



University of Vermont
STARS REPORT

Date Submitted: Feb. 12, 2026
Rating: Gold
Score: 76.40
Online Report: University of Vermont
STARS Version: 3.0

Wait, Wait! Don’t Print Me!

To reduce paper consumption, this document has been designed to be browsed quickly and easily on computer screens using Adobe Reader. The following special features have been embedded:

Moving Around in the Document

- **Summary of Results Links** - Headings in the Summary of Results are links, which can be clicked to take you directly to the referenced page.
- **Bookmarks** - You can jump to segments of the document quickly and easily using the Bookmarks provided in the document. To access the Bookmarks, click on the "Bookmarks" tab on the left side of the Adobe Reader window – it's the icon that looks like a sheet of paper with a blue ribbon hanging over the upper left corner.
- **Pages** - You can quickly go to any page listed in the Table of Contents simply by typing the page number into the box that displays the current page number in the Adobe Reader window, and pressing "Return/Enter."

Searching

- Adobe Reader's search tool allows you to see the results of your search in a menu format, similar to web search engines. Using the menu, you can choose to go directly to the occurrence of the search term that is most relevant to your interest. To access this search tool, press Shift+Ctrl+F, or choose "Search" from the "Edit" menu.

If these features don’t meet your on-screen reading needs, please consider printing only the sections you need, printing double-sided, and using recycled-content paper or paper that has already been printed on one side.

About STARS

The Sustainability Tracking, Assessment & Rating System (STARS®) is a transparent, self-reporting framework for colleges and universities to gauge relative progress toward sustainability. STARS was developed by AASHE with broad participation from the higher education community.

STARS is designed to:

- Provide a framework for understanding sustainability in all sectors of higher education.
- Enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the campus sustainability community.
- Create incentives for continual improvement toward sustainability.
- Facilitate information sharing about higher education sustainability practices and performance.
- Build a stronger, more diverse campus sustainability community.

STARS is intended to engage and recognize the full spectrum of colleges and universities—from community colleges to research universities, and from institutions just starting their sustainability programs to long-time campus sustainability leaders. STARS encompasses long-term sustainability goals for already high-achieving institutions as well as entry points of recognition for institutions that are taking first steps toward sustainability.

About AASHE

STARS is a program of AASHE, the Association for the Advancement of Sustainability in Higher Education. AASHE is a member-driven organization with a mission to empower higher education to lead the sustainability transformation. Learn more about AASHE.

Summary of Results

Score 76.40

Rating: Gold

Report Preface	
Report Preface	0.00 / 0.00
Academics	
Curriculum	32.55 / 45.00
Research	23.00 / 23.00
Engagement	
Campus Engagement	25.00 / 25.00
Public Engagement	20.00 / 25.00
Operations	
Buildings & Grounds	10.43 / 19.00
Energy & Climate	15.95 / 26.00
Food & Dining	6.56 / 10.00
Procurement & Waste	13.45 / 19.00
Transportation	5.85 / 10.00
Planning & Administration	
Coordination & Planning	8.83 / 11.00
Investment	2.14 / 10.00
Representation & Access	9.45 / 14.00
Wellbeing & Work	6.25 / 11.00
Innovation & Leadership	
Innovation & Leadership	10.00 / 10.00

The information presented in this submission is self-reported and has not been verified by AASHE or a third party. If you believe any of this information is erroneous, please see the process for inquiring about the information reported by an institution.

Report Preface

Report Preface

Points Earned 0.00

Points Available 0.00

This section of STARS brings together information about the institution and its reporting process that is not scored, but is included for transparency purposes and to provide context for understanding and interpreting the published report.

Credit		Points
	0.00 /	
Executive Letter	Total adjusted for non-applicable credits	
	Close	
	0.00 /	
Points of Distinction	Total adjusted for non-applicable credits	
	Close	
	0.00 /	
Institutional Characteristics	Total adjusted for non-applicable credits	
	Close	
	0.00 /	
Reporting Methodologies	Total adjusted for non-applicable credits	
	Close	

Executive Letter

Score	Responsible Party
0.00 /	**Caylin McCamp** Education & Outreach Coordinator Office of Sustainability
Total adjusted for non-applicable credits	
Close	

Criteria

This credit allows an institution to upload a letter from the institution's president, chancellor, or other high ranking executive. Typically written on official letterhead, the executive letter serves as an introduction or cover letter for the institution's STARS report. As such, the letter may include a description of the institution's commitment to sustainability, background about the institution, key achievements or highlights from the report, and/or goals for future submissions. The letter also serves as an indicator of administrative support for sustainability and the STARS process.

Measurement

A new executive letter is expected when there has been a change in leadership or the institution is submitting for a higher rating. Otherwise, the same letter may be used for more than one submission.

"---" indicates that no data was submitted for this field

Executive cover letter:

UVM_STARS_2026_Presidential_Cover_Letter_DRAFT.pdf

Notes about the information provided for this credit:

Points of Distinction

Score	Responsible Party
0.00 /	**Amanda Clayton**
Total adjusted for non-applicable credits	Executive Director of Facilities Management
Close	Facilities Management

Criteria

This credit provides an opportunity for an institution to highlight up to three programs, initiatives, or accomplishments that best reflect its leadership for sustainability. Completing this section will help inform how AASHE publicizes the institution's STARS rating.

Measurement

Report on current programs and initiatives and accomplishments from within the previous three years.

"---" indicates that no data was submitted for this field

Name of the institution's featured sustainability program, initiative, or accomplishment:

Comprehensive Sustainability Plan

Narrative and/or website URL providing an overview of the institution's featured program initiative, or accomplishment:

In April 2023, UVM launched our first Comprehensive Sustainability Plan (CSP), which allows us to step forward, amplify the work we already do, and announce a renewed commitment to a healthy environment and societies. The CSP focuses and engages the campus community and generates interest among internal and external stakeholders. Most importantly, the CSP outlines short- and long-term goals that are achievable and within the financial capacity of the institution. The plan will help guide the institution over the next ten years and beyond to create a better world through responsible stewardship of all of our resources. The goals of the plan are organized around four major themes: Decarbonization, Operations, Governance and People, Research and Learning. The full plan and two subsequent annual progress reports can be viewed here: Comprehensive Sustainability Plan | Office of Sustainability | The University of Vermont

A photograph or document associated with the featured program, initiative, or accomplishment:

Name of a second featured sustainability program, initiative, or accomplishment:

Shrinking and Greening the UVM Fleet

Narrative and/or website URL providing an overview of the second featured program initiative, or accomplishment:

UVM strengthened its commitment to a greener fleet through the development of a fleet procurement procedure authored by the Office of Sustainability and Transportation and Parking Services in 2019. The procedure outlined a process where approval of new vehicles was reviewed and approved centrally, with a sustainability lens. The procedure introduces questions and criteria about vehicles' need, size, and fuel consumption. Since then, UVM has grown to 36 electric vehicles in the fleet,

nearly 20% of the entire fleet, while reducing the size of the fleet through sharing agreements across departments. To support the transition to an electric fleet, UVM has also installed over 50 fleet specific charging stations, adding to the nearly 100 public facing chargers available on campus. This commitment to charging infrastructure has represented the largest single installation in the State of Vermont.

UVM Beefing up Charging Infrastructure for EV Fleet Vehicles, Commuters

A photograph or document associated with the second featured program, initiative, or accomplishment:
transit_vans_charging.jpg

Name of a third featured sustainability program, initiative, or accomplishment:
Residential Compost Program

Narrative and/or website URL providing an overview of the third featured program initiative, or accomplishment:

After a two-year pilot demonstrated that floor-level access to compost bins drove an average 76% increase in composting within residential halls, UVM expanded this approach across all halls, making it as easy to compost as it is to recycle to take out trash. By removing the barriers of distance and inconvenience, the program transforms composting into a default daily behavior for students, reinforcing a culture of sustainability that aligns with UVM's waste reduction goals. Floor level bins are consolidated by Custodial Services daily and collected weekly by student Eco-Reps who travel between halls using an electric-assist cargo bike, making this a zero-emissions compost operation. The program's design not only boosts participation but also represents a replicable model of how departmental collaboration and simple infrastructure shifts can meaningfully impact sustainability.

Composting Made Easy: New Bins Bring Big Results to UVM Residence Halls

Collecting Campus Food Waste Using Pedal Power

A photograph or document associated with the third featured program, initiative, or accomplishment:
compostbikehaul.png

Notes about the information provided for this credit:

Institutional Characteristics

Score	Responsible Party
0.00 /	**Amanda Clayton** Executive Director of Facilities Management Facilities Management
Total adjusted for non-applicable credits	
Close	

Criteria

This credit collects information about an institution's boundary (defining the campus for purposes of reporting), its operational characteristics (the context in which it operates) and its demographics. This information provides valuable context for understanding and interpreting STARS data.

Some of the values reported in this credit are also required to pursue other STARS credits. Such reporting fields may be populated from the data provided in the Institutional Characteristics section of the online Reporting Tool.

Measurement

Report the most recent data available from within the previous three years.

Each institution is expected to report on its entire main campus, at a minimum, however AASHE recognizes that this may not always be feasible. An institution may exclude a feature from its boundary as long as the exclusion is reported in an appropriate documentation field and applied consistently. An institution that opts to exclude a hospital from its institutional boundary, for example, may not claim points for the hospital's sustainability programs and initiatives.

The general expectation is that the institutional boundary will be the same for an entire STARS report. Therefore, care should be taken in selecting the institutional boundary so that consistent reporting is possible across all credits. Exceptions are allowed, however, for example when unforeseen data limitations would otherwise not allow a credit to be completed. Further guidance is available in the STARS Help Center.

"---" indicates that no data was submitted for this field

Institution type:
Doctoral/Research

Institutional control:
Public

Narrative outlining the institutional boundary used to complete this report:

For our 2026 STARS report, our institutional boundary encompasses 5,890,352 gross square feet. Exclusions include owned space that is leased and under operational control of another institution. This methodology is aligned with the operational control approach utilized in our annual greenhouse gas inventory that is conducted using SIMAP. While under STARS 3.0 parking structures and unoccupied buildings can be excluded, we have included those since they are part of our overall energy consumption portfolio (parking garage uses electricity, unoccupied building uses electricity and is conditioned to prevent moisture issues). We have included two leased spaces where we are a single tenant with operational control of the space but have excluded leased spaces where we do not have sole operational control of the space.

In total, the University owns 4,751 acres of land and 290 buildings comprising 6,094,953 total gross square feet throughout the state of Vermont. The properties include 956 acres and 238 buildings located in the cities of Burlington and South Burlington, which includes the 462.7-acre Main Campus in Burlington (69 acres that include Centennial Woods Natural Area and 2 acres that include Redstone

Quarry), the 493.4-acre South Campus primarily in South Burlington (50 acres that include East Woods Natural Area), and 3,795 acres of additional properties that are located throughout the state of Vermont. These additional properties include 2.8 acres and eight buildings at Fort Ethan Allen in Essex, 15.9 acres and one building at the Colchester Research Campus in Colchester, 490 acres and nine buildings at the Jericho Research Forestry Complex in Jericho, 210 acres and nine buildings at the Proctor Maple Research Complex in Underhill, 214 acres and 14 buildings at the Morgan Horse Farm Complex in Weybridge, 20 acres and one building at the Outing Club in Bolton, 2,266 acres of natural areas, 12 acres of gift property, 333.5 acres used for academic/research purposes, 230.9 acres for administrative use, and one field office building in Wolcott. There are a total of 61 buildings on the National Register of Historic Places, including 41 buildings on Main Campus, eight buildings at Fort Ethan Allen, and 12 buildings at the Morgan Horse Farm. The University also leases facilities in 11 counties of the state for the offices of the UVM Extension System. Facilities are also leased for various administrative and sponsored research activities.

Which of the following features are included within the institutional boundary?:
Agricultural school
Farm larger than 2 hectares
Medical school
Museum
Satellite campus(es)

Locale:
Mid-size city

Climate zone:
6 - Cold

Gross floor area of building space:
5,890,351.919751577

Full-time equivalent student enrollment:
13,586.0

Full-time equivalent of employees:
4,090.2

Percentage of students that live in campus housing:
34.1

Percentage of students enrolled exclusively in distance education:
3.12

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Reporting Methodologies

Score	Responsible Party
0.00 / Total adjusted for non-applicable credits Close	**Amanda Clayton** Executive Director of Facilities Management Facilities Management

Criteria

This credit collects information about the methodologies used to complete the report. Information about data collection, quality controls, and assurance processes provides valuable context for understanding and interpreting the report and can help other participants learn from the institution’s experience and organize their own processes accordingly.

Measurement

Report on methodologies used in the preparation of the institution’s current STARS report.

"---" indicates that no data was submitted for this field

Narrative outlining the data collection process used in the preparation of this report:

The data collection process for this report was conducted collaboratively by the Office of Sustainability team using a structured and coordinated approach. Responsibilities were assigned based on subject matter expertise, data availability, and prior reporting experience. Each reporting area was managed by a designated data steward responsible for data completeness and accuracy.

Data providers were identified through established institutional relationships with academic departments, administrative units, and central offices across the University of Vermont. Office of Sustainability staff engaged directly with UVM faculty and staff to request data, clarify reporting expectations, and confirm alignment with applicable credit criteria. Credit requirements, methodological assumptions, and documentation standards were communicated as needed to ensure consistent interpretation.

Publicly available UVM resources were also used to supplement and verify collected data. Throughout the process, the Office of Sustainability team maintained regular communication to reconcile data formats, resolve discrepancies, and verify methodological consistency. This collaborative review process ensured alignment with the reporting framework and supported the accurate and transparent presentation of information in this report.

List of personnel who led the reporting process:

- Caylin McCamp, Interim Director, Office of Sustainability
- Elizabeth Ruzzoli, STARS Graduate Assistant, Office of Sustainability
- Abby Bleything, Sustainable Transportation Manager, Office of Sustainability
- Casey Smith, Renewable Energy Project Manager, Office of Sustainability
- Corey Berman, Recycling & Zero Waste Coordinator, Office of Sustainability

List of additional personnel who contributed to the reporting process:

Undergraduate student contributors: Alec Moran, Lilly Rubin, Summer McGuire, Avery Dutton, Elaine Pan, Noelle Hassan

Were students involved in the data collection process?:
Yes

Narrative outlining how students were involved in the data collection process:

- Elizabeth Ruzzoli worked ten hours per week for one year to support the STARS submission as a graduate assistant for the Office of Sustainability. She also completed the STARS Data Quality Certificate.
- A senior capstone course helped design and administer the Sustainability Literacy and Cultural survey with support from Office of Sustainability and Office of Institutional Research.

Description of the internal data quality controls used in the preparation of this report:

The credits were evenly divided amongst Office of Sustainability staff who worked with campus partners to complete credits. Elizabeth briefed the team on data quality expectations and common mistakes learned from the STARS Data Quality Certificate trainings. Elizabeth checked the contents of the credits while entering them into the STARS reporting tool and flagged any concerns. Caylin checked each credit once it was in the reporting tool. Responsible Parties (high level University officials associated with each topic) also reviewed credits assigned to them. All final changes were incorporated before submission.

Were any independent audits or external assurance processes used in the preparation of this report?:
No

Narrative outlining the independent audits or external assurance processes used in the preparation of this report:

Notes about the information provided for this credit:

Additional documentation for this credit:

Academics

Curriculum

Points Earned 32.55

Points Available 45.00

This impact area seeks to recognize institutions that offer academic courses, formal education programs, and applied learning experiences that address sustainability. One of the primary functions of colleges and universities is to educate students. By training and educating future leaders, scholars, workers, and professionals, higher education institutions are uniquely positioned to prepare students to understand and address sustainability challenges. Institutions with educational programming on sustainability help equip their students to apply sustainability concepts and principles across diverse contexts and sectors of society.

Credit	Points
Sustainability Course Offerings	9.88 / 14.00
Undergraduate Programs	9.55 / 15.00
Graduate Programs	5.79 / 8.00
Applied Learning	4.00 / 4.00
Sustainability Literacy Assessment	3.33 / 4.00

Sustainability Course Offerings

Score	Responsible Party
9.88 / 14.00	**Jennifer Dickenson** Vice Provost of Academic Affairs and Student Success Academic Affairs and Student Success

Criteria

1.1 Percentage of academic departments with sustainability course offerings

An institution earns 8 points when all of its academic departments have integrated sustainability into their course offerings or equivalent units of instruction, as evidenced by the presence of one or more sustainability-focused courses or sustainability-inclusive courses. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on courses and equivalent units of instruction (e.g., modules or subjects) that are currently offered or have been offered within the previous three years.

A comprehensive listing of each department's sustainability course offerings is welcome, but not required. Rather, an institution may identify one or more examples of sustainability-focused and/or sustainability-inclusive courses for each department for which it is claiming points. A list of suggested keywords to help identify sustainability course offerings is available for download from the STARS website.

Each department with a sustainability course offering may be counted, even if the courses are offered or administered jointly with other departments.

Departments that exclusively offer practice-oriented courses (e.g., clinical practice, activity-based physical education, hands-on trades, and arts performance, technique, or composition) may be excluded as long as they are also excluded from the count of departments with sustainability course offerings.

1.2 Published sustainability course listings

An institution earns 3 points when it maintains a public multidisciplinary listing of its sustainability course offerings or equivalent units of instruction as a resource for current and prospective students. The listings must include courses spanning multiple departments or fields of study, clearly distinguish sustainability courses from other course offerings, and be accessible to current and prospective students A) on the institution’s public website, B) through formal designation in the institution’s official course catalog, or C) in a standalone publication.

Measurement

Report on the institution’s currently available sustainability course listings.

To qualify, the listings must have been updated within the previous three years, e.g., to exclude courses that are no longer offered. At minimum, the listings must include sustainability-focused courses, but may also include sustainability-inclusive courses if the institution finds value in identifying them.

1.3 Support for academic staff to integrate sustainability into the curriculum

An institution earns 3 points when it A) provides incentives for individual academic staff working to integrate sustainability into the curriculum to pursue relevant professional development and/or training and B) hosts an ongoing multidisciplinary community of practice, sustainability across the curriculum training program, or equivalent support program for academic staff who are working to integrate sustainability into the curriculum. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution’s programs.

To qualify, an incentive program must A) have a stated intent to support academic staff in increasing student learning about sustainability, B) support participation in a sustainability across the curriculum training program or equivalent, or C) have resulted in the development of new sustainability courses, units, modules, or instructional content during the previous three years.

"---" indicates that no data was submitted for this field

1.1 Percentage of academic departments with sustainability course offerings

Total number of academic departments that offer courses that may be taken for credit:
50.0

Number of academic departments with at least one sustainability course offering:
43.0

Annotated list or inventory of the institution's sustainability course offerings by department:
STARS_2026_Course_Inventory_UVM.xlsx

Description of the process used to identify the institution's sustainability course offerings by department:

A list of all courses offered from fall 2022 through summer 2025 was generated by the Registrar. The Office of Sustainability then modified the list according to STARS guidelines:

- Removed enrollment below 5 and courses that were Thesis/Dissertation, performance, practicum, Field Work, Clinical, Discussion, Honors, Independent Study, Internship, Recitation, Research, and Teaching Assistantship.
- Used STARS 3.0 criteria, University designated sustainability courses, and keyword search to identify as many qualified sustainability course offerings as possible.
- Filtered out all departments with at least 1 sustainability designated course to get count of SU departments. Compared to a list of all unique department names at UVM.

The Reporting Tool will automatically calculate the following two figures:

Percentage of departments with sustainability course offerings:
86.0

Points earned for indicator AC 1.1:
6.88

1.2 Published sustainability course listings

Does the institution maintain a public multidisciplinary listing of its sustainability course offerings as a resource for current and prospective students?:
Yes

Online location where the institution's sustainability course listings are maintained:
https://catalogue.uvm.edu/undergraduate/courses/ccc/cgv/sus/

Publication where the institution's sustainability course listings are maintained:

Description of the process used to create and maintain the institution's sustainability course listings:

This listing shows all courses that are currently offered and qualify for UVM's sustainability general education requirement.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 1.2:
3.0

1.3 Support for academic staff to integrate sustainability into the curriculum

Does the institution provide incentives for individual academic staff working to integrate sustainability into the curriculum to pursue relevant professional development and/or training?:
No

Narrative and/or website URL providing an overview of the incentives provided for individual academic staff to integrate sustainability into the curriculum:

Does the institution host an ongoing multidisciplinary community of practice, sustainability across the curriculum training program, or equivalent support program for academic staff who are working to integrate sustainability into the curriculum?:
No

Narrative and/or website URL providing an overview the institution's sustainability-focused community of practice, sustainability across the curriculum training program, or equivalent support program:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 1.3:
0.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Undergraduate Programs

Score	Responsible Party
9.55 / 15.00	**Jennifer Dickenson** Vice Provost of Academic Affairs and Student Success Academic Affairs and Student Success

Criteria

2.1 Institutional sustainability learning outcomes for undergraduate students

An institution earns 4 points when it has established institutional learning outcomes for undergraduate students that include A) at least one sustainability-focused learning outcome and B) at least one sustainability-supportive learning outcome. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution’s undergraduate learning outcomes.

To qualify as sustainability-focused, a learning outcome must explicitly address the integrated concept of sustainability or the interdependence of ecological and social/cultural/economic systems.

To qualify as sustainability-supportive, a learning outcome must address one or more specific intellectual skills, practical skills, competencies, or attitudes/values that are critical for addressing sustainability challenges. Examples include systems and holistic thinking, change agent skills, interdisciplinary capacities, and social and ethical responsibility.

2.2 Undergraduate programs with sustainability-focused learning requirements

An institution earns 4 points when it offers at least one sustainability-focused degree, certificate, or major for undergraduate students. Partial points are available. An institution that offers at least one sustainability-focused concentration or minor for undergraduate students AND/OR at least one undergraduate qualification focused on a subject other than sustainability that has a sustainability-focused learning requirement earns 2 points.

Measurement

Report on the current status of the formal education programs offered by the institution to undergraduate students, including training and workforce development programs that award qualifications and transfer programs that provide a direct pathway to four-year sustainability programs.

To qualify as sustainability-focused, the primary focus of a program must be on the integrated concept of sustainability or the interdependence of ecological and social/cultural/economic systems. This focus must be evidenced by the published title and/or description of the program, either explicitly (e.g., “Sustainability Studies”) or implicitly, by addressing a sustainability challenge using a systems approach (e.g., “Climate Change, Agriculture and Food Security”).

A qualification (e.g., a degree or minor) focused on a subject other than sustainability qualifies if it:

- Requires the successful completion of a sustainability-focused course,
- Has one or more specified sustainability-focused learning outcomes and associated assessment criteria, AND/OR
- Provides a direct pathway to a sustainability-focused job or career (e.g., a certificate in renewable energy systems).

Qualifications that are subject to sustainability-focused general education or graduation requirements may be included to the extent that the criteria are met, e.g., when all students are required to successfully complete a sustainability-focused general education course.

2.3 Percentage of undergraduate qualifications awarded that have sustainability-focused learning requirements

An institution earns 7 points when 100 percent of its undergraduate qualifications awarded indicate successful completion of an education program with sustainability-focused learning requirements. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual data available from within the previous three years. An institution may report on the average of the previous three years rather than a single year.

"---" indicates that no data was submitted for this field

2.1 Institutional sustainability learning outcomes for undergraduate students

Has the institution established institutional learning outcomes for its undergraduate students?:
Yes

Online resource detailing the institutional learning outcomes for undergraduate students:
https://catalogue.uvm.edu/undergraduate/courses/ccc/

Publication detailing the institutional learning outcomes for undergraduate students:

Are one or more of the institutional learning outcomes for undergraduate students sustainability-focused?:
Yes

Text of each institutional learning outcome for undergraduate students that qualifies as sustainability-focused:

SU: Sustainability

At the University of Vermont, we recognize that the pursuit of ecological, social, and economic vitality must come with the understanding that the needs of the present be met without compromising the ability of future generations to meet their own needs. Topics and activities in Sustainability courses are designed to help students develop the following competencies:

1. Knowledge - Students can have an informed conversation about the multiple dimensions and complexity of sustainability.
2. Skills - Students can evaluate sustainability using an evidence-based disciplinary approach and integrate economic, ecological, and social perspectives.
3. Values - Students think critically about sustainability across a diversity of cultural values and across multiple scales of relevance from local to global.
4. Personal Domain - Students, as members of society, can recognize and assess how sustainability impacts their lives and how their actions impact sustainability.

https://catalogue.uvm.edu/undergraduate/courses/ccc/

Are one or more of the institutional learning outcomes for undergraduate students sustainability-supportive?:
Yes

Text of each institutional learning outcome for undergraduate students that qualifies as sustainability-supportive:

GC1: Global Citizenship

Global Systems and Problems GC1 courses address systems and problems that are global in scope. These courses will help students understand the nature and complexity of global phenomena. They may address cultural, political, economic, ecological, artistic, technological, human health, or other aspects of our increasingly interdependent world. They explore both the unique problems and the opportunities created by such interdependence and interconnectedness.

To be considered for meeting the GC1 pathway, a course must emphasize material (lectures, videos, readings, activities) and require significant student work (papers, exams, portfolios, etc.) that:

1. Address phenomena that are global in nature

2. Address these phenomena through at least one of the following lenses: artistic, cultural, ecological, economic, human health, political, or technological
3. Explore the opportunities and challenges created by the interconnectedness and interdependence of global phenomena outlined in #1. In addition, the course must address and assess student learning outcomes listed below.

Student Learning Outcomes: Courses approved for the GC1 must address and assess student achievement of at least two of the following learning outcomes:

- Students will understand major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions.
- Students will be able to plan, discern, and evaluate appropriate complex solutions to global challenges using multiple disciplinary perspectives (e.g., cultural, historical, or scientific).
- Students will be able to draw connections between worldviews, power structures, and experiences of multiple cultures in historical or contemporary contexts, as they apply to global challenges.

The Reporting Tool will automatically calcuate the following figure:

Points earned for indicator AC 2.1:
4.0

2.2 Undergraduate programs with sustainability-focused learning requirements

Does the institution offer at least one sustainability-focused degree, certificate, or major for undergraduate students?:

Yes

List and description of the institution's sustainability-focused degrees, certificates, and majors for undergraduate students:

B.S. in Sustainability, Ecology, and Policy: https://www.uvm.edu/rsenr/sustainability-ecology-policy

Sustainability, Ecology, and Policy students will learn foundational information about ecological principals, societal dynamics, and environmental law and policy. They will build upon this knowledge, putting their learning into practice to develop skills that will serve them in their post-college career and any advanced areas of study.

Learning Outcomes:

- Scientific knowledge, including applications, to describe and explain biophysical and social dimensions of environment and natural resources.
- Systems and process thinking skills to analyze and evaluate biophysical and social dimensions of environment and natural resources
- Methods and tools to apply in their chosen concentration
- Practice in assessing environment and natural resources in the context of sustainability

Does the institution offer at least one sustainability-focused concentration or minor for undergraduate students?:

Yes

List and description of the institution's sustainability-focused concentrations and minors for undergraduate students:

Minor in Environmental Studies: https://www.uvm.edu/cas/environmentalstudies/program/minor-environmental-studies

Draws on the sciences, social sciences, and humanities to create an interdisciplinary community for learning, one that addresses local and global issues with equal concern. The program emphasizes collaborative problem-solving, experiential learning, and the power of human imagination to create a sustainable future.

Requires taking Intro to Environmental Studies course which is sustainability-focused and meets the University sustainability general education requirement.

Does the institution offer at least one undergraduate qualification focused on a subject other than sustainability that has a sustainability-focused learning requirement?:

Yes

List and description of the institution's undergraduate qualifications focused on subjects other than sustainability that have sustainability-focused learning requirements:

B.S. in Civil Engineering: https://catalogue.uvm.edu/undergraduate/engineeringandmathematicalsciences/engineering/civilengineeringbs/#text

The educational objectives of the civil engineering program are to provide our graduates with disciplinary breadth and depth to fulfill complex professional and societal expectations by:

- Pursuing careers as practicing engineers or using their program knowledge in a wide range of other professional, educational and service activities.
- Assuming leadership roles and seeking continuous professional development.
- Contributing to their profession and society while appreciating the importance of sustainable and environmental solutions that benefit all.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 2.2:
4.0

2.3 Percentage of undergraduate qualifications awarded that have sustainability-focused learning requirements

Performance year for undergraduate qualifications:
2025

Total number of undergraduate qualifications awarded:
4,997.0

Number of undergraduate qualifications awarded that are sustainability-focused:
798.0

Number of undergraduate qualifications awarded that are focused on subjects other than sustainability but have sustainability-focused learning requirements:
308.0

The Reporting Tool will automatically calculate the following three figures:

Total number of undergraduate qualifications awarded that have sustainability-focused learning requirements:
1,106.0

Percentage of undergraduate qualifications awarded that have sustainability-focused learning requirements:
22.133279967980787

Points earned for indicator AC 2.3:
1.5493295977586552

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Graduate Programs

Score	Responsible Party
5.79 / 8.00	**Holger Hoock** Dean of Graduate College Graduate College

Criteria

3.1 Graduate programs with sustainability-focused learning requirements

An institution earns 4 points when it offers at least one sustainability-focused degree or major for graduate students. Partial points are available. An institution that offers at least one sustainability-focused certificate, concentration, or minor for graduate students AND/OR at least one graduate qualification focused on a subject other than sustainability that has a sustainability-focused learning requirement earns 2 points.

Measurement

Report on the current status of the formal education programs offered by the institution to graduate students.

To qualify as sustainability-focused, the primary focus of a program must be on the integrated concept of sustainability or the interdependence of ecological and social/cultural/economic systems. This focus must be evidenced by the published title and/or description of the program, either explicitly (e.g., “Sustainability Studies”) or implicitly, by addressing a sustainability challenge using a systems approach (e.g., “Climate Change, Agriculture and Food Security”).

A qualification focused on a subject other than sustainability qualifies if it:

- Requires the successful completion of a sustainability-focused course,
- Has one or more specified sustainability-focused learning outcomes and associated assessment criteria, AND/OR
- Provides a direct pathway to a sustainability-focused job or career (e.g., a certificate in renewable energy systems).

3.2 Percentage of graduate qualifications awarded that have sustainability-focused learning requirements

An institution earns 4 points when 50 percent or more of the graduate qualifications awarded indicate successful completion of an education program with sustainability-focused learning requirements. Incremental points are available and earned as outlined in ther Technical Manual.

Measurement

Report the most recent annual data available from within the previous three years. An institution may report on the average of the previous three years rather than a single year.

"---" indicates that no data was submitted for this field

3.1 Graduate programs with sustainability-focused learning requirements

Does the institution offer at least one sustainability-focused degree or major for graduate students?:
Yes

List and description of the institution's sustainability-focused degrees and majors for graduate students:

Transdisciplinary Leadership and Creativity for Sustainability Ph.D.

This Ph.D. program is rooted in a tradition of engaged scholarship that recognizes the inseparability of environmental and social challenges, as well as the interdependence of cultural and biological diversity. Anchored by the wisdom and experience of a global community, the TLCS program is made up of practitioner scholars who embody relational leadership and knowledge generation practices rooted in lineages and traditions that stand for love, relationship, reciprocity and solidarity.

The TLCS program is accessible to students and emerging scholar-leaders from the United States and abroad. The distance-learning model allows students to stay rooted in their home communities and organizations. Each student addresses research questions that are relevant to these complex and uncertain times.

Sustainable Development Policy, Economics and Governance Ph.D.

The Sustainable Development Policy, Economics and Governance (SDPEG) Ph.D. program offers a transdisciplinary doctoral education in the policies, practices and theories of sustainable development. By offering a core curriculum that includes applied policy and economic analysis, governance and process design, social science methods, and professional skills development, the program produces graduates capable of conducting original, applied research that is designed to support sustainability and resiliency across social, ecological, and technical systems.

This degree will prepare students to assume positions as policy leaders in government, higher education, public and private sector organizations, non-governmental organizations, and research institutes with the expertise and vision to inform local, state, national, and international policy.

Does the institution offer at least one sustainability-focused certificate, concentration, or minor for graduate students?:
Yes

List and description of the institution's sustainability-focused certificates, concentrations, and minors for graduate students:

Graduate Certificate of Study in Sustainable Enterprise

The entirely online graduate-level certificate requires 15 credits covering the field of Sustainable Enterprise. There are four required courses from the three core enterprise areas: accounting, marketing, operations, and supply chains, and one required course in a capsone course designed around leading sustainable innovation.

Does the institution offer at least one graduate qualification focused on a subject other than sustainability that has a sustainability-focused learning requirement?:
Yes

List and description of the institution's graduate qualifications focused on subjects other than sustainability that have sustainability-focused learning requirements:

Ph.D. Civil and environmental Engineering

The Ph.D. program in Civil and Environmental Engineering features curricular and research opprotunities that emphasize engineering related to environmental and hydrological processes, sustainable transportation systems, materials, and geotechnical, geoenvironmental, and structureal enginnering.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 3.1:
4.0

3.2 Percentage of graduate qualifications awarded that have sustainability-focused learning requirements

Performance year for graduate qualifications:
2025

Total number of graduate qualifications awarded:
851.0

Number of graduate qualifications awarded that are sustainability-focused:
153.0

Number of graduate qualifications awarded that are focused on subjects other than sustainability but have sustainability-focused learning requirements:
37.0

The Reporting Tool will automatically calculate the following three figures:

Total number of graduate qualifications awarded that have sustainability-focused learning requirements:
190.0

Percentage of graduate qualifications awarded that have sustainability-focused learning requirements:
22.326674500587544

Points earned for indicator AC 3.2:
1.7861339600470034

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

STARS_2026_-_AC_2.2__3.2_clean_version.xlsx

Applied Learning

Score	Responsible Party
4.00 / 4.00	**Jennifer Dickenson** Vice Provost of Academic Affairs and Student Success Academic Affairs and Student Success

Criteria

4.1 Applied learning for sustainability program

An institution earns 4 points when it makes available solutions-focused applied learning or living laboratory experiences for students that address sustainability challenges and meets all of the additional criteria listed below:

A. The institution makes available solutions-focused applied learning or living laboratory experiences for students that address sustainability challenges.
B. Three or more institutional departments or units are currently supporting solutions-focused applied learning or living laboratory experiences for students.
C. There are processes or tools in place to assess the success of the applied learning projects.
D. There is an online portal or equivalent vehicle that documents completed, current, and/or prospective applied learning projects that address sustainability challenges.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution’s applied learning and living laboratory initiatives.

To qualify, the experience and/or projects must involve substantive work (e.g., class projects, thesis projects, term papers, and published work) and facilitate active and experiential student learning. Supervised student internships, immersive experiences, and non-credit work may qualify as long as the work has a formal learning component (i.e., there are opportunities to document and assess what students are learning).

"---" indicates that no data was submitted for this field

4.1 Applied learning for sustainability program

Does the institution make available solutions-focused applied learning or living laboratory experiences for students that address sustainability challenges?:

Yes

List or sample of currently active/available applied learning or living laboratory experiences for students that address sustainability challenges:

- The Rubenstein School of Environment and Natural Resources (RSENR) offers applied learning and living laboratory experiences for students throughout their four years at the University, including embedding field-based connections to the Vermont landscape and its ecological challenges in our Core Curriculum, required of all degree-seeking students. Courses that are of particular note are NR1010-Natural History and Human Ecology, which students take in their first semester, and NR4060-Environmental Problem Solving and Impact Assessment, which students take in their final year of study. In the interim, across our five degree programs, coursework integrates community-level engagement with sustainability through project work, field studies, and internship and research opportunities.
- The College of Arts & Sciences offers applied learning experiences both at the Department and college-wide level. College-wide programs include:
    - Communities of Practice (CAS 2920) program, currently offering mentored internship experiences in the fields of Sustainable Urban Planning, Nonprofits & Social Change, Environmental Stewardship & Restoration, and Cultural Heritage
    - Vermont Legislative Internship Program, which places 35+ students in the State Legislature each year to work directly with lawmakers addressing many sustainability needs
    - The college also offers full-time internship programs like Semester for Impact (focused on social change work of many kinds, including sustainability and rural / social development).
    - Department-run programs include Biological Science’s Natural History Collections internship, Art & Art History’s Community Engaged Arts internship, and Sociology’s Internship course which supports students in social impact and sustainability work.
    - College run short-term Travel Study courses with a sustainability focus: BIOL 2990 to Tucson to study the Sky Islands natural area, and GEOG 1990 to New Orleans to study the human, historical, and natural impacts on a vibrant city.
    - Service-Learning courses like GEOG 2990 Restoration Cultures, SPAN 3102 Race, Identity and Migrant Labor, and ARTS 3190 Campus Arts Project also have hands-on application and a social sustainability focus.
- Multiple departments in the The College of Agriculture and Life Sciences offer applied learning experience. In the department of Community Development and Applied Economics (CDAE), CDAE 2590 Consumer Law in Action, CDAE 2870 Community Development in St Lucia, and CDAE 3710 Local Community Initiatives, offer opportunities for students to apply their coursework learning and address complex issues that face local and global communities including climate change, social inequality, organizing, and sustainable development. In addition, CDAE offers an internship course that draws many students from CDAE majors, as well as Food Systems students, to internships with local non-profit organizations, farms, and companies that address sustainability and community outreach challenges.

Are three or more institutional departments or units currently supporting solutions-focused applied learning or living laboratory experiences for students?:

Yes

Are there processes or tools in place to assess the success of the applied learning projects?:
Yes

Description of the processes or tools used to assess the success of the applied learning projects:

- RSENR: Evaluation processes are in place for all courses in which applied learning is utilized as a modality, allowing students to provide feedback on their own learning and what they qualify as success. Additionally, for internship and research experiences, the Experiential & Community-Based Learning Coordinator in Rubenstein works closely with community partners to solicit ongoing and end-of-experience feedback regarding the impact of student interns/researchers toward the overarching goals of the organization with which they were placed. These goals are rooted in issues of sustainability and ecological restoration work.
- CAS: All of CAS's service learning and internship offerings include both self and community-partner/employer evaluation. Reflection and reflective exercises are also a key component of these offerings.
- CALS: For each of CDAE's service-learning and internship offerings, partner organizations play a role in evaluating the individual or group's contributions to their needs. In addition, students must complete academic assignments to integrate their experiences supporting partner organizations into their own learning and professional development goals.

Is there an online portal or equivalent vehicle that documents completed, current, and/or prospective applied learning projects that address sustainability challenges?:
Yes

Description of and/or website URL for the online portal or equivalent vehicle that documents completed, current, and/or prospective applied learning projects:

- General: Students who entered the Experiences Photo Contest shared details about their internships: https://www.uvm.edu/career/experiences-photo-contest
- RSENR: We have a link to a large spreadsheet alerting students to past internship/research partners to whom they might reach out for connection, networking, or future experiences.
- CAS: all program information can be found on our website here: https://site.uvm.edu/cas-experiential-learning. Individual links to offerings listed above:
    - Master list of independent internship placements (under Step 3): https://site.uvm.edu/cas-experiential-learning/?page_id=142
    - Communities of Practice: https://site.uvm.edu/cas-experiential-learning/?page_id=86
    - Legislative Internship Program: https://site.uvm.edu/cas-experiential-learning/?page_id=114
    - Semester for Impact: https://site.uvm.edu/cas-experiential-learning/?page_id=91
    - Travel Study Courses: https://site.uvm.edu/cas-experiential-learning/?page_id=2026
- CALS: Information about past internship experiences and service-learning partners are not shared in a publicly available document. This information is stored privately for student tracking purposes only and for sharing with students interested in an internship. More information can be found on our internship program and some example organizations on the CDAE internship website: https://www.uvm.edu/cals/cdae/cdae-internships

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 4.1:
4.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Sustainability Literacy Assessment

Score	Responsible Party
3.33 / 4.00	**Jennifer Dickenson** Vice Provost of Academic Affairs and Student Success Academic Affairs and Student Success

Criteria

5.1 Sustainability literacy assessment design and administration

An institution earns 2 points when it has conducted one or more assessments of the sustainability literacy of its students during the previous three years and meets both of the criteria listed below:

A. Institution has conducted one or more assessments of the sustainability literacy of its students during the previous three years.
B. Academic staff engaged in sustainability education at the institution were involved in developing and/or adopting the methodology used to assess sustainability literacy.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on assessments conducted during the previous three years.

To qualify, an assessment must address student understanding of sustainability and/or the knowledge and skills required to address sustainability challenges. Assessments that exclusively address sustainability culture (i.e., behaviors/practices, beliefs/values, and/or awareness of campus sustainability initiatives) or student engagement in sustainability-related programs and activities are excluded. A single instrument that addresses sustainability literacy, culture, and/or engagement qualifies if a substantive portion (e.g., one-third) of the assessment focuses on literacy.

5.2 Percentage of students assessed for sustainability literacy

An institution earns 2 points when at least 75 percent of students are assessed for sustainability literacy during their tenure at the institution, either directly or by representative sample. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available. An institution that has not conducted a sustainability literacy assessment during the previous three years may not claim points for this indicator.

A student is considered to be assessed when assessed directly (e.g., as part of a course or program or a mandatory assessment) or by representative sample (e.g., of the student's entering and/or graduating cohort). An institution that has opted to assess an unrepresentative segment of the population may only claim points for those individuals that participated.

An institution may limit its analysis to undergraduate students if they represent its predominant student body or else report on the entire student body.

"---" indicates that no data was submitted for this field

5.1 Sustainability literacy assessment design and administration

Has the institution conducted one or more assessments of the sustainability literacy of its students during the previous three years?:

Yes

Narrative overview of of the instruments/tools used to assess sustainability literacy:

At the University of Vermont, we recognize that the pursuit of ecological, social, and economic vitality must come with the understanding that the needs of the present be met without compromising the ability of future generations to meet their own needs. A survey was created to assess the sustainability literacy based on UVM’s four learning outcomes for sustainability designated courses:

1. Knowledge - Students can have an informed conversation about the multiple dimensions and complexity of sustainability.

2. Skills - Students can evaluate sustainability using an evidence-based disciplinary approach and integrate economic, ecological, and social perspectives.

3. Values - Students think critically about sustainability across a diversity of cultural values and across multiple scales of relevance from local to global.

4. Personal Domain - Students, as members of society, can recognize and assess how sustainability impacts their lives and how their actions impact sustainability.

Responses were categorized by:

- Students who had never taken a sustainability designated course
- Students who were currently taking their first sustainability designated course (survey was administered mid semester)
- Students who had taken a sustainability designated course

Description of the institution’s recent sustainability literacy assessment findings and any notable trends:

There were significant increases in self assessed proficiency across all sustainability learning outcomes from those who had never taken a course to those who have taken a course, with those who are currently enrolled consisently in between. This provides evidence that UVM's sustainability designeded courses improve student's understanding of sustainability. 75% of people who have completed a sustainability course reported that their understanding of sustainability has changes. 89% of people currently enrilled in a sustainability course reported that the course has changed their understanding of sustainability.

Were academic staff engaged in sustainability education at the institution involved in developing and/or adopting the methodologies used to assess sustainability literacy?:

No

Description of the process through which academic staff were involved in developing and/or adopting the methodologies used to assess sustainability literacy:

Are the literacy assessments designed and administered in such a way that the results can be used to evaluate the success of the institution's sustainability education initiatives?:
Yes

Description of how the design and administration of the sustainability literacy assessments supports the evaluation of the success of the institution's sustainability education initiatives:

The survey was constructed in a way that monitored where one was in the timeline of completing the University's sustainability general education requirement. By formatting the survey in this way, it was possible to track the changes over the course status. The survey found that after partial or full completion of a designated course, there was an increase in self-assessed sustainability literacy. Here are the results comparing students who have not taken a designated course to students who have completed a designated course:

1. Knowledge – 20% more students who have completed a designated course rate themselves as highly proficient for this learning outcome

2. Skills – 20% more students who have completed a designated course rate themselves as highly proficient for this learning outcome

3. Values – 10% more students who have completed a designated course rate themselves as highly proficient for this learning outcome

4. Personal Domain – 29% more students who have completed a designated course rate themselves as highly proficient for this learning outcome

These results are being shared with the sustainability general education committee to inform future assessments of these course offerings.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 5.1:
1.3333333333333333

5.2 Percentage of students assessed for sustainability literacy

Percentage of students assessed for sustainability literacy, either directly or by representative sample:

75 to 100

Description of the process used to measure or estimate the percentage of students assessed for sustainability literacy:

This survey assessed undergraduate students as they are both the predominant student body and the group who has a sustainability general education requirement. The Office of Institutional Research and Assessment at UVM developed a representative sample of undergraduate students to send the survey to. Since the sample was representative of the overall student population, 75-100% of students can be included in representation.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 5.2:

2.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Research

Points Earned 23.00

Points Available 23.00

This impact area seeks to recognize institutions that are engaged in responsible research and innovation for sustainability. Conducting research and producing scholarly work are major functions of many colleges and universities. By researching sustainability issues and refining theories and concepts, higher education institutions can continue to help the world understand sustainability challenges and develop new strategies and tools to address them.

Credit	Points
Sustainability Research	10.00 / 10.00
Center for Sustainability Research	6.00 / 6.00
Responsible Research and Innovation	7.00 / 7.00

Sustainability Research

Score	Responsible Party
10.00 / 10.00	**Kirk Dombrowski** Vice President of Research and Economic Development Research and Economic Development

Criteria

6.1 Percentage of academic departments engaged in sustainability research

An institution earns 8 points when 90 percent or more of its academic departments that are engaged in research are engaged in sustainability research. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on academic departments that are currently engaged in research or have produced or supervised research during the previous three years and academic staff members who are affiliated with those departments. Research conducted by individuals no longer affiliated with the institution does not qualify.

To qualify as sustainability-focused, the research or scholarly work must explicitly address the concept of sustainability, further our understanding of the interdependence of ecological and social/cultural/economic systems, or have a primary and explicit focus on a sustainability challenge.

A comprehensive listing of each department’s sustainability research is welcome, but not required. Rather, an institution may identify one or more examples of sustainability research for each department for which it is claiming points.

6.2 Incentives for sustainability research

An institution earns 2 points when it provides incentives for A) academic staff and B) students to conduct sustainability research. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution’s programs.

To qualify, incentives must A) have a stated intent to support academic staff or students in conducting sustainability research, B) support participation in an ongoing sustainability research professional development or training program, or C) have resulted in the development of new instances of sustainability research during the previous three years.

"---" indicates that no data was submitted for this field

6.1 Percentage of academic departments engaged in sustainability research

Total number of academic departments engaged in research:
60.0

Number of academic departments engaged in sustainability research:
56.0

Annotated list or inventory of the institution’s sustainability research by department:
UVM_2026_Research_Inventory.xlsx

Description of the process used to identify the institution’s sustainability research:

Methodology is described in the Research Inventory.

The Reporting Tool will automatically calculate the following two figures:

Percentage of academic departments engaged in sustainability research:
93.33333333333331

Points earned for indicator AC 6.1:
8.0

6.2 Incentives for sustainability research

Does the institution provide incentives for academic staff to conduct sustainability research?:
Yes

Description of the sustainability research incentives for academic staff:

The Gund Institute for Environment at the University of Vermont supports faculty-led sustainability research through its Catalyst Award program, which provides startup funding for innovative projects that address pressing environmental challenges. Since its launch in 2017, the program has distributed over $1.8 million across dozens of projects, engaging more than 140 UVM scholars in applied sustainability research. Through this program, UVM demonstrates a tangible institutional investment in generating knowledge that can inform real-world responses to climate change and environmental degradation. https://www.uvm.edu/gund/gund-catalyst-impact-awards

Does the institution provide incentives for students to conduct sustainability research?:
Yes

Description of the sustainability research incentives for students:

Starting in 2016 the Office of Fellowships, Opportunities & Undergraduate Research (FOUR) and the Graduate College began managing the Sustainable Campus Fund's Innovative Research track. Each receiving funding from the Sustainable Campus Fund to award to innovative sustainability research projects using their existing institutional processes. Awards are available to students in all academic programs. Current and past awards are listed here: https://www.uvm.edu/sustainable-campus-fund/innovative-research

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 6.2:
2.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Center for Sustainability Research

Score	Responsible Party
6.00 / 6.00	**Kirk Dombrowski** Vice President of Research and Economic Development Research and Economic Development

Criteria

7.1 Organized sustainability research center, institute, or unit

An institution earns 6 points when it has at least one organized research center, institute, or equivalent unit that is focused on sustainability and/or on multidisciplinary, interdisciplinary, and/or transdisciplinary approaches to sustainability challenges. Partial points are available. An institution that does not have a sustainability-focused research center, but does have at least one organized research center, institute, or equivalent unit focused on a subject other than sustainability that produces sustainability research earns 3 points.

Measurement

Report on the current status of the institution’s programs.

This credit is focused on entities that are affiliated with the institution, e.g, as demonstrated through the use of the institution’s name and branding. Research entities that are jointly affiliated to one or more other institutions may also qualify. The institution’s participation in sustainability research entities that are affiliated with other institutions is recognized in indicator 8.3.

To qualify as sustainability-focused, a research-producing entity must have a primary and explicit focus on the concept of sustainability, the interdependence of ecological and social/cultural/economic systems, and/or multidisciplinary, interdisciplinary, or transdisciplinary approaches to sustainability challenges.

"---" indicates that no data was submitted for this field

7.1 Organized sustainability research center, institute, or unit

Does the institution have at least one organized research center, institute, or equivalent unit that is focused on sustainability and/or integrated approaches to address sustainability challenges?:
Yes

List and description of the institution's sustainability research units:

- Casella Center for Circular Economy and Sustainability https://www.uvm.edu/rsenr/casella-center-circular-economy-and-sustainability - The Casella Center for Circular Economy and Sustainability brings together leading scientists, engineers and waste management sector experts to address these challenges. It builds on three decades of collaboration between UVM and Casella Waste Systems, Inc. on research to reduce the environmental impact of waste. These efforts include decreasing greenhouse gas emissions from waste management systems, assessing and mitigating emerging contaminants that can pose obstacles to circularity, and life cycle assessments to clarify environmental costs and benefits.
- Institute for Agroecology: https://www.uvm.edu/instituteforagroecology - The Institute for Agroecology aims to contribute to agroecology transitions through engaged scholarship and action to uplift agroecology as a holistic and systems approach that can confront multiple intersecting crises including: climate change, biodiversity collapse, inequity, food insecurity and diet-related illness.
- Gund Institute for Environment: https://www.uvm.edu/gund - The Gund Institute for Environment is an interdisciplinary research accelerator based at the University of Vermont. We mobilize scholars and decision makers to tackle critical environmental challenges, and turn research into impact by partnering with government, business, and society.

Does the institution have at least one organized research center, institute, or equivalent unit focused on a subject other than sustainability that produces sustainability research?:
Yes

List and description of the institution's research units focused on subjects other than sustainability that produce sustainability research:

The Leahy Institute for Rural Partnerships focuses on:

- Agriculture: Scale regenerative agriculture as an alternative to industrial food production.
- Connected Community Schools: Provide rural schools with human capital, technological expertise and resources that will allow them to deliver high-quality education in remote locations.
- Transit and Housing: Address the rural public transportation/affordable housing nexus that discourages rural alternatives to urban housing crises.
- Workplace Practices: Take advantage of new workplace practices that allow for remote and co-working spaces, wrapping around needed services and amenities.
- Communication Technologies: Harness new communication technologies to de-urbanize high-tech employment opportunities.
- Healthcare: Design the next generation of telehealth/remote health delivery.
- Green Rural Energy: Foster rural infrastructure and technology innovations to promote rural green energy production, allowing new forms of energy to support rural economies.
- Resilient Ecosystems: Mitigate and restore rural environments to promote regional resiliency in lake and forest ecosystems.
- Policy and Governance: Support the development of innovative policy tools and governance strategies that optimize broad participation and ownership of rural community solution.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 7.1:
6.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Responsible Research and Innovation

Score	Responsible Party
7.00 / 7.00	**Jane Okech** Vice Provost of Faculty Affairs Division of Faculty Affairs

Criteria

8.1 Published ethical code of conduct for research

An institution earns 1 point when it has a published ethical code of conduct for research in document form or on a publicly accessible website. The code of conduct may address research ethics in the context of human subjects research, animal care & use, biosafety, radiation & lab safety, conflicts of interest, community engaged research, export controls and/or other topics.

Measurement

Report on current policies and protocols.

8.2 Recognition of integrated, community-based, and extra-academic research

An institution earns 3 points when it has published promotion or tenure guidelines or policies that cover all research-producing academic divisions and give explicit positive recognition to at least two of the following: A) integrated research, B) community-based research, and C) research impact or reach outside of academic journals. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current guidelines and policies. Guidelines and policies that passively recognize integrated, community-based, and/or extra-academic research (e.g., by not specifically excluding them) do not qualify in the absence of explicit positive recognition.

Guidelines and policies adopted by entities of which the institution is part (e.g., government or university system) qualify as long as the policies apply to and are followed by the institution and its academic divisions. In the absence of institution-wide guidelines or policies, an institution may only claim points for those academic divisions that have adopted their own guidelines or policies.

8.3 Inter-campus collaboration for responsible research and innovation

An institution earns 1 point when it participates in one or more inter-campus research collaboratives or networks that explicitly aim to promote responsible research and innovation (RRI). A list of example networks is available in the STARS Help Center.

Measurement

Report on current activities.

To qualify, a collaborative or network must have an explicit mission to promote responsible research and innovation or else actively address public engagement in research and innovation, the accessibility of scientific results, the take up of gender and ethics in research and innovation content and process, and/or formal and informal science education.

8.4 Support for open access publishing

An institution earns 2 points when it facilitates open access publishing in at least three of the following ways: A) institutional repository hosting, B) published policies that require open access publishing and cover all research-producing academic divisions, C) an open access article processing charge (APC) fund, and D) transformative open access agreements. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution’s programs.

Policies and programs adopted by entities of which the institution is part (e.g., government or university system) qualify as long as the policies apply to and are followed by the institution.

To qualify, an open access repository may be managed by the institution or the institution may participate in a consortial and/or outsourced open access repository.

Open access policies may allow for publisher embargoes and/or provide a waiver option that allows authors to opt-out of the open access license/program for individual articles. Policies and commitments that are strictly voluntary (i.e., opt-in) do not qualify. Likewise, open access policies published by external funding agencies do not qualify in the absence of a formal institutional policy. In the absence of institution-wide open access policies, an institution may only claim points for those academic divisions that have adopted their own policies.

To qualify, an APC fund must include specified criteria and an application process. Discounts and ad hoc funding for APCs do not qualify in the absence of a formal ongoing program.

"---" indicates that no data was submitted for this field

8.1 Published ethical code of conduct for research

Does the institution have a published ethical code of conduct for research?:
Yes

Online location of the institution’s ethical code of conduct for research:
https://www.uvm.edu/policies/code-conduct-and-ethical-standards

Copy of the institution’s ethical code of conduct for research:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 8.1:
1.0

8.2 Recognition of integrated, community-based, and extra-academic research

Does the institution have published promotion or tenure guidelines or policies that give explicit positive recognition to integrated research?:

Yes

Description or text of the promotion/tenure guidelines or policies that explicitly recognize integrated research:

The University strongly supports collaborative and cross-disciplinary research; however, when published work of joint authorship (or other product of other joint endeavor) is considered, it is the responsibility of the candidate to document their role in the joint effort and of the Department Chairperson or equivalent to establish that role as clearly as possible and to evaluate the candidate in this joint effort.

Do the promotion/tenure guidelines or policies that recognize integrated research cover all of the institution’s research-producing academic divisions?:

Yes

Does the institution have published promotion or tenure guidelines or policies that give explicit positive recognition to community-based research?:

Yes

Description or text of the promotion/tenure guidelines or policies that explicitly recognize community-based research:

The University recognizes scholarship of engagement, that is, research/scholarly activity conducted in collaboration with, and/or for the benefit of, community stakeholders. Such research should be judged on its research rigor as well as its influence on the discipline or some community of people. Appraisals of publications and other work in the scholarly and critical literature may be considered.

Do the promotion/tenure guidelines or policies that recognize community-based research cover all of the institution’s research-producing academic divisions?:

Yes

Does the institution have published promotion or tenure guidelines or policies that give explicit positive recognition to research impact or reach outside of academic journals?:

Yes

Description or text of the promotion/tenure guidelines or policies that explicitly recognize research impact or reach outside of academic journals:

In certain fields, such as art, music, literature, and theatre, distinguished production may be evidence of scholarship in much the same way as analytical research is in other disciplines. In evaluating artistic creativity, the candidate’s merit should be assessed against criteria such as originality, scope, and depth of creative expression.

Publication of any research or other creative accomplishment must be evaluated, not merely listed, in reviewing the performance of a candidate for reappointment, formal peer review (if applicable), promotion or tenure. In disciplines in which competitive grant and contract support is available, acquisition of external funding and a record of continuing support may be an indication of recognized research competence and productivity. In some instances, professional activities, such as service as editor of a professional journal or service as a major officer of a professional organization, may be considered as recognition of scholarly achievement. Textbooks, reports, published research on

pedagogy in the discipline and similar products connected with teaching or public service may be considered scholarly work insofar as they present new ideas or incorporate the candidate's scholarly research, assuming these contributions are validated through external review. The utilization of a candidate's scholarship by practitioners in the field is considered if documented evidence of the impact of the work is provided. Works in progress should be assessed whenever possible.

Do the promotion/tenure guidelines or policies that recognize research impact or reach outside of academic journals cover all of the institution's research-producing academic divisions?:
Yes

If Yes to any of the above, provide at least one form of evidence (website URL or document). If reporting on multiple guidelines or policies, provide the best available example and/or a website that provides an overview of promotion/tenure for academic employees.

Online location of the institution's promotion/tenure guidelines or policies:
https://www.uvm.edu/d10-files/documents/2025-10/FT-CBA-2024-Final-September-2025.pdf

Copy of the institution's promotion/tenure guidelines or policies:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 8.2:
3.0

8.3 Inter-campus collaboration for responsible research and innovation

Does the institution participate in one or more inter-campus research collaboratives that have an explicit mission to promote responsible research and innovation?:
Yes

Description of the institution's inter-campus collaborations for responsible research and innovation:

The UVM Research Protections Office partners with the Collaborative Institutional Training Initiative (CITI) Program to provide training to our research community. Every three years, all personnel still listed on an active protocol are required to retake the training.

https://www.uvm.edu/rpo/citi-program-training

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 8.3:
1.0

8.4 Support for open access publishing

Does the institution offer repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet?:
Yes

Narrative and/or website URL providing an overview of the open access repository:

UVM ScholarWorks collects, preserves, and shares the scholarly and creative works of UVM faculty, staff, students, and their collaborators. It serves as the institutional repository of the University and promotes discovery and research by providing open access to a wide range of digital resources created by the UVM community. UVM ScholarWorks is a service of the UVM Libraries.

The University reached an agreement with United Academics, that requires each college to set aside a fund to help support faculty publication in open access journals. Each college is expected to develop guidelines to support the initialization of these limited funds.

Does the institution have one or more published policies that require its employees to publish scholarly works open access or archive final post-peer reviewed versions of scholarly works in an open access repository?:
No

Do the open access policies cover all of the institution’s research-producing academic divisions?:
Yes

Text or online location of the institution’s open access policies:

Open Access - Open Access Publishing Support - UVM Libraries at UVM Libraries

Copy of the institution’s open access policies:

Does the institution provide an open access article processing charge (APC) fund for employees?:
Yes

Narrative and/or website URL providing an overview of the open access APC fund:

UVM and UVM Libraries participate in a number of initiatives, agreements and partnerships that can offer you reduced or eliminated Author Processing Charges (APCs). None of these agreements are any guarantee of publication. Any author fee reduction or subsidy will take effect only after the work is accepted by the publisher through standard peer-review and acceptance processes. UVM sometimes offers internal funding or other opportunities for OA publishing or other funds via InfoReady Review; if one is available, it will be listed on that site

Does the institution negotiate or participate in transformative open access agreements that are consistent with ESAC guidelines?:
Yes

Narrative and/or website URL providing an overview of the institution's transformative open access agreements with publishers:

UVM Libraries is participating in a transformative agreement with the publisher Wiley that fully covers the Author Processing Charge (APC) for accepted articles in their Open Access journal catalog, including Hybrid and Gold OA journals for both Wiley and Hindawi (soon to be absorbed by Wiley, and only known under that name).

Our agreement covers up to 70 Article Processing Charges per year, then resets the next year: Open Access - Open Access Publishing Support - UVM Libraries at UVM Libraries

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 8.4:
2.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Engagement

Campus Engagement

Points Earned 25.00

Points Available 25.00

This impact area seeks to recognize institutions that are engaging campus stakeholders around sustainability issues through effective outreach and communications, learning experiences outside the formal curriculum, and staff networking and training activities.

Engaging in sustainability issues through co-curricular activities allows students to deepen and apply their understanding of sustainability principles. Institution-sponsored, co-curricular sustainability offerings help integrate sustainability into the campus culture and set a positive tone for the institution. Employees' daily decisions impact an institution's sustainability performance and employees can model sustainable behavior for students and the rest of the campus community. Equipping employees with the tools, knowledge, and motivation to promote sustainability is an essential activity of a sustainable campus.

Credit	Points
Outreach and Communications	5.00 / 5.00
Co-Curricular Activities	9.00 / 9.00
Staff Engagement and Training	8.00 / 8.00
Sustainability Culture Assessment	3.00 / 3.00

Outreach and Communications

Score	Responsible Party
5.00 / 5.00	**Amanda Clayton** Executive Director of Facilities Management Facilities Management

Criteria

1.1 Sustainability outreach and communications

An institution earns 3 points when it A) has a central sustainability website, B) has integrated sustainability information into new student orientation, C) has integrated sustainability information into new employee orientation, D) has dashboards and/or signage highlighting the institution’s sustainability features or performance, E) manages a sustainability-focused communications medium or platform, and F) has coordinated one or more sustainability-focused outreach campaigns during the previous three years. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution’s programs and initiatives.

1.2 Percentage of campus stakeholders reached through sustainability outreach and communications

An institution earns 2 points when it has evidence that 80 percent or more of campus stakeholders (i.e., students and employees) are annually reached through the institution's sustainability outreach and communications efforts or are aware of its sustainability initiatives. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs and initiatives and the most recent data available from within the previous three years.

Reach may be evidenced by the measured extent of stakeholder awareness of the institution's sustainability initiatives (e.g., as demonstrated in survey responses) and/or by active newsletter subscriptions, email open rates, social media followers or group members, unique annual website visits or video views, campaign sign-ups, or the equivalent.

An institution may take one of three approaches in pursuing this indicator:

A. Survey or assessment results. Report the results of an institution-wide survey or sustainability culture assessment that includes one or more items on respondent awareness of the institution's sustainability initiatives. To avail of this option, the survey or assessment results must be indicative of the entire population of students and employees, as ensured through representative sampling or by making the assessment mandatory.
B. Communications analytics. Report on the analytics associated with the sustainability-focused communications medium or platform that has the greatest reach (e.g., newsletter subscribers or social media group members). The analytics for two or more media or platforms may be aggregated if the potential for double-counting (counting the same individual more than once because they are reached by more than one medium or platform) is minimal (e.g., if there are separate channels or groups for students and employees).
C. Conservative estimate based on mixed/limited data sources. Report on the most credible sources of data that are available, taking steps to minimize double-counting. For example, an institution may use the single best data source for students (e.g., membership in a student-focused social media group) and the single best data source for employees (e.g., staff newsletter subscribers) and/or adjust figures downward to account for the anticipated extent to which individuals may be counted more than once.

When using limited data sources, do not report a higher percentage range than is credibly supported by the data. For example, an institution with 1,000 students and 500 employees that has survey data indicating that 20 percent of students are aware of the institution's sustainability initiatives, but no such data on employees, should report that 1 to 19 percent of stakeholders are reached rather than 20 to 39 percent.

Similarly, survey or assessment results may not be extrapolated to a larger population in the absence of representative sampling. For example, the results of a survey of 100 students enrolled in a sustainability program may only be used to establish the level of awareness of those individuals; they may not be used to report on the entire population of students.

"---" indicates that no data was submitted for this field

1.1 Sustainability outreach and communications

Does the institution have a central sustainability website that consolidates information about its sustainability efforts?:
Yes

Website URL of the institution's central sustainability website:
https://www.uvm.edu/sustainabilityoffice

Does the institution integrate sustainability information into the educational offerings or materials provided during new student orientation or the equivalent?:
Yes

Narrative outlining how sustainability information is integrated into new student orientation or the equivalent:

Sustainability information is provided through a student insight session on sustainable transportation and through a video created for new students that covers sustainable practices related to food, waste, and transportation. Residential Advisors are also trained on sustainability practices over the summer, and Office of Sustainability and the Eco-Reps table during the new student resource fair at the beginning of the fall and spring semesters.

Does the institution integrate sustainability information into the educational offerings or materials provided during new employee orientation or the equivalent?:
Yes

Narrative outlining how sustainability information is integrated into new employee orientation of the equivalent:

The welcome module that is required for all new employees contains information on the Office of Sustainability, our Comprehensive Sustainability Plan, sustainable transportation options, and sustainable waste management practices.

Does the institution have dashboards and/or signage highlighting the institution's sustainability features or performance?:
Yes

Description of the institution's sustainability dashboards and/or signage:

We have an interactive dashboard on the Office of Sustainability's website showing GHG emissions and sources. All LEED buildings on campus have a plaque and some have additional informational signage. Select landscape features include QR code based informational signage.

Does the institution manage a sustainability-focused social media account, newsletter, blog, online community, podcast, video series, or equivalent communications medium or platform?:
Yes

Description of and/or website URL for at least one sustainability-focused communication medium or platform:

The Office of Sustainability has accounts on Facebook and Instagram, and has a dedicated website. The Eco-Reps have an Instagram account, TikTok page, and a YouTube channel. Example: https://www.instagram.com/uvmofficeofsustainability

Has the institution coordinated one or more sustainability-focused outreach campaigns during the previous three years?:
Yes

Description of sustainability-focused outreach campaigns from the previous three years:

UVM converted to an app based system for accessing the regional bus and ran a semester-long outreach campaign to transition students, faculty and staff to the app with an 80% adoption rate.

A service-learning class partnered with UVM Dining Services to provide free hot cocoa at one of our retail locations (The Marketplace) for customers that brought their own mug or “checked out” an Ecoware mug. Students from the class tracked data from over 50 individuals, regarding awareness of the Ecoware and refillable mug program and willingness to use in the future.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 1.1:
3.0

1.2 Percentage of campus stakeholders reached through sustainability outreach and communications

Does the institution collect data on the reach of its sustainability outreach and communications efforts and/or stakeholder awareness of its sustainability initiatives?:
Yes

Percentage of campus stakeholders reached annually through sustainability outreach and communications:
80 to 100

Approach used to determine the percentage of campus stakeholders reached annually:
Survey or assessment results

Description of the methodology used to determine the reach of the institution’s sustainability outreach and communications:

The sample was pulled together from our Office of Institutional Research and Assessment to ensure a representative sample of students, faculty and staff were surveyed. Respondents were asked about the following sustainability programs and to respond each whether they were "Unfamiliar – I don't know what this is," "Familiar - I’ve heard of but haven’t participated," or "Participant - I’ve participated in this." Only 2 of the 388 respondents said they were unfamiliar with every program. This indicates that we are reaching over 80% of our campus stakeholders with our sustainability outreach and communications efforts.

- EcoWare
- Office composting
- Glove or pipette tip box recycling
- Recycle listserv
- RISE Summit
- Rally Cat's Cupboard
- Bike commuter events
- Planetary Health Initiative
- Sustainable Campus Fund
- SGA's pop-up thrift stores
- Surplus property program
- CATMA programs
- Campus Sustainability Series
- Carpool or Vanpool program
- Sustainability Ambassadors
- Residence hall composting
- Bike safety/appreciation events
- Earth Week
- Swipe Out Hunger
- Food to Share
- Zero Waste Fair
- Eco-Reps Rideshare/Carpool program
- Sustainability Learning Community events
- Sustainability Clubs

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 1.2:
2.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Co-Curricular Activities

Score	Responsible Party
9.00 / 9.00	**Amanda Clayton** Executive Director of Facilities Management Facilities Management

Criteria

2.1 Student sustainability organization

An institution earns 2 points when it formally recognizes at least one student organization that is sustainability-focused. Partial points are available. An institution that does not have a sustainability-focused student organization, but does have at least one student organization that is advancing ecological integrity or racial equity and social justice earns 1 point.

Measurement

Report on currently active voluntary associations and clubs that are primarily composed of students, are not directly controlled by the institution, and may independently conduct activities at the institution upon completion of an established registration or recognition process. Recognition may be evidenced by a listing on the institution’s website. Formal institutional committees and governance bodies, e.g., that may be tasked with advancing specific aspects of sustainability, do not qualify.

To qualify as sustainability-focused, an organization must have a primary and explicit focus on the integrated concept of sustainability or the interdependence of ecological systems and social/cultural/economic systems. This focus must be evident in the organization’s published mission statement or description.

2.2 Sustainability-focused co-curricular activities

An institution earns 2 points when it A) has hosted a major sustainability-focused event or series of events during the previous three years targeted to students, B) has a sustainability-focused peer-to-peer education program, C) provides sustainability-focused employment opportunities for students, and D) has at least one student-managed enterprise that is sustainability-focused. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution’s programs and initiatives and activities from within the previous three years.

To qualify as a student-managed enterprise, students must have decision-making responsibilities for the logistics and operations involved in providing goods or services.

2.3 Percentage of students that participate in sustainability activities

An institution earns 5 points when it has evidence that 50 percent or more of students participate annually in the institution’s sustainability activities (e.g., as described in indicators 2. 1 and 2.2). Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the most recent annual data available from within the previous three years.

Participation may be evidenced by joining a sustainability organization, attending an event sponsored by the sustainability office, engaging in a sustainability-focused co-curricular activity, or an equivalent action. Neither the passive consumption of information nor awareness of sustainability initiatives qualifies.

An institution may take one of three approaches in pursuing this indicator:

A. Survey or assessment results. Report the results of an institution-wide survey or sustainability culture assessment that includes one or more items on student participation in the institution’s sustainability activities. To avail of this option, the survey or assessment results must be indicative of the entire population of students, as ensured through representative sampling or by making the assessment mandatory.
B. Direct tracking of participation. Report on the participation figures collected for the sustainability-focused co-curricular activity that has the highest participation rate (e.g., event attendance). The figures for two or more activities may be aggregated if the potential for double-counting (counting the same individual more than once because they participate in more than one activity) is minimal (e.g., if there are separate activities for undergraduate and graduate students).
C. Conservative estimate based on mixed/limited data sources. Report on the most credible sources of data that are available, taking steps to minimize double-counting. For example, an institution may use the single best data source for undergraduate students (e.g., participation in an initiative sponsored by the sustainability office) and the single best data source for graduate students (e.g., organizational membership) and/or adjust figures downward to account for the anticipated extent to which individuals may be counted more than once.

When using limited data sources, do not report a higher percentage range than is credibly supported by the data. Similarly, survey or assessment results may not be extrapolated to a larger population in the absence of representative sampling. For example, the results of a survey of 100 graduate students enrolled in a sustainability program may only be used to establish the participation status of those individuals; they may not be used to report on the entire population of graduate students.

"---" indicates that no data was submitted for this field

2.1 Student sustainability organization

Does the institution formally recognize at least one student organization that is sustainability-focused?:
Yes

Narrative and/or website URL providing an overview of the sustainability-focused student organization(s):

Index of sustainability focused clubs: UVM Clubs

Does the institution formally recognize at least one student organization that is focused on a topic other than sustainability, but is advancing ecological integrity or racial equity and social justice?:
Yes

Narrative and/or website URL providing an overview of the student organizations that are advancing ecological integrity or racial equity and social justice:

Inventory of idenity-based clubs, many of which focus on racial and social justice: UVM Clubs

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 2.1:
2.0

2.2 Sustainability-focused co-curricular activities

Has the institution hosted a major sustainability-focused event or series of events during the previous three years targeted to students?:
Yes

Description of and/or website URL for at least one major sustainability-focused event or series of events:

UVM Earth Week calendar

Does the institution have a sustainability-focused peer-to-peer education program in which student educators are selected and trained to help catalyze change among their peers?:
Yes

Description of and/or website URL for at least one sustainability-focused peer-to-peer education programs for students:

UVM Eco-Reps are undergraduate student employees who help their peers make more sustainable choices while on campus and build an environmental justice ethic that lasts a lifetime.

Does the institution regularly provide sustainability-focused employment opportunities for students on at least an annual basis?:
Yes

Description of and/or website URL for at least one sustainability-focused employment opportunity for students:

Sustainable Solutions Lab is a collaborative research and action hub that supports opportunities for students to bridge classroom knowledge and campus operations in order to advance UVM's Comprehensive Sustainability Plan and Academic Success Goals.

Does the institution have at least one student-managed enterprise that is sustainability-focused?:
Yes

Description of and/or website URL for at least one student-managed enterprise that is sustainability-focused:

UVM Bikes! is a student run bicycle co-operative at the University of Vermont. We are dedicated to increasing the accessibility of bicycles to the UVM community, and teaching folks the skills they need to confidently maintain and repair their bikes.

Description of additional sustainability-focused co-curricular activities for students:

Sustainability themed residential learning community:

Learning Communities | University Housing and Dining Services | The University of Vermont

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 2.2:
2.0

2.3 Percentage of students that participate in sustainability activities

Does the institution collect data on the extent of student participation in its sustainability activities?:
Yes

Percentage of students that participate in sustainability activities annually:
50 to 100

Approach used to determine the percentage of students that participate in the institution’s sustainability activities annually:
Survey or assessment results

Narrative outlining how student participation in the institution’s sustainability activities was determined:

In a representative survey of undergraduates, graduate students and medical students conducted in fall 2025, 92% of respondents participated in at least one of the following sustainability activities:

- EcoWare
- Residence hall composting
- Glove or pipette tip box recycling
- Rally Cat's Cupboard
- Bike safety/appreciation events
- Earth Week
- Planetary Health Initiative
- Swipe Out Hunger
- Food to Share
- Sustainable Campus Fund
- Zero Waste Fair
- SGA's pop-up thrift stores
- Eco-Reps Rideshare/Carpool program
- Sustainability Learning Community events
- Sustainability Clubs

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 2.3:
5.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Staff Engagement and Training

Score	Responsible Party
8.00 / 8.00	**Amanda Clayton** Executive Director of Facilities Management Facilities Management

Criteria

3.1 Staff sustainability network or engagement program

An institution earns 2 points when it has at least one voluntary network or engagement program open to non-academic staff that is sustainability-focused. This may include:

- Green office programs
- Staff sustainability clubs and organizations
- Sustainability-focused gatherings held during regular work hours that are open to non-academic employees (e.g., “brown bag” events)
- Peer-to-peer education programs in which employee educators from diverse departments or units are selected and trained to help catalyze change among their peers (e.g., a green leaders or sustainability ambassadors program)

Partial points are available. An institution that does not have a sustainability-focused staff network or engagement program, but does have at least one staff network or engagement program that is advancing ecological integrity or racial equity and social justice earns 1 point.

Measurement

Report on currently active voluntary associations that are primarily composed of employees (e.g., staff networks, organizations, and clubs) and programs that are primarily designed to engage staff members. Formal institutional committees, e.g., tasked with advancing specific aspects of sustainability, do not qualify.

To qualify as sustainability-focused, a network or program must have a primary and explicit focus on the integrated concept of sustainability or the interdependence of ecological systems and social/cultural/economic systems. This focus must be evident in the published mission statement or description of the network or program.

3.2 Sustainability-focused staff training

An institution earns 2 points when it makes available sustainability-focused training opportunities to non-academic staff on at least an annual basis.

Measurement

Report on the current status of the institution’s programs and initiatives.

To qualify as sustainability-focused, a training opportunity must have a primary and explicit focus on the integrated concept of sustainability or the interdependence of ecological systems and social/cultural/economic systems. This focus must be evident in the published mission statement or description of the training.

A training opportunity may include any activity that develops an individual's sustainability skills, knowledge, expertise, or other characteristics as an employee, e.g., formal coursework, participation in the activities of professional organizations, and/or training provided by the sustainability office.

Professional development and training for academic staff are addressed in credits within the Curriculum and Research impact areas.

3.3 Percentage of employees that participate in sustainability activities

An institution earns the maximum of 4 points available for this indicator when it has evidence that 50 percent or more of employees participate annually in the institution’s sustainability activities (e.g., as described in indicators 3.1 and 3.2). Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the most recent annual data available from within the previous three years.

Participation may be evidenced by joining a sustainability network or organization, attending a sustainability-focused event or training, engaging in an activity sponsored by the sustainability office, or an equivalent action. Neither the passive consumption of information nor awareness of sustainability initiatives qualifies.

An institution may take one of three approaches in pursuing indicator 3.3:

A. Survey or assessment results. Report the results of an institution-wide survey or sustainability culture assessment that includes one or more items on employee participation in the institution’s sustainability activities. To avail of this option, the survey or assessment results must be indicative of the entire population of employees, as ensured through representative sampling or by making the assessment mandatory.
B. Direct tracking of participation. Report on the participation figures collected for the sustainability-focused activity that has the highest participation rate (e.g., event attendance). The figures for two or more activities may be aggregated if the potential for double-counting (counting the same individual more than once because they participate in more than one activity) is minimal (e.g., if there are separate activities for academic and non-academic employees).
C. Conservative estimate based on mixed/limited data sources. Report on the most credible sources of data that are available, taking steps to minimize double-counting. For example, an institution may use the single best data source for academic employees (e.g., organizational membership) and the single best data source for non-academic employees (e.g., participation in a green office program) and/or adjust figures downward to account for the anticipated extent to which individuals may be counted more than once.

When using limited data sources, do not report a higher percentage range than is credibly supported by the data. Similarly, survey or assessment results may not be extrapolated to a larger population in the absence of representative sampling. For example, the results of a survey of 100 people employed in one division of the institution may only be used to establish the participation status of those individuals; they may not be used to report on the entire population of employees.

"---" indicates that no data was submitted for this field

3.1 Staff sustainability network or engagement program

Does the institution have at least one voluntary network or engagement program open to non-academic staff that is sustainability-focused?:
Yes

Narrative and/or website URL providing an overview of the sustainability-focused staff networks and engagement programs:

A Sustainability Ambassador is a UVM faculty or staff member who is committed to promoting sustainability in the workplace and act as a catalyst for culture change at UVM. Ambassadors play a vital role in supporting the promotion of sustainability among peers.

Ambassadors serve as educators and communicators. Ambassadors help direct employees to and inform them of sustainability programs, activities and resources. This means ensuring coworkers know about all of the sustainability programs that already exist, helping to make them more accessible, and having conversations about why sustainability is important and how to make sustainable lifestyle choices at work and beyond.

Sustainability Ambassadors

Does the institution have at least one voluntary staff network or engagement program open to non-academic staff that is focused on a topic other than sustainability that is advancing ecological integrity and/or racial equity and social justice?:
Yes

Narrative or website URL providing an overview of the staff networks and engagement programs that are advancing ecological integrity and/or racial equity and social justice:

Division of Intercultural Excellence: This division provides support and programming for students, faculty, and staff through its four Intercultural Centers. https://www.uvm.edu/ie

UVM Staff United: This union is dedicated to supporting staff members and building a community that pursues social and economic justice. https://www.uvmstaffunited.org/

Employee Wellness: Programs, resources, and education to support individual health and wellbeing and nourish a culture of wellness. https://www.uvm.edu/employee-wellness

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 3.1:
2.0

3.2 Sustainability-focused staff training

Does the institution make available sustainability-focused training opportunities to non-academic staff on at least an annual basis?:
Yes

Description of and/or website URL for at least one of the institution's sustainability-focused staff training opportunities:

> Sustainability staff from across campus join together to offer the Campus Sustainability Series each fall. The series is designed to help employees better understand and integrate sustainability at UVM and beyond. This series comprises of a Campus Sustainability Walking Tour, Understanding our Comprehensive Sustainability Plan, Sustainable Practices from Purchasing to Disposal, and Exploring Intercultural Environmentalism. Campus Sustainability Series

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 3.2:
2.0

3.3 Percentage of employees that participate in sustainability activities

Does the institution collect data on the extent of employee participation in its sustainability activities?:
Yes

Percentage of employees that participate in sustainability activities annually:
50 to 100

Approach used to determine the percentage of employees that participate in the institution's sustainability activities annually:
Survey or assessment results

Narrative outlining how employee participation in the institution's sustainability activities was determined:

Survey asked participants to state which sustainability related activities they participated in. 82% of employee respondents said they participated in at least one sustainability related program or activity.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 3.3:
4.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Sustainability Culture Assessment

Score	Responsible Party
3.00 / 3.00	**Amanda Clayton** Executive Director of Facilities Management Facilities Management

Criteria

4.1 Sustainability culture assessment design and administration

An institution earns 1 point when it A) has conducted an assessment of its sustainability culture during the previous three years and B) the assessment is designed and administered in such a way that the results can be used to measure change over time (e.g., as a longitudinal or annual/biennial assessment). Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on assessments conducted during the previous three years.

To qualify, an assessment must address attitudes, beliefs, or values; awareness of and/or participation in the institution’s sustainability initiatives; and/or other behaviors or practices that support sustainability. An assessment that covers a single sustainability topic (e.g., a transportation survey) does not qualify in the absence of a more comprehensive assessment. Likewise, assessments that exclusively address student sustainability literacy (i.e., student understanding of sustainability and/or the knowledge and skills required to address sustainability challenges) are excluded. A single assessment that addresses sustainability literacy and culture qualifies if a substantive portion (e.g., one-third) of the assessment focuses on culture.

4.2 Percentage of students assessed for sustainability culture

An institution earns 1 point when at least 75 percent of its students are assessed for sustainability culture, either directly or by representative sample. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available. An institution that has not conducted a sustainability culture assessment during the previous three years may not claim points for this indicator.

A student is considered to be assessed when assessed directly (e.g., as part of a course or program or a mandatory assessment) or by representative sample (e.g., of the student's entering and/or graduating cohort). An institution that has opted to assess an unrepresentative segment of the population may only claim points for those individuals that participated.

4.3 Percentage of employees assessed for sustainability culture

An institution earns 1 point when at least 75 percent of its employees are assessed for sustainability culture, either directly or by representative sample. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available. An institution that has not conducted a sustainability culture assessment during the previous three years may not claim points for this indicator.

An employee is considered to be assessed when assessed directly (e.g., as part of a program or a mandatory survey) or by representative sample. An institution that has opted to assess an unrepresentative segment of the population may only claim points for those individuals that participated.

"---" indicates that no data was submitted for this field

4.1 Sustainability culture assessment design and administration

Has the institution conducted an assessment of its sustainability culture during the previous three years?:
Yes

Narrative and/or website URL providing an overview of the instruments/tools used to assess sustainability culture:

Sustainability culture was assessed with the use of a survey sent to a representative sample of the UVM community. The data was then assessed to determine trends and other key takeaways.

Description of the institution’s recent sustainability culture assessment findings and any notable trends:

There was 95% agreement that UVM has a responsibility to be a leader in sustainability. There was overwhelming support for various sustainability initiatives on campus. 92% of respondents felt that sustainability was a value of UVM and 77% felt there was a culture of sustainability on campus. 49% of survey respondents felt UVM did enough to justify its sustainable reputation.

Is the culture assessment designed and administered in such a way that the results can be used to measure change over time?:
Yes

Description of how the design and administration of the sustainability culture assessments supports the measurement of change over time:

Many of the questions remain consistent over time so the data can be compared year over year. Some notable changes from 2022 to 2025 are:

- 15% increase in respondents who agree or strongly agree that sustainability is one of UVM’s values
- 15% decrease in respondents who agree or strongly agree that UVM should do more to respond to sustainability challenges
- 21% increase in respondents who agree or strongly agree that UVM does enough to justify its sustainability reputation

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 4.1:
1.0

4.2 Percentage of students assessed for sustainability culture

Percentage of students assessed for sustainability culture, either directly or by representative sample:

75 to 100

Description of the process used to measure or estimate the percentage of students assessed for sustainability culture:

The UVM Office of Institutional Research and Assessment developed a representative sample of 3000 students, faculty and staff that the survey was sent to. With a 12.7% response rate that aligned well with the sample demographics, the survey is considered representative of the entire campus.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 4.2:

1.0

4.3 Percentage of employees assessed for sustainability culture

Percentage of employees assessed for sustainability culture, either directly or by representative sample:

75 to 100

Description of the process used to measure or estimate the percentage of employees assessed for sustainability culture:

The UVM Office of Institutional Research and Assessment developed a representative sample of 3000 students, faculty and staff that the survey was sent to. With a 12.7% response rate that aligned well with the sample demographics, the survey is considered representative of the entire campus.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 4.3:

1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Public Engagement

Points Earned 20.00

Points Available 25.00

This impact area seeks to recognize institutions that help catalyze sustainable communities through their partnerships, collaborations, and public service efforts. By engaging with community members and organizations across diverse sectors of society, institutions can help solve critical sustainability challenges. Community engagement can also help students develop leadership skills while deepening their understanding of practical, real-world problems and the process of creating solutions with, rather than for, stakeholders. Institutions can contribute to their communities by harnessing their resources to address community needs and by engaging community members in equitable and mutually beneficial partnerships. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy development and advocacy.

Credit	Points
Civic Engagement	5.00 / 8.00
Community Partnerships	7.00 / 9.00
Continuing Education	3.00 / 3.00
Shared Facilities	2.00 / 2.00
Inter-Campus Collaboration	3.00 / 3.00

Civic Engagement

Score	Responsible Party
5.00 / 8.00	**Amanda Clayton** Executive Director of Facilities Management Facilities Management

Criteria

5.1 Percentage of students that participate in civic engagement programs

An institution earns 4 points when it has evidence that 50 percent or more of its students participate annually in community service and/or other civic engagement programs sponsored by the institution. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the most recent annual data available from within the previous three years.
Participation may be evidenced by enrolling in a service learning program, attending a community service event or activity, or an equivalent action. Neither the passive consumption of information nor awareness of civic engagement opportunities qualifies. Programs and activities sponsored by entities of which the institution is part (e.g., government or university system) may be included as long as the institution actively participates in them.

An institution may take one of three approaches in pursuing this indicator:

A. Survey or assessment results. Report the results of an institution-wide survey or sustainability culture assessment that includes one or more items on student participation in the institution's civic engagement activities. To avail of this option, the survey or assessment results must be indicative of the entire population of students, as ensured through representative sampling or by making the assessment mandatory.
B. Direct tracking of participation. Report on the participation figures collected for the community service activity that has the highest participation rate (e.g., program enrollment or event attendance). The figures for two or more activities may be aggregated if the potential for double-counting (counting the same individual more than once because they participate in more than one activity) is minimal (e.g., if there are separate activities for undergraduate and graduate students).
C. Conservative estimate based on mixed/limited data sources. Report on the most credible sources of data that are available, taking steps to minimize double-counting. For example, an institution may use the single best data source for undergraduate students (e.g., enrollment in a service learning program) and the single best data source for graduate students (e.g., attendance at a community service event) and/or adjust figures downward to account for the anticipated extent to which individuals may be counted more than once.

When using limited data sources, do not report a higher percentage range than is credibly supported by the data. Similarly, survey or assessment results may not be extrapolated to a larger population in the absence of representative sampling. For example, the results of a survey of 100 graduate students enrolled in a specific program may only be used to establish the participation status of those individuals; they may not be used to report on the entire population of graduate students.

5.2 Employee community service program

An institution earns 1 point when it A) has one or more programs designed to support employee community service and B) supports employees volunteering for community organizations during regular work hours, for example by offering paid time off for volunteering or by sponsoring an organized service event for which employees are compensated. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution’s employee community service programs.
Programs sponsored by entities of which the institution is part (e.g., government or university system) qualify as long as the institution actively participates in them. Charitable donations such as workplace giving programs do not qualify.

5.3 Support for public policies to advance sustainability

An institution earns 3 points when A) one or more individuals affiliated with the institution (e.g., a faculty member) have helped initiate and/or develop public policies that address sustainability challenges during the previous three years and B) the institution has advocated for public policies to advance sustainability during the previous three years. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on policy development and advocacy efforts from within the previous three years.
To qualify for Criterion B, policy advocacy may occur at any level (e.g., municipal, local/regional, national, or international), but must be conducted by the institution (i.e., by administrators or entities with authority to speak on behalf of the institution). For example, an individual, office, or governing body making a public statement on behalf of the institution in support of legislation would qualify, whereas an individual acting in a personal capacity would not. Advocacy efforts that are made exclusively to advance the institution's interests or projects do not qualify. For example, advocating for government funding for campus sustainability may be counted, however lobbying for the institution to receive funds that have already been appropriated may not.

"---" indicates that no data was submitted for this field

5.1 Percentage of students that participate in civic engagement programs

Does the institution have one or more programs to support student civic engagement?:
Yes

Narrative and/or website URL providing an overview of the institution’s civic engagement programs for students:

Civic Engagement OIffice in Student Life: Civic Engagement (CE)

Community Engaged Learning Office: Office of Community-Engaged Learning

Percentage of students that participate in community service and/or other civic engagement programs annually:
10 to 24

Approach used to determine the percentage of students that participate in civic engagement programs annually:
Direct tracking of participation

Narrative outlining how student participation in civic engagement programs was determined:

We track student volunteer hours through the UVM Clubs website. Although most clubs and/or students do not currently track their service, hours, we still had 12,583 hours logged between August 2024-May 2025.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 5.1:
1.0

5.2 Employee community service program

Does the institution have one or more programs designed to support employee community service?:

Yes

Narrative and/or website URL providing an overview of the institution's programs to support employee community service:

The Staff Council Community Engagement Committee will recognize demonstrated volunteerism by UVM Staff with a $25 award (per staff member) made payable to the 501c3 group or organization located in the State of Vermont, or work directly benefits Vermont and its people connected to the staff member's volunteer effort. UVM staff members are limited to one application per calendar year. Applications are to be submitted to the Staff Council Office. The Staff Council Community Engagement Committee will review and process award applications at their monthly meeting, following receipt of the application.

Does the institution support employees volunteering for community organizations during regular work hours?:

Yes

Narrative and/or website URL providing an overview of the institution's support for community volunteering during regular work hours:

UVM's Time Release Policy for Community and Professional Service:

The University recognizes the importance of volunteerism and values the time its employees spend in service to UVM and surrounding communities. Volunteer work performed to support the University's mission and enhance community relations is encouraged. Different types of volunteer service are recognized:

- UVM committees, governance groups such as Staff Council, the Traffic Board of Appeals, the Board of Trustees, etc.
- Professional service such as non-partisan service to the community, or one's professional organization, that is directly related to your job at UVM and your expertise in your job.
- Community Volunteer. Service to the community that is not directly related to your job such as blood donor, volunteering at schools or non-profit organizations, etc.

Supervisors are encouraged to provide reasonable, paid release time for employees to serve in ways outlined in #1 and #2 above. Flexibility in scheduling is also encouraged for service in the third category. Volunteerism should be encouraged and supported at all levels. (pages 21-22, UVM Staff Handbook (PDF), updated 2/23/2017)

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 5.2:

1.0

5.3 Support for public policies to advance sustainability

Have one or more individuals affiliated with the institution helped develop public policies that address sustainability challenges within the previous three years?:

Yes

Narrative outlining how individuals affiliated with the institution have helped develop local or regional public policies that address sustainability challenges:

Between 2023 and 2025, numerous representatives from UVM's Facilities Management Department and Office of Sustainability have worked with city officials, including Burlington Electric Department, to develop and refine multiple ordinances in the City of Burlington. The first ordinance passed in 2023 - the Carbon Impact Fee, - assesses a $150/ton of carbon emissions on any 50,000sf or greater building that installs a new fossil fuel heating system. The ordinance aims to disincentivize the installation of new fossil fuel heating systems and increase the uptake of renewable energy based heating systems in large buidlings. The second ordinance passed in 2025 – the Benchmarking Ordinance – aims to create a baseline of thermal energy use for buildings between 10,000 and 49,999 sf to inform future emissions reduction ordinances in the city of Burlington. UVM representatives provided input at city council meetings, in working sessions with city officials, and through letters to the city council.

Between 2023 and 2024, UVM's Executive Director of Facilities Management represented the University of Vermont on the Technical Advisory Group for Vermont's Clean Heat Standard to assist in the management, design, and implementation of the legislation.

In 2025, numerous Office of Sustainability staff as well as the student Eco-Reps participated in a Vermont Climate Action Plan input session. The session was facilitated by a State of Vermont Climate Action Office employee. Staff and students reviewed the draft plan, provided feedback, identified gaps, and proposed policy alternatives.

Narrative outlining how individuals affiliated with the institution have helped develop national or international public policies that address sustainability challenges:

Has the institution advocated for public policies to advance sustainability during the previous three years?:

Yes

Narrative and/or website URL providing an overview of the institution's advocacy for public policies to advance sustainability:

In 2024, UVM's Executive Director of Facilities Management and University Engineer wrote a public letter of support for a benchmarking ordinance in the city of Burlington, VT and also spoke during public forum at a city council meeting. The ordinance aims to set a baseline for building thermal energy use with the ultimate intention of using the data to set emissions reductions targets for future city ordinances. This benchmarking ordinance impacts more than a dozen of our buildings and will support our efforts to decarbonize by creating a framework to better track progress and areas for reduction opportunities.

Documentary evidence of the institution's advocacy for public policies to advance sustainability:

EN_05.3_Policy_Advocacy.pdf

Online resource that provides evidence of the institution’s advocacy for public policies to advance sustainability:
https://burlingtonvt.portal.civicclerk.com/event/7701/media

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 5.3:
3.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Community Partnerships

Score	Responsible Party
7.00 / 9.00	**Kirk Dombrowski** Vice President of Research and Economic Development Research and Economic Development

Criteria

6.1 Sustainability-focused community partnerships

An institution earns 3 points when it has at least one community partnership that is sustainability-focused.

Measurement

Report on the current status of the institution’s partnerships with external entities such as civil society organizations, government agencies, and businesses.

To qualify as sustainability focused, the primary focus of the community partnership must be on the integrated concept of sustainability or the interdependence of ecological and social/cultural/economic systems.

6.2 Partnerships to support underrepresented groups and vulnerable populations

An institution earns 3 points when it has at least one community partnership that explicitly aims to support underrepresented groups and/or vulnerable populations in addressing the sustainability challenges they have identified.

Measurement

Report on the current status of the institution’s partnerships with external entities such as civil society organizations, government agencies, and businesses.

6.3 Community partnership assessment

An institution earns 3 points when A) it follows guidelines for creating and maintaining reciprocal and mutually beneficial community partnerships and B) all of the institution’s community partnerships for sustainability (as reported in indicators 6.1 and 6.2) are subject to an assessment process that includes joint evaluation by the institution and its community partners. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution’s community partnership policies, guidelines, and practices. To qualify, published community partnership guidelines must explicitly seek to ensure equity, reciprocity, and/or mutual benefit.

To qualify, an assessment process must address the reciprocity and mutual benefit of the partnerships and include feedback and/or assessment findings from community partners to the institution and from the institution to the community.

"---" indicates that no data was submitted for this field

6.1 Sustainability-focused community partnerships

Does the institution have at least one community partnership that is sustainability-focused?:

Yes

Narrative and/or website URL providing an overview of the institution’s sustainability-focused community partnerships:

UVM researchers, faculty, and students are working every day to provide solutions to contemporary challenges. Building upon the University’s land-grant mission, UVM established the Office of Engagement to serve as the university's “front door” for private, public and non-profit entities. Sustainability is a common theme in their work.

An exampls is thier annual RISE Summit which stands for Research, Innovation, Sustainability, and Entrepreneurship. It brings together partners across research, innovation, sustainability, and entrepreneurship, creating a platform where UVM collaborates with community organizations, industry professionals, and statewide stakeholders to address real sustainability challenges and co-develop solutions. This partnership-driven event strengthens relationships beyond campus, fosters shared learning, and advances community-engaged sustainability work in Vermont and the region.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 6.1:

3.0

6.2 Partnerships to support underrepresented groups and vulnerable populations

Does the institution have at least one community partnership that explicitly aims to support underrepresented groups and/or vulnerable populations in addressing the sustainability challenges they have identified?:

Yes

Description of the institution’s community partnerships to support underrepresented groups and/or vulnerable populations in addressing sustainability challenges:

The Leahy Institute for Rural Partnerships operates alongside UVM's Office of Engagement with the mission to build collaborations between the University of Vermont and state partners for the benefit of our rural places. Recent funding includes:

- Asthma Therapy for Children in Rural Schools: This phase-two grant will pilot school-based asthma therapy in 10 rural Vermont schools, enabling nurses to provide daily medications to students with persistent asthma to improve health outcomes, boost attendance, and develop a scalable model for rural pediatric care.
- Affordable Solar Energy on Vermont Barns: A collaboration between Verde Technologies, UVM, and the Land Care Cooperative will pilot lightweight thin-film solar panels on Vermont barns to model a scalable approach to clean energy that preserves rural heritage while reducing energy costs.
- Community Needs Assessment: UVM Extension researchers will develop the Vermont Analysis of Need (VAN), a statewide, publicly accessible platform that maps Vermont’s community-level needs and the entities addressing them.
- A community-based organization to foster immigration in rural Vermont. UVM Professor Pablo Bose, a migration and urban geography scholar, is working with the Brattleboro Development Credit Corporation in this effort to better support communities settling in southern Vermont.

They also run an internship program that supports rural communities:

UVM interns provide value for central Vermont businesses during a challenging summer

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 6.2:

3.0

6.3 Community partnership assessment

Does the institution follow published guidelines for creating and maintaining community partnerships that are reciprocal and mutually beneficial?:
Yes

Publication that includes the community partnership guidelines:
Leahy_Institute_Partnership_Agreement.pdf

Online resource that includes the institution's community partnership guidelines:
https://www.uvm.edu/ruralpartnerships/grants

Are all of the institution's community partnerships for sustainability subject to an assessment process that includes joint evaluation by the institution and its community partners?:
No

Description of the institution's approach to community partnership assessment and how the results are used to improve reciprocity and mutual benefit:

As posted on it's grants page, the Leahy Institute for Rural Partnerships prioritizes the cultivation of reciprocal relationships among UVM students and rural communities, in service to Vermont's economy. Reciprocity is an important priority and intention in the Leahy Institute for Rural Partnerships' grant program. It's reflected in these practices:

- Requirement that each project has a community and a UVM partner who have come together to focus on a larger impact.
- A partnership agreement that is signed by partners at a grant kick-off meeting. That form is attached.
- The rubric used to evaluate projects is posted while the grant rounds are open, though we are changing that practice and will post an updated rubric in early April. The rubric and grant process prioritizes partnerships that have come together around a common understanding of community need, an agreement about a proposed solution, and defined roles as partners. This priority is reflected in the FAQs on the grant page.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 6.3:
1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Continuing Education

Score	Responsible Party
3.00 / 3.00	**Bettyjo Bouchey** Chief Officer for Professional and Continuing Education Professional and Continuing Education

Criteria

7.1 Continuing education offerings in sustainability

An institution earns 3 points when it has at least one continuing education course or education program that is sustainability-focused. Partial points are available. An institution that does not have a sustainability-focused continuing education offering, but does have at least one continuing education offering that incorporates sustainability content or addresses a sustainability challenge earns 1.5 points.

Measurement

Report on the current status of the institution’s continuing education offerings, i.e., courses and education programs that are targeted to community members who are not otherwise enrolled as students (e.g., working people seeking further education or professional credentials). This may include offerings that are targeted to both students enrolled for credit and community members.

To qualify as sustainability focused, the primary focus of the course or program must be on either the concept of sustainability or the interdependence of ecological and social/cultural/economic systems. This focus must be evidenced by its published title and/or description, either explicitly (e.g., “Introduction to Sustainability”) or implicitly, by addressing a sustainability challenge using a systems approach (e.g., “Climate Change, Agriculture and Food Security”).

"---" indicates that no data was submitted for this field

7.1 Continuing education offerings in sustainability

Does the institution have at least one continuing education course or program that is sustainability-focused?:
Yes

Narrative and/or website URL providing an overview of the sustainability-focused continuing education course offerings:

PACE (Professional and Continuing Education) works with all Units at UVM to provide partners with access to existing sustainability courses under those Units. In addition, PACE runs non-credit, custom and non-degree courses that are sustainability focused. Their program search tool includes Environment & Sustainability as an area of interest that can be filtered for. Agroecology is an example of a sustainability focused offering.

Does the institution have at least one continuing education offering that is focused on a topic other than sustainability, but incorporates sustainability content or addresses a sustainability challenge?:
Yes

Narrative and/or website URL providing an overview of the institution's continuing education offerings that incorporate sustainability content or address sustainability challenges:

OLLI (Osher Lifelong Learning Institute) Courses:

1. Campus OLLI (Greater BTV area): Brochure: Greater Burlington Area Olli Fall 2025 Course Catalog

Sustainability-focused/social justice:

- Shelburne Farms: Sun to Cheese Tours (Shelburne Farms mission revolves around strong sustainability efforts - UVM partners with them for teacher training etc.
- Branching Out: Learn to Identify Local Tree Species
- Bedrock to Birds at Shelburne Pond
- Eyes in the Sky: Drones, Disaster & Climate Resilience
- Heal Local: Edible and Medicinal Plants Walk
- Dying Green: A Journey through End-of-Life Medicine in Search of Sustainable Healthcare
- UVM's Climate Kitchen: Green Kitchens, Greener Futures (this was cancelled, unfortunately)

Campus OLLI webpage (with descriptions): Campus OLLI: Osher Lifelong Learning Institute (OLLI) within the Greater Burlington Area

****

1. Central VT OLLI: Brochure: Central VT Olli Fall 2025 Course Catalog

- Co-ops in VT and Beyond with Avram Patt, Cooperative Leader and Former VT State Legislator
- Vermont's Merino Miracle: Lessons from a Landscape of Lambs with historian and Author Jan Albers
- Vermont's Historic Barns, with UVM's Thomas Visser

Central VT OLLI webpage: Central Vermont OLLI

****

1. Lamoille Valley OLLI: Brochure: Lamoille Valley Olli Fall 2025 Course Catalog

- The Beaver: Nature's Superb Engineer with Kurt Valenta, Founder of Exordium Nature Programs
- NASA's Eyes on Earth: How Space-Based Systems Track Our Planet's Health with David Meyer, Former Director of NASA Goddard Earth Sciences Data Center
- Vermont Maple: Timeless and Thoroughly Modern (history and current research) with Mark Isselhardt, UVM Extension Maple Specialist
- Sharing the Heat: Thermal Energy Networks for Heating and Cooling with Debbie New, Founder of VT Community Thermal Networks and Catherine Crawley, Chair of Stowe Energy Committee

Lamoille Valley OLLI webpage: Lamoille Valley OLLI

****

1. Springfield OLLI: Brochure: Springfield OLLI Fall 2025 Course Catalog

- Vermont Wildlife with Michael Clough, Executive Director of VT Museum of Natural History
- According to the Almanac with Mark Breen, Senior Meteorologist, and Planetarium Director, Fairbanks Museum and Planetarium

Springfield OLLI webpage: Springfield OLLI

****

1. St. Albans OLLI: No brochure, see web link below

- Maple Sugaring: Tradition, Innovation, and the Future of Sweetness with Mark Isselhardt, UVM Extension Maple Specialist
- A Thinking Person's Guide to Watching Wildlife Films with Luis Vivanco/Professor and Chair of UVM' Anthropology Dept.

St. Albans webpage: St Albans OLLI

****

1. St. Johnsbury OLLI: brochure: St Johnsbury OLLI Fall 2025 Course Catalog

- Maple Sugaring with Mark Isselhardt
- Trailblazers of the Kingdom: Building Community, Health, and Prosperity One Mile at a Time with Abby Long, Former Executive Director of Kingdom Trail Association

St. Johnsbury webpage: St Johnsbury OLLI

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 7.1:
3.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Shared Facilities

Score	Responsible Party
2.00 / 2.00	**Amanda Clayton** Executive Director of Facilities Management Facilities Management

Criteria

8.1 Publicly shared facilities

An institution earns 2 points available for this indicator when it provides free or low-cost public access to A) space for public events or meetings, B) a facility that helps people meet their basic needs, C) a facility that provides cultural services, and D) a facility that provides recreational services. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution’s policies and initiatives.

To qualify as publicly accessible, an institution must provide regular, non-discriminatory means for members of the public to use or avail of at least one facility that meets the criteria outlined above. This may include fee-based or occasional access, as long as access is not denied on grounds such as gender identity, racial or ethnic identity, indigeneity, genetic features, language, religion or belief, membership of a national minority, birth, disability, age, or sexual orientation. Campus tours do not qualify.

To qualify as free or low cost access, the institution must make at least one facility available at no cost on a regular basis and/or maintain standing discounts, below-market fees, or a sliding scale fee structure designed to ensure that no local resident is denied access due to their economic status. If claiming points for free or low cost access, include specific information about how it is provided in the appropriate fields below.

"---" indicates that no data was submitted for this field

8.1 Publicly shared facilities

Does the institution have on-site space for meetings or events that is publicly accessible?:
Yes

Does the institution provide free or low cost access to the meeting or event space?:
Yes

Description of the institution’s publicly accessible space for meetings or events, including any free or low cost access options:

The University of Vermont has many spaces across campus that are available for public use by reservation. Spaces include athletic facility rentals, meeting rooms and ballrooms in the centrally located Davis Center, a dedicated event space in the Alumni Pavilion, overnight Summer housing accommodations in dormitories, and small meeting rooms and classrooms scattered across campus.

While some event fees are waived or sponsored by the University for external organizations, space rentals are typically not free. The University does, however, offer a 15% discount for non-profits and a 25% discount for external groups affiliated with UVM.

Does the institution have at least one on-site facility with services or programs to help people meet their basic needs and is publicly accessible?:
Yes

Does the institution provide free or low cost access to the basic needs facilities?:
Yes

Description of the institution’s publicly accessible facilities that help people meet their basic needs, including any free or low cost access options:

Rally Cat’s Cupboard is an on-campus, student-run food pantry that is open to any member of the UVM and greater public community - no questions asked. It is a 501(c)(3) non-profit that is administered by the Food Systems Graduate Program. The Cupboard is centrally located in the publicly accessible Davis Center, which is conveniently located near a bus stop.

Does the institution have at least one on-site facility that provides cultural services and is publicly accessible?:
Yes

Does the institution provide free or low cost access to the cultural service facilities?:
Yes

Description of the institution’s publicly accessible facilities that provide cultural services, including any free or low cost access options:

The University of Vermont’s Howe Library is open to the public and offers free computer and Wi-Fi access through the UVM Guest network. Vermont residents may also register as guest borrowers at no cost, allowing them to check out materials from the library’s collections. The Fleming Museum of Art, located on campus, provides free admission to all visitors and hosts rotating art and anthropology exhibitions. UVM’s Silver Special Collections Library is free and open to the public, offering access to rare books, manuscripts, and archival materials documenting Vermont and university history.

Does the institution have at least one on-site facility that provides recreational services and is publicly accessible?:
Yes

Does the institution provide free or low cost access to the recreational service facilities?:
Yes

Description of the institution’s publicly accessible facilities that provide recreational services, including any free or low cost access options:

The University of Vermont owns and manages ten natural areas that are free and open to the public for hiking and walking. Some highlighted areas include Centennial Woods which is directly adjacent to campus and is the most visited. Additionally, the East Woods area down the road from main campus features a mile long walking trail. In nearby Colchester, the 175-acre Colchester Bog Natural Area includes boardwalks, trails, and an observation deck.

UVM Natural Areas

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 8.1:
2.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Inter-Campus Collaboration

Score	Responsible Party
3.00 / 3.00	**Amanda Clayton** Executive Director of Facilities Management Facilities Management

Criteria

9.1 Inter-campus collaboration for sustainability

An institution earns 3 points when it meets at least five of the following six criteria:

A. Institution participates in one or more sustainability-focused networks for educational institutions.
B. Institution has formally shared its sustainability experiences and lessons learned with other institutions during the previous three years.
C. Institution has a sustainability-focused articulation/transfer agreement that provides students who are studying sustainability at one institution with a formal pathway to another institution.
D. At least one individual with formal sustainability responsibilities at the institution has served as a mentor or been mentored by a colleague with sustainability responsibilities at another institution during the previous three years.
E. At least one individual affiliated with the institution has served in a leadership role for an inter-campus sustainability network, conference, or community of practice during the previous three years.
F. At least one individual affiliated with the institution has served as a peer reviewer for another institution’s sustainability report or data during the previous three years.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current programs, initiatives and activities from within the previous three years.

To qualify, a network may be local, regional, national, or international in scope.

"---" indicates that no data was submitted for this field

9.1 Inter-campus collaboration for sustainability

Does the institution participate in one or more sustainability-focused networks for educational institutions?:
Yes

Description of the institution's participation in sustainability-focused networks for educational institutions:

UVM is a longstanding AASHE member campus and STARS participant since 2014.

Has the institution formally shared its sustainability experiences and lessons learned with other institutions during the previous three years?:
Yes

Narrative outlining how the institution formally shares its sustainability experiences and lessons learned with other institutions:

- Corey Berman, Office of Sustainability - Presenter at the 2024 AASHE Conference - "Composting for Sustainability - Food Scraps and Organics Management on Campus"
- Corey Berman, Office of Sustainability - Presenter on CURC webinar - Integrating Waste Reduction and Diversion into Academics - Aug. 26, 2024

Does the institution have a sustainability-focused articulation/transfer agreement that provides students who are studying sustainability at one institution with a formal pathway to another institution?:
Yes

Description of institution's sustainability-focused articulation/transfer agreements:

We have 30 (2+2) pathways built with the Community College of Vermont. Below is the detailed pathway list:

Transfer Pathways from and to Partner Institutions | Office of the Registrar | The University of Vermont

CCV 2+2 Pathways

- College of Agriculture and Life Sciences
- Food Systems B.S. (CCV STEM Studies A.S.)

Has at least one individual with formal sustainability responsibilities at the institution served as a mentor or been mentored by a colleague with sustainability responsibilities at another institution during the previous three years?:
Yes

Description of the institution's sustainability mentoring activities:

- Caylin McCamp, Office of Sustainability - participant in AASHE's 2025/2026 mentorship program.

Has at least one individual affiliated with the institution served in a leadership role for a sustainability-related inter-campus sustainability network, conference, or community of practice during the previous three years?:
Yes

Description of the institution's leadership roles in inter-campus collaboration:

- Corey Berman, Office of Sustainability - CURC (College and University Recycling Coalition) Board Member 2021-2025
- Caylin McCamp, Office of Sustainability - AASHE Advisory Council Member 2018-present

Has at least one individual affiliated with the institution served as a peer reviewer for another institution's sustainability report or data during the previous three years?:
No

Description of the institution's peer review activities:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 9.1:
3.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Operations

Buildings & Grounds

Points Earned	10.43
Points Available	19.00

This impact area seeks to recognize institutions that are taking steps to improve the sustainability of their buildings and grounds. An institution can design and manage its buildings and grounds in ways that conserve resources, minimize greenhouse gas emissions, support biodiversity and responsible water stewardship, and provide a safe and healthy environment for campus users.

Credit	Points
Building Design and Construction	1.60 / 3.00
Building Operations and Maintenance	1.67 / 5.00
Water Use	3.16 / 6.00
Ecologically Managed Grounds	4.00 / 5.00

Building Design and Construction

Score	Responsible Party
1.60 / 3.00	**Amanda Clayton** Executive Director of Facilities Management Facilities Management

Criteria

1.1 Percentage of new floor area designed and constructed to green building standards

An institution earns 3 points when all new campus buildings and major renovation projects completed within the previous five years have been third party certified to a comprehensive green building standard that addresses, at a minimum, energy, indoor environmental quality (IEQ), materials/waste, transportation, water, and the ecological aspects of the site. Incremental points are available based on the certification status of new building space and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution’s buildings. Include all new buildings and major renovation projects completed within the previous five years, parking structures included. Building space that is yet to be occupied or commissioned, temporary and mobile structures, de minimis projects (e.g., less than 500 square meters in size), and projects that are otherwise ineligible for certification may be excluded.

Third party certification may include formal certification under an external green building rating system or leadership recognition program, commissioning to verify adherence to a green building standard, inspection for compliance with a green building code, or the equivalent, as long as the process is conducted by entities and/or personnel who are not affiliated with the institution and are independent of the building design and construction process.

Any standard definition of building space may be used (e.g., ASHRAE, ANSI/BOMA, IECC) as long as it is used consistently. Building space that meets more than one criterion (e.g., projects certified under a comprehensive green building rating system AND certified to be in compliance with a less comprehensive green building code) may not be double-counted. Building space reported here may be excluded from the Building Operations and Maintenance credit.

For further guidance and an updated list of qualifying green building standards, see the STARS Help Center.

"---" indicates that no data was submitted for this field

1.1 Percentage of new floor area designed and constructed to green building standards

Total floor area of newly constructed or renovated building space:
127,563.96346470035

Floor area of new building space third party certified to a comprehensive green building standard:
65,096.03991605754

Floor area of new building space third party certified to a less comprehensive green building standard:
0.0

Floor area of new building space built to green building standards, but not third party certified:
8,700.03823364442

List and description of building and renovation projects completed within the previous five years:

Firestone Medical Research Building – LEED Silver

> Completed in the Fall of 2022, this 62,250 square foot addition to an existing medical research complex added additional research lab space, office spaces, and conference rooms.

Recital Hall Addition – LEED Silver

> Completed in November 2020, this 3,500 square foot addition to the Recital Hall provides access to the stage from the back of house area and ADA access to/from the stage. It also includes additional practice rooms and other additional programming space for performances.

Multi-purpose Center Spine – Designed to LEED Silver, not certified

> The Multi-purpose Center Spine is a phase of a larger athletic complex project that is designed to LEED Silver Standards. This portion of the project, completed in 2023, added 8,700 square feet of space to the existing athletic complex.

Patrick Leahy Building Renovation – not certified

> Completed in 2023, the renovation to the Patrick Leahy Building included all new mechanical systems, LED lighting, and high-performance, historically appropriate windows significantly improve occupant comfort and reduce energy consumption in the 1950s-era building. The building is home to a Food Systems Research Center and the Leahy Institute for Rural Partnerships.

If reporting on the institution’s custom green building standards, at least one of the following two fields is also required:

Online location of the institution’s green building standards:

Copy of the institution’s green building standards:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 1.1:
1.5991048917060722

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Building Operations and Maintenance

Score	Responsible Party
1.67 / 5.00	**Amanda Clayton** Executive Director of Facilities Management Facilities Management

Criteria

2.1 Percentage of existing buildings managed for sustainability performance

An institution earns 5 points when 100 percent of its existing buildings are A) managed under a green cleaning program, B) individually assessed for energy performance, C) individually assessed for indoor environmental quality (IEQ) performance, D) managed or individually assessed for water performance, and E) third party certified to a green building standard, as detailed in the Technical Manual. Incremental points are available and earned as outlined in the manual.

Measurement

Report on the current status of the institution’s buildings. Building space that is unoccupied (e.g., parking structures), temporary and mobile structures, very small buildings (e.g., less than 500 square meters in size), and new construction and major renovation projects reported in the Building Design and Construction credit may be excluded.

For further guidance and an updated list of qualifying green building standards, see the STARS Help Center.

"---" indicates that no data was submitted for this field

2.1 Percentage of existing buildings managed for sustainability performance

Gross floor area of existing building space:
5,890,351.919751577

Floor area of existing buildings managed under a green cleaning program:
5,890,351.919751577

Online location of the institution’s green cleaning policy:

Copy of the institution’s green cleaning policy:

Description of the institution’s certified green cleaning service:

The UVM Custodial Services Department has the Cleaning Industry Management Standards-Green Building (CIMS-GB) Certification with Honors. This certification is aligned with the LEED for Existing Buildings: Operations & Maintenance rating system.

Floor area of existing buildings individually assessed for energy performance:
3,926,241.810922837

Narrative outlining how building-level energy performance is assessed and how the results are used to improve performance:

Many of our buildings report some or all the utilities that serve them to an automatic data collection repository, OSI PI. This data is used to inform energy studies, assess energy performance, and identify buildings where energy efficiency investments should be prioritized. Utilities reported include: Electric, Chilled Water, Steam, and Natural Gas.

Floor area of existing buildings individually assessed for indoor environmental quality (IEQ) performance:
0.0

Narrative outlining how building-level IEQ is assessed and how the results are used to improve performance:

Floor area of existing buildings managed or individually assessed for water performance:
0.0

Online location of the institution’s minimum standards for water efficient fixtures, fittings, and equipment:

Copy of the institution’s minimum standards for water efficient fixtures, fittings, and equipment:

Narrative outlining how building-level water performance is assessed and how the results are used to improve performance:

Floor area of existing buildings third party certified to a green building standard that addresses operations and maintenance:
0.0

List of the institution’s existing buildings and their green building certifications:

Inventory of the institution’s existing buildings and their green building certifications:

The Reporting Tool will automatically calculate the following six figures:

Percentage of existing buildings managed under a green cleaning program:
100.0

Percentage of existing buildings assessed for energy performance:
66.65547091944252

Percentage of existing buildings assessed for IEQ performance:
0.0

Percentage of existing buildings managed or assessed for water performance:
0.0

Percentage of existing buildings third party certified to a green building standard that addresses operations and maintenance:
0.0

Points earned for indicator OP 2.1:
1.666554709194425

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Water Use

Score	Responsible Party
3.16 / 6.00	**Amanda Clayton** Executive Director of Facilities Management Facilities Management

Criteria

3.1 Potable water use per person

An institution earns 2 points when its annual potable water use per full-time equivalent of students and employees is less than or equal to a benchmark for its peer group. Incremental points are available based on the institution’s performance between a maximum threshold and the benchmark, and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. Use the most recent single year for which data is available or an average from throughout the period.

Report population figures from the same time period as that from which water use data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

Include all potable water supplied to or by the institution for its use during the performance period. If data on specific water volumes are not available, an institution may work with its facilities department and/or water utility to estimate figures, e.g., based on billing totals. Water that is recycled on-site, e.g., in closed loop systems, may be counted toward water use once (e.g., at initial withdrawal or procurement from a supplier) and excluded at subsequent uses.

3.2 Potable water use per square meter

An institution earns 2 points when its annual potable water use per gross square meter of floor area is less than or equal to a benchmark for its peer group. Incremental points are available based on the institution’s performance between a maximum threshold and the benchmark and earned as outlined in the Technical Manual.

Measurement

Report gross floor area of building space from the same time period as that from which water use data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

3.3 Systems for water recovery and return

An institution earns 1 point when it has systems on-site to A) harvest rainwater, B) recover water for reuse, and C) collect and return water to surface water or groundwater through on-site green infrastructure (GI). Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current practices and existing infrastructure.

3.4 Ratio of water recovered/returned to total water withdrawal

An institution earns the maximum points available for this indicator when the estimated annual volume of water recovered and/or returned on-site is equal to 100 percent or more of its total water withdrawal. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on current practices and the most recent annual (fiscal or calendar year) data available from within the previous three years.

On-site water recovery and return may be estimated based on measured performance (e.g., metered use or changes in water storage), the design specifications of the systems used, and/or modeling tools such as those listed by the US Environmental Protection Agency (EPA).

"---" indicates that no data was submitted for this field

3.1 Potable water use per person

Level of physical water quantity risk for the institution’s main campus:
Low

Performance year for water use:
2025

Peer group:
Doctoral universities and research institutions

Potable water from off-site sources:
132,536,650.6863016

Reclaimed water from off-site sources:
0.0

Other off-site water sources:
0.0

Potable water from on-site sources:
0.0

Other on-site water sources:
0.0

Full-time equivalent student enrollment:
13,586.0

Full-time equivalent of employees:
4,090.2

The Reporting Tool will automatically calculate the following four figures:

Annual potable water use:
132,536,650.6863016

Full-time equivalent students and employees:
17,676.2

Annual potable water use per person:
7,498.026985302271

Points earned for indicator OP 3.1:
1.1695136456077468

3.2 Potable water use per square meter

Gross floor area of building space:
5,890,351.919751577

The Reporting Tool will automatically calculate the following two figures:

Annual potable water use per unit of floor area:
22.50064584340524

Points earned for indicator OP 3.2:
1.3270987624597557

3.3 Systems for water recovery and return

Does the institution harvest rainwater on-site for storage and use?:
No

Narrative and/or website URL providing an overview of the institution’s on-site rainwater harvesting systems:

Does the institution recover water on-site for reuse?:
Yes

Narrative and/or website URL providing an overview of the institution’s on-site water recovery and reuse systems:

To maintain proper steam boiler chemistry at our Main Campus District Energy Plant, we use a control system that will periodically take a boiler water sample and analyze it for impurities. When the water chemistry is showing properties out of range high, the sample line will stay open. In some plants this water goes to a cooling pit and then to the sewer. We take this "waste" water at roughly 388 degrees and send it through a heat exchanger where we extract as much of that heat out and put it into our boiler make-up water system. Boiler make-up water from the city comes in at +/- 60 degrees. Increasing the temperature of the incoming make-up water using waste heat means less BTU's are needed to convert the water into steam. We recover an estimated 80-90% of condensate from the steam plant and reuse it.

Central Heating

Does the institution collect and return water to surface water or groundwater through on-site green infrastructure?:
Yes

Narrative and/or website URL providing an overview of the institution’s on-site green infrastructure:

The University of Vermont (UVM) has established a framework to implement practices and procedures to manage stormwater runoff and improve water quality. UVM’s extensive system of stormwater treatment facilities include green infrastructure and low impact development practices whenever the soils are suitable for infiltration. Most of the underlying soils on UVM’s Main Campus are glacial till on bedrock, limiting the infiltration potential.

UVM’s Main Campus is approximately 463 acres and is located in two different municipalities and in four different stream watersheds. The campus is in both Burlington and South Burlington, and is split between the Centennial Brook, Englesby Brook, Potash Brook and Winooski River watersheds. Ultimately, these four watersheds discharge to Lake Champlain. The University of Vermont also owns properties outside of Main Campus that also have stormwater collection systems. For more information about the UVM Watershed/Stormwater Plan: https://www.uvm.edu/d10-files/documents/2024-11/Stormwater_Management_Plan_2024_2024-03-24_SWMP_UVM-v1.pdf

The University of Vermont has five large stormwater detention facilities to treat and detain stormwater:

- North Campus (87.3-acre watershed)

- East Campus (82.6-acre watershed)

- Southwest Campus (53.4-acre watershed)

- Main Street Facility (26.9-acre watershed)

- Colchester Business Park (16 acres)

UVM has several areas with pervious pavement:

- Pervious brick pavers in front of the Waterman Building (85 South Prospect St.)

- Pervious concrete parking lot behind 150 Colchester Avenue on UVM's Trinity Campus. These pervious concrete slabs (StormCrete) have void spaces to allow water to move through. Since this type of pervious concrete tends to be more sensitive to harsh winter conditions and is more susceptible to breaking and clogging, UVM is always looking for more durable alternatives.

- Pervious concrete in front of the UVM Greenhouse.

- Pervious pavers at the north end of Kalkin Hall near the ADA parking.

- Pervious concrete walkways along the eastern side of the Living/Learning Complex.

UVM has several intensive green roof systems on campus:

- George D. Aiken Center: The construction of this building included an extensive green roof system to study the performance of pollutant removal in a northern climate. The roof system includes eight different micro-watersheds, six with vegetated trays and two control sites without vegetation. Researchers decided to test native Vermont plants as well as the use of biochar, a carbon-rich soil additive produced without the creation of carbon dioxide emissions. The green roof is monitored by tipping buckets to test water absorption of the different mediums and the impact of each watershed on stormwater runoff.

- Dudley H. Davis Center: This is an 18,000 sf roof over the loading dock on the west end of the Davis Center. It was planted with a variety of drought-resistant grasses. The soil depth varies from 6 to 21 inches and can absorb between 12 and 42 pounds of water per cubic foot. The roof can hold up to 80 pounds per cubic foot, including the soil itself, the grasses, and stormwater.

- University Heights Complex: There are two small green roofs on the terraces of this complex.

Raingardens and bioswales:

- Votey Hall Rain Garden (48 Colchester Ave.): This rain garden was designed and installed by student members of the Vermont Chapter of Engineers Without Borders in 2006. The vegetated area slows and filters stormwater from the Votey Hall parking area and eventually drains into the City's stormwater system. Eventually UVM Grounds took over maintenance and simplified this raingarden, preserving its functionality.

- University Heights Complex: There is a watercourse where rainwater is channeled between University Heights buildings and collected in a bioretention area, and recycled for gray-water usage. The watercourse flows under a semicircular gathering space near the bioretention pond.

- Stormwater from the Marsh-Austin-Tupper Residence Halls parking lot runs through a grassland swale into a constructed pond. This diverts water from running directly into the City's stormwater system.

- Redstone Lofts: Small rain garden adjacent to the parking lot.

- Athletic Complex: Bioswale south of the Gutterson facility adjacent to the roadway.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 3.3:
0.6666666666666666

3.4 Ratio of water recovered/returned to total water withdrawal

Does the institution have methodologies in place to estimate or model the annual volume of water recovered and/or returned on-site?:
No

Narrative outlining the methodologies used to estimate or model the annual volume of water recovered and/or returned on-site:

Estimated volume of rainwater harvested on-site for storage and use:

Estimated volume of water recovered on-site for reuse:

Estimated volume of water collected and returned through on-site green infrastructure:

The Reporting Tool will automatically calculate the following four figures:

Annual volume of water recovered and/or returned:
0.0

Total water withdrawal:
132,536,650.6863016

Ratio of water recovered/returned to total water withdrawal:
0.0

Points earned for indicator OP 3.4:
0.0

Optional documentation

Notes about the information provided for this credit:

Performance year for 3.1 is fiscal year 2025

Additional documentation for this credit:

Ecologically Managed Grounds

Score	Responsible Party
4.00 / 5.00	**Amanda Clayton** Executive Director of Facilities Management Facilities Management

Criteria

4.1 Organic landscaping/grounds services

An institution earns 2 points when its landscaping/grounds services have eliminated their use of synthetic fertilizers, pesticides, fungicides, and herbicides (only materials approved for organic use are used). Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution’s programs and initiatives and inventories completed or updated within the previous year.

Areas that are not routinely maintained or are predominantly maintained by entities other than the institution’s in-house and/or contracted landscaping/grounds services are excluded (e.g., natural/semi-natural areas and agricultural land).

Consistent with the NOFA Standards for Organic Land Care, an organic management program may allow rescue treatments using non-organic pesticides to control insect and disease problems that can cause significant harm, provided there are no effective organic alternatives. The procedure for making such a decision must be documented in the institution’s organic IPM plan/protocol or equivalent.

4.2 Ratio of ecologically managed green space to total managed green space

An institution earns 3 points when the weighted area protected or restored or otherwise managed ecologically is equal to or greater than the total area of managed campus green space. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution’s grounds. Include the total area of green space actively managed within the institution’s STARS reporting boundary, e.g., by the institution’s in-house and/or contracted landscaping/grounds service. Vegetated roof surfaces may be included, at the institution’s discretion, as long as they are included consistently.

An area may be reported for each attribute that applies to it. For example, a park that is managed organically and overlaid with tree canopy earns points for both attributes.

To qualify as a protected area, the geographical space must be recognized, dedicated, and managed, through legal or other effective means (which may include policies, protocols, and/or plans), to achieve the long term conservation of nature with associated ecosystem services and cultural values.

To qualify as a restored area, the geographical space must have been subject to intentional activities to initiate or accelerate the recovery of the ecosystem from a degraded state, for example, by allowing the natural regeneration of an overexploited ecosystem or by planting native or adapted vegetation.

To complete this indicator, an institution may use i-Tree Tools or an equivalent resource to define and measure the area of green space actively managed by the institution and, within that area, measure the areas that have each of the attributes listed in Table II in the Technical Manual. For further guidance, see the STARS Help Center.

"---" indicates that no data was submitted for this field

4.1 Organic landscaping/grounds services

Do the institution's landscaping/grounds services employ a written Integrated Pest Management (IPM) protocol that follows a four-tiered approach?:
No

Online location of the institution's IPM protocol:

Copy of the institution's IPM protocol:

Do the institution's landscaping/grounds services publish, on at least an annual basis, an inventory of the synthetic fertilizers, pesticides, fungicides, and herbicides used on campus grounds?:
Yes

Online location of the institution's chemical inventory:

Copy of the institution's most recent chemical inventory:
FY_25_Fertilizer_and_Herbicide_Inventory.xlsx

Do the institution's landscaping/grounds services manage one or more sites or pilot projects without the use of synthetic fertilizers, pesticides, fungicides, or herbicides?:
Yes

Narrative and/or website URL providing an overview of the institution's organic landscaping/grounds policies and practices:

The 210-acre Proctor Maple Research Complex produces certified organic maple syrup. PMRC is a certified organic maple operation through Vermont Organic Farmers (NOFA) In order to achieve this certification, the operation is inspected by a third-party certifier to ensure cultural practices are in place that foster a healthy, diverse forest ecosystem, that synthetic materials are not used in the production of syrup/sap, and that the operation adheres to a specific set of tapping guidelines, forest management, and syrup production practices. https://nofavt.org PMRC is also a certified Aububon Bird-Friendly maple operation. Audubon Vermont

The Catamount Farm is certified organic by Vermont Organic Farmers, with the exception of apples and grapes that are grown using Integrated Pest Management principles. Catamount Farm models sustainable farming practices through a working vegetable and fruit farm. The farm provides educational and research opportunities for the UVM community, as well as fresh produce for sale. Students are integral to all activities on the farm, from planting to marketing.

Have the institution's landscaping/grounds services eliminated their use of synthetic fertilizers, pesticides, fungicides, and herbicides?:
No

Online resource affirming the organic status of the institution's landscaping/grounds services:

Document affirming the organic status of the institution's landscaping/grounds services:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 4.1:
1.0

4.2 Ratio of ecologically managed green space to total managed green space

Total area of managed green space:
3,889.4327

Area protected or restored:
2,249.989867

Area of tree canopy:
2,814.52595

Area managed organically:
3,846.189325

The Reporting Tool will automatically calculate the following four figures:

Ratio of areas protected or restored to total managed green space:
0.5784879288437103

Ratio of tree canopy to total managed green space:
0.7236340533672173

Ratio of areas managed organically to total managed green space:
0.988881829733164

Points earned for indicator OP 4.2:
3.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Energy & Climate

Points Earned 15.95

Points Available 26.00

This impact area seeks to recognize institutions that are improving their energy efficiency, switching to clean and renewable energy sources, and measuring and reducing their greenhouse gas emissions. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. These impacts are particularly pronounced for marginalized communities and low-income countries. Colleges and universities can help address climate change by moving to eliminate their own greenhouse gas emissions and supporting the development and use of clean and renewable energy more broadly.

Credit	Points
Energy Use	3.38 / 10.00
Greenhouse Gas Emissions	12.57 / 16.00

Energy Use

Score	Responsible Party
3.38 / 10.00	**Amanda Clayton** Executive Director of Facilities Management Facilities Management

Criteria

5.1 Energy consumption per square meter

An institution earns 3 points when its annual energy consumption per gross square meter of floor area is less than or equal to a benchmark for its peer group. Incremental points are available based on the institution’s performance between a maximum threshold and the benchmark and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual data available from within the previous three years. Use the most recent single year for which data are available or the annual average from throughout the period. An institution may choose the start and end dates that work best with the data available (e.g., fiscal or calendar year), as long as data are reported from a consecutive 12 month (or three year) period.

Report floor area for the same time period as that from which energy data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

5.2 Energy consumption per person

An institution earns 3 points when its annual energy consumption per full-time equivalent of students and employees is less than or equal to a benchmark for its peer group. Incremental points are available based on the institution’s performance between a maximum threshold and the benchmark and earned as outlined in the Technical Manual.

Measurement

Report population figures from the same time period as that from which energy data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

5.3 Percentage of energy from renewable sources

An institution earns 3 points when 100 percent of its annual energy consumption is from renewable sources. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on the same performance period used in indicator 5.1.

The percentage of a utility's standard or default product that is traceable to renewable sources may be included as electricity from uncertified off-site renewable sources to the extent that the renewable attributes of the energy are retained or retired on behalf of the institution (or a group including the institution) and that no other entities can lay claim to the renewable attributes of the same megawatt-hour of generation. An institution whose electricity supplier does not offer a bundled product or retain or retire the renewable attributes of its standard or default product on behalf of its customers may report the percentage of the utility's residual supply that is renewable and has not been claimed in compliance or voluntary markets.

For information about AASHE-approved equivalents, see the STARS Help Center.

5.4 Percentage of electricity from on-site or certified renewable sources

An institution earns 1 point when it supports the development of clean and renewable energy sources to the extent that the energy represented by the options listed below amounts to 100 percent of total electricity consumption. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

The figures required for this indicator are automatically drawn from indicators 5.1 and 5.3.

"---" indicates that no data was submitted for this field

5.1 Energy consumption per square meter

Convert site energy figures to megawatt-hours (MWh) using the STARS energy calculator or an equivalent resource.

Performance year for energy use:
2025

Peer group:
Doctoral universities and research institutions

Gross floor area of building space:
5,890,351.919751577

Electricity

Electricity generated by on-site renewable systems:
577.0

Description of the on-site renewable systems:

> The University of Vermont has nine solar arrays on campus. Six of these arrays are owned, and three are the result of power purchase agreements with local solar developers. Most of the power from these systems is exported to the grid, while a small amount is self-consumed by the buildings where they are installed. More details about our solar arrays can be found here: Renewable Energy

On-site renewable electricity exported:
525.0

Electricity from off-site sources:
64,029.7

Stationary fuels

Include all liquid, solid, and gaseous fuel products sourced during the performance year for the purpose of producing electricity and/or thermal energy, irrespective of whether they were used or not. Transportation fuels are excluded.

Natural gas:
157,818.34

Propane/LPG:
237.45

Heating oil:
316.56

Coal/coke:
0.0

Bioenergy products:
0.0

Other stationary fuels:
0.0

Heating and cooling from off-site sources

Include all district heating and cooling products sourced during the performance year from a utility or municipal facility.

Steam from off-site sources:
0.0

Hot water from off-site sources:
0.0

Chilled water from off-site sources:
0.0

The Reporting Tool will automatically calculate the following six figures:

Total electricity consumption:
64,081.7

Total stationary fuel consumption:
158,372.35

Total heating and cooling from off-site sources:
0.0

Total annual energy consumption:
222,454.05

Annual energy consumption per unit of floor area:
37.76581726484728

Points earned for indicator OP 5.1:
1.4946475280851628

5.2 Energy consumption per person

Full-time equivalent student enrollment:
13,586.0

Full-time equivalent of employees:
4,090.2

The Reporting Tool will automatically calculate the following three figures:

Full-time equivalent students and employees:
17,676.2

Annual energy consumption per person:
12,584.947556601532

Points earned for indicator OP 5.2:
1.8637218920673813

5.3 Percentage of energy from renewable sources

Each MWh may only be counted once, i.e., in no more than one of the documentation fields provided. Note that electricity generated by on-site renewable systems is reported above for indicator 5.1. Energy attribute certificates (EACs) include RECs, GOs, and I-RECs.

Contractual instruments for renewable electricity

Energy attribute certificates (EACs) sold or not owned by the institution:
0.0

Electricity from certified off-site renewable sources:
0.0

Description of the certified off-site renewable sources of electricity:

Electricity from uncertified off-site renewable sources:
0.0

Description of the uncertified off-site renewable sources of electricity:

Certified unbundled EACs:
0.0

Description of the certified unbundled EACs:

Renewable stationary fuels

Convert all units to MWh using the STARS energy calculator or an equivalent resource. Include products sourced during the performance year for the purpose of producing electricity and/or thermal energy, irrespective of whether they were used or not.

Certified bioenergy products:
0.0

Description of the certified bioenergy products:

Uncertified biomethane from organic waste or landfill gas:
138.0

Description of the uncertified biomethane products:

By participating in the VGS Renewable Natural Gas program we are purchasing the renewable attributes associated with the production of renewable natural gas (“RNG”), aka biogas or bio-methane. A unit of VGS Renewable Natural Gas, measured in hundred cubic feet (CCF) represents the environmental attribute of 1 CCF of biogas.

RNG purchased by VGS is from the anaerobic digestion of organic matter at landfills, waste treatment plants, industrial sites and farm digesters. VGS will purchase the renewable attributes associated with the RNG.

VGS will retire the corresponding amount of RNG environmental attribute inventory equal to the amount of RNG purchased by the customer.

Heating and cooling from off-site renewable sources

For example, district steam or hot water supplied by a municipal geothermal system. Convert all units to MWh using the STARS energy calculator or an equivalent resource.

Heating and cooling from certified off-site renewable sources:
0.0

Description of the certified off-site renewable sources of heating and cooling:

Heating and cooling from uncertified off-site renewable sources:
0.0

Description of the uncertified off-site renewable sources of heating and cooling:

Demand reduction

Description of any cogeneration, solar thermal, geothermal, or similar technologies used by the institution that reduce the demand for non-renewable energy:

The Reporting Tool will automatically calculate the following seven figures:

Electricity from on-site renewable systems, rights retained/retired:
577.0

Electricity from renewable sources:
577.0

Renewable stationary fuels:
138.0

Heating and cooling from off-site renewable sources:
0.0

Annual renewable energy consumption:
715.0

Percentage of energy from renewable sources:
0.3214146921577737

Points earned for indicator OP 5.3:
0.009642440764733211

5.4 Percentage of electricity from on-site or certified renewable sources

The Reporting Tool will automatically calculate the following three figures:

On-site and/or third party certified renewable power:
577.0

Percentage of electricity from on-site and/or third party certified renewable sources:
0.9004130664448665

Points earned for indicator OP 5.4:
0.009004130664448665

Optional documentation

Notes about the information provided for this credit:

Performance year is more specifically fiscal year 2025 (July 1, 2024 to June 30, 2025)

Additional documentation for this credit:

Greenhouse Gas Emissions

Score	Responsible Party
12.57 / 16.00	**Amanda Clayton** Executive Director of Facilities Management Facilities Management

Criteria

6.1 Greenhouse gas emissions inventory and disclosure

An institution earns 4 points when it has completed one or more inventories within the previous three years to quantify its emissions from at least nine of the 10 sources listed below. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual GHG emissions data available from within the previous three years. An institution may choose the annual start and end dates that work best with the data available (e.g., fiscal or calendar year), as long as data are reported from a consecutive 12-month period.

To conduct a GHG emissions inventory, an institution may use any methodology or calculator that is consistent with the standards and guidance provided by the World Resources Institute and the World Business Council for Sustainable Development (WRI/WBCSD). Examples include the GHG Protocol Corporate Standard, The Climate Registry's General Reporting Protocol (GRP), and the Sustainability Indicator Management and Analysis Platform (SIMAP).

For scope 2 GHG emissions, an institution may use a market-based method, a location-based method, or both (dual reporting).

For scope 3 GHG emissions, indicate to what extent all of the institution's relevant scope 3 activities in the category have been accounted for within the previous three years. To qualify as "full accounting", an institution must have accounted for all relevant scope 3 activities in the category. To qualify as "partial accounting", an institution must have accounted for at least one relevant scope 3 activity in the category. For example, an institution that has quantified its scope 3 GHG emissions for purchased food and paper, but has excluded other relevant purchased goods and services would report "partial accounting".

6.2 Greenhouse gas emissions per square meter

An institution earns 4 points when it has achieved zero scope 1 and 2 GHG emissions. Incremental points are available based on the institution’s performance, normalized by gross floor area of building space, between a maximum threshold and the zero emissions target and earned as outlined in the Technical Manual.

Measurement

Report floor area from the same time period as that from which GHG emissions data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

6.3 Greenhouse gas emissions per person

An institution earns 4 points when it has achieved zero scope 1 and 2 GHG emissions. Incremental points are available based on the institution’s performance, normalized by full-time equivalent students and employees, between a maximum threshold and the zero emissions target and earned as outlined in the Technical Manual.

Measurement

Report population figures from the same time period as that from which GHG emissions data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

6.4 Adjusted net greenhouse gas emissions

An institution earns 4 points when it has achieved zero adjusted net scope 1 and 2 GHG emissions. Incremental points are available based on the institution’s performance between a baseline and the net zero emissions target and earned as outlined in the Technical Manual.

Measurement

For carbon sinks, report on the same performance period used in indicator 6.1.

For baseline emissions, an institution may choose annual start and end dates that work best with the historic data available (e.g., fiscal or calendar year), as long as data are reported from a consecutive 12-month period. This may be, for example, a baseline year that the institution has adopted as part of its sustainability plans or policies or in the context of other reporting obligations.

"---" indicates that no data was submitted for this field

6.1 Greenhouse gas emissions inventory and disclosure

Scope 1 and 2 GHG emissions inventory

Has the institution completed an inventory within the previous three years to quantify its scope 1 and scope 2 GHG emissions?:
Yes

Copy of the institution’s GHG emissions inventory:

Online location of the institution’s GHG emissions inventory:
https://www.uvm.edu/sustainabilityoffice/greenhouse-gas-inventory

Performance year for scope 1 and 2 GHG emissions:
2024

Description of the methodology or calculator used to conduct the scope 1 and 2 GHG emissions inventory:

UVM conducts an annual greenhouse gas inventory on a fiscal year cycle. Data is collected from sources across the institution including energy management platforms, various databases, utility bills, and individual contacts. This data is organized and entered into the University of New Hampshire SIMAP tool. The data is analyzed using the built-in methodologies and reported publicly through the SIMAP public reporting tool as well as the UVM Office of Sustainability website.

Scope 1 GHG emissions

If claiming points for a scope 1 and scope 2 GHG inventory, the following information is required:

Scope 1 GHG emissions from stationary combustion:
26,006.79

Scope 1 GHG emissions from mobile combustion:
837.37

Scope 1 GHG process emissions:
1,300.3

Scope 1 GHG fugitive emissions:
688.62

Scope 2 GHG emissions

If claiming points for a scope 1 and scope 2 GHG inventory, the following information is required:

Which of the following methods were used to quantify the institution’s scope 2 GHG emissions?:
Market-based

Scope 2 GHG emissions from off-site sources of electricity (market-based):
0.0

If using a location-based or dual reporting method, the following field is also required:

Scope 2 GHG emissions from off-site sources of electricity (location-based):

Scope 2 GHG emissions from off-site sources of heating and cooling:
0.0

The Reporting Tool will automatically calculate the following three figures:

Annual scope 1 GHG emissions:
28,833.08

Annual scope 2 GHG emissions:
0.0

Annual scope 1 and 2 GHG emissions:
28,833.08

Biogenic emissions

If claiming points for a scope 1 and scope 2 GHG inventory, the following information is required:

Does the institution’s GHG emissions accounting method separate out biogenic emissions for disclosure purposes?:
Yes

GHG emissions from biogenic sources:
0.0

Scope 3 GHG emissions

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from business travel?:
Full accounting

Scope 3 GHG emissions from business travel:
13,288.15

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from commuting?:
Full accounting

Scope 3 GHG emissions from commuting:
3,882.63

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from purchased goods and services?:
Partial accounting

Scope 3 GHG emissions from purchased goods and services:
103.0

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from capital goods?:
Not at all

Scope 3 GHG emissions from capital goods:

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from fuel- and energy-related activities not included in scope 1 or scope 2?:
Full accounting

Scope 3 GHG emissions from fuel- and energy-related activities not included in scope 1 or scope 2:
10,489.07

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from upstream transportation and distribution?:
Not at all

Scope 3 GHG emissions from upstream transportation and distribution:

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from waste generated in operations?:
Full accounting

Scope 3 GHG emissions from waste generated in operations:
944.61

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions in all other applicable categories identified in the GHG Protocol Scope 3 Standard?:
Partial accounting

Scope 3 GHG emissions from other applicable categories identified in the GHG Protocol Scope 3 Standard:

If any scope 3 activities have been quantified, the following field is also required:

Description of the methodologies used to identify and account for the institution's relevant scope 3 activities:

UVM is a signatory with Second Nature, and as such is required to measure: business air travel and commuting. Over the years as capacity and data availability has increased, UVM has measured additional categories including study abroad air travel, mileage reimbursement, paper purchasing, wastewater, and landfilled waste. For our commuting data, we conduct an annual commuting survey that is sent to a representative sample of the student and staff community. Directly financed air travel and mileage reimbursement data is collected from the university controller. Study abroad data is collected from the study abroad office where we calculate the estimated round-trip distance from a major airport in the northeastern U.S to the student's destination. For paper purchasing, the data is provided through a report from Staples where UVM has a contract. Solid waste data is collected from the Zero Waste Program Manager. Wastewater data is collected from an energy management database. Like Scope 1 and Scope 2, Scope 3 data is analyzed and reported using SIMAP. Over time, UVM aims to continue expanding Scope 3 measurement, for example by incorporating additional purchasing categories.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 6.1:
3.125

6.2 Greenhouse gas emissions per square meter

Peer group:
Doctoral universities and research institutions

Gross floor area of building space:
5,890,351.919751577

The Reporting Tool will automatically calculate the following two figures:

Annual scope 1 and 2 GHG emissions per unit of floor area:
4.894965187025018

Points earned for indicator OP 6.2:
2.9409248351430644

6.3 Greenhouse gas emissions per person

Full-time equivalent student enrollment:
13,586.0

Full-time equivalent of employees:
4,090.2

The Reporting Tool will automatically calculate the following three figures:

Full-time equivalent students and employees:
17,676.2

Annual scope 1 and 2 GHG emissions per person:
1,631.1809099240784

Points earned for indicator OP 6.3:
3.2011846670303243

6.4 Adjusted net greenhouse gas emissions

Carbon sinks

Report figures for the performance year. If claiming points for a scope 1 and scope 2 GHG inventory, the following information is required. Non-additional sequestration does not qualify as a carbon sink for scoring purposes, but may be reported in the optional field provided.

Third party certified carbon offsets:
18,235.0

Description of the institution’s third party certified carbon offsets:

Improved Forest Management offsets are purchased from the Vermont Cold Hollow Carbon project. These offsets are registered and retired on UVM’s behalf in the American Carbon Registry. More details about the Cold Hollow Carbon project can be found here: Forest Carbon Aggregation

Carbon storage from on-site composting:
0.0

Description of the institution’s carbon storage from on-site composting:

Carbon sold or transferred:

Carbon storage from non-additional sequestration on institution-owned land:
0.0

Baseline emissions

Does the institution have baseline scope 1 and 2 GHG emissions data?:
Yes

Copy of the institution’s baseline GHG emissions inventory:

Online location of the institution’s baseline GHG emissions inventory:
https://www.uvm.edu/sustainabilityoffice/greenhouse-gas-inventory

Baseline year for scope 1 and 2 GHG emissions:
2007

Narrative outlining when and why the GHG emissions baseline was adopted:

UVM signed the Second Nature commitment in 2007, joining as a charter member of the American College & University Presidents' Climate Commitment (now known as the Carbon Commitment). This commitment aimed to neutralize campus greenhouse gas emissions and accelerate climate research and education. Part of this commitment was to begin conducting an annual greenhouse gas inventory.

Baseline scope 1 and 2 GHG emissions:
61,202.5

The Reporting Tool will automatically calculate the following four figures:

Net carbon sinks:
18,182.31101054837

Adjusted net scope 1 and 2 GHG emissions:
10,598.079999999998

Percentage reduction in scope 1 and 2 GHG emissions from baseline:
82.68358318696131

Points earned for indicator OP 6.4:
3.3073433274784527

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Food & Dining

Points Earned 6.56

Points Available 10.00

This impact area seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and has a higher per-calorie environmental intensity than plant-based foods. Farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. To compound matters, it is estimated that more than a fourth of the food that is produced is wasted and food waste itself is a significant contributor to global climate change.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from and how it was produced. Prioritizing sustainably and ethically produced food encourages environmentally friendly and humane farming methods and helps eliminate unsafe working conditions and alleviate poverty for farmers and farm workers. Prioritizing plant-based foods reduces greenhouse gas emissions and other negative social and ecological impacts associated with animal agriculture. Sourcing products from social impact suppliers helps build fair and resilient food systems. Diverting food waste for recovery purposes can help feed people, produce useful products, and reduce the climate impacts of the food system.

Credit	Points
Dining Service Procurement	4.56 / 8.00
Food Recovery	2.00 / 2.00

Dining Service Procurement

Score	Responsible Party
4.56 / 8.00	**Erica Calioera** Vice Provost of Student Affairs Student Affairs

Criteria

7.1 Percentage of food and beverage spend that meets sustainability criteria

An institution earns 6 points when the weighted cost of purchased food and beverage products that meet the sustainability criteria outlined in Table I is at least equal to the total food and beverage spend. Incremental points are available and earned as outlined in the Technical Manual.

Food and beverage sustainability criteria

Scope	Sustainability criteria
• Fresh food, e.g, produce, meat, eggs, fish, and shellfish • Packaged or prepared food, e.g., spices, oils, sugar, grains, baked goods, candies, frozen food, dairy products, and processed foods • Beverages, e.g., liquid and packaged sports and soft drinks, fruit juices, tea, coffee, and bottled water	A. Sustainably or ethically produced • Certified to one or more of the following: ◦ An organic standard that is endorsed by I-FOAM Organics International or requires conformance to an I-FOAM endorsed organic standard ◦ An ISO Type I ecolabel or sustainability standard for food and beverage products that is developed or administered by a farm/ food workers' organization or an ISEAL Alliance or Global Ecolabelling Network member organization ◦ An environmental sustainability, fair trade/ labor, or animal welfare standard recognized at Level 1, 2, or 3 in the Anchors in Action Aligned Framework (US) or an AASHE-approved equivalent standard (in countries

other than the US).

- Recommended by Monterey Bay Aquarium Seafood Watch (Best Choice, Certified, or Good Alternative) or a regional sustainable fish and seafood program approved by AASHE.
- Produced by campus farms or gardens using sustainable or ethical methods

AND/OR

- Grown, raised, or caught by small producers using sustainable or ethical methods, as evidenced by or documented through one or more of the following:
  - Participatory Guarantee System (PGS)
  - Short food supply chain (SFSC)
  - Small Producers' Symbol (SPP)
  - World Fair Trade Organization (WFTO) or Fair Trade Federation (FTF) membership
  - An alternative verification program led by farm/food workers, academic or student researchers, an NGO, or a producer cooperative

AASHE maintains an updated list of qualifying certifications and programs.

B. Plant-based foods

- Unprocessed and minimally processed fruits, vegetables, sprouts, legumes, pulses, soy foods, nuts, seeds, herbs,

spices, seaweed, algae, fungi, whole grains (e.g., flour, oats, and rice), coffee beans, and tea leaves

- Culinary ingredients obtained directly from plants (e.g., oils, syrups, starches, and sweeteners)
- Processed foods that are predominantly derived from plants and/or fungi and contain no ingredients derived from animals. Examples include preserved fruits and vegetables, fruit and vegetable juices, tofu and tempeh, plant-based alternatives to meat and dairy, and products certified to a standard for vegan or plant-based foods (e.g., V-Label, Plant-Based Food Association, or SCS-109).

Products predominantly composed of ingredients of neither plant/fungi nor animal origin that are not intended as alternatives to meat or dairy (e.g., packaged mineral water with fruit flavoring) do not qualify as plant-based.

Measurement

Report the most recent data available from within the previous three years. An institution may track purchases over a full one-year time period or use a representative sample that includes data from an academic term or similar period. When using samples, an institution must accommodate seasonal and other variations in food and beverage availability and purchasing, for example, by including an equal number of months within and outside the local growing season.

At a minimum, the analysis must include food and beverage expenditures by the institution's self-operated dining services or the institution's contracted food service management company (e.g., Aramark, Bon Appétit Management Company, Chartwells, or Sodexo). Outlets that are unique to the institution or its food service management company (e.g., retail concepts developed and managed by the institution or contractor) should be included. Franchises (e.g., regional or global brands), independent operators, convenience stores, vending services, concessions, and de minimis purchases by other entities may be excluded.

If a product category or type is excluded from the analysis (e.g., due to data tracking limitations), the exclusion must be disclosed in the methodology documentation field provided.

Products sourced from a campus farm or garden, but not purchased, may be accounted for based on estimated market value.

For transparency, an inventory of qualifying purchases must be provided. The inventory may be in any format as long as sufficient information is provided to justify each product's inclusion, including its name/

description and the sustainability criterion met (i.e., a specific certification/ecolabel or a note that the product was sourced from a qualifying campus farm/garden or small producer). A template is available. For plant-based foods, an itemized inventory is not required (see guidance below), however sufficient information must be provided about the broad categories used in the analysis to allow an independent reviewer to understand how the percentage of spend on plant-based foods was determined. This information may be included in the template or provided in the relevant narrative documentation field.

Sustainably or ethically produced products

An institution may report on purchases that meet the Real Food Standards (US) or another set of standards that adhere to the Anchors in Action Aligned Framework in lieu of the sustainable/ethical criteria provided. For example, an institution may report its verified Real Food percentage as the “percentage of food and beverage spend on products that are sustainably or ethically produced” and upload its Real Food Calculator results as evidence.

A purchase that meets more than one sustainable/ethical criterion may not be double-counted. For example, purchased coffee that is both certified Organic and Fairtrade certified may only be counted in the sustainable/ethical spend once. A purchase that is both sustainably/ethically produced and a plant-based food, however, should be included in both percentage figures.

To claim points for a recommended fish or seafood product that is not third party certified, an institution must have sufficient information on the specific species and where and how it was caught or farmed to be able to affirm its recommended status.

Products that are sustainably or ethically produced and products that are conventionally produced must be reported separately to the extent possible. In cases where a single-ingredient product is gathered from multiple farms or boats and aggregated prior to distribution (e.g., fluid milk), a purchase may qualify as sustainably or ethically produced if the distributor is able to verify that more than 50 percent of the product (by volume) meets the criteria.

A product from a secondary processor (e.g., an artisan, baker, cheese/yogurt maker, or coffee roaster) qualifies as sustainably or ethically produced if the predominant/defining raw ingredient (or more than 50 percent of ingredients, by weight, salt and water excluded) is sustainably or ethically produced. Examples of predominant/defining raw ingredients include the flour in bread, the milk in cheese, and the tomatoes in tomato sauce.

Plant-based foods

To quantify the spend on plant-based foods, it is recommended that an institution only count as plant-based those broad categories of food purchases for which all items clearly meet the criteria (e.g., fresh produce; whole grains; canned, jarred, and frozen fruits, vegetables, and legumes; and plant-based alternatives to meat and dairy). A more refined approach, e.g., based on a line item inventory, is welcome, but is not required and may not result in a significantly higher score.

7.2 Percentage of dining service spend with social impact suppliers

An institution earns 2 points when at least 10 percent of the spend managed by its dining services is with social impact suppliers. Partial points are available. An institution for which at least 5 percent, but less than 10 percent, of its dining service spend is with social impact suppliers earns 1 point.

Measurement

Report on the most recent annual (fiscal or calendar year) data available from within the previous three years. An institution may track suppliers over a full one-year time period or use a representative sample that includes data from an academic term or similar period. When using samples, an institution must accommodate seasonal and other variations in food and beverage availability and purchasing, for example, by including an equal number of months within and outside the local growing season.

At a minimum, the analysis must include the food and beverage spend managed by the institution's self-operated dining services or its contracted food service management company (e.g., Aramark, Bon Appétit Management Company, Chartwells, or Sodexo), but may also include expenditures on other goods and services (e.g., supplies, equipment, and cleaning services) at the institution's discretion. Expenditures on items other than goods and services are excluded (e.g., salaries, wages, benefits, employee expenses, insurance, interest, taxes, utilities, and building leases). Outlets that are unique to the institution or its contracted food service management company (e.g., retail concepts developed and managed by the institution or contractor) should be included. Procurement managed by other entities (e.g., franchises) may be excluded.

The analysis may be limited to the dining program's Tier One suppliers (e.g., its food distributors and other direct suppliers), focus on its Tier Two suppliers (e.g., the producers that supply its food distributors and other direct suppliers), or include multiple tiers in the supply chain as long as double-counting is avoided.

Double-counting must also be avoided when identifying social impact suppliers. For example, the spend with a supplier that is both employee owned and a Certified B Corporation may only be counted once.

"---" indicates that no data was submitted for this field

7.1 Percentage of food and beverage spend that meets sustainability criteria

Performance year for food and beverage purchasing:
2025

Percentage of food and beverage spend on products that are sustainably or ethically produced:
33.65

Percentage of food and beverage spend on plant-based foods:
42.37

Inventory of qualifying food and beverage purchases:
UVM_Real_Food_Calculator_25-26.xlsx

Description of the methodology used to determine the spend on products that are sustainably or ethically produced:

October 2024 and February 2025 selected as representative months to audit. Invoices from Sodexo run outlets (primary dining provider) and University owned outlets (small convenience store and coffee shop) were included. Franchises and vending machines which both have a small footprint on campus were not included. Interns completed the Real Food Challenge calculator assessment and results were verified by the RFC Procurement Director, Amanda Chu. The first criteria evaluated and if it was met other categories were not pursued, so we are likely underreporting other Real Food attributes.

Description of the methodology used to determine the spend on plant-based foods:

October 2024 and February 2025 selected as representative months to audit. Invoices from Sodexo run outlets (primary dining provider) and University owned outlets (small convenience store and coffee shop) were included. Franchises and vending machines which both have a small footprint on campus were not included. Interns completed the assessment and results were reviewed by Sodexo and UVM staff.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 7.1:
4.5612

7.2 Percentage of dining service spend with social impact suppliers

Does the institution have sufficient data on its dining service spend to pursue this indicator?:
No

Performance year for social impact dining service purchasing:

Percentage of dining service spend with social impact suppliers:

Narrative and/or website URL providing an overview of the dining service program’s social impact suppliers:

Description of the methodology used to determine the spend with social impact suppliers:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 7.2:
0.0

Optional documentation

Notes about the information provided for this credit:

Performance year is more specifically academic year 2024-2025

Additional documentation for this credit:

Food Recovery

Score	Responsible Party
2.00 / 2.00	**Erica Calioera** Vice Provost of Student Affairs Student Affairs

Criteria

8.1 Food recovery program

An institution earns 2 points when its dining services A) donate surplus food on at least a monthly basis, divert B) pre-consumer (back of house) and C) post-consumer (front of house) food waste from disposal for processing and use as animal feed, compost, and/or biofuel, and D) track and assess their food and organic materials management efforts on at least an annual basis to inform ongoing improvements. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current dining service programs and practices and activities from within the previous three years.

Appropriate tools to support food and organic materials management assessments include food waste audits and competitions such as Campus Race to Zero Waste (Food Organics category), green dining certification programs that address food recovery, and food waste tracking and benchmarking systems.

"---" indicates that no data was submitted for this field

8.1 Food recovery program

Does the institution donate surplus food to a food redistribution program on at least a monthly basis when its dining services are operational?:
Yes

Narrative and/or website URL providing an overview of the institution's surplus food donation program:

We are committed to sending surplus food to people, not landfills. We partner with the on-campus Food Recovery Network club to divert excess edible food to Feeding Chittenden and UVM's on-campus food pantry, Rally Cats Cupboard. Additionally, we also host food drives in our retail locations at the end of the spring semester for students to donate food items to Rally Cat's Cupboard. In Spring 2025, we launched our Food to Share Program, to recover and distribute excess catering food. https://uvmdining.sodexomyway.com/en-us/explore/sustainability

Do the institution's dining services divert pre-consumer food waste from disposal for processing and use as animal feed, compost, and/or biofuel?:
Yes

Narrative and/or website URL providing an overview of the institution's pre-consumer food waste diversion program:

Our dining facilities produce approximately 150-200 gallons of used cooking oil each month. Since 2000, we have been diverting our used oil to be repurposed into biofuel. It currently goes to Black Bear Biofuel, located in Plainfield, Vermont, where it is turned into a renewable fuel source rather than going into the compost or waste stream. https://uvmdining.sodexomyway.com/en-us/explore/sustainability

Do the institution's dining services divert post-consumer food waste from disposal for processing and use as animal feed, compost, and/or biofuel?:
Yes

Narrative and/or website URL providing an overview of the institution's post-consumer food waste diversion program:

All dining location collect post consumer food scraps and send to Green Mountain Compost. However, they no longer accept compostable foodware and packaging, which UVM no longer collects.

Do the institution's dining services track and assess their food and organic materials management efforts on at least an annual basis to inform ongoing improvements?:
Yes

Narrative and/or website URL providing an overview of the institution's food and organic materials management tracking and assessment initiatives:

Our culinary team utilizes the Leanpath program, which uses scales and tablets to help track food waste generated in our kitchens before it goes into the compost bin. While some food waste is unavoidable (for instance, the rinds of melons), much of it is due to overproduction or spoilage and can be minimized. When possible, ingredients can be properly stored to be served at another time or can be repurposed into different dishes rather than going into the compost.

We piloted this program in 2013 and have continued to expand to all UVM Dining locations. The implementation and expansion of this program has allowed us to reduce food waste from our kitchens by 50%!

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 8.1:
2.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Procurement & Waste

Points Earned	13.45
Points Available	19.00

This impact area seeks to recognize institutions that are using their purchasing power to help build a sustainable economy and moving toward zero waste through source reduction and recovery operations. Collectively, institutions spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose ecologically and socially preferable products and support suppliers with strong commitments to sustainability. A robust sustainable procurement system coupled with a zero waste approach can mitigate the need to extract virgin materials from the earth and reduce the flow of materials to incinerators and landfills, both of which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on marginalized communities.

Credit	Points
Sustainable Procurement System	6.00 / 7.00
Purchased Goods	1.81 / 4.00
Materials Management	3.50 / 4.00
Waste Generation and Recovery	2.14 / 4.00

Sustainable Procurement System

Score	Responsible Party
6.00 / 7.00	**Lindsey Donnovan** Associate Controller Division of Finance and Administration

Criteria

9.1 Supplier code of conduct

An institution earns 1 point when it has a published supplier code of conduct that includes one or more expectations that exceed or are additional to minimum regulatory compliance in regard to A) environmental impact, B) treatment of workers, C) governance and ethical business practices, D) advancement of sustainability in the supply chain, and E) monitoring and review. Partial points are available and earned as outlined in the Techical Manual.

Measurement

Report on the current status of the institution’s written policies and/or guidance for suppliers. Policies and guidance adopted by entities of which the institution is part (e.g., government or the university system) may count for this credit as long as they apply to and are implemented by the institution.

9.2 Percentage of bid solicitations that identify sustainability considerations

An institution earns 2 points when 100 percent of its bid solicitations - e.g., requests for proposals (RFPs) or requests for tender (RFTs) - identify A) product sustainability specifications that are relevant to the specific goods or services being sought and B) supplier sustainability considerations. Incremental points are available and earned as outlined in the Techical Manual.

Measurement

Report on bid solicitations issued by the institution during the previous three years. The analysis may be limited to the most recent year for which data are available or include the entire three-year period.

An institution with a large number of RFPs or RFTs may report on a representative sample that includes at least 20 bid solicitations of diverse types and scopes. Bid solicitations with an anticipated aggregate value of $50,000 USD or less per year or an anticipated contract duration of one month or less may be excluded.

For this indicator, an institution must report on the activities of its central purchasing unit, department, and/or portal, at minimum. Other entities engaged in procurement activities may be excluded at the institution’s discretion to simplify reporting.

An institution that has not issued any bid solicitations within the previous three years or for which bid solicitations represent a de minimis portion of its total spend may report on the extent to which it has published sustainability criteria (e.g., documented in a written sustainable purchasing policy) covering the full range of goods and services it procures and the suppliers with which it engages.

9.3 Average weight given to sustainability considerations in bid appraisal

An institution earns 2 points when A) product sustainability specifications that are relevant to the specific goods or services being sought and B) supplier sustainability considerations are each assigned an average weight of at least 10 percent in the institution's bid appraisal process. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the institution's minimum standards for evaluating responses to RFPs/RFTs (e.g., as established in a bid appraisal tool that uses multi-criteria analysis) and/or the estimated average weights applied during the previous three years.

To avoid double-counting, an institution for which product sustainability specifications and supplier sustainability considerations are assessed together must split the total weight assigned between the two criteria. For example, an institution for which "product and supplier sustainability" is assigned a weight of 10 percent may report 5 percent for each criterion, but may not report 10 percent for each criterion.

An institution that has not issued any bid solicitations within the previous three years or for which bid solicitations represent a de minimis portion of its total spend may report on the weight that published sustainability criteria (e.g., documented in a written sustainable purchasing policy) are assigned in the process of selecting the goods and services it procures and the suppliers with which it engages.

9.4 Percentage of contract spend with social impact suppliers

An institution earns 2 points when at least 10 percent of its total annual contract spend is with social impact suppliers. Partial points are available. An institution for which at least 5 percent, but less than 10 percent, of its total annual contract spend is with social impact suppliers earns 1 point.

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. Contracts or tenders with an aggregate value of $50,000 US Dollars (USD) or less per year or a duration of one month or less may be excluded. Report the actual value of transactions during the year in question rather than the total aggregate value of the contracts or tenders.

For this indicator, an institution must report on the activities of its central purchasing unit, department, and/or portal, at minimum. Other entities engaged in procurement activities may be excluded at the institution’s discretion to simplify reporting.

The analysis may be limited to the institution’s Tier One suppliers (e.g., its directly contracted suppliers) or include multiple tiers in the supply chain (e.g., a Tier One supplier’s subcontractors) as long as double-counting is avoided.

Double-counting must also be avoided when identifying social impact suppliers. For example, the spend with a supplier that is both employee owned and a Certified B Corporation may only be counted once.

An institution that has not entered into any contracts or tenders within the previous three years or for which contracts and tenders represent a de minimis portion of its total spend may report on its total uncontracted spend with suppliers during the performance year.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., contract types included/excluded), and any data limitations that may have influenced the results in the “Notes” field provided in the Reporting Tool.

"---" indicates that no data was submitted for this field

9.1 Supplier code of conduct

Does the institution have a published code of conduct to guide suppliers on the institution's social and environmental expectations for them?:
Yes

Copy of the institution's supplier code of conduct:
Vendor-and-Supplier-Code-of-Conduct.pdf

Online location of the institution's supplier code of conduct:
https://www.uvm.edu/finance/ufs/doing-business-uvm

Does the institution's supplier code of conduct include one or more expectations in regard to environmental impact that exceed or are additional to regulatory compliance?:
Yes

Does the institution's supplier code of conduct include one or more expectations in regard to the treatment of workers that exceed or are additional to regulatory compliance?:
Yes

Does the institution's supplier code of conduct include one or more expectations in regard to governance and ethical business practices that exceed or are additional to regulatory compliance?:
Yes

Does the institution's supplier code of conduct include one or more expectations in regard to the advancement of sustainability in the supply chain?:
Yes

Does the institution's supplier code of conduct include one or more expectations of monitoring and review?:
Yes

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 9.1:
1.0

9.2 Percentage of bid solicitations that identify sustainability considerations

Does the institution have sufficient data on its bid solicitations to pursue this indicator?:
Yes

Percentage of bid solicitations that identify product sustainability specifications:
100.0

Percentage of bid solicitations that identify supplier sustainability considerations:
100.0

Description of the methodology used to assess the institution's bid solicitations:

All 20 RFPs conducted by UVM Purchasing Services for FY25 (7/1/24-6/30/25) were used for this assessment. All RFP's included standard language for sustainability of products and supplier ownership data. Before releasing for bids, RFPs were reviewed by Office of Sustainability for additional criteria. Whenever possible, additional criteria were identified and added to the scope of work.

Standard sustainability RFP language:

Sustainable impact purchasing means making decisions about purchases and services based not only on quality and cost but also taking into consideration environmental aspects. These aspects would demonstrate either a positive or reduced negative effect on the environment compared to competing goods or services that serve the same purpose.

UVM is especially interested in products and services that align with its Comprehensive Sustainability Planhttps://www.uvm.edu/csp, as demonstrated by a Bidder's emphasis on social and/or environmental responsibility. Each Bidder is encouraged to include information in its Proposal about how it will further UVM's commitment to sustainability. Bidders are encouraged to offer their most environmentally preferable products and services in their proposals as alternate or additional options whenever possible.

When applicable, Bidders may be asked to address specific sustainability criteria related to their products and services in Part III 3.03 Detailed Specifications. Relevant details might include international standards, third party certifications and ecolabels, and minimum performance criteria or supplier sustainability ratings. For example:

Product related:

- Circularity (e.g., refurbishment, repairability, reuse/take-back/recycling programs)
- Content (e.g., bio-based, non-toxic, recycled, organic)
- Efficiency (e.g., energy, supplies, water)
- Embodied content (e.g., cradle-to-gate carbon, energy, and water impacts)
- Emissions and waste (e.g., total cost of ownership or social cost of carbon analysis)
- Traceability and chain of custody (e.g., responsible harvesting of raw materials)
- Worker rights and safety (e.g., in performance, manufacture, and sourcing)

Supplier related:

- Governance, ethical business practices, and anti-corruption measures
- Reduction of negative environmental impacts
- Commitment to science-based greenhouse gas emissions targets
- Treatment of workers
- Positive environmental impacts
- Engagement on sustainability issues in the supply chain
- Sustainability performance disclosure

If claiming points for this indicator, at least one of the following two fields is also required:

Online resource supporting the percentage of bid solicitations reported:

Document supporting the percentage of bid solicitations reported:
STARS_FY25_OP_9.2_Upload.xlsx

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 9.2:
2.0

9.3 Average weight given to sustainability considerations in bid appraisal

Average weight assigned to product sustainability specifications in the institution's bid appraisal process:
10 percent or more

Average weight assigned to supplier sustainability considerations in the institution's bid appraisal process:
0 percent

Narrative outlining how the average weights given to sustainability considerations were determined:

Our required RFP evaluation matrix has a suggested default of 10% for sustainability criteria. Department evaluators can choose to increase or decrease this. We saw a range of 5% to 20% weighting for product sustainability specifications, averaging 10%. However, no RFPs were evaluated based on supplier sustainability considerations.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 9.3:
1.0

9.4 Percentage of contract spend with social impact suppliers

Does the institution have sufficient data on its contract spend to pursue this indicator?:
Yes

Performance year for contract spend:
2025

Local currency code:
USD

Total annual contract spend:
353,469,000.0

Annual contract spend with social impact suppliers:
42,274,000.0

Narrative and/or website URL providing an overview of the institution’s contracts with social impact suppliers:

We identify whether venfors meet social impact or ownership criteria through a custom I9 form with optional fields.

Description of the methodology used to assess the institution’s contract spend with social impact suppliers:

Our numbers are based on reports on contracted purchase order spend for outside vendors from 7/1/24-6/30/25. Payments to our local affiliated hospital, foundation, and insurance consortiums were excluded. Our payments to non-profits totaled $26,948,260. Payments to diverse and other social impact companies totaled $21,151,747.

The Reporting Tool will automatically calculate the following two figures:

Percentage of contract spend with social impact suppliers:
11.959747530900872

Points earned for indicator 9.4:
2.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Purchased Goods

Score	Responsible Party
1.81 / 4.00	**Amanda Clayton** Executive Director of Facilities Management Facilities Management

Criteria

10.1 Percentage of cleaning products spend that meets sustainability criteria

An institution earns 1 point when 100 percent of its total annual spend on consumable cleaning products is on goods that meet one or more of the preferable sustainability criteria listed below. Incremental points are available and earned as outlined in the Technical Manual.

Cleaning product sustainability criteria

Scope	Sustainability criteria
• General purpose bathroom, glass, and carpet cleaners • Degreasing agents • Biologically-active cleaning products (enzymatic and microbial products) • Floor-care products (e.g., floor finish and floor finish strippers) • Hand soaps and hand sanitizers • Disinfectant • Metal polish and other specialty cleaning products An institution may include other types of consumable cleaning and janitorial products, for example, sanitary paper and trash/bin liners, at its discretion, as long as it does so consistently.	A. Preferable Third party certified to a ISO Type I ecolabel or sustainability standard for cleaning products that is: • Developed or administered by an ISEAL Alliance or Global Ecolabelling Network (GEN) member organization AND/OR • Recognized as a preferable option by the Sustainable Purchasing Leadership Council (SPLC) or a green building rating system that is developed or administered by a World Green Building Council (WorldGBC) member organization An updated list of preferable standards is available in the STARS Help Center. B. Other qualifying • Third party certified to an ISO Type I

ecolabel or sustainability standard not recognized as preferable

AND/OR

- 30 percent minimum postconsumer recycled and/or agricultural residue content (for sanitary paper, trash/bin liners, and other cleaning supplies, if included)

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. An institution may track purchases over a full one-year time period, report average annual expenditures over a two or three year period, or estimate annual expenditures based on a representative sample. When using a sample, institutions should ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

Expenditures on goods that meet both preferable and other qualifying criteria may not be double-counted. At a minimum, the figures provided must include expenditures by the institution’s central purchasing unit, department, portal, or vendor. Other expenditures may be excluded at the institution’s discretion to simplify reporting.

Provide information about the methodology used to complete this indicator and any data limitations that may have influenced the results in the public “Notes” field provided in the Reporting Tool.

10.2 Percentage of electronics spend that meets sustainability criteria

An institution earns 1 point when 100 percent of its total annual spend on electronics is on goods that meet one or more of the preferable sustainability criteria listed ibelow. Incremental points are available and earned as outlined in the Technical Manual.

Electronics sustainability criteria

Scope	Sustainability criteria
• Computers (desktop computers, notebook computers, integrated desktop computers, portable all-in-one computers, slates/tablets, small-scale servers, thin clients, and workstations) • Displays (monitors and signage displays) • Servers • Data center and networking equipment • Imaging equipment (copiers, digital duplicators, facsimile machines, multifunction devices, printers, mailing machines, and scanners) • Televisions • Mobile phones An institution may include other types of electronic or electric-powered equipment, at its discretion, as long as it does so consistently. Exclude goods that are reused on-site (i.e., not purchased).	A. Preferable • EPEAT Gold (Green Electronics Council) AND/OR • TCO Certified B. Other qualifying • EPEAT Silver or Bronze • Third party certified to an ISO Type I ecolabel or sustainability standard for electronics not recognized as preferable • ENERGY STAR, EU Energy A, or local equivalent • Refurbished AND/OR • Extended producer responsibility (e.g., a closed-loop or product take-back program)

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. An institution may track purchases over a full one-year time period, report average annual expenditures over a two or three year period, or estimate annual expenditures based on a representative sample. When using a sample, institutions should ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

Expenditures on goods that meet both preferable and other qualifying criteria may not be double-counted. At a minimum, the figures provided must include expenditures by the institution’s central purchasing unit, department, portal, or vendor. Other expenditures may be excluded at the institution’s discretion to simplify reporting.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., product types included/excluded), and any data limitations that may have influenced the results in the public “Notes” field provided in the Reporting Tool.

10.3 Percentage of furniture spend that meets sustainability criteria

An institution earns 1 point when 100 percent of its total annual spend on office furniture is on goods that meet one or more of the preferable sustainability criteria listed below. Incremental points are available and earned as outlined in the Technical Manual.

Furniture sustainability criteria

Scope	Sustainability criteria
• Individual and group seating • Workstations, desks, and tables • Storage and shelving units • Filing cabinets and cases • Integrated visual display products (e.g., markerboards and tackboards) • Hospitality furniture • Miscellaneous items such as mobile carts, freestanding screens, and movable partitions An institution may include other types of furniture, at its discretion, as long as it does so consistently. Exclude goods that are reused on-site (i.e., not purchased).	A. Preferable Third party certified to an ISO Type I ecolabel or sustainability standard for furniture that is: • Developed or administered by an ISEAL Alliance or Global Ecolabelling Network (GEN) member organization AND/OR • Recognized as a preferable option by the Sustainable Purchasing Leadership Council (SPLC) or a green building rating system that is developed or administered by a World Green Building Council (WorldGBC) member organization An updated list of preferable standards is available in the STARS Help Center. B. Other qualifying • Environmental Product Declaration (EPD) or Health Product Declaration (HPD) • Extended producer responsibility (e.g., a closed-loop or product take-back program) AND/OR • Third party certified to an ISO Type I ecolabel or sustainability standard not recognized as preferable

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. An institution may track purchases over a full one-year time period, report average annual expenditures over a two or three year period, or estimate annual expenditures based on a representative sample. When using a sample, institutions should ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

Expenditures on goods that meet both preferable and other qualifying criteria may not be double-counted. At a minimum, the figures provided must include expenditures by the institution’s central purchasing unit, department, portal, or vendor. Other expenditures may be excluded at the institution’s discretion to simplify reporting.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., product types included/excluded), and any data limitations that may have influenced the results in the public “Notes” field provided in the Reporting Tool.

10.4 Percentage of office paper spend that meets sustainability criteria

An institution earns 1 point when 100 percent of its total annual spend on office paper meets one or more of the preferable sustainability criteria listed below. Incremental points are available and earned as outlined in the Technical Manual.

Office paper sustainability criteria

Scope	Sustainability criteria
Standard office printing and copier paper An institution may include other types of paper products, for example, folders and envelopes, at its discretion, as long as it does so consistently.	A. Preferable • 100 percent postconsumer recycled and/or agricultural residue content • Forest Stewardship Council (FSC) Recycled label AND/OR • Paper Step 'Superior' (Canopy Ecopaper Database / Environmental Paper Network) B. Other qualifying • 30 percent minimum postconsumer recycled and/or agricultural residue content • Third party certified to an ISO Type I ecolabel or sustainability standard not recognized as preferable (e.g., FSC Mix) AND/OR • Processed Chlorine Free (PCF) or Totally Chlorine Free (TCF)

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the three years. An institution may track purchases over a full one-year time period, report average annual expenditures over a two or three year period, or estimate annual expenditures based on a representative sample. When using a sample, institutions should ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

Expenditures on goods that meet both preferable and other qualifying criteria may not be double-counted.

At a minimum, the figures provided must include expenditures by the institution’s central purchasing unit, department, portal, or vendor. Other expenditures may be excluded at the institution’s discretion to simplify reporting.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., product types included/excluded), and any data limitations that may have influenced the results in the public “Notes” field provided in the Reporting Tool.

"---" indicates that no data was submitted for this field

10.1 Percentage of cleaning products spend that meets sustainability criteria

Local currency code:
USD

Does the institution have sufficient data on its cleaning product spend to pursue this indicator?:
Yes

Performance year for cleaning products spend:
2025

Total annual spend on cleaning products:
757,067.06

Annual spend on cleaning products that meet preferable sustainability criteria:
118,771.55

Annual spend on cleaning products that meet other qualifying sustainability criteria:

List or sample of cleaning product purchases and the preferable and/or other qualifying criteria that each purchase meets:

DESCRIPTION	Green Seal Certified	EcoLogo Certified	FSC Certified
DUAL BLEND #2,EARTHSENSE,MULTI,CLEANER,W/H2O2 SUPER CONC,4/C	X		
EARTH SENSE® EVERGREEN™ SUPER-DURABLE GREEN SEAL/FINISH, 5GL	X		
DUAL BLEND #11,SHA-ZYME,80OZ,4/CS			
MAGIC ERASER EXTRA POWER,WHI,30/CT			
PAD,ERASER,ORIG,6/PK, 6PK/CT			
DUAL BLEND #5,EARTHSENSE,DEGREASER/CLEANER,80OZ,4/CS	X		
CLEANER,CARPETEXTRACTION,4GAL/CT	X	X	
GREEN IMPACT™ SPEED STRIPPER, 5 GAL PAIL	X		
WINTERINSE FLOOR CLEANER 4GL/CT		X	
ES56 CONC. 1.25 GAL - 2/CS (CL)(LTD QTY)	X	X	
H202 CARPET STAIN/SPOTREMOVER,RTU,6QT/CT		X	
CLEANER,FLOOR,NEUTRAL,4/GAL/CT		X	
CLEANER,WASHROOM,1QUART,6/CT	X	X	
HYDROGEN PEROXIDE MULTI PURPOS 4/.52GAL FITS ES662 DISPENSER		X	
CLEANER,M/ACID,BATHROOM, 32OZ, 6/CT		X	
CLEANER,HYDROGENPEROXIDE,MULTI-PURPOSE,1GAL,4/CT		X	
NEUTRAL FLOOR CLEANER 4GL/CT		X	
WASHROOM CREAM CLEANSER,6QTS/CT		X	
TISSUE,BATH,2PLY,RCY,1000',12/CT,WH	X		
TOWEL,HARDWOUND,800',NTTN, 6RL/CT	X		
27X44 GREENCORE SLIM JIM LINER .95 MIL CLR (FG-GCPCR-86)			

TORK ADVANCED PEAKSERVE CONTINUOUS HAND TOWEL, WHITE, 1-PLY,		X	X
43X56 GREENCORE 60GAL LINER 2 MIL (FG-F8991-05)			
REFILL,REFRESH CLEAR FOAM,1 LITER,6/CS	X	X	
SCA BATH TISSUE,2PLY,12/CT(5309144)	X	X	X
37X50 GREENCORE 40-44GAL LINER 1.25MIL CLR (FG-GCPCR-64A)			
TISSUE,BATH,2PLY,RCY,500/RL,96/CT,WH	X		
33X44 GREENCORE 33-39GAL LINER 1.25MIL CLR (FG-GCPCR-62A)			
NATURAL ALTERNATIVE ICE MELT 50 LB BAG			
INSTANT FOAM SANITIZER, 1LITER CARTRIDGE,CLR,6/CS		X	
BLUE TINT 33X45 .90 RECYCLE BAG ON ROLLS 250/CASE			
TOWEL,MFOLD,16PK/250,NTTN, 16PK/CT	X		
MOP,WEB FOOT,MICROFBR,GREEN,6/CT			
HAIR & BODY SHOWER WASH 4/2LIT	X	X	
LINER 43X47 1.10 MIL BLUE TINT 100/CS 10 RL/CS RXS9977XL			
CLOTH,GEN. PURP,MICROFBR,RED,12/CT			
GP CLOTH,MICROFIBER,16X16,GREEN,12/CT			
WAVE BRAKE,35QT,SIDE PRESS,BROWN			
MOP,MICROFIBER,WET,18",BLUE,12EA/CT			
MOP,MICROFIBER,WEB FOOT,5",LRG,GREEN,6/CT			
WIPES,MICROFIBER,GLASS,BE			
PAD 48"DUST W/FRIGREEN			
PAD 18"MICROFBR FINISH,6/BX			
WIPES,MICROFIBER,HAND,GN			
MOP,MICROFBR HIGH ABSY,BE,6CT			
DUSTPAD,MCROFIB,GN,36",6/CT			
TORK PREMIUM EXTRA SOFT MULTIFOLD HAND TOWEL, 4 PANEL WHITE		X	X
CLEAN CORE AIR DRYER, 1 PACK			
LINER,REPRO,38X58 ,1.5ML,BK 100/CT			
TORK UNIV ROLL,2 PLY,WHITE,3000/CT		X	
WET MOPPING PAD,18",RED,12/CT			
PAD 18" DRY ROOM,12/CT			
SECURE ENTRY PRODUCTS LIQUID 2-2.5 GAL.			
WIPES,MICROFIBER CLOTH,16X16,BE,24/PK			
RED BUFFING PAD, 20 INCH 5PD/CT	X		
GREENCORE 55-60 GAL 1.25M CLR BAGS 100/CS LEMON SCENT			
ESTESOL PURE HAND, HAIR & BODY		X	
WHITE POLISHING PAD, 20 INCH 5PD/CT	X		
BLACK STRIPPING PAD, 20 INCH 5PD/CT	X		
WHITE POLISHING PAD, 17 INCH 5PD/CT	X		

The Reporting Tool will automatically calculate the following three figures:

Percentage of cleaning product spend that meets preferable sustainability criteria:
15.688379045312049

Percentage of cleaning product spend that meets other qualifying sustainability criteria:
0.0

Points earned for indicator OP 10.1:
0.15688379045312048

10.2 Percentage of electronics spend that meets sustainability criteria

Does the institution have sufficient data on its electronics spend to pursue this indicator?:
Yes

Performance year for electronics product spend:
2025

Total annual spend on electronics:
3,024,374.9

Annual spend on electronics that meet preferable sustainability criteria:
2,238,037.43

Annual spend on electronics spend that meet other qualifying sustainability criteria:
302,437.49

List or sample of electronics purchases and the preferable and/or other qualifying criteria that each purchase meets:

Description	EPEAT-Certified
Dell UltraSharp U2424H 24" Mon	Y - Gold
Pro Wireless Keyboard & Mouse	N
USB-CHub Mon-U2424HE + SB521A	N
SD25TB4 Dell Pro Smart Dock 18	Y - Gold
Dell Pro Dock WD25 130 Watt	Y - Gold
LCOM-MacBook Air 13" M4 10/10	Y - Gold
LCOM-Dell Custom Quote - Call	N
LCOM-MacBook Pro M4 14" 24GB.5	Y - Gold
Dell Pro Slim Desktop, Ultra 5	Y - Silver
Dell Pro Plus14 Core I7,14" 16	Y - Gold
Dell Webcam WB3023	Y - Gold
Dell Pro 14 Core I5,14" 16GB/5	Y - Gold
Optiplex3000 Thin Client (Dig	Y - Gold
SD25TB4 Dell Pro Smart Dock 18	Y - Gold
P2724DEB-Dell 27 Video Confere	Y - Gold
Dell Pro 16 Intel Core 5, 16"	Y - Gold
Dell Pro Slim Ultra 5 235 16GB	Y - Silver
Dell Pro Micro Ultra 5 235 16G	Y - Silver
U2424HE USB-C Hub Display,Ades	Y - Gold
Dell P2425H 24" Monitor	Y - Gold
Dell 24" USB-C Hub Monitor P24	Y - Gold
Dell UltraSharp U2424H 24" Mon	Y - Gold
Dell Ultrahsarp 24" Monitor w/	Y - Gold

Satechi Type-C Slim Multiport	N
Dell P2725H Monitor	Y - Gold
Dell Pro Dock WD25 130 Watt	Y - Gold
Dell 27 USB-C Hub Monitor	Y - Gold
Dell Custom Quote - Call 6-306	N
Apple Custom Quote - Call 6-30	N
U2424HE USB-C Hub Display, Log	Y - Gold
MacBook Air 13", M4 16GB, 512G	Y - Gold
MacBook Pro M5 16GB/512GB, 10/	Y - Gold
Dell Pro 14 Core I5,14" 16GB/5	Y - Gold
Dell Pro 14 Plus Ultra 7 266,1	Y - Gold
Dell Pro Max 16-in i7 Ultra 32	Y - Gold
MacBook Pro 16" Apple M4 Max C	Y - Gold

The Reporting Tool will automatically calculate the following three figures:

Percentage of electronics spend that meets preferable sustainability criteria:
74.00000013225875

Percentage of electronics spend that meets other qualifying sustainability criteria:
10.0

Points earned for indicator OP 10.2:
0.7900000013225875

10.3 Percentage of furniture spend that meets sustainability criteria

Does the institution have sufficient data on its furniture spend to pursue this indicator?:
No

Performance year for furniture spend:
2025

Total annual spend on furniture:
139,825,214.0

Annual spend on furniture that meets preferable sustainability criteria:
1,028,796.81

Annual spend on furniture that meets other qualifying sustainability criteria:
0.0

List or sample of furniture purchases and the preferable and/or other qualifying criteria that each purchase meets:

HLF Furniture
SitOnIt Seating
Kimball International
Teknion
Intellaspace
9to5 seating

The Reporting Tool will automatically calculate the following three figures:

Percentage of furniture spend that meets preferable sustainability criteria:
0.7357734564239609

Percentage of furniture spend that meets other qualifying sustainability criteria:
0.0

Points earned for indicator OP 10.3:
0.0

10.4 Percentage of office paper spend that meets sustainability criteria

Does the institution have sufficient data on its office paper spend to pursue this indicator?:
Yes

Performance year for office paper spend:
2025

Total annual spend on office paper:
76,850.0

Annual spend on office paper that meets preferable sustainability criteria:
65,228.0

Annual spend on office paper that meets other qualifying sustainability criteria:
1,787.0

List or sample of office paper purchases and the preferable and/or other qualifying criteria that each purchase meets:

STAPLES 100% REC 20/92 10 RM
EAGLE OFFICE MULTIP 100 11X17
STAPLES 100% REC 20/92 1 RM
SPLS 11X17 30% REC COPY CS
STAPLES 30% REC 20/92 1RM
STAPLES 30% REC 20/92 10RM
SPLS 30% REC 8.5X14 20/92 CS
SPLS 11X17 30% REC COPY RM
STAPLES 30% 5 REAM
SPLS 8X14 50% REC MULTI 24# RM
EXACT INDEX 90 LB
PAPER ASTROBRIGHTGALXY GD

The Reporting Tool will automatically calculate the following three figures:

Percentage of office paper spend that meets preferable sustainability criteria:
84.87703318152245

Percentage of office paper spend that meets other qualifying sustainability criteria:
2.325309043591412

Points earned for indicator OP 10.4:
0.8603968770331815

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Materials Management

Score	Responsible Party
3.50 / 4.00	**Amanda Clayton** Executive Director of Facilities Management Facilities Management

Criteria

11.1 Surplus and reuse programs

An institution earns 1 point for this indicator when it has A) a surplus program through which institution-owned items that are no longer needed are stored for eventual sale, donation, or reuse, and B) a reuse program through which employees and/or students can donate personal items for redistribution. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current programs and practices.

11.2 Single-use disposable plastics program

An institution earns 1 point for this indicator when it A) has or participates in a composting program that accepts compostable alternatives to single-use disposable plastic, B) has or participates in a reusable container program designed to reduce the use of single-use disposable plastic, C) has eliminated the on-site use of at least one form of single-use disposable plastic, and D) has eliminated the on-site sales and distribution of all single-use disposable plastic food containers, utensils, and beverage cups. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current programs, policies, and practices. Policies and directives adopted by entities of which the institution is part (e.g., government or the university system) may count for this indicator as long as the policies apply to and are followed by the institution.

11.3 Electronic waste management

An institution earns the maximum of 1 point for this indicator when it has or participates in a program designed to collect electronic waste (e-waste) from A) employees and B) students, and C) uses an e-waste recycler that is certified to a qualifying standard. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current programs and practices.

11.4 Hazardous waste management and disclosure

An institution earns 1 point when it A) has a hazardous waste management program or protocol that includes measures to minimize or reduce the use of hazardous materials and B) publishes information about the types of hazardous waste it generates and how they are disposed of, recycled, and/or prepared for reuse. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current programs and practices.

"---" indicates that no data was submitted for this field

11.1 Surplus and reuse programs

Does the institution have a surplus program through which institution-owned items that are no longer needed are stored for eventual sale, donation, or reuse?:
Yes

Narrative and/or website URL providing an overview of the institution’s surplus program:

The UVM Surplus Property Program is currently split into two parts; a physical warehouse space and an online exchange platform. The physical space is being moved to a new location; however, existing items are stored in the Miller Lane warehouse. The online presence is an internal UVM Recycling listserv that has over 400+ members and offers a robust platform for the exchange of surplus furniture and other items on campus. We also utilize an online auction platform for high-value items.

Surplus Property Pickup

Does the institution have or participate in a reuse program through which employees and/or students can donate personal items for redistribution?:
Yes

Narrative and/or website URL providing an overview of the institution’s reuse program:

The Student Government Association facilitates periodic pop-up thrift stores and the recycling listserv supports reuse of items.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 11.1:
1.0

11.2 Single-use disposable plastics program

Does the institution have or participate in a composting program that accepts compostable alternatives to single-use disposable plastic?:
No

Narrative and/or website URL providing an overview of the institution's composting program:

Does the institution have or participate in a reusable container program designed to reduce the use of single-use disposable plastic?:
Yes

Narrative and/or website URL providing an overview of the institution's reusable container program:

EcoWare with ReUse Pass: Sustainability | University of Vermont

Has the institution eliminated the on-site use of at least one form of single-use disposable plastic?:
Yes

Has the institution eliminated the on-site sales and distribution of all single-use disposable plastic food containers, utensils, and beverage cups?:
No

Narrative and/or website URL providing an overview of the institution's single-use disposable plastics program:

Straws and bags are banned statewide Single-Use Products Law in effect July 1, 2020

UVM ended the sale of botted water in 2013 and maintains a packaged drinking water policy: Packaged Drinking Water

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 11.2:
0.5

11.3 Electronic waste management

Does the institution have or participate in a program designed to collect electronic waste (e-waste) from employees for recycling and/or preparation for reuse?:
Yes

Does the institution have or participate in a program designed to collect e-waste from students for recycling and/or preparation for reuse? (required):
Yes

Narrative and/or website URL providing an overview of the institution's e-waste collection programs:

Electronic waste is banned from the landfill in Vermont. UVM collects e-waste from employees through its integrated work management system and in partnership with Enterprise Technology Services (ETS) and the UVM Bookstore. Students can participate by utilizing custom-built "Techno-Trash" cabinets that are located in each residence hall.

E-waste, Batteries and Bulbs | Recycling and Zero Waste | The University of Vermont

Does the institution use an e-waste recycler that is certified to a qualifying standard?:
Yes

Standard to which the institution's e-waste recycler is certified:
ISO 14001:2015 and ISO 45001:2018 certified

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 11.3:
1.0

11.4 Hazardous waste management and disclosure

Does the institution have a hazardous waste management program or protocol that includes measures to minimize or reduce the use of hazardous materials?:
Yes

Narrative and/or website URL providing an overview of the institution's hazardous waste management program or protocol:

Department of Environmental Health and Safety | The University of Vermont

Chemical Waste Management | Environmental Health and Safety | The University of Vermont

Does the institution publish information about the specific types of hazardous waste it generates and how they are disposed of, recycled, and/or prepared for reuse?:
Yes

Online resource that provides information about the specific types of hazardous waste managed by the institution:
https://www.uvm.edu/d10-files/documents/2025-09/UVM_TUHWR-AnnualProgressReport_RY2024.pdf

Document that provides information about the specific types of hazardous waste managed by the institution:
2024_Annual_TUHWR_Report_UVM.pdf

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 11.4:
1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Waste Generation and Recovery

Score	Responsible Party
2.14 / 4.00	**Amanda Clayton** Executive Director of Facilities Management Facilities Management

Criteria

12.1 Non-hazardous waste generated per person

An institution earns 1 point when its annual amount of non-hazardous waste generated per full-time equivalent of students and employees is less than or equal to a benchmark for its peer group. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual data available from within the previous three years. An institution may track waste over a full one-year time period (calendar or fiscal year), report average annual waste over a two or three year period, or estimate annual waste based on a representative sample.

Include all municipal solid waste (i.e., trash or rubbish) and non-hazardous recyclable and compostable materials generated by the institution. Construction, demolition, hazardous, universal, special (e.g., coal ash), medical, and non-regulated chemical waste should be excluded to the extent feasible.

If possible, waste figures measured in volume should be converted to weight using factors determined locally based on multiple weight samples taken of materials collected on-site. Otherwise, an institution may use generic volume-to-weight conversion factors provided by the United Nations Environment Programme (UNEP), the US Environmental Protection Agency, CalRecycle, or the equivalent.

An institution may account for reuse at the point an item is diverted from disposal (e.g., to a surplus/repair facility) or at the point an item is reallocated, donated, or resold to a new user, as long as the methodology is used consistently.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., materials included/excluded), and any data limitations or other factors (e.g., contamination rates and/or sorting inefficiencies) that may have influenced the results in the public Notes field provided.

12.2 Non-hazardous waste generated per square meter

An institution earns 1 point when its annual amount of non-hazardous waste generated per gross square meter of floor area is less than or equal to a benchmark for its peer group. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report gross floor area from the same time period as that from which the waste data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

12.3 Percentage of non-hazardous waste diverted from disposal

An institution earns 2 points by diverting 90 percent or more of non-hazardous waste from disposal through recovery operations. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

The figures required for this indicator are automatically drawn from indicator 12.1.

12.4 Percentage of construction and demolition waste diverted from disposal

An institution earns 1 point by diverting 90 percent or more of construction and demolition (C&D) waste from disposal through recovery operations. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual C&D waste data available from within the previous three years. An institution may track C&D waste over a full one-year time period (calendar or fiscal year), report average annual C&D waste over a two or three year period, or estimate annual C&D waste based on a representative sample.

Include all debris generated during the construction, renovation, and demolition of buildings, roads, and bridges, e.g., concrete, wood, metals, glass, and salvaged building components. Soil and organic debris from excavating or clearing sites are excluded.

If possible, waste figures measured in volume should be converted to weight using factors determined locally based on multiple weight samples taken of materials collected on-site. Otherwise, an institution may use generic volume-to-weight conversion factors provided by the United Nations Environment Programme (UNEP), the US Environmental Protection Agency, CalRecycle, or the equivalent.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., materials included/excluded), and any data limitations or other factors (e.g., contamination rates and/or sorting inefficiencies) that may have influenced the results in the public Notes field provided.

"---" indicates that no data was submitted for this field

12.1 Non-hazardous waste generated per person

Performance year for non-hazardous waste:
2024

Peer group:
Doctoral universities and research institutions

Non-hazardous waste recycled:
1,244.2103662999998

Non-hazardous waste composted:
477.5427382

Non-hazardous waste prepared for reuse:
10.912869

Non-hazardous waste disposed of to a landfill or incinerator:
1,732.6659734999998

Estimated percentage of non-hazardous waste disposed of to a landfill or incinerator that is disposed of to a waste-to-energy (WTE) facility:
0.0

Full-time equivalent student enrollment:
13,586.0

Full-time equivalent of employees:
4,090.2

The Reporting Tool will automatically calculate the following five figures:

Total non-hazardous waste diverted from disposal:
1,732.6659735

Annual non-hazardous waste generated:
3,465.331947

Full-time equivalent students and employees:
17,676.2

Annual non-hazardous waste generated per person:
392.0901491270748

Points earned for indicator OP 12.1:
0.4837271426053567

12.2 Non-hazardous waste generated per square meter

Gross floor area of building space:
5,890,351.919751577

The Reporting Tool will automatically calculate the following two figures:

Annual non-hazardous waste generated per unit of floor area:
0.5337030264699627

Points earned for indicator OP 12.2:
0.547423537553996

12.3 Percentage of non-hazardous waste diverted from disposal

The Reporting Tool will automatically calculate the following two figures:

Percentage of non-hazardous waste diverted from disposal:
50.000000000000014

Points earned for indicator OP 12.3:
1.1100000000000003

12.4 Percentage of construction and demolition waste diverted from disposal

Has the institution conducted one or more major construction, renovation, and/or demolition projects within the previous three years?:
No

Does the institution have sufficient data on construction and demolition waste to pursue this indicator?:

Performance year for construction and demolition waste:

Construction and demolition waste recycled:

Construction and demolition waste prepared for reuse:

Construction and demolition waste disposed of to a landfill or incinerator:

The Reporting Tool will automatically calculate the following four figures:

Total construction and demolition waste diverted from disposal:

Annual construction and demolition waste generated:

Percentage of construction and demolition waste diverted from disposal:

Points earned for indicator OP 12.4:
0.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Transportation

Points Earned 5.85

Points Available 10.00

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems though fleet management, infrastructure investment, and behavior change. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit oppressive governments.

At the same time, an institution can reap benefits from modeling sustainable transportation systems. Active modes such as cycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help a campus better manage stormwater. An institution may also realize cost savings by reducing its dependence on combustion-driven transport and support its local community by helping facilitate a shift away from single-occupancy vehicles.

Credit	Points
Vehicle Fleet	0.39 / 2.00
Commute Modal Split	4.46 / 6.00
Air Travel	1.00 / 2.00

Vehicle Fleet

Score	Responsible Party
0.39 / 2.00	**Amanda Clayton** Executive Director of Facilities Management Facilities Management

Criteria

13.1 Percentage of fleet vehicles that are electric vehicles

An institution earns 2 points when all of the cars, vans, trucks, and buses in its fleet are electric vehicles, i.e., zero emission vehicles (ZEVs) and/or plug-in hybrid electric vehicles (PHEVs). Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recently available data from within the previous three years.

Include all motorized light, medium, and heavy-duty cars, vans, trucks, and buses (including, for example, delivery trucks, step and panel vans, refuse trucks, coaches and school buses, tractor-trailer tractors, and utility vehicles) that are owned or leased by the institution. Vehicles designed for off-road use (e.g., forklifts, mowers, tractors, and agricultural equipment) and highly specialized vehicles for which no zero-emission alternatives are readily available may be excluded.

"---" indicates that no data was submitted for this field

13.1 Percentage of fleet vehicles that are electric vehicles

Total number of cars, vans, trucks, and buses in the institution’s fleet:
210.0

Number of cars, vans, trucks, and buses in the institution’s fleet that are zero emission vehicles (ZEVs):
35.0

Number of cars, vans, trucks, and buses in the institution’s fleet that are plug-in hybrid electric vehicles (PHEVs):
6.0

The Reporting Tool will automatically calculate the following two figures:

Percentage of fleet vehicles that are electric vehicles:
19.52380952380953

Points earned for indicator OP 13.1:
0.3904761904761905

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Commute Modal Split

Score	Responsible Party
4.46 / 6.00	**Amanda Clayton** Executive Director of Facilities Management Facilities Management

Criteria

14.1 Percentage of students and employees using more sustainable commuting options

An institution earns 6 points when all of its students and employees use more sustainable commuting options (i.e., alternatives to single-occupancy cars, vans, and trucks). Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. Use the most recent single year for which data is available or an average from throughout the period. Representative samples may be used to gather data about commuting behavior.

Report population figures from the same time period as that from which commuting data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

Report either the percentage of trips for which students and employees use more sustainable options or the percentage of students and employees that use more sustainable commuting options (or a combination of these options) as their primary means of transportation. Students who live on campus should be included on the basis of how they travel to and from their classes. Employees who live on campus should be included on the basis of how they travel to and from their workplaces.

An institution that tracks commuting behavior for academic staff and non-academic staff separately (e.g., for purposes of greenhouse gas accounting) should combine those figures in a way that reflects the proportional representation of each population. For example, if 60 percent of academic staff (who comprise 40 percent of all employees) use more sustainable options and 40 percent of non-academic staff (who comprise 60 percent of all employees) use more sustainable options, the percentage of employees using more sustainable options would be 48: $(0.6 \times 40) + (0.4 \times 60)$.

"---" indicates that no data was submitted for this field

14.1 Percentage of students and employees using more sustainable commuting options

Performance year for commute modal split:
2024

Full-time equivalent student enrollment:
13,586.0

Full-time equivalent of employees:
4,090.2

Has the institution gathered data about student commuting behavior?:
Yes

Percentage of students that use more sustainable commuting options:
82.0

Description of the methodology used to gather data about student commuting:

The data provided is from a survey conducted by CATMA (Chittenden Area Transportation Management Association) in collaboration with UVM. A sample of 2000 students and 1000 employees were surveyed from UVM in Fall 2023. The student data is weighted by school year, permit status (if a student has a parking permit), and location of home, in order to get more accurate data. This information is provided by CATMA to Abby Bleything for use in the STARS report.

Has the institution gathered data about employee commuting behavior?:
Yes

Percentage of employees that use more sustainable commuting options:
49.0

Description of the methodology used to gather data about employee commuting:

See description of CATMA survey above.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 14.1:
4.461836141252078

Optional documentation

Student commuting data

The following 10 fields are included to provide additional context for interpreting the institution’s student modal split. Report either the percentage of students that use each option as their primary means of transportation or the percentage of trips for which students use each option (or avoided trips in the case of remote learning). The figures should total 100.

Percentage of students that commute using single-occupancy car, van, or truck:
18.0

Percentage of students that commute by walking or the equivalent:
19.0

Percentage of students that commute by cycling or another micro-mobility option:
12.0

Percentage of students that commute by carpool or vanpool:
17.0

Percentage of students that commute by bus, shuttle, or ferry:
27.0

Percentage of students that commute by rail:
0.0

Percentage of students that commute by light rail or tram:
0.0

Percentage of students that commute by motorcycle or moped:
1.0

Percentage of students that commute by zero emission vehicle:
2.0

Percentage of students that avail of remote learning:
1.0

Employee commuting data

The following 10 fields are included to provide additional context for interpreting the institution’s employee modal split. Report either the percentage of employees that use each option as their primary means of transportation or the percentage of trips for which employees use each option (or avoided trips in the case of remote work). The figures should total 100.

Percentage of employees that commute using single-occupancy car, van, or truck:
51.0

Percentage of employees that commute by walking or the equivalent:
7.0

Percentage of employees that commute by cycling or another micro-mobility option:
6.0

Percentage of employees that commute by carpool or vanpool:
7.0

Percentage of employees that commute by bus, shuttle, or ferry:

9.0

Percentage of employees that commute by rail:
0.0

Percentage of employees that commute by light rail or tram:
0.0

Percentage of employees that commute by motorcycle or moped:
0.0

Percentage of employees that commute by zero emission vehicle:
8.0

Percentage of employees that avail of remote work:
12.0

Notes about the information provided for this credit:

Performance year is 23/24 academic year

Additional documentation for this credit:

Air Travel

Score	Responsible Party
1.00 / 2.00	**Amanda Clayton** Executive Director of Facilities Management Facilities Management

Criteria

15.1. Air travel reduction and mitigation

An institution earns 2 points when it meets at least two of the following three criteria:

A. Institution provides incentives designed to encourage employees to reduce their air travel.
B. Institution has adopted restrictive measures designed to reduce the greenhouse gas (GHG) emissions associated with its directly financed air travel.
C. Institution has a program designed to mitigate the GHG emissions associated with its directly financed air travel.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current policies and practices and the most recent annual data available from within the previous three years.

"---" indicates that no data was submitted for this field

15.1. Air travel reduction and mitigation

Does the institution provide incentives designed to encourage employees to reduce their air travel?:
No

Narrative and/or website URL providing an overview of the institution’s incentives designed to encourage employees to reduce their air travel:

Has the institution adopted restrictive measures designed to reduce the GHG emissions associated with its directly financed air travel?:
No

Narrative and/or website URL providing an overview of the institution’s restrictive measures designed to reduce its air travel emissions:

Does the institution have a program designed to mitigate the GHG emissions associated with its directly financed air travel?:
Yes

Narrative and/or website URL providing an overview of the institution’s air travel mitigation program:

In 2023, UVM adopted its Comprehensive Sustainability Plan with a headline goal of achieving carbon neutrality by 2030. As part of this effort, UVM committed to addressing Scope 3 emissions through the purchase of high-quality, local offsets from the Vermont Land Trust Cold Hollow Carbon Project. This program was selected for its local impact, ensuring that UVM’s offset purchases not only reduce emissions, but contribute to the economic viability of conserving traditional working forests in Vermont. These offsets are tracked and retired on our behalf through the American Carbon Registry. Beginning in FY23, UVM has purchased offsets from this program to cover Scope 3 emissions associated with study abroad air travel, employee air travel, employee mileage reimbursement, and student and employee commuting.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 15.1:
1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Planning & Administration

Coordination & Planning

Points Earned 8.83

Points Available 11.00

This impact area seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging stakeholders in governance. Sustainability committees, offices, and staff positions help an institution organize, implement, and publicize its sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability commitments and planning afford an institution the opportunity to clarify its vision of a sustainable future, establish priorities, and help guide budgeting and decision making. Establishing measurable objectives and ensuring that stakeholders have a meaningful voice in governance are important steps in making sustainability an institutional priority and may help advocates implement changes to achieve sustainability goals.

Credit	Points
Sustainability Coordination	1.00 / 1.00
Commitments and Planning	5.33 / 6.00
Institutional Governance	2.50 / 4.00

Sustainability Coordination

Score	Responsible Party
1.00 / 1.00	**Amanda Clayton** Executive Director of Facilities Management Facilities Management

Criteria

1.1 Coordinating committee, officer, or office for sustainability

An institution earns 1 point when it has a sustainability committee, officer, and/or office charged with coordinating various campus constituencies in the advancement of sustainability across the entire institution. Partial points are available. An institution that does not have a formal mechanism for sustainability coordination across the entire institution, but has one or more sustainability committees, officers, and/or offices (e.g., focused on a portion of the campus or one aspect of sustainability such as renewable energy or sustainability education) earns 0.5 points.

Measurement

Report on the current status of the institution’s programs, initiatives, and staff positions.

"---" indicates that no data was submitted for this field

1.1 Coordinating committee, officer, or office for sustainability

Does the institution have one or more sustainability committees?:
Yes

Narrative and/or website URL providing an overview of the institution's sustainability committees:

UVM's Comprehensive Sustainability Plan is implemented by a series of committees charged with advancing the goals in each area. Committee chairs meet regularly with the Sustainability Director and work together to create annual progress reports. A sampling of committees and membership is below. Chairs are listed first and all members are staff unless otherwise noted:

- ENERGY, CLIMATE, BUILDINGS : Casey Smith, Office of Sustainability; Amanda Clayton, Facilities Management; Eric Berliner, Physical Plant; Tate Colbert, Utilities Engineering; Dave Blatchly, Planning, Design & Construction
- TRANSPORTATION: Abby Bleything; Office of Sustainability; Jamie Smith, Transportation & Parking; Adam Frazier, Design & Construction; Lisa Kingsbury, Planning
- FOOD AND DINING: Nicole Reilly, Sodexo; Roy Beckford, Extension; Emily Barbour, Nutrition & Food Science; Jon Barzensky, Housing & Dining Services; Sydney Howard, Sodexo; Dawn Aubrey, Sodexo; Food Systems Research Institute (faculty); Julia Kline, Residential Life
- WASTE: Corey Berman, Office of Sustainability; Nicole Reilly, Sodexo; Jen Mitiguy, Event Services; Olivia Hunt, Residential Life
- LANDSCAPE: Claire Forbes, Planning; Matt Walker, Grounds; Mark Starrett, Agriculture, Landscape & Environment (faculty); Kelley Tacy, Grounds
- PURCHASING: Caylin McCamp, Office of Sustainability; Marie Bouffard, Purchasing; Natalie Guillette, Purchasing; Corey Berman, Office of Sustainability

Does the institution have one or more sustainability officers?:
Yes

Narrative and/or website URL providing an overview of the institution's sustainability officers:

Director – responsible for advancing Comprehensive Sustainability Plan and alignment with university strategic initiatives.

Sustainability Project Manager – responsible for running various short term sustainability projects and ongoing programs including Eco-Reps and Sustainable Campus Fund.

Renewable Energy Projects Manager – responsible for managing renewable energy projects and identifying opportunities for decarbonization.

Sustainable Transportation Program Manager – responsible for reducing transportation related emissions. Oversees transportation demand management programs.

Recycling and Zero Waste Coordinator – responsible for waste reduction and diversion. Oversees compost, special recycling, and surplus programs.

Does the institution have one or more sustainability offices with more than one full-time equivalent employee?:
Yes

Description of each sustainability office:

UVM's Office of Sustainability is responsible for bridging academics and operations to advance sustainable development of the University. Office of Sustainability

Full-time equivalent of people employed in the sustainability offices:
4.0

Is at least one of the institution's sustainability committees, officers, or offices charged with coordinating various campus constituencies in the advancement of sustainability across the entire institution?:
Yes

Narrative outlining the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:

- Comprehensive Sustainability Plan Released
- Expanded residential composting program
- Increased local food purchases
- Strengthened university procurement policies
- Increased socially responsible investments
- Reduced fleet size and ratio of ICE to EV/hybrid vehicles
- Reduced building emissions through efficiency measures and equipment upgrades

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 1.1:
1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Job descriptions

Text of the job description for the institution’s sustainability officer (1st position):

Copy of the job description for the institution’s sustainability officer (1st position):

Text of the job description for the institution’s sustainability officer (2nd position):

Copy of the job description for the institution’s sustainability officer (2nd position):

Text of the job description for the institution’s sustainability officer (3rd position):

Copy of the job description for the institution’s sustainability officer (3rd position):

Commitments and Planning

Score	Responsible Party
5.33 / 6.00	**Amanda Clayton** Executive Director of Facilities Management Facilities Management

Criteria

2.1 Public sustainability commitment

An institution earns 2 points when it has made a public commitment to sustainability, as evidenced by a published statement, policy, or plan that outlines the institution’s guiding vision or goals for sustainability and/or its status as a signatory to one or more external sustainability commitments that include a reporting requirement.

Measurement

Report on the institution’s current plans and commitments. External commitments that do not include ongoing reporting requirements do not qualify.

2.2 Measurable sustainability objectives

An institution earns 3 points when it has adopted one or more measurable sustainability objectives that address A) teaching, learning, and/or research, B) campus and/or community engagement, C) campus operations, D) racial equity and/or social justice, and E) administration and/or finance, as evidenced by their inclusion in a published plan and the identification of an accountable staff position or unit for each objective. Partial points are available as outlined in the Technical Manual.

Measurement

Report on the institution’s active plans, e.g., the institution’s current strategic plan, campus master plan, sustainability plan, and/or climate action plan.

2.3 Climate resilience assessment and planning

An institution earns 1 point when it A) has conducted an assessment to identify vulnerabilities and resilience activities related to climate change on campus and in the local community, B) participates in an ongoing campus-community task force or committee that is focused on climate resilience, and C) has incorporated climate resilience strategies and/or goals into one or more of its published plans. Partial points are available as outlined in the Technical Manual.

Measurement

Report on assessments, activities and plans completed or updated within the previous five years.

A campus-community task force or committee may be hosted by the institution, by an entity in the community, or jointly as long as both institutional and community representatives participate.

"---" indicates that no data was submitted for this field

2.1 Public sustainability commitment

Has the institution made a public commitment to sustainability, as evidenced by an external commitment or a published plan?:
Yes

Narrative detailing the institution's guiding vision or goals for sustainability and the plan(s) in which they are published:

UVM's Comprehensive Sustainability Plan (CSP) was published in April 2023 with measurable goals in the topics of operations, decarbonization, academics and people. The CSP was adopted by UVM's president and a progress report is published publicly each April.

In 2007, UVM became a charter member of the American College & University Presidents' Climate Commitment, now the Second Nature Carbon Commitment. UVM continues to publicly report greenhouse gas emissions in the Second Nature portal annually.

Narrative and/or website URL outlining the institution's external sustainability commitments that include a reporting requirement:

Comprehensive Sustainability Plan

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 2.1:
2.0

2.2 Measurable sustainability objectives

Has the institution adopted one or more measurable sustainability objectives that address teaching, learning, and/or research?:

Yes

Narrative listing the institution's measurable sustainability objectives that address teaching, learning, and/or research:

Multiple relevant objectives were published in 2023 UVM's Comprehensive Sustainability Plan (CSP) which will next be updated in 2028. The Office of Sustainability is tasked with implementation of the CSP in partnership with units across campus. Sampling of relevant objectives:

- Launch Sustainable Solutions Lab (SSL) and cultivate research that uses campus as a "living lab". Support applied student research (ex. GHG inventories, carbon fees, renewable energy policy).
- Strengthen and support transdisciplinary sustainability research across the University. Amplify the Gund Institute for Environment's work to mobilize scholars and decision-makers to generate research and act on sustainability challenges, including climate solutions, health and wellbeing, and equity and justice. Support the Grossman School of Business SI-MBA Program and training students to use business as a 'force for good'. Empower students through experiential learning, research, and scholarly inquiry specifically in the Honors College and with the support of the Summer Undergraduate Research Fellowships.
- Educate students to have a positive impact and contribute to sustainable communities. Support UVM's Academic Success Goals through sustainability research and teaching

Has the institution adopted one or more measurable sustainability objectives that address campus and/or community engagement?:

Yes

Narrative listing the institution's measurable sustainability objectives that address campus and/or community engagement:

Multiple relevant objectives were published in 2023 UVM's Comprehensive Sustainability Plan (CSP) which will next be updated in 2028. The Office of Sustainability is tasked with implementation of the CSP in partnership with units across campus. Sampling of relevant objectives:

- Create partnerships with other training and educational institutions to support the development and training of the green workforce in Vermont.
- Create a Leadership Committee [of student, faculty, staff and administrative representatives] to advise and report on implementation progress.

Has the institution adopted one or more measurable sustainability objectives that address campus operations?:

Yes

Narrative listing the institution's measurable sustainability objectives that address campus operations:

Multiple relevant objectives were published in 2023 UVM's Comprehensive Sustainability Plan (CSP) which will next be updated in 2028. The Office of Sustainability is tasked with implementation of the CSP in partnership with units across campus. Sampling of relevant objectives:

- Increase the acreage of sustainable and native plantings on campus.
- Reduce total pounds of waste generated per campus user 10% by 2035 from 2019 baseline.
- Increase composting and recycling by a combined 10% or more by 2035 from 2019 baseline.

- Increase spending on Vermont-grown food to 25% by 2030.
- Reduce GHG emissions associated with the UVM fleet.
- Reduce greenhouse gas emissions 60% below 2007 levels by 2024.

Has the institution adopted one or more measurable sustainability objectives that address racial equity and/or social justice?:
Yes

Narrative listing the institution's measurable sustainability objectives that address racial equity and/or social justice:

Multiple relevant objectives were published in 2023 UVM's Comprehensive Sustainability Plan (CSP) which will next be updated in 2028. The Office of Sustainability is tasked with implementation of the CSP in partnership with units across campus. Sampling of relevant objectives:

- Support the implementation of Inclusive Excellence Action Plans within departments across the University.
- Educate both the campus community and surrounding communities to maximize career opportunities in renewable energy, environmental justice, resilience and the green workforce.
- Create partnerships with other training and educational institutions to support the development and training of the green workforce in Vermont. Prioritize programs that build and expand pathways to careers that work to respond to climate change in the agricultural sector, with a focus on students from underrepresented communities.

Has the institution adopted one or more measurable sustainability objectives that address administration and/or finance?:
Yes

Narrative listing the institution's measurable sustainability objectives that address administration and/or finance:

Multiple relevant objectives were published in 2023 UVM's Comprehensive Sustainability Plan (CSP) which will next be updated in 2028. The Office of Sustainability is tasked with implementation of the CSP in partnership with units across campus. Sampling of relevant objectives:

- Increase percentage of positive sustainability investments and shareholder advocacy. Invest $30M from cash investments in socially responsible funds.
- Improve purchasing practices to increase sustainable purchases across the University. Define sustainability purchasing practices and policies on website and update annually.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 2.2:
3.0

2.3 Climate resilience assessment and planning

Has the institution conducted an assessment to identify vulnerabilities and resilience activities related to climate change on campus and in the local community?:
Yes

Narrative and/or website URL providing an overview of the institution's climate resilience assessment:

UVM was a core partner and stakeholder in the development of the Vermont Transportation Resilience Planning Tool (TRPT). It is a web-based application that identifies bridges, culverts, and road embankments that are vulnerable to damage from floods, estimates risk based on the vulnerability, and criticality of roadway segments, and identifies potential mitigation measures based on the factors driving the vulnerability. https://vtrans.vermont.gov/climate/trpt

UVM faculty and students have also partnered with local communitites on deleveloping resilience strategies: https://www.uvm.edu/cas/news/uvm-students-offer-real-world-climate-recommendations-vermont-town

Does the institution participate in an ongoing campus-community task force or committee that is focused on climate resilience?:
No

Narrative and/or website URL providing an overview of the campus-community task force or committee focused on climate resilience:

Has the institution incorporated climate resilience strategies and/or goals into one or more of its published plans?:
No

Narrative listing the institution's climate resilience strategies and goals and the plan(s) in which they are published:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 2.3:
0.3333333333333333

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Institutional Governance

Score	Responsible Party
2.50 / 4.00	**Jonathan D'Amore** Chief of Staff Office of the President

Criteria

3.1 Student participation in governance

An institution earns 1 point when it meets all three of the criteria listed below:

A. Institution has one or more ongoing bodies through which students can democratically participate in the governance of the institution.

B. One or more student representatives are included as members of the institution’s highest decision-making body.

C. At least one student representative has voting rights on the institution’s highest decision-making body.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution’s governance structures.

3.2 Academic staff participation in governance

An institution earns 1 point when it meets all three of the criteria listed below:

A. Institution has one or more ongoing bodies through which academic staff can democratically participate in the governance of the institution.

B. One or more academic staff representatives are included as members of the institution’s highest decision-making body.

C. At least one academic staff representative has voting rights on the institution’s highest decision-making body.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution’s governance structures.

3.3 Non-academic staff participation in governance

An institution earns 1 point when it meets all three of the criteria listed below:

A. Institution has one or more ongoing bodies through which non-academic staff can democratically participate in the governance of the institution.

B. One or more staff members representing non-managerial workers are included as members of the institution’s highest decision-making body.

C. At least one staff member representing non-managerial workers has voting rights on the institution’s highest governing body.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution’s governance structures.

3.4 Community participation in governance

An institution earns 1 point when it meets both of the criteria listed below:

A. Institution has one or more ongoing bodies through which local community-based organizations not affiliated with the institution can democratically participate in its governance.

B. Institution has used one or more ad hoc mechanisms during the previous three years to consult local community members on institutional decisions, plans, or policies.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution’s governance structures.

"---" indicates that no data was submitted for this field

3.1 Student participation in governance

Does the institution have one or more ongoing bodies through which students can democratically participate in the governance of the institution?:
Yes

Narrative and/or website URL outlining the ongoing bodies through which students can democratically participate in the governance of the institution:

Student Government Association: SGA

Graduate Student Senate: GSS

Are one or more student representatives included as members of the institution's highest decision-making body?:
Yes

Narrative and/or website URL outlining student representation on the institution's highest decision-making body:

The Board consists of 25 members. Nine members are elected by the Vermont General Assembly and constitute the Vermont Agricultural College Board established in 1865. Nine self-perpetuating members constitute the University of Vermont Board founded in 1791. Three members are appointed by the Governor of Vermont and two students are elected by the Associated Directors for the Appointment of the University of Vermont and State Agricultural College Student Trustees, Incorporated. The Governor and the President serve as ex-officio members during their terms of office. Each member serves a six-year term, with the exception of the student members who serve two-year terms. All terms begin on March 1. In odd-numbered years, three members are elected by the Vermont General Assembly and one member is appointed by the Governor. In even-numbered years, three members are elected by the self-perpetuating board. Each year, one student is appointed.

Does at least one student representative have voting rights on the highest decision-making body?:
Yes

Description of other mechanisms used to consult students on institutional decisions, plans, or policies:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 3.1:
1.0

3.2 Academic staff participation in governance

Does the institution have one or more ongoing bodies through which academic staff can democratically participate in the governance of the institution?:
Yes

Narrative and/or website URL outlining the ongoing bodies through which academic staff can democratically participate in the governance of the institution:

Faculty Senate: Faculty Senate

Are one or more academic staff representatives included as members of the institution’s highest decision-making body?:
No

Narrative and/or website URL outlining academic staff representation on the institution’s highest decision-making body:

Does at least one academic staff representative have voting rights on the institution’s highest decision-making body?:
No

Description of other mechanisms used to consult academic staff on institutional decisions, plans, or policies:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 3.2:
0.5

3.3 Non-academic staff participation in governance

Does the institution have one or more ongoing bodies through which non-academic staff can democratically participate in the governance of the institution?:
Yes

Narrative and/or website URL outlining the ongoing bodies through which non-academic staff can democratically participate in the governance of the institution:

Staff Council

Are one or more staff members representing non-managerial workers included as members of the institution’s highest decision-making body?:
No

Narrative and/or website URL outlining non-academic staff representation on the institution’s highest decision-making body:

Does at least one staff member representing non-managerial workers have voting rights on the institution’s highest decision-making body?:
No

Description of other mechanisms used to consult non-academic staff on institutional decisions, plans, or policies:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 3.3:
0.5

3.4 Community participation in governance

Does the institution have one or more ongoing bodies through which local community-based organizations not affiliated with the institution can democratically participate in its governance?:
No

Narrative and/or website URL outlining the ongoing bodies through which local community-based organizations can democratically participate in the governance of the institution:

Has the institution used one or more ad hoc mechanisms during the previous three years to consult local community members on institutional decisions, plans, or policies?:
Yes

Narrative and/or website URL outlining the ad hoc mechanisms used during the previous three years to consult local community members on institutional decisions, plans, or policies:

UVM released a new strategic plan in February 2026 after a months-long stakeholder engagement process where students, faculty, staff and community were invited to give input. A separate form was created for any community members without University credentials to submit feedback on each pillar of the plan. The plan and request for feedback was sent to to legislators, Vermont mayors, municipal leaders, and a list of community partners.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 3.4:
0.5

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Investment

Points Earned 2.14

Points Available 10.00

This impact area seeks to recognize institutions that make investment decisions that promote sustainability. Collectively, colleges and universities invest hundreds of billions of dollars. Like other decisions that institutions make, these investments have impacts that are both local and global in scope. Institutions with transparent and democratic investment processes promote accountability and engagement by the campus and community. By using the tools of sustainable investing, institutions can improve the long-term health of their endowments, encourage better corporate behavior, support innovation in sustainable products and services, support sustainability in their community, and help build a more just and sustainable financial system.

Credit	Points
Sustainable Investment Program	1.33 / 4.00
Investment Holdings	0.81 / 6.00

Sustainable Investment Program

Score	Responsible Party
1.33 / 4.00	**Lindsey Donnovan** Associate Controller Division of Finance and Administration

Criteria

4.1 Sustainable investment policy or committee

An institution earns 2 points when it has formally incorporated environmental, social, and governance (ESG) factors and/or climate risk as material issues to be considered when making investment decisions, as evidenced by a published policy or directive and/or a committee on investor responsibility (CIR).

Measurement

Report on current sustainable investment policies and directives and/or currently active committees. Policies adopted by investment managers or other external parties are not sufficient.

4.2 Negative screening and divestment

An institution earns 1 point when it employs negative screening and/or targeted divestment in support of sustainability, as evidenced by a published policy or directive or a public commitment.

Measurement

Report on current policies and directives and/or public commitments made by the institution.

4.3 Investor engagement

An institution earns 1 point when it A) has engaged in proxy voting in support of sustainability during the previous three years, B) has filed one or more shareholder resolutions or signed on to one or more investor statements in support of sustainability during the previous three years, and C) is an active participant in one or more sustainability or ESG-focused investor networks. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on activities from within the previous three years.

"---" indicates that no data was submitted for this field

4.1 Sustainable investment policy or committee

Has the institution formally incorporated environmental, social, and governance (ESG) factors and/or climate risk as material issues to be considered when making investment decisions?:
No

Narrative and/or website URL providing an overview of how the institution has incorporated ESG factors and/or climate risk as material issues to be considered when making investment decisions:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 4.1:
0.0

4.2 Negative screening and divestment

Does the institution employ negative screening and/or targeted divestment in support of sustainability?:

Yes

Narrative and/or website URL providing evidence of the institution’s use of negative screening and/or targeted divestment in support of sustainability:

The Board of Trustees voted in support of the following divestment related resolutions. They are followed by the University of Vermont Investment Management Company, LLC, which was formed in 2023 to manage endowments and other investments of the University of Vermont and UVM Foundation.

July 14, 2020 - Fossil Fuel Divestment Report and Recommendation: A resolution to divest the university's endowment of fossil fuel investments by July 2023.

May 16, 2009 - Cluster munitions and depleted uranium divestment: A resolution to vote in favor the University divesting from companies that are materially engaged in the manufacture of cluster munitions as defined by the Oslo Treaty of December 2008, and, military equipment and/or weapons containing depleted uranium.

May 17, 2008 - Proxy voting in favor of climate action change: A resolution to vote in favor of shareholder proposals that address climate change by calling for specific actions, reports or disclosures.

May 20, 2006 - Sudan divestment: A resolution to vote in favor of implementing a policy of targeted divestment from companies doing business with or otherwise aiding the governing regime of Sudan based on the model developed by the Sudan Divestment Task Force to the fullest extent possible consistent with its fiduciary responsibilities.

May 22, 2004 - Discrimination in employment: A resolution to vote in favor of shareholder proposals that bar discrimination based on sexual orientation.

August 19, 2000 - Tobacco divestment: A resolution to vote in favor of the Investment Committee of the Board divest of tobacco by adopting a tobacco-free mandate for its endowment wherever possible.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 4.2:

1.0

4.3 Investor engagement

Has the institution engaged in proxy voting in support of sustainability during the previous three years, either directly or through an investment manager?:
Yes

Narrative and/or website URL providing an overview of the institution's proxy voting in support of sustainability:

The University engages in proxy voting on the following Board of Trustees approved topics: increasing actions to mitigate and report on climate change impacts, the reduction of tobacco use and advertising, reducing discrimination in employment and against the development of anti-personal landmines.

Has the institution filed a shareholder resolution or signed on to an investor statement in support of sustainability during the previous three years, either directly or through an investment manager?:
No

Narrative and/or website URL providing an overview of the shareholder resolutions or investor statements in support of sustainability:

Is the institution an active participant in one or more sustainability or ESG-focused investor networks?:
No

Narrative and/or website URL providing an overview of the institution's participation in sustainability or ESG-focused investor networks:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 4.3:
0.3333333333333333

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Investment Holdings

Score	Responsible Party
0.81 / 6.00	**Lindsey Donnovan** Associate Controller Division of Finance and Administration

Criteria

5.1 Investment holdings disclosure

An institution earns the maximum points available for this indicator when it A) has published a snapshot of the holdings in its investment pool within the previous three years that B) details the amount or percentage allocated to specific funds, companies, and institutions, and C) is inclusive of the combined activities of the institution and all other entities that manage investments on its behalf such as a contracted management company, university system, and/or foundation. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the most recent snapshot available from within the previous three years.

To qualify, the snapshot must include, at minimum, the predominant asset pool or grouping of assets that is organized primarily to support the institution and reflect its investment policies. In general, this should include long-term reserves and unrestricted investment and endowment funds, including assets managed on the institution’s behalf by other entities. Pensions and other restricted assets may be excluded.

5.2 Percentage of the investment pool allocated to positive sustainability investments

An institution earns the maximum points available for this indicator when 100 percent of its investment pool is allocated to A) funds that are explicitly focused on sustainability or environmental, social, and governance (ESG), B) sustainability-focused industries or sectors, C) businesses selected for exemplary sustainability performance using positive screens, D) community development financial institutions (CDFIs), E) place-based investments that target positive social and environmental impacts in economically divested areas, and/or F) green revolving funds seeded from the investment pool. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

To claim points for a positive sustainability investment, the total pool of assets from which those funds are distributed must be included in the investment pool. For example, to earn points for long-term reserves held in a community development credit union, all of the institution’s long-term reserves must be included in the investment pool.

An allocation may not be counted in more than one category, e.g., funds invested in a Certified B Corporation that operates in the renewable energy sector may be reported as funds allocated to businesses selected for exemplary sustainability performance or funds allocated to sustainability-focused industries or sectors, but not both.

"---" indicates that no data was submitted for this field

5.1 Investment holdings disclosure

Is the total value of the institution’s investment pool $1 billion USD or more?:
Yes

Has the institution published a snapshot of the holdings in its investment pool within the previous three years?:
Yes

Copy of the investment snapshot:

Online location where the investment snapshot may be found:
https://uvmd10.drup2.uvm.edu/d10-files/documents/2025-10/BFI_materials_2025-10-17_0.pdf

Performance year for investment:
2025

Does the snapshot detail the amount or percentage allocated to specific funds, companies, and institutions?:
No

Is the snapshot inclusive of the combined activities of the institution and other entities that manage investments on its behalf, such as a contracted management company, university system, and/or foundation?:
No

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 5.1:
0.6666666666666666

5.2 Percentage of the investment pool allocated to positive sustainability investments

Local currency code:
USD

Value of the investment pool:
1,434,332,000.0

Amount allocated to funds that are explicitly focused on sustainability or environmental, social, and governance (ESG):
49,724,000.0

Amount allocated to sustainability-focused industries or sectors:
0.0

Amount allocated to businesses selected for exemplary sustainability performance using positive screens:
0.0

Amount allocated to community development financial institutions (CDFIs):
0.0

Amount allocated to place-based investments that target positive social and environmental impacts in economically divested areas:
0.0

Amount allocated to green revolving funds seeded from the investment pool:
0.0

Narrative and/or website URL providing an overview of the institution’s positive sustainability investments:

> The University has invested $43.6 million of its operating reserves into an ESG laddered bond fund. The UVM Foundation has a $6.1 million Green Fund which is an alternative investment pool for donor endowments and, while diversified, the investments exclude fossil fuel and nuclear energy based investments.

The Reporting Tool will automatically calculate the following three figures:

Total positive sustainability investments:
49,724,000.0

Percentage of the investment pool allocated to positive sustainability investments:
3.4667008753900768

Points earned for indicator PA 5.2:
0.13866803501560307

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Representation & Access

Points Earned 9.45

Points Available 14.00

This impact area seeks to recognize institutions that are working to expand access and ensure that their students and employees are representative of the communities they serve. A safe and supportive campus climate and a student body staff that are representative of the communities served by an institution provide a richer environment for learning and collaboration.

In a broader context, the populations that are underrepresented in higher education settings tend to suffer disproportionate exposure to environmental burdens, social costs of resource extraction and production, and the impacts of global climate change. These injustices are due to systems of privilege, inequality, discrimination, and racism, resulting in uneven and inequitable access to education and other resources.

To achieve sustainability, a society and its institutions must make higher education accessible to all, improve the lived reality of marginalized groups, and dismantle the structures that have institutionalized the privilege enjoyed by its dominant groups. The historical legacy and persistence of these structures makes a proactive approach to promoting representation and access a fundamental prerequisite for creating a sustainable society.

Credit	Points
Institutional Climate	3.00 / 3.00
Racial and Ethnic Representation	1.58 / 3.00
Gender Parity	2.00 / 2.00
Affordability and Access	1.25 / 3.00
Student Success	1.62 / 3.00

Institutional Climate

Score	Responsible Party
3.00 / 3.00	**Amer Ahmed** Vice Provost of Intercultural Excellence Division of Intercultural Excellence

Criteria

6.1 Support for students from underrepresented groups

An institution earns 1 point when it supports one or more programs, initiatives, or networks designed to address the specific needs of A) students with disabilities, B) students that identify as members of marginalized racial, ethnic, and/or Indigenous groups, C) LGBTQ+ students, D) low-income and/or first-generation students, E) refugees, asylum seekers, internally displaced, and/or undocumented students, and F) students from one or more additional underrepresented groups. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution’s programs, initiatives, and networks. Examples include targeted grants, scholarships, and awards; mentorship programs; affinity groups and peer support networks; targeted academic support programs; and other programs and initiatives that explicitly aim to support individuals from each underrepresented group. To qualify, the specific group for which points are being claimed must be mentioned in the description of a program, network, or initiative.

Commitments, plans, protocols, statements, recruitment activities, and generalized programs (e.g., that are open to all students) do not qualify in the absence of one or more of the targeted programs, initiatives, or networks described above.

6.2 Support for employees from underrepresented groups

An institution earns 1 point when it supports one or more programs, initiatives, or networks designed to address the specific needs of A) employees with disabilities, B) employees that identify as members of marginalized racial, ethnic, and/or Indigenous groups, C) LGBTQ+ employees, and D) employees from one or more additional underrepresented groups. Partial points are available as outlined in the Technical Manual.

Measurement

Report on the current status of the institution’s programs, initiatives, and networks. Examples include mentorship programs, affinity groups and peer support networks, and other programs and initiatives that explicitly aim to support individuals from each underrepresented group. To qualify, the specific group for which points are being claimed must be mentioned in the description of a program, network, or initiative.

Commitments, plans, protocols, statements, recruitment activities, and generalized programs (e.g., that are open to all employees) do not qualify in the absence of one or more of the targeted programs, initiatives, or networks described above.

6.3 Institutional climate assessment

An institution earns 1 point for A) having conducted an institutional climate assessment within the previous three years and B) publishing the results of its institutional climate assessments. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on assessments completed within the previous three years and the results of the most recent assessment to have been finalized.

"---" indicates that no data was submitted for this field

6.1 Support for students from underrepresented groups

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of students with disabilities?:
Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for students with disabilities:

- Office of Accessibility Services
- UVM Center on Disability and Community Inclusion
- Disabled Student Union
- Best Buddies Club

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of students that identify as members of marginalized racial, ethnic, and/or Indigenous groups?:
Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for students that identify as members of marginalized racial, ethnic, and/or Indigenous groups:

Mosaic Center

First Nations' Collective

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of LGBTQ+ students?:
Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for LGBTQ+ students:

Prism

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of low-income and/or first-generation students?:
Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for low-income and/or first-generation students:

First Gen UVM

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of refugees, asylum seekers, internally displaced, and/or undocumented students?:
Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for refugees, asylum seekers, internally displaced, and/or undocumented students:

Office of International Education

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of students from additional underrepresented groups?:
Yes

Narrative and/or website URL describing the additional underrepresented groups and the institution's programs, initiatives, and networks for students from these groups:

WAGE Center

Interfaith Center

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 6.1:
1.0

6.2 Support for employees from underrepresented groups

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of employees with disabilities?:
Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for employees with disabilities:

Office of Accessibility Services

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of employees that identify as members of marginalized racial, ethnic, and/or Indigenous groups?:
Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for employees that identify as members of marginalized racial, ethnic, and/or Indigenous groups:

Mosaic Center and First Nations' Collective - offer programs that are open to employees (ex: book discussion)

Office of Equal Opportunity - assists with discrimination, harassment and bias concerns, and offers translation programs that largely serve employees from marginalized racial groups

Human Resources - hosts informal, self designed networks called Employee Circles in collaboration with Staff Council, Faculty Senate, and the Division of Intercultural Excellence.

Office of the Vice Provost for Intercultural Excellence - provides support for any employee seeking services

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of LGBTQ+ employees?:
Yes

Narrative and/or website URL providing an overview of the institution's support for LGBTQ+ employees:

Prism

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of employees from additional underrepresented groups?:
Yes

Narrative and/or website URL describing the additional underrepresented groups the institution's programs, initiatives, and networks for employees from these groups:

WAGE Center

Interfaith Center

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 6.2:
1.0

6.3 Institutional climate assessment

Has the institution conducted an institutional climate assessment within the previous three years?:
Yes

Description of the methodology used to assess institutional climate:

The UVM Campus Climate Survey is distributed every 3 years via email to all UVM students, faculty, and staff. Results for the survey questions are included and aggregated in a way to protect personal information that could be harmful. Survey questions surrounding harassment, bias, or discrimination are not included in the published results. For survey questions included in the dashboard, responses are assigned a numeric value as shown on the dashboard pages. An average score and standard deviation are calculated for each question for the given demographic group and displayed in the dashboard.

Does the institution publish the results of its institutional climate assessments?:
Yes

Published results of the institution's most recently finalized institutional climate assessment:

Online resource where the results of the institution's institutional climate assessments are publicly available:
https://www.uvm.edu/oira/campus-wide-surveys-and-reports

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 6.3:
1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Racial and Ethnic Representation

Score	Responsible Party
1.58 / 3.00	**Jason Garvey** Executive Director of OIRA Office of Institutional Research and Assessment

Criteria

7.1 Ethnic diversity index

An institution earns 1 point when the ethnic diversity index for its A) students, B) academic staff, C) non-academic staff, and D) executive staff is each 0.75 or greater. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

This credit requires the completion of a racial and ethnic diversity worksheet. Report the most recent data available from within the previous three years. This may be a representative snapshot (e.g., at the beginning of an academic term) or the average of a one to three year period.

The institution's analysis must be based on the prevailing social characteristic(s) by which one or more dominant groups are distinguished from marginalized racial, ethnic, and/or Indigenous groups in the institution's national context and for which data are available. This should include, at minimum, existing regional or national census categories. Recognizing the inherent challenges associated with socially constructed categories, however, an institution that has taken a more refined approach to defining marginalized groups (e.g., by recognizing more specific identities) are encouraged to include those figures to the extent the data allow. Groups that comprise less than 1 percent of the population being assessed may be excluded.

International students and employees may be excluded from the analysis. If international students and/or employees are included, they must be classified as part of a dominant group unless they have self-identified as members of marginalized racial, ethnic, and/or Indigenous groups.

An institution may report on its entire student body or limit its analysis to the predominant student body. Students who have not identified themselves as members of any groups must be included in the analysis and classified as part of a dominant group.

Report on all regular/permanent employees. Employees who have not identified themselves as members of any groups must be included in the analysis and classified as part of a dominant group. Individual executive staff members may be classified as academic staff, non-academic staff, or neither and may therefore also be included in the academic and non-academic staff figures. There is no need to avoid double-counting in this regard.

For guidance on accessing demographic data for the region served by the institution, see the STARS Help Center.

7.2 Percentage of marginalized racial, ethnic, and/or Indigenous groups equitably represented among students

An institution earns 1 point when it is able to demonstrate, using demographic information for the region served, that all of the marginalized racial, ethnic, and/or Indigenous groups in the region are equitably represented among students, i.e., that the ratio is 0.9 or greater for each group. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the relevant figures from the completed racial and ethnic diversity worksheet provided for indicator 7.1.

7.3 Percentage of marginalized racial, ethnic, and/or Indigenous groups equitably represented among employees

An institution earns 1 point when it is able to demonstrate, using demographic information for the region served, that all of the marginalized racial, ethnic, and/or Indigenous groups in the region are equitably represented among 1) regular/permanent academic staff, 2) regular/permanent non-academic staff, and 3) executive staff, i.e., that the ratio is 0.9 or greater for each group. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the relevant figures from the completed racial and ethnic diversity worksheet provided for indicator 7.1.

"---" indicates that no data was submitted for this field

7.1 Ethnic diversity index

Provide ethnic diversity index figures within a range from 0 to 1.

Completed racial and ethnic diversity worksheet:
STARS_3.0_Racial_and_Ethnic_Diversity_Worksheet_UVM-_2026_Final_Submission.xlsx

Ethnic diversity index for students:
0.37

Ethnic diversity index for academic staff:
0.35

Ethnic diversity index for non-academic staff:
0.42

Ethnic diversity index for executive staff:
0.1

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 7.1:
0.4133333333333333

7.2 Percentage of marginalized racial, ethnic, and/or Indigenous groups equitably represented among students

Total number of marginalized racial, ethnic, and/or Indigenous groups in the region served by the institution:
6.0

Number of marginalized racial, ethnic, and/or Indigenous groups that are equitably represented among students:
4.0

Description of the methodology and data source(s) used to identify the region served and its demographics:

Completed the worksheet provided by STARS using demographic data from the University of Vermont Catamount Factbook and Vermont Census Data. To align with the UVM Office of Engagement, the state of Vermont is considered the region served by UVM.

The Reporting Tool will automatically calculate the following two figures:

Percentage of marginalized, racial, ethnic, and Indigenous groups that are equitably represented among students:
66.66666666666666

Points earned for indicator PA 7.2:
0.6666666666666666

7.3 Percentage of marginalized racial, ethnic, and/or Indigenous groups equitably represented among employees

Number of marginalized racial, ethnic, and/or Indigenous groups that are equitably represented among regular/permanent academic staff:
3.0

Number of marginalized racial, ethnic, and/or Indigenous groups that are equitably represented among regular/permanent non-academic staff:
5.0

Number of marginalized racial, ethnic, and/or Indigenous groups that are equitably represented among executive staff:
1.0

The Reporting Tool will automatically calculate the following four figures:

Percentage of marginalized, racial, ethnic, and Indigenous groups that are equitably represented among regular/permanent academic staff:
50.0

Percentage of marginalized, racial, ethnic, and Indigenous groups that are equitably represented among regular/permanent non-academic staff:
83.33333333333334

Percentage of marginalized, racial, ethnic, and Indigenous groups that are equitably represented among executive staff:
16.666666666666664

Points earned for indicator PA 7.3:
0.5

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Gender Parity

Score	Responsible Party
2.00 / 2.00	**Jason Garvey** Executive Director of OIRA Office of Institutional Research and Assessment

Criteria

8.1. Percentage of students with marginalized gender identities

An institution earns 1 point when 45 percent or more of students identify as women or other marginalized gender identities.

Measurement

Report the most recent data available from within the previous three years. This may be a representative snapshot (e.g., at the beginning of an academic term) or the average of a one to three year period. An institution may report on its entire student body or limit its analysis to the predominant student body.

An institution that tracks gender identity (or sex) in a binary way should report on individuals who are identified as women (or else not identified as men) in the institution’s student data systems.

8.2 Percentage of employees with marginalized gender identities

An institution earns 1 point when 45 percent or more of A) regular/permanent academic staff, B) regular/permanent non-academic staff, and C) executive staff identify as women or other marginalized gender identities. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available from within the previous three years. This may be a representative snapshot (e.g., at the beginning or end of a term) or the average of a one to three year period.
An institution that tracks gender identity (or sex) in a binary way should report on individuals who are identified as women (or else not identified as men) in the institution’s human resources system.
Report on all regular/permanent employees. Individual executive staff members may be classified as academic staff, non-academic staff, or neither and may therefore also be included in the academic and non-academic staff figures. There is no need to avoid double-counting in this regard.

"---" indicates that no data was submitted for this field

Provide percentage figures within a range from 0 to 100.

8.1. Percentage of students with marginalized gender identities

Percentage of students that identify as women or other marginalized gender identities:
62.39

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 8.1:
1.0

8.2 Percentage of employees with marginalized gender identities

Percentage of regular/permanent academic staff that identify as women or other marginalized gender identities:
50.3

Percentage of regular/permanent non-academic staff that identify as women or other marginalized gender identities:
62.0

Percentage of executive staff that identify as women or other marginalized gender identities:
50.0

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 8.2:
1.0

Optional documentation

Notes about the information provided for this credit:

https://www.uvm.edu/oira/enrollment - Spring 2025

https://www.uvm.edu/oira/employee-demographics

Additional documentation for this credit:

Affordability and Access

Score	Responsible Party
1.25 / 3.00	**Jay Jacobs** Vice President for Enrollment Management Enrollment Management

Criteria

9.1 Number of paid work-hours per year required to meet the average net price of attendance for low-income students

An institution earns 1 point when 500 or fewer paid work-hours over the course of a year are sufficient to meet the average net price of attendance for low-income students. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available from within the previous three years for undergraduate students, if present, or else the institution's predominant student body.

Report the local minimum hourly wage or the minimum hourly wage that the institution pays student workers, whichever is most representative of the work opportunities available to entering students.

Report the average annual net price of attendance for full-time, beginning degree/certificate-seeking students in the lowest family income range tracked by the institution (e.g., 0 to 30,000 USD), for example, as posted on the institution's website or a source such as the US College Navigator. If the average annual net price of attendance is not published or tracked by the institution, it may be calculated using the guidance provided in the STARS Help Center.

9.2 Percentage of students that are low-income

An institution earns 1 point when at least 50 percent of its students are low-income. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available from within the previous three years. This may be a representative snapshot (e.g., at the beginning of an academic term) or the average of a one to three year period. An institution may report on its entire student body or limit its analysis to the predominant student body and/or entering students.

Low-income students may be identified by their receipt of or qualification for need-based assistance, a family income threshold (e.g., a local, national, or international poverty line), geographic origin (e.g., economically divested communities), or as otherwise tracked by the institution. Further guidance is available in the STARS Help Center.

9.3 Legacy and donor admissions

An institution earns 1 point when an applicant’s relationship to the institution’s alumni or donors is not a factor that is positively considered in admission decisions.

Measurement

Report on the current status of the institution’s admissions policies and procedures.

"---" indicates that no data was submitted for this field

9.1 Number of paid work-hours per year required to meet the average net price of attendance for low-income students

Does the institution have the required data and wish to pursue this indicator?:
Yes

Local currency code:
USD

Local hourly minimum wage for students:
13.67

Average annual net price of attendance for low-income students:
21,174.0

If wage and price data are provided, the Reporting Tool will automatically calculate the following two figures:

Number of paid work-hours per year required to meet the average net price of attendance for low-income students:
1,548.9392831016826

Points earned for indicator PA 9.1:
0.0

9.2 Percentage of students that are low-income

Does the institution have the required data and wish to pursue this indicator?:
Yes

Percentage of students that are low-income:
17.0

Description of the methodology used to identify low-income students:

At UVM, 'low-income students' are identified as undergraduate students who receive federal Pell Grants, which are awarded based on demonstrated financial need according to FAFSA eligibility.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 9.2:
0.25

9.3 Legacy and donor admissions

Is an applicant’s relationship to the institution’s alumni or donors a factor that is positively considered in the institution’s admission decisions?:

No

Narrative and/or website URL providing an overview of the factors that are considered in the institution’s admission decisions:

UVM welcomes applications from students of diverse backgrounds. Through a holistic admissions review, we select students with potential for academic success who will contribute to our community. The rigor of an applicant’s academic program; grades; and trends in performance are considered. Essays, recommendations, and other evidence of each student’s life experience also assist our evaluation. Admission decisions are made without regard to family financial circumstances.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 9.3:

1.0

Optional documentation

Notes about the information provided for this credit:

$13.67 state of Vermont minimum wage starting Jan 1, 2024.

Additional documentation for this credit:

Student Success

Score	Responsible Party
1.62 / 3.00	**Jason Garvey** Executive Director of OIRA Office of Institutional Research and Assessment

Criteria

10.1 Completion rate for low-income students

An institution earns 1 point when the ratio of the completion rate for low-income students to the overall student completion rate is 0.90 or more, as outlined in the Technical Manual.

Measurement

For this credit, an institution may report on its entire student body or limit its analysis to the predominant student body and may report on graduation rates and/or success rates (which include transfers). Report the most recent data available from within the previous three years. An institution may elect to report on average completion rates over a three or five year period as long as it does so consistently.

Low-income students may be identified by their receipt of or qualification for need-based assistance, a family income threshold (e.g., a local, national, or international poverty line), geographic origin (e.g., economically divested communities), or as otherwise tracked by the institution. Further guidance is available in the STARS Help Center.

10.2 Completion rate for students with marginalized gender identities

An institution earns 1 point when the ratio of the completion rate for students that identify as women or other marginalized gender identities to the overall completion rate is 0.90 or greater, as outlined in the Technical Manual.

Measurement

Report on the same time period and student body used for the overall student completion rate.
An institution that tracks gender identity (or sex) in a binary way should report on individuals who are identified as women (or else not identified as men) in the institution’s student data system.

10.3 Percentage of marginalized racial, ethnic, and/or Indigenous groups with equitable completion rates

An institution earns 1 point when all of the marginalized racial, ethnic, and/or Indigenous groups served by the institution have equitable completion rates, i.e., that the ratio outlined in Table III is 0.90 or greater for each group. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on the same time period and student body used for the overall student completion rate and the same marginalized racial, ethnic, and/or Indigenous groups reported in the Racial and Ethnic Diversity credit. If the Racial and Ethnic Diversity credit is not being pursued, the following guidance applies:

The institution’s analysis must be based on the prevailing social characteristic(s) by which one or more dominant groups are distinguished from marginalized racial, ethnic, and/or Indigenous groups in the institution’s national context and for which data are available. This should include, at minimum, existing regional or national census categories. Recognizing the inherent challenges associated with socially constructed categories, however, an institution that has taken a more refined approach to defining marginalized groups (e.g., by recognizing more specific identities) are encouraged to include those figures to the extent the data allow. Groups that comprise less than 1 percent of the student population may be excluded.

International students may be included to the extent that they have self-identified as members of marginalized racial, ethnic, and/or Indigenous groups or else excluded from the analysis altogether. Other students who have not identified themselves as members of any groups (marginalized or dominant) must be included in the analysis and classified as part of a dominant group.

"---" indicates that no data was submitted for this field

Provide completion rates within a range of 0 to 100.

10.1 Completion rate for low-income students

Overall student completion rate:
79.0

Does the institution have completion rate data for low-income students?:
Yes

Completion rate for low-income students:
67.0

If data on low-income students is provided, the Reporting Tool will automatically calculate the following two figures:

Ratio of the completion rate for low-income students to the overall completion rate:
0.8481012658227848

Points earned for indicator PA 10.1:
0.0

10.2 Completion rate for students with marginalized gender identities

Does the institution have completion rate data for women and/or students with other marginalized gender identities?:
Yes

Completion rate for students that identify as women or other marginalized gender identities:
80.0

If data on students with marginalized gender identities is provided, the Reporting Tool will automatically calculate the following two figures:

Ratio of the completion rate for students that identify as women or other marginalized gender identities to the overall completion rate:
1.0126582278481011

Points earned for indicator PA 10.2:
1.0

10.3 Percentage of marginalized racial, ethnic, and/or Indigenous groups with equitable completion rates

Does the institution have completion rate data for students from marginalized racial, ethnic, and/or Indigenous groups?:
Yes

Total number of marginalized racial, ethnic, and/or Indigenous groups served by the institution:
8.0

Number of marginalized racial, ethnic, and/or Indigenous groups with equitable completion rates:
5.0

Narrative and/or website URL providing completion rates for each marginalized racial, ethnic, and/or Indigenous group served by the institution:

UVM Institution Profile

Document that includes completion rates for each marginalized racial, ethnic, and/or Indigenous group served by the institution:

If data on marginalized groups are provided, the Reporting Tool will automatically calculate the following two figures:

Percentage of marginalized, racial, ethnic, and Indigenous groups with equitable completion rates:
62.5

Points earned for indicator PA 10.3:
0.625

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Wellbeing & Work

Points Earned 6.25

Points Available 11.00

This impact area seeks to recognize institutions that have incorporated international best practices and just employment criteria into their health, safety, and human resources policies and initiatives. An institution’s people define its character and capacity to perform, therefore an institution’s achievements can only be as strong as its community. An institution can bolster the strength of its community by protecting the health and safety of its students and employees, involving them in the development and review of policies and procedures, and ensuring that wages, benefits, and working conditions for all campus workers are fair and ethical.

Credit	Points
Health, Safety and Wellbeing	3.00 / 3.00
Employee Rights	2.25 / 3.00
Pay Equity and Living Wage	1.00 / 5.00

Health, Safety and Wellbeing

Score	Responsible Party
3.00 / 3.00	**Erica Calioera** Vice Provost of Student Affairs Student Affairs

Criteria

11.1 Student wellbeing and assistance programs

An institution earns 1 point when it has programs for students that include A) physical health services, B) behavioral health services, C) sexual and reproductive health services, D) contemplative and/or spiritual activities, E) a campus safety committee that brings together students from vulnerable groups and management, F) an emergency financial assistance fund, and G) a student food security initiative. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution’s programs and initiatives. Services sponsored by entities of which the institution is part (e.g., government or university system) qualify as long as the institution actively participates in them.

11.2 Employee wellbeing and assistance programs

An institution earns 1 point when it has programs for employees that include A) physical health services, B) behavioral health services, C) fitness activities, D) contemplative and/or spiritual activities, E) a workplace health and safety committee, and F) an emergency financial assistance fund. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution’s programs and initiatives. Services sponsored by entities of which the institution is part (e.g., government or university system) qualify as long as the institution actively participates in them.

The direct participation of workers may qualify for criterion E., for example, when the workplace is too small to warrant a formal committee.

11.3 Smoke free environments

An institution earns 1 point when it A) prohibits smoking within all occupied buildings that it owns or leases and B) restricts outdoor smoking, or C) prohibits smoking and tobacco use across the entire campus. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution’s policies and programs. Policies adopted by entities of which the institution is part (e.g., government or university system) qualify as long as the policies apply to and are followed by the institution.

Report on “smoking” as defined by the institution (e.g., to include or exclude vaping).

"---" indicates that no data was submitted for this field

11.1 Student wellbeing and assistance programs

Does the institution make physical health services available to students?:
Yes

Narrative and/or website URL providing an overview of the institution's physical health services for students:

The University of Vermont offers on campus primary care services to all full-time undergraduate and graduate students. If specialty care or laboratory services are required, students are referred to the University of Vermont Medical Center.

Center For Health and Wellbeing

Does the institution make behavioral health services available to students?:
Yes

Narrative and/or website URL providing an overview of the institution's behavioral health services for students:

The University of Vermont offerson campus counseling and behavioral health services. Additionally, there is also a behavioral health provider embedded withinthe on-campus primary care health center.

Center For Health and Wellbeing - Services

Does the institution make sexual and reproductive health services available to students?:
Yes

Narrative and/or website URL providing an overview of the institution's sexual/ reproductive health services for students:

The University of vermont's primary care health center's providers can offer limited reproductive health services and do prescribe contraceptive medications as appropriate, and will refer students seeking other forms of contraception to local providers for considerationn of long acting reversible contraception procedures. The education and outreach component of the University's Center for health and wellbeing offers education and contraceptive supplies to students as well.

Does the institution make contemplative and/or spiritual activities available to students?:
Yes

Narrative and/or website URL providing an overview of the institution's contemplative and spiritual activities for students:

The Center for Health and Wellbeing does offer counseling and education around contemplative and mindfulness, as offers a studion in the Davis Center that can be used for yoga. We can also connect students with campus Recreation for additional access to yoga and other forms of exercise.

Does the institution have a campus safety committee that brings together students from vulnerable groups and management in the development and review of policies and procedures related to student safety and violence prevention?:
Yes

Narrative and/or website URL providing an overview of the institution's student safety and violence prevention committee:

Sexual Violence Prevention Council - Sexual Violence Response - Communication and Information - The council is an interdisciplinary group of students, staff, and faculty at UVM who identify and address needs related to sexual harm on campus. We aim to transform our campus' sexual violence prevention approach by identifying and meeting with stakeholders to collaborate on relevant initiatives and engaging with these partners to initiate theory driven and/or evidence-based innovative solutions. We do this by exploring environmental approaches that make sexual violence less likely to occur. Our goal is to reduce sexual harm within the UVM community and create a campus culture more supportive of survivors of harm.

- Chair: Sexual Violence Prevention and Education Coordinator (SVPEC), Elliot Ruggles, Ph.D.
- Charge: Coordination of prevention programming
- Staff: Center for Health and Wellbeing (CHWB) Outreach and Education and Public Health teams, PIVOT coordinator and CNHS faculty, student representation

Does the institution have an emergency assistance fund that provides grants or interest-free loans to students who are experiencing financial difficulties?:
Yes

Narrative and/or website URL providing an overview of the institution's emergency assistance fund for students:

The UVM Emergency Grant Program provides one-time financial grants to assist currently enrolled degree-seeking UVM students who are unable to meet immediate, essential expenses because of temporary hardship related to an unexpected situation or emergency.

UVM Emergency Grant Program

Does the institution have a food bank/pantry, meal donation program, or similar initiative that provides food at no cost to students experiencing food insecurity?:
Yes

Narrative and/or website URL providing an overview of the institution's student food security initiatives:

Rally Cat's Cupboard is a student-run food pantry that is open to any member of the UVM and greater Burlington community - no questions asked. It is a 501(c)(3) non-profit that is administered by the Food Systems Graduate Program.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 11.1:
0.9999999999999998

11.2 Employee wellbeing and assistance programs

Does the institution make physical health services available to employees?:
Yes

Narrative and/or website URL providing an overview of the institution's physical health services for employees:

UVM Cares – a case management referral services offices consisting of 1 RN, 2 NBC-HWCs, and 1 case manager. They are located on campus in a service agreement with the UVM Medical Center and Health Network organized by Human Resources and Benefits.

UVM Cares

Integrative Health and Wellness Coaching for Employees – a NBC-HWC dedicated to employees for in person and remote meeting options through a HIPPA compliant online platform. Supported by UVM Employee Wellness and the Osher Center for Integrative Health. Providing Employees with free confidential health and wellness coaching to focus on their goals through a wellness self-assessment, focusing on behavior change and healthy habit formation.

Integrative Health and Wellness Coaching

Epic Wellness - on campus chiropractic care for employees at various locations once a week. Employees book directly with the Epic Wellness and can utilize their insurance.

EDGE Well-Checks – on campus biometric screening and in-body scan monthly, followed up with a Registered Dietitian visit.

Employee Wellness - All Programs and Resources

Does the institution make behavioral health services available to employees?:
Yes

Narrative and/or website URL providing an overview of the institution's behavioral health services for employees:

UVM contracts with Invest EAP – and independent Vermont base Employee Assistance Program for 24/7 phone access to a free and confidential clinical care. Employees can also book an appointment online. Employees have access the website and number of screenings and resources. Employees are eligible for 3 sessions with a councilor and will at that point be referred to their needed care. Services are also available for managers and leaders to best support all employees with mental health.

Invest EAP

This contract for service is managed by Human Resource and Benefits, and UVM Employee Wellness support these efforts and fosters opportunity for engagment.

Does the institution make free or reduced cost fitness activities available to employees?:
Yes

Narrative and/or website URL providing an overview of the institution's fitness activities for employees:

UVM Employee Wellness offers a 30% discount for Group Fitness classes, as well as small group training classes, and Personal Training at the onsite UVM Campus Recreation facility. UVM Employees also have free access to the open recreation times at all facility locations within the Campus Recreation complex. UVM Employee Wellness also offers free Pickleball league.

UVM Campus Rec - Employee Wellness

Does the institution make contemplative and/or spiritual activities available to employees?:
Yes

Narrative and/or website URL providing an overview of the institution's contemplative and spiritual activities for employees:

UVM Division of Intercultural Excellence manages Intercultural Centers, including the Interfaith Center open to all religions, spirituality, or faith.

Interfaith Center

UVM Employee Wellness supports Employee access to the Yoga classes at UVM campus recreation as a part of their list of group fitness.

Group Fitness

UVM Employee Wellness supports Mindfulness and Mind/Body connection in experience, and support through Health and Wellness Coaching and Self-Assessment Wellness Wheel.

Programs that support mindfulness and meditation exist in the virtual platform, Be Well Vermont, for all employees, weekly medication live on zoom via the EDGE is available for registration, and in-person events – during events Fall 2025 - to 'Reimagine Mindfulness' and experience it in nature, community, and in the arts.

Employee Wellness

Does the institution have an institution-wide health and safety committee or network of committees that brings together workers and management in the development and review of workplace health and safety policies and procedures?:
Yes

Narrative and/or website URL providing an overview of the institution's workplace health and safety committees:

Employee Wellness has an Advisory Council, which meets quarterly to review initiatives, goal, objectives, budget, and calendar. The council discusses all aspect of Employee Wellness engagement, university initiatives and collaboration opportunities, and provides voice for the employee experience.

Division of Risk Managment at the University of Vermont has many departments focused on the missions of Promote safety and accident prevention, Manage the protection of University asset, both human and financial, and Minimize legal liabilities.

Risk Management

Human Resources utilizes a University Benefits Advisory Council to serve in an advisory capacity to the administration concerning policies and decision-making processes that bar on the full range of employee and retiree benefits programs at UVM. This has impact on workplace health for employees and families.

University Benefits Advisory Council

There is a network of safety committees that currently includes: the United Electrical Safety Committee, the Chemistry safety committee, the Institutional Biosafety committee, and the Radiation Safety committee

Does the institution have an emergency assistance fund that provides grants or interest-free loans to employees who are experiencing financial difficulties?:
Yes

Narrative and/or website URL providing an overview of the institution's emergency assistance fund for employees:

There are professional development grant programs available with in Staff Council, and other Unions for staff, faculty, and trained specialized positions on campus.

There is a Staff Emergency Loan Fund from Staff Council. Staff Council

The Staff Emergency Loan Fund (SELF) provides interest free loans on an emergency basis to University of Vermont permanent full time or part time staff members who have successfully completed their probationary period. SELF is supported through funds raised by the Staff Council and individual contributions from members of the University of Vermont community. SELF is overseen by the Staff Council through the Staff Council Office.

- SELF Eligibility and Procedures (PDF)
- SELF Application (PDF)

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 11.2:
1.0

11.3 Smoke free environments

Does the institution prohibit smoking within all occupied buildings owned or leased by the Institution?:
Yes

Does the institution restrict outdoor smoking?:
Yes

Does the institution prohibit smoking and tobacco use across the entire campus?:
Yes

Narrative and/or website URL providing an overview of the institution’s smoke-free policies:

Tobacco and Cannabis Free

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 11.3:
1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Employee Rights

Score	Responsible Party
2.25 / 3.00	**Lindsey Melo** Interim CHRO Human Resources

Criteria

12.1 Number of weeks of paid maternity leave

An institution earns 1 point when at least 24 weeks of paid, job-protected maternity leave are available to full-time employees. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution’s policies and procedures. Policies of and benefits provided by entities of which the institution is part (e.g., government or university system) qualify as long as they apply to and are followed by the institution.

Leave that is not job-protected and leave that is compensated at less than 60 percent of regular pay in total is excluded. Benefits may be provided by any combination of entities (e.g., government and/or institution), as long as the combined benefit meets the criteria. For example, a government-provided benefit that only pays 55 percent of income, but is supplemented by the institution to a total of at least 60 percent of income would qualify.

12.2 Percentage of employees eligible for paid all-gender family/medical leave

An institution earns 1 point when at least 85 percent of its employees are eligible for paid all-gender family/medical leave. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available from within the previous three years. Policies of and benefits provided by entities of which the institution is part (e.g., government or university system) qualify as long as they apply to and are followed by the institution.

Provisional employees (i.e., new hires with temporarily limited access to leave), employees on short-term contracts to cover for maternity or family/medical leave, and student workers may be excluded.

Leave that is not job-protected and leave that is compensated at less than 60 percent of regular pay in total is excluded. Benefits may be provided by any combination of entities (e.g., government and/or institution), as long as the combined benefit meets the criteria.

12.3 Published measures to protect employee rights

An institution earns 1 point when it publishes information on A) anti-harassment, B) grievance resolution, C) whistleblower protections, and D) freedom of association in a format that is accessible to all employees. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution’s published information. The information may be published, for example, in an employee handbook or equivalent resource.

"---" indicates that no data was submitted for this field

12.1 Number of weeks of paid maternity leave

Number of weeks of paid maternity leave:
8.0

Narrative and/or website URL providing an overview of the maternity leave options available to employees:

Eligible staff will receive eight weeks of paid parental leave for the following reasons:

- The birth of a child or placement of a child for adoption or foster care; or
- To bond with a child within one year of the child's birth or placement.

Faculty paid parental leave may be dependent on rank and years of service. Please consult your CBA or handbook for more information.

- https://www.uvm.edu/human-resources/growing-your-family
- https://www.uvm.edu/human-resources/employee-handbooks-and-contracts

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 12.1:
0.25

12.2 Percentage of employees eligible for paid all-gender family/medical leave

Percentage of employees eligible for paid all-gender family/medical leave:
91.0

Narrative and/or website URL providing an overview of the institution’s eligibility criteria for paid family/medical leave:

All employees in a benefit-eligible position at 0.75 FTE or more are eligible for paid parental leave regardless of gender or type of birth. This represents 91% of our UVM eligible employees.

https://www.uvm.edu/human-resources/employee-handbooks-and-contracts

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 12.2:
1.0

12.3 Published measures to protect employee rights

Does the institution publish information on anti-harassment in a format that is accessible to all employees?:
Yes

Does the institution publish information on grievance resolution in a format that is accessible to all employees?:
Yes

Does the institution publish information on whistleblower protections in a format that is accessible to all employees?:
Yes

Does the institution publish information on freedom of association in a format that is accessible to all employees?:
Yes

Narrative and/or website URL providing an overview of the institution's published measures to protect employee rights:

The University of Vermont provides information to employees about anti-harassment, grievance resolution, whistleblower protections, and freedom of association in a variety of formats. All topics are the subject of specific UVM policies that are published and updated as required. The University provides required training for new hires and annually thereafter for the anti-harassment policy, entitled Discrimination, Harassment, and Sexual Misconduct. The University also provides training for supervisors and managers relevant to these protections. The University publishes policies and resources relevant to the topics above at the following websites:

Discrimination, Harassment, and Sexual Misconduct

Grievance Policy for Non-Represented Staff

Employee Handbooks and Contracts

Freedom of Expression

Whistleblower Policy: Reporting, Protections and Non-Retaliation

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 12.3:
1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Pay Equity and Living Wage

Score	Responsible Party
1.00 / 5.00	**Lindsey Melo** Interim CHRO Human Resources

Criteria

13.1 Internal pay equity assessment

An institution earns 1 point for A) having conducted one or more internal pay equity assessments during the previous three years that B) are inclusive of academic and non-academic staff, C) explicitly address pay equity by gender identity, and D) explicitly address pay equity by racial, ethnic, and/or Indigenous identity, and E) for publishing the results of its internal pay equity assessments. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on pay equity assessments completed within the previous three years and the results of the most recent assessment. Collectively, these assessments must cover at least 50 percent of the institution’s employees (either directly or by representative sample). External (e.g., market-based) pay equity assessments do not qualify.

13.2 Percentage of employees that receive a living wage

An institution earns 3 points when A) it is a third party accredited living wage employer or B) 100 percent of its employees receive remuneration (i.e., base wage or salary plus qualifying in-kind benefits, cash bonuses, and allowances) equivalent to at least a living wage. Incremental points are available for criterion B based on the institution's performance within a range from 75 to 100 percent and earned as outlined in the Technical Manual.

Measurement

For criterion A, report on currently valid accreditations. To qualify as a living wage employer, accreditation program criteria must be reasonably consistent with the Anker Methodology and/or the living wage criteria included in STARS. An updated list of qualifying programs is available in the STARS Help Center.

For criterion B, report the most recent data available from within the previous three years and snapshots of a living wage and employee remuneration taken during the same performance period (e.g., fiscal or calendar year). This may be accomplished, for example, by exporting compensation data from the institution's human resources system and accessing an online living wage figure within the same month or academic term.

Include all individuals who are in a direct employment relationship with the institution according to national law or its application, i.e., both regular/permanent employees and short-term/casual employees. Because of the diverse ways that student employment may be structured, however, undergraduate student employees and graduate students who are classified as non-academic employees may be excluded. Graduate students paid for teaching or research responsibilities should be included to the extent that they are classified as direct academic employees in the institution's human resources system.

Consistent with the Global Living Wage Coalition, a living wage is a family concept. An institution's living wage must be based on a family of four (assuming two adults in paid employment) or the nearest alternative available in its national context. A family of four is used to help harmonize different living wage standards and to support international comparability. It is not assumed to be the most common or representative family size.

To determine the living wage, use the most relevant national standard or methodology listed in the STARS Help Center. A US institution, for example, must report the local living wage for "2 Adults (both working), 2 Children" published by the Massachusetts Institute of Technology Living Wage Calculator.

An institution with satellite campuses should use the main campus location to determine the living wage amount, if available, or else a relevant state/provincial, regional, or national living wage.

The pay for employees who are hired on a grant, stipend, or contract basis must be converted into hourly figures, for example, based on the average or expected number of hours worked per course, credit hour, or term. Hourly compensation for employees working on a grant, stipend, or contract basis must include all hours that are necessary to perform the employee's duties, such as class preparation and grading time. For example, an employee must be credited a minimum of 2.25 hours of service per week for each hour of teaching or classroom time in that week.

Otherwise, an institution may convert salary data to hourly figures based on the standard work week and year used for waged workers.

Remuneration may include wages, salaries, and extra-wage components that address the basic needs of employees and their families. To qualify, an extra-wage component must address a basic need that is accounted for in the living wage methodology that is used. In the US, for example, this includes expected and regular cash bonuses, employer contributions to health insurance, retirement plans, and other savings vehicles, and allowances for childcare, commuting, and meals. It excludes work expenses, life insurance, paid leave, disability benefits, student loan and tuition assistance, and allowances for services such as gym membership and legal assistance.

13.3 Percentage of significant contractors that pay a collectively determined or living wage

An institution earns 1 point when it is able to verify that each of its significant contractors meets at least one of the following criteria:

A. The contractor is a third party accredited living wage employer or otherwise ensures that all of its on-site employees receive remuneration equivalent to at least a living wage.
B. The contractor's lowest-paid, on-site employees are covered by a collective bargaining agreement (i.e., a union contract).
C. The contractor is a worker cooperative.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

For criterion A, report on currently valid accreditations.

For criterion B, report on the institution's most recently established agreements with significant contractors and the living wage reported in indicator 13.2. If no qualifying information is available for a contractor, report conservatively by assuming that its employees are earning the legal minimum wage.

An institution that is accredited as a living wage employer under a standard that is inclusive of its significant contractors (e.g., Living Wage for US) may report on that basis rather than apply the STARS criteria.

"---" indicates that no data was submitted for this field

13.1 Internal pay equity assessment

Has the institution conducted one or more internal pay equity assessments during the previous three years to identify disparities that are not attributable to skills, responsibilities, or level of experience?:
No

Description of the methodologies used to assess internal pay equity:

Are the pay equity assessment(s) inclusive of both academic and non-academic staff?:
No

Do the pay equity assessment(s) explicitly address pay equity by gender identity?:
No

Do the pay equity assessment(s) explicitly address internal pay equity by racial, ethnic, and/or Indigenous identity?:
No

Does the institution publish the results of its internal pay equity assessments?:
No

Published results of the institution’s most recently finalized internal pay equity assessment:

Online resource where the results of the institution’s internal pay equity assessments are available:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 13.1:
0.0

13.2 Percentage of employees that receive a living wage

Is the institution a third party accredited living wage employer?:
No

Narrative and/or website URL detailing the institution’s living wage accreditation:

Provide wage figures in the institution’s local currency and expressed as hourly rates.

Local currency code:
USD

Performance year for living wage:
2025

Living wage:
40.48

Standard or methodology used to determine the living wage:

“2 Adults (both working), 2 Children” for Chittenden County

Wage floor for regular/permanent employees:
18.5

Wage floor for short-term/casual academic staff:
43.45

Wage floor for short-term/casual non-academic staff:
18.5

Percentage of employees that receive remuneration equivalent to at least a living wage:
67.2

Narrative outlining the forms of remuneration included in the living wage calculations:

Medical insurance, dental insurance, long-term disability coverage, life insurance coverage for the employee, retirement contributions, Social Security/Medicare contributions, and tuition remission. These items encompass UVM’s “fringe rate”.

Has the institution made a formal commitment to pay a living wage?:
No

Narrative and/or website URL detailing the institution’s formal commitment to pay a living wage:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 13.2:

0.0

13.3 Percentage of significant contractors that pay a collectively determined or living wage

Does the institution have one or more significant contractors?:
Yes

Documentation affirming that the institution has no significant contractors:

Total number of significant contractors:
1.0

Number of significant contractors known to pay a collectively determined or living wage:
1.0

Description of the methodology used to determine which significant contractors pay a collectively determined or living wage:

Collective Bargaining Agreement entitled “Agreement between Sodexo Operations and New England Joint Board, UNITE HERE, AFL-CIO"

The Reporting Tool will automatically calculate the following two figures:

Percentage of significant contractors that pay a collectively determined or living wage:
100.0

Points earned for indicator PA 13.3:
1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Innovation & Leadership

Innovation & Leadership

Points Earned 10.00

Points Available 10.00

The credits in this category are optional and recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured in STARS. An institution may add any number or combination of these credits to its report, however the maximum number of bonus points applied toward scoring is 10.

Credit	Points
Sustainability Course Designation	1.00 / 1.00
PILOT Program	1.00 / 1.00
Trademark Licensing Monitoring and Verification	1.00 / 1.00
High Performance Building Certification	1.00 / 1.00
Red Listed Foods	1.00 / 1.00
Sustainable Dining Recognition	1.00 / 1.00
Bicycle Friendly Recognition	1.00 / 1.00
Shared Mobility Program	1.00 / 1.00
Sustainability Projects Fund	1.00 / 1.00
Universal Design	1.00 / 1.00

Sustainability Course Designation

Score	Responsible Party
1.00 / 1.00	**Jennifer Dickenson** Vice Provost of Academic Affairs and Student Success Academic Affairs and Student Success

Criteria

An institution earns 1 bonus point when it formally designates sustainability course offerings from multiple academic departments or units in its official course catalog or listing.

Measurement

Report on current policies and practices.

The designation might take the form of an identifying symbol or code to help students distinguish sustainability courses from other courses (e.g., a sustainability filter in an online catalog or a sustainability tag in a printed catalog). Identification of courses offered by a sustainability-focused academic subdivision (e.g., courses offered by a Sustainability Studies department and denoted with a “SUST” prefix) is not sufficient in the absence of course-level designations that encompass courses offered by multiple departments or units.

"---" indicates that no data was submitted for this field

Does the institution formally designate sustainability course offerings from multiple academic departments or units in its official course catalog or listings?:
Yes

Description of the sustainability course designation program:

Courses that meet UVM's sustainability criteria are awarded an SU designation by the Registrar's Office, recognizing their integration of sustainability principles into course content and learning objectives. This designation signals to students that a course meaningfully engages with environmental, social, or economic sustainability topics, helping them intentionally build sustainability literacy into their academic journey. The accompanied link provides a list of all SU designated courses. These are all designated as SU in the course catalogue attached. They are also searchable and filterable in the registration portal enrolled students can access, making it easy for students to identify and enroll in sustainability-focused offerings across a wide range of disciplines.

Published course catalog where the sustainability course designations appear:
20242025UndergradwCover.pdf

Official online listings where the sustainability course designations appear:
https://catalogue.uvm.edu/undergraduate/courses/ccc/cgv/sus/

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

PILOT Program

Score	Responsible Party
1.00 / 1.00	**Amanda Clayton** Executive Director of Facilities Management Facilities Management

Criteria

An institution earns 1 bonus point when it participates in a payment in lieu of taxes (PILOT) or equivalent program designed to compensate local authorities for public funds lost due to the institution’s tax exempt properties or status.

Measurement

Report on the current status of the institution’s programs.

"---" indicates that no data was submitted for this field

Does the institution participate in a payment in lieu of taxes (PILOT) or equivalent program?:

Yes

Description of the payment in lieu of taxes (PILOT) or equivalent program:

Currently UVM participates three agreements with the City of Burlington that are equivalent to PILOT programs.

Under the current Payment for Services Agreement, dated June 24, 2019, UVM provides the City of Burlington with a voluntary payment for certain municipal services typically funded by taxes. UVM FY26 payment was $1,539,239.

Under a separate Capital Agreement dated February 28, 2018, the University pays the City of Burlington $386,000 annually as contribution to the City's Ten-Year Capital Plan to support the City remaining a vibrant, affordable, and sustainable community.

Under a site-specific PILOT agreement dated March 16, 1989, which is related to UVM Medical Center's (UVMMC) use of UVM property at 1 South Prospect Street, UVM pays the City of Burlington a PILOT payment equal to a base amount reduced by the taxes paid for the 52 South Williams parcel, adjusted by the percent space used by UVMMC by University Health Center. FY26 UVM paid $177,724 and UVMMC reimburses us for that payment under their lease.

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Trademark Licensing Monitoring and Verification

Score	Responsible Party
1.00 / 1.00	**Natalie Guillette** Director Purchasing

Criteria

An institution earns 1 bonus point when it is a member of the Fair Labor Association (FLA), the Worker Rights Consortium (WRC), or an equivalent independent trademark licensing monitoring and verification organization approved by AASHE.

Measurement

Report on the current status of the institution's membership. Membership in monitoring and verification organizations by the institution's suppliers and/or licensees is not sufficient to earn points in this credit.

"---" indicates that no data was submitted for this field

Is the institution currently a member of a qualifying trademark licensing monitoring and verification organization?:
Yes

Narrative and/or website URL providing information about the institution's membership of a qualifying trademark licensing monitoring and verification organization:

The University of Vermont is a member of two organizations dedicated to combating abusive labor practices and protecting the rights of workers who make collegiate merchandise and other products. These two organizations are the Fair Labor Association (FLA) and the Workers Rights Consortium (WRC).Verm ont licensees must join the FLA and must comply with the Codes of Conduct of both the FLA and WRC as well the University's own Code of Conduct.

FAQ – UVM Licensing Program
UVM_Brochure2.pdf
UVM Licensing Program

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

High Performance Building Certification

Score	Responsible Party
1.00 / 1.00	**Amanda Clayton** Executive Director of Facilities Management Facilities Management

Criteria

An institution earns 1 bonus point when it has at least one building that is certified at the highest achievable level under a green building rating system (i.e., Living, Platinum, Outstanding, or equivalent).

An updated list of qualifying standards is available in the STARS Help Center.

Measurement

Report on the current certification status of the institution's buildings.

"---" indicates that no data was submitted for this field

Does the institution have at least one building that is certified at the highest achievable level under a green building rating system?:

Yes

Narrative and/or website URL providing information about the institution's certified high performance buildings:

https://www.uvm.edu/rsenr/george-d-aiken-center

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Red Listed Foods

Score	Responsible Party
1.00 / 1.00	

Criteria

An institution earns 1 bonus point when it and/or its contracted food service management company have banned or eliminated the purchase of at least one food or beverage product type or production method due to its negative social, environmental, or health impacts. Examples include:

- Animal products from concentrated animal feeding operations (CAFOs) or the equivalent
- Bottled water
- Genetically modified foods
- Palm oil
- Red list fish and seafood products (e.g., products designated as “Avoid” or “Not Recommended”), as identified by Monterey Bay Aquarium Seafood Watch or a similar sustainable fish and seafood program.

Measurement

Report on the current policies and/or practices of the institution’s self-operated dining services or the institution’s contracted food service management company.

To qualify, the initiative must exceed or be additional to minimum regulatory compliance or existing prohibitions/bans in the institution’s jurisdiction.

"---" indicates that no data was submitted for this field

Has the institution or its contracted food service management company banned or eliminated the purchase of at least one food or beverage product type or production method due to its negative social, environmental, or health impacts?:

Yes

Narrative and/or website URL providing an overview of the red-listed products or production methods:

https://www.uvm.edu/policies/packaged-drinking-water

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Sustainable Dining Recognition

Score	Responsible Party
1.00 / 1.00	

Criteria

An institution earns 1 bonus point when at least 50 percent of its on-site food service establishments are formally recognized for leadership in sustainable dining by a national or international assessment or awards program. Partial points are available. An institution with at least one food service establishment that is formally recognized by a qualifying assessment or awards program earns 0.5 bonus points.

An updated list of qualifying programs is available in the STARS Help Center.

Measurement

Report on recognition achieved during the previous three years and currently valid certifications.

An institution that has earned an award or certification for a multi-establishment dining program may report establishments operated by the program and included in the awards or certification process as “recognized”.

If a food court includes independently branded or operated franchises or retailers, those franchises or retailers should be treated as distinct establishments to the extent feasible. Otherwise, a food court may be treated as a single establishment.

"---" indicates that no data was submitted for this field

Percentage of on-site food service establishments formally recognized for leadership in sustainable dining by a qualifying assessment or awards program:

75 to 100

Narrative and/or website URL providing information about the formal recognition the institution’s dining services have received for leadership in sustainable dining:

University of Vermont was a 2025 national Gold level winner of the Sustainable Procurement Award from The National Association of College & University Food Services (NACUFS). This honor is awarded to operations with the best sustainable procurement programs. This includes, but is not limited to, programs with an emphasis on buying local, animal welfare, sustainable seafood, carbon footprint, and social equity. https://patch.com/vermont/burlington-vt/sodexo-vermont-first-program-wins-national-gold-award

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Bicycle Friendly Recognition

Score	Responsible Party
1.00 / 1.00	**Gioia Thompson** Sustainability Strategist UVM Office of Sustainability

Criteria

An institution earns 1 bonus point when it is formally recognized for leadership in cycling infrastructure and support by a national or international external assessment or awards program.

An updated list of qualifying programs is available in the STARS Help Center.

Measurement

Report on the institution's current certification or recognition status.

"---" indicates that no data was submitted for this field

Is the institution currently recognized for leadership in cycling infrastructure and support by a qualifying program?:

Yes

Narrative and/or website URL providing information about the institution's bicycle friendly recognition:

League of American Bicyclists, Gold Level Bicycle Friendly University
https://bikeleague.org/wp-content/uploads/2025/11/BFU_Master_Award_List_2025.pdf

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Shared Mobility Program

Score	Responsible Party
1.00 / 1.00	**Amanda Clayton** Executive Director of Facilities Management Facilities Management

Criteria

An institution earns 1 bonus point when it has a program to incentivize the use of at least two of the following shared mobility options:

A. Public transportation
B. Bicycle or scooter sharing
C. Car sharing or carpooling

Partial points are available. An institution that has a program to incentivize at least one of the options earns 0.5 bonus points.

Measurement

Report on current programs and initiatives. Incentives may include providing free or reduced cost access or hosting/managing a program on-site. Programs available in the local community do not qualify in the absence of on-campus access that is actively incentivized by the institution.

"---" indicates that no data was submitted for this field

Does the institution have a program designed to incentivize the use of public transportation?:
Yes

Description of the institution’s programs designed to incentivize the use of public transportation:

UVM provides fare-free, unlimited access to the Green Mountain Transit system for all UVM full-time students, staff and faculty. Rewards programs are available for employees who log their bus commute and a guaranteed ride home program provides flexibility and assurance. https://www.uvm.edu/transportation/green-mountain-transit

Does the institution have a bicycle or scooter sharing program?:
No

Description of the institution’s bicycle or scooter sharing program:

Does the institution have a car sharing or carpool program?:
Yes

Description of the institution’s car sharing or carpool program:

Free departmental membership offered through CarshareVermont. Discounts for University affiliates. https://www.uvm.edu/transportation/carshare-vt

Carpool Program can reduce the Green parking permit expense up to 75% or more when driving with UVM colleagues: https://www.uvm.edu/transportation/employee-carpool-program

UVM further subsidizes the State of Vermont's Vanpool Program: https://www.uvm.edu/transportation/vanpool

UVM promotes the Go! Vermont carpool matching tool: https://www.connectingcommuters.org/information-and-schedules/ridesharing/carpool/

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Sustainability Projects Fund

Score	Responsible Party
1.00 / 1.00	**Gioia Thompson** Sustainability Strategist UVM Office of Sustainability

Criteria

An institution earns 1 bonus point when it has a dedicated fund (e.g., a green fund) that is ongoing (i.e., not a one-time award or grant) to support campus sustainability projects that includes a multi-stakeholder decision-making process to determine which projects receive funding.

Measurement

Report on current programs and initiatives.

"---" indicates that no data was submitted for this field

Does the institution have a dedicated fund to support campus sustainability projects that is ongoing and includes a multi-stakeholder decision-making process to determine which projects receive funding?:
Yes

Name of the institution’s sustainability projects fund:
Sustainable Campus Fund

Which of the following best describes the primary source of funding for the sustainability projects fund?:
Student fees

Year the institution’s sustainability projects fund was established:
2008

Narrative and/or website URL providing an overview of the institution’s sustainability projects fund:

The Clean Energy Fund was created in 2008 by students with a vision of enhancing a culture of sustainability, innovation, and research on campus through a self-imposed $10 per semester fee for all students, generating about $230,000 annually.

In 2020 the scope of the Fund was broadened to include all three pillars of sustainability (social equity, ecological health and economic viability) and was renamed the Sustainable Campus Fund (SCF).

The priority of the fund is to support campus sustainability projects that reduce the University's impact on climate and the environment by preparing for and making the necessary changes at UVM to address the climate crisis.

https://www.uvm.edu/sustainabilityoffice/sustainable-campus-fund

Narrative outlining the multi-stakeholder decision-making process used to determine which projects receive funding through the sustainability projects fund:

The University of Vermont’s Sustainable Campus Fund supports projects that advance campus sustainability, climate action, and student engagement. The fund, financed through a student fee, is governed through a multi-stakeholder process designed to ensure transparency, collaboration, and alignment with institutional priorities.

Decision-Making Structure: The Sustainable Campus Fund Committee is the central decision-making body and includes representation from students, faculty,and staff. Members are appointed for renewable two-year terms. The Committee reviews proposals, evaluates them using published criteria, and makes funding recommendations to the Vice President for Finance, who has final approval authority.

The Infrastructure Subcommittee, composed of representatives from Planning, Design & Construction, the Physical Plant Department, and the Office of Sustainability, provides technical review of infrastructure-related proposals. This ensures feasibility, alignment with the Campus Plan, and coordination across departments.

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Universal Design

Score	Responsible Party
1.00 / 1.00	

Criteria

An institution earns 1 bonus point when it has published universal design (UD) guidelines or principles that exceed or are additional to regulatory compliance and apply to the entire institution. These guidelines or principles may cover the built environment, event management, pedagogy, printed materials, and technology for example.

Measurement

Report on the current status of the institution’s policies and initiatives.

"---" indicates that no data was submitted for this field

Does the institution have published universal design (UD) guidelines or principles that exceed or are additional to regulatory compliance and apply to the entire institution?:
Yes

Narrative and/or website providing information about the institution’s universal design guidelines or principles:

https://www.uvm.edu/accessibility-services/universal-design-classroom

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:
