



The University of New England's [mission and core values statements](#) express the institution's commitment to providing students with a learning experience that will

UNE students engage with planetary health issues across the curriculum. The core curriculum for undergraduates highlights skills and knowledge needed to engage positively in an interconnected, 21st century world. [The College of Arts and Sciences Core Curriculum](#) (Core) invites students to explore four themes from multiple disciplinary perspectives and to develop important skills. Students focus on a theme each year: Environmental Awareness (first year), Social and Global Awareness (second year), Critical Thinking (third year), and Citizenship (fourth year). Skills of communications, quantitative reasoning, and critical thinking are taught throughout the Core. Designed to provide a foundation in the liberal arts, the Core reflects the values of the college and prepares students for living informed, thoughtful, and active lives in a complex and changing society.

[The Westbrook College of Health Professions \(WCHP\) Common Curriculum](#) is designed to provide undergraduate students with the opportunity to engage in liberal arts and science course work while exploring health profession study. Elements of the College of Arts and Sciences Core Curriculum provide academic offerings in creative arts, social-global awareness, humanities exploration, and advanced studies/ human traditions course work. Study in the arts and sciences supports the development of effective communication skills, critical thinking abilities, quantitative reasoning and

curriculum. Professional programs in Dental Medicine, Osteopathic Medicine and Pharmacy emphasize the role of each discipline in meeting community health needs and goals.

[The College of Dental Medicine](#) places students in communities and settings where their service is needed most. Their experiences emphasize the development of communication skills through direct patient contact, take place in a variety of settings, and students interact with many at-risk populations (e.g., pregnant mothers,

External funding for UNE research has grown 200% in the last eight years. In 2013, 146 faculty and staff peer-reviewed publications were cited in the Scopus

international Masters' Degree programs and new cooperative marine research and entrepreneurship.

UNE was a founding member of the Maine North Atlantic Arctic Education Consortium in 2016. Created to harness the energy and strengths of the three Maine higher education institutions represented at the Arctic Circle Assembly in 2015- UNE, University of Southern Maine and St. Joseph's College - the consortium began work identifying areas of potential collaboration and invited other Maine institutions to join in our work. The consortium's expanded membership includes Bowdoin College, University of Maine Climate Change Institute, Bigelow Labs, Maine Maritime Academy and Bates College. Work continues to identify potential collaborations that will extend and expand learning and research opportunities that support the sustainable development of resources and systems in Maine, the North Atlantic, and Arctic.

9. Where does your organization need support from the planetary health community or aim to learn from others?

While UNE students benefit from exposure to planetary health concerns throughout our curriculum, UNE is eager to learn more about how planetary health frameworks may be applied in our undergraduate and graduate programs. All UNE learners can benefit from dialogue and exchange with other institutions as we prepare them to be citizens in an increasingly dynamic and complex 21st century environment. UNE is committed to educating problem-solvers and expanding our institutional knowledge of the issues at play and the best practices in the field can only help in that effort. In addition, expanding our opportunities for collaborative research at the undergraduate, graduate and faculty levels is a clear goal of our PHA membership. Finally, learning more about how institutions are establishing internal policies relevant to planetary health and contributing to policy making via research and scholarship would help UNE continue its efforts to not only educate planetary health problem solvers, but to be part of the solution through its own actions.