



NURSING

Planetary Health Report Card (Nursing) 2026: Sunway University



**SUNWAY
UNIVERSITY**

2025-2026 Contributing Team

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Land acknowledgment: Sunway University respectfully acknowledges that our campus in Bandar Sunway is located on land traditionally stewarded by the Indigenous Orang Asli peoples of Peninsular Malaysia, particularly the Temuan community. We honour their enduring cultural, spiritual, and ecological connections to the land. We pay our respects to Orang Asli elders past and present and reaffirm our commitment to sustainability, equity, and environmental stewardship in advancing Planetary Health for present and future generations.

Summary of Findings

Overall Grade	B
Curriculum	B
<p>The nursing curriculum demonstrates moderate to strong integration of planetary health concepts within core subjects such as Community Health Nursing, Communicable Disease Nursing, Emergency and Disaster Nursing, and related public health modules. Students receive structured exposure to climate change, environmental degradation, infectious disease patterns, ecosystem health, and the disproportionate impact of environmental threats on vulnerable and marginalized populations. Teaching progressively builds across semesters, and designated faculty members support planetary health education. However, planetary health content is largely embedded within broader subjects rather than delivered through a dedicated module. Key gaps remain in areas such as mental health impacts of climate change, healthcare carbon footprint, Indigenous and Traditional Knowledge Systems, plant-based diet sustainability, and interprofessional education (IPE) simulations addressing climate-related health risks.</p> <p>Recommendations: Planetary health should be vertically integrated from Year 1 through final year with explicit learning outcomes linked to nursing competencies and clinical decision-making. The programme would benefit from introducing a dedicated planetary health module or structured thread, incorporating IPE simulations on climate-related emergencies, expanding teaching on sustainable healthcare practices (including healthcare carbon footprint), and integrating environmental justice and Indigenous knowledge frameworks. Strengthening applied, case-based learning will further enhance alignment between theory and professional nursing practice.</p>	
Interdisciplinary Research	B+
<p>Sunway University demonstrates strong institutional commitment to planetary health research through the establishment of the Sunway Centre for Planetary Health (SCPH), which serves as a dedicated interdisciplinary research hub. The institution has hosted major international conferences and actively participates in global planetary health networks. Research spans climate change, biodiversity, food systems, urban health, and health equity, reflecting robust academic leadership. While community engagement mechanisms exist, community stakeholders primarily serve in advisory roles rather than holding decision-making authority in shaping research priorities. Additionally, student-specific research pathways and funded fellowships in planetary health are limited.</p> <p>Recommendations: The institution should formalise community participation in research governance by establishing advisory boards with structured decision-making roles. Creating funded undergraduate research fellowships or structured student research tracks in planetary health would strengthen academic engagement and capacity building. A centralised portal listing research opportunities, mentors, and funding mechanisms would enhance accessibility and student participation. Sustaining regular interdisciplinary conferences or symposia will further reinforce institutional leadership.</p>	
Community Outreach and Advocacy	B
<p>The institution demonstrates consistent community engagement through mandatory service-learning modules aligned with Sustainable Development Goals (SDGs) and planetary health principles. Students collaborate with NGOs and community organisations to implement environmental and health promotion initiatives. The Sunway Centre for Planetary Health also conducts public-facing seminars and professional education workshops. However, planetary health education has not yet translated into structured, patient-facing educational materials within affiliated healthcare facilities. Community engagement tends to be project-based rather than longitudinal, and there is limited structured focus on environmental justice communities.</p> <p>Recommendations: The university should develop standardised patient education materials addressing environmental exposures and climate-related health risks for use in clinical settings. Establishing sustained, long-term partnerships with climate-vulnerable communities would strengthen impact and continuity. Expanding advocacy training within the curriculum and embedding planetary health into clinical patient education frameworks will further bridge academic learning with real-world healthcare delivery.</p>	

Support for Student-Led Initiatives	B
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Sunway University provides meaningful institutional support for sustainability engagement through registered student organisations, faculty mentorship, and integration of sustainability themes within co-curricular activities. Students have representation in governance structures and opportunities to participate in sustainability campaigns, workshops, and community initiatives. However, there are no dedicated, funded grants specifically targeted at student-led planetary health research or quality improvement projects. Research opportunities require individual initiative, and there is no centralised platform that consolidates planetary health mentors and student research pathways.

Recommendations:

The institution should establish seed funding or competitive grants for student-led sustainability and planetary health projects. A dedicated planetary health student portal listing mentors, ongoing projects, and research opportunities would enhance visibility and engagement. Expanding experiential learning opportunities with environmental justice communities and developing interdisciplinary sustainability fellowships would further strengthen structured student leadership development.

Campus Sustainability	B+
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Campus sustainability is one of the institution’s strongest domains. Sunway University maintains a formal Office of Sustainability, aligns its initiatives with the United Nations SDGs, and implements comprehensive waste management, sustainable procurement, green building practices, and environmentally responsible food policies. Renewable energy installations such as solar photovoltaic systems contribute to carbon reduction efforts, and environmentally friendly transportation options are available. However, renewable energy does not yet constitute a majority of campus energy use, older buildings have not been fully retrofitted, and detailed public reporting on carbon metrics and renewable energy percentages remains limited.

Recommendations:

To advance further, the institution should increase renewable energy sourcing and accelerate retrofitting of legacy infrastructure. Publishing transparent annual carbon accounting and progress reports would strengthen accountability. Expanding certified green laboratory initiatives and enhancing measurable sustainability benchmarks will position the university as a regional leader in campus-based planetary health implementation.

Statement of Purpose

Planetary health is human health.

The Planetary Health Alliance describes planetary health as “a solutions-oriented, transdisciplinary field and social movement focused on analysing and addressing the impacts of human disruptions to Earth’s natural systems on human health and all life on Earth.” This definition is intentionally broad, intended to encompass the multitude of ways that the environment can affect health, including water scarcity, changing food systems, urbanisation, biodiversity shifts, natural disasters, climate change, changing land use and land cover, global pollution, and changing biogeochemical flows. The health of humanity is dependent on our environment, and our environment is changing rapidly and in disastrous ways. Although the World Health Organization has called climate change “the greatest threat to global health in the 21st century,” many health professional school’s institutional priorities do not reflect the urgency of this danger to human health.

As future health professionals, we must be prepared to address the impacts of human-caused environmental changes on our patients’ health. This preparation is in the hands of the institutions providing our health professional training. It is imperative that we hold our institutions accountable for educating health professional students about the health impacts of climate change and other anthropogenic environmental changes, generating research to better understand health impacts and solutions, supporting related student initiatives, embracing sustainable practices as much as possible, and engaging with surrounding communities that are most affected by environmental threats. Because climate change and environmental threats disproportionately affect vulnerable populations (for example, communities of colour, older adults sensitive to health threats, and individuals in low-resource settings), these issues are inherently ones of equity and justice.

With the purpose of increasing planetary health awareness and accountability among health professional schools, we have created a Planetary Health Report Card that students internationally can use to grade and compare their institutions on an annual basis. This student-driven initiative aims to compare health professional schools nationally and internationally on the basis of discrete metrics in five main category areas: 1) planetary health curriculum, 2) interdisciplinary research in health and environment, 3) university support for student planetary health initiatives, and 4) community outreach centred on environmental health impacts 5) school campus sustainability.

Definitions & Other Considerations

Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as “the health of human civilization and the state of the natural systems on which it depends.” For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional ‘environmental health’ examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of health professional education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term “planetary health” to satisfy the metric.
- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimises use of healthcare services.
- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESH is covered by the three Priority Learning Outcomes of the Centre of Sustainable Healthcare below, and Planetary Health Education is embraced in the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:
 1. Describe how the environment and human health interact at different levels.
 2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
 3. Discuss how the duty of a doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.
- **Nursing School/Department vs. Institution:** When “nursing school” is specified in the report card, this only refers to curriculum and resources offered by the School/department of nursing and does not include offerings from other parts of the university (e.g. undergraduate departments (USA), other related departments (e.g. Public Health, Population Health departments). In contrast, when “institution” is specified in the report card, we are referring to the university more broadly including all of its campuses. Any resource reasonably accessible

by nursing students, no matter where in the institution the resource comes from or if it is specifically targeted for medical students, can meet this metric.

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

anthropology this term is often used in the context of colonialism to refer to the historic seizing of natural resources, a practice which has developed business models tied to ecological degradation and loss of biodiversity.

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

Scoring Matrix

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

Other considerations:

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

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

Planetary Health Curriculum

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

Curriculum: General

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

1.1. Does your nursing school offer courses regarding the relationships between extreme weather events, health effects, and climate change?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
<i>Score explanation:</i> In our nursing diploma Semester 5, NCO 3052 Community Health Nursing subject, there are topics covered on planetary health. The topic included global warming, climate changes as well as the impact of healthcare related environmental threats which included pollution caused by solid waste from healthcare and clinical areas as well as the impact of climate change on health. The information provided a good insight to nursing students on the importance of managing climate change and global warming as well as increasing the awareness on the relationships between clinical activity and the impact to environment.	

1.2. Does your nursing program provide education regarding the impacts of extreme weather events (e.g. storms, flooding, heat, drought, air pollution) on individual health?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
<i>Score explanation:</i> In our nursing diploma Semester 3, NCO 2072 Communicable Disease subject, there are lectures on diseases that potentially outbreak from flood and water pollution such as	

cholera, leptospirosis and typhoid fever. This gives student nurses knowledge on weather events and natural disasters.

Other than that, NCO 3052 Community Health Nursing II subject also covered topics on global warming, climate change and how it affects human health. With the lectures on the topics, students may have ideas to explore more on extreme weather events and how it affects human health.

1.3. Does your nursing curriculum address the impacts of climate change on the changing patterns of infectious diseases?

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

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

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

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

Score Assigned:

3

Score explanation: In NCO 2072 Communicable Disease subject, there are topics addressing the impacts of climate change on the changing patterns of infectious disease. For example, there are diseases caused by vector borne that are widespread in warm weather such as dengue fever. Through this subject, nursing students gain an understanding of how climate change contributes to the emergence of infectious diseases, enabling students to recognize risk factors, participate in disease prevention strategies, and provide appropriate health education to communities.

1.4. Does your nursing curriculum address pathophysiological health effects resulting from environmental degradation and climate change, including effects such as air, soil and water pollution, extreme heat, human-animal interactions, and emerging pathogens?

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

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

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

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

Score Assigned:

3

Score explanation: The core curriculum addresses the pathophysiological effects of environmental degradation and climate change, including discussions on air pollution and respiratory illness in Medical-Surgical Nursing, waterborne diseases in Community Health Nursing, and emerging infectious diseases in Communicable Disease in Nursing.

1.5. Does your nursing curriculum address mental health issues and well-being effects resulting from environmental degradation and climate change?

This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i> The core curriculum briefly addresses the pathophysiological effects of environmental degradation and climate change, including discussions on air pollution and respiratory illness in Medical-Surgical Nursing, waterborne diseases in Community Health Nursing, heat-related illnesses in Adult Health, and emerging infectious diseases in Public Health Nursing. These topics are introduced within broader health modules but are not explored in depth across the curriculum.</p>	

1.6. Does your nursing curriculum address relationships between climate change, food and water security, and the impact on health?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> In NCO 2072 Communicable Disease subject, there are topics covered on water-borne and food-borne diseases such as cholera, typhoid fever, and diarrheal illnesses which address the relationship between climate change, food and water security and the impact on health.</p> <p>While in NCO 3052 Community Health Nursing subject, there are topics covered on how global warming and climate change impact human health such as disease related to skin, eyes problems and respiratory diseases.</p>	

1.7. Does your nursing program address the environmental and health co-benefits of a plant-based diet?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0

Score explanation: The environmental and health co-benefits of plant-based diets are not explicitly addressed in any aspect of the nursing curriculum; both core and elective. Pedagogical priorities of nutritional education are largely defined in terms of clinical and therapeutic definition of disease-specific diets but there is an obvious lack of integration of dietary patterns related to environmental sustainability or planetary health outcomes in a broader sense. As a result, scholarly discourse lacks a systematic analysis about plant-based diets in relation to climatic change and food-system processes and ecological implications.

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

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

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

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

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

Score Assigned:

3

Score explanation: The core curriculum had cover of this topic through the Community Health Nursing II, where the students learn the interrelationships between ecosystem health, human health, and climate change in the context of community health education and public health promotion. Students will discuss, through community-based action, how environmental changes, such as pollution, poor waste disposal, and climate-related determinants affect community well-being, increase health vulnerability, and worsen communicable and non-communicable illnesses.

Still, the topic does not receive its own, separate comprehensive planetary health module; instead, the intersection of ecosystem and human health is largely included in the more general system of community health and disease prevention.

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

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

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

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

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

Score Assigned:

2

Score explanation: It is also covered in Community Health Nursing II and Obstetrics and Gynaecology in Nursing on maternal and reproductive health, where students are taught how environmental and occupational exposures can impact the outcomes of pregnancy and reproductive health. As an example of possible risk factors that may result in complications during pregnancy and fetal development. The curriculum uses air pollution, chemical exposure, and harmful

substances as examples. Nevertheless, it is not presented as an environmental toxicology topic, and particular discussions on industry-related toxins are not provided, like pesticides and microplastics.

1.10. Does your nursing program emphasize the importance of Indigenous and Traditional Knowledge Systems as essential components of planetary health solutions?

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

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

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

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

Score Assigned:

0

Score explanation: The nursing curriculum does not explicitly highlight Indigenous and Traditional Knowledge Systems as part of the comprehension of planetary health solutions, at the core curriculum, as well as at the elective level. Although there are modules on cultural sensitivity and respect of the beliefs of the patients, they are mainly done with an intention of providing culturally appropriate care but not the concept of incorporating Indigenous knowledge as a system approach to environmental stewardship and sustainability.

Currently, there is no official source of teaching resources that can relate the Indigenous or traditional practice to the ideas of planetary health, such as the protection of the ecosystem, climate resilience, or community-based environmentalist developments.

1.11. Does your nursing curriculum address important human-caused environmental threats that are relevant to the university or program's surrounding community?

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

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

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

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

Score Assigned:

3

Score explanation: The core curriculum approaches this subject in course Community Health Nursing II, students learn about the man-made environmental hazards, which increase the susceptibility of the community to harmful health consequences, such as air pollution, poor waste management, and water pollution.

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

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

This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i> Currently, the nursing curriculum does not specifically provide solutions to socioeconomic or racial differences when it comes to extreme weather occurrences and exposure to climate change. Although the concept of health inequities and vulnerable populations can be introduced in terms of the public health and community nursing context, such discussions are not clearly combined with the health effects of climate-related threats like heat exposure, flooding, or disaster effects on certain socioeconomic or ethnic groups.</p> <p>Coordinated education that links climate change to environmental injustice, unequal exposure, and unequal health consequences among populations does not exist.</p>	

1.13. Does your nursing curriculum address the inequitable health impacts of climate change globally?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> Global health inequities are addressed within the population health and community nursing units, including NCO3052 Community Health Nursing II, where students examine global disease burden, disparities between upper, middle and low income countries (LMICs), and role of social determinants of health. Within NCO3052, discussions on vulnerable populations, global health challenges, and community-based interventions provide opportunities to consider how climate change disproportionately affects disadvantaged populations worldwide.</p>	

1.14. Does your nursing curriculum address climate and environmental health challenges that impact marginalized populations and communities?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3

Score explanation: Climate and environmental health challenges affecting marginalized populations are addressed across core units including Microbiology and Parasitology and NCO3052 Community Health Nursing II, where students learn about infectious and parasitic diseases linked to poor sanitation, unsafe water, overcrowding, and limited healthcare access; conditions that are worsened by climate change and environmental degradation. Community Health Nursing II further explores social determinants of health and population vulnerability, providing opportunities to consider how climate-related stressors such as flooding, heat exposure, and increased vector-borne diseases disproportionately impact marginalized communities.

1.15. Does your nursing curriculum address the impact of environmental degradation due to climate change on marginalized populations and communities?

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

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

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

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

Score Assigned:

3

Score explanation: The impact of environmental degradation due to climate change on marginalized populations is addressed across core units including Microbiology and Parasitology, NCO3052 Community Health Nursing II, and MU4 1423 Community Service. These units expose students to how environmental degradation; such as unsafe water, inadequate sanitation, increased vector breeding, and heat-related stress, contributes to disease burden and health vulnerability in disadvantaged communities. Through community engagement activities in MU41423, students gain real-world exposure to health challenges faced by underserved populations, strengthening their understanding of environmental and climate-related stressors.

1.16. Does your nursing curriculum address the outsized impacts of anthropogenic environmental toxins on marginalized populations and communities?

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

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

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

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

Score Assigned:

3

Score explanation: The impact of environmental degradation due to climate change on marginalized populations is addressed across core units including Dermatology and Gerontology, Community Health Nursing II, and Communicable Disease Nursing. In Dermatology and Communicable Disease Nursing, students examine how environmental factors such as pollution, poor sanitation, and climate-related changes contribute to skin conditions and infectious diseases that disproportionately affect vulnerable populations. Gerontology addresses increased susceptibility of older adults to heat stress, environmental exposure, and climate-related health

risks, while Community Health Nursing II explores population vulnerability and social determinants of health at the community level.

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

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

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

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

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

Score Assigned:

3

Score explanation: The impacts of extreme weather events on healthcare systems are addressed in Community Health Nursing II, Emergency and Disaster Nursing and Communicable Disease Nursing, where students are exposed to concepts related to disaster response, outbreak management, and healthcare service delivery during public health emergencies. These units provide opportunities to discuss how events such as flooding, heatwaves, and disease outbreaks can strain healthcare resources, disrupt service delivery, and increase demands on healthcare workers, particularly at the community level.

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

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

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

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

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

Score Assigned:

0

Score explanation: There is no training on how nurses can discuss the carbon footprint of Malaysian healthcare systems.

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

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

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

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

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

Score Assigned:

2

Score explanation: While the environmental impact of healthcare waste is not a standalone course, it is integrated into the core curriculum via mandatory modules such as NPR 1053 Principle and Practice I and NCO 3052 Community Health Nursing II. During clinical placement and skills lab training, students are educated and instructed regarding the proper segregation of biohazardous, recyclable and general waste. Furthermore, the curriculum addresses the logistical “footprint” of single use plastics in sterile environments. However, the topic is treated as a component of infection control and clinical safety rather than a dedicated, in-depth study of ecological sustainability, which justifies the “briefly covered” score designation.

1.20*. Does your nursing program cover the contributions of pharmaceuticals to environmental degradation and climate change (e.g., anaesthetic gases, inhalers, antibiotic resistance, etc.)?

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

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

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

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

Score Assigned:

2

Score explanation: The curriculum briefly addresses the environmental pharmaceuticals within the Community Health Nursing module. While it does not specifically detail the global warning potential of anaesthetic gases, it explicitly covers the classification and hazards of cytotoxic drugs and discarded medicines as biomedical waste. Furthermore, the specific topic in the said module explores how chemical and industrial waste contributes to water pollution and degradation of ecosystems, providing a foundational understanding of how healthcare materials affect the environment.

1.21. Does your nursing school’s curriculum introduce strategies for having conversations with patients, nursing home residents, visitors, and other health professionals about the health effects of climate change and other environmental disruptions?

Yes, the **core** curriculum includes strategies for conversing with patients and other health professionals regarding climate change and environmental disruptions. (2 points)

There are elective courses that include strategies for conversing with patients and other health professionals regarding climate change and environmental disruptions. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> The core curriculum NCO 3052Community Health Nursing and MPU 2432 Community Service introduces practical strategies for communicating the health effects of environmental disruptions. Through the community service module, students are trained in community engagement, health promotion, and advocacy, focusing on how to educate patients and stakeholders about environmental sustainability and health risks.</p> <p>Furthermore, the Community Health Nursing module provides a formal framework for “Health Education”, specifically teaching students on how to converse with families and patients about sanitation, vector control, and environmental hazards. This combination of theoretical health education and experiential planetary health service ensures that students possess the strategies needed to discuss climate and environmental health with both patients and fellow health professionals.</p>	

1.22. Does your school have an appointed faculty or staff responsible for planetary health and environmental nursing?	
Yes, the nursing program has at least one appointed faculty or staff responsible for planetary health and environmental nursing. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	1
<p><i>Score explanation</i>The nursing programme has a designated lecturer responsible for teaching planetary health and environmental nursing, and two additional appointed lecturers actively engaged in research related to planetary health, demonstrating institutional commitment in both education and scholarship in this area.</p>	

1.23*. Does your program offer Interdisciplinary Education (IPE) simulations or experiences regarding the health risks of climate change and other environmental disruptions?	
Yes, the school of nursing has been involved with IPE simulations or experiences in the past year . (2 points)	
Yes, the school of nursing has been involved with IPE simulations or experiences in the past three years . (1 point)	
No, the school of nursing has not been involved with IPE simulations in the past three years. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i> Throughout the past three years of the nursing program, there has been no documented Interprofessional Education (IPE) simulations or structured experiences regarding the</p>	

health risks of climate change. While the curriculum addresses environmental health and planetary health through modules like NCO 3052 Community Health Nursing and dedicated community service projects, these activities are conducted exclusively within the nursing cohort, There is currently no evidence of formal IPE simulations where nursing students learn alongside students from other health disciplines such as Medicine, Pharmacy, or Allied Health to manage the clinical or public health consequences of environmental disruptions.

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

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

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

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

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

Score Assigned:

2

Score explanation: The core curriculum addresses civic engagement and advocacy through the mandatory modules such as NCO 3052 Community Health Nursing and MPU 2432 Community Service. While the primary focus of the Community Service module is on the logistics of project management, the university requires all projects to align with Sustainable Development Goals (SDGs) and Planetary Health principles. This requires students to identify and advocate for solutions to the structural and environmental determinants of health, such as sanitation, waste management, and pollution, which are explored in detail during the Environmental Health lectures in the Community Health Nursing module, Although the training is integrated into a broader subject rather than being a standalone “advocacy” course, it provides the necessary core exposure to addressing health inconsistencies through civic actions.

Section Total (47 out of 68)

69%

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Interdisciplinary Research

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

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?	
Yes, there are faculty members at the institution who have a primary research focus in planetary health or sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the institution who are conducting research related to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the institution , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are no planetary health and/or sustainability researchers at the institution at this time. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p>Sunway University has a core research hub. Sunway Centre for planetary Health (SCPH), which is a dedicated research and engagement centre focused on planetary health. In this research team, they had advanced interdisciplinary research on climate change, environmental degradation, biodiversity loss, food systems, pandemics and urban health. Sunway University hosted the Planetary Health Annual Meeting 2024 in Kuala Lumpur with delegates from over 60 countries and outcomes like the Planetary Health Roadmap and Action Plan ;a strategic global framework to translate research into policy and action.</p> <p>For Sunway healthcare sustainability research, Sunway Healthcare Group (SHG) had initiatives at environmental stewardship: energy & water efficiency, renewable energy (solar panels), rainwater harvesting, and waste management systems. There is Jeffrey Sachs Center on Sustainable Development which is regionally focused on SDGs including Good Health & Well-being (SDG 3), Clean Water & Sanitation (SDG 6), and Climate Action (SDG 13) research and policy work.</p> <p>evidences such as websites and google scholar links:</p> <p>https://sunwayuniversity.edu.my/research/planetaryhealth/projects https://scholar.google.com/citations?user=_5hU4bQAAAAJ&hl=en&oi=ao https://scholar.google.com/citations?user=LTqoJuwAAAAJ&hl=en&oi=ao https://scholar.google.com/citations?user=NMHt1EsAAAAJ&hl=en</p>	

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

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

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

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

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

Score Assigned:

3

Score Explanation: Sunway university does have a dedicated institute specifically focused on planetary health, known as the Sunway Centre for Planetary Health (SCPH). SCPH hosting international planetary health meetings and leading Southeast Asia–focused initiatives further demonstrate its institutional maturity. The research spans climate change, biodiversity loss, food systems, urban health, pandemics, and health equity.

It brings together expertise from public health, medicine, environmental science, climate science, urban studies, policy, governance, and social sciences. This aligns directly with the definition of *planetary health*, which examines the interdependence between human health and Earth’s natural systems.

2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?

Yes, there is a process in which community members impacted by climate and environmental injustice have **decision-making power** in the climate + environmental research agenda. (3 points)

Yes, there is a process in which community members impacted by climate and environmental injustice **advise** the climate + environmental research agenda. (2 points)

No, but there are **current efforts** to establish a process for community members to advise or make decisions on the research agenda. (1 point)

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

Score Assigned:

2

Score explanation:

There is not a formal process where communities disproportionately impacted by climate change or environmental injustice have decision-making power over the university’s research **agenda**. However, there is engagement and collaboration that advise in the climate and environmental research agenda.

For example, Planetary Health Annual Meeting (PHAM) 2024 brought together diverse

stakeholders (scientists, policymakers, civil society, young leaders, concerned citizens) to discuss planetary health challenges

Sunway University engages with external stakeholders, including community actors, through events, sustainability committees, and outreach programmes that *could* serve as advisory mechanisms influencing research priorities. This reflects advisory involvement rather than decision-making authority.

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

There is an **easy-to-use, adequately comprehensive** website that **centralises** various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities. (3 points)

There is a website that **attempts to centralise** various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)

The **institution** has an **Office of Sustainability website** that includes **some** resources related to health and the environment. (1 point)

There is **no** website. (0 points)

Score Assigned:

2

Score explanation: Sunway University does have a dedicated online portal for planetary health ;the *Planetary Health* section of its research site which centralises a range of information related to research and initiatives in this area.

The website is clear and easy to use. The university’s website does include planetary health research overview and description, planetary health resources and information about major initiatives like the Planetary Health Annual Meeting (PHAM) as well as planetary health action plan. However, it doesn’t include all the upcoming events, leaders in planetary health and relevant funding opportunities. <https://sunwayuniversity.edu.my/research/planetaryhealth/projects>

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

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

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

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

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

No, the institution has not hosted a conference on topics related to planetary health in the past three years. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> Sunway University hosted the Planetary Health Summit and 6th Annual Meeting (PHAM 2024), a major international conference focused on the planetary health topics. It was held in April 2024 and brought together scientists, policymakers, educators, and others to discuss <i>global planetary health challenges and solutions</i>.</p> <p>This event, hosted by Sunway University with the Sunway Centre for Planetary Health, centred on “<i>From Evidence to Action: Confronting Reality</i>”, and included multiple sessions on aspects of planetary health research and action. https://www.unsdsn.org/news/sdsn-malaysia-joins-sdg-esg-forum-to-strengthen-university-partnerships/</p>	

2.6. Is your <u>institution</u> a member of a national or international planetary health or ESH/ESV organisation?	
Yes, the institution is a member of a national or international planetary health or ESH/ESV organisation. (1 point)	
No, the institution is not a member of such an organisation. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i> Sunway University’s Sunway Centre for Planetary Health (SCPH) is actively connected to the global planetary health community and participates in international collaborations, notably through the Planetary Health Alliance (PHA). Being part of the Planetary Health Alliance connects Sunway University to a formal international network dedicated to planetary health research, education, and policy engagement.</p> <p>The Sunway Centre for Planetary Health is part of this global network and was involved in hosting the Planetary Health Annual Meeting 2024, which was linked with the Planetary Health Alliance and included membership-related activities.</p>	

Section Total (13 out of 17)	76%
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Community Outreach and Advocacy

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

3.1. Does your <u>institution</u> partner with community organisations to promote planetary and health?	
Yes, the institution meaningfully partners with multiple community organisations to promote planetary and environmental health. (3 points)	
Yes, the institution meaningfully partners with one community organisation to promote planetary and environmental health. (2 points)	
The institution does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is no such meaningful community partnership. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> Sunway University meaningfully partners with multiple community organizations through its core Community Service MU41423 module. As a mandatory requirement of the curriculum, students must collaborate with a designated host organisation including various NGO's, social enterprises, and community groups to execute a project aligned with the Sustainable Developmental Goals (SDGs) and Planetary Health principles. While the students' direct engagement with these partners is structured as a single, project-based initiative rather than a longitudinal three-year involvement, the institution maintains a diverse and active network of these partnerships to facilitate service-learning. This ensures that every nursing student is required to engage in community-based partnership focused on environmental and social determinants of health at least once during their professional training.</p>	

3.2. Does your <u>institution</u> offer community-facing courses or events regarding planetary health?	
The institution offers community-facing courses or events at least once every year. (3 points)	
The institution offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points)	

The institution has promoted community-facing courses or events but was not involved in planning those courses or events. (1 point)	
The institution has not offered such community-facing courses or events. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> Sunway University, primarily through the Sunway Centre for Planetary Health (SCPH), offers multiple community-facing events and educational resources every year. The centre hosts the recurring Planetary Health Talk Series, which features public webinars and seminars designed to educate the community on the intersection of climate change and human health. Furthermore, the institution’s core curriculum includes the mandatory Community Service MU41423 project, which requires nursing students to plan and implement health promotion events specifically for public audiences, including youth and marginalized groups. These institutional efforts ensure a consistent, year-round schedule of events that are planned and delivered by the university specifically for the community, rather than just being academic lectures open to the public.</p>	

3.3. Does your <u>institution</u> have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?	
Yes, all students regularly receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)	
Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to some courses . (1 point)	
Students do not receive communications about planetary health or sustainable healthcare. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> Planetary health and sustainable healthcare topics are regularly included in communication updates for students enrolled in specific health and community-oriented courses. In the nursing program, students receive structured communication, project rubrics and educational materials through the Community Service MU41423 module which requires all students' projects to align with the Sustainable Developmental Goals (SDGs). While the Sunway Centre for Planetary Health and university’s sustainability office provide public news and specialized newsletters, these are not currently delivered as a mandatory, recurring communication to the entire student population. Instead, the most consistent coverage is concentrated within relevant academic departments and through targeted announcements for students involved in sustainability related coursework.</p>	

3.4. Does the institution or main affiliated hospital trust engage in professional education activities targeting individuals post-graduation with the aim of ensuring their knowledge and skills in planetary health and sustainable healthcare remain up to date during their professional career?

Yes, the **institution** or **main affiliated hospital trust** offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health. (2 points)

Yes, the **institution** or **main affiliated hospital trust** offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers. (1 point)

There are **no** such accessible courses for post-graduate providers. (0 points)

Score Assigned:

2

Score explanation:

Sunway University offers structured professional education through the Sunway Centre for Planetary Health (SCPH), primarily via the recurring Planetary Health Talk Series. This platform provides accessible resources and specialised seminars for post graduate healthcare providers, focusing on the clinical implications of environmental degradation.

These activities are designed to ensure that the knowledge of practicing professionals remains current regarding the intersection of human health and environmental sustainability.

While the affiliated teaching hospital provides standard clinical Continuing Professional Development (CPD), the SCPH serves as the primary institutional pillar for dedicated planetary health education, offering a structured avenue for healthcare providers to engage with sustainable healthcare and climate-related disease management throughout their careers.

Sunway University, in collaboration with Healthcare Without Harm, has previously hosted a series of Healthcare Decarbonisation Workshops specifically targeted for MOH staff

<https://sunwayuniversity.edu.my/research/planetaryhealth/projects/health-care-systems-decarbonisation>

3.5. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about environmental health exposures?

Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)

Some affiliated hospitals have accessible educational materials for patients. (1 point)

No affiliated medical centres have accessible educational materials for patients. (0 points)

Score Assigned:

0

Score explanation:

While Sunway University promotes environmental health through its academic curriculum and the Community Service for Planetary Health initiative, this has not yet resulted in the availability of standardised, patient-facing educational materials at its affiliated teaching hospitals. Currently, patient education within the clinical setting is limited to immediate disease prevention (such as vector control and hygiene) rather than informing patients about broader environmental health exposures or their long-term health impacts.

Consequently, there is no evidence of accessible brochures, digital resources, or structured teaching tools dedicated to environmental health exposures for patients in the clinical environment.

3.6. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about the health impacts of climate change?

Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)

Some affiliated hospitals have accessible educational materials for patients. (1 point)

No affiliated hospitals have accessible educational materials for patients. (0 points)

Score Assigned:

0

Score explanation:

While Sunway University is a leader in planetary health research through its dedicated academic centres, this focus has not yet translated into standardized, accessible educational materials for patients within its primary clinical teaching affiliates.

Current patient-facing resources at the affiliated healthcare facilities remain centred on clinical management and infection control, such as hand hygiene and vector-borne disease prevention rather than the broader health impacts on climate change.

Consequently, there is no evidence of brochures or digital media in the clinical setting that explicitly address the link between environmental disruptions and individual health outcomes.

Section Total (10 out of 14)

71%

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Support for Student-Led Planetary Health Initiatives

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

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

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

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

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

Score Assigned:

2

Score explanation: Sunway university offers unquestionable institutional support to those students seeking sustainability projects and initiatives. The official Sustainability Student Opportunities page indicates there are options for the students to join sustainability-focused clubs and societies including the Sunway Environmental Society and Sunway Student Volunteers that provide avenues of partnering in environment-related initiatives and activities. Students are also able to access the real-world sustainability projects, service-learning experiences and campus-wide campaigns and help them design and implement sustainability solutions beyond the four classroom walls. More so, sustainability training and engagement are managed through and through academic programme and co-curriculum experiences; courses and field learning experience are actively designed to facilitate student transformation, where day-to-day operations embrace sustainability into campus life and community involvement. Though no specifically identified structured grants of student-led sustainability/quality-improvement projects are spelt out explicitly, the institution certainly promotes and funds student involvement in sustainability projects clearly in terms of organisation, programmes, events, and community partnerships, and thus, fits within the environment of institutional support of such efforts. The reason is that this justifies a score of 2.

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

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

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

There are no opportunities for students to engage in planetary health/sustainable healthcare research. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i> Sunway University offers students opportunities to undertake research pertaining to sustainability and environmental health through undergraduate research pathways, faculty-led projects, and available as part of current academic programmes. They can focus on topics in planetary health, or sustainable healthcare as a subset of more expansive research in the field of public health, community health, or environmental studies, but such programs usually need students to initiate projects and research on their own.</p> <p>Nonetheless, dedicated institutional research programmes or sponsored fellowship in planetary health or sustainable healthcare do not exist as a specific target to nursing-students research. Consequently, there are research opportunities though they are not officially organised and centralised to a particular planetary health track and as such, the score of 1 is therefore justified.</p>	

4.3. Does the <u>institution</u> have a webpage where students can find specific information related to planetary health and/or sustainable healthcare/vetcare activities and mentors within the institution? For example, projects achieved, current initiatives underway at the medical school and/or contact of information of potential mentors.	
The institution has a webpage with specific information related to planetary health or sustainable healthcare/vetcare that includes up-to-date information on relevant initiatives and contact information of potential mentors. (2 points)	
There is an institution webpage that features some information on projects and mentors within planetary health and sustainable healthcare within the institution, but it lacks key information. (1 point)	
There is no institution specific webpage for locating planetary health and/or sustainable healthcare projects or mentors. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i> The webpage of Sunway University lists institutional web pages where particular information regarding sustainability and planetary health research opportunities can be found. The official sustainability site of the university provides an overview of its sustainability research centres and institutes like the Sunway Centre of Planetary Health, Future Cities Research Institute, and Jeffrey Sachs Centre of Sustainable Development, among others, which indicate current research topics in the areas of sustainable development, the health of the environment, and sustainable communities. These webpages are also connected to points of contact and research that students may visit to get involved or get mentored.</p> <p>Another page is the Planetary Health Roadmap and Action Plan page, and a resources section linked to planetary health activity that contains further details of priorities and projects in the field.</p> <p>Even though the webpages do not compile student-specific research projects or a mentor director centrally, there is institutional material on sustainability research themes and active research centres where the students would find an opportunity to identify possible engagement and faculty contacts. Thus it has an institutional webpage containing certain pertinent information, which makes the score 1.</p>	

4.4. Does your institution have registered student groups dedicated towards fostering a culture of planetary health engagement, scholarship, and advocacy on campus, supported by faculty advisors?

Yes, there is a student organisation **with faculty support** at my institution dedicated to planetary health or sustainability in healthcare. (2 points)

Yes, there is a student organisation at my institution dedicated to planetary health or sustainability in healthcare but it **lacks faculty support**. (1 point)

No, there is **not** a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)

Score Assigned:

2

Score explanation: Sunway University has enrolled groups of students focused on engagement in sustainability and planetary health that are sponsored by faculty and staff. An instance is the Sunway Environmental Society and other sustainability-minded student organisations that are formally registered in the university and engage frequently in events, campaigns and service-related work with the faculty and administrative departments around environmental awareness, climate action and community health. Such groups offer disciplined opportunities to students to act as advocates of sustainability, implement projects, and collaborate across disciplines. Faculty members in the related fields (e.g. environmental studies, public health, and community health) are actively engaged as advisors, mentors, or supporters to these student groups participating in curriculum-related activities and events on campus sustainability. These formal sustainability student organisations that have student leaders and faculty backing are evidence of an institutional culture of participation, and thus a score of 2.

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

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

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

Score Assigned:

1

Score explanation: The Sunway university has been able to incorporate student representation in its institutional governance structures thus bringing the sustainability and student wellbeing viewpoints together in decision making processes. Elected student leaders have a say in important deliberative institutions through organizations like the Sunway Student Council, faculty-related committees and participate in deliberations of university initiatives including those related to sustainability, community involvement and academic priorities. It is a mechanism that allows students to advocate successfully on issues related to curriculum and policy alongside making sure that their opinions are represented in the institutional agenda.

In addition, students who belong to groups with sustainability as their common theme - including, most significantly, the Sunway Environmental Society - have formal access to the contact with academic departments and administrative units. Such groups are also consulted on a regular basis when planning and implementing campus-wide sustainability events and programmes. Students are therefore given institutional access and have influence in practice development and implementation and assessment of practices in line with the sustainability goals of the university.

The fact that there are recognised student representatives who are actively involved in decision making processes within departments and overall institutions that affect sustainability is compliance with the specified criterion, thus a 2 score is justified.

4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	Score
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	0
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	0
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	1
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	0
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	0
<p><i>Score explanation:</i> Several co-curricular activities have been organized by Sunway University in the last one year that are engaging the planetary health as the aspects, but these were not necessarily considered as planetary health activities. Through sustainability-related programs like community gardening, urban greening, beach and river cleanup, waste segregation and recycling campaigns, and environmental conservation volunteering, students have been exposed to such aspects of sustainability food systems and community resilience planning. There have also been discussions, workshops, and events of the sustainability theme conducted by the university and student organisations wherein environmental issues, and climate-related topics were talked about to the students as the main target audience. Besides this, the cultural/awareness-based programmes concerning environmental protection have been introduced into the campus life and outdoor activities managed by student clubs have promoted the interactions with natural environments.</p> <p>Although these activities show sustainable and environmental stewardship of students meaningfully engaged, they are not always arranged in a structured planetary health programme. However, the fact that these activities exist and take place even warrants consideration in multiple categories as opposed to a total lack of engagement.</p>	

There are multiple events targeted for students/youth such as climate courage workshop, and more recently planetary reads

<https://sunwayuniversity.edu.my/research/planetaryhealth/projects/climate-courage-workshop>

<https://www.instagram.com/p/DUH6KhTiRRf/>

FASS has hosted a number of environmentally focused events over the past year

<https://sunwayuniversity.edu.my/events/beyond-waste-upcycling-exhibition>

SCPH had a movie screening for Ocean in June 2025

Section Total (9 out of 15)

60%

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Campus Sustainability

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

5.1. Does your <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of hospital sustainability. (2 points)	
There are no salaried sustainability staff , but there is a sustainability task force or committee. (1 point)	
There are no staff members or task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> Sunway University has a formally established Office of Sustainability, staffed by multiple full-time personnel who focus on promoting and implementing sustainability initiatives across the campus. The office provides strategic leadership in planning, coordinating, and evaluating sustainability policies and programmes, ensuring that environmental, social, and economic considerations are integrated into all aspects of university operations. Its initiatives are aligned with the 17 United Nations Sustainable Development Goals (SDGs) established in 2015:</p> <ol style="list-style-type: none"> 1. No Poverty 2. Zero Hunger 3. Good Health and Well-Being 4. Quality Education 5. Gender Equality 6. Clean Water and Sanitation 7. Affordable and Clean Energy 8. Decent Work and Economic Growth 9. Industry, Innovation, and Infrastructure 10. Reduced Inequalities 11. Sustainable Cities and Communities 12. Responsible Consumption and Production 13. Climate Action 	

- 14. Life Below Water
- 15. Life on Land
- 16. Peace, Justice, and Strong Institutions
- 17. Partnerships for the Goals

Through this structured approach and dedicated staffing, the University ensures that sustainability practices are embedded across academic, research, campus operations, and community engagement activities, reflecting a strong institutional commitment to sustainable development.

5.2. How ambitious is your institution's plan to reduce its own carbon footprint?

The institution has a **written and approved plan** to achieve carbon neutrality by **2030** (5 points)

The institution has a **written and approved plan** to achieve carbon neutrality by **2040** (3 points)

The institution has a stated goal of carbon neutrality by **2040** but has **not created a plan** to reach that goal or the **plan is inadequate** (1 point)

The institution does **not** meet any of the requirements listed above (0 points)

Score Assigned:

3

Score explanation:

Sunway University demonstrates a high level of ambition in reducing its carbon footprint through a comprehensive and long-term sustainability strategy embedded within campus operations and institutional planning. Key initiatives include energy efficiency measures, sustainable infrastructure development, responsible resource and waste management, and the promotion of low-carbon transportation practices. These efforts are guided by measurable targets and ongoing performance monitoring to ensure continuous improvement. Sunway University's carbon reduction strategy is aligned with global sustainability frameworks, particularly the **United Nations Sustainable Development Goals (SDGs)** (<https://sunwayuniversity.edu.my/sustainability/sunway-university-sustainable-development-goals-report>), underscoring a strong commitment to climate action and environmental stewardship. Overall, this proactive and forward-looking approach reflects the University's strong institutional commitment to achieving meaningful and sustained reductions in greenhouse gas emissions.

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

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

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

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

Institution buildings source <20% of energy needs from off-site and/or on-site renewable energy. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i> Teaching buildings and infrastructure at Sunway University utilize renewable energy as part of the University's broader sustainability and carbon reduction strategy. The campus has implemented solar photovoltaic (PV) systems installed on the rooftops of several academic buildings, including the North and South Buildings, to generate clean, renewable electricity for campus operations. These initiatives are part of the University's commitment to reducing reliance on conventional fossil fuel-based electricity and lowering overall greenhouse gas emissions (https://sunwayuniversity.edu.my/sustainability/energy/solar-energy).</p> <p>In addition to on-site renewable energy generation, Sunway University incorporates energy-efficient and green building practices within its teaching infrastructure, such as sustainable building design, efficient energy management systems, and continuous monitoring of energy use to improve performance. These efforts are embedded within the University's wider sustainability framework and align with its commitment to the United Nations Sustainable Development Goals (SDGs), particularly SDG 7 (Affordable and Clean Energy) and SDG 13 (Climate Action) (https://sunwayuniversity.edu.my/sustainability). (https://www.sunwayuniversity.edu.my/sustainability/what-we-do/green-building)</p>	

5.4. Are sustainable building practices utilised for new and old buildings on the <u>institution's</u> campus, with design and construction of new buildings and remodelling of old buildings conforming to a published sustainability rating system or building code/guideline?	
Yes, sustainable building practices are utilised for new buildings on the institution's campus and the majority of old buildings have been retrofitted to be more sustainable. (3 points)	
Sustainable building practices are utilised for new buildings on the institution's campus, but most old buildings have not been retrofitted . (2 points)	
Sustainable building practices are inadequately or incompletely implemented for new buildings. (1 point)	
Sustainability is not considered in the construction of new buildings. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> Sunway University applies sustainable building practices in the design and construction of new buildings, incorporating energy-efficient systems, sustainable materials, and resource-efficient designs that align with recognised sustainability frameworks and rating systems, such as the Green Building Index (GBI) (https://www.greenbuildingindex.org/). While some improvements, including energy-efficient lighting, water-saving measures, and enhanced energy management systems, have been introduced in older buildings, most existing buildings have not undergone full retrofitting to meet current sustainability standards (https://www.sunwayuniversity.edu.my/sustainability/what-we-do/green-building).</p>	

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

Yes, the institution has implemented strategies to encourage and provide **environmentally-friendly transportation options** such as safe active transport, public transport, or carpooling and these options are well-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default. (2 points)

The institution has implemented **some** strategies to provide environmentally-friendly transportation options, but the options are **unsatisfactorily** accessible or advertised. (1 point)

The institution has **not** implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)

Score Assigned:

2

Score explanation:

Sunway University has implemented several strategies to encourage environmentally-friendly transportation for students and staff. The University promotes **public transport use** through the provision of shuttle services connecting the campus to nearby **Mass Rapid Transit (MRT) and Light Rail Transit (LRT) stations** via the **Bus Rapid Transit (BRT) Sunway Line**, facilitating convenient and low-carbon commuting options (<https://sunwayuniversity.edu.my/sustainability/what-we-do/green-campus>).

In addition, the campus supports **active transport** such as walking and cycling, with dedicated pedestrian pathways and bicycle racks to improve safety and accessibility. Link bridges also connect key campus points and surrounding facilities, including **Sunway Medical Centre, SunGeo, Sunway Pyramid, and SunMed Residence**, making it easier for students and staff to move between locations without using private vehicles (<https://sunwayuniversity.edu.my/sustainability/what-we-do/green-campus>).

While these strategies are functional and promote environmentally-friendly commuting, some options, such as awareness campaigns for active transport, may not yet be fully optimised or widely utilised. Overall, Sunway University has implemented strategies to provide environmentally-friendly transportation options, but accessibility and promotion could be improved, aligning with the rubric category: **The institution has implemented some strategies to provide environmentally-friendly transportation options, but the options are unsatisfactorily accessible or advertised.**

5.6. Does your institution have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?

Yes, the institution has **both** compost **and** recycling programs accessible to students and faculty. (2 points)

The institution has **either** recycling **or** compost programs accessible to students and faculty, but not both. (1 point)

There is **no** compost or recycling program at the institution. (0 points)

Score Assigned:	2
<p><i>Score explanation:</i> Sunway University has implemented comprehensive waste management strategies, including both organics recycling (composting) and conventional recycling programs for aluminium, paper, plastic, and glass. Recycling bins are placed across the campus, including academic buildings, administrative offices, and student residences, making the programs accessible to students, faculty, and staff. Organic waste from cafeterias and food outlets is collected and composted to reduce landfill contributions, while conventional recyclables are collected and sent to certified recycling facilities (https://sunwayuniversity.edu.my/sustainability/what-we-do/waste-management).</p> <p>These initiatives demonstrate Sunway University’s commitment to sustainable waste management and environmental stewardship, ensuring that both composting and conventional recycling are actively available and supported across the campus.</p>	

5.7. Does the <u>institution</u> apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?	
Yes, the institution has adequate sustainability requirements for food and beverages, including meat-free days or no red-meat, and is engaged in efforts to increase food and beverage sustainability. (3 points)	
There are sustainability guidelines for food and beverages, but they are insufficient or optional . The institution is engaged in efforts to increase food and beverage sustainability. (2 points)	
There are sustainability guidelines for food and beverages, but they are insufficient or optional . The institution is not engaged in efforts to increase food and beverage sustainability. (1 point)	
There are no sustainability guidelines for food and beverages. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> Sunway University applies sustainability criteria in its campus food and beverage selections, integrating environmentally-conscious practices across dining facilities. Efforts include sourcing ingredients locally where possible and completely eliminating single-use plastics, including plastic bags, take-out boxes, and utensils. Cafeterias and food outlets are encouraged to adopt these practices as part of the University’s broader sustainability and climate action goals (https://sunwayuniversity.edu.my/sustainability/what-we-do/green-campus).</p> <p>These initiatives demonstrate that the University has adequate sustainability requirements for food and beverages and is actively engaged in ongoing efforts to increase food and beverage sustainability, reducing the environmental impact of sourcing, consumption, and packaging.</p>	

5.8. Does the institution apply sustainability criteria when making decisions about supply procurement?

Yes, the institution has adequate sustainability requirements for supply procurement and is engaged in efforts to increase sustainability of procurement. (3 points)	
There are sustainability guidelines for supply procurement, but they are insufficient or optional . The institution is engaged in efforts to increase sustainability of procurement. (2 points)	
There are sustainability guidelines for supply procurement, but they are insufficient or optional . The institution is not engaged in efforts to increase sustainability of procurement. (1 point)	
There are no sustainability guidelines for supply procurement. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> Sunway University applies sustainability criteria in its supply procurement processes, ensuring that goods and services purchased meet environmental and social responsibility standards wherever possible. Procurement policies prioritise eco-friendly products, energy-efficient equipment, and sustainable materials, while suppliers are encouraged to demonstrate compliance with recognized sustainability standards. The University also actively monitors and reviews procurement practices to continuously improve the sustainability of purchased goods and services (https://sunwayuniversity.edu.my/sustainability/what-we-do/green-campus).</p> <p>These practices demonstrate that Sunway University has adequate sustainability requirements for supply procurement and is actively engaged in efforts to increase the overall sustainability of its procurement processes.</p>	

5.9. Are there sustainability requirements or guidelines for events hosted at the institution?	
Every event hosted at the institution must abide by sustainability criteria. (2 points)	
The institution strongly recommends or incentivizes sustainability measures, but they are not required . (1 point)	
There are no sustainability guidelines for institution events. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> Sunway University requires that all events hosted on campus adhere to sustainability guidelines to minimize environmental impact. Event organizers are expected to implement practices such as reducing single-use plastics, managing waste responsibly, sourcing materials and catering sustainably, and encouraging low-carbon transport options for participants. These guidelines are part of the University's broader commitment to sustainability and are actively communicated to staff, students, and external partners hosting events (https://sunwayuniversity.edu.my/sustainability/what-we-do/green-campus).</p> <p>By enforcing these requirements, the University ensures that campus events are aligned with its sustainability objectives, demonstrating a proactive approach to environmental stewardship in all hosted activities.</p>	

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

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

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

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

Score Assigned:

2

Score explanation:

Sunway University has implemented **programs and initiatives to improve the environmental sustainability of laboratory spaces** across its campus. These efforts include promoting **energy-efficient equipment, proper chemical and waste management, and the minimization of single-use plastics** in lab operations. The University also encourages researchers and laboratory staff to adopt **green laboratory practices**, such as careful resource usage, water and electricity conservation, and proper segregation of recyclable and hazardous waste. These initiatives form part of the University's broader sustainability framework, demonstrating a commitment to reducing the environmental impact of academic and research activities (<https://sunwayuniversity.edu.my/sustainability/what-we-do/green-campus>).

Through these programs, Sunway University ensures that lab spaces operate in a more environmentally responsible manner, aligning with institutional sustainability goals and environmental stewardship principles.

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

The institution is **entirely divested** from fossil fuels **and** has made a **commitment to reinvest divested funds** into renewable energy companies or renewable energy campus initiatives. (4 points)

The institution is **entirely divested** from fossil fuels. (3 points)

The institution has **partially divested** from fossil fuel companies **or** has made a **commitment to fully divest**, but **currently** still has fossil fuel investments. (2 points)

The institution has **not divested** from fossil-fuel companies, but faculty and/or students are **conducting organised advocacy** for divestment. (1 point)

Yes, the institution has investments with fossil-fuel companies and there have been **no efforts** to change that. (0 points)

Score Assigned:

2

Score explanation:

Sunway University has articulated a **sustainable investment policy** that emphasises Environmental, Social, and Governance (ESG) integration and prioritises investing in companies

and projects with strong commitments to environmental sustainability, including renewable energy and resource efficiency (<https://sunwayuniversity.edu.my/sustainability/what-we-do/sdg7/divestment-policy>). This policy indicates an institutional focus on responsible investment practices rather than traditional fossil-fuel-centred portfolios.

However, there is **no publicly available evidence** that Sunway University has fully divested from fossil-fuel companies or completely eliminated fossil-fuel exposure from its endowment portfolio at this time. Instead, the University's policy framework shows a commitment to evaluating and improving investment sustainability, suggesting that its current portfolio **may still include fossil-fuel investments** while there are **efforts to increase sustainable investment practices**.

Based on this, the most accurate rubric category is: **The institution has partially divested from fossil fuel companies or has made a commitment to fully divest, but currently still has fossil fuel investments.**

Section Total (24 out of 32)	75%
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Grading

Section Overview

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

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

**Within each grade bracket, a score in the top 5% (_5 to _9%), receives a “+”, and a score in the bottom 5% (_0- _4%) receives a “--”. For example, a percentage score of 78% would be a B+.*

Planetary Health Grades for the Sunway University School of Nursing.

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(47/68) \times 100 = 69.1\%$	B
Interdisciplinary Research (17.5%)	$(13/17) \times 100 = 76.5\%$	B+
Community Outreach and Advocacy (17.5%)	$(10/14) \times 100 = 71.4\%$	B
Support for Student-led Planetary Health Initiatives (17.5%)	$(9/15) \times 100 = 60\%$	B
Campus Sustainability (17.5%)	$(24/32) \times 100 = 75\%$	B+
Institutional Grade	$(69.1 \times 0.3 + 69.1 \times 0.175 + 71.4 \times 0.175 + 60 \times 0.175 + 75 \times 0.175) = 70.25\%$	B

Report Card Trends

Section Overview

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

Planetary Health Report Card Trends for Sunway University

