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# Planetary Health Report Card (Dentistry) 2026: *University of Washington*

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Land acknowledgment: Coast Salish peoples of this land, the land which touches the shared waters of all tribes and bands within the Suquamish, Tulalip and Muckleshoot nations.

## Summary of Findings

<b>Overall Grade</b>	<b>C</b>
<b>Curriculum</b>	<b>D-</b>
<ul style="list-style-type: none"> <li>The University of Washington School of Dentistry curriculum has room for major improvements in planetary health relating to oral healthcare. The current curriculum only has a one hour lecture specifically talking about environmental sustainability and dentistry. However, Social Determinants of Health are discussed frequently throughout the curriculum, which include environmental issues as a factor in oral health.</li> <li><b>Recommendations:</b> Moving forward, the curriculum can focus on integrating planetary health by explicitly emphasizing the carbon footprint of the dental profession and impacts of climate change effects on oral health.</li> </ul>	
<b>Interdisciplinary Research</b>	<b>A</b>
<ul style="list-style-type: none"> <li>The University of Washington School of Medicine offers many opportunities to conduct research on planetary health and sustainability. However, the School of Dentistry is not involved in any of them.</li> <li><b>Recommendations:</b> University of Washington School of Dentistry should provide resources and incentives to engage in healthcare sustainability research.</li> </ul>	
<b>Community Outreach and Advocacy</b>	<b>F</b>
<ul style="list-style-type: none"> <li>The University of Washington School of Dentistry has little community outreach relating to planetary health. Many of the existing initiatives are run by student organizations and not sponsored by the institution.</li> <li><b>Recommendations:</b> The University of Washington School of Dentistry can partner with ongoing efforts within the school to reach larger audiences to promote planetary health. There is significant room to grow in providing educational material for community dentists and patients.</li> </ul>	
<b>Support for Student-Led Initiatives</b>	<b>B</b>
<ul style="list-style-type: none"> <li>The University of Washington Dental School has an active Climate Action and Sustainability Team. In addition, UW Sustainability offers opportunities for students to participate in sustainability projects and events.</li> <li><b>Recommendations:</b> Support for student-led initiatives mostly comes from the wider University rather than the Dental School. We recommend the dental school to offer increased support to students interested in sustainability through support for their initiatives and priority grants for related research.</li> </ul>	
<b>Campus Sustainability</b>	<b>B-</b>
<ul style="list-style-type: none"> <li>University of Washington has a UW Sustainability program which has many goals and initiatives to increase campus sustainability, including green building standards, incentives for public transit use and carbon neutrality by 2050.</li> <li><b>Recommendations:</b> UW Sustainability goals can be more ambitious, such as shorter timelines for carbon neutrality and fossil fuel divestment. It also focuses on recommendations and incentives and lacks tools to enforce its proposals.</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: The University of Washington School of Dentistry (UWSOD) within the last year has not offered any elective courses whose primary focus is ESH/ESD/planetary health nor do any current elective courses include a lecture on planetary health.</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:	0

*Score explanation: The UWSOD curriculum currently does not address the concepts of climate change and its impacts on humankind and biodiversity.*

**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 third year curriculum includes a lecture on “Sustainability in Dentistry” within the Practice Management course, which briefly addresses the concept of pollution through the dental profession lens. This lecture addresses the main pollutants caused within the field of dentistry and brings awareness to how to reduce the impacts and quantity of pollutants in dentistry.*

**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 UWSOD curriculum currently does not address the concepts of environmental citizenship, the impact of human choices and current and emerging environmental actions.*

***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 <b>not</b> covered. (0 points)	
Score Assigned:	2
<i>Score explanation: The third year curriculum includes a lecture on “Sustainability in Dentistry” within the <a href="#">Practice Management course</a>, which briefly addresses the decreased food and water supply and quality due to climate changes and their impacts on oral health. This lecture also briefly covers the increased risk of respiratory disease and its oral health impacts.</i>	

<b>1.6. Does your <u>dental school</u> curriculum explore potential links or associations between <u>oral health</u> outcomes and climate change?</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
<i>Score explanation: The UWSOD curriculum currently does not explore the potential links between oral health outcomes and climate change.</i>	

<b>1.7. Does your <u>dental school</u> curriculum address the impact of climate change on the changing patterns of infectious diseases?</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
<i>Score explanation: The UWSOD curriculum currently does not address the impact of climate change on the changing patterns of infectious disease.</i>	

<b>1.8. Does your <u>dental school</u> curriculum address the impact of anthropogenic and/or industry-related environmental toxins on <u>human health</u>?</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
<i>Score explanation: The second year curriculum briefly mentions industrial mercury poisoning in Minamata in the amalgam lecture in the Operative Dentistry 3 course. The mass fluoride poisoning in Hooper Bay AK was mentioned in first year Dental Public Health class.</i>	

<b>1.9. Does your <u>dental school</u> curriculum address the outsized impact of <u>climate change</u>, <u>pollution</u> &amp; <u>anthropogenic environmental toxins</u> on marginalised populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?</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
<i>Score explanation: The UWSOD Foundations of Dental Medicine 3 course spends a lecture on the <a href="#">WHO ICF Illustration Library</a>. ICF is the International Classification of Functioning, Disability and Health. Students are taught during this course that environmental factors, including population, flora and fauna, climate, and natural events, are key parts of classifying disability, which affects how patients qualify to receive care. This is not taught in the context of integrated oral healthcare reducing the need for materials or lowering greenhouse emissions.</i>	

**Curriculum: Sustainability**

<b>1.10. Does your <u>dental school</u> curriculum address the concept of environmental sustainability?</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
<i>Score explanation: The UWSOD curriculum does not currently address the concept of environmental sustainability.</i>	

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

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective coursework** or **other learning experiences** (1 point)

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

Score Assigned: 0

*Score explanation: The UWSOD curriculum currently does not address the concept and importance of sustainable healthcare.*

**1.12. Does your dental school curriculum address the carbon footprint of healthcare systems?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective coursework** or **other learning experiences** (1 point)

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

Score Assigned: 2

*Score explanation: The third year curriculum includes a lecture on “Sustainability in Dentistry” within the Practice Management course, which briefly addresses the carbon footprint of the dental profession system.*

**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 UWSOD curriculum currently does not address the concept and importance 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: The third year curriculum includes a lecture on “Sustainability in Dentistry” within the Practice Management course, which briefly addresses the environmental impact of oral healthcare systems. This lecture addresses the main contributors to the dental profession’s carbon footprint and offers downstream interventions on reducing the carbon footprint.*

**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:

1

*Score explanation: A faculty and student at the UWSOD conducted a waste audit of the simulation preclinic to identify areas of potential waste in order to recommend interventions to reduce waste. The entire second year class was aware of this audit. (Reference: Oxborrow DG, Dong C, Lin IF. Simulation clinic waste audit assessment and recommendations at the University of Washington School of Dentistry. J Dent Educ. 2024 May;88(5):623-630. doi: 10.1002/jdd.13470. Epub 2024 Feb 12. PMID: 38343343.)*

***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:	1
<p><i>Score explanation: The UWSOD curriculum focuses on prevention as the best method for providing efficient and ethical healthcare but not necessarily sustainable healthcare. For example, the 2nd year Immediate Dentures course mentions “fewer appointments” frequently as a benefit to the patient. This is a more ethical and sustainable goal of dentistry, but the course focuses more on cost-saving instead of environmental sustainability.</i></p>	

<p><b>1.17. Does your <u>dental school</u> curriculum address the <u>environmental significance</u> of the delivery of high-quality (operative care) oral 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:	0
<p><i>Score explanation: A faculty and student at the UWSOD conducted a waste audit of the simulation preclinic to identify areas of potential waste in order to recommend interventions to reduce waste. The entire second year class was aware of this audit. (Reference: Oxborrow DG, Dong C, Lin IF. Simulation clinic waste audit assessment and recommendations at the University of Washington School of Dentistry. J Dent Educ. 2024 May;88(5):623-630. doi: 10.1002/jdd.13470. Epub 2024 Feb 12. PMID: 38343343.).</i></p>	

<p><b>1.18. Does your <u>dental school</u> curriculum address the <u>environmental significance</u> of ‘<u>integrated oral care</u>’?</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: The UWSOD Foundations of Dental Medicine Courses given throughout first and second year frequently discusses the importance of biopsychosocial profiles and person-centered care. This is to convey the importance of a structured, coordinated care plan which takes into account the biological, psychological and social determinants of health. This explicitly is stated to include a person’s environment. The focus on ‘Dental Medicine’ is meant to include the many healthcare providers in a person’s care team. Students are taught to always think of patients as complex and multi-faceted persons with delicate care needs. This topic is covered in depth.</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:	0
<i>Score explanation: The UWSOD curriculum currently does not address the importance, environmental &amp; oral health outcomes of individual &amp; dental team's ownership of care.</i>	

<b>1.20. In training for patient encounters, does your <u>dental school's</u> curriculum introduce strategies to have conversations with patients about the health effects of climate change?</b>	
Yes, there are strategies introduced for having conversations with patients about climate change in the <b>core</b> curriculum. (2 points)	
Yes, there are strategies introduced for having conversations with patients about climate change in <b>elective</b> coursework. (1 point)	
No, there are <b>no</b> strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	0
<i>Score explanation: The UWSOD curriculum does not currently introduce strategies to have conversations with patients about the health effects of climate change in training for patient encounters.</i>	

***Curriculum: Administrative Support for Planetary Health***

<b>1.21. Is your <u>dental school</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/Environmental Sustainability in Dentistry (ESD)/Planetary Health education?</b>	
Yes, the dental school is currently in the process of making <b>major</b> improvements to ESH/ESD/planetary health education. (4 points)	
Yes, the dental school is currently in the process of making <b>minor</b> improvements to ESH/ESD/planetary health education. (2 points)	
No, there are <b>no</b> improvements to Planetary Health education in progress. (0 points)	
Score Assigned:	0

*Score explanation: The UWSOD is not currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/Environmental Sustainability in Dentistry (ESD)/Planetary Health education.*

**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:

0

*Score explanation: The UWSOD core curriculum is currently lacking in planetary health/ESD/ topics. The stand-alone lecture “Sustainability in Dentistry” within the Practice Management course of the third year curriculum contains an introduction to climate change within the oral healthcare system.*

**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 UWSOD does not have an appointed member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme within the curriculum.*

**Section Total (17 out of 70)**

**24.28%**

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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.*

<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: In 2015, the UW <a href="#">Center for One Health Research and the Center for Health and the Global Environment</a> (CHanGE) was founded, which is a research organization designed to “collaboratively develop and promote innovative approaches to understanding and managing the risks of global environmental change.” Dr. Ebi conducts research specifically on the health risks of global change. The current director of CHanGE, Dr. Jeremy Hess, is an emergency medicine physician affiliated with the UWSOM. He has contributed extensively to institutional, national, and international efforts to understand and adapt to the effects of climate change. He has held leading roles in producing the IPCC’s Special Report on Managing the Risks of Extreme Events and Disasters to Advance Climate Change Adaptation, and the Sixth Assessment Report. He is also an author on the annual Lancet Countdown on Health and Climate Change. Furthermore, he serves as a consultant for the Climate and Health Program at the U.S. Center for Disease Control and Prevention. Lastly, Dr. Peter Rabinowitz is a family medicine physician and Director of the UW Center for One Health Research, which is an organization focused on performing research on the interaction between humans, animals, and the environment. This Center also houses Dr. Noelle Benzekri and Dr. Alice Tin, physicians who hold faculty appointments with the UW School of Medicine. Dr. Ivy Lin, a faculty member from the Department of Oral Surgery in the UW School of Dentistry, is also conducting research on sustainable healthcare.</i></p>	

**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: The UW [Center for One Health Research and the Center for Health and the Global Environment](#) (CHanGE) have active researchers from several disciplines, including medicine, veterinary medicine, architecture, and public health. In addition, the [Climate Impacts Group](#) (CIG) at UW is specifically operated to investigate the effects of climate change and to identify areas that necessitate further research in this field. Part of their purpose is to aid in enabling local and regional communities to navigate current and future effects of climate change. The CIG partners with organizations such as the Washington Department of Fish and Wildlife, the Pacific Climate Impacts Consortium, The Nature Conservancy, and several Indigenous tribes. However, no dental professionals are currently involved with these institutes.*

**2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?**

Yes, there is a process in which community members impacted by climate and environmental injustice have **decision-making power** in the climate + environmental research agenda. (3 points)

Yes, there is a process in which community members impacted by climate and environmental injustice **advise** the climate + environmental research agenda. (2 points)

**No**, but there are **current efforts** to establish a process for community members to advise or make decisions on the research agenda. (1 point)

There is **no** process, and **no** efforts to create such a process. (0 points)

Score Assigned:

2

*Score explanation: UW CIG has specific resources for Indigenous communities to provide input and access resources to perform climate assessments for their own lands and peoples. For example, the Quileute Tribe completed a [Traditional Ecological Knowledge report](#) to inform the Tribe's Climate Plan. The CIG has a Tribal Support Desk "to respond to as-needed tribal queries regarding the climate change vulnerability assessment and adaptation process." The Yakima Nation were able to fund a project that aimed to "better understand climate change impacts on the meadows of their Reservation that they manage and focus restoration actions where they will contribute most to maintaining the ecological and cultural values of meadows into the future."*

*Additionally, CHanGE welcomes community stakeholders as collaborative members, allowing another avenue for communication. There is no formal methodology at the UWSOM specifically for disproportionately impacted groups to dictate the path forward for research and policy initiatives, but they can provide input to help guide their relevance through these other closely related centers of research.*

**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: The University of Washington has a website for their [Center for Health and the Global Environment](#). This website centralizes information about courses, research, events and news related to the intersection of health, the environment and climate change. Additionally, there is a [UW Sustainability](#) website that catalogues student groups focused on sustainability and gives information about reducing emissions and waste on campus. There is also a [Program on Climate Change](#) website where information about climate change focused courses and research can be found.*

**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
<p><i>Score explanation: Since March 2024, <a href="#">UW Earth Lab</a> and the Center for Health and the Global Environment have partnered to host an annual Symposium on Climate Change and Clinical Practice which brings together stakeholders from across the spectrum of clinical practice and health care operations to consider the implications of the climate crisis on health systems. It is open to all and provided a full day of learning, network development, and practical exploration of key topics such as disaster preparedness, capacity management, specialty-specific changes in clinical practice, and decarbonization of the clinical environment.</i></p>	

<p><b>2.6. Is your <u>institution</u> a member of a national or international planetary health or ESH/ESV organisation?</b></p>	
<p>Yes, the institution is a member of a national or international planetary health or ESH/ESV organisation. (1 point)</p>	
<p>No, the institution is <b>not</b> a member of such an organisation. (0 points)</p>	
Score Assigned:	1
<p><i>Score explanation: The Schools of Public Health, Medicine and Nursing are individually part of the Planetary Health Alliance and/or the Global Consortium on Climate and Health Education, however the School of Dentistry and the University of Washington in general are currently not.</i></p>	

<b>Section Total (16 out of 17)</b>	<b>94.12%</b>
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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.*

<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
<p><i>Score explanation: The UWSOD does not have any existing partnerships with community organizations to promote planetary or environmental health. However, students do have the opportunity to volunteer with Stewardship Partners in their <a href="#">Adopt-a-Buffer program</a> to restore riparian habitat along the Snoqualmie River. This volunteer initiative is managed by a student organization.</i></p>	

<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: The UWSOD has not offered or promoted any community-facing courses or events related to planetary health.*

**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 UWSOD does not regularly send out standalone communications or updates as part of a course regarding planetary health or sustainable healthcare. A student organized newsletter on sustainability is shared monthly through the school bulletin email and SOD Opportunities opt-in email list.*

**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: The UWSOD does not offer any Continuing Dental Education (CDE) courses related to 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:	0
<i>Score explanation: The UWSOD and affiliated sites do not offer educational materials for patients regarding environmental health exposures.</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: The UWSOD and affiliated sites do not offer educational materials for patients regarding the health impact of climate change.</i>	

<b>Section Total (2 out of 14)</b>	<b>14.29%</b>
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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.*

<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
<i>Score explanation: UWSOD does not offer grants for sustainability initiatives and sustainability QI projects are not part of the curriculum. However, UW Sustainability offers a <a href="#">Campus Sustainability Fund</a> which funds student-led projects which lessen the University's environmental impact.</i>	

<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
<i>Score explanation: UWSOD students can perform research related to planetary health through the <a href="#">Summer Undergraduate Fellowship Program</a> if they can find a mentor to supervise them. UW Sustainability also offers the <a href="#">Green Seed Fund</a> which funds sustainable research by faculty, students and staff. However, there is not a specific research or fellowship program for dental students at this time.</i>	

**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:

0

*Score explanation: There is a [page](#) dedicated to environmental sustainability on the UW Medicine website, but it does not contain information on projects and mentors within sustainable healthcare.*

**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: UWSOD Climate Action and Sustainability Team is a group which aims to integrate sustainability into the dental school and the dental profession and to foster a community that recognizes our role in combating climate change and values efforts towards a sustainable and equitable future. The team consists of students, faculty and staff and is supported by a faculty mentor.*

**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:	0
<i>Score explanation: There are several roles for students to serve on various institutional committees, but no position exists to advocate for sustainability practices. There is a University of Washington Environmental Stewardship committee that serves the whole institution, but the School of Dentistry is not represented.</i>	

4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	Score
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	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.	1
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	0
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>- <i>The <a href="#">UW Farm</a> Offers a <a href="#">CSA program</a>. They offer a virtual learning library and other organic agriculture and sustainable food systems.</i></li> <li>- <i>The UWSOD Climate Action and Sustainability hosts lectures on environmental sustainability periodically throughout the year.</i></li> <li>- <i>The <a href="#">UW Sustainability Events Calendar</a> highlights past and future events relating to sustainability, which is frequently updated.</i></li> <li>- <i>The UWSOD Climate Action and Sustainability organizes quarterly Adopt-a-Buffer events where dental school students, faculty and staff volunteer to plant trees to restore buffers along the Snoqualmie river.</i></li> <li>- <i>The UW Intramural Activities building offers UWild trip, like rock climbing and multi-day bike tours.</i></li> </ul>	

<b>Section Total (10 out of 15)</b>	<b>66.66%</b>
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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.*

<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
<i>Score explanation: The University of Washington's Office of Sustainability serves the UW Health Sciences programs through the UW Environmental Stewardship Committee's subcommittee on Greening Health Sciences, Sustainability and Medicine (SAM), and Multidisciplinary Efforts for Sustainability in Health Care (MESH). However, the Office of Sustainability does not have a specific employee or liaison for the Schools of Dentistry or Medicine.</i>	

<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:	0

*Score explanation: UW aspires to be carbon neutral across all emission categories by 2050 and does not have a written plan. In a 2025 update, it is aiming to create actional pathways to reduce carbon emissions by [45% by 2030](#).*

**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: The University of Washington sources its energy from Seattle City Light (SCL). As of 2024, more than 80% of SCL's energy comes from hydropower. This reviewer considers hydroelectric power as renewable energy, but it is important to recognize the debate over whether hydroelectric power classifies as a source of renewable energy. Additionally, UW solar is drafting a Solar Energy Plan for the next thirty years for the Seattle campus to bring more solar capacity to the institution. However, the campus does also use natural gas on site for heating.*

**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: University of Washington's [green building standards](#) stipulate that new buildings at minimum must have LEED Gold certification, energy use intensity below state requirement, and a 25-40% reduction in potable water use compared to city code. The Magnuson*

*Health Sciences Center houses much of the dental school. It is decades old and has not undergone significant retrofitting to improve sustainability. However, there is a request for state funding to update and centralise the cooling system in several wings of the building. This renovation would reduce the building's energy consumption.*

**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: University of Washington offers a variety of environmentally-friendly transportation options for students and employees.*

*- **U-Pass** - all dental school students and employees are provided a subsidised U-Pass that gives them access to Seattle area public transportation including King County and regional bus systems, Sounder Train, Light Rail, water taxis, streetcar and monorail systems. In addition, students are provided full fare coverage for regional paratransit services as well as vanpool, UW Shuttles, and Emergency Ride Home services. UW offers multiple shuttles, for example the Health Services Shuttle, that are available for students and staff to shuttle between UWMC, Harborview and other associated health services locations in Seattle.*

*- **Carpooling and Vanpooling** - available for students and employees for an annual or quarterly fee.*

*- **Biking** - the UW Seattle Campus is located on the Burke Gilman Trail and is surrounded by an extensive system of bike lanes that provide students a safe route to bike to campus. There are 7,800 bike rack spots, bike lockers, and bike rooms across campus that are available for students to lock up their bikes.*

*- **Walking** - the UW Seattle Campus is located on the Burke Gilman Trail and has a network of walking paths on campus; in addition, the school offers resources like maps and walking guides to support folks in finding the right route to, from and while on campus. Two Light Rail Stations and buses from around the region service the campus and provide a route for off-campus students to walk to campus. According to the UW Transportation Services, 28% of people walk to campus everyday.*

*In addition, the UW Sustainability Action Plan aims to reduce single-occupancy transportation to the UW by 6% by 2028. The plan includes encouraging sustainable transportation options, improving active transportation infrastructure and access, as well as promoting U-CAR and UW Shuttle service for mid-day travel.*

**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: UW Facilities has conventional recycling and organic recycling throughout campus. They offer a [disposal guide](#) on their website to help people identify what waste products should go in which sort of container. There are multiple waste bins located around campus for trash, recycling, and composting which is accessed by both students and faculty.*

**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: The [University of Washington Housing & Food Services \(HFS\)](#) uses a value-based approach when making decisions regarding dining and food procurement. UW HFS believes in sourcing as much as they can from local vendors, i.e. vendors within 250 miles from the Seattle campus. Per the 2024 UW Sustainability Action Plan (SAP), the UW Housing and Food Services sustainability goal is to achieve [35%](#) of food procured from local sources by 2025.*

*UW HFS uses the US Foods bi-annual report to help continuously evaluate the proportion of campus food coming from sustainable sources and those that share the UW HFS sustainability values. One of UW HFS's highest sustainability efforts is the UW Farm - a 2 acre organic farm on campus that provides produce sold in campus grocery stores and in dining halls. There is an emphasis on increasing plant-based items as HFS has made an intentional shift in purchasing a reduced percentage of animal-based meat. The 2024 UW SAP reports that more than [38%](#) of menu items are plant-based.*

The UW SAP has a target goal to reduce single-use disposable items and has partnered with UW HFS to promote the [OZZI program](#), which offers reusable takeout containers. The OZZI program is primarily aimed toward residence halls at this time with plans to expand in the future.

**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: The University of Washington Procurement Services has [sustainability requirements](#) that are required in all university-wide contract solicitations and include criteria based on the specific commodity. Examples include packing material reduction, energy efficiency, supplier take-back/trade-in, and responsible delivery and transportation. However, there are no requirements for the amount or type of sustainable products that must be purchased. Rather, UW Procurement Services encourages departments to consider purchasing used items from UW Surplus or recycled or environmentally preferable products (EPP) when quality and performance are comparable to alternatives. An example of the encouragement and recognition of good practices is the UW Green Office Program. In addition, UW has made an active effort to include a student presence in the UW Procurement Services office with three intern, liaison, or coordinator positions.*

**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: UW Sustainability has an [Events Guide](#) that is a tool for event planners to make their events more sustainable. However, there are no incentives to follow these recommendations.*

**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 UW had a [Green Laboratory Certification program](#) which offered labs the opportunity to gauge their sustainability practices, receive training, and be awarded with recognition based on meeting sustainability standards. It addresses workplace practices in action areas such as energy use, chemical use, work-related travel, and more.*

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

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

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

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

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

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

Score Assigned:

2

*Score explanation: The University of Washington Board of Regents approved a resolution in 2022 to begin exiting all direct investments in fossil-fuel companies with the goal of complete divestiture by Fiscal Year 2027. The resolution includes a commitment not to renew indirect investments in funds primarily focusing on fossil-fuel extraction or reserves. Both commitments include allowances for firms contributing to the transition to sustainable energy. While the institution has officially made the commitment to fully divest, there is still investment in fossil fuels.*

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

**62.5%**

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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%

## Planetary Health Grades for the University Washington School of Dentistry

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

Section	Raw Score %	Letter Grade
<b>Planetary Health Curriculum (30%)</b>	$(17/70) \times 100 = 24.28\%$	D-
<b>Interdisciplinary Research (17.5%)</b>	$(16/17) \times 100 = 94.12\%$	A
<b>Community Outreach and Advocacy (17.5%)</b>	$(2/14) \times 100 = 14.29\%$	F
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	$(11/15) \times 100 = 73.33\%$	B
<b>Campus Sustainability (17.5%)</b>	$(20/32) \times 100 = 62.5\%$	B-
<b>Institutional Grade</b>	$(27.14 \times 0.3 + 94.12 \times 0.175 + 14.2 \times 0.175 + 73.33 \times 0.175 + 62.5 \times 0.175) = 50\%$	C

# Report Card Trends

## Section Overview

This graph demonstrates trends in overall and section grades for the years in which University of Washington School of Dentistry has participated in the Planetary Health Report Card initiative.

