



Planetary Health Report Card (Nursing) 2026: *Waipapa Taumata Rau | University of Auckland*



Waipapa
Taumata Rau
**University
of Auckland**

2025-2026 Contributing Team:

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

Summary of Findings

Overall Grade	B
Curriculum	C
<p>Over the past year, there have been substantial additions of planetary health into the curriculum at Te Kura Tapuhi i te Waipapa Taumata Rau (School of Nursing, University of Auckland). The first year of the undergraduate programme now has a specific planetary health topic and assignment, providing a foundation for students as they move further into the programme. Additionally, introducing planetary health across all lectures in the Nursing programme, when applicable, has been crucial for exposing students to issues related to climate change and human health. Hence, we acknowledge the effort Te Kura Tapuhi i te Waipapa Taumata Rau has put into raising awareness of planetary health and its importance to the profession.</p> <p>Recommendations: Currently, while steps have been taken to integrate planetary health into lectures, the discussion is brief, with only one slide allocated to the issue when applicable. Therefore, we recommend that Te Kura Tapuhi i te Waipapa Taumata Rau incorporate more in-depth discussions on planetary issues into lectures when applicable. Suggestions for how this could be achieved include the addition of learning objectives specific to planetary health issues. We also recommend integrating dedicated lectures on planetary health concerns across all stages in the programme, particularly in stage two and the Master's programme.</p> <p>Regarding content, it is important that the curriculum covers the relationship between climate change, the ecosystem, and the direct impact this has on human health, as well as the programmes surrounding the community in depth. As education is an integral part of the profession, nursing students should also be taught strategies for approaching conversations with patients and colleagues about planetary health related issues. There may also be an opportunity to integrate this teaching with other disciplines during interprofessional courses such as the Māori health intensive or advanced life support programme. These recommendations would ensure that planetary health is reinforced throughout the programme, enabling students to build on prior years' knowledge and exit the programme with a comprehensive understanding of planetary health issues and the confidence to advocate for them in the workforce.</p>	
Interdisciplinary Research	B
<p>Waipapa Taumata Rau University of Auckland demonstrates some engagement in sustainability and climate research however, it lacks specific focus on planetary health. There are researchers in Te Kura Tapuhi (School of Nursing) with a focus on planetary health but there are no dedicated teams or a dedicated department university-wide. There are opportunities for communities disproportionately affected by climate change to be able to provide input into research, however there are no formal processes. The university has participated in planetary health related symposiums and is affiliated with APRU, however there is no dedicated centralised website.</p> <p>Recommendations: We recommend that Ngā Ara Whetū (Centre for Climate, Biodiversity and Society) creates a specific focus on planetary health or a specific department is created with a planetary health focus. Although there is research on planetary health, this is often not the primary focus. It is important the university continues with supporting planetary health events, creates a centralised planetary health website, and allows community decision making power over research agenda, making sure research is aligned with the communities that are impacted.</p>	
Community Outreach and Advocacy	B
<p>Waipapa Taumata Rau University of Auckland has strong partnerships with various local community groups. In alignment with their commitment to Te Tiriti o Waitangi, Tangata Whenua and the Sustainable Development Goals, Te Waipapa Taumata Rau University of Auckland aims to integrate sustainability values within all its partnerships. However, there is limited information on sustainability initiatives created with community partners. Planetary health</p>	

events, courses and information are made available by the University; however, limited promotion may inhibit community outreach. There are also no postgraduate programmes for professional development. Regarding patient education, Te Whatu Ora provides various resources regarding planetary health.

Recommendations: We recommend that Te Waipapa Taumata Rau | University of Auckland consider and implement planetary health initiatives within their partnerships when applicable. Events, courses, and information on planetary health should be more widely promoted to enhance community outreach. Additionally, postgraduate courses that support the development of planetary health should be established to advance learning amongst healthcare professionals.

Support for Student-Led Initiatives

B

Waipapa Taumata Rau | University of Auckland provides various opportunities for students to get involved in planetary health and sustainability initiatives. A specific strength includes the range of planetary health focused student-led groups available for students to join, such as the Sustainable Futures Collective. These groups are essential because they enable students to gain a deeper understanding of planetary health issues and take action as a collective. Additionally, the inclusion of two student representatives on the Te Waipapa Taumata Rau | University of Auckland Sustainability Management Board is significant as it allows students to have a voice on the University's sustainability agenda. Regarding research, Te Waipapa Taumata Rau | University of Auckland provides students with the opportunity to engage in planetary health research; however, they may face barriers in pursuing this research due to limited suitable supervisors or planetary health related projects.

Recommendations: Waipapa Taumata Rau | University of Auckland should ensure that students can pursue planetary health related research by providing supervisors and projects in this area. This information should also be easily accessible to students by adding a planetary health section to their research website, [Rangahau | Research](#).

Campus Sustainability

A-

Waipapa Taumata Rau | University of Auckland has reasonable sustainability processes campus wide for staff and students. These include builds powered 100% by renewable energy, composting and recycling programmes, Net Zero Strategy, sustainable laboratories, and responsible investments. These are positive steps towards addressing sustainability.

Recommendations: We recommend Waipapa Taumata Rau | University of Auckland dedicates a staff member directly to do with hospital sustainability to furthermore help the healthcare system specifically. As well as creating more environmentally friendly and accessible transport options, that all students are able to afford. Addressing procurement is also important for the university to target. At the moment sustainability guidelines are insufficient, thus we recommend implementing strict guidelines rather than the current general language used.

Statement of Purpose

Planetary health is human health.

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

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

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

Definitions & Other Considerations

Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as “the health of human civilisation and the state of the natural systems on which it depends.” For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional ‘environmental health’ examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of health professional education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term “planetary health” to satisfy the metric.
- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimises use of healthcare services.
- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESH is covered by the three Priority Learning Outcomes of the Centre of Sustainable Healthcare below, and Planetary Health Education is embraced in the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:
 1. Describe how the environment and human health interact at different levels.
 2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
 3. Discuss how the duty of a doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.
- **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).
- **Paper:** Single university course that focuses on a particular subject.
- **Te Tiriti o Waitangi:** Māori translation of The Treaty of Waitangi.
- **Tangata Whenua:** ‘People of the land’; indigenous of the land.

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
<p><i>Score explanation:</i></p> <p>Throughout the nursing programme, teaching staff are required to apply a planetary health lens to their lecture content when applicable. This has resulted in an increase in planetary health content across the curriculum. These include lectures in Nursing 301 titled 'Primary Healthcare Principles for Nursing'; 'Rural Health', which discussed how environmental changes such as water pollution can lead to more disease; and the lecture titled 'Asthma New Zealand', which discussed the impact changes in the climate can have on asthma triggers, including pollutants, pollens and changes in temperature. This topic was also touched on in Nursing 787 for the Master of Nursing Science programme.</p> <p>In the core course paper Population Health 111, the lecture titled 'Climate Change and Health' discussed the impact of extreme weather events and the health effects. The ways in which socioeconomic factors can impact and, subsequently, lead to further health effects were briefly highlighted. Flooding, drought and hurricanes were briefly discussed, summarising how the changing climate results in negative health outcomes. In Nursing 105, the lecture titled 'Planetary Health and Nursing' also explained the link between extreme weather events, climate change and further negative health effects such as unsafe water, infectious disease transmission, and food insecurity.</p> <p>A score of three is assigned because climate change and its health impacts are briefly covered within each lecture when applicable across the nursing curriculum and in greater depth during year</p>	

one. As the health effects due to climate change have been considered and integrated into coursework, a score of three was given.

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

Score explanation:

The impacts of extreme weather events are discussed in a core paper called [Population Health 111](#). In the lecture 'Climate Change and Health', students were taught how drought, flooding, and other extreme weather events affect the taiao (world) and, in turn, society. Also, in the first year, during the lecture titled 'Planetary Health' in [Nursing 105](#), there was a discussion of extreme weather events, especially those affecting Aotearoa New Zealand, and their impacts on human health. Additionally, first-year students are given the option to do a 10-minute video podcast assignment on the implications heat can have on an individual's health.

Within [Nursing 301](#), the lecture 'Primary Healthcare Principles for Nursing' discussed the impact extreme weather events, air pollution and changes in temperature can cause adverse health outcomes in individuals, such as heat-related illnesses.

A score of three was given due to the integration of lecture content that mentioned how extreme weather events impact individual health and the impact this has on our future professions.

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:

2

Score explanation:

The first-year paper [Nursing 105](#) included a pharmacology module. The module touched on the impacts of climate change on the changing patterns of infectious diseases in the lecture 'Why are Microbes Important?'. Also in [Nursing 105](#), there was an assignment that included a prompt on the

impact of weather and climate changes on the transmission of infectious diseases. Additionally, the [Nursing 301](#) lecture ‘Primary Healthcare Principles for Nursing’ discussed the impact of climate-related hazards on health outcomes related to infectious diseases such as zoonoses, and how critical weather data and integrated disease surveillance are utilized.

As the impacts of climate change on shifting patterns of infectious diseases are covered briefly in two core papers of the nursing curriculum, a score of two was given.

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

This topic was explored **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:

How microbes emerge and infect humans, from water to soil to animals, was mentioned within ‘Microbes and Infection’ in the first-year core paper, [Nursing 105](#). Additionally, one assignment in the first year gave students the option to focus on how air pollution impacts individuals' health.

In the second-year paper [Nursing 201](#), the lecture ‘Introducing Concepts of Cellular Pathology’ briefly discussed the pathophysiological impacts of contaminated water.

The [Nursing 301](#) lecture ‘Primary Healthcare Principles for Nursing’ discussed the relationship between climate-related hazards and pathophysiological health effects, such as vector-borne and water-borne diseases. Also, in the lecture titled ‘Rural Health’ in [Nursing 301](#), the impacts of climate change, specifically on rural health, such as unsafe water, effects of droughts and floods, are covered.

As the effects of environmental degradation were briefly mentioned through the core curriculum, a score of two was given.

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:	3
<p><i>Score explanation:</i></p> <p>The lecture titled ‘Planetary Health and Nursing’ in the Nursing 105 paper addressed why individuals may experience environmental-related stress and anxiety in relation to climate change. Additionally, students had the option to explore this topic further in a 10-minute planetary health vodcast (video podcast) assignment, where they could discuss the psychological impacts of climate change.</p> <p>The second-year paper Nursing 202 focused on in-depth learning of mental health issues, treatments, and skills. This paper, however, did not address mental health issues and well-being effects that occur as a result of environmental degradation and climate change.</p> <p>The lecture titled ‘Rural Health’ in Nursing 301 explored how environmental degradation can lead to poor mental health outcomes amongst individuals residing in rural Aotearoa New Zealand, through the loss of culturally significant land and the disruption of their livelihoods.</p> <p>As mental health issues regarding environmental degradation were integrated throughout the curriculum, three points have been awarded.</p>	

<p>1.6. Does your nursing curriculum address relationships between climate change, food and water security, and the impact on health?</p>	
<p>This topic was explored in depth by the core curriculum. (3 points)</p>	
<p>This topic was briefly covered in the core curriculum. (2 points)</p>	
<p>This topic was covered in elective coursework. (1 point)</p>	
<p>This topic was not covered. (0 points)</p>	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p>In Population Health 111, a first-year core curriculum paper, the lecture ‘Framing the Determinants: The Dahlgren & Whitehead Model’ included a brief image of the Dahlgren and Whitehead Model, which considers the impact of environmental effects. The lecture also discussed the determinants of health and how changes to the environment have consequences on health. Also, in first year Nursing 105, the lecture titled ‘Planetary Health and Nursing’ had one slide that briefly mentioned the relationship between climate change and food insecurity.</p> <p>In Nursing 301, the lecture titled ‘Primary Healthcare Principles for Nursing’ briefly mentioned the link between climate change, reduced food production and malnutrition-related illnesses. It also discussed water scarcity and its impact on water-related health impacts. Animal and human disease resulting in a lack of safe drinking water was mentioned in the lecture titled ‘Rural Health’, and in the ‘Health Promotion’ lecture that talked about the impacts of food and water scarcity on health and the detrimental impact climate change has on minority groups around the world.</p> <p>As relationships between climate change, food and water security, and the impact on health were briefly mentioned in two core curriculum papers, a score of two was given.</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:

Environmental and health co-benefits were addressed in [Population Health 111](#), a first-year core course. In this paper, there was a lecture titled ‘Climate Change and Health’ that addressed the threat climate change poses to human health. Adoption of a plant-based diet was suggested however, this was more about human health rather planetary health. A plant-based diet is only briefly mentioned and not specifically about the environment therefore a score of zero is given.

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

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

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

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

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

Score Assigned:

2

Score explanation:

The lecture ‘Climate change and health’ in [Population Health 111](#) briefly discusses the effects of ecosystem health and climate change. However, Masters of Nursing Science have a compulsory paper ([Māori Health 701](#)) on the foundations of Māori Health which elaborates on the Indigenous practices and frameworks that are foundational to the intricate relationship with the individual’s wellbeing and their environment. As the ecosystem, health and climate change are briefly mentioned, a score of 2 is awarded.

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
<p><i>Score explanation:</i></p> <p>During Nursing 301, the lecture ‘Embryology’ investigated the effects of tetragens, including environmental chemicals and persistent organic pollutants, and their detriment on the health of the fetus.</p> <p>Due to the brief mention of the impact industry-related environmental toxins have on reproductive health in the core curriculum, two points were awarded.</p>	

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:	3
<p><i>Score explanation:</i></p> <p>Although not directly linked to planetary health solutions in the past, Nursing 105 now includes integration and advocacy on how indigenous perspectives are essential in finding planetary health solutions. This was also mentioned in a module as a part of Waipapa Taumata Rau course, also during the first year.</p> <p>Additionally, a compulsory paper for the Master of Nursing Science has embedded the Indigenous traditional frameworks and concepts into its overall curriculum. These concepts of Māori understanding and cultural practices provided a thorough, in-depth exploration of the interactions and mutual relationships between the people and their environment prior to colonisation and the consequential impacts of industrialisation of their environment and the effects of displacement and expulsion of the indigenous Māori population from their lands and onto locations vulnerable to both man-made and environmental hazards.</p> <p>Three points have been allocated as indigenous and traditional knowledge systems are emphasised in more than one course throughout the programme.</p>	

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:	0
<i>Score explanation:</i>	
There is no direct mention of this in the nursing programme; therefore, a score of zero is given.	

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:	2
<i>Score explanation:</i>	
<p>The paper Population Health 111, undertaken by first-year nursing students, discussed in depth the socioeconomic/racial disparities in health. However, in relation to extreme weather events and climate change exposure, these health disparities were only briefly mentioned in ‘Climate Change and Health,’ focusing on disproportionate losses among disadvantaged populations.</p> <p>In Nursing 301, the lecture ‘Primary Healthcare Principles for Nursing’ made students aware that socioeconomic standing is a vulnerability factor regarding health risks associated with climate-related hazards.</p> <p>Due to the brief mention of socioeconomic/racial disparities regarding climate change exposure in the core curriculum, two points have been awarded.</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:	0

Score explanation:

In [Māori Health 701](#), a Master of Nursing Science paper, this topic was briefly addressed, stating climate action may be a way to improve health and address inequities for marginalised peoples. Additionally, the course included actions taken by Indigenous populations to promote environmental sustainability and conservation, independent of human intervention. However, the nursing curriculum did not mention the inequitable health impacts of climate change globally; thus, a score of zero was given.

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

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

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

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

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

Score Assigned:

2

Score explanation:

The ‘Climate Change and Health’ lecture in [Population Health 111](#) paper discussed the inequitable solutions to decrease air pollution by utilising electric vehicles. In [Māori Health 701](#) of the Master of Nursing Science degree, there was also brief coverage of the impacts of climate change that may impact marginalised communities such as Māori via disturbance of traditional food sources from extreme weather events, and risks of developing mental and physical illnesses that have endured through intergenerational trauma, and prevailing socioeconomic disparities due to damage and acquisition of land of cultural significance.

In the [Nursing 301](#) lecture ‘Working with Refugee Communities’, climate and health challenges such as malnutrition, food and water security, as well as specific infectious diseases, were discussed as having affected particular refugee communities and marginalised populations.

A score of two was therefore given due to briefly addressing climate and environmental health challenges that impact marginalised populations and communities in the core curriculum.

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:

2

Score explanation:

The lecture ‘Climate Change and Health’ in the [Population Health 111](#) paper discussed the unequal impacts of climate change and the right to health for Māori. Similarly, in [Māori Health 701](#) of the Master of Nursing Science degree, there was information on how environmental degradation due to climate change will lead to heat-related/extreme weather-related death and illness, food- and water-borne disease, rising rates of mental health issues and suicide, and food insecurity due to existing inequalities in the system, such as poorer access to health care.

Therefore, a score of two is given, as the topic was briefly mentioned in a first-year core curriculum paper and in the Master of Nursing Science programme however environmental degradation itself is not explained.

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:

0

Score explanation:

Within [Māori Health 701](#), there was brief coverage of the outsized impacts of climate change on Māori people. However, it did not specifically address the impacts of anthropogenic environmental toxins, focusing instead on the consequential effects of colonisation on socio-economic determinants that have contributed to the development of intergenerational trauma, translating into inequities in health outcomes. Although the paper touched on the impacts of the relocation of indigenous communities to hazardous environments and disadvantaged regions due to a lack of access to necessary resources, there was no in-depth analysis of the anthropogenic environmental toxins’ impact on marginalised populations and communities.

The core papers of the nursing curriculum did not cover this topic; therefore, no points were given.

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

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

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

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

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

Score Assigned:

2

Score explanation:

Indirectly, the impacts of extreme weather events on the healthcare system were raised in the lecture 'Climate Change and Health' within [Population Health 111](#). The effects of extreme weather events, which in turn impact the healthcare system and the call for change they entail, were briefly discussed. [Māori Health 701](#), as core part of the Master of Nursing Science programme, also briefly mentioned that there may be pressures on the healthcare system from extreme weather events, such as the need to have an up-to-date disaster management plan, financial resources, and staff allocation to ensure these plans are feasible and regularly updated.

Thus, two points were given due to the insufficient coverage of this topic throughout the core nursing curriculum.

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:

2

Score explanation:

The carbon footprint of the healthcare system was discussed briefly in [Nursing 105](#), a first-year core paper, which included considerations of telehealth appointments and the use of materials. Therefore, a score of two was given.

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

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

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

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

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

Score Assigned:

2

Score explanation:

In [Nursing 301](#) clinical skills' continence and baby handling sessions, waste generated by the use of continence pads and nappies was discussed in great depth, urging consideration of which products to use in different situations, appropriate use, as well as the downsides of reusable cloth products and water wastage.

A score of two was awarded due to the recognition of harmful waste generated in continence care.

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:

0

Score explanation:

The curriculum did not cover any information regarding the contributions of pharmaceuticals to environmental degradation and climate change; thus, a score of zero was given.

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:

0

Score explanation:

There were no courses in the nursing curriculum that included strategies for communicating with patients and other health professionals about climate change and environmental disruptions. Therefore, a score of zero was given.

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

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

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

Score Assigned:	1
<p><i>Score explanation:</i></p> <p>Waipapa Taumata Rau University of Auckland School of Nursing has three appointed staff members responsible for planetary health and environmental nursing: Dr Eileen Gilder, teaching fellow Rubina Bogati, and Professor Julia Slark. They are conducting planetary health research on preparing the New Zealand workforce to be climate-ready. Therefore, one point was awarded.</p>	

<p>1.23*. Does your program offer Interdisciplinary Education (IPE) simulations or experiences regarding the health risks of climate change and other environmental disruptions?</p>	
<p>Yes, the school of nursing has been involved with IPE simulations or experiences in the past year. (2 points)</p>	
<p>Yes, the school of nursing has been involved with IPE simulations or experiences in the past three years. (1 point)</p>	
<p>No, the school of nursing has not been involved with IPE simulations in the past three years. (0 points)</p>	
Score Assigned:	0
<p><i>Score explanation:</i></p> <p>The Interdisciplinary Education (IPE) simulation sessions cover information such as basic and advanced life support and the importance of working well together in a team to prevent patient harm. No attempt was made during IPE simulations to highlight the health risks of climate change and how each profession can work together to mitigate and adapt to these risks and other environmental disruptions. Therefore, no points were given.</p>	

<p>1.24. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?</p>	
<p>This topic was explored in depth by the core curriculum. (3 points)</p>	
<p>This topic was briefly covered in the core curriculum. (2 points)</p>	
<p>This topic was covered in elective coursework. (1 point)</p>	
<p>This topic was not covered. (0 points)</p>	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p>In Nursing 105, there was a lecture titled ‘Planetary Health’ that discussed the power individuals have as consumers and encouraged students to advocate for appropriate resource use in clinical areas and informed consumer choices. It especially emphasised nursing as a profession and taking opportunities to make a difference.</p>	

Teaching on civic engagement/advocacy to address the environment and social determinants was limited; however, this first-year lecture was a start and emphasised our opportunity to do so as nurses. Therefore, a score of two was assigned.

Section Total (37 out of 68)

54.41%

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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:	2
At Waipapa Taumata Rau University of Auckland’s Faculty of Medical and Health Sciences, several faculty members conduct research related to planetary health or include “climate change impacts and adaptation” among their research interests. However, for many of these staff, planetary health is not their primary focus and is often listed alongside numerous other research areas, so it is not consistently pursued. Research in related fields occurs across public health, environmental health, Māori and Pacific health, and health systems, examining the intersections of climate change, environmental factors, sustainability, and health outcomes. Some faculty members are also involved in national and international sustainability and climate-health initiatives or working groups. While planetary health research is active within the University, it is not yet consolidated as a primary research focus for a significant portion of faculty.	

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your <u>institution</u>?	
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:	1
Waipapa Taumata Rau University of Auckland has the School of Environment which is dedicated to environmental research. However, the School of Environment is not part of the Faculty of Medical and Health Sciences which is where all healthcare related education and research is conducted. This suggests there is research on planetary health but no dedicated interdisciplinary department for planetary health research, justifying a score of one.	

2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?	
Yes, there is a process in which community members impacted by climate and environmental injustice have decision-making power in the climate + environmental research agenda. (3 points)	
Yes, there is a process in which community members impacted by climate and environmental injustice advise the climate + environmental research agenda. (2 points)	
No , but there are current efforts to establish a process for community members to advise or make decisions on the research agenda. (1 point)	
There is no process, and no efforts to create such a process. (0 points)	
Score Assigned:	2
Waipapa Taumata Rau University of Auckland has processes in place to ensure that communities disproportionately affected by climate change and environmental injustice can provide input on research priorities. While there is not a formal mechanism granting these communities decision-making power over the entire institutional research agenda, community voices are actively incorporated through advisory and participatory approaches. For example, Te Poutoko Ora a Kiwa (Centre for Pacific and Global Health) engages closely with Pacific communities to guide research design and ensure that studies address locally relevant health and climate challenges. Similarly, collaborative initiatives such as the Whareponga Valley workshops in Gisborne involve local iwi and community members in shaping research directions related to environmental and climate impacts. These practices demonstrate that community perspectives meaningfully advise the University's climate and environmental research agenda, supporting a score of two points.	

2.4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?	
There is an easy-to-use, adequately comprehensive website that centralises various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities. (3 points)	
There is a website that attempts to centralise various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)	

The institution has an Office of Sustainability website that includes some resources related to health and the environment. (1 point)	
There is no website. (0 points)	
Score Assigned:	2
<p>Waipapa Taumata Rau University of Auckland provides online resources related to sustainability, health, and the environment; however, it does not currently maintain a single, dedicated planetary health website that fully centralises all ongoing and past research, leaders, events, and funding opportunities. The University's Sustainability and Environment webpages offer information on sustainability initiatives, teaching, research, and engagement activities across the institution, while SDG-focused pages highlight the University's contributions to global sustainability goals. Individual research centres, such as Te Poutoko Ora a Kiwa (Centre for Pacific and Global Health) and Ngā Ara Whetū – Centre for Climate, Biodiversity & Society, provide information about specific projects, events, and researchers, but these sites are not integrated into a single, institution-wide hub for planetary health. Overall, while relevant information is available online, it is dispersed across multiple pages and platforms, which aligns with a score of two points.</p>	

2.5. Has your <u>institution</u> recently hosted a conference or symposium on topics related to planetary health?	
Yes, the institution has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)	
Yes, the institution has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)	
Yes, the institution has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)	
The institution has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)	
No, the institution has not hosted a conference on topics related to planetary health in the past three years. (0 points)	
Score Assigned:	4
<p>Waipapa Taumata Rau University of Auckland has demonstrated strong and ongoing engagement with planetary health and sustainable healthcare through a combination of institution-wide, faculty-level, and conference-based initiatives. In addition to hosting and supporting conferences and symposia related to planetary health, the University runs a Sustainability Teaching Network that holds monthly one-hour Zoom meetings where teaching staff and occasional external speakers share how planetary health, the Sustainable Development Goals (SDGs), and sustainability practices are incorporated into teaching. Members of the Faculty of Medical and Health Sciences regularly attend and present at these sessions, as outlined in the University's 2025 SDG summary.</p> <p>Within the faculties, further initiatives include the School of Pharmacy's organisation of two one-hour workshops on data management and sustainability, and a one-hour planetary health webinar hosted by Te Kupenga Hauora Māori in October, primarily advertised to staff but open to</p>	

all interested participants. The University has also hosted and participated in several relevant conferences, including the International Sustainable Healthcare Symposium held in Auckland in March 2025, the Te Poutoko Ora a [Kiwa Research Symposium](#) in June 2025 focusing on Global and Pacific health responses to climate change, involvement in The [Future of Sustainability](#) virtual conference in November 2025 through ACTS membership, and the [Blue and Green Technology](#) Conference hosted on campus in December 2025, all of which reflect sustained institutional commitment to planetary health and sustainability. Within Te Kura Tapuhi, Waipapa Taumata Rau | University of Auckland sponsored the [Council of Deans of Nursing and Midwifery \(Australia & New Zealand\) Symposium 2025](#), which had a focus on ‘Action for a healthier future’. There were [presentations](#) and posters that were directly about planetary health and the awareness nurses’ need. Therefore a score of four is given.

2.6. Is your institution a member of a national or international planetary health or ESH/ESV organisation?

Yes, the institution is a member of a national or international planetary health or ESH/ESV organisation. (1 point)

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

Score Assigned:

1

Waipapa Taumata Rau | University of Auckland is part of the Association of Pacific Rim Universities ([APRU](#)), an international network connecting universities from Asia, Australasia and the Americas to develop solutions in the Pacific regions. One of their three main goals includes improving sustainability.

Waipapa Taumata Rau | University of Auckland runs [Te Poutoko Ora a Kiwa](#), a research centre dedicated towards improving Pacific and global health through collaboration with Pacific peoples in Aotearoa New Zealand and Oceania. Their work includes a focus on climate change.

Due to this extensive involvement, a score of one is given.

Section Total (12 out of 17)

70.59%

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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:	2
<p>Waipapa Taumata Rau University of Auckland holds strong partnerships with iwis (tribes), NGOs, and industries that are built on commitments to Te Tiriti and tangata whenua. The institution's future vision plan is a responsibility to become a sustainable university by 2030; this strategy stems from the Sustainable Development Goals which prioritise creating a fair and ethical future. These targets are to be integrated in all partnerships and education plans, meaning that when the institution collaborates with external organisations, their sustainability plan gets referenced.</p> <p>The University provides some information on how a few of their partnerships work toward a sustainable environment as can be found in their estate plan; for example, they work with Auckland Transport to provide sustainable transport for students commuting between campuses. However, this is a council-run organisation, not community. Since there are no details as to how planetary health is promoted through community organisations, a score of two has been given.</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:	2
<p>The Centre for Climate, Biodiversity, and Society, Ngā Ara Whetū, at Waipapa Taumata Rau University of Auckland hosts multiple events throughout the year that tackle issues of climate justice and planetary well-being. This group is the flagship of research for sustaining our planet by creating lasting natural resources. The group holds various seminars and workshops to discuss current environmental challenges and new innovations to resolve them. While these events are few, their podcast ‘SUSTAIN’, which debates global and local climate issues, are available to the community at any time. While the public are welcome at these events, they are unlikely to attend, unless subscribed to the newsletter, due to poor advertising. The group’s marketing primarily targets students, alumni, and researchers who have a keen interest in environmental sustainability. For this reason, a score of two has been awarded.</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:	1
<p>Waipapa Taumata Rau University of Auckland website contains articles under the subpage ‘News and events’; topics include ‘Sustainable Impact’ which focuses on action that impacts the environment, society, and indigenous development. Coverage of planetary health is not always expressed in these articles, but does appear sporadically. This information is easier to isolate from other news pieces by searching for ‘environment’ on the home page and is equally accessible to all students.</p> <p>Individual faculties sometimes communicate via email about ongoing events or projects that pertain to planetary health; however, since these are infrequent, a score of one is appropriate.</p>	

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

1

Waipapa Taumata Rau | University of Auckland provides some post-graduate and professional learning opportunities related to planetary health and sustainability, but these are not part of a formal, structured continuing professional development (CPD) programme. While the Faculty of Medical and Health Sciences offers a broad range of professional development and short courses for health practitioners, none focus specifically on planetary health or sustainable healthcare.

The university does, however, offer relevant learning opportunities through its research centre Ngā Ara Whetū – [Centre for Climate, Biodiversity and Society](#), established in 2022. The centre focuses Score explanation: On transdisciplinary research, education, and engagement for planetary wellbeing, and offers workshops, training sessions, seminars, and teaching events that postgraduate learners or health professionals can attend. In addition, UoA provides [sustainability-related courses](#) (e.g., SUSTAIN 100/200/300) and undertakes research linking climate change, biodiversity, and human health. These initiatives demonstrate the university’s engagement with planetary health, but do not constitute a formal CPD pathway for practising clinicians.

At the national level, [Sustainable Healthcare Aotearoa New Zealand](#) develops and shares educational material with health professionals via email and their website. It functions as a professional network rather than a formal education provider, and participation is optional. [Te Whatu Ora \(Health New Zealand\)](#) has sustainability teams at both national and regional levels, including dedicated teams such as at Waitaha Canterbury. While these teams focus on environmental sustainability and climate resilience, there is no structured, nationwide CPD programme in planetary health. Other organisations, such as [Healthify](#), provide some relevant resources, though these are not comprehensive or consistently aimed at sustainable healthcare.

Overall, while a range of resources and opportunities exist, engagement is voluntary, a score of one is given.

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:

2

The [Te Whatu Ora \(Health New Zealand\) website](#) is the primary resource for addressing national-level environmental health risks, rather than risks specific to local communities served by individual hospitals. It provides clear, accessible information on a variety of [environmental exposures](#), including “Climate change and environmental health,” “Heat,” “Drinking water,” and “Sewage and grey water.” Te Whatu Ora also maintains public-facing pages covering pollutants,

toxins, food safety, and the health impacts of climate change. The content is presented in a straightforward, easy-to-understand format, making it accessible to anyone with internet access. Patients can explore these resources at their convenience and follow links to expand their knowledge. For those without reliable internet access, healthcare professionals can provide printed copies or explain the relevant exposures directly.

Waipapa Taumata Rau | University of Auckland Pharmacy Department actively incorporates Te Whatu Ora resources to support both medical and environmental health education. Additionally, [Healthify](#) is a valuable platform that patients can use independently, offering guidance on topics such as [heat stroke and heat exhaustion](#), [disinfectants](#), [water](#) and [swimming water quality](#).

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:

2

Although individual hospitals may not maintain their own dedicated resources, there are several **national initiatives** that provide accessible information for the public in clear, patient-friendly formats.

- [Healthify](#) offers guidance on climate-related health risks, including issues such as climate change anxiety.
- The [Ministry for the Environment \(Manatū Mō Te Taiao\)](#) hosts the page “Climate change and our wellbeing”, which outlines health impacts such as heatstroke, mental health challenges, and food security concerns.
- [Te Whatu Ora – Health New Zealand](#) has published the Royal Society Te Apārangi report “[Human Health Impacts of Climate Change for New Zealand](#)”, which explains both the direct and indirect health consequences of climate change, as well as the benefits of mitigation.

Because these resources are produced at the national level, they are available to patients across all hospitals affiliated with and without Waipapa Taumata Rau | University of Auckland. While access may depend on digital literacy and the availability of devices, health professionals are encouraged to bridge this gap by printing materials or discussing the information directly with patients. Thus two points are awarded.

Section Total (10 out of 14)

71.43%

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Support for Student-Led Planetary Health Initiatives

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

4.1. Does your <u>institution</u> offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the institution <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> sustainability QI projects are part of the core curriculum. (2 points)	
The institution encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, but there is no student funding available and there is no requirement to participate. (1 point)	
No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	2
Students who are interested in enacting a sustainability/QI-centred project, whether aimed within the University itself or externally, have several opportunities for funding within the University. Through the Summer Research program at Waipapa Taumata Rau University of Auckland , students can apply for any sustainability-related research projects available or a student can contact relevant supervisors with their own potential sustainability/QI project to undertake over the summer. Those who are successful are then eligible for a Summer Research Scholarship, providing them with a total of \$6,750 NZD given in fortnightly installments. As there is support given to students to apply and carry out the Summer Research program, a score of two has been given.	

4.2. Does your <u>institution</u> offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?	
The institution has a specific research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)	
There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these require student initiative to seek them out and carry them out in their spare time. (1 point)	
There are no opportunities for students to engage in planetary health/sustainable healthcare research. (0 points)	
Score Assigned:	1
As of 2025, the University provides opportunities for students in the summer break and/or in semester to partake in projects relating to planetary health/sustainable healthcare . However, to	

partake in these, students must actively seek out supervisors among suitable faculty members or apply for the Summer Research program and be selected for a relevant project. Furthermore, there is no guarantee that sustainability-related projects will be available as it is dependent on staff offering such projects or being interested in supporting the student. There are no specific planetary health/sustainable healthcare research programs offered by the University itself. As a result, a score of one is given.

4.3. Does the institution have a webpage where students can find specific information related to planetary health and/or sustainable healthcare/vetcare activities and mentors within the institution? For example, projects achieved, current initiatives underway at the medical school and/or contact of information of potential mentors.

The institution has a webpage with specific information related to planetary health or sustainable healthcare/vetcare that includes up-to-date information on relevant initiatives and contact information of potential mentors. (2 points)

There is an institution webpage that features some information on projects and mentors within planetary health and sustainable healthcare within the institution, but it lacks key information. (1 point)

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

Score Assigned:

1

Waipapa Taumata Rau | University of Auckland has a website in which there is a search function and a staff directory. This allows students to search for any current research initiatives/projects through [Rangahau | Research](#) along with searching for staff or postgraduate students who have similar research interests to themselves and would be willing to undergo a project. However, there is no specific section of the webpage dedicated to information on planetary health and sustainable healthcare and thus accessing current information on sustainability initiatives/projects and contacting potential mentors is difficult. Therefore, a score of one has been given.

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

Waipapa Taumata Rau | University of Auckland, student engagement ([Sustainable Future collective](#)) in sustainability and planetary health is supported by faculty and institutional initiatives.

Academic networks such as [Teaching and Learning for a Sustainable World](#) bring together university educators to develop sustainability education and interdisciplinary collaboration across faculties. In addition, faculty-led research centres such as [Ngā Ara Whetū – Centre for Climate, Biodiversity and Society](#) support research, education, and student engagement on climate change, biodiversity, and environmental sustainability. These initiatives demonstrate that academic staff and university structures actively support sustainability and planetary health [engagement for students as of 2026](#).

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

There are currently two student representatives who serve on the [Sustainability Management Board](#) within the University which is responsible for coordinating the University's sustainability agenda within the context of local, national, and international sustainability contexts. Given that there are two student representatives on this board, a score of one has been awarded.

4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	Score
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	0
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	0
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	0
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
<p>There are multiple initiatives active at Waipapa Taumata Rau University of Auckland that allow students to interact with the environment in a positive and meaningful manner. Students are able to join a variety of clubs and societies with sustainability and planetary health at the forefront, such as the Global Health Interest Group, Generation Zero UoA, and the Sustainable Future Collective.</p>	

These groups help raise awareness of planetary health issues, bring together students from different faculties to discuss and implement meaningful sustainability initiatives, and advocate for environmental and policy change within the University.

Students are also able to participate in local volunteer opportunities facilitated through Waipapa Taumata Rau | University of Auckland [Volunteers](#), which include activities such as tree planting, upkeep of cycleways, and cleaning public spaces including beaches and parks. In addition, students living in [self-catered accommodation](#) have access to communal gardens, which they can utilise and help maintain, providing hands-on experience with sustainable food systems and environmental stewardship.

The University also offers wilderness and outdoor programmes through both faculties and student-led clubs. Within the Faculty of Medical and Health Sciences, wellbeing walks are offered to pharmacy students, bringing together students and staff while encouraging appreciation of the natural environment and fostering social connection. Student clubs such as the [Tramping Club](#) and the [Rock and Alpine Club](#) further provide opportunities for outdoor engagement through activities such as hiking, tramping, and alpine pursuits.

Overall, Waipapa Taumata Rau | University of Auckland offers multiple co-curricular initiatives that allow students to interact with the environment, develop an understanding of planetary health, and actively contribute to sustainability and community resilience.

Section Total (10 out of 15)

66.67%

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Campus Sustainability

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

5.1. Does your <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of hospital sustainability. (2 points)	
There are no salaried sustainability staff , but there is a sustainability task force or committee. (1 point)	
There are no staff members or task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
<p>Waipapa Taumata Rau University of Auckland has a Sustainability Office with a “vision and a set of principles to guide our actions to support sustainability and improve our environmental performance.” The office has a Sustainability Management Board made up of a number of appointed committee members including the Deputy Vice-Chancellor for Strategic Engagement as the Chair, along with lead representatives, nominees and student representation. This office convenes four times per year.</p> <p>However, as this office oversees all faculties there is no staff allocated specifically to the Faculty of Medical and Health Sciences or the Hospital.</p>	

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

Waipapa Taumata Rau | University of Auckland has published a plan to achieve carbon neutrality by 2030, titled “[Te Taumata Tukuwaro-kore | Net Zero Carbon Strategy](#).” This outlines what the university plans to do in order to achieve carbon neutrality. It includes the Universities emissions, the source of the emissions, current trends and their priorities to reduce these 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:

3

As of October 2024 Waipapa Taumata Rau | University of Auckland utilises 100% renewable energy sourced from [Totitū carbonzero certified suppliers](#). In 2024 Waipapa Taumata Rau | University of Auckland launched the use of onsite solar generation at the B201 building on campus, marking a start to onsite renewable energy generation.

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

Yes, sustainable building practices are utilised for new buildings on the institution’s campus and the **majority** of old buildings **have been retrofitted** to be more sustainable. (3 points)

Sustainable building practices are utilised for new buildings on the institution’s campus, but most old buildings have **not been retrofitted**. (2 points)

Sustainable building practices are **inadequately or incompletely** implemented for new buildings. (1 point)

Sustainability is **not considered** in the construction of new buildings. (0 points)

Score Assigned:

2

Waipapa Taumata Rau | University of Auckland currently abides by a [Sustainable Design and delivery guideline](#) which was published in 2024. These guidelines ensure that a number of various criteria are met, particularly for new constructions. Each new project (including renovations) must be ‘Green accredited’, meaning it must achieve a Green Building Certification of 6 stars or above to be accredited.

The majority of older buildings have not yet been retrofitted to meet Green Building Certification, with the exception of Building 201.

The planning and designing process of a new project requires certain subcategories to be fulfilled. Some examples of these include pedestrian safety/mobility, assessing the life-cycles of existing buildings in order to see whether their materials can be repurposed for new projects, analysing whether the aesthetics of the new building align with sustainability (eg. passive solar design, green roofs, etc.), and prioritising energy performance.

Projects also undergo climate change analysis, such as energy and water usage demands, exploring whether the impacts of environmental/weather hazards can impede the building's normal operation, and a thorough review of best practice by an accredited professional.

Other sustainability considerations not mentioned above but also extensively covered in the guideline include evaluating energy consumption, construction materials, biodiversity, and minimising waste production.

For older buildings, the University prioritises retrofitting and remodelling initiatives, in order to strengthen the existing structures. Almost all of the older buildings have undergone or are currently undergoing remodels to their existing frameworks, by repurposing the original materials/spaces (with adherence to the sustainability guidelines). This is in exception to the University's Clock Tower building, which is a heritage landmark and therefore will not be remodelled.

Although sustainable building practices are utilised for new buildings on the institution's campus, most old buildings have **not been retrofitted as of current**. Therefore, a score of two has been awarded.

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:

1

Waipapa Taumata Rau | University of Auckland has implemented meaningful and accessible strategies to encourage environmentally friendly commuting, many of which are actively utilised by its community. Since 2018, the University has prioritised [sustainable commuting](#) for staff and students by converting existing carpark spaces into secure bike stores, with nine communal bike storage locations now available across campuses and accommodation buildings to support cycling and micromobility. Additional initiatives include participation in the [Aotearoa New Zealand Bike Challenge](#) (with a student category), free bike and scooter safety checks, e-bike partnerships with the Electric Bike Team, and designated rideshare carpool parking bays, such as those in the Owen G Glenn Building.

The University's [Sustainability Policy](#) explicitly promotes walking, cycling, public transport, and electric vehicles, and its city-based campuses are well integrated with [Auckland's public transport](#) network, including buses, trains, and ferries, with walking and cycling infrastructure actively promoted to students.

While the University has expressed commitments in its Sustainability Policy to further promote walking, public transport, and electric vehicles, these strategies remain largely proposed rather than fully implemented or widely advertised to students. Partnerships with Auckland Transport and existing public transport concessions support accessibility, but overall progress in implementing comprehensive, sustainable transport initiatives across the University is limited. For this reason, a score of one is awarded.

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

Waipapa Taumata Rau | University of Auckland offers general rubbish, paper recycling, and can/bottle recycling bins across the campus. Additionally, commercial kitchens within campuses expect users to separate any pre- and post- consumer food waste for [composting](#). Staff-driven models are in place in staff kitchens also thus, a score of two was awarded.

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

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

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

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

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

Score Assigned:

2

Waipapa Taumata Rau | University of Auckland's formal [Sustainability Policy](#) demonstrates a commitment to reducing single-use disposable materials and minimising waste. This is done by recovering resources for reuse and recycling. When planning campus events, the university uses a

[Sustainable Events Guide](#). The Guide offers sustainable recommendations for catering, including the use of reusable cutlery and serving local products whenever possible. A recent example is the campus campaign "[Plastic-Free July](#)". The campaign involved students and staff bringing reusable containers, which earned them rewards from retailers. However, there is still no information on whether the retailers were encouraged to promote sustainable eating practices. While there is a commitment to reduce waste and packaging, it is rather an optional choice than an enforced set of campus-wide requirements.

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

Waipapa Taumata Rau | University of Auckland has formal, enforceable policies that incorporate sustainability requirements into procurement processes. The University's [Procurement Policy](#) and [Sustainability Policy](#) outline environmental, ethical, and social expectations for purchasing decisions, including reducing environmental impacts, minimising waste, and supporting suppliers that meet responsible environmental and social standards. The Procurement Policy explicitly states that breaches of policy may result in disciplinary action, demonstrating that these requirements are enforceable rather than optional. In addition to these formal requirements, the University is actively engaged in efforts to improve the sustainability of procurement practices, such as incorporating sustainability considerations when selecting suppliers (including renewable energy providers) and promoting responsible sourcing of laboratory and operational supplies. Together, these policies and initiatives demonstrate that the University has established sustainability requirements for procurement and continues to work toward strengthening sustainable purchasing practices across the institution.

5.9. Are there sustainability requirements or guidelines for events hosted at the institution?

Every event hosted at the institution **must** abide by sustainability criteria. (2 points)

The institution **strongly recommends or incentivizes** sustainability measures, but they are **not required**. (1 point)

There are **no** sustainability guidelines for institution events. (0 points)

Score Assigned:

1

Waipapa Taumata Rau | University of Auckland has a [Sustainable Events Guide](#) that provides organisers with information on how to implement a Net Zero Strategy in their events. The Guide draws from the ISO20121. The Guide ensures that all events are coordinated and run in accordance with the University Sustainability Policy. The Guide then has a formal checklist that the organisers are meant to complete, such as ensuring reusable cutlery and minimising single-use plastics. While these guidelines exist, they rely solely on individual event organisers to implement the recommendations, making them a non-mandated requirement.

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

[Sustainable Laboratories in science](#) is an initiative designed to educate lab managers, student researchers, lab users, staff, and academics on more sustainable lab practices. The initiative provides practical tools and resources to reduce waste, power and water in labs, thus encouraging eco-friendly alternatives for lab practices. There is a working group called [the Science Sustainability Network](#). The groups span different departments in the University and aim to reduce electrical, environmental, and water wastage in the labs. Furthermore, The Liggins Institute at Waipapa Taumata Rau | University of Auckland earns [MyGreenLab certification](#). The Liggins research lab is the first university lab in Aotearoa New Zealand New Zealand to receive this certificate. The changes that were [implemented](#) were increased recycling, reuse of laboratory material and many [more](#). From June 2024, the School of Pharmacy department has also earned a [MyGreenLab certification](#). This represents how the university consistently aims to make more lab spaces more environmentally sustainable.

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

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

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

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

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

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

Score Assigned:	4
<p>Waipapa Taumata Rau University of Auckland has demonstrated a clear commitment to fossil-fuel divestment through its Foundation. In August 2019, the University announced its intention to divest from fossil fuel investments, specifically those listed in the Carbon Underground 200, and established a Responsible Investment Policy under an Environmental, Social, and Governance (ESG) framework. The policy explicitly states that the Foundation will not invest in funds deriving revenue from fossil fuel reserves, illegal or nuclear weapons, or the manufacture of tobacco products.</p> <p>According to the Foundation’s Donor Reports, residual exposure to fossil-fuel investments has been progressively reduced. The 2023 report indicated 0.0075% of investments still derived revenue from fossil fuels, while the 2024 report noted a slightly higher residual exposure of 0.025%. Despite this minor fluctuation, the Foundation consistently reports that fossil-fuel holdings have been effectively eliminated from the portfolio.</p> <p>Although the University has transitioned to 100% renewable energy on campus as of October 2024, there is no publicly available information indicating whether divested funds have been actively reinvested into renewable energy companies or other sustainability initiatives, though this commitment exists.</p> <p>Overall, Waipapa Taumata Rau University of Auckland has fully divested from fossil-fuel holdings and maintains a clear, formal commitment to exclude fossil-fuel–derived revenue from its investment portfolio. Despite minor year-to-year fluctuations in residual exposure reported in donor statements, the Foundation consistently affirms that fossil-fuel investments have been effectively eliminated. The University has also demonstrated a forward-looking approach by committing to reinvest divested funds into renewable energy companies or renewable-energy–focused campus initiatives, reinforcing its broader sustainability goals and supporting its transition to 100% renewable energy use on campus.</p>	

Section Total (27 out of 32)	84.38%
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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 Waipapa Taumata Rau | University of Auckland School of Nursing.

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(37/68) \times 100 = 54.41\%$	C
Interdisciplinary Research (17.5%)	$(12/17) \times 100 = 70.59\%$	B
Community Outreach and Advocacy (17.5%)	$(10/14) \times 100 = 71.43\%$	B
Support for Student-led Planetary Health Initiatives (17.5%)	$(10/15) \times 100 = 66.67\%$	B
Campus Sustainability (17.5%)	$(27/32) \times 100 = 84.38\%$	A-
Institutional Grade	$(A \times 0.3 + B \times 0.175 + C \times 0.175 + D \times 0.175 + E \times 0.175) = 67.61\%$	B

Report Card Trends

Section Overview

This graph demonstrates trends in overall and section grades for the years in which Waipapa Taumata Rau | University of Auckland has participated in the Planetary Health Report Card initiative.

