



---

# Planetary Health Report Card (Dentistry) 2026: New York University College of Dentistry

---



**NYU | DENTISTRY**

2025-2026 Contributing Team:

- Students: *Adam Grizzle (D4)*
- Faculty Mentors: *Paul Baker, DDS*

\*Primary Contact: Adam Grizzle, [ang447@nyu.edu](mailto:ang447@nyu.edu)

Land acknowledgment: The dental team at NYU College of Dentistry acknowledges that our school location occupies the traditional, unceded lands of the Lenape people, who have been the stewards of the land of the New York City area for generations. We honor all of the Lenape nations for their enduring connection to this region, and we recognize the responsibility to respect and care for the land that they have protected. We are mindful that our work and presence here takes place in their ancestral homeland, and we commit to learning from and supporting Indigenous communities whenever possible.

## Summary of Findings

<b>Overall Grade</b>	<b>C+</b>
<b>Curriculum</b>	<b>C-</b>
<ul style="list-style-type: none"> <li>The New York University College of Dentistry covers planetary health and sustainability topics in the core curriculum primarily through the lecture course series “Practice Management” given in the second, third, and fourth years of dental school. Broad topics of climate change and the significance of environmental health are briefly introduced and discussed before exploring the impact of healthcare on planetary health in more detail, as well as providing resolutions for more sustainable dental practices. The importance of sustainability is also reviewed in terms of practice overhead and waste reduction with an attention to financial concerns.</li> <li><b>Recommendations:</b> Increased active participation in practicing sustainable dentistry as part of the clinical curriculum, rather than keeping sustainability topics limited to didactic courses to solidify greener habits for students to carry into their practice after graduation. This may include enforcement of material and supply distributions and discussion of sustainable tips during morning huddles. Limited benefits may be observed through increased exposure to sustainability topics delivered only through didactic courses, so application during clinical experiences is essential.</li> </ul>	
<b>Interdisciplinary Research</b>	<b>A</b>
<ul style="list-style-type: none"> <li>The Department of Global and Environmental Health within the NYU School of Global Public Health serves as the primary institute for planetary health research at NYU, which offers interdisciplinary collaboration through dual degree programs involving DDS, MD, and nursing. However, within the College of Dentistry itself, limited interdisciplinary research opportunities exist. Dental students may independently engage in planetary health research under the mentorship of faculty members within the College of Dentistry, several of whom have demonstrated interests in sustainability and environmental health, as part of the Environmental Sustainability Committee.</li> <li><b>Recommendations:</b> Though ample research opportunities exist, greater visibility and more structured access to resources would enhance student engagement and facilitate participation.</li> </ul>	
<b>Community Outreach and Advocacy</b>	<b>D</b>
<ul style="list-style-type: none"> <li>New York University has minimal community outreach relating to planetary health, with the Office of Sustainability instead devoting resources internally to the university community of students, faculty, and staff with an attention to improving campus operations and involvement within the school.</li> <li><b>Recommendations:</b> Increase involvement and partnerships with the surrounding community organizations to support planetary health. Implementation of an outreach division within the Office of Sustainability would significantly improve opportunities, but this may also be fulfilled with student run outreach organizations.</li> </ul>	
<b>Support for Student-Led Initiatives</b>	<b>A-</b>
<ul style="list-style-type: none"> <li>NYU provides multiple resources in support of student groups dedicated to planetary health, including access to grants and funding, faculty mentorship, and platforms helping students learn how to get involved. Within the College of Dentistry, formal student leadership positions exist that are able to advocate for sustainability and represent their priorities in institutional discussions.</li> <li><b>Recommendations:</b> Active engagement in planetary health interest groups at the College of Dentistry is limited only to students in appointed positions. Students may independently pursue sustainability initiatives, but currently no sustainability club or organization exists that is open to the general student body.</li> </ul>	

Campus Sustainability	B-
<ul style="list-style-type: none"><li>• NYU has shown strong commitment to improving campus sustainability through comprehensive operational improvements, including enhanced renewable energy sourcing, building design, promoting environmentally friendly food systems, and transportation options. The institution has established clear, long term sustainability goals supported by defined strategies that continue to make positive progress.</li><li>• <b>Recommendations:</b> Due to the nature of the campus spread throughout New York City across multiple buildings, considerable variation exists between each facility regarding sustainability efforts. Establishing clearly defined institutional standards would promote greater consistency and accountability.</li></ul>	

# 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 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 the 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*)
- **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.

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

## Scoring Matrix

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

**Other considerations:**

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

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

# Planetary Health Curriculum

***Section Overview:*** *This section evaluates the integration of relevant planetary health topics into the dental 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*

<b>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?</b>	
Yes, the dental school has offered <b>more than one</b> elective whose primary focus is ESH/ESD/planetary health in the past year. (3 points)	
Yes, the dental school has offered <b>one</b> elective whose primary focus is ESH/ESD/planetary health in the past year. (2 points)	
The dental school does <b>not</b> have any electives whose primary focus is ESH/ESD/planetary health, but there is one or more electives that include a <b>lecture</b> on planetary health. (1 point)	
No, the dental school has <b>not</b> 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: Currently, NYU does not offer electives on planetary health, or with ESH/ESD/planetary health topics in the past year.</i>	

## *Curriculum: Environmental Threats to the Planet*

<b>1.2. Does your <u>dental school</u> address the concept of climate change, its causes and its impacts on humankind and biodiversity?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective coursework</b> or <b>other learning experiences</b> (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2

*Score explanation: Climate change, including both its causes and impacts on humankind, is covered in the “Sustainability in Dentistry” lecture in the D4 Practice Management III course as part of the core DDS curriculum. Focus is placed on the state of the current healthcare delivery model, and its contributions towards the negative impacts of climate change. Recommendations are presented that outline strategies to reduce these harmful effects.*

**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: 2

*Score explanation: The concept of pollution is discussed in the “Sustainability in Dentistry” lecture in the Practice Management III course as part of the core DDS curriculum. Brief introductory discussions are made on the general topic of pollution and its environmental impacts to spread awareness, but does not go into depth. Focus is instead placed on specific indications with healthcare and dentistry, highlighting issues regarding waste generation and environmentally damaging materials.*

**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: 2

*Score explanation:*

- *Environmental citizenship is the partial focus of the “Cost of Waste in Dentistry” lecture in the Practice Management III course as part of the core curriculum, emphasizing the importance and incentive of reducing waste in dental practice as overhead costs are factored in. This opens the discussion towards having a positive impact on the environment and climate change.*
- *Weekly newsletters contain “Planet Plaque” flyers to provide tips for sustainable practices as well as promote awareness for environmental concerns.*

**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:

0

*Score explanation: There is very limited referencing to the impact of climate change on individuals' health. In the "Disaster Preparedness" lecture in the D3 Practice Management II course, climate change is listed as a factor in natural disasters, with the role of the dental team in a practice to ensure patient safety in active disaster situations. No discussion is made regarding the role of the dental practitioner in addressing climate change directly.*

**1.6. Does your dental school curriculum explore potential links or associations between oral health 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:

0

*Score explanation: There are no education experiences available that explore the associations between oral health outcomes and climate change.*

**1.7. Does your dental school 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:

0

*Score explanation: The topic of the impact of climate change on patterns of infectious disease is not covered.*

**1.8. Does your dental school curriculum address the impact of anthropogenic and/or industry-related environmental toxins on human 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:

0

*Score explanation: This topic is not covered as part of the curriculum or other learning experiences.*

**1.9. Does your dental school curriculum address the outsized impact of climate change, pollution & anthropogenic environmental toxins 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:

0

*Score explanation: Although climate change, pollution, and its impact by healthcare are topics briefly discussed in various lectures, no connections are discussed relating to its effect on marginalized populations.*

***Curriculum: Sustainability***

**1.10. Does your dental school 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:	2
<p><i>Score explanation: Environmental sustainability is covered by the “Sustainability in Dentistry” lecture in the Practice Management III course as part of the core DDS curriculum. Discussions are made about the importance of environmental justice, and the significance of sustainability for healthcare providers. The lecture highlights current issues with healthcare and dentistry regarding its impact on the environment, the need for reform, and potential solutions and recommendations. The “Cost of Waste in Dentistry” lecture in the Practice Management III course covers environmental sustainability with attention to practice overhead, discussing potential economic benefits while raising awareness to students regarding the environmental impact of dental practice.</i></p>	

<p><b>1.11. Does your <u>dental school</u> curriculum address the concept &amp; importance of sustainable healthcare?</b></p>	
<p>This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)</p>	
<p>This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)</p>	
<p>This topic was covered in <b>elective coursework</b> or <b>other learning experiences</b> (1 point)</p>	
<p>This topic was <b>not</b> covered. (0 points)</p>	
Score Assigned:	3
<p><i>Score explanation: There are multiple lectures covering the importance of sustainable healthcare and dentistry as part of the Practice Management course series. The “Sustainability” lecture in the Practice Management III course presents the issue of the contributions of healthcare practice to climate change, and briefly explores greener solutions. The “Cost of Waste in Dentistry” in the Practice Management III course goes into further depth regarding practicing sustainable dentistry with a greater focus on how students can directly apply concepts of sustainability in their practice after graduation with an attention to practice overhead by minimizing waste. Multiple supply audits were conducted in various clinics in the school to measure waste production. Emphasis was placed on wasted unused materials to draw conclusions on student habits, then presented as part of the lecture to shed light on the issues presented with dental care and the lack of education and awareness to sustainable practice.</i></p>	

<p><b>1.12. Does your <u>dental school</u> curriculum address the carbon footprint of healthcare systems?</b></p>	
<p>This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)</p>	
<p>This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)</p>	
<p>This topic was covered in <b>elective coursework</b> or <b>other learning experiences</b> (1 point)</p>	
<p>This topic was <b>not</b> covered. (0 points)</p>	
Score Assigned:	2
<p><i>Score explanation: The “Sustainability” lecture in the Practice Management III course presents the topic of the carbon footprint of the dental industry as part of the core curriculum. The lecture focuses on the nature of the healthcare sector in contributing to climate change, and explores</i></p>	

potential solutions and green alternatives. As part of the presentation, the lecture discusses the carbon goals of the school moving forward.

**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:

3

*Score explanation: The significance of sustainable oral healthcare is covered throughout the Practice Management course series as part of the core curriculum. The concept of sustainability in the healthcare industry overall is introduced in the “Sustainability” lecture in the Practice Management III course after first identifying climate change and sustainability to be a leading issue in global public health, helping students to make connections and recognize the importance of sustainability in dentistry. The lecture moves on to explore solutions to promote sustainability. In the “Sustainability” lecture in the Practice Management II course, sustainability is presented in a different manner, with respect to ownership and direct practice management to promote long term success of the practice. In the “Cost of Waste in Dentistry” lecture in the Practice Management III course, sustainability is once again discussed with regard to environmental significance, as well as in the context of financial benefits, as waste reduction and green alternatives may yield decreases to overhead costs. The course series serves to provide a comprehensive approach to educating on sustainability in dentistry with respect to multiple factors, including environmental significance, financial benefits, and professional development.*

**1.14. Does your dental school curriculum address the environmental impact of oral healthcare systems and interventions?**

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 impact of healthcare systems on the environment, with additional emphasis on the dental industry, is discussed in multiple lectures throughout the Practice Management course series as part of the core curriculum. The “Sustainability” lecture given in the Practice Management III course raises awareness to the contributions of healthcare systems to climate change, including the impact of carbon emissions, single use plastics, and paper charts. In the “Cost of Waste in Dentistry” lecture as part of the Practice Management III course, specific*

attention is placed on the waste production within a dental clinic. Although the topic of the lecture is reduction of overhead costs, the primary reduction strategy is through an emphasis on sustainability and reduction of wasted materials. A supply audit was presented in the lecture to directly show the amount of materials wasted to raise awareness to the issue of waste production in the field of dentistry.

**1.15. Does your dental school curriculum address the importance of measuring the environmental impact of oral healthcare 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:

2

*Score explanation: In the “Sustainability” lecture as part of the Practice Management III course, a major topic of the presentation is recognizing the environmental impact of the dental industry, identifying global sustainability to be the number one public health issue. A focus is highlighting the lack of attention to measuring this impact, as there currently exists only one publication within dentistry that uses Life Cycle Analysis. However, the lecture does not go into depth regarding impact measurement, but rather only serves to draw awareness to the topic.*

***Curriculum: Sustainability through Good Oral Healthcare***

**1.16. Does your dental school curriculum address the importance of promoting good oral health and preventive care in the delivery 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: Oral health care promotion and preventative care in dentistry is a central teaching in the core DDS curriculum. Although conclusions can be drawn regarding the benefits of health promotion for the environment, they are not explicitly covered in the context of sustainable dentistry.*

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

This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective coursework</b> or <b>other learning experiences</b> (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation: The delivery of high quality operative care is a core teaching in the DDS curriculum, and is referenced multiple times in the Practice Management course series. This is a partial focus of the “Sustainability” lecture in the Practice Management II course, although attention is placed on retention of patients and patient satisfaction rather than the environmental benefits.</i></p>	

<b>1.18. Does your <u>dental school</u> curriculum address the <u>environmental significance of ‘integrated oral care’</u>?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective coursework</b> or <b>other learning experiences</b> (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<p><i>Score explanation: Although patient-centered care is a core element in the curriculum, there is no direct connection made to its role in promoting sustainability.</i></p>	

<b>1.19. Does your <u>dental school</u> curriculum address the importance, <u>environmental &amp; oral health outcomes</u> of individual &amp; dental team’s <u>ownership of care</u>?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective coursework</b> or <b>other learning experiences</b> (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation: Ownership of care is covered at length in the core curriculum through the Practice Management course series. The “Sustainability” lecture in the Practice Management III course offers a broad view of the role of a dental professional in contributing to fighting climate change, as they serve as the decision makers for their practice. Potential solutions include usage of more sustainable materials, green travel alternatives, and spreading awareness. The “Sustainability” lecture in the Practice Management II course focuses on sustainability in the</i></p>	

*sense of patient retention through modifications to practice to improve patient retention, with less attention to environmental significance.*

**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 point)

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

Score Assigned:

0

*Score explanation: There are no strategies in the curriculum for having patient conversations about climate change.*

### ***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: At NYU, the formation of the [Environmental Sustainability Committee](#) in 2025 has led to reform in the curriculum and college policy to support sustainability and planetary health education, with the addition of lectures, research projects, and school operations. Appointed members include both students and faculty members across multiple different specialties.*

**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)

<b>Some</b> 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 <b>(a) standalone lecture(s)</b> . (2 points)	
There is <b>minimal/no</b> education for sustainable healthcare. (0 points)	
Score Assigned:	2
<i>Score explanation: Sustainable healthcare is addressed via standalone lectures in the Practice Management courses, with one dedicated lecture each in the D3 and D4 years. Sustainability is discussed briefly in additional lectures and seminars specific to clinical operations throughout the clinical portion of the curriculum.</i>	

<b>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?</b>	
<b>Yes</b> , the <b>dental school</b> has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)	
<b>No</b> , the <b>dental school</b> does <b>not</b> have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)	
Score Assigned:	1
<i>Score explanation: The current appointed chair of the <a href="#">Environmental Sustainability Committee</a>, Dr. Baker <a href="mailto:p.bakerdds@nyu.edu">p.bakerdds@nyu.edu</a> leads the integration of planetary health into the curriculum.</i>	

<b>Section Total ( 29 out of 70)</b>	<b>41%</b>
--------------------------------------	------------

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.

<b>2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?</b>	
Yes, there are faculty members at the <b>institution</b> who have a <b>primary</b> research focus in planetary health <b>or</b> sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the <b>institution</b> who are conducting research <b>related</b> to planetary health or healthcare sustainability, <b>OR</b> 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 <b>institution</b> , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are <b>no</b> planetary health and/or sustainability researchers at the <b>institution</b> at this time. (0 points)	
Score Assigned:	3
<p><i>Score explanation: As part of the NYU School of Global Public Health, the Department of Global and Environmental Health has numerous active primary research members involved with planetary health, including the <a href="#">Climate Justice &amp; Health Lab</a>, and <a href="#">Environmental Impact Analysis Lab</a>. At NYU College of Dentistry, students and faculty may engage in research related to sustainability in dentistry, although no dedicated research positions exist. Within the past year, ongoing projects include a supply audit to study the waste production and unused materials in clinical settings in the dental school.</i></p>	

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

There is <b>no</b> dedicated department or institute. (0 points)	
Score Assigned:	3
<p><i>Score explanation: The Department of Global and Environmental Health within the NYU School of Global Public Health serves as the primary institute for planetary health research at NYU, also providing collaboration through dual degree programs including dentistry, medicine, and nursing. The department carries out interdisciplinary research and involvement through leading centers such as the <a href="#">Applied Global Public Health Initiative</a>, the <a href="#">Climate Justice &amp; Health Lab</a>, and <a href="#">Environmental Impact Analysis Lab</a>.</i></p>	

<b>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?</b>	
Yes, there is a process in which community members impacted by climate and environmental injustice have <b>decision-making power</b> in the climate + environmental research agenda. (3 points)	
Yes, there is a process in which community members impacted by climate and environmental injustice <b>advise</b> the climate + environmental research agenda. (2 points)	
<b>No</b> , but there are <b>current efforts</b> to establish a process for community members to advise or make decisions on the research agenda. (1 point)	
There is <b>no</b> process, and <b>no</b> efforts to create such a process. (0 points)	
Score Assigned:	2
<p><i>Score explanation: The <a href="#">Environmental and Racial Justice Network</a>, initiated by the NYU Office of Sustainability, joins faculty, researchers, and community members from all NYU programs to address the intersection of sustainability and racial equity. Through discussions and workshops across meetings, panels, and summits, community members are able to engage in advocacy for these topics. The Advisory Board of the organization meets monthly to support the research agenda, but does not carry decision making power.</i></p>	

<b>2.4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?</b>	
There is an <b>easy-to-use, adequately comprehensive</b> website that <b>centralises</b> 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 <b>attempts to centralise</b> various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)	
The <b>institution</b> has an <b>Office of Sustainability website</b> that includes <b>some</b> resources related to health and the environment. (1 point)	

There is <b>no</b> website. (0 points)	
Score Assigned:	2
<i>Score explanation: The <a href="#">NYU Office of Sustainability</a> has a dedicated website that provides information on the sustainability efforts of the institution, as well as resources on community involvement including events, grants, and leadership. While there is a website page dedicated to <a href="#">research resources</a>, it lacks detail of ongoing projects or any interdisciplinary collaboration.</i>	

<b>2.5. Has your <u>institution</u> recently hosted a conference or symposium on topics related to planetary health?</b>	
Yes, the <b>institution</b> has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)	
Yes, the <b>institution</b> has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)	
Yes, the <b>institution</b> has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)	
The <b>institution</b> has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)	
No, the <b>institution</b> has not hosted a conference on topics related to planetary health in the past three years. (0 points)	
Score Assigned:	4
<i>Score explanation: As part of Earth Month, NYU holds the annual Environmental and Racial Justice Network Spring Summit to drive change in both environmental and racial justice. The meeting consists of panels and workshops, including a keynote speaker from <a href="#">WE ACT</a>, an organization aiming to support underserved communities through improved environmental health and protection.</i>	

<b>2.6. Is your <u>institution</u> a member of a national or international planetary health or ESH/ESV organisation?</b>	
Yes, the institution is a member of a national or international planetary health <b>or</b> ESH/ESV organisation. (1 point)	
No, the institution is <b>not</b> a member of such an organisation. (0 points)	
Score Assigned:	1
<i>Score explanation: The NYU Langone Department of Public Health is a member of the Planetary Health Alliance.</i>	

Section Total (15 out of 17)	88%
------------------------------	-----

Back to Summary Page [here](#)

## 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.

<b>3.1. Does your <u>institution</u> partner with community organisations to promote planetary and environmental health?</b>	
Yes, the <b>institution</b> meaningfully partners with <b>multiple</b> community organisations to promote planetary and environmental health. (3 points)	
Yes, the <b>institution</b> meaningfully partners with <b>one</b> community organisation to promote planetary and environmental health. (2 points)	
The <b>institution</b> does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is <b>no</b> such meaningful community partnership. (0 points)	
Score Assigned:	1
<i>Score explanation: NYU does not participate in direct partnership with community organizations to promote planetary health, but does host multiple events throughout the year in collaboration with the community such as the annual Green Jobs Fair, which connects interested students with opportunities to participate in activities promoting sustainability. These events are accessible to students in all graduate or undergraduate programs within NYU.</i>	

<b>3.2. Does your <u>institution</u> offer community-facing courses or events regarding planetary health?</b>	
The <b>institution</b> offers community-facing courses or events at least once every year. (3 points)	
The <b>institution</b> 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 <b>institution</b> has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)	
The <b>institution</b> has not offered such community-facing courses or events. (0 points)	
Score Assigned:	0

*Score explanation: NYU does not offer community-facing courses regarding planetary health. Rather, the school promotes sustainability through internal events targeting the NYU community including students, faculty, and staff.*

**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:

2

*Score explanation: The NYU Office of Sustainability offers coverage of sustainability topics to all students through updates on newsletters and an Instagram account [@nyu\\_green](#) throughout the year.*

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

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

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

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

Score Assigned:

0

*Score explanation: NYU does not currently offer educational resources targeting post-gradualional professionals regarding planetary health or sustainable healthcare.*

**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)

<b>Some</b> affiliated hospitals have accessible educational materials for patients. (1 point)	
<b>No</b> affiliated medical centres have accessible educational materials for patients. (0 points)	
Score Assigned:	1
<i>Score explanation: At NYU Langone, the Center for the Investigation of Environmental Hazards hosts <a href="#">events</a> and has developed patient facing education materials on environmental health exposures, such as pesticides, chemicals, toxics, pollutants for the public. These include community outreach and educational materials through social media. Currently, the College of Dentistry does not offer educational materials for patients.</i>	

<b>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?</b>	
Yes, the <b>institution</b> or <b>all</b> affiliated hospitals have accessible educational materials for patients. (2 points)	
<b>Some</b> affiliated hospitals have accessible educational materials for patients. (1 point)	
<b>No</b> affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	0
<i>Score explanation: Currently, no educational materials are available to patients addressing climate change.</i>	

<b>Section Total (4 out of 14)</b>	<b>29%</b>
------------------------------------	------------

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.*

<b>4.1. Does your <u>institution</u> offer support for students interested in enacting a sustainability initiative/QI project?</b>	
Yes, the <b>institution</b> <i>either</i> offers grants for students to enact sustainability initiatives/QI projects or sustainability QI projects are part of the core curriculum. (2 points)	
The <b>institution</b> encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, <b>but</b> 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
<p><i>Score explanation: Through the the <a href="#">Green Grants</a> program, the NYU Office of Sustainability offers funding to students, faculty, and staff to pursue projects that “improve the university's operational environmental performance, foster environmental literacy and community engagement, advance applied research and design, expand sustainability learning opportunities, and demonstrate the viability of best practices and technologies for sustainability.” Microgrants of \$3,000 are offered for initiatives directly impacting NYU, while Green Grants up to \$20,000 are awarded for projects with greater potential. The Office of Sustainability also offers \$1,500 for individual sustainability related events.</i></p>	

<b>4.2. Does your <u>institution</u> offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?</b>	
The <b>institution</b> has a <b>specific</b> 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 <b>require student initiative</b> to seek them out and carry them out in their spare time. (1 point)	
There are <b>no opportunities</b> for students to engage in planetary health/sustainable healthcare research. (0 points)	
Score Assigned:	1

*Score explanation: The NYU Office of Sustainability offers opportunities for education and research for planetary health to all members of the NYU community. However, there is no dedicated program specific to planetary health with sustainable healthcare. At the College of Dentistry, students are free to carry out research projects with faculty in support of advocating for sustainability, who may be found within the Environmental Sustainability Committee.*

**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 information of potential mentors.**

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

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

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

Score Assigned:

1

*Score explanation: The NYU Office of Sustainability has a [website](#) dedicated to resources in support of planetary health for the entire NYU community, including up-to-date information about climate action goals, active initiatives and events, and details on campus operations. However, it provides limited guidance on clear opportunities for involvement, such as participating in research projects or connecting with mentors.*

**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: The NYU College of Dentistry [Environmental Sustainability Committee](#) is a faculty and student organization with representatives from each of the programs within the college that serves to provide leadership and promote sustainable healthcare practices through initiative*

*development and curriculum reform. Faculty and students are appointed by the Dean to work jointly on projects.*

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

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

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

Score Assigned: 1

*Score explanation: The [NYU Sustainability Advisory Group](#) is composed of students, faculty, and administrators across the NYU community, which carries decision-making capabilities to support sustainability.*

*Convening at least once a semester, the student body of NYU is represented by Chairs in Student Government and the Student Senators Council Sustainability Committee.*

*The [Environmental Sustainability Committee](#) at (NYU College of Dentistry) is composed of departmental faculty members and one student representative from each class to advocate for sustainable practices. However, the committee holds no decision-making authority.*

<b>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)</b>	<b>Score</b>
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.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	0
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	1
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1

*Score explanation:*

- 1. The [NYU Urban Farm Lab](#) is an outdoor classroom, research lab, and community farm. While it is primarily led by the Department of Nutrition and Food Studies at NYU Steinhardt and several community organizations, it is open to the larger NYU community during volunteer days and farm events.*
- 2. The Office of Sustainability offers [class presentations](#) to explore NYU's sustainability initiatives and opportunities for students in all programs to get involved. The College of Dentistry has hosted multiple guest lecturers presenting to students on topics in sustainable dentistry practices.*
- 3. NYU does not directly partner with environmental support organizations in the community to address the role of health professionals with environmental challenges.*
- 4. NYU hosts multiple artistic experiences each year as part of Earth Month, including the annual Climate Change Film Festival.*
- 5. There are several institution-wide [student organizations](#) dedicated to environmental-related volunteering, with additional school-specific student groups. At this time, the College of Dentistry does not offer environmental volunteering opportunities.*
- 6. EarthMatters is NYU's premier campus-wide environmental club. As part of its mission to enact positive environmental change, it holds events including hikes and cleanups.*

**Section Total (12 out of 15)**

**80%**

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 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.*

<b>5.1. Does your <u>institution</u> have an Office of Sustainability?</b>	
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 <b>at least one designated staff member</b> 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 <b>no specific staff member</b> in charge of hospital sustainability. (2 points)	
There are <b>no salaried sustainability staff</b> , but there is a sustainability task force or committee. (1 point)	
There are <b>no</b> staff members <b>or</b> task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
<p><i>Score explanation: NYU has an Office of Sustainability that manages campus sustainability for all NYU programs with multiple staff members providing numerous resources for all students, faculty, and staff. While there is no designated staff member designated with a position solely for sustainability at the NYU College of Dentistry, there exists the Environmental Sustainability Committee comprised of students, faculty, and administrators led by the Chair of the committee, Dr. Paul Baker.</i></p>	

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

*Score explanation: In 2007, NYU signed the Climate Leadership initiative as it committed to achieving carbon neutrality by 2040, with an expected 50% reduction by 2025 through initiatives focusing on buildings, food, transportation, and engagement. More information about the Climate Action Plan can be found [here](#).*

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

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

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

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

Institution buildings source **<20%** of energy needs from off-site and/or on-site renewable energy. (0 points)

Score Assigned:

0

*Score explanation: The NYU campuses span across many buildings as part of several different programs within the institution, with a wide range of renewable energy implementations causing difficulty with direct quantification. However, the university aims to reduce its overall carbon footprint through several means including the [Cogeneration Plant](#). With its introduction in 2010, the high efficiency plant provides heat/cooling to 44 buildings, and electricity to 26 buildings. Studies are presently underway to analyze the full impact of the project, with goals of net zero carbon.*

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

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

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

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

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

Score Assigned:

2

*Score explanation: The NYU campus spans across several buildings throughout New York City, with the several being LEED Silver certified, and multiple additional buildings being LEED Platinum and LEED Gold certified. Several classes in the College of Dentistry are held at 433 1st Ave, which has received LEED Silver certification.*

**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: NYU provides a free shuttle with convenient transportation options to several locations via seven routes. The Office of Sustainability provides guides for recommendations on green transport, including information on biking in New York City, locations for electric vehicle charging stations, and rail options for travel up to 4 hours.*

**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: 1

*Score explanation: NYU provides ample conventional recycling programs at its multiple locations. Organics recycling programs are provided at select dining halls and residential units.*

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

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

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

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

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

Score Assigned:

3

*Score explanation: NYU is committed to reducing food-related greenhouse gases by 25% throughout its multiple food halls and catering operations through multiple [pledges](#). In 2020, NYU signed the Coolfood Pledge to commit 20 dining facilities towards a recognized roadmap to reducing food related carbon emissions. In 2024, the university committed its dining facilities to the Plant Powered Carbon Challenge by the NYC Mayor's Office to further reach its goals.*

#### 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:

2

*Score explanation: Sustainable criteria are not required to be applied to supply procurement for all operations within NYU. However, guidelines exist to promote waste reduction and minimize environmental impact. The [Green Events Standard](#) provides guidelines sustainability as a requirement for all events hosted on campus using university funding.*

#### 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 <b>no</b> sustainability guidelines for institution events. (0 points)	
Score Assigned:	2
<i>Score explanation: The Green Events Standard at NYU is part of the school's commitment to reducing the environmental impact of school events. Actions include reducing waste, increasing recycling rates, and offering lower impact food options. All events hosted on campus using school funding are required to abide by the sustainability criteria.</i>	

<b>5.10. Does your <u>institution</u> have programs and initiatives to assist with making lab spaces more environmentally sustainable?</b>	
Yes, the institution has <b>programs</b> and <b>initiatives</b> to assist with making lab spaces more environmentally sustainable. (2 points)	
There are <b>guidelines</b> on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)	
There are <b>no</b> efforts at the institution to make lab spaces more sustainable. (0 points)	
Score Assigned:	0
<i>Score explanation: NYU does not offer programs to assist with implementation of sustainable practices specific to lab spaces. However, the Office of Sustainability provides opportunities to request class presentations to further elaborate on the sustainability practices and efforts relevant to NYU as a whole.</i>	

<b>5.11. Does your <u>institution's</u> endowment portfolio investments include fossil-fuel companies?</b>	
The institution is <b>entirely divested</b> from fossil fuels <b>and</b> has made a <b>commitment to reinvest divested funds</b> into renewable energy companies or renewable energy campus initiatives. (4 points)	
The institution is <b>entirely divested</b> from fossil fuels. (3 points)	
The institution has <b>partially divested</b> from fossil fuel companies <b>or</b> has made a <b>commitment to fully divest</b> , but <b>currently</b> still has fossil fuel investments. (2 points)	
The institution has <b>not divested</b> from fossil-fuel companies, but faculty and/or students are <b>conducting organised advocacy</b> for divestment. (1 point)	
Yes, the institution has investments with fossil-fuel companies and there have been <b>no efforts</b> to change that. (0 points)	
Score Assigned:	3

*Score explanation: As of 2023, New York University has fully divested from all fossil fuel companies. Continued efforts are now aimed at extending this commitment to eliminating fossil fuel funding for research at NYU as well.*

**Section Total (20 out of 32)**

**62.5%**

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 NYU College of Dentistry** The following table presents the individual section grades and overall institutional grade for the NYU College of Dentistry on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
<b>Planetary Health Curriculum (30%)</b>	$(29/70) \times 100 = 41\%$	C-
<b>Interdisciplinary Research (17.5%)</b>	$(15/17) \times 100 = 88\%$	A
<b>Community Outreach and Advocacy (17.5%)</b>	$(4/14) \times 100 = 29\%$	D
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	$(12/15) \times 100 = 80\%$	A-
<b>Campus Sustainability (17.5%)</b>	$(20/32) \times 100 = 62.5\%$	B-
<b>Institutional Grade</b>	$(41\% \times 0.3 + 88\% \times 0.175 + 29\% \times 0.175 + 80\% \times 0.175 + 62.5\% \times 0.175) = 58\%$	C+