Planetary Health Report Card (Pharmacy):

Waipapa Taumata Rau | University of Auckland

2025-2026 Contributing Team:

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Summary of Findings

Overall Grade	B

Curriculum	B

Waipapa Taumata Rau | University of Auckland School of Pharmacy demonstrates growing commitment to planetary health education, with several core modules introducing students to climate-related health impacts, environmental sustainability, and the ecological consequences of pharmaceutical manufacturing. Strengths include strong coverage of pharmaceutical industry–related environmental toxins, climate-linked infectious disease patterns, and the environmental impact of medicines. However, the curriculum remains uneven: many topics are only briefly mentioned, and key areas such as allergies, mental health impacts of climate change, and climate-related antimicrobial resistance are briefly addressed. Planetary health content is concentrated within a small number of lectures rather than integrated across the programme.

Recommendations: Integrate planetary health themes across all years and courses to ensure repeated exposure rather than isolated teaching. Strengthen practical skills-building, such as incorporating environmental impact into therapeutic decision-making and preparing students to discuss climate-related health risks with patients.

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) and School of Pharmacy 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* (Association of Pacific Rim Universities), 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, Tangata Whenua(New Zealand's founding document, a treaty between the British Crown and Māori(indigenous people of New Zealand), creating a partnership between indigenous people of New Zealand and all others) and the Sustainable Development Goals, Te Waipapa Taumata Rau 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.

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Support for Student-Led Initiatives	B

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

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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.

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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.

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

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

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

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

- **Core Curriculum:** This refers to 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

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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).

- 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.

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Planetary Health Curriculum

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

Curriculum: General

1.1 Does your pharmacy school curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2

Score explanation: Within Pharmacy 213, three lectures addressed themes related to extreme weather events. The first, focused on planetary health and Indigenous climate justice, offered a brief introduction to the health impacts of extreme weather. While it provided useful contextual framing, it did not explore in depth the mechanisms by which climate change contributes to increased natural disasters or the direct health consequences of these events. A second lecture, Introduction to Environmental Sustainability, made only a brief reference to rising sea levels in the Pacific and the associated financial pressures on hospital systems.

The third lecture examined climate change in relation to infectious diseases. It highlighted how natural disasters—particularly flooding—can heighten the transmission of certain infections and place additional strain on healthcare systems, with disproportionate impacts on countries in the global south. However, this session also remained introductory in scope, concentrating primarily on the infectious diseases rather than providing detailed analysis of extreme weather events themselves.

Overall, the curriculum offers foundational exposure to the health implications of extreme weather events but lacks comprehensive or in-depth coverage. This level of content aligns with a score of two.

1.2 Does your pharmacy school curriculum address the environmental impact of medicines in terms of their pollution, ecological impact and contamination of water systems?
This topic was explored **in depth** by the **core** curriculum. (3 points)
This topic was **briefly** covered in the **core** curriculum. (2 points)

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This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2

Score explanation: Within Pharmacy 213, the lecture titled Introduction to Sustainability provided an in-depth examination of the environmental impacts associated with pharmaceuticals, including their manufacture, use, and disposal. The session outlined several pathways through which pharmaceuticals contribute to environmental harm, such as contamination of waterways via wastewater and atmospheric pollution from inhaler propellants. It also highlighted emerging sustainability-focused directions in New Zealand's healthcare policy and discussed the role pharmacists can play in mitigating the environmental footprint of medicines.

Despite the depth of this lecture, the curriculum does not consistently revisit the environmental consequences of pharmaceuticals. For instance, the Sterilisation lecture references hospital and medical waste disposal processes but does not address the resulting pollution or broader ecological implications. As a result, while the topic is introduced comprehensively in one session, it is not reinforced across the course. The limited integration of pharmaceutical-related environmental impacts throughout the curriculum supports a score of two.

1.3 Does your pharmacy school curriculum address the health effects of pharmaceutical industry- and manufacturing-related environmental toxins?

This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3

Score explanation: Within Pharmacy 213, one lecture provided a detailed examination of the environmental impacts associated with the pharmaceutical industry. This session addressed multiple points along the pharmaceutical lifecycle, including the release of active pharmaceutical ingredients (APIs) into wastewater—with clear illustrative examples—packaging waste, and broader sustainability challenges across production and disposal. The lecture also outlined the role of pharmacists in mitigating these impacts and situated this within the context of government initiatives aimed at reducing healthcare-related waste.

In addition to formal teaching, the course incorporated a sustainability debate in which students examined the responsibilities of pharmaceutical companies in managing waste. This activity encouraged critical engagement with the environmental consequences of pharmaceutical practices and supported deeper learning.

Taken together, these components demonstrate that the core curriculum engages with the topic in meaningful depth, justifying a score of three.

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1.4. Does your pharmacy school curriculum address the carbon footprint of healthcare systems?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2

Score explanation: The pharmacy curriculum introduces environmental considerations through laboratory reminders in Pharmacy 212 and 213, where students are encouraged to be mindful of waste generated from single-use plastics, medicines, and extemporaneously compounded products. However, the explicit carbon footprint associated with these materials is not directly taught and is largely left for students to interpret. More structured coverage occurred in the core lecture "Introduction to Environmental Sustainability with a Focus on Pharmacy," which outlined the carbon footprint of healthcare systems, including emissions arising from pharmaceutical manufacturing, transportation, and use. This lecture also highlighted specific examples, such as the environmental impact of metered-dose inhalers and the substantial carbon emissions produced by New Zealand's healthcare sector.

Environmental sustainability concepts were reinforced again in the Special Populations module PHARMACY 702. In the "Age-appropriate formulations" lecture, a poll activity was conducted followed by a teaching slide comparing the carbon footprint of an equivalent 750 mg dose of paracetamol across different dosage forms. This provided a practical example showing how formulation choice (e.g., tablets versus suspensions, suppositories, or IV preparations) can influence environmental impact due to differences in manufacturing, packaging, and administration requirements.

Despite being present in the core curriculum and revisited later in the programme, this content was delivered in isolated sessions and was not consistently integrated, expanded upon, or assessed across multiple courses. For this reason, it cannot be considered explored "in depth" throughout the curriculum. The teaching provides awareness and examples, but lacks longitudinal reinforcement, dedicated learning objectives, or comprehensive evaluation. Therefore, the topic is best classified as briefly covered within the core curriculum, aligning with a 2-point rating rather than full marks.

1.5. Does your pharmacy school curriculum address the impact of climate change on the changing patterns of infectious diseases and increased 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)

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Score Assigned:	2

Score explanation: Within the Pharmacy 213 lecture Infectious Diseases in a Changing Climate, the influence of climate change on infectious disease patterns was examined in considerable depth. Using malaria and neglected tropical diseases as key examples, the lecture outlined how climate-driven shifts in socioeconomic conditions and vector distribution contribute to changing infection rates across different regions.

In contrast, although the course also includes a lecture on Antimicrobial Resistance & Stewardship, this session does not address the potential role of climate change in exacerbating antimicrobial resistance. The content focuses on inappropriate antibiotic prescribing and use, the mechanisms underlying the spread of resistance, and the associated individual, community, and economic consequences, but it does not establish any connection to climate-related factors.

Given that only the relationship between climate change and infectious disease distribution is explicitly covered and assessed, while other relevant intersections, such as climate-linked antimicrobial resistance, are absent , thus a score of two is appropriate.

1.6. Does your pharmacy school curriculum address the respiratory health effects of climate change and air pollution?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2

Score explanation: In the 'Infectious Diseases in a Changing Climate' lecture of Pharmacy 213, a link is made between flooding and crowded living conditions from people being displaced from their homes. This showed students how climate change has created an environment that facilitates the spread of respiratory diseases such as COVID-19, diphtheria, and tuberculosis.

A diagram on one of the lecture slides depicts how climate change impacts pathways in which people become exposed to disease; for example, extreme weather events or air quality, which further affect climate-sensitive health risks such as respiratory illness.
As respiratory health was not the primary focus of the lecture, and was only briefly mentioned, a score of two has been awarded.

1.7. Does your pharmacy school curriculum address the cardiovascular health effects of climate change, including increased heat?
This topic was explored **in depth** by the **core** curriculum. (3 points)
This topic was **briefly** covered in the **core** curriculum. (2 points)

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This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: Within the Infectious Disease module in the Pharmacy 213 course, the lecture explained that extreme weather events such as flooding can displace people from their homes and lead to crowded living conditions. These environments can increase the spread of diseases such as rheumatic fever, which can contribute to cardiovascular health complications. *There were hints of this issue throughout the lecture, as we can make some inference about cardiovascular condition and living condition; for example, flooding can cause people to be cramped together because they are being displaced from their home, which can increase the transmission of Rheumatic fever and hence, increase the rate of cardiovascular health effects.* *Because the cardiovascular health effects caused by climate change were not the primary focus of either lecture, we can only make connections through inference and are only briefly mentioned in a few slides, a score of two has been awarded*	

1.8. Does your pharmacy school curriculum address the relationship between climate change and allergies?	
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 the relationship between climate change and allergies was not explored within the 2025 curriculum, a score of zero has been given.	

1.9. Does your pharmacy school curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	0

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Score explanation: The mental health and neuropsychological effects of environmental degradation and climate change were not discussed as part of the 2025 curriculum, hence a score of zero has been given.

1.10. Does your pharmacy school curriculum address the unequal regional health impacts of climate change nationally and globally, including the impact of social inequality?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
Score explanation: Within Pharmacy 213, one lecture focused on the relationship between climate change and infectious diseases, providing a comprehensive introduction to the unequal regional health impacts of a warming climate and the ways these disparities reinforce broader social inequalities. The lecture highlighted how poverty contributes to increased disease transmission and emphasised that countries in the global south are less equipped to manage the health consequences of climate change, including the heightened frequency of natural disasters. *A second lecture further examined unequal regional health impacts through a lens of Indigenous climate justice and decolonisation, offering a deeper exploration of structural inequities and their implications for health outcomes.* *Taken together, these components demonstrate that the curriculum engages meaningfully with multiple dimensions of social inequality in the context of climate change, supporting the allocation of a score of three.*	

1.11 Does your pharmacy school curriculum address the relationship between climate change and social determinants of health (e.g., reduced nutritional value of food)?	
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: Climate change and its impact on social determinants of health were briefly addressed in the Infectious Diseases module (Pharmacy 213) during the climate change lecture. While reduced nutritional value of food was not discussed, other determinants were explored using	

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the four A's: affordability, accessibility, availability, and acceptability. Examples included how catastrophic events reduce resources and healthcare access, and can impact water quality. ***Lecture 14: Health Inequities in CVD*** *in Pharmacy 311 further emphasized how cost, transport, and cultural safety influence cardiovascular health—factors that climate change can worsen through disrupted infrastructure, food insecurity, and environmental stressors, disproportionately affecting Māori and Pacific peoples. A score of* ***2*** *is given, as this does not directly address the relationship but highlights that climate change can indirectly exacerbate these barriers.*

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

Score explanation: The Pharmacy 311 curriculum includes discussion of plant-based diets in the Nutrition and CVD lecture, where cardioprotective eating patterns rich in fruits, vegetables, whole grains, legumes, nuts, and plant-based proteins are recommended to improve blood pressure, cholesterol, and weight management. However, this content focuses primarily on the health benefits related to cardiovascular risk reduction. While environmental concepts such as sustainability or reduced greenhouse gas emissions are mentioned briefly in other lectures, they are not discussed alongside the health benefits of plant-based diets within the same lecture. Therefore, because the curriculum does not explicitly address both the environmental and health co-benefits of plant-based diets together, this criterion is scored ***0****.*

1.13. Does your pharmacy school curriculum cover these components of sustainable clinical practice? (1 point each)	**Score**
Waste production within the healthcare system and strategies for reducing waste in clinical activities such as single use plastic and packaging. (1 point)	1
Patient counselling on safe disposal of medications. For example, what can be disposed of and how to locate recycling schemes, in addition to certain drugs or drug classes that are most important to dispose of properly (e.g. hormonal contraceptives, drugs that are excreted unchanged/active metabolites). (1 point)	1
The impact of extreme heat, on patients on medications which can interfere with thermoregulation. (1 point)	0
The impact of anaesthetic gases on the healthcare carbon footprint. (1 point)	0

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The environmental impact of pharmaceuticals and over-prescribing as a cause of climate health harm. Alternatively, teaching on de-prescribing where clinically appropriate and its environmental and health co-benefits would fulfil this metric. (1 point)	1
The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes for obesity. This is commonly known as social prescribing in the UK. (1 point)	1
The impact and benefits of benign by design pharmaceuticals through exploring medicinal chemistry concepts and/or discussing implications of excretion of active metabolites/unchanged drug products on ecological systems. (1 point)	1

Score explanation: In Pharmacy 212 compounding laboratories, students are introduced to strategies that reduce reliance on single-use plastics and excess packaging. Practical examples include minimising the number of weighing trays used during compounding and selecting appropriately sized containers to avoid splitting products across multiple bottles. These practices reinforce awareness of waste reduction in clinical activities.

In Pharmacy 311, the pre-lab activities for the Analysis of Salbutamol experiment explored how active metabolites and unchanged drug products can persist in the environment. Students learned that salbutamol's limited degradation contributes to waterway pollution, illustrating the ecological consequences of pharmaceutical excretion. This provides an introduction to the concept of designing drugs with reduced environmental impact ("benign by design"), though coverage remains brief.

The Clinical and Professional (C&P) Skills module emphasizes lifestyle-based interventions as an integral component of patient care planning. Examples include yoga classes, walking, and healthier eating patterns. The concept of social prescribing, which has been introduced and reinforced in the curriculum for several years, highlights the role of community and lifestyle activities in managing conditions such as diabetes, cardiovascular disease, and irritable bowel syndrome. These non-pharmaceutical approaches are consistently embedded across modules, underscoring both their health benefits and their positive environmental impact.

In Pharmsci 312 (Obstetrics, Gynecology and Urology Pharmaceuticals), teaching highlights the environmental consequences of certain drug classes. For instance, oestrogen excretion from hormonal medications can disrupt wildlife development, and synthetic oestrogens may have distinct ecological effects compared to natural ones. The lecture also notes that non-biodegradable implants (e.g., silicone rods in Jadelle) and single-use devices contribute to healthcare waste. Strategies such as prioritizing longer-use devices and exploring eco-friendly materials for implants and patches are discussed as ways to mitigate harm.

As of 2026,Waipapa Taumata Rau | University of Auckland Pharmacy school is making progress in partnership with Healthify to strengthen teaching around patient counselling on the safe disposal of medicines. This includes educating students to advise patients to return expired or unused medicines to local community pharmacies rather than disposing of them in household rubbish or wastewater, and to help patients locate medicine return or recycling schemes in their area. There is also increasing emphasis on counselling about medicines that are especially important to dispose of correctly due to environmental impact, such as hormonal contraceptives and medicines that are excreted unchanged or as active metabolites. These efforts aim to improve patient awareness,

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support environmentally responsible practices, and reinforce the pharmacist's role in protecting both public health and the environment.

Topics such as the impact of extreme heat, anaesthetic gases, and over-prescribing are not covered, meaning these criteria cannot be scored.

1.14. Does your pharmacy school curriculum discuss the environmental implications of various dosage forms, medication delivery devices, and/or excipients?

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 pharmacy curriculum addresses the environmental implications of dosage forms, medication delivery devices, and excipients only in a limited and fragmented manner. In Pharmacy 212 and 213, students learn about the health impacts of certain excipients, but their environmental effects are not discussed. Workshops such as the sterilisation, disinfection, and filtration session highlight the waste burden associated with single-use syringes, acknowledging that although these devices generate significant plastic waste, they remain essential for safe and uncontaminated drug administration.

Teaching staff emphasise accurate technique and appropriate hygiene to minimise unnecessary syringe wastage, yet the broader environmental consequences of these devices are not explored in depth. Across common dosage forms—including suspensions, emulsions, and tablets—no explicit discussion of environmental impact is included in the curriculum. In Pharmacy 311, the Respiratory module briefly notes the environmental effects of metered-dose inhalers due to volatile propellants, but this is presented without detailed examination.

Similarly, in Pharmacy 312, the Obstetrics, Gynaecology, and Urology module mentions the potential environmental risks of improperly discarded transdermal patches, though only as a brief point of awareness. While some students independently incorporated environmental considerations into their Pharmacy 311 Integrated Assignments when reformulating medicines, this was optional and not part of the structured core teaching. Overall, although the curriculum touches on environmental implications in isolated contexts, the coverage lacks depth, consistency, and explicit integration, aligning with a 2-point rating for being briefly covered in the core curriculum.

1.15. In training for patient communication, does your pharmacy school's curriculum introduce strategies for having conversations with patients about the health effects of climate change?

Yes, there are clear and detailed strategies introduced for having conversations with patients about climate change in the core curriculum (3 points)

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Yes, having conversations with patients about climate change is briefly mentioned in the core curriculum. (2 points)
Yes, there are some examples of having conversations with patients about climate change in elective coursework. (1 point)
No, there are no strategies or examples for having conversations with patients about climate change (0 points)

Score Assigned:	0

Score explanation: Pharmacy 213 did not consider impacts of planetary health and climate change into their teachings of patient communication.

Parts of the course were dedicated to teaching the impacts of climate change on human health; however, they did not bridge this knowledge across to patient understanding or advice. For this reason, a score of zero has been given.

1.16. Does your pharmacy school curriculum guide students to consider the environmental impact of medications as a factor in addition to safety, efficacy, cost, and pill burden when comparing equivalent therapies?
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: Students were not guided as part of the curriculum to consider environmental impact when considering equivalent therapies. However, it should be noted that the impact of meter dose inhalers was discussed in Pharmacy 311, and whether this should be considered regarding therapies in asthma and COPD, justifying a score of 2.

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

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Score explanation: The Waipapa Taumata Rau | University of Auckland School of Pharmacy has acknowledged the importance of planetary health education and is making relevant and appropriate changes to the curriculum to correct any deficiencies. An example of this is shown by the implementation of new teaching into the curriculum, such as discussion of the carbon footprint of healthcare systems in the lecture 'Introduction to Environmental Sustainability with a Focus on Pharmacy' which was not covered in 2023. There is also ongoing planetary health research at the University across many of the faculties.

At the School of Pharmacy, the laboratory spaces received MyGreenLab accreditation in the middle of 2024. This is recognised as part of the United Nations' campaign 'Race to Zero' and is considered to be a gold-standard for sustainable laboratory spaces.

In 2025, the School of Pharmacy aimed to decrease its use of single-use plastics, with examples of students sharing aliquots during laboratories, and the use of plastic tubes instead of glass vials when measuring out volumes. The laboratory team also increased its use of porcelain weighing dishes and folded paper (for weighing scales) as opposed to the previous use of single-use disposable plastic weighing boats for compounding labs. All BPharm students are also refreshed at the beginning of each year of the lab expectations, including separating waste into the appropriate bins (ie. general waste, sharps bins, biochemical waste, etc.), and particularly ensuring that no chemicals are disposed of into the sink to prevent wastewater contamination. Labs also currently use reservoirs for running water pumps as opposed to running continuous water.

1.18. Does your pharmacy school have a member of faculty to incorporate planetary health and sustainable healthcare as a theme throughout the curriculum?	
Yes, there is/are a member(s) of faculty whose role is directly responsible for the incorporation of planetary health and sustainable healthcare as a theme throughout the curriculum (4 points)	
Yes, there is/are member(s) of faculty who are incorporating planetary health and sustainable healthcare as a theme throughout the curriculum as well as doing their principle role (2 points)	
There are no members of faculty who are incorporating planetary health and sustainable healthcare as a theme throughout the curriculum (0 points)	
Score Assigned:	4

Score explanation: There are faculty members who incorporate planetary health and sustainable healthcare themes into the curriculum alongside their primary teaching roles; however, this has not historically been a consistent or central focus across all modules. Climate and environmental considerations are addressed in specific areas, such as the "Infectious Diseases and Climate Change" content within Pharmacy 213 Infectious Diseases and the sustainability debate included in the Clinical and Pharmacy Practice module. As of 2 February 2026, this is beginning to change with the appointment of the Waipapa Taumata Rau | University of Auckland Pharmacy Lead Mentor for the Planetary Health Report Card as the inaugural Faculty of Medical and Health Science Sustainability Lead. This appointment introduces clearer leadership and direct responsibility for strengthening the incorporation of planetary health and sustainable healthcare across teaching. It signals a move toward broader, more structured integration of these themes into the curriculum, supporting expansion beyond isolated modules and representing progress toward a more comprehensive, faculty-supported approach, justifying the 4 points.

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1.19. Does your pharmacy school curriculum offer clinical practice experiences (for example, IPPE/APPE rotations in the U.S. or placement opportunities in the UK) that allow for the exploration of planetary health topics?	
There are multiple clinical practice experiences/placements that allow for direct exposure to planetary health topics. (3 points)	
There is one available clinical practice experience/placement that allows for direct exposure to planetary health topics. (2 points)	
There are available clinical practice experiences/placements that allow for indirect exposure to planetary health topics. (1 point)	
No, there are no such clinical practice experiences/placements available through the pharmacy school. (0 points)	
Score Assigned:	1
Score explanation: Across the Bachelor of Pharmacy program, students undertake placements each year in a range of settings. In second year, this includes one day in industry, three days in hospital, and three days in community pharmacy. In third year, placements expand to two weeks in community and two weeks in hospital, with a similar structure in fourth year, where students may also choose to spend time in a government organisation. *The primary focus of these placements is on developing practical skills and understanding the professional responsibilities of pharmacists in different contexts. Planetary health topics are touched on, but only indirectly. For example, during the second-year industry placement, students visit a pharmaceutical manufacturing site. While the visit briefly addressed how production processes are adapted to reduce environmental impact, this was not explored in depth. Similarly, placements include some discussion of safe medicine disposal practices to prevent environmental contamination, but again this is presented as supplementary rather than central content.* *Because planetary health is not a major emphasis within these experiences, and the coverage remains brief and incidental, the curriculum is assessed at a score of one.*	

1.20. Does your pharmacy school curriculum acknowledge a disparity in the effects of climate change? Specifically, does your curriculum address groups more vulnerable to environmental impacts, such as BIPOC, immigrant groups, low income populations, children, elderly, persons with disabilities, persons with pre-existing or chronic medical conditions?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3

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Score explanation: Disparities on vulnerable populations due to climate change are thoroughly covered in Pharmacy 213; an entire lecture is dedicated to addressing current barriers that disadvantaged communities face in a changing climate titled 'Planetary Health and Indigenous Climate Justice'. It is reinforced that those who are affluent have greater resources to adapt to climate change and its health impacts. This leaves the people who are already disadvantaged by the system to face greater burden on both a national and global scale. *This topic was also mentioned in the 'Infectious Diseases in a Changing Climate' lecture which focused on how climate change has downstream implications of health-sensitive risks. These include water or vector borne diseases from extreme weather changes which impact poverty-stricken people to a greater extent. The lecture details how poverty creates favourable conditions for communicable diseases to spread.*

1.21. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: The current curriculum addresses health inequities and social determinants of health, particularly among Māori and Pacific peoples, through lectures such as PHARMACY 311 Lecture 14 on cardiovascular inequities, PHARMACY 311 Lecture 4 on cardiovascular risk and management, Pacific People's Health content on barriers including cost, transport, cultural respect, and unconscious bias, and PHARMACY 312 MSK Lecture 10 on gout, which highlights higher prevalence among Māori and Pacific peoples due to genetic and educational factors. These sessions emphasize cultural safety, equity, and the need for advocacy in clinical contexts, demonstrating strong coverage of disparities and social determinants. However, while these topics are integrated into core teaching, structured instruction on civic engagement and policy advocacy remains limited, with the focus primarily on clinical and cultural competence rather than advocacy as a professional responsibility or the development of policy influence skills.	

Section Total (45 out of 69)	**65.22%**

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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: 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)

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

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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: 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: 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*	

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webinar hosted by Te Kupenga Hauora Māori 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 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:Waipapa Taumata Rau | University of Auckland is part of the Association of Pacific Rim Universities (APRU), an international network connecting universities from Asia, Australasia and the Americas to develop solutions in the Pacific regions. One of their three main goals includes improving sustainability.

Waipapa Taumata Rau | University of Auckland runs Te Poutoko Ora a Kiwa, a research centre dedicated towards improving Pacific and global health through collaboration with Pacific peoples in New Zealand (Aotearoa) 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: 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 Māori people, 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)

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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 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: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.*	

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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 provider. (1 point)	
There are **no** such accessible courses for post-graduate providers. (0 points)	
Score Assigned:	1
Score explanation: 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(New Zealand) develops and shares educational material with health professionals via email and their website. It functions as a professional network rather than a formal education provider, and participation is optional. Te Whatu Ora (Health New Zealand) has sustainability teams at both national and regional levels, including dedicated teams such as at Waitaha Canterbury. While these teams focus on environmental sustainability and climate resilience, there is no structured, nationwide CPD programme in planetary health. Other organisations, such as Healthify, provide some relevant resources, though these are not comprehensive or consistently aimed at sustainable healthcare.* *Overall, while a range of resources and opportunities exist, engagement is voluntary, and these activities are not coordinated through 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)

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

Score Assigned:	2

Score explanation: 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.

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 Waipapa Taumata Rau | University of Auckland. While access may depend on digital literacy and the availability of devices, health professionals are encouraged

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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 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.	

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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: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

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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
There are a number of initiatives active at Waipapa Taumata Rau | University of Auckland that allow students to interact with the environment in a positive and meaningful manner. Students are	

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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, 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: 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

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Score explanation: 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 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: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.	

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

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

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

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

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: 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.

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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: 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: 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	

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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: 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: 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	

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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 Labs 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: 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	

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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,

Overall, Waipapa Taumata Rau | University of Auckland has fully divested from fossil-fuel holdings and maintains a clear, formal commitment to exclude fossil-fuel–derived revenue from its investment portfolio. Despite minor year-to-year fluctuations in residual exposure reported in donor statements, the Foundation consistently affirms that fossil-fuel investments have been effectively eliminated. The University has also demonstrated a forward-looking approach by committing to reinvest divested funds into renewable energy companies or renewable-energy–focused campus initiatives, reinforcing its broader sustainability goals and supporting its transition to 100% renewable energy use on campus.

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	(45/69) x 100 = 65.22%	B
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) = 70.85%**	**B**

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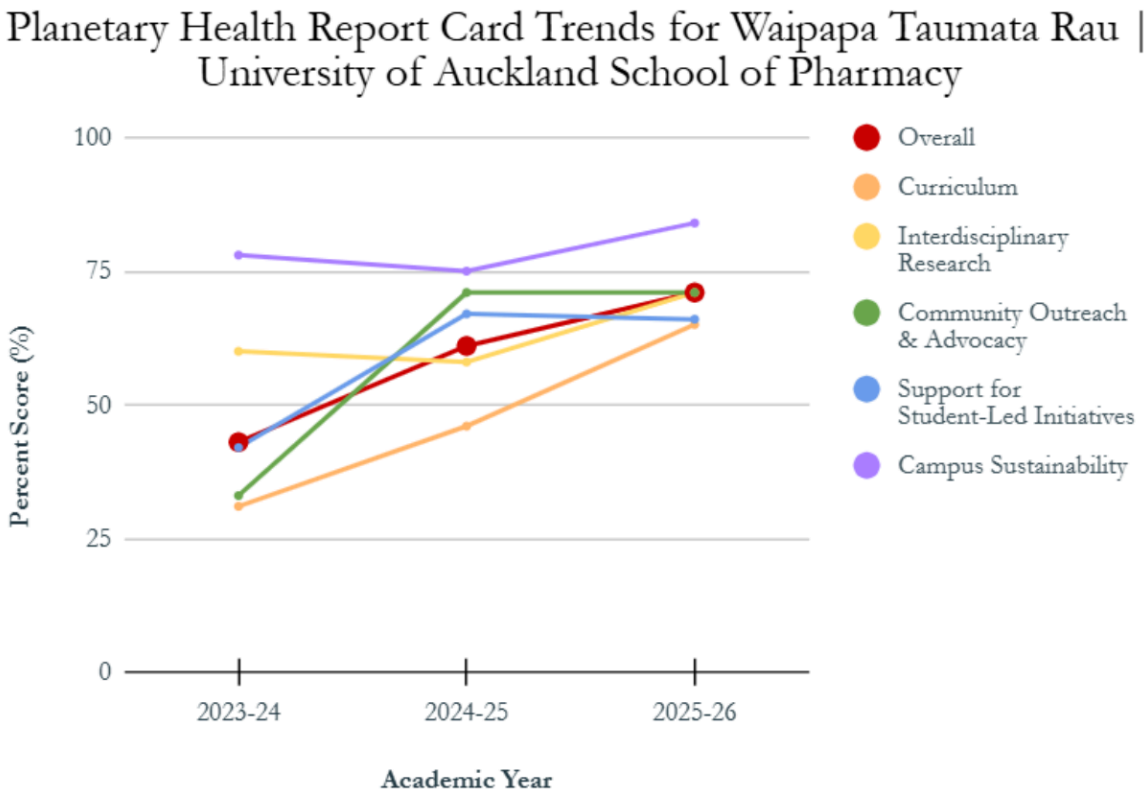
Report Card Trends

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



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