Planetary Health Report Card (Optometry) 2026:

Waipapa Taumata Rau | University of Auckland

2025-2026 Contributing Team:

- Students: Catherine Oh*, Jordan M. Cooper
- Faculty Mentors: Bhavini Solanki (Associate Head Academic)
- Key author of pilot Optometry report card: Catherine Oh (Student Optometry Lead), supported by Emily Coady (PHRC Interdisciplinary Co-Director)

*Primary Contact: coh720@gmail.com

Land acknowledgment: We acknowledge the mana whenua of Tāmaki Makaurau, Ngāti Whātua Ōrākei, on whose ancestral lands the Waipapa Taumata Rau | University of Auckland stands. We pay our respects to their enduring connection to the land, waters, and community, and to all tangata whenua of Aotearoa | New Zealand.

Summary of Findings

Overall Grade	C

Curriculum	F

The Optometry curriculum taught at Waipapa Taumata Rau | University of Auckland demonstrates strong coverage of environmental risk factors relevant to ocular health. Core courses cover the impact of environmental risk factors with these concepts being reinforced during clinical encounters. Despite this, the curriculum rarely makes direct links between planetary health/climate change and increasing exposure to these risk factors, with the interplay of ocular health outcomes being implied but not explicitly stated in most courses. Furthermore, interdisciplinary learning opportunities exist, but do not address climate-related health risks or the disproportionate impact of environmental changes on indigenous health.

It is important to recognise the steps taken in integrating Education for Sustainable Healthcare, including a single student project focussed on implementing the PHRC within Optometry. Although not part of the core curriculum, this represents a positive step for expanding planetary health education in the future.

Recommendations: We recommend that the curriculum build on what is currently taught, with a stronger focus on how planetary health/climate change directly increases risk factor exposure, by integrating these concepts into existing curriculum topics. Emphasising these links would reinforce the need to mitigate these impacts and equip students with the knowledge to confidently discuss the implications with patients. Additionally, providing more comprehensive teaching and monitoring of appropriate disposal, recycling, or re-use of ophthalmic devices, medications, and packaging would help to shape sustainable practice, with the hope of reducing the carbon footprint of optometry in Aotearoa, and globally.

Interdisciplinary Research	B

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.

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.

Community Outreach and Advocacy	B

Waipapa Taumata Rau | University of Auckland has strong partnerships with various local community groups. In alignment with their commitment to Te Tiriti o Waitangi (Aotearoa | New Zealand's founding document, a treaty between the British Crown and Māori, creating a partnership between indigenous people of Aotearoa | New Zealand and all others), Tangata Whenua (indigenous people of the land)) and the Sustainable Development Goals, 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 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 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 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, 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.

- **Optometry School/Department vs. Institution:** When "Optometry school" is specified in the report card, this only refers to curriculum and resources offered by the School/department of Optometry 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 optometry students, no matter where in the institution the resource

comes from or if it is specifically targeted for optometry students, can meet this metric.

- **Environmental history (Curriculum Section):** This is a series of questions students are taught to ask during medical encounters that elicits patients' exposures and environmental risk factors. Historically, this has included consideration of exposures like pesticides, asbestos, and lead, though in the modern era shaped by climate change, it can be expanded to include things like wildfire smoke exposure, air pollution and mould after flooding. Key components include place of residence over the lifecourse, occupational history, food and water sources (e.g. meat from industrial feeding operations, regular fishing in contaminated water, access to clean drinking water), and exposure to air pollution. Please be as specific as possible when providing evidence for this metric.

- **Elective:** The word "elective" refers to an optional course or lecture series that a student can opt to take part in but is not a requirement in the core curriculum. Generally, these elective courses take place in the preclinical curriculum but vary by school.

- **Core Curriculum:** This refers to the taught material that is delivered to the entire cohort of students in one year.

- **Clerkship / Outreach:** This is a term used in the USA to refer to placements that medical students go on e.g. Pediatrics, General medicine, Psychiatry. In the UK these are referred to as rotations, outreach or placements. This is a relatively short (approximately 4-8 weeks) period of study and patient-centred clinical experience that takes place as part of the undergraduate programme.

- **Clinical rotation:** This is a term used to refer to placements that students go on (e.g., ophthalmology, surgery, cardiology).

- **Physiotherapy vs Physical Therapy:** For the purposes of this report card these terms are considered interchangeable. However, physiotherapy will be used primarily.

- **Community organisations:** For most institutions, there are existing groups that are not directly affiliated with the university and exist as a product of what the community the institution exists in cares about or needs. These specific community organisations relevant to this report include those that are focused around some aspect of climate and health preservation. These community organisations can include but are not limited to local mutual aid initiatives, underserved-resource distribution groups, clean-up and nature conservation groups, community gardeners, and other environmental-related organisations. If your institution does not have access to local volunteerships with community groups, please report any community organisations your institution or school has collaborated with.

- **Climate justice:** The idea that certain population groups and geographical locations which are disproportionately more impacted by climate change are already economically and socially disadvantaged. This double vulnerability sits alongside pre-existing social justice concerns and should therefore shift policy and practice to mitigate the inequitable effects of the climate crisis.

- **Extractivism:** The removal of natural resources typically in large quantities. Within anthropology this term is often used in the context of colonialism to refer to the

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

- **Global South:** Nations that often have less economic and industrial development and are typically in the southern hemisphere. These nations have been found to be disproportionately impacted by the climate crisis.

- **Low socioeconomic status (SES):** An individual or geographical area that across a variety of socioeconomic factors (e.g., income, education, race/ethnicity) is considered vulnerable. This vulnerability has been correlated to more adverse health outcomes often as a consequence of encountering more barriers in accessing and receiving healthcare.

- **Low and Middle-Income Countries (LMIC):** Countries that have lower degrees of economic affluence.

- **Anthropogenic:** Created through human activity

- **Marginalized communities:** Groups excluded from mainstream economic, educational, social, and/or cultural experiences due to race, gender identity, sexual orientation, age, physical ability, language, and/or immigration status (Sevelius et al., 2020).

- **Te Reo Māori glossary** used in this report (with thanks to the University of Auckland Medicine report card team):

Te Reo	**English**	**Te Reo**	**English**	**Te Reo**	**English**
Aotearoa	New Zealand	Kaitiakitanga	Guardianship	Te Whatu Ora	Health New Zealand
hauora Māori	Māori health	Te Tiriti o Waitangi	The Treaty of Waitangi	Te Kupenga hauora Māori	Māori health department at Waipapa Taumata Rau | University of Auckland
Hui	Meeting	Mātauranga Māori	Māori indigenous knowledge	Waipapa Taumata Rau	The University of Auckland
Māori / tangata whenua	Indigenous people of New Zealand | Aotearoa	Tino rangatiratanga	Self-determina-tion of Māori	Manatū Mō Te Taiao	Ministry for the Environment

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.

Many thanks to the external review team:

- James S. Wolffsohn, Professor of Optometry, Aston University, Birmingham UK
- Jordan M. Cooper, PhD Candidate in Department of Ophthalmology, University of Auckland, New Zealand
- Katrina L Schmid, PhD, Associate Professor, Centre for Vision and Eye Research, Optometry and Vision Science, Faculty of Health, Queensland University of Technology, Brisbane, Australia
- Dr. Stephen Ocansey OD, PhD, FAAO. Associate Professor / Founding Dean, School of Optometry and Vision Sciences, College of Health and Allied Sciences, University of Cape Coast, Ghana.

Planetary Health Curriculum

Section Overview: ***This section evaluates the integration of relevant planetary health topics into the optometry 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 health professional school's core curriculum.*

Curriculum: General

1.1. Did your optometry school offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
Yes, the optometry school has offered **more than one** elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the optometry school has offered **one** elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The optometry school does **not** have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a **lecture** on planetary health. (1 point)	
No, the optometry school has **not** offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	0
Score explanation: There are no electives meeting this criteria in the University of Auckland (UoA) Bachelor of Optometry. *However, there was a single project offered to investigate implementation of the PHRC into Optometry as part of the programme's research project course (OPTOM 783), available to one student and dependent on student interest and initiative - this project led to the development of the pilot optometry planetary health report card, however is not a traditional component of the course. We have mentioned this here to acknowledge it as a starting point that will hopefully lead to further and more accessible planetary health education opportunities within the UoA Bachelor of Optometry.*	

Curriculum: Health Effects of Climate Change

1.2. Does your optometry school curriculum address the relationship between extreme environments (e.g. heat, smoke, wind, UV radiation), ocular health risks, and climate change?
This topic was explored **in depth** by the **core** curriculum. (3 points)
This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	0
Score explanation: In 2025, the OPTOM 450 course explores the impact of the environment on dry eye in Lectures 21 "Dry Eye Diagnosis" and 22 "Dry Eye Management." This looked at the effect of air conditioning, low humidity, makeup, alcohol intake, screen use, and contact lens wear. The OPTOM 353 lecture titled "Disorders of the Crystalline Lens" briefly covered the risk of chronic and intense infrared exposure from extreme heat in the development of cataracts. The OPTOM 316 lecture titled "Multifocal Lenses 1" touched on the hypothesis of heat/UV exposure being associated with an earlier onset of presbyopia, with presbyopia seemingly occurring at a younger age in the tropics. However, while this provides a foundation for future recognition of climate change as a driver of extreme environments, this is not explicitly stated in the 2025 curriculum. Hence, a score of zero is given.	

1.3. Does your optometry school curriculum address the impacts of extreme weather events (e.g. storms, heatwaves, floods, droughts) on ocular health and 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:	0
Score explanation: Similarly to 1.2., in 2025, OPTOM 450 Lecture 21 "Dry Eye Diagnosis" and 22 "Dry Eye Management" explored the effect of air conditioning, makeup, alcohol intake, low humidity, screen use, and contact lens wear. However, this unfortunately did not address the impact of any extreme weather events on ocular health and on healthcare systems. Due to this, a score of zero has been awarded.	

1.4. Does your optometry school curriculum address the impacts of climate change on the spread of infectious eye diseases, including challenges related to antimicrobial resistance?	
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: Bacterial resistance is addressed in OPTOM 345 in the Antibiotics lecture. However, the influence of climate change on antimicrobial resistance is not addressed, nor does it appear anywhere else in the curriculum. Hence, a score of zero has been given.

1.5. Does your optometry school curriculum address the ocular health impacts of degraded air quality as a result of climate change (e.g. air pollution, dust, mould, allergens)?	
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 2025, in OPTOM 353, Lecture 27 "Allergic Eye Disease 1" briefly states that acute allergic conjunctivitis is a common Type 1 hypersensitivity reaction typically to allergens such as dust, mould and pollen. This was only addressed in this lecture with two bullet points (slide 9 and 11). However, this was further reinforced in OPTOM 450 lectures "Red Eye 1" and "Ocular Allergy", as well as being mentioned in the "Corneal Disorders" and "Conjunctival, Scleral and Episcleral Disorders" which discuss the impact of dusty environments in the development and exacerbation of pterygium and pingueculae, respectively. However, as it is not explicitly stated that this degradation in air quality can be due to or exacerbated by climate change, a score of zero is given.	

1.6. Does your optometry school curriculum address the microvascular health effects of climate change (e.g. cardiovascular risk factors such as extreme heat, and downstream impacts on ocular health, especially intraocular and retinal disease)?	
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 2025, in the pathophysiology courses of OPTOM 353 and OPTOM 450, there was no mention of the microvascular health effects of climate change. Hence, a score of zero is given.	

1.7. Does your optometry school curriculum address the impacts of water insecurity and dehydration on ocular 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:	0
Score explanation: In 2025, the effects of water insecurity and dehydration on ocular health were not mentioned in any course across the programme. Hence, a score of zero is given.	

1.8. Does your optometry school curriculum address the ocular health effects of climate-related water impacts (e.g. climate-related water scarcity, floodwaters, contamination, 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: In 2025, in both OPTOM 353 and OPTOM 450 – the lectures titled "Corneal disorders 1" and "Red Eye 2", respectively – mention Acanthamoeba keratitis as being an infection associated with risk factors such as being in spa pools and contaminated waters. In both OPTOM 353 and OPTOM 450 - the lectures titled "Uveitis" and "Uveitis 2", respectively - toxoplasmosis is addressed, where it is recognised to be largely caused by consumption of contaminated food and/or water. However, the core curriculum does not address that these risk factors are impacted by climate change. Hence, a score of zero is given.	

1.9. Does your optometry school curriculum address the impacts of climate change on malnutrition and diet-related noncommunicable diseases on ocular 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:	0
Score explanation: Age-related macular degeneration, diabetic retinopathy, dry eye disease, and meibomian gland dysfunction are all noncommunicable ocular conditions covered throughout the programme across the years in OPTOM 353 and OPTOM 450 and OPTOM 520. It is taught that diet (e.g. antioxidants, omega 3s) may play a role in both the development, exacerbation, and management of these ocular conditions; where dietary requirements are not met, individuals may experience poorer health outcomes. However, the curriculum does not address that climate change	

impacts nutrition e.g. through agricultural disruption and decreased food security, reduced food-content nutrient composition, reduced nutrient bioavailability, etc, which can lead to diet-related noncommunicable diseases. Hence, a score of zero is given.

1.10. Does your optometry school curriculum examine the connections between the environment (e.g. climate change, ecosystem health) and public health (e.g. nutrition, ocular health outcomes)?	
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 connections between the natural environment and public health are not examined in the 2025 curriculum for any course. Hence, a score of zero is given.	

1.11. Does your optometry school curriculum address how climate change disproportionately affects ocular health in vulnerable populations, such as racial and ethnic minority groups, immigrants, low-income communities, children, older adults, and people with chronic conditions or disabilities?	
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 does not address impacts of climate change on vulnerable populations. Hence, a score of zero is given.	

1.12. Does your optometry school curriculum address the unequal regional health impacts of climate change globally?
This topic was explored **in depth** by the **core** curriculum. (3 points)
This topic was **briefly** covered in the **core** curriculum. (2 points)
This topic was covered in **elective** coursework. (1 point)
This topic was **not** covered. (0 points)

Score Assigned:	0
Score explanation: The curriculum does not address the unequal regional health impacts of climate change globally. Hence, a score of zero is given.	

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

1.13. Does your optometry school curriculum teach students about the environmental impacts of ophthalmic medications, devices, and procedures across their lifecycle, including manufacturing, resource use, supply chains, and carbon emissions?	
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: As of 2025, the curriculum does not teach the environmental impacts of ophthalmic medications, devices, and procedures. Hence, a score of zero is given.	

1.14. Does your optometry school curriculum address the ocular health impacts of anthropogenic environmental toxins on marginalised populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	0
Score explanation: The curriculum does not address the ocular health impacts of anthropogenic environmental toxins on marginalised populations. Hence, a score of zero is given.	

1.15. To what extent does your optometry school emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?
This topic was explored **in depth** by the **core** curriculum. (3 points)
This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 point)	
Score Assigned:	0
Score explanation: Indigenous and Traditional Knowledge Systems are incorporated within the Māori Health Intensive workshop as part of the core curriculum. The inter-disciplinary workshop spans one week, with students engaging in various activities to enhance their cultural awareness and safety. However, the programme does not specifically use these knowledge systems as a way to encourage planetary health and sustainable eye care. Thus, a score of zero is given.	

1.16. Does your optometry school curriculum address the congenital ocular health effects of industry-related environmental toxins (e.g. air pollution, pesticides, organic solvents, heavy metals)?	
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 OPTOM 353 course has a lecture, "Retinal dystrophies 1 and 2," that briefly addresses the congenital ocular health effects of UV, radiation, and nutrition. *However, because the course does not explicitly state that industry-related environmental toxins contribute to the degradation of the ozone layer – which increases UV exposure and therefore the connection to congenital health effects – a score of zero is given.*	

Curriculum: Sustainability

1.17. Does your optometry school curriculum address the environmental and ocular health co-benefits of plant-based and sustainable diets?	
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 lecture 28 (Nutrition and the Eye) of OPTOM 450, the ocular benefits of plant-based diets are briefly addressed in slides 19-21 in terms of 'The Mediterranean Diet & Dry	

Eye.' However, the ocular benefits of sustainable diets nor the environmental benefits of these diets are not addressed. Hence, a score of zero is given.

1.18. Does your optometry school cover these components of sustainable clinical practice in the core curriculum?	**Score**
The health **and** environmental **co-benefits** of **avoiding** over-medicalisation, over-investigation, and/or over-treatment. (2 points)	0
How prescribing practices, including **over-prescribing**, can contribute to environmental harm, and about the **role of reducing or stopping medications** when clinically appropriate to benefit both patient and environmental health. (2 points)	0
The environmental **and** ocular health **co-benefits** of appropriate **non-pharmaceutical management** strategies (e.g. increased outdoor time for myopia control, 20/20/20 rule and/or blinking exercises for dry eye). (1 point)	0
The **appropriate disposal**, segregation, and recycling of clinical and packaging materials. (1 point)	1
Strategies and skills to inform patients on **safe disposal** of medications (e.g. what can be disposed of where, how to locate recycling schemes, which drug classes are most important to dispose of properly). (1 point)	0
Practical strategies to **reduce waste** in clinical practice when using ophthalmic medications, devices, and instruments (e.g. minimising single-use materials where clinically safe and ensuring appropriate disposal or recycling). (1 point)	0
Strategies and skills to consider **environmental sustainability** as one factor in **clinical decision-making** when selecting between appropriate treatment or management options. (1 point)	0

Score explanation: Below are the explanations for each sub-metric:

- *Co-benefits of avoiding over-treatment not addressed. Hence, zero.*
- *How over-prescribing can contribute to environmental harm: not addressed. Hence, zero.*
- *Co-benefits of appropriate non-pharmaceutical management strategies are not addressed. Hence, zero.*
- *In the Optometry Teaching Laboratory Suite, there are separate labelled bins for contact lens disposal, paper disposal, hazardous waste disposal, and general rubbish. Additionally, the OPTOM 345 course briefly goes over how to dispose of minims and their contents in the "Eye drop instillation guide."*
- *Strategies to inform patients on the safe disposal of medications are not covered. Hence, zero.*
- *Practical strategies to reduce waste when using ophthalmic medications, devices, and instruments are not covered. Hence, zero.*
- *The curriculum does not cover the strategies and skills required to consider environmental sustainability as one factor in clinical decision-making when selecting between different treatment options.*

1.19. Does your optometry school curriculum address the carbon footprint of healthcare systems (including that of the optometry profession)?

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 2025 curriculum does not address the carbon footprint of optometry nor wider healthcare systems. Hence, a score of zero is given.	

Curriculum: Clinical Applications

1.20. Does your optometry school curriculum cover the impact of extreme heat on treatments such as spectacle lenses, lens coatings, contact lenses, eyedrops, medications, etc.?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: The effect of excessive heat on anti-reflective spectacle lens coatings is covered in the Optometry Dispensing Manual. The OPTOM 316 lecture titled "Frames and Dispensing" mentions the effects of heat on certain frame materials e.g. metal, epoxy, cellulose propionate. Specifically, this is discussed in the context of leaving spectacles in a hot car. Furthermore, OPTOM 353 lecture titled "Cycloplegics" mentions that drops are advised to be stored in a cool room-temperature environment. The optometry curriculum does not specifically highlight the effect of extreme heat on contact lenses, eyedrops or medications. Hence, a score of two is given.	

1.21. In training for patient encounters, does your optometry school's curriculum introduce strategies for taking an environmental history or exposure history?	
Yes, the **core** curriculum includes strategies for taking an environmental history. (2 points)	
Only **elective** coursework includes strategies for taking an environmental history. (1 point)	
No, the curriculum does **not** include strategies for taking an environmental history. (0 points)	
Score Assigned:	2
Score explanation:In 2025, OPTOM 450 lectures titled "Red Eye 1", "Red Eye 2", "Eyelids and Adnexa 2", Conjunctival, Scleral and Episcleral Disorders", "Corneal Disorders", "Cataract: Diagnosis and Optometric Management" and "Dry Eye Disease Diagnosis" mention	

environmental risk factors associated with specific ocular disorders/diseases. Environmental risk factors are also highlighted in OPTOM 353 lectures titled "Allergic Eye Disease Part 1", "Allergic Eye Disease Part 2" and "Corneal Disorders 1", "Corneal Disorders 3". These lectures emphasised the importance of asking about environmental exposure when taking an optometric history. Hence, a score of two is given.

1.22. Does your optometry school curriculum train students to communicate with patients about the ocular health effects of climate change and environmental exposures?	
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 does not cover training students to communicate with patients about the eye health effects of climate change and environmental exposures. Hence, a score of zero is given.	

1.23. Does your optometry school curriculum offer clinical placements, rotations, or projects that explore planetary health and sustainable eye care?	
The **optometry school** has a **specific** planetary health/sustainable healthcare focused clinical placement, rotation, and/or dedicated project for interested students. (2 points)	
The **optometry school** has a planetary health/sustainable healthcare focused clinical placement, rotation, and/or dedicated project for interested students, but these **require student initiative** to seek out and complete. (1 point)	
There are **no opportunities** for students to engage in a planetary health/sustainable healthcare focused clinical placement, rotation, and/or dedicated project with the optometry school. (0 points)	
Score Assigned:	1
Score explanation: As a part of the OPTOM 783 Research Project course, there was a project available for one student to design and pilot a PHRC for Optometry. However, there are no clinical placements or rotations that specifically explore planetary health and sustainable eye care. Hence, a score of two is given.	

1.24. Does your optometry school curriculum offer interdisciplinary education opportunities (e.g. with medicine, nursing, pharmacy, or environmental sciences) regarding climate-related health risks?
Yes, **multiple** interdisciplinary education opportunities are part of the **core** curriculum. (3 points)

Yes, **one** interdisciplinary education opportunity is part of the the **core** curriculum. (2 points)
Yes, the optometry school offers an **elective** interdisciplinary education opportunity. (1 point)
No interdisciplinary education opportunities are offered. (0 points)

Score Assigned:	0

Score explanation: In the Bachelor of Optometry at the University of Auckland, there is one compulsory interdisciplinary course per year in the third and fourth years of the programme where health related risks are discussed. These are respectively called the Maori Health Intensive and the Quality and Safety Seminar. However, while there is potential to integrate planetary health/climate-related health risk teaching in the future, they do not currently address this. Hence, a score of zero is given.

1.25. Is your optometry school currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?
Yes, the medical school is currently in the process of making **major** improvements to ESH/planetary health education. (4 points)
Yes, the medical school is currently in the process of making **minor** improvements to ESH/planetary health education. (2 points)
No, there are **no** improvements to planetary health education in progress. (0 points)

Score Assigned:	2

Score explanation: Statement 2.1 in the 2025 Graduate Profile of the Bachelor of Optometry states "Recognise the impact of climate crisis globally and participate responsibly to establish sustainable healthcare in optometry practices with an aim to protect Aotearoa New Zealand and its communities". Similarly to 1.1 in 2025, the University of Auckland's Bachelor of Optometry offered investigating how to implement the PHRC into Optometry for the programme's research project course (OPTOM 783). However, this project was available to only one student, and only to who was interested in taking the project. There is no explicit planetary health implementation or improvement clause. Hence, a score of two is given.

1.26. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the core curriculum?
Planetary health/ESH topics are **well integrated** into the core medical school curriculum. (6 points)
Some planetary health/ESH topics are appropriately integrated into the core medical student curriculum. (4 points)
Planetary health/ESH is not integrated and is primarily addressed in **(a) standalone lecture(s).** (2 points)
There is **minimal/no** education for sustainable healthcare. (0 points)

Score Assigned:	0
Score explanation: The curriculum does not integrate planetary health/Education for Sustainable Healthcare longitudinally in the curriculum. Hence, a score of zero is given.	

1.27. Does your optometry school curriculum have a faculty member responsible for embedding planetary health and sustainable healthcare principles into the curriculum?	
Yes, the **medical school** has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)	
No, the **medical school** does **not** have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)	
Score Assigned:	0
Score explanation: No core members of faculty have stated on the staff directory that they are incorporating planetary health and sustainable healthcare as a theme of the optometry programme. Additionally, it has been observed that the learning objectives stated for the lectures do not embody embedding planetary health and sustainable healthcare principles.	

1.28. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	0
Score explanation: The 2025 curriculum does not address civic engagement/advocacy to address the environmental and structural determinants of health. Hence, a score of zero is given.	

Section Total (8 out of 90)	**8.89%**

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Interdisciplinary Research

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

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your institution?	
Yes, there are faculty members at the **institution** who have a **primary** research focus in planetary health **or** sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the **institution** who are conducting research **related** to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the **institution**, but not specifically associated with healthcare/vetcare. (1 point)	
No, there are **no** planetary health and/or sustainability researchers at the **institution** at this time. (0 points)	
Score Assigned:	2
Score explanation: At the 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 institution?
There is **at least one** dedicated department or institute for interdisciplinary planetary health research. (3 points)
There is **not currently** a department or institute for interdisciplinary planetary health research, but there are **plans** to open one in the next 3 years. (2 points)
There is an **Occupational and Environmental Health department**, but no interdisciplinary department or institute for planetary health research. (1 point)

There is **no** dedicated department or institute. (0 points)	
Score Assigned:	1
Score explanation: The 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
Score explanation: The 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 2 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
Score explanation: The 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 2 points.	

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

*Within the Faculty, 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 (*Māori health) *in October, primarily advertised to staff but open to 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 the School of Nursing The 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

Score explanation: The 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.

The 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 institution 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
Score explanation: The 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 Treaty of Waitangi and indigenous people of New Zealand, respectively). 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. *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.*	

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

The **institution** has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)	
The **institution** has not offered such community-facing courses or events. (0 points)	
Score Assigned:	2
Score explanation: *The Centre for Climate, Biodiversity, and Society, Ngā Ara Whetū, at the 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 2 has been awarded.*	

3.3. Does your institution have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?	
Yes, all students **regularly** receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)	
Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to **some courses**. (1 point)	
Students **do not** receive communications about planetary health or sustainable healthcare. (0 points)	
Score Assigned:	1
Score explanation: The 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. *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.*	

3.4. Does the institution or main affiliated hospital trust engage in professional education activities targeting individuals post-graduation with the aim of ensuring their knowledge and skills in planetary health and sustainable healthcare remain up to date during their professional career?
Yes, the **institution** or **main affiliated hospital trust** offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health. (2 points)

Yes, the **institution** or **main affiliated hospital trust** offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers. (1 point)
There are **no** such accessible courses for post-graduate providers. (0 points)

Score Assigned:	1

Score explanation: The 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 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 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 in the Waitaha-Canterbury region. 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, and these activities are not coordinated through the Waipapa Taumata Rau | University of Auckland itself.

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

Score explanation: The Te Whatu Ora (Health New Zealand) HealthEd 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.

The 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

*Score explanation: 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 the 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 2 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 institution offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the **institution** *either* offers grants for students to enact sustainability initiatives/QI projects *or* sustainability QI projects are part of the core curriculum. (2 points)	
The **institution** encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, **but** there is no student funding available and there is no requirement to participate. (1 point)	
No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	2
Score explanation: 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 the 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 institution offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?	
The **institution** has a **specific** research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)	
There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these **require student initiative** to seek them out and carry them out in their spare time. (1 point)	
There are **no opportunities** for students to engage in planetary health/sustainable healthcare research. (0 points)	
Score Assigned:	1
Score explanation:	

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
Score explanation: *The 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
Score explanation: 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
Score explanation: *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 1 has been awarded.*	

4.6. In the past year, has the institution had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	**Score**
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	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

Score explanation:
There are a number of initiatives active at the 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. 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 UoA 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, the 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 institution have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is **at least one designated staff member** for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but **no specific staff member** in charge of hospital sustainability. (2 points)	
There are **no salaried sustainability staff,** but there is a sustainability task force or committee. (1 point)	
There are **no** staff members **or** task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
Score explanation: *The 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.* *However, as this office oversees all faculties there is no staff allocated specifically to the Faculty of Medical and Health Sciences or the Hospital.*	

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

Score explanation: *The 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
Score explanation: *As of October 2024 the Waipapa Taumata Rau | University of Auckland utilises 100% renewable energy sourced from Totitū carbonzero certified suppliers.* *The University also launched in 2024 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
Score explanation: *The 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 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 (e.g. 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.

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

Score explanation:
The 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 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
Score explanation: *The 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.*	

5.7. Does the institution apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?	
Yes, the institution has a**dequate s**ustainability requirements for food and beverages, including meat-free days or no red-meat, and **is engaged** in efforts to increase food and beverage sustainability. (3 points)	
There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution **is engaged** in efforts to increase food and beverage sustainability. (2 points)	
There are sustainability guidelines for food and beverages, but they are **insufficient or optional.** The institution is **not** engaged in efforts to increase food and beverage sustainability. (1 point)	
There are **no** sustainability guidelines for food and beverages. (0 points)	
Score Assigned:	2
Score explanation: *The 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
Score explanation: *The 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
Score explanation:	

The 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

Score explanation:
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, Liggins Institute at the University earns MyGreenLab certification. The Liggins research lab is the first university lab in Aotearoa | 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

Score explanation:
The 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.

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.

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."

Overall, the 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.

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	(8/90) x 100 = 8.89%	F
Interdisciplinary Research (17.5%)	(12/17) x 100 = 70.59%	B
Community Outreach and Advocacy (17.5%)	(10/14) x 100 = 71.43%	B
Support for Student-led Planetary Health Initiatives (17.5%)	(10/15) x 100= 66.67%	B
Campus Sustainability (17.5%)	(27/32) x 100 = 84.38%	A-
Institutional Grade	**(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 53.95%**	**C**

Report Card Trends

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