



Planetary Health Report Card (Dentistry): *University of California, San Francisco*



2024-2025 Contributing Team:

- Students: *Jessi Cook, Ali Sabouri, Keira Nguyen*
- Faculty Mentors: *Torsten Wittman*

*Primary Contact: Jessi Cook, jessica.cook@ucsf.edu

Land acknowledgment: The student team acknowledges that we occupy the unceded Ancestral homeland of the Ramaytush Ohlone peoples, who are the original inhabitants of the San Francisco Peninsula. We honor the Ramaytush Ohlone peoples for their enduring commitment to Mother Earth. As the Indigenous protectors of this land and in accordance with their traditions, the Ramaytush Ohlone have never ceded, lost, nor forgotten their responsibilities as the caretakers of this place, as well as for all peoples who reside in their traditional territory. We recognize that we benefit from living and working on their traditional homeland.

Summary of Findings

Overall Grade	B
Curriculum	D
<ul style="list-style-type: none"> UCSF School of Dentistry has worked to implement lectures and curriculum on sustainability, climate change, and the role of dentists in recent years. There are limited, standalone lectures within the Biomedical Sciences (BMS) core curriculum on climate change and the environment. These lectures also include sections on the impact of climate change on various systemic conditions, vulnerable populations, and oral health. These lectures are facilitated by the Green Teeth club at UCSF, a club focusing on implementing environment-focused programs at the school and educating the students and community. Recommendations: The school should integrate these lessons into the curriculum, rather than having standalone, optional lectures within BMS. Additionally, every core course (Patient Centered Care, Preventative and Restorative Dentistry, Dental Sciences) should have climate change and sustainability integrated into the curriculum, to engage more faculty and add multidisciplinary perspectives to the curriculum. These changes would be greatly facilitated by having a faculty liaison for environmental sustainability involved in curriculum development and review. 	
Interdisciplinary Research	A+
<ul style="list-style-type: none"> There is limited research on environmental sustainability or participation in national or international research initiatives or coalitions at the School of Dentistry specifically. However, there are several institutes at UCSF or UC-wide centers that participate in interdisciplinary research of this nature. Recommendations: The School of Dentistry is making great strides to improve their sustainability and climate activism. It is our recommendation that the school seek to be more engaged in the Center for Climate, Health, and Equity and develop dentistry-driven goals with the institute. Additionally, it would be beneficial to engage with the national and international organizations already established to help support the student-led initiatives taking place at the school currently. 	
Community Outreach and Advocacy	A
<ul style="list-style-type: none"> UCSF has intensive community outreach relating to planetary health.. Both administrators and students have been making efforts to discuss climate change with groups at other colleges in the area, host community-facing events, and provide educational materials for patients. However, students do not regularly receive communication updates about planetary health. Recommendations: The institution should provide patient education materials to be featured on the UCSF Health website regarding health salient to climate change, such as heat-related illness. 	
Support for Student-Led Initiatives	A
<ul style="list-style-type: none"> UCSF has offered a lot of support for student-led planetary health initiatives. It offers many opportunities for students to promote planetary health and research sustainability practices. There are various student-led groups on campus that get faculty advice on planetary health. Multiple programs allow students to engage in environmental justice activities and sustainable healthcare behaviors. However, there is no institution specific webpage for locating planetary health and/or sustainable healthcare projects or mentors. There are also no 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. Recommendations: UCSF can host gardening volunteer events at San Francisco's gardens/farms for students to learn about urban sustainable food systems. There must be a webpage that locates resources 	

about planetary health projects and possible mentors, including past projects.

Campus Sustainability

B+

- UCSF has multiple campus sustainability efforts and departments to assess ways to improve sustainability. There has been an effort to reduce waste and consumption, build environmentally friendly buildings, become 90% carbon neutral by 2045 and consume more clean energy.
- **Recommendations:** UCSF would benefit from more transparency in their sustainability practices, as this group found some discrepancies between the reported efforts and the actual efforts.

Statement of Purpose

Planetary health is human health.

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

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

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

Definitions & Other Considerations

Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as “the health of human 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 school 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.
- **Sustainable Oral Healthcare:** As adopted at the FDI World Dental Federation, in its Sustainability in Dentistry Statement (2017), sustainable oral healthcare is the provision of equitable, ethical, high-quality, inclusive and safe care with appropriate, effective and efficient use of resources. Through this, the healthcare opportunities of current and future generations are respected and protected by actively minimising negative environmental impacts. (*Martin, N., Mulligan, S., Shellard, I.J. and Hatton, P.V., 2022. Consensus on Environmentally Sustainable Oral Healthcare: A Joint Stakeholder Statement. Pp. 7–10. York: White Rose University Press. DOI: <https://doi.org/10.22599/OralHealth.c>. CC BY 4.0*)
- **Environmental Sustainability in Dentistry (ESD).** Learning outcomes for Environmental Sustainability in Dentistry (ESD) have been proposed by Joury et al. (2021) based on a review of the literature and adaptation of current learning outcomes in medical education:
 1. Describe concepts and definitions of climate change, carbon footprint and sustainability
 2. Discuss the importance of environmental sustainability for the health of patients
 3. Discuss the carbon hotspots of dentistry and how these can be modified
 4. Evaluate the overall environmental impact of clinical dentistry and how this can be improved through innovation.
 5. Appraise how future healthcare professionals can help shape a sustainable healthcare system, and the knowledge and skills (such as leadership), change management and co-production that they will require.
 6. Evaluate current literature and participate in research on sustainability in dentistry.
- **Dentistry School/Department vs. Institution:** When “dentistry school” is specified in the

report card, this only refers to curriculum and resources offered by the School/department of dental medicine 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 dental students, no matter where in the institution the resource comes from or if it is specifically targeted for dental students, can meet this metric.

- **Environmental history:** 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).
- **Community organisations:** For most institutions, there are existing groups that are not directly affiliated with the university and exist as a product of what the community the institution exists in cares about or needs. These specific community organisations relevant to this report include those that are focused around some aspect of climate and health preservation. These community organisations can include but are not limited to local mutual aid initiatives, underserved-resource distribution groups, clean-up and nature conservation groups, community gardeners, and other environmental-related organisations. If your institution does not have access to local volunteerships with community groups, please report any community organisations your institution or school has collaborated with.
- **Climate justice:** The idea that certain population groups and geographical locations which are disproportionately more impacted by climate change are already economically and socially disadvantaged. This double vulnerability sits alongside pre-existing social justice concerns and should therefore shift policy and practice to mitigate the inequitable effects of the climate crisis.

- **Extractivism:** The removal of natural resources typically in large quantities. Within anthropology this term is often used in the context of colonialism to refer to the historic seizing of natural resources, a practice which has developed business models tied to ecological degradation and loss of biodiversity.
- **Global South:** Nations that often have less economic and industrial development and are typically in the southern hemisphere. These nations have been found to be disproportionately impacted by the climate crisis.
- **Low socioeconomic status (SES):** An individual or geographical area that across a variety of socioeconomic factors (e.g., income, education, race/ethnicity) is considered vulnerable. This vulnerability has been correlated to more adverse health outcomes often as a consequence of encountering more barriers in accessing and receiving healthcare.
- **Low and Middle-Income Countries (LMIC):** Countries that have lower degrees of economic affluence.
- **Anthropogenic:** Created through human activity
- **Marginalised 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).

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.

Completed in 2022 a [Literature Review by Metric](#) is available for the 2022 medicine report card metrics. We are in the process of updating this review and making it more applicable to all the disciplines. However the review serves as a rough collection of references for further learning and a resource for those advocating for increased planetary health engagement at their institutions.

Planetary Health Curriculum

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

Curriculum: General

1.1. Did your <u>dental school</u> offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare (ESH) / Environmental Sustainability in Dentistry (ESD) or Planetary Health in the last year?	
Yes, the dental school has offered more than one elective whose primary focus is ESH/ESD/planetary health in the past year. (3 points)	
Yes, the dental school has offered one elective whose primary focus is ESH/ESD/planetary health in the past year. (2 points)	
The dental school does not have any electives whose primary focus is ESH/ESD/planetary health, but there are one or more electives that include a lecture on planetary health. (1 points)	
No, the dental school has not offered any electives on planetary health or electives that include ESH/ESD/planetary health topics in the past year. (0 points)	
Score Assigned:	0
<i>Score explanation: The school offers no electives on planetary health or electives that include the above topics.</i>	

Curriculum: Environmental Threats to the Planet

1.2. Does your <u>dental school</u> address the concept of climate change, its causes and its impacts on humankind and biodiversity?	
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 or other learning experiences (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2

Score explanation: The school addresses this topic throughout the Biomedical Sciences (BMS) 116, 117, and 118 courses, which are core courses in the curriculum. Each course within the above had at least one core objective addressing climate change, its causes, and impacts.

1.3. Does your dental school address the concept of pollution, its causes and its impacts on humankind and biodiversity?

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** or **other learning experiences** (1 point)

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

Score Assigned:

0

Score explanation: There is little to no discussion of pollution, causes and impacts on humankind in the curriculum.

1.4. Does your dental school curriculum address environmental citizenship, the impact of human choices and current and emerging environmental actions?

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** or **other learning experiences** (1 point)

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

Score Assigned:

0

Score explanation: The school does not address these topics.

Curriculum: Health Effects of Climate Change

1.5. Does your dental school curriculum address the impacts of climate change, air pollution and extreme weather events (extreme heat) on individuals' general 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** or **other learning experiences** (1 point)

This topic was not covered. (0 points)	
Score Assigned:	3
<i>Score explanation: BMS 116, 117, and 118 each include 2 lectures given by the Green Teeth Club at UCSF. These lectures are 1 hour long and discuss the effects of climate change on health and patient presentations we might expect to see in the clinic, and ways to mitigate or be mindful of the impact of climate change on an individual.</i>	

1.6. Does your <u>dental school</u> curriculum explore potential links or associations between <u>oral health</u> outcomes 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 or other learning experiences (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<i>Score explanation: BMS 116, 117 and 118 lectures also cover the implications of climate change on oral health. Given the limited research on the topic, the lectures do not cover this as extensively as they do the above.</i>	

1.7. Does your <u>dental school</u> curriculum address the impact of climate change on the changing patterns of infectious diseases?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework or other learning experiences (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<i>Score explanation: There is one lecture on how climate change can affect the spread of infectious diseases within the BMS 117 curriculum.</i>	

1.8. Does your <u>dental school</u> curriculum address the impact of anthropogenic and/or industry-related environmental toxins on <u>human health</u>?
--

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 or other learning experiences (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation: These topics are not covered.</i>	

1.9. Does your <u>dental school</u> curriculum address the outsized impact of <u>climate change</u>, <u>pollution</u> & <u>anthropogenic environmental toxins</u> on marginalised populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework or other learning experiences (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<i>Score explanation: The Green Teeth lectures in the BMS curriculum address the impact of climate change on marginalized populations, highlighting the manifestations we might see in our patient population which, as a whole, is often marginalised.</i>	

Curriculum: Sustainability

1.10. Does your <u>dental school</u> curriculum address the concept of environmental sustainability?	
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 or other learning experiences (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation: The school offers no courses or lectures addressing the above topic.</i>	

1.11. Does your dental school curriculum address the concept & importance of sustainable healthcare?

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** or **other learning experiences** (1 point)

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

Score Assigned: 0

Score explanation: The school offers no courses or lectures addressing the above topic.

1.12. Does your dental 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** or **other learning experiences** (1 point)

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

Score Assigned: 2

Score explanation: The Green Teeth club gives one lecture on this topic during the BMS core curriculum, and hosts lunch-and-learns on recycling in the clinic.

1.13. Does your dental school curriculum address the concept & importance of sustainable oral healthcare?

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** or **other learning experiences** (1 point)

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

Score Assigned: 0

Score explanation: The school offers no courses or lectures addressing the above topic.

1.14. Does your dental school curriculum address the environmental impact of oral healthcare

<u>systems and interventions?</u>	
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 or other learning experiences (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<i>Score explanation: There are several lectures in the BMS curriculum that address the environmental impact of oral health care systems, including but not limited to: the impact of dental biomedical waste, single use plastics (such as hygiene barriers), and the impact of stone and gypsum.</i>	

1.15. Does your <u>dental school</u> curriculum address the importance of <u>measuring the environmental impact of oral healthcare</u> to identify & reduce contributing factors?	
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 or other learning experiences (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation: The school offers no courses or lectures addressing the above topic.</i>	

Curriculum: Sustainability through Good Oral Healthcare

1.16. Does your <u>dental school</u> curriculum address the importance of promotion of <u>good oral health</u> and <u>preventive care</u> in the delivery of <u>sustainable oral healthcare</u>?	
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 or other learning experiences (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation: The school offers no courses or lectures addressing the above topic.</i>	

1.17. Does your dental school curriculum address the environmental significance of delivery of high-quality (operative care) oral healthcare?

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** or **other learning experiences** (1 point)

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

Score Assigned:	0
-----------------	---

Score explanation: The school offers no courses or lectures addressing the above topic.

1.18. Does your dental school curriculum address the environmental significance of ‘integrated oral care’?

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** or **other learning experiences** (1 point)

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

Score Assigned:	0
-----------------	---

Score explanation: Although the curriculum does address integrated healthcare, it does not do so in the context of the environment.

1.19. Does your dental school curriculum address the importance, environmental & oral health outcomes of individual & dental team’s ownership of care?

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** or **other learning experiences** (1 point)

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

Score Assigned:	3
-----------------	---

Score explanation: The BMS, Dental Sciences, Patient Centered Care core courses address ownership of care at length. Additionally, dental students participate in seminars involving students from all schools (PT, Nursing, Medicine, Pharmacy) to discuss whole body health care. Antibiotic resistance and stewardship is also discussed at length in the BMS curriculum.

1.20. In training for patient encounters, does your dental school's curriculum introduce strategies to have conversations with patients about the health effects of climate change?

Yes, there are strategies introduced for having conversations with patients about climate change in the **core** curriculum. (2 points)

Yes, there are strategies introduced for having conversations with patients about climate change in **elective** coursework. (1 points)

No, there are **no** strategies introduced for having conversations with patients about climate change. (0 points)

Score Assigned:

1

Score explanation: This is discussed very briefly in one lecture in the BMS curriculum, where it is included in having conversations with patients who are vulnerable to climate change health effects, like the unhoused or lower income communities.

Curriculum: Administrative Support for Planetary Health

1.21. Is your dental school currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/Environmental Sustainability in Dentistry (ESD)/Planetary Health education?

Yes, the dental school is currently in the process of making **major** improvements to ESH/ESD/planetary health education. (4 points)

Yes, the dental school is currently in the process of making **minor** improvements to ESH/ESD/planetary health education. (2 points)

No, there are **no** improvements to Planetary Health education in progress. (0 points)

Score Assigned:

2

Score explanation: The BMS curriculum is under consistent review for ways to introduce or increase these topics to the dental students.

1.22. How well are the aforementioned planetary health/Education for Sustainable Healthcare/Environmental Sustainability in Dentistry (ESD) topics integrated longitudinally into the core curriculum?

Planetary health/ESH/ESD topics are **well integrated** into the core dental school curriculum. (6 points)

Some planetary health/ESH/ESD topics are appropriately integrated into the core dental student curriculum. (4 points)

Planetary health/ESH/ESD is not integrated and is primarily addressed in (a) standalone lecture(s) . (2 points)	
There is minimal/no education for sustainable healthcare. (0 points)	
Score Assigned:	2
<i>Score explanation: As mentioned, the BMS curriculum includes 6-8 lectures given by the Green Teeth curriculum team. These lectures are completely standalone and cover ESD/ESH topics.</i>	

1.23. Does your <u>dental school</u> appoint a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?	
Yes , the dental school has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)	
No , the dental school does not have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)	
Score Assigned:	0
<i>Score explanation: The dental school does not have a specific faculty/staff member responsible for this.</i>	

Section Total (23 out of 70)	32.86%
-------------------------------------	---------------

Back to Summary Page [here](#)

Interdisciplinary Research

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

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?	
Yes, there are faculty members at the institution who have a primary research focus in planetary health or sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the institution who are conducting research related to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the institution , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are no planetary health and/or sustainability researchers at the institution at this time. (0 points)	
Score Assigned:	3
<i>Score explanation: The dental school has no such research. However, the broader UCSF community has several researchers and initiatives to promote healthcare sustainability, such as the new ECO-Health initiative. Dr. Weiser and Dr. Arianne Teherani are the Founding Co-Directors of the UC Center for Climate, Health and Equity, with research on the health impacts of climate change specified to be a pillar of the Center's mission.</i>	

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your <u>institution</u>?	
There is at least one dedicated department or institute for interdisciplinary planetary health research. (3 points)	
There is not currently a department or institute for interdisciplinary planetary health research, but there are plans to open one in the next 3 years. (2 points)	
There is an Occupational and Environmental Health department , but no interdisciplinary department or institute for planetary health research. (1 points)	
There is no dedicated department or institute. (0 points)	

Score Assigned:	3
<p><i>Score explanation: UCSF has an Environmental Research and Translation for Health Institute who's mission statement is to "is to solve the growing burden of chronic disease by accelerating the pace of identifying and preventing harmful environmental exposures that undermine health, reproduction, and human development." This is not a dental school specific initiative or institute, but dental school faculty is welcome to participate in and utilize the facilities and cores provided by the institute.</i></p>	

<p>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 <u>institution</u>?</p>	
<p>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)</p>	
<p>Yes, there is a process in which community members impacted by climate and environmental injustice advise the climate + environmental research agenda. (2 points)</p>	
<p>No, but there are current efforts to establish a process for community members to advise or make decisions on the research agenda. (1 points)</p>	
<p>There is no process, and no efforts to create such a process. (0 points)</p>	
Score Assigned:	3
<p><i>Score explanation: The Community Engagement Core of the EaRTH Center informs all EaRTH Center priorities based on community input through the Stakeholder Advisory Board (SAB). The SAB consists of practicing health professionals and others working at the intersection of environment and health, including a certified nurse midwife, an ecology professor and environmental justice advocate, community health workers, and public health professionals. Together, they represent the environmental health research and education needs of their respective communities, review projects and pilot grants, and disseminate research findings to accelerate their implementation.</i></p>	

<p>2.4. Does your <u>institution</u> have a planetary health website that centralises ongoing and past research related to health and the environment?</p>	
<p>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)</p>	
<p>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)</p>	
<p>The institution has an Office of Sustainability website that includes some resources related to health and the environment. (1 point)</p>	

There is no website. (0 points)	
Score Assigned:	3
<i>Score explanation: UCSF has a website devoted to the Center for Climate, Health, and Equity. This is not a School of Dentistry-specific website or center, but a UCSF-wide initiative that the school has access to.</i>	

2.5. Has your <u>institution</u> recently hosted a conference or symposium on topics related to planetary health?	
Yes, the institution has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)	
Yes, the institution has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)	
Yes, the institution has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)	
The institution has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)	
No, the institution has not hosted a conference on topics related to planetary health in the past three years. (0 points)	
Score Assigned:	4
<i>Score explanation: UCSF hosted multiple symposiums and events on climate health over the past year, including the following:</i> <ul style="list-style-type: none"> • 2024 NorCal Symposium on Climate, Health, and Equity — hosted by the UC Center for Climate, Health and Equity in collaboration with Stanford and UC Davis, this year's event explored the role of informatics and AI in enhancing solutions and resilience to the impacts of climate change, featuring contributions from local organizations, experts in public health, and informaticians • UCSF EaRTH Center 4th Annual Research and Translation Forum — this year's theme was "Use of cutting edge in vitro/in silico tools to understand chemical impacts on human health." 	

2.6. Is your <u>institution</u> a member of a national or international planetary health or ESH/ESV organisation?	
Yes, the institution is a member of a national or international planetary health or ESH/ESV organisation. (1 points)	
No, the institution is not a member of such an organisation. (0 points)	

Score Assigned:	1
<i>Score explanation: UCSF School of Dentistry is not a member of the above organizations. However, the UC system is a member of the planetary health alliance via the University of California Global Health Institute.</i>	

Section Total (17 out of 17)	100%
-------------------------------------	-------------

Back to Summary Page [here](#)

Community Outreach and Advocacy

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

3.1. Does your <u>institution</u> partner with community organisations to promote planetary and health?	
Yes, the institution meaningfully partners with multiple community organisations to promote planetary and environmental health. (3 points)	
Yes, the institution meaningfully partners with one community organisation to promote planetary and environmental health. (2 points)	
The institution does not partner with community organisations, but has participated in community focused events relating to planetary health. (1 point)	
No, there is no such meaningful community partnership. (0 points)	
Score Assigned:	3
Score explanation: The UCSF Center for Climate, Health, and Equity (CCHE) is dedicated to advancing equitable climate action by developing and promoting climate solutions that foster healthy and equitable communities. UCSF also engages with local community partners through its Community Relations program, aiming to build relationships and incorporate community input into UCSF's activities and initiatives. This year, dental students specifically went out to UC Berkeley to discuss the ties between climate change and the health profession with a focus on the roles of dentists.	

3.2. Does your <u>institution</u> offer community-facing courses or events regarding planetary health?	
The institution offers community-facing courses or events at least once every year. (3 points)	
The institution offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points)	
The institution has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)	

The institution has not offered such community-facing courses or events. (0 points)	
Score Assigned:	3
<i>Score explanation: The Healthy People, Healthy Planet Virtual Symposium, held on November 8, 2024, featured presentations from experts on the reciprocal relationship between personal and planetary well-being.</i>	

3.3. Does your <u>institution</u> have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?	
Yes, all students regularly receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)	
Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to some courses . (1 point)	
Students do not receive communications about planetary health or sustainable healthcare. (0 points)	
Score Assigned:	1
<i>Score explanation: The UCSF Office of Sustainability, the UCSF EaRTH Center, and the UC Center for Climate, Health and Equity each have their own newsletters. Students may subscribe if interested, but there is no communication about joining these newsletters or updates in general newsletters sent by the School of Medicine.</i>	

3.4. Does the <u>institution</u> or <u>main affiliated hospital trust</u> engage in professional education activities targeting individuals post graduation with the aim of ensuring their knowledge and skills in planetary health and sustainable healthcare remain up to date during their professional career?	
Yes, the institution or main affiliated hospital trust offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health. (2 points)	
Yes, the institution or main affiliated hospital trust offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers. (1 point)	
There are no such accessible courses for post-graduate providers. (0 points)	
Score Assigned:	2
<i>Score explanation: The UCSF Office of Continuing Medical Education (CME) provides a variety of courses, including those focused on environmental and occupational health. Additionally, the UCSF Center for Healthcare Value is developing a digital curriculum featuring an online, self-paced course to educate UCSF graduate medical education learners about sustainable healthcare practices.</i>	

3.5. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational materials for patients about environmental health exposures?	
Yes, the institution or all affiliated hospitals have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	2
<i>Score explanation: UCSF and its affiliated teaching hospitals provide accessible educational materials for patients regarding environmental health exposures. The Environmental Health and Research Translation (EaRTH) Center offers resources in English, Spanish, and Mandarin to help individuals protect against extreme heat, a significant environmental health concern.</i>	

3.6. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> 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:	1
<i>Score explanation: While UCSF Health is lacking patient education materials related to climate change and health, Zuckerberg San Francisco General Hospital offers resources for patients regarding air quality and extreme heat. UCSF Health has the infrastructure to include patient education on topics related to environmental health within their Library and Resource Center, but has not yet included resources. It would be reasonable to include similar patient education on heat-related illnesses and air-quality health safety measures.</i>	

Section Total (12 out of 14)	85.71%
-------------------------------------	---------------

Back to Summary Page [here](#)

Support for Student-Led Planetary Health Initiatives

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

4.1. Does your <u>institution</u> offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the institution <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> sustainability QI projects are part of the core curriculum. (2 points)	
The institution encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, but there is no student funding available and there is no requirement to participate. (1 point)	
No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	2
Score explanation: The UCSF Medical Education program offers the Deep Explore curriculum, allowing students to engage in various projects, including quality improvement initiatives. This program provides mentorship and resources to support students in their projects.	

4.2. Does your <u>institution</u> offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?	
The institution has a specific research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)	
There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these require student initiative to seek these 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:	2
Score explanation: UCSF Earth offers the Environmental Scholars Program for students to learn about factors in the environment that determine health outcomes, with emphasis on justice and equity. In addition, The American Dental Careers Fellowship Program (ADCFP) provides opportunities for dental students to perform research related to sustainable oral healthcare.	

4.3. Does the institution have a web page 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 institution and/or contact of information of potential mentors.

The institution has a web page 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 web page 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 web page for locating planetary health and/or sustainable healthcare projects or mentors. (0 points)

Score Assigned:

2

Score explanation: The [UCSF EaRTH Center](#) is an interdisciplinary group that aims to focus on the impacts of harmful environmental pollutants on health and human development. Their website features mentors, projects achieved and underway, funding opportunities, and contact information. The [UC Center for Climate, Health, and Equity](#) (CCHE) is focused exclusively on climate change and its impacts on health, with a website that lists key UCSF affiliates and their contact information. The site also hosts several student initiatives, such as the American Medical Association (AMA) Climate Education Modules, Interview without Harm, and Wildfires and Health Education Hub.

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

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

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

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

Score Assigned:

2

Score explanation: [UCSF Medical Students for a Sustainable Future \(MSFSF\)](#) focuses on sustainability in healthcare, advocating for sustainable practices within UCSF and the broader healthcare system. The group is committed to engaging students in learning about environmental health and how it intersects with medical practice. They have faculty advisors who support and guide their initiatives. At the School of Dentistry, [Green Teeth](#) is dedicated to planetary health and sustainable oral healthcare.

4.5. Is there a student liaison representing sustainability interests who serves on a <u>department or institutional</u> decision-making council to advocate for curriculum reform and/or sustainability best practices?	
Yes, there is a student representative that serves on a department or institutional decision-making council/committee. (1 points)	
No, there is no such student representative. (0 points)	
Score Assigned:	1
<i>Score explanation: There is a medical student representative who sits on the UCSF Advisory Committee on Sustainability, with ongoing efforts by the Office of Sustainability to include student representation in other institutional committees. Additionally, there are two major avenues for input on the medical school curriculum, in partnership with Climate Justice members: the Anti-Oppression Curriculum Initiative (AOCI), through which student collaborators from the CCHE can provide input on the curriculum, and the Student Medical Education Council, where student members of the CCHE are given direct access to governance committee members to advocate for curricular topics. Lastly, students can advocate for sustainability best practices and curricular reform through the Curriculum Ambassador program.</i>	

4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	Score
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	0
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	1
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	1
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	0
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
<i>Score explanation:</i> <ul style="list-style-type: none"> - UCSF consistently holds events related to planetary health that have students as the intended audience (see above). - Environmental Justice and Community Organizing offered an elective course that encourages students to engage with the Bayview-Hunters Point community in San Francisco, focusing on environmental and public health issues. 	

- *The UCSF National Center of Excellence in Women's Health hosted the "[Serenity](#)" series art exhibit, curated by San Francisco Women Artists. This exhibit showcased works that enhance the healing environment, engaging and uplifting visitors, practitioners, and staff.*
- *UCSF Outdoor Programs organizes [overnight excursions](#) to over 20 locations that provide opportunities for students to explore the natural beauty of the Bay Area. The program also offers guided [kayaking trips](#) that allow participants to experience San Francisco from a unique perspective, combining recreation with environmental appreciation.*

Section Total (13 out of 15)

86.67%

Back to Summary Page [here](#)

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 dental schools, clinics, and hospitals must set the standard for sustainable practices, and show other sectors what is possible when it comes to minimising environmental impact.*

5.1. Does your <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of hospital sustainability. (2 points)	
There are no salaried sustainability staff , but there is a sustainability task force or committee. (1 point)	
There are no staff members or task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	3
<i>Score explanation: UCSF has an office of sustainability with 5 dedicated staff members. Although there is not one designated staff member for sustainability at the hospital, since we are a campus that is exclusively health focused and not associated with an undergraduate campus, an associated full-time sustainability staff member</i>	

5.2. How ambitious is your <u>institution's</u> plan to reduce its own carbon footprint?	
The institution has a written and approved plan to achieve carbon neutrality by 2030 (5 points)	
The institution has a written and approved plan to achieve carbon neutrality by 2040 (3 points)	
The institution has a stated goal of carbon neutrality by 2040 but has not created a plan to reach that goal or the plan is inadequate (1 point)	
The institution does not meet any of the requirements listed above (0 points)	
Score Assigned:	5
<i>Score explanation: UCSF has a written and approved plan to achieve carbon neutrality by 2025 for its direct and purchased emissions, and by 2030 for indirect emissions.</i>	

[Campus Life Services](#)

While UCSF is on track to meet its 2025 goal, the reliance on carbon offsets for the remaining emissions may be subject to future evaluation, especially considering the University of California's [updated climate action goals](#), which prioritize direct emissions reductions over offset purchases.

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

Yes, the 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:

1

Score explanation: Although UCSF has not yet reached the goal set by University of California's policy of reaching 100% clean electricity by 2025, UCSF's teaching buildings are currently powered by approximately 98% clean electricity. The annual report can be found [here](#). However, only 62% of total electricity consumed by UCSF is clean. Commitment to 100% clean and renewable energy is key for UCSF to reach its net zero emissions and sustainability goals. (Note that this statistic is not published on the Office of Sustainability website. It was obtained from internal documents shared with students for this report.)

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:

According to the UC Sustainable practices policy: All new buildings will at a minimum achieve a US Green Building Council Leadership in Energy and Environmental Design “Gold” .

Additionally, whenever possible within the constraints of program needs and standard budget parameters, all new buildings will strive to achieve certification at a USGBC LEED “Platinum” rating. This provision applies to all building projects submitting Preliminary Drawings after January 1, 2024 (per section V.A.1.a.).

UCSF has been actively retrofitting its buildings to be more sustainable, though it’s unclear if the majority have been upgraded. They’ve implemented energy-efficient lighting, HVAC upgrades, and low-flow water fixtures, especially in labs and clinical areas. Many buildings follow LEED standards, like the Parnassus campus renovations, which earned LEED Gold. While they’re making progress, there’s no exact figure on how many buildings have been retrofitted.

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

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

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

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

Score Assigned:

2

Score explanation: Yes, UCSF has implemented strategies to encourage and provide environmentally-friendly transportation options, such as safe active transport, public transport, and carpooling, and these options are well-utilized by students. The institution offers various sustainable commuting options, including UCSF Health shuttles, local transit, biking, and walking.

Additionally, UCSF has developed its first Bicycle and Micro Mobility Plan to promote sustainable travel to and from the campus.

Furthermore, UCSF is participating in the Clipper® BayPass program, providing employees with unlimited free access to multiple Bay Area transit services, thereby encouraging the use of public transportation.

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
<i>Score explanation: UCSF's buildings all have multiple waste bins for trash, recycling, and composting. These buildings are accessed by students and faculty, and the 3-in-1 waste bins are placed near dining tables, in hallways outside of labs, and near main entrances to the buildings.</i>	

5.7. Does the <u>institution</u> apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?	
Yes, the institution has adequate sustainability requirements for food and beverages, including meat-free days or no red-meat, and is engaged in efforts to increase food and beverage sustainability. (3 points)	
There are sustainability guidelines for food and beverages, but they are insufficient or optional . The institution is engaged in efforts to increase food and beverage sustainability. (2 points)	
There are sustainability guidelines for food and beverages, but they are insufficient or optional . The institution is not engaged in efforts to increase food and beverage sustainability. (1 point)	
There are no sustainability guidelines for food and beverages. (0 points)	
Score Assigned:	1
<i>Score explanation: While UCSF has made significant strides in sustainability—such as prioritizing local food sourcing, promoting plant-based meals, and offering options with compostable packaging—there is no clear, formal mandate in place for all food and beverage selections. Efforts are underway to encourage more sustainable choices, such as making the menu more plant-rich and reducing food waste, but these sustainability initiatives are not yet fully integrated into mandatory procurement or comprehensive food-service policies.</i>	

5.8. Does the <u>institution</u> apply sustainability criteria when making decisions about supply procurement?	
Yes, the institution has adequate sustainability requirements for supply procurement and is engaged in efforts to increase sustainability of procurement. (3 points)	
There are sustainability guidelines for supply procurement, but they are insufficient or optional . The institution is engaged in efforts to increase sustainability of procurement. (2 points)	
There are sustainability guidelines for supply procurement, but they are insufficient or optional . The institution is not engaged in efforts to increase sustainability of procurement. (1 point)	
There are no sustainability guidelines for supply procurement. (0 points)	

Score Assigned:	3
<p><i>Score explanation: As part of the broader University of California system, UCSF adheres to the Sustainable Procurement Policy & Guidelines from the University of California Office of the President (UCOP). These guidelines set clear expectations for sustainability in procurement, and the system is actively working towards compliance with various sustainability metrics, such as using tools like EcoVadis and the Sustainable Purchasing Dashboard to track and ensure that purchasing decisions align with environmental and social responsibility standards.</i></p> <p><i>The policies are not optional and are actively incorporated into UCSF's procurement practices, with measurable goals such as achieving 100% compliance with Level Green Spend within three fiscal years.</i></p>	

5.9. Are there sustainability requirements or guidelines for events hosted at the institution?	
Every event hosted at the institution must abide by sustainability criteria. (2 points)	
The institution strongly recommends or incentivizes sustainability measures, but they are not required . (1 point)	
There are no sustainability guidelines for institution events. (0 points)	
Score Assigned:	1
<p><i>Score explanation: UCSF has established sustainability guidelines for events, offering resources to assist event planners in making sustainable choices. The Office of Sustainability provides a Sustainable Meetings & Events Guide, which includes recommendations on food, dishware, cutlery, communication materials, transportation, and handling leftover food. Additionally, a self-guided checklist is available, allowing individuals to earn certification points by incorporating sustainability features into their events. However, these guidelines are currently recommended rather than mandatory.</i></p>	

5.10. Does your <u>institution</u> 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: At UCSF, there is [a LivingGreen program](#) where a team of experts will meet with your lab on-site and provide recommendations to reduce the lab's environmental impact and get co-workers engaged, with follow-up visits and a multi-tiered certification awarded.

Additionally the office of sustainability is offering to switch out flame bunsen burners for electric ones in an effort to meet carbon neutrality by 2025 policy.

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

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

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

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

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

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

Score Assigned:

2

Score explanation: The University of California (UC) system, which includes UCSF, has undertaken [steps to divest](#) from fossil fuel companies. In September 2019, UC announced its decision to divest approximately \$150 million from the top 200 publicly traded fossil fuel companies, representing about 3% of its public equity holdings.

Furthermore, UC has committed over \$1 billion to clean energy [investments](#), with \$750 million allocated to leading wind and solar developers.

In June 2022, the [UC Retirement Savings Program](#) removed all companies owning fossil fuel reserves from its fund offerings, aligning with the system's broader divestment strategy.

While these actions demonstrate a commitment to divesting from fossil fuels, the UC system has not fully divested from all fossil fuel investments across all funds. Some investments, particularly in private equity and other asset classes, still include [fossil fuel holdings](#).

<https://pestakeholder.org/wp-content/uploads/2020/05/PE-investments-in-fossil-fuels-021420.pdf>

Section Total (24 out of 32)

75%

Back to Summary Page [here](#)

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%

Planetary Health Grades for the UCSF School of Dentistry

The following table presents the individual section grades and overall institutional grade for the UCSF School of Dentistry on this dental-school-specific Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(23/70) \times 100 = 32.86\%$	D
Interdisciplinary Research (17.5%)	$(17/17) \times 100 = 100\%$	A+
Community Outreach and Advocacy (17.5%)	$(12/14) \times 100 = 85.71\%$	A
Support for Student-led Planetary Health Initiatives (17.5%)	$(13/15) \times 100 = 86.67\%$	A
Campus Sustainability (17.5%)	$(24/32) \times 100 = 75\%$	B+
Institutional Grade	$(32.86 \times 0.3 + 100 \times 0.175 + 85.71 \times 0.175 + 86.67 \times 0.175 + 75 \times 0.175) = 70.65\%$	B