Planetary Health Report Card (Dentistry) 2026:

University of California, San Francisco

2025-2026 Contributing Team:

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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

- The dental curriculum includes limited but meaningful exposure to planetary health topics, primarily through student-led Green Teeth lectures embedded within core Biomedical Sciences (BMS) courses. Climate change, pollution, infectious disease patterns, and health impacts on marginalized communities are briefly covered. There is strong emphasis on ownership of care and antibiotic stewardship. However, planetary health content is largely delivered as standalone lectures rather than longitudinally integrated. There are no dedicated electives, no faculty lead overseeing integration, and minimal coverage of sustainability, sustainable healthcare, carbon footprint measurement, environmental toxins, or sustainable oral healthcare systems. Environmental citizenship and measurement of healthcare environmental impact are also absent.
- **Recommendations:**
    - Appoint a faculty to oversee longitudinal integration.
    - Develop at least one elective on Sustainable Oral Healthcare.
    - Add modules on environmental toxins and environmental justice.

Interdisciplinary Research	A+

- The institution demonstrates exceptional strength in planetary health research. Dedicated centers such as the Environmental Research and Translation for Health (EaRTH) Center and the UC Center for Climate, Health and Equity support interdisciplinary, NIH-funded work on climate change, environmental exposures, and health equity. Community advisory boards provide structured input into research agendas, including participation from communities impacted by environmental injustice. Research is well-publicized through centralized websites, and the institution regularly hosts conferences and symposia on climate and environmental health. Membership in national organizations (e.g., Planetary Health Alliance) further reinforces leadership in the field.
- **Recommendations**:
    - Increase dental school-specific research on sustainable oral healthcare.
    - Strengthen cross-campus collaboration between dentistry and environmental health scientists.

Community Outreach and Advocacy	A

- The institution shows strong engagement with community partnerships and public-facing climate-health initiatives. It collaborates with community organizations to promote environmental justice and hosts community-accessible courses and webinars. Continuing education is available for post-graduate providers, and patient-facing educational materials on environmental exposures and climate-related health risks are widely accessible and multilingual. However, planetary health communications are not routinely integrated into general student updates.
- **Recommendations**:
    - Integrate planetary health updates into general newsletters.
    - Evaluate outreach impact through community feedback metrics.

Support for Student-Led Initiatives	A

- The University of California, San Francisco demonstrates strong institutional support for student-led planetary health initiatives, with funding opportunities through the UC-wide Bonnie Reiss Climate Action Fellowship, encouragement of sustainability-focused quality improvement (QI) projects, active faculty-supported student groups, and visible interdisciplinary centers dedicated to climate and health.

Students have access to mentorship, committee representation, and numerous co-curricular activities ranging from climate resilience electives to community cleanups. However, research opportunities are not housed within a UCSF-specific planetary health program, sustainability QI is encouraged but not required, and there is limited experiential programming related to sustainable food systems.

- **Recommendations**:
  - Formalize sustainability-focused QI projects as a structured or incentivized curricular requirement.
  - Develop hands-on sustainable food systems programming (e.g., garden partnerships, food justice collaborations).

Campus Sustainability	**B**

- The University of California, San Francisco has strong sustainability infrastructure, including a dedicated Office of Sustainability, green procurement policies, certified green labs, widespread composting and recycling access, and robust sustainable transportation programs with high student participation. However, institutional climate ambition remains moderate: the carbon reduction target (90% by 2045) is less aggressive than peer institutions, building heating systems still rely on natural gas, plant-based food purchasing has declined, event sustainability standards are optional rather than mandatory, and fossil fuel divestment remains incomplete due to indirect private equity investments. While operational frameworks are well established, accelerated decarbonization and stronger policy commitments are needed.
- **Recommendations**:
  - Prioritize electrification of heating systems and phase down gas-powered infrastructure.
  - Mandate minimum sustainability standards for all campus events.

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.

- **Extractivisim:** 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

1.1. Did your dental school 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 is one or more electives that include a **lecture** on planetary health. (1 point)	
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
Score explanation: The school offers no electives on planetary health or electives that include the above topics.	

Curriculum: Environmental Threats to the Planet

1.2. Does your dental school 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:	2
Score explanation: The school addresses pollution briefly as part of the short lectures about planetary health that are integrated throughout the BMS 116, 117, and 118 courses.	

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 this topic in its curriculum.	

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

Score explanation: BMS 116, 117, and 118 each include 2 lectures given by the Green Teeth student-run organization at UCSF. These lectures are 20-30 minutes long and engage students to discuss the effects of climate change on general health and patient presentations we might see in the clinic, and ways to mitigate or be mindful of the impact of climate change on an individual.

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:	2
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 on general health.	

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:	2
Score explanation: There is one lecture on how climate change can affect the spread of infectious diseases within the BMS 117 curriculum.	

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: The school does not address this topic.	

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:	2
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 school's patient population which, as a whole, is often marginalised.	

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:	0
Score explanation: The school does not address environmental sustainability in its curriculum.	

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 does not address the concept of sustainable healthcare in its curriculum.	

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:	0
Score explanation: The school does not address the carbon footprint of healthcare systems.	

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 does not address the concept of sustainable oral healthcare.	

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: Green Teeth lectures throughout BMS courses cover the impact of single use plastic (e.g. plastic barriers on patient chair and instruments), biomedical waste (e.g. amalgam), and biomaterials (e.g. stone, alginate, gypsum) on the environment.

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:	0
Score explanation: The curriculum does not discuss any measurement of environmental impact of oral healthcare (e.g. carbon footprint).	

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: Although the curriculum repeatedly stresses the importance of the minimally invasive approach in dentistry, it does not mention how that approach is contributory to a sustainable oral healthcare with reduced environmental waste.	

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 **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 discuss the environmental significance of high-quality care.	

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: The school does not address the environmental significance of integrated oral care.	

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:	2
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 point)
No, there are **no** strategies introduced for having conversations with patients about climate change. (0 points)

Score Assigned:	1
Score explanation: One Green Teeth lecture as part of the BMS curriculum discusses how to talk with patients who are vulnerable to the health effects of 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: Planetary education (part of BMS curriculum) is being continuously reviewed and improved to increase awareness among dental students, though progress is small.	

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
Score explanation: The Green Teeth lectures are given as standalone lectures during BMS scheduled classes.	

1.23. Does your dental school 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
Score explanation: The school does not have a specific faculty member responsible for overseeing the Green Teeth lectures. Those lectures are student-run and only approved by the BMS faculty team for presentation.	

Section Total (22 out of 70)	**31.43%**

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Interdisciplinary Research

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

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your institution?	
Yes, there are faculty members at the **institution** who have a **primary** research focus in planetary health **or** sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the **institution** who are conducting research **related** to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the **institution**, but not specifically associated with healthcare/vetcare. (1 point)	
No, there are **no** planetary health and/or sustainability researchers at the **institution** at this time. (0 points)	
Score Assigned:	3
Score explanation: The UCSF community has many researchers and multiple initiatives dedicated to planetary health and promoting sustainability in healthcare. Dr. Sheri Weiser and Dr. Arianne Teherani are the Founding Co-Directors of the UC Center for Climate, Health and Equity, which drives research on the health impacts of climate change. The Center hosts numerous clinical, translational, and basic science research faculty members, as well as postdoctoral fellows, dedicated to planetary health research.	

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

Score explanation: UCSF's Environmental Research and Translation for Health (EaRTH) Center aims "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." The UC Center for Climate, Health and Equity, which is based at UCSF, focuses on climate change and health equity research across multiple University of California campuses and engages interdisciplinary teams on climate-health connections. This past year, the Center received one of 20 NIH P20 grants nationwide to expand this work. The $4.2 million grant has been dedicated to funding a new initiative called UC Equity and Climate Opportunities for Health (ECO-Health) in collaboration with UC Berkeley and UC San Diego. The core objectives of ECO-Health include "developing a cadre of researchers trained to identify inequitable health impacts of climate change and partnering with those communities to take action." Additionally, the UCSF Program on Reproductive Health and the Environment conducts multidisciplinary research into how environmental contaminants affect fertility, pregnancy, and fetal and child development.

2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?	
Yes, there is a process in which community members impacted by climate and environmental injustice have **decision-making power** in the climate + environmental research agenda. (3 points)	
Yes, there is a process in which community members impacted by climate and environmental injustice **advise** the climate + environmental research agenda. (2 points)	
No, but there are **current efforts** to establish a process for community members to advise or make decisions on the research agenda. (1 point)	
There is **no** process, and **no** efforts to create such a process. (0 points)	
Score Assigned:	3

Score explanation: The UCSF EaRTH Center collaborates with the Community Engagement Core Stakeholder Advisory Board to lead their research aims. The SAB consists of practicing health professionals and community members working at the intersection of environment and health, including those directly affected by environmental injustice in their communities. Together, they identify research needs, review projects and pilot grants, and disseminate research findings to accelerate their implementation. Additionally, the Center partners with the Bayview Hunters Point Community Advocates for environmental health education, outreach, and decision-making. This grassroots organization is led by Bayview Hunters Point residents to advocate for change in their neighborhood, which has been burdened by industrial pollution and environmental injustice.

2.4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?
There is an **easy-to-use, adequately comprehensive** website that **centralises** various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities. (3 points)

There is a website that **attempts to centralise** various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)
The **institution** has an **Office of Sustainability website** that includes **some** resources related to health and the environment. (1 point)
There is **no** website. (0 points)

Score Assigned:	3

Score explanation: UCSF maintains multiple active websites that centralize ongoing and past research related to health and the environment. For example, the UCSF Environmental Research and Translation for Health (EaRTH) Center site highlights multidisciplinary environmental health research, pilot projects, funding opportunities, and community engagement resources. Ongoing and completed studies are easily accessible under categories including Cancer, Air Pollution, PFAS, Reproductive and Child Health, and Wildfires. The UC Center for Climate, Health and Equity site also houses information on climate health investigation through their Research pillar.

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

Score Assigned:	4

Score explanation: In February 2025, the EaRTH Center held its 4th Annual Research and Translation Forum, an in-person meeting focused on environmental health science and cutting-edge methods for understanding chemical impacts on human health. In March 2025, the UCSF Division of Occupational, Environmental, and Climate Medicine hosted the Health, Occupation and the Environment: Global Issues and Local Action and Updates in Occupational, Environmental and Climate Medicine, which included a scientific poster session.

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

No, the institution is **not** a member of such an organisation. (0 points)	
Score Assigned:	1
*Score explanation: The UCSF Institute for Global Health Sciences is a member of the Planetary Health Alliance. The UCSF School of Medicine and School of Nursing are members of the Global Consortium on Climate and Health Education. The UCSF Schools of Dentistry and Pharmacy are **not** members of the Global Consortium.*	

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

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Community Outreach and Advocacy

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

3.1. Does your institution partner with community organisations to promote planetary and environmental health?	
Yes, the **institution** meaningfully partners with **multiple** community organisations to promote planetary and environmental health. (3 points)	
Yes, the **institution** meaningfully partners with **one** community organisation to promote planetary and environmental health. (2 points)	
The **institution** does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is **no** such meaningful community partnership. (0 points)	
Score Assigned:	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 San Francisco City College to discuss the ties between climate change and the health profession with a focus on the roles of dentists.	

3.2. Does your institution offer community-facing courses or events regarding planetary health?	
The **institution** offers community-facing courses or events at least once every year. (3 points)	
The **institution** offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points)	
The **institution** has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)	
The **institution** has not offered such community-facing courses or events. (0 points)	
Score Assigned:	3

Score explanation: UCSF participates in a UC-wide Climate Resilience: Personal & Community Resilience in the Changing Climate course, open to UCSF students, faculty, and staff, that focuses on climate impacts and resilience strategies, with community relevance and action components. UCSF and its UC Center for Climate, Health and Equity also host webinars such as the Urban Wildfire Response and Recovery series that are open to the public and address health impacts of climate events and environmental justice issues.

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

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:	2
Score explanation: The UCSF Division of Occupational, Environmental, and Climate Medicine offers annual Continuing Medical Education (CME) courses that covers topics at the intersection of environmental exposures, climate influences, and clinical practice. Additionally, the UC Center for Climate, Health and Equity is actively building adaptable climate and health education and training programs for current health professionals and supporting professional development opportunities to prepare the health workforce to address climate-health connections and equity issues.	

3.5. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about environmental health exposures?	
Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated medical centres have accessible educational materials for patients. (0 points)	
Score Assigned:	2
Score explanation: The Environmental Health and Research Translation (EaRTH) Center offers a variety of patient-friendly resources, including printable guides on reducing exposure to toxic substances, protecting against extreme heat, and avoiding harmful chemicals, in multiple languages. These materials are designed to help individuals and families understand and reduce everyday environmental health risks. Additionally, the Western States Pediatric Environmental Health Specialty Unit (WS PEHSU) at UCSF provides the Pediatric Environmental Health Toolkit and Prescriptions for Prevention handouts for caregivers and educators that explain common environmental exposures and prevention strategies. Furthermore, the UCSF-based Wildfires & Health Education Hub shares evidence-based infographics on protecting health during wildfire smoke events that can be distributed to patients.	

3.6. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about the health impacts of climate change?	
Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	2
Score explanation: The Wildfires & Health Education Hub offers a series of publicly available infographics explaining how wildfire smoke affects physical and mental health and what people can do to protect themselves, which healthcare providers are encouraged to share with patients. Additionally, UCSF's EaRTH Center and Program on Reproductive Health and the Environment host educational materials addressing climate-related exposures such as extreme heat and other environmental health risks, including patient handouts and multilingual resources on how climate impacts health and practical protection strategies.	

Section Total (13 out of 14)	**92.86%**

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Support for Student-Led Planetary Health Initiatives

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

4.1. Does your institution offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the **institution** *either* offers grants for students to enact sustainability initiatives/QI projects *or* sustainability QI projects are part of the core curriculum. (2 points)	
The **institution** encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, **but** there is no student funding available and there is no requirement to participate. (1 point)	
No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	2
Sore explanation: The UC President's Bonnie Reiss Climate Action Fellowship funds $5000 for student-led projects across the UC system to achieve 90% decarbonization by 2045. 5 fellowship options are available to UCSF students, with ⅗ filled in in health engagement and campus engagement. Additionally, within the Clinical Microsystems Clerkship where students create a QI project dedicated to improving health systems, students are encouraged to create a sustainability focused QI project. In 2025, one CMC group completed a QI project titled "Reducing nitrous oxide and sevoflurane emissions in the pediatric operating room environment". UCSF also offers involvement in the UC Climate Resiliance Initiative that promotes climate resilience education through lecturers, mini-lectures, in-person experiential sessions. The UCSF School of Dentistry supports student-led sustainability initiatives through faculty mentorship, curricular integration, and institutional approval for clinic-based projects. In 2020, students founded Green Teeth to address the link between climate health and oral health. With institutional support, Green Teeth launched a soft plastics recycling program in select clinics that now diverts approximately 40 gallons of plastic waste per day while reducing disposal costs by an estimated $3–4 per patient visit. The School also permits and facilitates a student-run annual dental supply exchange, enabling graduating students to sell, trade, or donate materials to reduce waste and lower financial burdens. Additionally, sustainability concepts have been incorporated into the first-year biomedical sciences curriculum, reflecting institutional willingness to support student-driven environmental initiatives.	

4.2. Does your institution offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?
The **institution** has a **specific** research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)

There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these **require student initiative** to seek them out and carry them out in their spare time. (1 point)
There are **no opportunities** for students to engage in planetary health/sustainable healthcare research. (0 points)

Score Assigned:	2

Score explanation: The UC President's Bonnie Reiss Climate Action Fellowship funds $5000 for student-led projects across the UC system to achieve 90% decarbonization by 2045 and are available to UCSF students. However, this is a UC wide initiative and is not school specific. While UCSF typically offers an Environmental Scholars Research Program, the program was discontinued for the 2025-2026 year. Students are welcome to reach out to researchers who work in planetary health in UCSF, but there is no specific program or fellowship currently at UCSF. In the School of Dentistry, The American Dental Careers Fellowship Program (ADCFP) provides opportunities for dental students to perform research related to sustainable oral healthcare. Since January 2026, UCSF offers UC Clinical Decarbonization Fellowship Program with clinical decarbonization fellows.

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:	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 and the UC Center for Climate, Health, and Equity (CCHE) is focused on the health effects of climate change. Both of these websites feature an extensive list of mentors, projects, initiatives, and contact information. Additional student initiatives, such as the American Medical Association (AMA) and Wildfires and Health Education Hub are also available online. UCSF's Population Health and Health Equity shows several sessions available for featured speakers and collaborating partners. All the sessions emphasize population health and equity issues drive by climate crisis.

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: A UCSF School of Medicine (SOM) group called Community Organizing and Environmental Justice is available for any SOM student to join. The group is dedicated to improving planetary health efforts in medicine, such as engagement in the Planetary Health Report Card, student-faculty mixers, and hosting educational lunch talks with key leaders in planetary health. 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 as mentioned from above but lacks faculty support.

4.5. Is there a student liaison representing sustainability interests who serves on a department or institutional decision-making council to advocate for curriculum reform and/or sustainability best practices?
Yes, there is a student representative who serves on a department or institutional decision-making council/committee. (1 point)
No, there is no such student representative. (0 points)

Score Assigned:	1

Score explanation: There 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.

4.6. In the past year, has the institution had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	**Score**
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	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.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1

Score explanation:
Organic agriculture / sustainable food systems (0 points)
No evidence was found of UCSF offering student-accessible projects involving organic agriculture, community-supported agriculture (CSA), campus gardens, urban farming, or similar sustainable food systems initiatives during the evaluation period.
Panels, speaker series, or similar events related to planetary health (1 point)
UCSF hosted several educational events focused on climate and environmental health. In Spring 2025, another lunchtime elective was offered to all UCSF students, titled "Climate Resilience: Personal & Community Resilience in the Changing Climate" and focused on developing and promoting climate resilience education and resources to the UC community. Many events to reduce waste were offered by the UCSF Office of Sustainability, such as networking & research events on Reducing Clinical Waste at UCSF in November 2025.
Environmental justice community engagement events (1 point)
A Fall 2025 lunchtime elective titled "Immigrant and Farmworker Health" focused on the occupational and environmental health hazards faced by farmworkers, including extreme heat and pesticide exposures in California's San Joaquin Valley. The course addressed environmental justice issues affecting agricultural communities and discussed the role of healthcare professionals in supporting these populations.
Cultural arts events related to planetary health (1 point)
"Waste to Art" event is held annually at UCSF to encourage the UCSF community to get creative with their waste through art installations for the city. This event promotes awareness of sustainability and waste reduction through artistic expression.
Local volunteer opportunities related to community environmental resilience (1 point)
UCSF organizes regular community cleanup events where students volunteer to collect litter in San Francisco neighborhoods. In 2022, UCSF Greening Project planted more than 60 new trees along Parnassus Avenue, which supports urban environmental improvement initiatives.
Wilderness or outdoor programs (1 point)
UCSF students have access to organized outdoor activities through the campus recreation program, including hiking, backpacking, and camping trips. There is also a "Wilderness Medicine" clinical elective (EM 140.31) in Fresno offered to fourth-year medical students to learn and practice essential skills, such as basic preparedness, search and rescue, and wilderness improvisation, through an immersive experience in the Sierra Nevadas.

Section Total (14 out of 15)	**93.33%**

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Campus Sustainability

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

5.1. Does your institution have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is **at least one designated staff member** for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but **no specific staff member** in charge of hospital sustainability. (2 points)	
There are **no salaried sustainability staff,** but there is a sustainability task force or committee. (1 point)	
There are **no** staff members **or** task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	3
Score explanation: UCSF has an Office of Sustainability that is committed to protect the health and safety of students, staff, and the greater community. UCSF has a team including a Chief Sustainability Officer, Executive Director, and Sustainability Officers. The Advisory Committee on Sustainability includes campus representation from each professional school. UCSF has partnerships with the EaRTH Center, Center for Climate, Health and Equity, Climate Change and Mental Health Task Force, and Green Teeth. Additionally, the UCSF Academic Senate Committee on Sustainability includes representation from each professional school and advances environmental sustainability across education and campus operations. The committee supports these efforts through engagement with the UC Systemwide Carbon Neutrality Initiative, the UCSF Green Challenge, campus-specific waste-reduction initiatives, and the Systemwide Divestment from Fossil Fuels Initiative.	

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

Score Assigned:	1

Score explanation: UCSF's Sustainable Practices Policy outlines a goal of 90% reduction in total emissions (Scope 1, 2, and 3) by 2045 using a 2019 baseline, with residual emissions addressed through carbon removal. While UCSF has produced a building energy decarbonization roadmap and prioritized key projects in its 10-year capital financial plan, updated climate action plans are still being drafted. The 2025 Annual Report on Sustainable Practices notes that Scope 1 emissions rose approximately 3% in 2024, driven by newly acquired hospitals and expanded shuttle service. The UC Health White House Climate Pledge commits to a 50% emissions reduction by 2030 and net zero by 2050. More information on UCSF's sustainability commitments 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:	2

Score explanation: 100% of electricity purchased by UCSF has been from clean-energy sources since 2019, primarily via solar and hydroelectric. The 2025 Annual Sustainability Report confirms that purchased electricity emissions remain at zero. However, a substantial portion of total energy consumption is generated on-site by a gas powered cogeneration plant at Parnassus campus. UCSF has expanded on-site renewable energy generation through solar power installations across several teaching and research sites when it is cost-effective or aligned with the site's Climate Action plan, however this contributes only marginally to overall energy supply. UCSF's teaching buildings, including those used by the School of Dentistry, are powered by approximately 98% clean electricity, aligning with the University of California's systemwide clean energy goals. In 2022, UCSF teaching buildings is a part of the UC Clean Power Program for 100% clean electricity. As of 2021, all electricity purchased from the grid for UCSF operations is carbon-free. In addition to off-site renewable procurement, UCSF has installed on-site renewable systems, including a 244 kW rooftop solar array at the Mission Bay campus, contributing directly to building-level energy production. While UCSF has not yet reached the UC target of 100% clean electricity, renewable and low-carbon sources comprise the vast majority of its electrical supply. However, heating infrastructure across campus continues to rely in part on natural gas, meaning total building energy consumption is not fully renewable. Because the majority of electricity is sourced from renewable or low-carbon energy but overall energy use still includes fossil fuels, this metric most appropriately meets the criteria for 2 points (>80% renewable energy use). More information on UCSF's energy use and sustainability can be found on the sustainability website and here.

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:	3
Score explanation: UCSF requires all new buildings and major renovations to conform to Leadership in Energy and Efficiency Design (LEED) certification standards, and as of the 2025 Annual Sustainability Report, holds 27 total LEED certifications across its campus, 16 Gold, 6 Silver, and 5 Certified, with one new LEED Gold certification achieved in the most recent reporting year. UC policy prohibits on-site combustion of fossil fuels for space and water heating in all new buildings or major renovations except under special circumstances. Under the UC Sustainable Practices Policy, all new buildings submitting preliminary drawings must achieve a minimum of USGBC LEED Gold certification, with a goal of achieving LEED Platinum. UCSF has also implemented sustainability upgrades across all existing facilities, including energy-efficient lighting, HVAC modernization, and low-flow water systems especially in laboratory and clinical spaces. Some campus renovations, such as projects at Parnassus, have achieved LEED Gold certification. Majority of buildings by the School of Dentistry have been fully upgraded to a published green building rating system.UCSF has also produced a building energy decarbonization roadmap that prioritizes electrification of heating and cooling systems across its major sites, with key projects incorporated into its 10-year capital financial plan. However, the majority of existing older buildings have not yet been retrofitted to meet these standards, and the decarbonization roadmap represents a forward-looking plan rather than completed work. Sustainable building practices are required for all new construction at UCSF. More information on UCSF's green building practices can be found here.	

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: UCSF has implemented a broad range of sustainable transportation programs that are well-utilized by its student community. Students have access to UCSF Health shuttles, extensive Bay Area public transit, biking and walking infrastructure, and limited parking that incentivizes low-emission commuting. A student-passed referendum now funds a mandatory Student Transit Pass, providing all enrolled students with unlimited access to all 24 Bay Area transit agencies via the Clipper BayPass. To meet a surge in demand for sustainable commute options, UCSF introduced new shuttle routes, added park-and-ride lots, launched a commuter bus program, and expanded vanpool and free bus pass offerings. These efforts are reflected in commute outcomes: 75% of students, staff, and faculty used sustainable commute modes, with public transit, shuttle, and walking rates all increasing. Additionally, UCSF's urban San Francisco location, well-served by public transportation, naturally reduces reliance on single-occupancy vehicles. More information on UCSF's transportation programs can be found here.	

5.6. Does your institution have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?	
Yes, the institution has **both** compost **and** recycling programs accessible to students and faculty. (2 points)	
The institution has **either** recycling **or** compost programs accessible to students and faculty, but not both. (1 point)	
There is **no** compost or recycling program at the institution. (0 points)	
Score Assigned:	2
Score explanation: The UCSF Recycling and Waste Reduction Program provides accessible recycling and composting across the UCSF campus and facilities. 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. In 2025, UCSF installed Oscar Sort, a robot that ensures proper disposal in the City's three bin system.	

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

Score explanation: UCSF follows the University of California Sustainable Procurement Guidelines which include the Green Spend Criteria for food and beverage expenditures. The Green Spend Criteria requires 25% of food and beverage purchases, at minimum, to meet the AASHE STARS ® 2.2 Technical Manual Food and Beverage "sustainably or ethically produced" criteria (OP-07 p. 1-8). According to the University of California Sustainability Annual Report 2025, 57% of food and beverage purchases met sustainability criteria in 2025, up from 51% in 2024. 35% of food and beverage purchases in 2025 were plant-based, down from 44% in 2024.
While both metrics exceed UC's goal of 25%, when scored by the AASHE STARS criteria directly, UCSF earned 4.47 out of 6 possible points for sustainable food and beverage purchasing in 2025. Although the institution meets the criteria set by UC, this score indicates room for improvement. Additionally, UCSF has yet to implement any restrictions on the amount of meat consumed, such as meat-free days, which is a missed opportunity for sizable impact on the institution's carbon footprint.

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

Score explanation: UCSF follows the University of California Sustainable Procurement Guidelines, which include the Green Spend Criteria for electronics, office furniture, cleaning supplies, and office supplies. These Criteria define recommended (minimum) and preferred levels of sustainability requirements for each category. According to the University of California Sustainability Annual Report 2025, the following percentages of procurement met minimum or preferred Green Spend Criteria in 2025:

- *Electronics: 55% (down from 76% in 2024)*
- *Office furniture: 65% (down from 68% in 2024)*
- *Cleaning supplies: 56% (up from 45% in 2024)*
- *Office supplies: 30% (up from 27% in 2024)*

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.

5.9. Are there sustainability requirements or guidelines for events hosted at the institution?
Every event hosted at the institution **must** abide by sustainability criteria. (2 points)
The institution **strongly recommends or incentivizes** sustainability measures, but they are **not required.** (1 point)

There are **no** sustainability guidelines for institution events. (0 points)	
Score Assigned:	1
Score explanation: The UCSF Office of Sustainability offers Sustainability Certifications, including the Green Event Planner Certification to guide green practices at UCSF events and meetings. Individuals can earn certification at Bronze, Silver, Gold and Platinum levels by evaluating their event across the categories of Decarbonization, Zero Waste, and Sustainable Food. This certification is not required by the institution but recommended.	

5.10. Does your institution have programs and initiatives to assist with making lab spaces more environmentally sustainable?	
Yes, the institution has **programs** and **initiatives** to assist with making lab spaces more environmentally sustainable. (2 points)	
There are **guidelines** on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)	
There are **no** efforts at the institution to make lab spaces more sustainable. (0 points)	
Score Assigned:	2
Score explanation: The UCSF Office of Sustainability offers Sustainability Certifications, including the Green Labs Assessment to promote green practices in UCSF lab spaces. Certifications are granted to labs that score highly across categories of Zero Waste, Culture Shift, Decarbonization, Water Conservation, and Toxics Reduction. According to the University of California Sustainability Annual Report 2025, 40 labs are currently certified, one of which was assessed and certified in 2025. Furthermore, UCSF engaged 112 labs in the ultra-low-temperature freezer rebate program to replace non-Energy Star -80°C freezers with new Energy Star freezers, in alignment with UCSF's energy conservation policy. In addition, there is a LivingGreen program where a team of experts will meet with labs 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. *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: In 2019, the UCSF Senate passed a Memorial with 79% approval urging the University of California Regents to divest from the 200 publicly traded fossil fuel companies with the largest carbon reserves. In May 2020, the University announced full divestment of the $13.4 billion endowment fund and $70 billion pension fund from fossil fuels along with simultaneous clean energy investment of $1 billion. Thus, the University of California as a whole is classified as "Full Divestment" by the Global Fossil Fuel Divestment Commitments Database.

Despite claims of full divestment, the UC invests millions into many of the largest private equity firms identified by the Private Equity Climate Risks Project to have direct ownership of fossil fuel industry assets. The UC endowment and retirement funds have holdings in firms considered among the worst offenders, including Blackstone, KKR, Apollo, EnCap, BlackRock, Stonepeak, and Brookfield. While the UC does not directly invest in fossil fuel companies, these investments demonstrate financing of a number of extractive industries and oil pipelines that will continue to accelerate climate change.

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 (23 out of 32)	**71.88%**

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Grading

Section Overview
This section focuses on the grading of the report card. The institution received a grade for each of the individual sections as well as an overall institutional grade. Section point totals were tallied, divided by the total points available for the section, and converted to a percentage. The overall institutional grade is a weighted average of the section grades, with curriculum receiving a higher weight owing to its larger number of metrics. Letter grades for each section and the institution overall were then assigned according to the table below.

Letter Grade*	Percentage
A	80% - 100%
B	60% - 79%
C	40% - 59%
D	20% - 39%
F	0% - 19%

**Within each grade bracket, a score in the top 5% (_5 to_9%), receives a "+", and a score in the bottom 5% (_0-_4%) receives a "--". For example, a percentage score of 78% would be a B+.*

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	(22/70) x 100 = 31.43%	D
Interdisciplinary Research (17.5%)	(17/17) x 100 = 100%	A+
Community Outreach and Advocacy (17.5%)	(13/14) x 100 = 92.86%	A
Support for Student-led Planetary Health Initiatives (17.5%)	(14/15) x 100= 93.33%	A
Campus Sustainability (17.5%)	(23/32) x 100 = 71.88%	B
Institutional Grade	**(0.3143x0.3 + 1x0.175 + 0.9286x0.175 + 0.9333x0.175 + 0.7188x0.175) = 72.09%**	**B**

Report Card Trends

Section Overview
This graph demonstrates trends in overall and section grades for the years in which UCSF has participated in the Planetary Health Report Card initiative.