum for wider interdisciplinary engagement.



**Dr Liza Barbour, Senior Lecturer (Food Systems,
Planetary Health and Public Health Nutrition)**

**Dr Kate Gledhill, Lecturer (Department of Occupational
Therapy, School of Primary and Allied Health Care)**

**Dr Suzanne Caliph, Senior Lecturer and Sustainability
Education Lead (Faculty of Pharmacy and
Pharmaceutical Sciences)**

**Ms Liana Cope, Lecturer (Department of Physiotherapy,
School of Primary and Allied Health Care)**

**Dr Alison Francis-Cracknell, Deputy Head of
Physiotherapy Department, Global Engagement Lead
(Faculty of Medicine, Nursing and Health Sciences)**

-Monash University, Australia

Examples of Good Practice

Northern Ontario School of Medicine, Canada

Metric 1.09 - Medicine - Curriculum. Addressing the outsized impacts of climate change on marginalised populations.

Each year, first-year learners at NOSM University spend four weeks living in First Nations communities across Northern Ontario. During this placement, students learn about Indigenous cultures, histories, and community health priorities through activities that may include land-based learning, time with Elders and community health workers, and participation in local programs, ceremonies, and events. Students also learn how climate change affects community health, including impacts on food security, housing, and access to safe drinking water. At the end of the placement, students present reflections to university faculty members, guided by community leaders. The experience offers valuable context for understanding how environmental and social determinants of health intersect and influence community wellbeing. - **Mira Donaldson, NOSM PHRC School Lead.**

McGill University, United States

Metric 4.1 - Support for Student Led Initiatives. Institutional funding to support student projects in planetary health.

The McGill Office of Sustainability administers the Sustainability Projects Fund (SPF), a student-driven initiative established in 2009 that has become the largest fund of its kind in Canada, distributing over \$12 million to more than 370–400 projects across campus. The SPF provides seed funding for interdisciplinary, community-led initiatives that aim to build a culture of sustainability at McGill, with a growing emphasis on planetary health and the intersection between environmental change and human health. Several funded projects directly engage the medical and health sciences community, including initiatives to reduce single-use plastics and specimen container waste in clinical and pathology settings, promote sustainable prescribing and low-carbon healthcare practices, and integrate planetary health teaching into the medical curriculum. Other health-focused projects have explored hospital food systems, healthcare waste audits, and climate-health advocacy training for medical trainees. Alongside these, broader campus initiatives—such as Feeding McGill and Campus Crops, which improve food security and access to fresh produce—highlight the links between nutrition, sustainability, and population health. Additional innovative projects include PPE recycling in research and clinical environments, biodiversity and green space initiatives that support mental well-being, and the development of sustainability-focused roles within healthcare settings. Collectively, these projects position McGill as a living laboratory for planetary health, where students and trainees actively contribute to reducing healthcare's environmental footprint while advancing more resilient, equitable systems of care. - **Casy Cohen, McGill PHRC School Lead.**

More information is available at:

<https://www.mcgill.ca/sustainability/engage/spf>

<https://www.mcgill.ca/sustainability/engage/spf/spf-projects>

<https://www.mcgill.ca/sustainability-park/projects/sustainability-projects-fund>

<https://reporter.mcgill.ca/how-mcgills-sustainability-projects-fund-improved-campus-life-over-the-past-15-years/>

Examples of Good Practice

Melbourne University, Australia

Metric 5.2 - Interdisciplinary - Campus Sustainability. Institutional carbon reduction plans.

The Melbourne Medical School is encompassed by the University of Melbourne's Sustainability Plan 2030, which commits the University to demonstrating leadership in achieving a globally sustainable future. The plan includes specific ambitious goals, such as achieving certified carbon neutrality by 2025 and climate positive status by 2030, and has clear performance indicators to track progress toward these goals. Whilst 2025 reporting has not yet been released, the 2024 report indicated it was on track for carbon neutrality certification by 2025. Some targets have not yet been started, including working for a climate positive status by 2030, as well as some responsible investment and biodiversity metrics, whilst water consumption has worsened.

The University of Melbourne Sustainability Plan 2030 forms 1 of 3 key elements within the University's Sustainability Framework, along with the Sustainability Charter, and an annual publicly available Sustainability Report.

The Melbourne Medical School also has their own Sustainability, Climate and Health Strategy 2025-2030, published in 2025. This strategy outlines actions for the school to align with the University-wide goal of climate positive by 2030.

Melbourne PHRC School Team

University of Virginia, United States

Metric 5.6 - Interdisciplinary - Campus Sustainability. Institutional recycling programmes.

UVA provides recycling for metals, cardboard, electronics, glass, plastics (1, 2, 4, & 5), and office paper across residence halls, academic buildings, and offices. The Office of Sustainability also supports Zero Waste Events.

The Reusable Office Supply Exchange (ROSE) collects used materials from departments to provide free supplies to employees and the local community, reducing new purchases. ROSE also hosts monthly "pop-up" events in the Medical Center. Similarly, the MERCI program recycles and redistributes unused medical supplies to local organizations.

Partnering with Black Bear Composting, UVA offers 24/7 drop-off stations on Grounds, with additional bins in dining areas and dorms. Medical Center composting is available at the Orthopaedics Center and will expand to the West Cafe in 2026. Additionally, JunkLabz—founded by a biomedical engineering student—collects and shreds lab pipette boxes to create artwork.

University of Virginia, PHRC School Team.

Examples of Good Practice

Monash University, Australia

Metric 1.17 - Pharmacy - Curriculum. Institutional efforts to improve the planetary health curriculum.

Over the past year, Monash University's Faculty of Pharmacy and Pharmaceutical Sciences achieved significant milestones in planetary health education across three strategic pillars:

1. Expanding Proven Curriculum

Building on the successful 2024 rollout of a co-designed infectious disease module (PHR3141), the curriculum was enhanced to explicitly link climate change, biodiversity loss, and pollution to antimicrobial resistance (AMR).

Impact: A 2025 study published in *Innovations in Education and Teaching International* confirmed this curriculum successfully shifted student attitudes toward medication waste and environmentally preferable products.

Next Steps: Future refinements will focus on deeply integrating social justice and the environmental determinants of health into the AMR curriculum.

2. Embedding Cumulative Learning

Planetary health and sustainable healthcare are now core, cumulative competencies across the four-year degree.

Core Integration: New learning outcomes focusing on resource ethics, climate impacts, and the medicine lifecycle were embedded across multiple units (PHR1011, PHR3141, and PHR4012).

Student-Led Action: Final-year research projects increasingly focus on environmental stewardship. A standout 2025 project resulted in a practical toolkit to help community pharmacists implement sustainable practices. This work was presented at FIP Copenhagen 2025, with future cohorts slated to evaluate its real-world implementation.

3. Securing Resources for the Future

To guarantee sustainable, long-term expansion, the Faculty successfully secured a dedicated Education Research Grant. Partnering with the Monash Sustainable Development Institute, this funding will guide ongoing curriculum development, including the integration of planetary health concepts as assessable exam content.

Monash PHRC School Team

RESULTS

Audiology



Audiology is now in its second year after its 2024-25 pilot, and once again had one school participating. While we had hoped to recruit more schools, unfortunately, we were unable to secure an Audiology Lead to spearhead this process, a reflection of the sometimes fluctuant nature of volunteer organisations and evolving student commitments and workloads throughout their studies. This can be a particular struggle for pilot disciplines, which are often led by passionate students in their final or penultimate years of study who are unable to continue in a leadership position, and is something we are working to provide better support and legacy planning for. We are very grateful to have the Audiology pilot school return and complete their second report card this year, and are looking forward to expanding the number of audiology schools and participating countries next cycle.

Overall, audiology at the University of Melbourne, Australia, showed steady improvement this year, moving from an overall score of C+ to B-, and increasing scores in all sections except for Support for Student-led Planetary Health Initiatives, which remained the same at a B. In a particularly impressive achievement, the curriculum score more than doubled this year, moving from a grade of D- to C. This has been due significantly in part to the departmental appointment of a Sustainability Lead in 2024, as well as the formal addition of planetary health to the clinical audiology curriculum in 2025. It is heartening to see these changes having a positive impact already. Further opportunities for improvement include increasing longitudinal integration of planetary health education in the curriculum - a common theme across all disciplines - as well as increased teaching around climate-based disruptions to audiological care, including case-based learning.

Audiology shows steady and encouraging progress so far, and we are looking forward to seeing future results and comparisons with more schools. We would also like to acknowledge that 100% of audiology schools participated in interdisciplinary collaboration this year, a figure we would like to maintain in the future as more schools participate in the Audiology PHRC!

Emily Coady, PHRC Interdisciplinary Director



2026 PLANETARY HEALTH REPORT CARD INTERDISCIPLINARY

AUDIOLOGY

(Click the school name to read their full report)

Overall

Planetary Health Curriculum

Interdisciplinary Research

Community Outreach & Advocacy


Support for Student-led Initiatives

Campus Sustainability

1.	University of Melbourne	B	C	A-	B	B	B-
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80-100% = A, 60-79% = B, 40-59% = C, 20-39% = D, 0-19% = F

Scores within top or bottom 5% awarded + or -, respectively

 = Overall score improved from 2024-2025 to 2025-2026

phreportcard.org

RESULTS

Dentistry



The Dentistry PHRC has seen a successful third year this cycle with a total participation of twelve schools from four different countries, with four new schools joining us in 2025-2026. We are happy to present that three of the schools that took part in the pilot originally have consecutively published cards and have improved their scores each year. We have also noted that seven out of the eight schools that participated last year have also elevated their scores with innovative planetary health integrations in their dental school experience. Eleven out of the twelve schools are part of interdisciplinary teams, actively collaborating with peers from other disciplines within their institution for the common sections of the report card.

King's College London (KCL) and the University of Bristol have topped our PHRC Dentistry ranking tables, being one of the first schools to secure overall 'A' grades since the dentistry pilot. This is especially exciting as KCL has been here since the pilot, and the University of Bristol is a new addition to our initiative. With an in-depth and well-spread curriculum including planetary health and sustainable dentistry topics in addition to the amazing work done at their campus and research facilities, it is very rewarding to see these schools scoring so well and providing global examples of planetary health education in dentistry.

Although we have seen widespread improvement and a lot of good examples across the participating schools this year, there are still opportunities for further development of the integration of planetary health education in dental schools across the world. Various institutional barriers continue to exist, especially the lack of faculty support in student initiatives, which limits interested students and faculty from elevating their planetary health education exposure at the university. In the case of dentistry, currently taught topics such as preventive dentistry and digital dentistry can be deemed as sustainable dentistry on critical reflection; students are not explicitly taught about them in an environmental context, representing a missed opportunity for planetary health integration into existing curriculum. Faculties across the world are also making progress to include the existing literature-backed data linking oral health and climate change, in addition to increasing research efforts to dedicate resources to developing and establishing this field within the dentistry sphere. Climate change is happening right now, and it is critical to prepare future dentists for the challenges ahead of us in oral health care delivery.

Monisha Chinthala, PHRC Assistant-Director Interdisciplinary



2026 PLANETARY HEALTH REPORT CARD
INTERDISCIPLINARY

DENTISTRY

(Click the school name to read their full report)

		Overall	<i>Planetary Health Curriculum</i>	<i>Interdisciplinary Research</i>	<i>Community Outreach & Advocacy</i>	<i>Support for Student-led Initiatives</i>	<i>Campus Sustainability</i>
1.	University of Bristol	A	B-	A+	A+	A+	A
2.	Kings College London	A-	A-	A	B	A	A
3.	University of Sheffield	B+	A	B+	C+	A-	B+
4.	University of Manchester	B+	C+	A	B+	A-	A-
5.	University of California San Francisco	B	D	A+	A	A	B
6.	University of Melbourne	B	B	A-	B	B	B-
7.	The Ohio State University	B	D-	A	A	A+	B
8.	University of Pittsburgh School of Dental Medicine	B-	F+	A	B	A+	B+
9.	NYU College of Dentistry	C+	C-	A	D	A-	B-
10.	University of Washington	C	D-	A	F	B	B-
11.	University of Minnesota	C	F	A	A	A	C+
12.	V. S. Dental College & Hospital Bengaluru	F+	F	F+	D-	C	F

80-100% = A, 60-79% = B, 40-59% = C, 20-39% = D, 0-19% = F

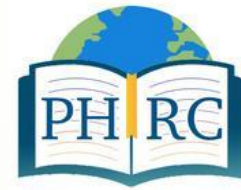
Scores within top or bottom 5% awarded + or -, respectively

= Overall score improved from 2024-2025 to 2025-2026

phreportcard.org

RESULTS

Healthcare Management



Healthcare Management, a recently piloted PHRC discipline, shows steady dedication alongside growing pains. This cycle, two returning US schools completed report cards, maintaining consistent overall scores. Both institutions demonstrated strong interdisciplinary research and community engagement, particularly regarding environmental injustice. However, results in student support and campus sustainability were mixed, reflecting a tendency to embed sustainability more in operations than in formal education.

The most significant finding is a persistent curriculum gap. Both schools scored poorly (C-D range) because essential planetary health content is relegated to optional electives. Consequently, students can graduate without learning about critical topics like carbon accounting, climate-driven health inequities, or extreme weather impacts. Students from both programs strongly recommend making these electives compulsory.

Because future healthcare managers will make consequential decisions about health system operations and investments, centering planetary health in their professional development is crucial. Expanding the discipline's global reach is the essential next step.

Sydney Schultz, PHRC Lead for Healthcare Management

PHRC Healthcare Management is sponsored by The Healthcare Management Consortium for Planetary Health (HMCPH). HMCPH is a forum that helps universities, health systems and support organisations to better align healthcare practice with preserving planetary health. Sponsorship was made possible by an award to the Consortium from CAHME, the accrediting organisation for graduate healthcare management programs. Five universities in the consortium participated in the initial pilot programme for the healthcare management profession: Rush University, University of Toronto, University of Minnesota, Virginia Commonwealth University, and the University of Illinois Chicago.





2026 PLANETARY HEALTH REPORT CARD
INTERDISCIPLINARY


HEALTHCARE MANAGEMENT

(Click the school name to read their full report)

		Overall	<i>Planetary Health Curriculum</i>	<i>Interdisciplinary Research</i>	<i>Community Outreach & Advocacy</i>	<i>Support for Student-led Initiatives</i>	<i>Campus Sustainability</i>
1.	University of Minnesota	B	D-	A	A	A+	C+
2.	Rush University	C+	C-	B-	B	C	B-

80-100% = A, 60-79% = B, 40-59% = C, 20-39% = D, 0-19% = F

Scores within top or bottom 5% awarded + or -, respectively

 = Overall score improved from 2024-2025 to 2025-2026

phreportcard.org

RESULTS

Nursing

The 2025-26 cycle marks the most exciting year yet for the Planetary Health Report Card. We are excited to have **12 nursing schools from 8 diverse countries participating, representing 4 continents:** North America, Europe, Africa, and Asia-Oceania. It is inspiring to see that half of these schools are new participants. The inclusion of programs from Nigeria, Indonesia, and Malaysia underscores an important point: planetary health in nursing is expanding globally, seamlessly crossing different healthcare systems and community settings, not just in well-funded areas.

Among returning schools, performance remained impressive. Trinity Western University and the University of Minnesota maintained their lead, thanks to dedicated coursework, high student engagement, and the incorporation of Indigenous knowledge. The University of Wisconsin-Madison showed the most growth this cycle, especially through more community partnerships and better alignment between research and environmental justice. Across all these programs, planetary health isn't just an extra topic; it's becoming a core part of how nursing education is designed, reflecting its importance.

New participants contributed a variety of outcomes, enriching the insights. Keele University impressed with its research and community outreach efforts, even as its curriculum continues to grow and evolve. Sunway University showcased the power of strong institutional support, especially through its Centre for Planetary Health, while still working on better integrating this focus into its courses. Ahmadu Bello University and Usmanu Danfodiyo University demonstrate a solid foundation in public health that naturally extends into planetary health, even if it's not always explicitly labelled. Universitas Syiah Kuala may have scored the lowest overall, but its work in disaster nursing and community outreach, rooted in real environmental experiences, highlights strengths that aren't fully captured in the scores.

Across the cohort, several areas present clear opportunities for development. Most programs do not yet include structured preparation for discussing climate change in clinical settings. The environmental impact of healthcare, including pharmaceutical waste and supply chain emissions, remains under addressed in core curricula. A gap persists between institutional sustainability policies and nursing course content. Student-led initiatives and community partnerships are consistent strengths across schools, and building on this foundation to embed planetary health into core clinical competencies is the logical and achievable next step for the field.

Ashley Smith, DNP, RN, PHN, PHRC Lead for Nursing

RESULTS

Nursing



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Ashley Smith, DNP, RN, PHN, PHRC Lead for Nursing



2026 PLANETARY HEALTH REPORT CARD
INTERDISCIPLINARY

NURSING

(Click the school name to read their full report)

		Overall	<i>Planetary Health Curriculum</i>	<i>Interdisciplinary Research</i>	<i>Community Outreach & Advocacy</i>	<i>Support for Student-led Initiatives</i>	<i>Campus Sustainability</i>
1.	University of Minnesota	A	A	A	A-	A+	C+
2.	Trinity Western	A	A+	A-	A+	A	C
3.	University of Wisconsin-Madison	A-	B+	A+	A	A	C-
4.	Keele University	B	D+	A	A+	A+	B
5.	University of Toronto	B	B+	A	C-	B-	B+
6.	Sunway University	B	B	B+	B	B-	B+
7.	Ahmadu Bello University	B	B+	B+	B	B	C
8.	University of Vermont	B	C	B	B+	B	A-
9.	University of Auckland	B	C	B	B	B	A-
10.	Rush University	B	B	B-	B	C	B-
11.	Bern BFH Nursing Track	C+	C+	C+	C-	B-	B
12.	Universitas Syiah Kuala	D+	F	F	B-	C	C

80-100% = A, 60-79% = B, 40-59% = C, 20-39% = D, 0-19% = F

Scores within top or bottom 5% awarded + or -, respectively

= Overall score improved from 2024-2025 to 2025-2026

phreportcard.org

RESULTS

Nutrition & Dietetics



This year marks the first full year of participation for the Nutrition and Dietetics discipline following last year's successful pilot, when the first discipline-specific metrics were developed. Participation has grown from one Australian university in the pilot to nine additional schools this year, bringing the total to ten schools across six countries and four continents. Student engagement was strong across all participating schools, and the returning school improved its score from last year. This reflects a growing global commitment to improving planetary health content within Nutrition and Dietetics education.

Across schools, the curriculum metric stood out as the area with the greatest opportunity for development. While many schools already include topics related to sustainability or planetary health in their curriculum, these are often delivered through isolated lectures, workshops, or standalone modules rather than being integrated throughout the degree. As a result, students may see this content only briefly or later in their studies. Schools frequently recommended embedding planetary health more intentionally across all years of study, with clearer learning outcomes and assessments that link these concepts to professional practice.

Most programs cover important topics such as food systems, food waste, sustainable diets, food production and transport, and ultra-processed foods. However, the connections between these topics and broader planetary health challenges like climate change are not always explicit. Making these links clearer can help students better understand how environmental change affects food insecurity, health inequities, and the social determinants of health. Schools that scored well tended to tailor planetary health content to their local context and offer more hands-on practical experiences, such as community engagement, placement experiences, and research opportunities.

The global food system is a major driver of both environmental degradation and diet-related disease, placing nutritionists and dietitians in a unique position to promote healthier, sustainable diets. What students learn during their training plays an important role in shaping this future workforce. With growing engagement with the Planetary Health Report Card, there is a strong opportunity and potential to improve the integration of planetary health content within Nutrition and Dietetics education worldwide.

Sarah Kim, PHRC Lead for Nutrition & Dietetics



2026 PLANETARY HEALTH REPORT CARD
INTERDISCIPLINARY

NUTRITION

(Click the school name to read their full report)

		Overall	<i>Planetary Health Curriculum</i>	<i>Interdisciplinary Research</i>	<i>Community Outreach & Advocacy</i>	<i>Support for Student-led Initiatives</i>	<i>Campus Sustainability</i>
1.	University of Ghana	B+	B	A+	A	A-	C+
2.	University of Pittsburgh	B+	B	A	B+	A+	B+
3.	Monash University	B+	A-	A	B-	A-	B
4.	University of Sydney	B	C+	B+	B-	A	A-
5.	University College Dublin	B	C+	B	B+	A+	B-
6.	Technological University Dublin	B-	C-	B+	C+	A-	B+
7.	Rush University	B-	C+	B-	B	C	B-
8.	Memorial University of Newfoundland and Labrador	C	C+	C-	C	B	D+
9.	Loma Linda University	C	C	D	C	B	D
10.	Lusaka Apex Medical University	C-	C+	C-	B-	D-	D

80-100% = A, 60-79% = B, 40-59% = C, 20-39% = D, 0-19% = F

Scores within top or bottom 5% awarded + or -, respectively

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RESULTS

Occupational Therapy



The occupational therapy (OT) PHRC continues to grow and evolve as a third cycle of involvement from OT comes to an end. This third year has seen new schools joining, familiar schools returning and ongoing engagement in student placements to complete the OT PHRC. It has been exciting to witness this sustained growth and new findings uncovered by students.

In summary, six schools from four different countries participated in this cycle. Five of these were new schools to the OT PHRC, and the first school to complete two consecutive OT PHRCs was the University of British Columbia. Of the four countries involved, two were new as the University of Cape Town and Monash University are the first to complete South African and Australian OT PHRCs, respectively.

The OT PHRC continues to have significant engagement from OT students who are completing the report card as part of a student placement. Three of this year's OT PHRCs were from student placements hosted by Swansea University, University of East London and the University of Huddersfield. This is the second year that the OT PHRC has been offered as a student placement, but this year's participants built on the established placement format. Swansea University piloted the first hybrid OT PHRC placement by splitting the placement across remote completion of the OT PHRC and time spent in a clinical setting. These students worked in a mental health setting, gaining the opportunity to develop clinical skills, and performed sustainable quality improvement projects in this clinical setting. This meant that theoretical knowledge from the PHRC could support students to practically apply their findings to their clinical practice.

Multidisciplinary working is also a core part of those completing OT PHRCs. Four OT teams worked with other disciplines at their schools, so different report cards could be composed for numerous disciplines. The University of Cape Town used a particularly collaborative approach as different rehabilitative disciplines joined forces to complete a Health and Rehabilitation Science PHRC, incorporating different healthcare disciplines alongside OT.

The OT PHRC continues to adopt inventive approaches to data collection and application to clinical work so as to embed sustainability in healthcare practice globally.

Catherine Potter, PHRC Lead for Occupational Therapy



2026 PLANETARY HEALTH REPORT CARD
INTERDISCIPLINARY


OCCUPATIONAL THERAPY

(Click the school name to read their full report)

		Overall	<i>Planetary Health Curriculum</i>	<i>Interdisciplinary Research</i>	<i>Community Outreach & Advocacy</i>	<i>Support for Student-led Initiatives</i>	<i>Campus Sustainability</i>
1.	University of British Columbia	B+	B-	A	A	A-	B+
2.	Swansea University	B	C+	A	B+	A-	B+
3.	Monash University	B	C	A	B-	A-	B
4.	University of Cape Town - Health & Rehabilitation Sciences	C	C+	D	C	B	B-
5.	University of Huddersfield	C-	D	F	C-	C	B
6.	University of East London	D+	F-	B+	D	C	B

80-100% = A, 60-79% = B, 40-59% = C, 20-39% = D, 0-19% = F

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RESULTS

Optometry - PILOT



With the current climate crisis, it is becoming increasingly important that future healthcare professionals are equipped to understand and respond to the environmental determinants of health. In optometry, this need is particularly pressing given the various environmental risk factors which may contribute to the development and/or exacerbation of numerous ocular health conditions. Recognising this, two students and a team of faculty members across various universities globally adapted the Planetary Health Report Card (PHRC) to create an Optometry-specific template, representing the first structured attempt to evaluate how well optometry curricula integrate planetary health and Education for Sustainable Healthcare into teaching and clinical training.

The pilot underscores the role that optometrists play, addressing the role of climate change in eyecare and vice versa. Optometrists routinely encounter conditions which may be influenced by climate-related exposures, while also contributing to the high carbon footprint of healthcare through single-use ophthalmic equipment, disposable ocular therapeutics, and high energy consumption. The PHRC for optometry provides a framework through which optometry schools worldwide can assess their current efforts, identify gaps, and make meaningful change through the integration of Education for Sustainable Healthcare.

The PHRC for optometry was piloted for the first time in the 2025-2026 cycle with one optometry curriculum. This pilot provided insights into the strengths and limitations of current approaches to planetary health education; it revealed that optometry programs already cover many environmentally linked risk factors for ocular conditions such as UV exposure, air pollution, extreme heat and environmental toxins. Efforts to address sustainability in clinical practice, including teaching on the correct disposal or sterilisation and re-use of ophthalmic equipment and medication, indicate a growing awareness within the profession. While these topics are likely to be largely covered across many optometry curricula, this pilot highlights that these topics may not be explicitly linked to climate change or planetary health. Institutional commitment is anticipated to vary significantly, and therefore cannot be generalised from a single university; however, the pilot suggests that optometry is likely in the early stages of embedding planetary health principles.

Catherine Oh, PHRC Lead for Optometry
Emily Coady, PHRC Interdisciplinary Director



2026 PLANETARY HEALTH REPORT CARD INTERDISCIPLINARY

OPTOMETRY

(Click the school name to read their full report)

Overall

Planetary Health Curriculum

Interdisciplinary Research

Community Outreach & Advocacy

Support for Student-led Initiatives

Campus Sustainability

1.	Waipapa Taumata Rau University of Auckland	C	F	B	B	B	A-
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80-100% = A, 60-79% = B, 40-59% = C, 20-39% = D, 0-19% = F

Scores within top or bottom 5% awarded + or -, respectively

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RESULTS

Pharmacy



Thirteen pharmacy schools participated in the 2025–2026 Planetary Health Report Card (PHRC). Of these, nine were returning contributors, and five participated for the first time. Six countries participated this year, and Canada is participating in PHRC pharmacy for the first time.

Schools with interdisciplinary structures tend to achieve higher overall performance. Integrating planetary health principles across disciplines appears to strengthen institutional outcomes and implementation capacity.

Several schools have maintained ongoing involvement with the PHRC. Keele University participated for the third time, Monash University School of Pharmacy for the fourth, UCLA School of Pharmacy for the third, and Auckland University for the third time. This sustained participation supports institutional development and planetary health awareness.

Auckland University has shown consistent, measurable improvement in curriculum scores during its PHRC participation, as reflected in rising overall letter grades.

In all pharmacy reports, the “Interdisciplinary Research” domain consistently received high scores, indicating strong research performance. In contrast, the “Curriculum” domain was the most underdeveloped, with an average score of 49.72, corresponding to a grade of “C”.

Aston University PHRC Team recommends that the Pharmacy School should further review the curriculum to identify ways that environmental sustainability can be incorporated into existing teaching. Key areas to focus on include prescribing decisions, deprescribing, polypharmacy, nutrition and experiences on clinical placements.

University of Toronto PHRC Team recommends that patient education on the health impacts of climate change should be included in the patient health information library offered by the teaching hospitals to complement the already existing patient brochures on the impact the environment has on health.

Overall, the pharmacy discipline has improved compared to the previous year, both in general performance and within the curriculum domain. However, curriculum remains the area with the greatest potential for further development.

Sümeyye Eylül Yılmaz, PHRC Lead for Pharmacy



2026 PLANETARY HEALTH REPORT CARD
INTERDISCIPLINARY

PHARMACY

(Click the school name to read their full report)

		Overall	<i>Planetary Health Curriculum</i>	<i>Interdisciplinary Research</i>	<i>Community Outreach & Advocacy</i>	<i>Support for Student-led Initiatives</i>	<i>Campus Sustainability</i>
1.	Keele University 🌱	A	B+	A+	A+	A+	B+
2.	University College London	B+	B-	A	B+	B	A
3.	University of Pittsburgh 🌱	B	C	A	B	A+	B+
4.	University of Toronto Pharm	B-	C	A-	B+	A+	B+
5.	University of Auckland 🌱	B	B	B	B	B	A-
6.	Monash University	B	C+	A	B-	A-	B
7.	University of Nottingham	B	B-	A-	C-	B	A-
8.	University of Birmingham 🌱	B-	C-	A	B-	A-	C+
9.	Aston University	B-	B-	B	C	C	B+
10.	University of Colorado Anschutz 🌱	B-	D-	A	A+	B	C
11.	Hacettepe University 🌱	B-	B-	B+	B	C	C
12.	Istanbul University	C+	B	C-	B-	B	C-
13.	University of East Anglia	C+	D-	A	B	B	B-

80-100% = A, 60-79% = B, 40-59% = C, 20-39% = D, 0-19% = F

Scores within top or bottom 5% awarded + or -, respectively

🌱 = Overall score improved from 2024-2025 to 2025-2026

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RESULTS

Physiotherapy



Globally, there were eight schools which participated in the 2025–2026 Planetary Health Report Card (PHRC), for the fourth year of the Physiotherapy discipline’s involvement. Schools from across seven different countries completed report cards.

Keele University, Trinity College Dublin and Universitat de València were returning schools, for the third, second and second times respectively. The five other schools were new for this year.

The highest scoring was Keele University, with a grade of ‘A’, which has participated in the most cycles and has improved significantly since its first score in 2024 of ‘B-’. The lowest scoring was the School of Health Sciences (HESAV), newly participating, with a score of ‘D’.

Tom Chapman, PHRC Lead for Physiotherapy
Josie Farrar, PHRC UK Regional Lead for Physiotherapy



2026 PLANETARY HEALTH REPORT CARD
INTERDISCIPLINARY

PHYSIOTHERAPY

(Click the school name to read their full report)

		Overall	<i>Planetary Health Curriculum</i>	<i>Interdisciplinary Research</i>	<i>Community Outreach & Advocacy</i>	<i>Support for Student-led Initiatives</i>	<i>Campus Sustainability</i>
1.	Keele University	A	B+	A+	A+	A+	B+
2.	Universidad de Valencia	A-	B+	B+	A+	A	A-
3.	University of Pittsburgh	B	D-	A	B	A+	B+
4.	Trinity College Dublin	B	D+	A-	B	A	C+
5.	Monash University	B-	D	A	B-	A-	B
6.	University of Melbourne	C+	D	A-	B	B	B-
7.	Glasgow Caledonian University	C-	F	C	D+	B	B-
8.	HESAV Physiotherapy Track	D	C	D+	F-	D	D+

80-100% = A, 60-79% = B, 40-59% = C, 20-39% = D, 0-19% = F

Scores within top or bottom 5% awarded + or -, respectively

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RESULTS

Speech and Language - PILOT



Climate change will have a direct impact on the incidence of both developmental and acquired communication and swallowing disability, as well as impacting the provision of speech and language therapy itself. Research is emerging highlighting the direct implications that the emerging climate crisis will have on speech and language therapy as a profession, and the role speech and language therapists can play in response to the climate crisis. As speech and language therapy's scope incorporates prevention, advocacy and equality in service delivery, the profession has notable capacity for involvement in climate change and health.

Recognising this, the Planetary Health Report Card for Speech and Language Therapy was developed in 2025 by a student and two lecturers from universities in the UK. The pilot metrics were rooted in emerging research on the effects of the climate crisis on communication and swallowing disability and the role that speech and language therapists can play in response to the climate crisis.

The PHRC for speech and language therapy was piloted by one institution, the University of Manchester, UK, in the 2025-2026 cycle. The pilot aimed to determine the strengths and limitations of the institution's approach to sustainable healthcare education. It revealed that the programme had strengths in addressing the increasing incidence of acquired communication and swallowing disability, such as stroke and head and neck cancer. Comparatively, the increasing incidence of developmental communication disabilities, such as autism and developmental language disorder, has received little attention. The programme included explicit teaching on sustainability within speech and language therapy, but sustainable healthcare education was not longitudinally integrated, with most content being covered within one standalone lecture. It is difficult to ascertain the level of commitment to sustainable healthcare education with the involvement of only one institution. It appears that speech and language therapy is currently in the early stages of embedding sustainable healthcare education principles.

We look forward to expanding speech and language therapy PHRC participation in future years and seeing improvement in integrating planetary health teaching into the curriculum.

Thea Sloanes, Speech & Language Therapy
Emily Coady, PHRC Interdisciplinary Director



2026 PLANETARY HEALTH REPORT CARD INTERDISCIPLINARY


SLT

(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
1.	University of Manchester	B	D	A	B+	A-	B+

80-100% = A, 60-79% = B, 40-59% = C, 20-39% = D, 0-19% = F

Scores within top or bottom 5% awarded + or -, respectively

 = Overall score improved from 2024-2025 to 2025-2026

phreportcard.org

RESULTS

Veterinary Medicine



This year, 6 veterinary schools completed a planetary health report card across 4 countries, and 2 of these schools are returning, while 4 are new to the PHRC. 2026 is the third year that veterinary medicine is represented in the PHRC initiative.

This year was the first year that any veterinary institution achieved an overall score in the A category. Specifically, there were 2 institutions that achieved overall scores of A (University of Edinburgh Royal Dick School of Veterinary Studies) and A- (Colorado State University). For the University of Edinburgh, this was their first PHRC, and the results show a strong culture of sustainability across the entire institution, which other universities can use to inspire projects at their own institutions. In contrast, Colorado State University has completed a PHRC every year since the pilot, and has shown steady progress each year, and the improvements to curriculum and community outreach allowed the university to achieve an A- this year.

Overall, veterinary institutions showed increasing scores. The University of Surrey stood out with its strong antimicrobial stewardship curriculum. 5 out of 6 schools had strong interdisciplinary research, and the majority of schools also had robust outreach programs and support for student-led initiatives. However, some schools made inconsistent connections to animal health and climate/environmental change in their curriculum, and campus sustainability was variable. Additionally, many schools had most of the planetary health curriculum in a few courses/lectures rather than integrated throughout.

Key recommendations this year include integrating planetary health curriculum vertically in the curriculum, with topics like Indigenous knowledge, environmental justice, and sustainable vetcare delivery highlighted. Other recommendations include clear, accessible sustainability plans for schools that do not have them, decarbonization, green transportation, and reducing lab/medical waste.

Notably, this is the first year that veterinary schools have had widespread collaboration with other disciplines to complete PHRCs for their institutions. The Ohio State University completed its second PHRC this year, this time with collaboration from students in dentistry and medicine. Additionally, Rowan University also collaborated with students in medicine. We hope that this trend continues for these institutions and encourages others to do so, providing hands-on teamwork skills and highlighting how veterinary professionals work to protect human, animal, and environmental health.

Youstina Makhoul, PHRC Lead for Veterinary Medicine



2026 PLANETARY HEALTH REPORT CARD
INTERDISCIPLINARY

VETERINARY

(Click the school name to read their full report)

		Overall	<i>Planetary Health Curriculum</i>	<i>Interdisciplinary Research</i>	<i>Community Outreach & Advocacy</i>	<i>Support for Student-led Initiatives</i>	<i>Campus Sustainability</i>
1.	University of Edinburgh Royal Dick School of Veterinary Studies	A	B	A+	A+	A+	A-
2.	Colorado State University	A-	B+	A	A	A	B
3.	The Ohio State University College of Veterinary Medicine	B	C	A	A	A+	B
4.	University of Surrey	B	B	B	C+	B	B+
5.	University of Cambridge	C	D	B+	D-	B	C
6.	Rowan University Shreiber School of Veterinary Medicine	D+	F+	D+	B	B-	D

80-100% = A, 60-79% = B, 40-59% = C, 20-39% = D, 0-19% = F

Scores within top or bottom 5% awarded + or -, respectively

= Overall score improved from 2024-2025 to 2025-2026

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RESULTS

Medicine



Medical schools make up the majority of participating institutions with the PHRC being founded in two US medical schools in 2019. This year, there are 140 medical schools coming from 19 countries and four continents. Since the first round of the PHRC, we have amassed data from over 250 medical schools (Figure A).

Figure A

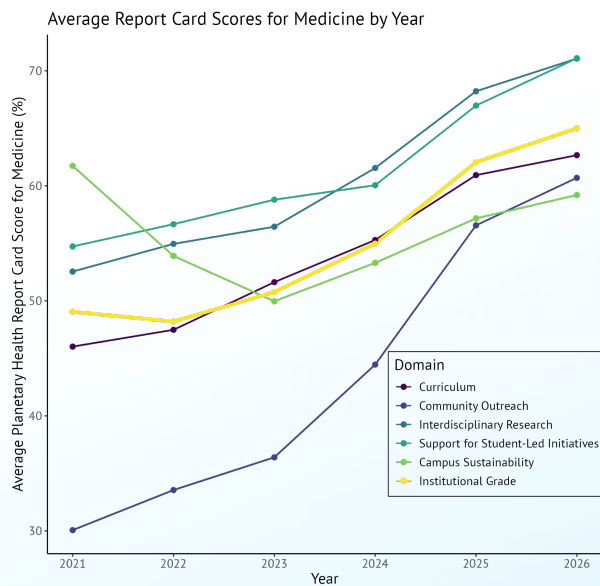
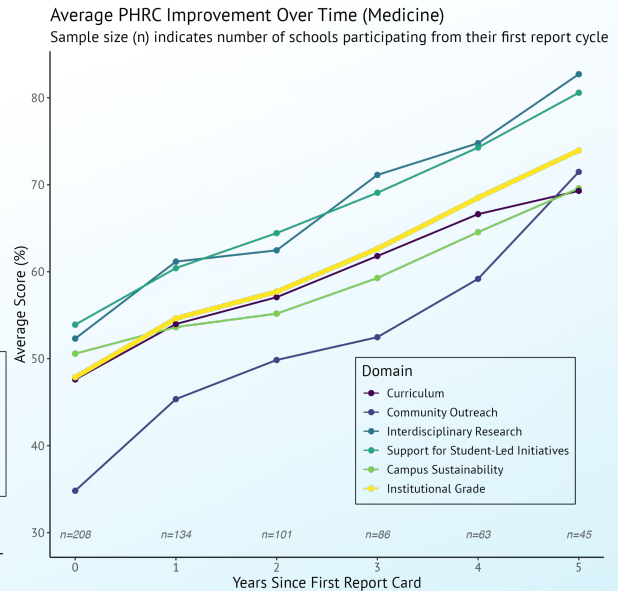


Figure B



Additionally, with six cycles completed, we are able to demonstrate clear trends within institutions; **when an institution completes multiple cycles, their report card scores across all domains increase (Figure B)**, and this trend remains consistent longitudinally, indicative of steady progress in incorporating sustainability not only in curricula internationally, but in wider institutional operations.



2026 PLANETARY HEALTH REPORT CARD
MEDICINE

AUSTRALIA

(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
1.	The University of Melbourne	B	B	A-	B	B	B-
2.	University of Queensland	B	C+	B	B-	A-	B
3.	Monash University	B	C	A	B-	A-	B

AUSTRIA

(Click the school name to read their full report)

1.	Medical University of Vienna	B	A	B+	C+	D	C
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80-100% = A, 60-79% = B, 40-59% = C, 20-39% = D, 0-19% = F

Scores within top or bottom 5% awarded + or -, respectively

= Overall score improved from 2024-2025 to 2025-2026

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2026 PLANETARY HEALTH REPORT CARD MEDICINE

CANADA

(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
1.	McMaster University	B	B+	A+	B	B	C+
2.	Université de Sherbrooke	B	B+	C	B	B	B+
3.	University of British Columbia	B	C	B+	B+	A-	B+
4.	Queen's University	B	C+	A-	B-	A	C+
5.	University of Saskatchewan	B	B	A-	C+	A	C-
6.	McGill University	B	B+	B	C	B	B
7.	University of Manitoba	B	B	A	C	B	C
8.	Dalhousie University	B-	B-	A-	C+	B	C
9.	University of Calgary	B-	B	B+	B	C	C
10.	University of Ottawa	B-	C	A-	C-	B	B
11.	University of Toronto	B-	B-	B+	D+	B	B-
12.	University of Alberta	C	C-	A	D+	B	C-
13.	Memorial University Newfoundland & Labrador	C	C+	C-	C	B	D+

80-100% = A, 60-79% = B, 40-59% = C, 20-39% = D, 0-19% = F

Scores within top or bottom 5% awarded + or -, respectively

= Overall score improved from 2024-2025 to 2025-2026

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2026 PLANETARY HEALTH REPORT CARD MEDICINE

GERMANY

(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
1.	University of Tübingen	C+	D+	C	B-	A	B
2.	Hannover Medical School	D	D	D-	F	D	C

INDIA

(Click the school name to read their full report)

1.	Kalinga Institute of Medical Sciences, Bhubaneswar	B	A-	B+	B	C	A-
2.	Institute of Medical Sciences and SUM Hospital	B	A	A	B	B-	D
3.	St John's Medical College, Bengaluru	C	C	B-	C	C	C+
4.	Srirama Chandra Bhanja Medical College and Hospital (Utkal University)	C	A-	C	D-	C	D-
5.	Father Muller Medical College, Mangalore	D	D	F	D+	C-	D

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Scores within top or bottom 5% awarded + or -, respectively

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2026 PLANETARY HEALTH REPORT CARD MEDICINE

IRELAND

(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
1.	Royal College of Surgeons, Ireland	A-	A	A	B-	B	B+
2.	Trinity College Dublin	A-	A	A	B	A	C+
3.	University College Cork	B	C	A	B	A-	B+
4.	University College Dublin	B	C	B	B+	A+	B-
5.	University of Limerick	B-	C+	A-	D+	B-	B
6.	University of Galway	C+	D+	B+	D	B	A-

MALAYSIA

(Click the school name to read their full report)

1.	Newcastle University, Malaysia	B	A	C	A	B-	B
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2026 PLANETARY HEALTH REPORT CARD MEDICINE


NETHERLANDS

(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
1.	Universitair Medisch Centrum Utrecht (Medicine)	B	B	A	D-	A	B
2.	Universitair Medisch Centrum Utrecht (SUMMA)	C+	C-	A	D-	A	B
3.	Leids Universitair Medisch Centrum 	C+	B+	C+	C-	C	C-


NIGERIA

(Click the school name to read their full report)

1.	Usmanu Danfodiyo University 	A-	A+	A-	B-	A-	B-
2.	University of Abuja	D	D	C	F	C	F

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2026 PLANETARY HEALTH REPORT CARD MEDICINE

PORTUGAL

(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
1.	NOVA Medical School	B-	C+	B	C+	B	B
2.	Católica Medical School	C+	B-	C	B	C-	C
3.	Faculty of Medicine of the University of Porto 🌿	C	C+	A-	C-	D	C+
4.	School of Medicine at the University of Minho 🌿	C-	C	D+	D	C	C-

RWANDA

(Click the school name to read their full report)

1.	University of Global Health Equity 🌿	A	A	A	A+	A	A
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2026 PLANETARY HEALTH REPORT CARD MEDICINE

SWITZERLAND

(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
1.	University of Lausanne	B+	A-	A	B	B	B
2.	University of Geneva	B	B	A	B	A-	C-
3.	University of Basel	B	A	C	C-	B	B
4.	University of Zürich UZH	C	B+	B-	F	C-	C+
5.	University of Bern	C	B	C	F-	B	B-
6.	ETH Zürich	C	D+	C	C	C-	B
7.	Università della Svizzera italiana Faculty of Biomedical Science	D+	C-	C-	D+	D	C

THAILAND

(Click the school name to read their full report)

1.	Faculty of Medicine Siriraj Hospital	B	B-	A-	A	B	C-
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2026 PLANETARY HEALTH REPORT CARD MEDICINE

TÜRKIYE

(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
1.	Acıbadem University 	C+	D	C	B	A+	C+
2.	Ankara University 	C	B+	C	C-	C	D
3.	Ege University 	C	B-	D+	B	C	C-
4.	İstinye University	C	D	B	C+	B-	D-
5.	Karadeniz Technical University	D	C	C-	D-	D-	D


PHILIPPINES

(Click the school name to read their full report)

1.	Mapúa University School of Medicine	C+	B-	B-	B-	C	C
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2026 PLANETARY HEALTH REPORT CARD MEDICINE

NEW ZEALAND

(Click the school name to read their full report)

Overall

Planetary Health Curriculum

Interdisciplinary Research

Community Outreach & Advocacy

Support for Student-led Initiatives

Campus Sustainability

1.	University of Auckland	B+	A	B	B	B	A-
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SOUTH AFRICA

(Click the school name to read their full report)

1.	University of Cape Town	B-	B	C	C	B	B-
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2026 PLANETARY HEALTH REPORT CARD
MEDICINE

UNITED KINGDOM

(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
1.	University of Bristol Medical School	A+	A+	A+	A+	A+	A
2.	Warwick Medical School	A+	A+	A+	A+	A+	A-
3.	Keele University	A	A	A+	A+	A+	B+
4.	University College London	A	A-	A+	A	A	A
5.	Imperial College	A	A	A+	A+	A	B+
6.	Brighton and Sussex Medical School	A-	A	A	B+	A	C+
7.	Lancaster University	A-	A-	A+	B+	B	A
8.	Queens University Belfast	A-	A-	A	B+	A	B
9.	University of Southampton	B+	A	A	B	B-	B+
10.	University of Manchester	B	C+	A	B+	A-	B+
11.	University of Aberdeen	B	B	A+	B+	B	B
12.	University of Edinburgh	B	B-	A+	B	A	B-
13.	Barts (Queen Mary University of London)	B	B	B	A	B	B
14.	University of Sheffield	B	B	B+	C+	A-	B+

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2026 PLANETARY HEALTH REPORT CARD MEDICINE


UNITED KINGDOM

(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
15.	University of Exeter	B	C+	A-	B+	B	B
16.	Swansea University 	B	C	A	B+	A-	B+
17.	University of Leicester	B	B	B+	C	A	B
18.	Kings College London	B	B	B	C+	B	B+
19.	University of Dundee	B	A-	C	B	A-	C+
20.	University of East Anglia (Norwich)	B	C	A	B	B	B-
21.	University of Glasgow	B	B	B	C+	C	A-
22.	Liverpool University	B-	B	B-	B-	B-	B
23.	University of Nottingham	B-	C+	A-	C-	B	A-
24.	University of Birmingham 	B-	D	A	B-	A-	C+
25.	Newcastle University Medical School	C+	B	C+	D+	B-	B
26.	Chester Medical School	C-	F+	C+	C-	C	B-
27.	University of Buckingham	D+	C	C-	F	C-	D-

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**2026 PLANETARY HEALTH REPORT CARD
MEDICINE**

UNITED STATES

(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
1.	Emory University	A	A+	A+	A+	A+	B
2.	Hackensack Meridian School of Medicine	A	A+	A	A+	A	C
3.	UCSF-Berkeley Joint medical programme	A	A-	A+	B+	A+	A
4.	Stanford University	A	B	A	A	A	B
5.	University of Connecticut	A	A-	A+	B+	A	A
6.	University of Wisconsin School of Medicine and Public Health	A	A	A+	A	A	C
7.	University of Minnesota	A	A	A	A	A+	C+
8.	University of Pittsburgh	A-	A-	A	B	A+	B+
9.	Cooper Medical School	A-	B+	A	A	A	B
10.	University of California San Francisco	B+	B	A+	B+	A-	B
11.	Spencer Fox Eccles School of Medicine	B+	B	A+	B+	A	C+
12.	University of Nebraska Medical Center	B+	C	A-	A	A	A-
13.	The Ohio State University	B+	C	A	A	A+	B

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2026 PLANETARY HEALTH REPORT CARD
MEDICINE

UNITED STATES

(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
14.	UC San Diego	B	B	B+	A	B	B
15.	University of Pennsylvania	B	C+	A	A	A-	B-
16.	University of California, Davis School of Medicine 🌿	B	B-	A	C	A	A-
17.	Creighton University - Phoenix 🌿	B	B	B-	A	A	C
18.	Larner College of Medicine University of Vermont 🌿	B	B	A-	B	B	A
19.	University of Virginia 🌿	B	C+	A	B-	A-	B
20.	Northwestern University Feinberg	B	A-	A-	B	B-	C
21.	NYU Grossman School of Medicine 🌿	B	C+	A-	B+	A	C+
22.	Warren Alpert Brown	B	B-	A-	C+	A	B
23.	Creighton University - Omaha 🌿	B	B	B+	B-	A	C
24.	Norton College of Medicine, SUNY Upstate 🌿	B	B	B-	A	A-	C
25.	Loyola Chicago 🌿	B	C	B+	B-	A-	A-
26.	University of Michigan	B	C-	B+	B	A	A-
27.	UMass Chan Medical School	B	B-	B	B	B	B

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2026 PLANETARY HEALTH REPORT CARD
MEDICINE

UNITED STATES

(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
28.	University of Colorado School of Medicine	B+	B	A	A+	B	C
29.	Medical College of Wisconsin	B	A-	A-	C+	B	D
30.	Indiana University	B	B-	B+	B-	A	C-
31.	Icahn School of Medicine at Mount Sinai	B	D	A	A	B	C+
32.	Washington State University	B-	B+	A-	D+	B-	C-
33.	Albert Einstein College of Medicine	B-	B	C-	C	A-	B-
34.	Mayo Clinic-MN	B-	C-	C+	A+	B	C
35.	Vanderbilt University School of Medicine	B-	C	B	C+	B	B
36.	Rush Medical College	B-	C+	B-	B	C	B-
37.	Case Western Reserve	B-	B	B-	C	B-	C
38.	Wake Forest University	B-	C	A-	C	B	C-
39.	University of Illinois Chicago	C+	D+	A-	C	A	C
40.	Chicago Medical School Rosalind Franklin	C	B	C-	B-	B	D+

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**2026 PLANETARY HEALTH REPORT CARD
MEDICINE**

UNITED STATES

(Click the school name to read their full report)

		Overall	Planetary Health Curriculum	Interdisciplinary Research	Community Outreach & Advocacy	Support for Student-led Initiatives	Campus Sustainability
41.	Robert Wood Johnson Medical School	C+	C	B	D-	A	C
42.	Oregon Health and Science University	C+	B	C	D+	B-	C
43.	University of New England	C	D+	C+	C-	A	C
44.	University of Missouri - Columbia	C	D+	C	C+	A	C
45.	Sidney Kimmel Medical College	C	B	C	C	B-	D
46.	Rowan-Virtua School of Osteopathic Medicine	C	C	D+	B-	B	D
47.	Georgetown University	C-	C	D	D+	C-	C+
48.	Idaho College of Osteopathic Medicine	C-	C	F	C-	C	C+
49.	University of Arkansas	C-	C-	C-	C-	C	D
50.	University of South Dakota	C-	D-	D	C+	A	D
51.	New York Medical College	C-	C-	D	C+	C-	C-
52.	Loma Linda University	D	D	D	C	B	D
53.	Medical College of Georgia	D	D	F+	D-	B	F+

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2026 PLANETARY HEALTH REPORT CARD MEDICINE

UNITED STATES

(Click the school name to read their full report)

Overall

Planetary Health Curriculum

Interdisciplinary Research

Community Outreach & Advocacy


Support for Student-led Initiatives

Campus Sustainability

54.	University of Illinois Peoria 	D	F	D	F	C	D+
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Recommendations for Practice

Translating assessment into meaningful action is the core objective of the Planetary Health Report Card. In this chapter, we present a strategic roadmap tailored for three vital drivers of change: **students, faculty, and institutions**. Moving beyond mere awareness and commitment, these recommendations provide actionable steps to deeply embed planetary health and civic health equity into health professions education.

Students

Co-Design Curriculum

Partner with the Faculty to integrate planetary health equity into curriculum.

Translate knowledge

Engage in sustainable quality improvement and community initiatives.

Develop Competence

Build skills in leadership, advocacy and education development.

Faculty

Embed Longitudinally

Integrate planetary health across organ systems and specialties.

Build Capacity

Upskill faculty in structural determinants of health and civic engagement.

Assess what is taught

Incorporate taught planetary health material into assessment.

Institutions

Establish accountability

Set annual targets and publicly report progress.

Align healthcare delivery

Model sustainable practices in affiliated hospitals.

Invest in Leadership

Providing funding and time for faculty to lead on planetary health.



Recommendations for Practice

For students: moving from awareness to action

Students are the critical drivers of planetary health transformation. Their role extends beyond participation to active co-design, accountability, and advocacy, including engagement with the civic and structural determinants of health.

- **Co-audit and co-design curricula:** Actively partner with faculty to integrate planetary health and civic health equity into existing teaching. Use tools such as the PHRC to identify gaps, track progress, and produce annual reports that drive institutional accountability (Planetary Health Curriculum; Support for Student-Led Planetary Health Initiatives).
- **Translate knowledge into practice:** Engage in sustainability-focused quality improvement (QI) projects and community-based initiatives that address environmental and structural drivers of health inequities (Planetary Health Curriculum; Campus Sustainability; Community Outreach and Advocacy).
- **Develop clinical and civic competence:** Build skills in environmental history-taking, climate-health communication, and patient counselling, alongside an understanding of how civic participation (e.g., leadership, governance, policy engagement) shapes health outcomes and equity (Planetary Health Curriculum, especially Civic Health Equity).
- **Mobilise interdisciplinary collaboration:** Initiate or participate in cross-faculty collaborations (e.g., public health, law, engineering, environmental science, political science) to address complex planetary and civic health challenges (Interdisciplinary Research in Health and Environment).
- **Lead advocacy grounded in evidence, equity, and non-partisanship:** Engage in advocacy efforts that are evidence-based, ethical, and aligned with non-partisan principles, focusing on improving health equity through structural and policy change (Community Outreach and Advocacy; Planetary Health Curriculum, especially Civic Health Equity).
- **Sustain momentum through peer networks:** Establish or strengthen student-led planetary health and civic engagement groups to ensure continuity, mentorship, and institutional memory (Support for Student-Led Planetary Health Initiatives).

Recommendations for Practice

For faculty: moving from content delivery to capacity building

Faculty are essential in weaving planetary health and civic health equity into the fabric of health education. Their role is to normalise, integrate, and operationalise these concepts in both clinically and socially relevant ways.

- **Embed planetary health and civic equity longitudinally:** Integrate planetary health and civic health equity across organ systems, clinical specialties, and teaching formats, ensuring learners understand how environmental and civic determinants interact to shape health outcomes (Planetary Health Curriculum, especially Civic Health Equity).
- **Leverage and adapt existing resources:** Utilise established open-access planetary health and civic education resources, adapting them to local sociopolitical and environmental contexts (Planetary Health Curriculum).
- **Build educator capability and confidence:** Participate in faculty-upskilling initiatives that include formal training in teaching structural determinants of health, civic engagement, and non-partisan advocacy frameworks (Planetary Health Curriculum, especially Civic Health Equity).
- **Assess what is taught:** Incorporate planetary health and civic health equity into formal assessment (e.g., written exams, OSCEs, workplace-based assessments), ensuring that core competencies extend beyond knowledge to application (Planetary Health Curriculum).
- **Model sustainable and socially responsive clinical practice:** Demonstrate environmentally responsible care alongside awareness of systemic and policy-level drivers of patient outcomes, reinforcing the role of clinicians as both health stewards and advocates (Campus Sustainability; Planetary Health Curriculum, especially Civic Health Equity).
- **Integrate Indigenous and local knowledge systems:** Embed Indigenous perspectives and cultural-based knowledge respectfully, recognizing their importance in both environmental stewardship and community-led governance models (Planetary Health Curriculum; Community Outreach and Advocacy).

Recommendations for Practice

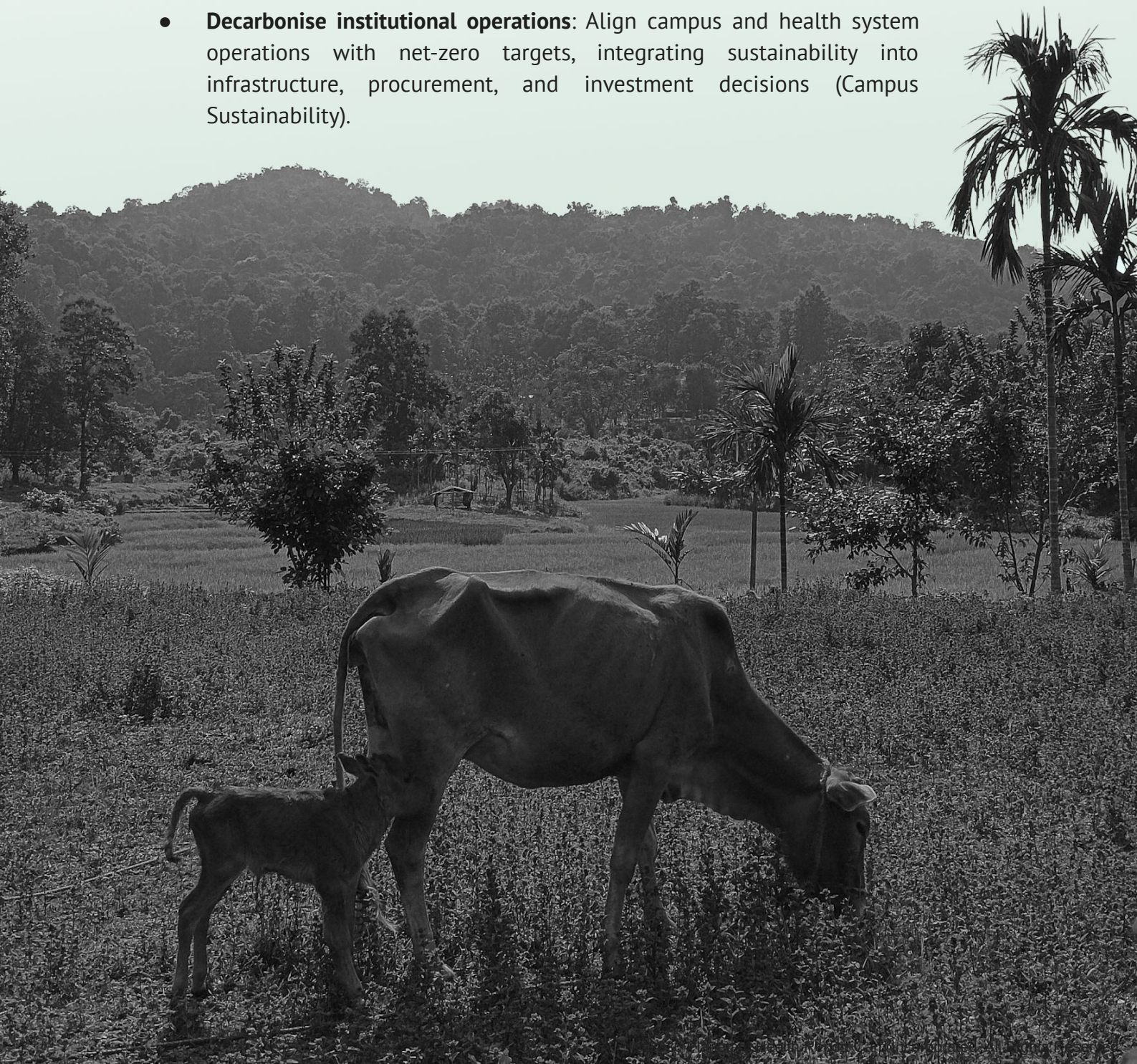
For institutions: moving from commitment to change

Institutions hold the structural power and resources to enable meaningful progress. Their responsibility is to align strategy, curriculum, operations, and culture with planetary health and civic equity goals.

- **Establish institutional accountability mechanisms:** Set measurable annual targets for planetary health, civic health equity education, research, and sustainability. Publicly report progress and integrate PHRC findings, including civic equity metrics, into strategic planning (all domains).
- **Integrate planetary health and civic equity into core curricula:** Mandate planetary health as a longitudinal theme, explicitly incorporating civic health equity competencies that prepare students to understand and engage with policy and governance as determinants of health (Planetary Health Curriculum, especially Civic Health Equity).
- **Align healthcare delivery with education:** Partner with affiliated hospitals and health systems to model both sustainable practices and equitable, community-responsive care that reflects structural and civic determinants (Campus Sustainability; Community Outreach and Advocacy).
- **Invest in student and faculty leadership:** Provide formal funding, protected time, and institutional support for initiatives that advance planetary health, interdisciplinary research, and civic engagement education (Support for Student-Led Planetary Health Initiatives; Interdisciplinary Research in Health and Environment).
- **Foster interdisciplinary and inter-institutional collaboration:** Promote collaboration across disciplines, including public health, law, engineering, environmental science, and political science, to address complex health challenges at the systems level (Interdisciplinary Research in Health and Environment).

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- **Centre equity and global responsibility:** Ensure institutional strategies address holistic disparities in both environmental exposures and civic participation, particularly among historically marginalised populations (Community Outreach and Advocacy; Planetary Health Curriculum, especially Civic Health Equity).
- **Integrate community engagement into core decision-making process:** Develop reciprocal partnerships with communities to co-design education, research, and interventions, ensuring that civic empowerment and health equity are central to engagement efforts (Community Outreach and Advocacy).
- **Decarbonise institutional operations:** Align campus and health system operations with net-zero targets, integrating sustainability into infrastructure, procurement, and investment decisions (Campus Sustainability).



Future Directions

With the conclusion of another cycle, the Planetary Health Report Card continues to improve and adapt, shifting to a more robust, advocacy-driven, and sustainable global movement. As per the previous reports, and after some careful reflection, our team would like to share some of the main goals for the next cycle.

Improving PHRC's Engagement

Building on our growing community, we aim to significantly improve active engagement within the PHRC next term, both externally and internally. As part of this strategy, we aim to increase the frequency of team meetings to foster our collaborative environment and implement targeted capacity-building sessions to empower our team with the skills they need to succeed, with a possibility of also targeting external participants. Furthermore, by maintaining consistent communication through regular posts, we intend to achieve stronger connections and keep our members actively involved throughout the entire cycle.

Enhancing the PHRC's Network

To amplify our global impact and ensure long-term sustainability, a key focus will be expanding the broader PHRC network by actively seeking out new organisational partners and establishing strategic collaborations with entities that share our vision for planetary health education, multiplying our shared impact. Concurrently, we will continue pursuing new grant opportunities to support these expanding networks and secure the vital resources necessary for our continued operational growth.

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Promoting School Team's Advocacy Efforts

More than a tool to provide crucial baseline data, the PHRC is an organisation that aims to translate its metrics into tangible institutional change. Yet, to achieve this change, we must actively promote and support the on-ground advocacy efforts of our participating School Teams. Consequently, a core priority this term involves creating support material and organising targeted post-publication workshops designed to equip students with the practical tools and strategies required to effectively advocate for curriculum reform and sustainable practices at their respective institutions.

Leveraging Metrics for Global Research

Beyond grassroots action, we are committed to maximizing the scientific impact of our data. For the next cycle we aim to fortify the connection between data collection, research, and advocacy so our findings may be readily used to develop novel and collaborative scholarly output both from our internal research team and external partners. Therefore, this will allow us to explore real-world trends and develop frameworks grounded in evidence to push for international change.

Our Shared Vision

As we step into this new cycle, it remains clear that the true strength of the PHRC remains our **global community of dedicated individuals willing to bring forward change**. While we are aware the goals outlined above are ambitious, they reflect both the urgency of the climate crisis and our commitment to transforming health education.

We extend our deepest gratitude to everyone who contributed to this year's success, and we look forward to working alongside all of you to crystallize these new goals and turn these metrics into **meaningful, lasting institutional reform**.



Aaron, Eduardo & Monisha | Incoming PHRC Co-Directors 2026/27

Acknowledgements

The creation and development of the Planetary Health Report Card would not have been possible without the help and inspiration of many individuals and organisations. We have tried to list as many as possible here.

- Global Consortium on Climate Change and Health Education (Columbia University), for being a vital fiscal sponsor during a key period of growth and allowing us to thrive under your guidance.
- The Planetary Health Alliance, for your support in founding the initiative and all you do as the home of planetary health education.
- Medical Students for a Sustainable Future, for your generous advice supporting us in our transition to a non-profit.
- Brytebridge non-profit solutions, for your services and assistance in our transition to a non-profit organisation.
- Climate Resources for Health Education, for your excellence resources, are linked directly to the report card metrics.
- White Coats for Black Lives Racial Justice Report Card, for your inspiration and pioneering work in healthcare education advocacy.
- The Healthcare Management Consortium for Planetary Health (HMCPH) for their generous support and sponsorship of the Healthcare Management Discipline.

Here we'd like to list the other organisations that have been persistently supportive to our initiative throughout the six years of the PHRC:

BMJ Leader Journal
 Canadian Association of Physicians for the Environment
 Center for Sustainable Healthcare
 Climate Health Now
 Doctors for the Environment Australia
 European Medical Students Association
 Greener Practice
 Health Declares
 International Medical Education
 Collaboration on Climate and Sustainability
 Irish Doctors for the Environment
 Macy Foundation

Nutritank
 Plant Based Health Professionals
 Practice Greenhealth
 Revolution Zero
 SHADE Research
 Students for Global Health
 Sustainable Healthcare Academic
 Research and Enterprise Conference
 The Canadian Association of Nurses for the Environment
 The Climate Health Alliance
 The Climate Impact Lab
 UK Health Alliance on Climate Change

PHRC Leadership Team

The PHRC Leadership team comprises 54 students or early-career health professionals. All volunteers. All are passionate about driving planetary health. The PHRC, its growth, impact and reach are a testament to this passion.

Emily Coady, Director of Interdisciplinary

Monisha Chinthala, Assistant Director of Interdisciplinary

Ramyashree Rao, Dentistry Co-Lead

Sydney Schultz, Healthcare Management Lead

Ashley Smith, Nursing Lead

Sarah Kim, Nutrition & Dietetics Lead

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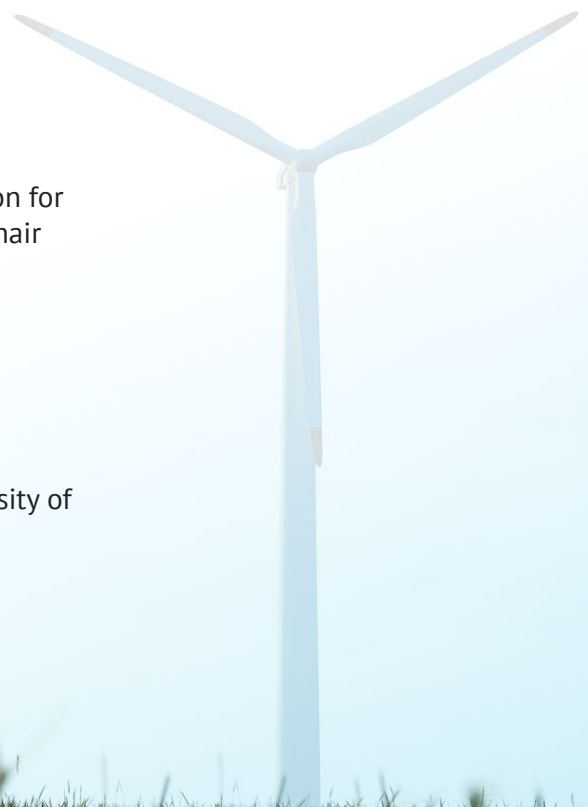
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Limitations of the PHRC

The 2025-26 Planetary Health Report Card (PHRC) marks our seventh iteration. With each cycle, the initiative expands, and we continuously evaluate our processes to understand our impact and refine our approach. That being said, the methodology has its limitations and these must be acknowledged.

- **Subjectivity of Scoring:** Although our review process aims to standardise grading, and we have tightened our definitions of "in-depth" versus "brief" metric inclusions, an inherent level of subjectivity remains. Metrics are still open to slight differences in interpretation by students and staff across diverse health professional schools. Additionally, standards may vary across report cards as larger teams allocate more resources to completing the report card.
- **International Generalisability and Language Barriers:** The PHRC metrics were originally developed around the U.S. medical education system. Despite ongoing efforts to refine them for a global audience, some unintentional cultural bias may persist. Furthermore, funding constraints prevented the professional translation of updated metrics this year. This likely hindered international participation, resulting in an almost exclusively English-language cohort for 2025-26. Securing reliable investment for translations remains a priority.
- **The Annual Reporting Cycle:** A notable proportion of 2024-25 participants withdrew this year, citing that an annual cycle provides insufficient time to enact the institutional changes identified by the report card. While we acknowledge the significant time commitment required, we maintain that yearly reporting is vital. The climate emergency demands rapid action, and annual cycles keep the pressure on institutions while allowing us to track, share, and celebrate year-on-year curriculum growth.
- **Organisational Sustainability:** The PHRC is a registered non-profit driven entirely by volunteers, primarily full-time students and early-career healthcare professionals dedicating their evenings and weekends. The administrative burden is immense. Our ability to expand, standardise processes and ensure ongoing development of the PHRC is limited by the capacity of our exceptionally hard working volunteer team.
- **Data validity:** No ethical review board has been consulted prior to the collection of the PHRC data. Our data is collected and reported by student volunteers with the permission of their faculty. There is significant bias in our collection methodology. For more information about the use of PHRC data in research, please see our research webpage: phreportcard.org/research

Support the PHRC

The Planetary Health Report Card is a registered 501(c)(3) non-profit organisation driven by the passion and generosity of our student volunteers. Each year, thousands of volunteer hours are dedicated to the PHRC, all united by a shared mission to advance planetary health education and advocacy.

It currently costs nearly \$5,000 annually simply to maintain our core platforms; our vision extends much further. However, as our global footprint expands and our goals become increasingly ambitious, our operational needs are growing. We want to actively invest in our student leaders by funding personal development opportunities and conference attendance, empowering them as the next generation of planetary health advocates. Furthermore, we seek to professionalise our communications, including reports and social media, which are currently produced entirely in-house, and to outsource essential administrative tasks, in an effort to alleviate the heavy burden on our volunteer team, allowing them to focus fully on strategic growth and institutional impact.

To make this vision a reality, we invite you to support our work. We welcome one-off donations from individuals, as well as broader partnership opportunities. In particular, we are actively seeking forward-thinking institutions to sponsor the PHRC through regular financial commitments, helping us secure the future of planetary health leadership.

Donate now or get in touch with contact@phreportcard.org to discuss partnership opportunities.

A wooden rowing boat is shown on a body of water, with a person's legs visible inside. The boat is made of dark wood and has a simple design. The water is a light blue-green color. The background shows a hazy, green landscape with hills or mountains under a bright sky.

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Thank you!

We are extremely proud of the work all the student teams have put into this cycle of the Planetary Health Report Card. Please take a moment to share this report, or your school's report card online, and tag our social media.

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