



# COMMUNITY RESILIENCE FRAMEWORK:

An assessment and evaluation for UBC's  
Centre for Community Engaged Learning (CCEL)

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# Contents

Acknowledgements	2
Executive summary	2
Introduction	3
Purpose and objectives	4
Context	4
Approach and methods	8
Findings: What the survey told us	11
Community resilience resonates with organizations	11
Most common sectors: Education K-12 and Health & Wellbeing	13
Most common CCEL program: Course-based projects	14
Most relevant domains: Social Capital and Health & Wellbeing	15
CCEL strongly supports social networking and knowledge-sharing	17
Health & Wellbeing: Social isolation, special needs and support services	18
Environment: A gap and an opportunity	19
Economic Security overlaps with other domains	20
Social activities lead the way; technical activities are opportunities	21
Findings: What the interviews told us	21
Feedback on community resilience and framework	21
Next steps	24
Discussing resilience with community partners	24
Addressing opportunities for CCEL programming	25
From surveying to supporting	25
References	28
Appendices	29

## Executive summary

The Centre for Community Engaged Learning (CCEL) at UBC fosters experiential learning by bringing students, staff and faculty together with community partners to work through complex real-world issues. Recent years have seen an upsurge of interest in the subject of resilience, the ability of communities to thrive amid change. Fostering resilience in the community forms an important component of CCEL's mission. To explore how CCEL could strengthen its efforts in this area, in 2018 CCEL developed a Community Resilience Framework (CRF). In spring–summer 2019, CCEL evaluated the CRF as a framework and as an assessment tool.

### Key findings from the evaluation

- CCEL's community partners widely recognize resilience as relevant to their work and support the framework's holistic view of resilience.
- Social capital ranked robustly as the area within community resilience considered most relevant to partners' work, followed by health & wellbeing.
- Community partners most commonly reported receiving support from CCEL on activities characterized by social dimensions, such as encouraging social networking and the sharing of knowledge or experience.
- Community partners less often reported receiving support from CCEL on activities requiring technical skills in environmental or financial management.

### Key recommendations

- **Sharing** the framework and this evaluation with faculty and community partners to raise awareness of resilience and its connections to their work
- **Building** concepts of resilience into UBC course outcomes and assessments
- **Strengthening** recognition among community organizations of the environmental and economic aspects of resilience
- **Leveraging** existing CCEL programs to introduce and explore ideas about resilience
- **Developing** communication tools such as infographics to spread awareness of resilience

## Introduction

The Centre for Community Engaged Learning (CCEL) is a collaborative nexus at the University of British Columbia whose role is to foster relationships between UBC and the larger community of Metro Vancouver. CCEL brings students, staff and faculty together with partners both within and external to UBC to work through complex real-world issues. In this way, CCEL facilitates experiential learning through academic courses, programs, grants, workshops and events, giving undergraduate and graduate students the opportunity to work on today's challenging problems.

Recent years have seen an upsurge of interest in the subject of resilience. This interest emerges both from environmental and infrastructural concerns and from the social arena encompassing human health and economic security. Fostering resilience in the community forms an important component of CCEL's overall mission. Yet the practical connections between resilience and CCEL's programming have not been well understood.

To explore how CCEL fosters resilience or could strengthen its efforts in this area, in 2018 CCEL developed a Community Resilience Framework (CRF) based on an extensive review of available resources and literature.<sup>1</sup> The framework embraces the concept of *community resilience* as “the existence, development, and engagement of community resources by community members to thrive in an environment characterized by change, uncertainty, unpredictability, and surprise” (Magis, 2010, cited in Heckelman, 2018, p. 8).

The CRF is conceived both as a framework in principle and as a practical assessment tool through which CCEL can evaluate its supports to community partners. Development of the framework constituted Phase I of CCEL's efforts to understand the connections between resilience and CCEL's programming.

In spring 2019, CCEL embarked upon a Phase II whose goal was to validate and evaluate the CRF as a framework and as an assessment tool. This report presents the design and findings of this Phase II evaluation. It presents recommendations for how CCEL can deploy the framework in interactions with community partners going forward.

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<sup>1</sup> Amber Heckelman, [CCEL – Community Resilience Framework: A Tool for Assessing the Impact of CCEL's Programming on Community Resilience](#), Centre for Community Engaged Learning (CCEL), UBC, 2018.



## Purpose and objectives

This evaluation of CCEL’s Community Resilience Framework (CRF) has two key objectives relating to validation, followed by a third objective relating to program evaluation:

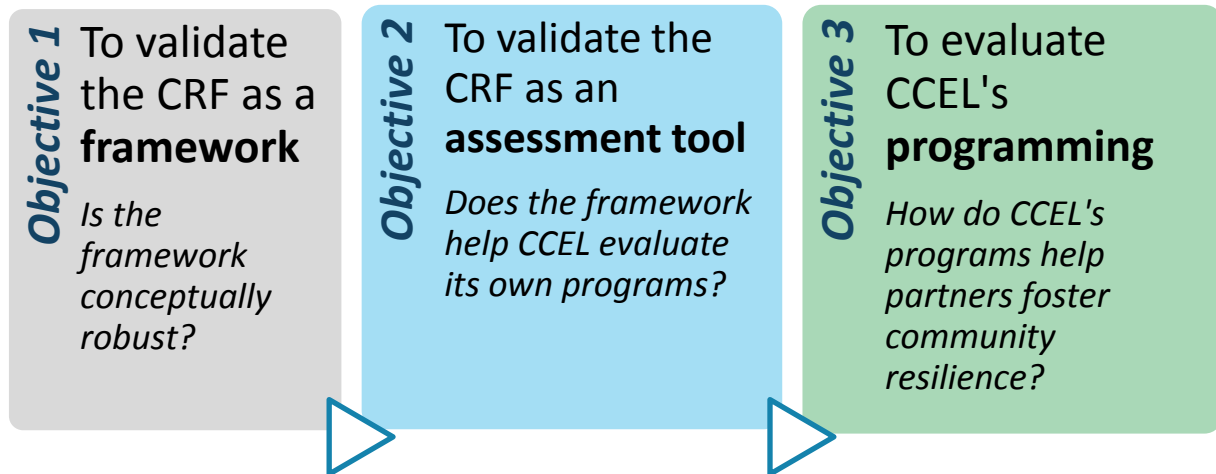


Figure 1: Objectives of Community Resilience Framework (CRF) evaluation

## Context

### A holistic view of community resilience

Community resilience is highly context-dependent. There is no one way to define or measure it for all situations and for all individuals or organizations. CCEL’s framework takes a holistic approach by outlining 5 **domains** in which community resilience can manifest. Each domain is characterized by 5 **features**, as shown in Table 1 (see pp. 5–6).

Table 1: Summary of CCEL’s Community Resilience Framework (CRF)

Domains	Features
<b>SOCIAL CAPITAL</b>  <i>Building capacities to withstand and overcome adversity through continual learning and collaboration</i>	Personal development
	Social learning
	Reflexive learning
	Self-organizing
	Agency
<b>ENVIRONMENT</b>  <i>Maintaining healthy ecosystems, promoting sustainability and ensuring that infrastructure is well-maintained and accessible</i>	Recognizes co-evolution of social and natural systems
	Accessible infrastructure
	Disaster-prepared
	Exhibits renewal
	Contains redundancies
<b>HEALTH &amp; WELLBEING</b>  <i>Overcoming adverse effects of shocks and stressors by ensuring access to support services and promoting inclusion</i>	Copes with stress
	Promotes wellness
	Well supported
	Sense of belonging
	Food security/sovereignty
<b>ECONOMIC SECURITY</b>  <i>Supporting diverse economies, equity and equality as mechanisms for improving living standards and reducing vulnerabilities</i>	Assets
	Financial resources
	Equity/Equality
	Autonomy
	Fosters worth

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<b>PARTNERSHIPS</b>  <i>Building partnerships across communities, sectors and scales to foster interaction, communication, connection and cooperation among diverse stakeholders</i>	Researchers, academics & think tanks
	Community organizations
	Businesses
	Philanthropic foundations
	Service providers
	Governments

Within each of the first 4 **domains** (social capital, environment, health & wellbeing, and economic security), each **feature** contains three **components** (shown below), or variations in which the feature might take form. In turn, each component comes with a specific **indicator** (shown below) by which the component can be measured. As an example, Figure 2 illustrates the breakdown of two of the components and indicators for the “personal development” feature within the social capital domain:

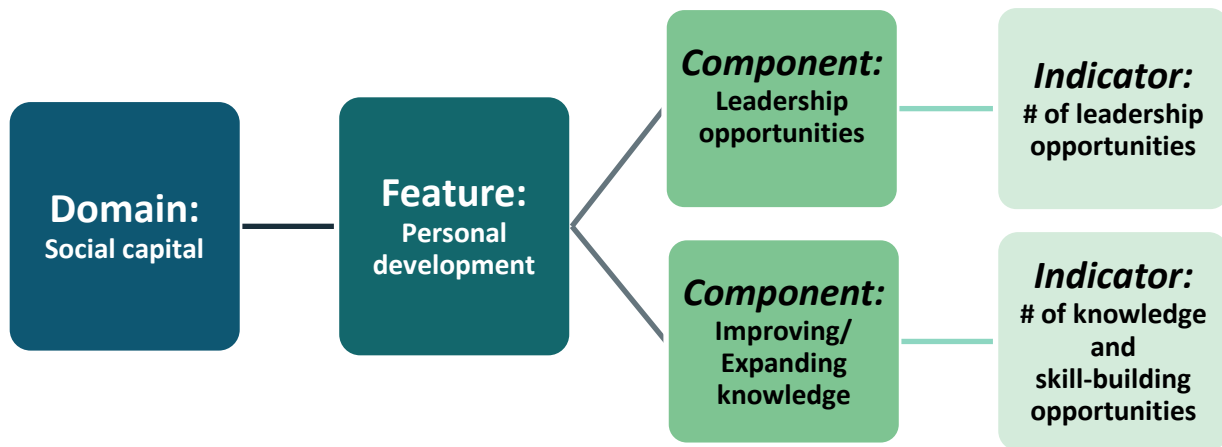


Figure 2: Example of social capital, displaying Community Resilience Framework (CRF) structure

The fifth domain, partnerships, is structured differently. Its features are categories of stakeholders rather than characteristics. Each of these comes with indicators of its own.

For a table of the entire framework including all components and indicators, see Appendix A, p. 30.

## Supporting goals of CCEL and UBC

The focus on community resilience in the Community Resilience Framework (CRF) and this evaluation serves the following goals and strategies at CCEL and UBC:

### CCEL's goals

This evaluation supports CCEL's stated Mission, Vision, Values and Priorities. In particular, this evaluation serves CCEL's vision of supporting "informed, educated and resilient citizens activating meaningful change."

The project also supports the outcomes CCEL has established for guiding its programming. CCEL categorizes these into both Long-Term Outcomes and Medium-Term Outcomes. The Medium-Term Outcomes serve the Long-Term Outcomes and serve as goals for CCEL's interactions with students, faculty and community. Specifically, the Medium-Term Outcomes include the 5 community resilience domains among the core principles that it aims to incorporate into its programming for these constituencies (see Appendix B, p. 34).

### UBC's goals

Developing and evaluating the framework within CCEL supports the health and wellbeing aspects of resilience articulated under the *Okanagan Charter* and the *Wellbeing Strategic Framework*.

#### ***Okanagan Charter***

The [\*Okanagan Charter: An International Charter for Health-promoting Universities and Colleges\*](#) (2016) is a broad-based framework for fostering health at universities guided by two key areas of action. The first is to "embed health into all aspects of campus culture, across the administration, operations and academic mandates," while the second is to "lead health promotion action and collaboration locally and globally" (*Okanagan Charter*, 2016, p. 3).

#### ***UBC Wellbeing Strategic Framework***

Developed under the *Okanagan Charter*, UBC's [\*Wellbeing Strategic Framework\*](#) is a broad-reaching approach to campus health and wellbeing that underscores the importance of supporting mental health and resilience. The Wellbeing Strategic framework states: "Enhancing mental health literacy, creating a supportive campus culture, and ensuring that faculty, staff, and students have the resources to help them understand mental health issues, *and improve resiliency and coping skills*, are key to living, learning, working well, and supporting one another" (p. 10, emphasis added).

## Approach and methods

The scope of the framework poses challenges for its testing and eventual use in the community. It needed simplification before we could evaluate it as a framework and assessment tool. With 5 domains, 20 features, 6 stakeholder categories, 25 features, 60 components and 77 indicators, we needed to narrow it down before piloting it with community partners. The following sections describe how we tailored the framework to bring it out to the community.

### Designing the evaluation: Balancing breadth and depth

We planned to distribute a brief online survey to our partner list as a whole, then to interview 3 selected partners in depth. The online survey was based on a selection of questions adapted from the framework. Figure 3 illustrates the process we planned:

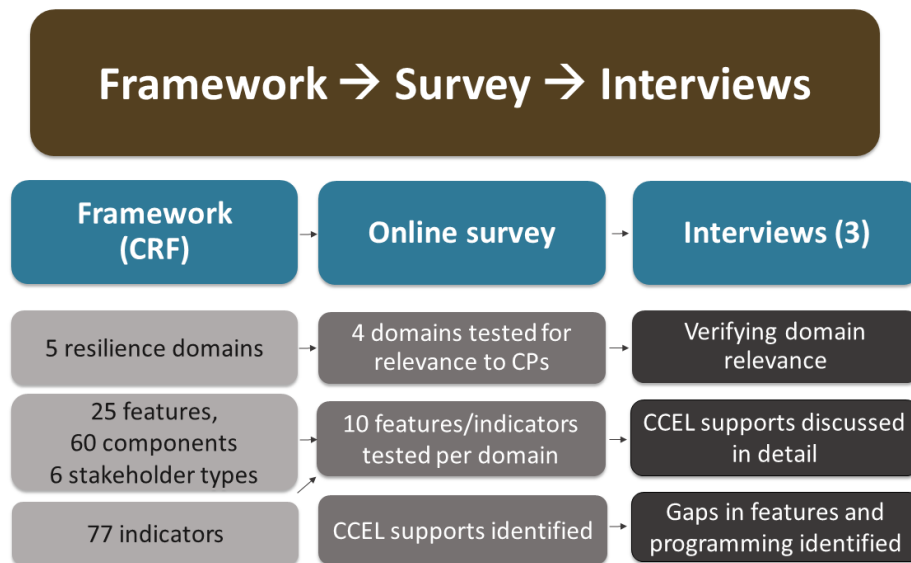


Figure 3: Structure of Community Resilience Framework (CRF) evaluation

We invited respondents to participate in this evaluation as representatives of organizations, not as individuals. We phrased our survey and interview questions so as to make it clear that we were asking them to speak from the perspective of the mandates of their organizations.

## Narrowing down the framework

The following parameters guided selection of framework features and indicators for inclusion in the evaluation:

- **Partnership domain removed:** The partnerships domain differs qualitatively from the preceding four. Partnerships occur across the other domains identified. We judged that the intersectionality of partnerships with the other domains had the potential to confuse our evaluation by making it difficult to disaggregate data collected on partnerships from data on the other domains. To streamline our assessment, we omitted the partnerships domain from the evaluation.
- **Features and indicators considered together as examples:** Features and indicators were adapted into examples of *activities* within each domain.
- **Domains equally weighted:** For each of the 4 domains, we included 10 activities (total 40).
- **Diverse activities represented:** Within each domain, diverse activity types and sectors were represented to the extent possible.
- **Understandable examples and language:** We chose examples that we could describe concretely rather than abstractly, so that partners could understand them easily.
- **Quantitative metrics:** We omitted asking partners for quantitative information to avoid imposing time burdens by asking them for data that they would need to look up. (See “Consider qualitative rather than quantitative indicators,” p. 24.)

## Time constraints

Both the time of year (late spring to summer) and the limited number of hours placed constraints on the project’s scope and design.

Open during the first two weeks of June, the online survey attracted a strong response rate (25%). On the survey, a high percentage (68%) of respondents indicated willingness to speak with CCEL further about community resilience. Yet the tight project deadlines and summer timing made it difficult to find partners available to interview within our schedule. We completed 2 interviews (June 25 and June 26) but were unable to complete a third. Data collection therefore closed with 2 interviews.

## Selection bias

Selection bias was present in this evaluation as CCEL’s distribution list of community partners was very likely skewed toward organizations that were already interested in issues of community resilience. Moreover, as in any opt-in survey, respondents were self-selected.

Selection bias has implications for data generalizability. Responses were weighted toward partners that already identified resilience as an important topic. Presumably, organizations that considered resilience irrelevant to their work were less inclined to take the survey to begin with.

## Survey questions

The online survey gathered a baseline of answers from CCEL’s past, present and prospective community partners on the following issues:

- **Relevance:** Did community partner organizations (current and prospective) perceive community resilience as relevant to their work?
- **Domains:** Which of the 4 community resilience domains studied seemed most relevant to partner organizations? The survey asked respondents to rank the 4 domains for relevance to their organizations’ work. For organizations that had worked with CCEL in the past, the survey asked them to indicate activities they had conducted with CCEL support for the 2 domains they considered most relevant.
- **CCEL’s impact:** Did partner organizations feel that CCEL’s programs helped them foster resilience? If so, in what ways?
- **Gaps in CCEL programming:** Does CCEL’s programming support community resilience in some domains more than others? If so, which? What can this weighting teach us about gaps in CCEL’s programming?
- **Further engagement:** Which partner organizations would be willing to discuss community resilience further with CCEL?

For the complete text of the survey, see Appendix C, p. 36.

## Survey distribution

On June 3, 2019, we emailed an invitation containing the survey link to 261 past, present and prospective CCEL community partners. The survey closed at 11:59 pm on June 14.<sup>2</sup>

In the findings that follow, representatives of partner organizations are called “respondents,” while the organizations themselves are called “organizations.”

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<sup>2</sup> Respondents who started but did not complete the survey had a grace period of one week from date of first attempt to re-enter and complete it, up to June 21. On that day, the survey closed completely.

## Goals of interviews

1. *To pilot* the framework in greater depth than the online survey would allow
2. *To develop a method* for engaging CCEL's partners and eliciting information about community resilience that would help CCEL shape its own programming

Given the small number of partner organizations interviewed (2), the interviews were exploratory. No two organizations can represent all community partners. We treated the interviews as opportunities to pilot ways of translating the framework into a simplified assessment tool.

## Selecting interview candidates

In approaching candidates for interviews, we considered these factors:

- Willingness to engage (expressed on online survey)
- Representation of different domains in partners' work
- Representation of different sectors and clientele
- Experience with CCEL programming
- Organizations external to UBC
- Partner availability

## Findings: What the survey told us

### Community resilience resonates with organizations

#### High response rate (25%) demonstrates interest in community resilience

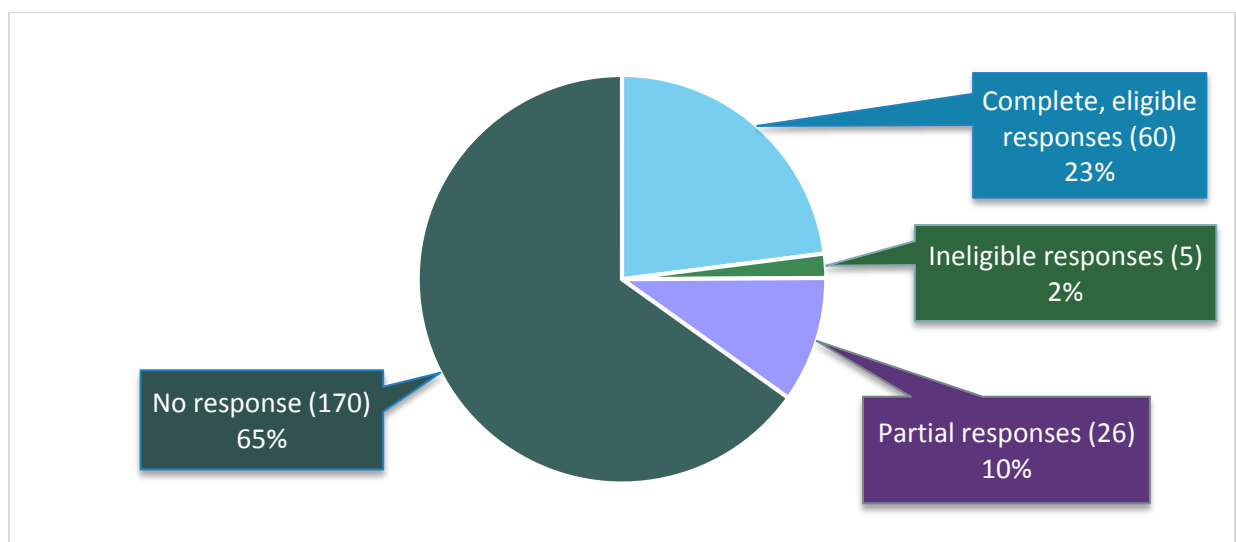


Figure 4: Breakdown of survey responses

- Distribution sample (email list): 261
- Complete responses: 65
- Ineligible responses: 5
- Complete, eligible responses: 60
- Response rate: 25% (65 complete responses out of 261)

Of the 65 complete responses, 5 were excluded from analysis as ineligible, because the respondents indicated that they were not responding to the survey on behalf of organizations.<sup>3</sup> We thus had a final sample of 60 for analysis.<sup>4</sup>

Participation was strong both among organizations that had already been community partners of CCEL and among organizations that had not yet been. Of the sample of 60, 43 (72%) came from past or present partners, while 17 (28%) came from prospective partners.

### **Organizations consider community resilience relevant to their work**

The great majority of organizations surveyed (95%) considered community resilience relevant to their work in at least one domain. A majority (68%) also expressed willingness to participate in further surveys or conversations with CCEL about community resilience.

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<sup>3</sup> To assess eligibility, the survey asked whether the respondent was answering as a representative of an organization that was working with CCEL or had done so in the past, a representative of an organization that had not worked with CCEL, or neither of the above. Respondents who indicated “Neither of the above” were brought to the end of the survey, as ineligible to take it.

<sup>4</sup> Of the 60 responses in the sample, 7 came from organizations where more than one representative answered. Of these 7, two (2) came from one organization, 2 from another and 3 from a third. These responses came from organizations that had multiple units or served multiple functions. No evidence indicated that any respondent had answered the survey more than once, including at organizations where two or more respondents took the survey. The survey settings precluded multiple answers from the same device.



## Most common sectors: Education K-12 and Health & Wellbeing

Asked for the sectors in which their organizations worked, respondents were free to check off as many indicated fields as they liked.

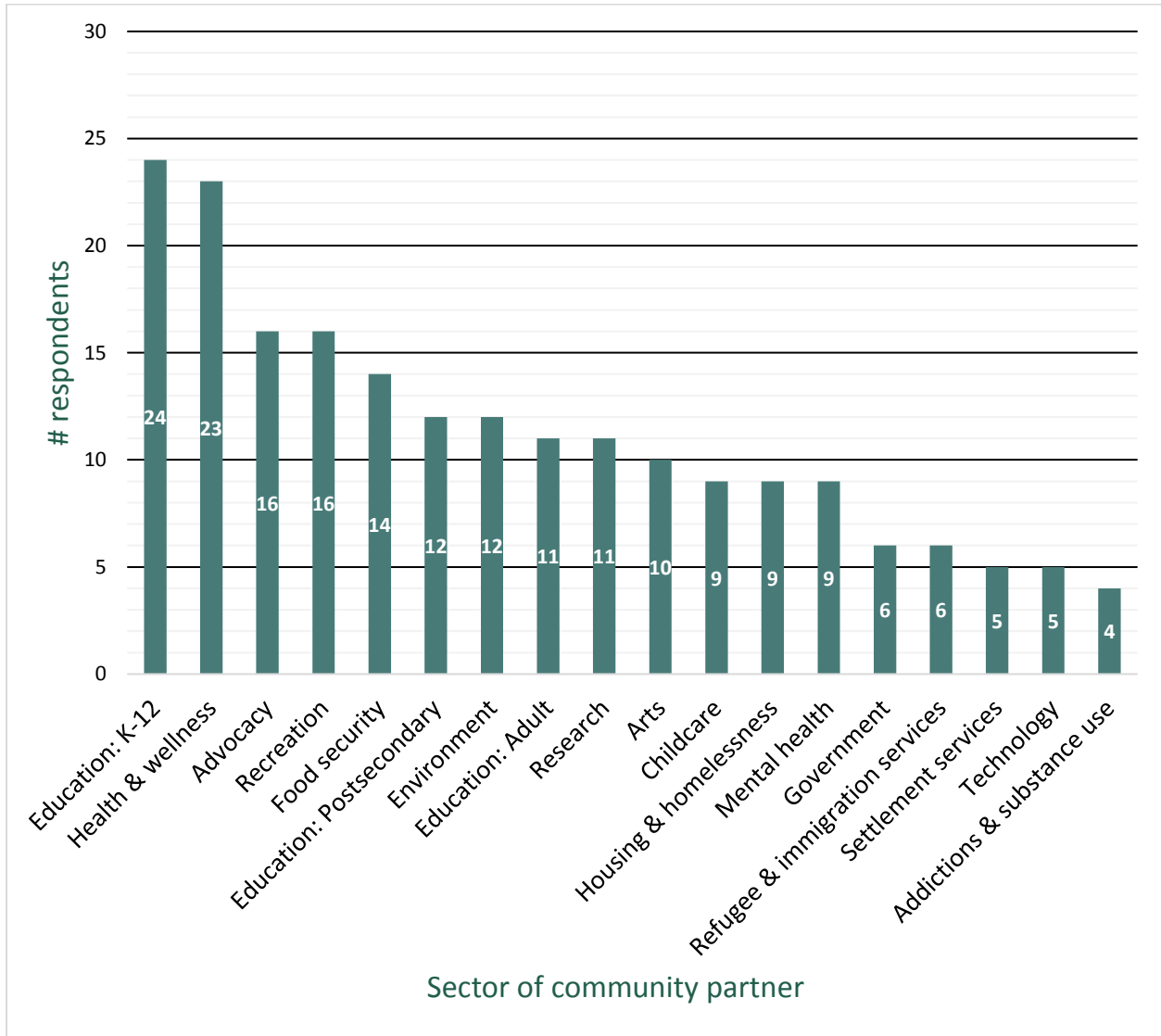


Figure 5: Sectoral distribution of respondents (sample: 60)

## Most common CCEL program: Course-based projects

Asked which CCEL programs their organizations had accessed, respondents were free to check off as many programs as they liked. They could also hand-enter programs in an “Other” field.<sup>5</sup>

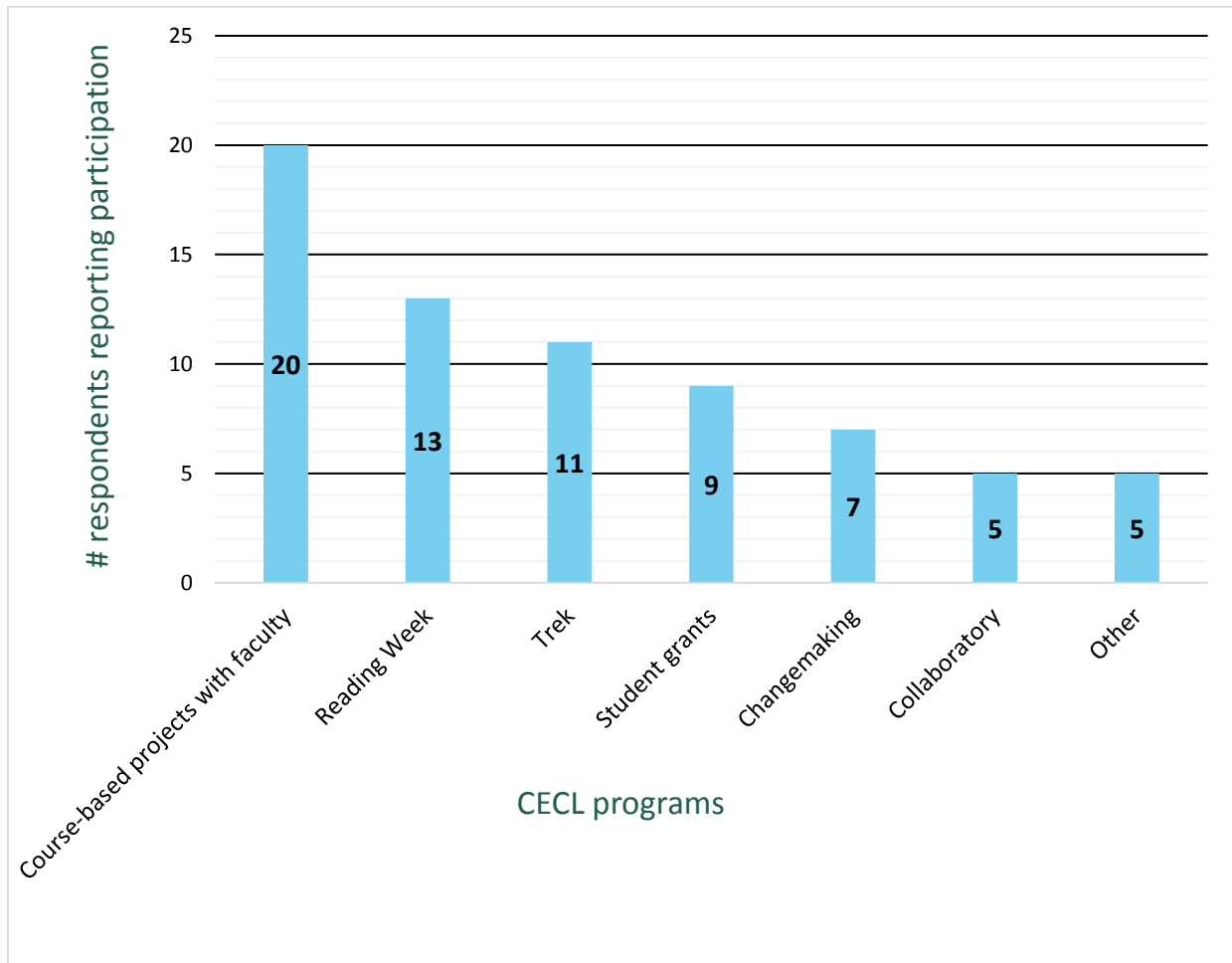


Figure 6: Partner participation in CCEL programs (sample: 43)

<sup>5</sup> In this question, 2 respondents entered programs under “Other” that were in fact Changemaking events. These 2 have been added to the Changemaking statistics and subtracted from “Other” in Figure 6. The sample of 43 respondents shown in the figure consisted of respondents who reported having participated in CCEL’s programming.

## Most relevant domains: Social Capital and Health & Wellbeing

The survey asked respondents to rank the 4 domains in order of relevance to their organizations.<sup>6</sup> Figure 7 shows the domains ranked 1<sup>st</sup> (most relevant) by partners to their organizations' work:

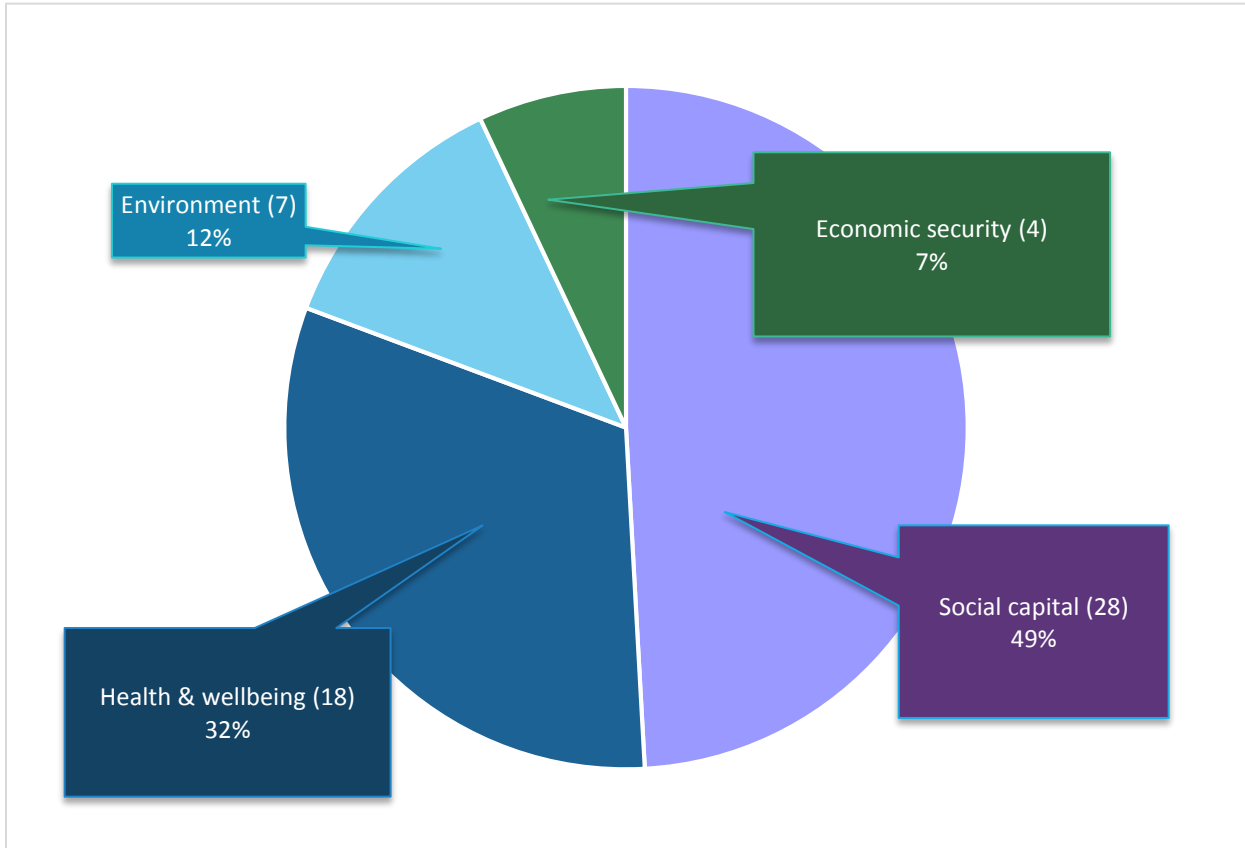


Figure 7: Resilience domains ranked first for relevance to organizations' work (sample: 57)

<sup>6</sup> The sample shown in Figure 7 consisted of the 57 respondents who replied that community resilience was relevant to their organizations' work.

Significant relative rankings for relevance were as follows:

- **Social capital:** Ranked robustly as the community resilience domain most often selected by partners as most relevant (1<sup>st</sup>) and least commonly as the least relevant (4<sup>th</sup>) domain.
- **Health & wellbeing:** Ranked most commonly as the second (2<sup>nd</sup>) most relevant domain.
- **Environment and economic security:** Equally ranked for lowest relevance (4<sup>th</sup>). Economic security was also the most commonly ranked second-lowest (3<sup>rd</sup>) domain.

The fact that social capital ranked so high as a domain choice reflects the preponderance of social service organizations across our sample. The much lower ranking of environment and economic security as resilience domains reflects the fact that fewer organizations reported operating in sectors relating to these subjects.

We need to be cautious in our conclusions from these results. Since the survey forced respondents to rank domains, we should not take the data to indicate that environment and economic security *weren't* relevant to organizations but only that these domains appeared to *resonate less* or seemed *less salient* to them than social capital or health & wellbeing.

Another reason for caution is that the boundaries among these domains are porous. For example, the framework includes housing in both health & wellbeing and economic security. Forced to choose, however, many more organizations self-identified with and/or gravitated toward the language of “health & wellbeing” than “economic security.”

## CCEL strongly supports social networking and knowledge-sharing

Within social capital, partners that had participated in CCEL’s programming most often chose encouraging social networking and encouraging the sharing of knowledge or experience as the activities where CCEL had supported them.<sup>7</sup>

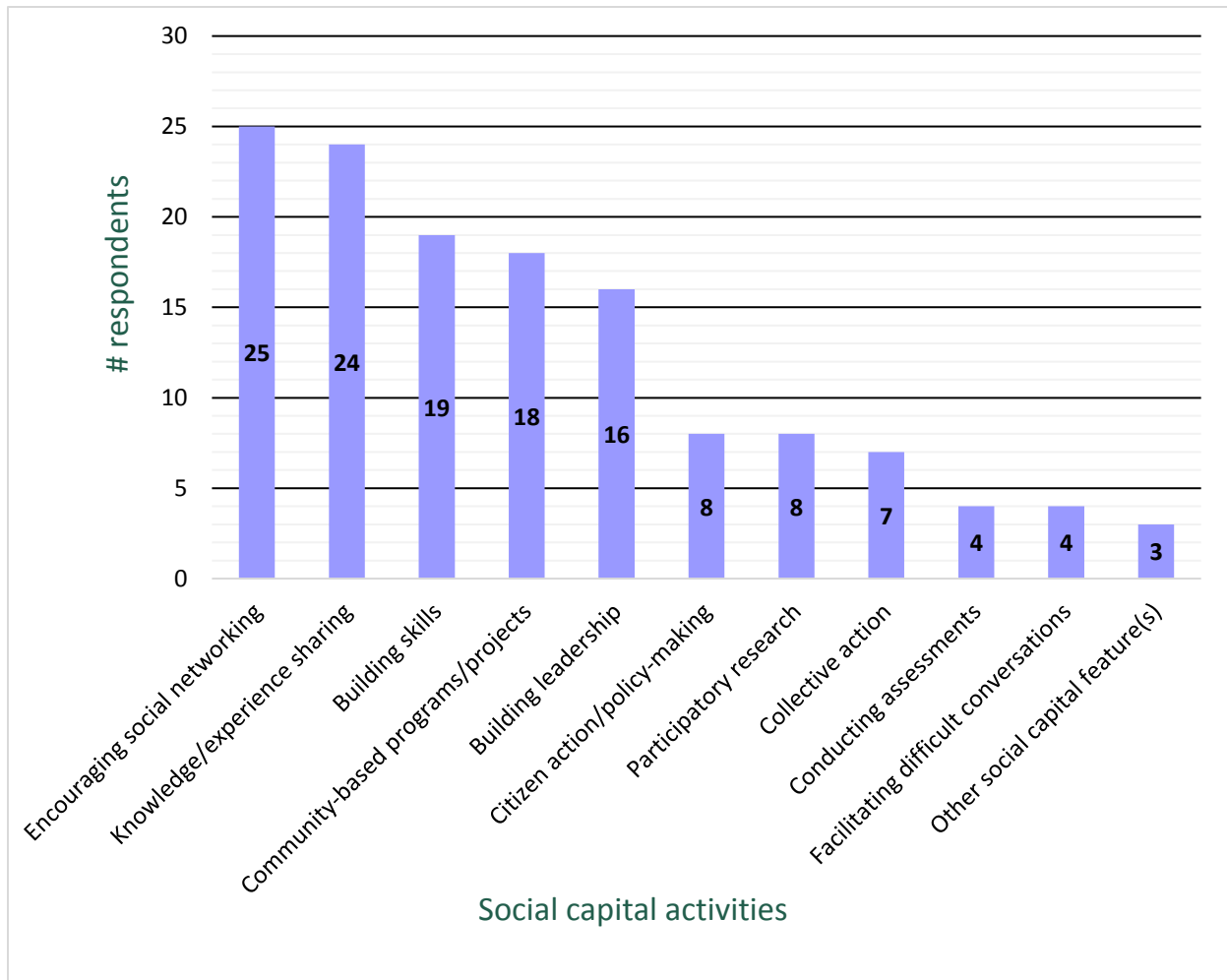


Figure 8: CCEL supports to partners in social capital (sample: 43)

<sup>7</sup> In Figures 8–12, the samples were the 43 respondents who reported that their organizations had been involved with CCEL’s programming.

## Health & Wellbeing: Social isolation, special needs and support services

After social capital, health & wellbeing was the second-most common domain chosen by community partners as relevant to their work. Within this domain, reducing social isolation stood out as the most common activity CCEL had supported.

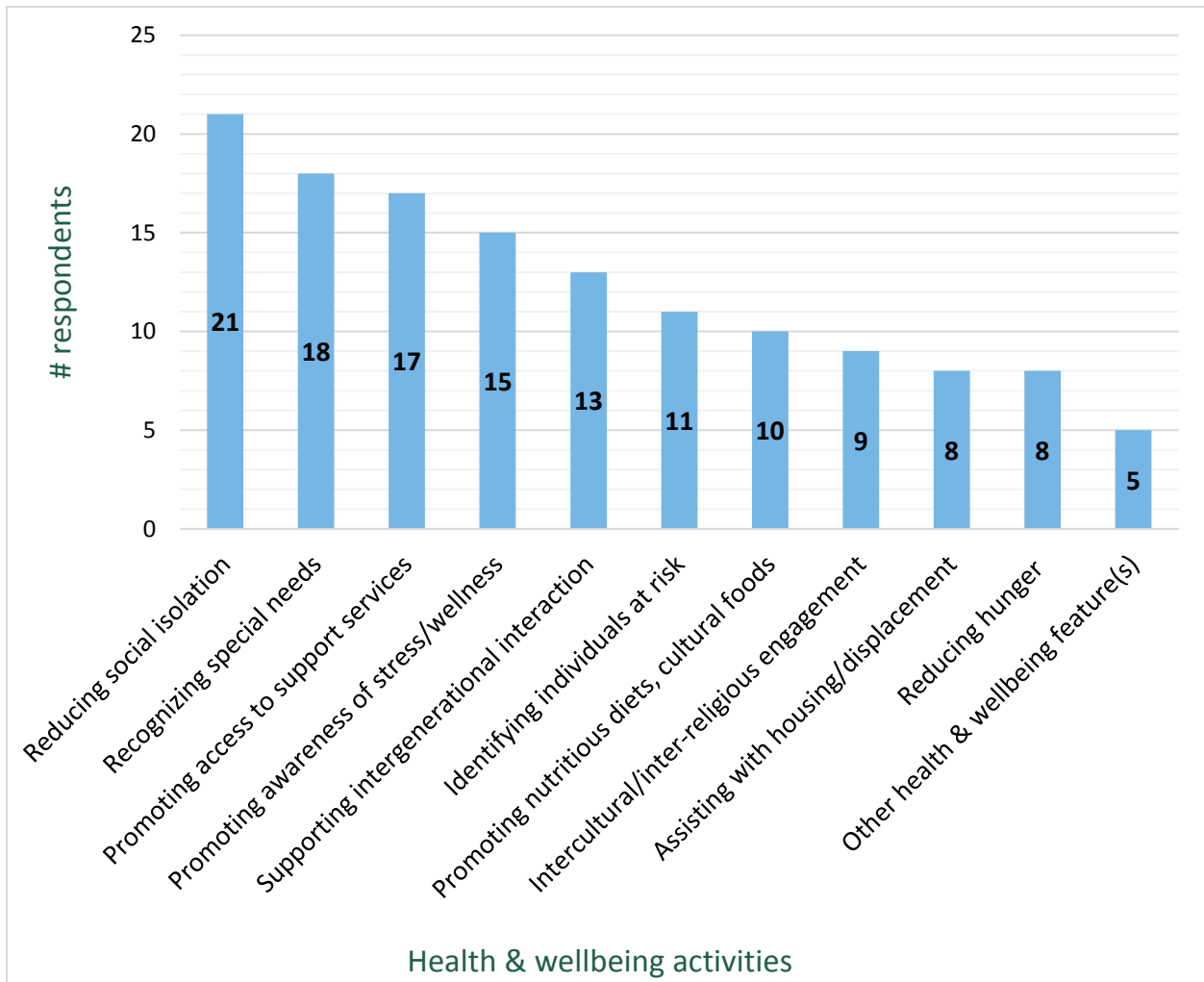


Figure 9: CCEL supports to partners in health & wellbeing (sample: 43)

## Environment: A gap and an opportunity

Environment ranked low in partners’ rankings of resilience domains that were relevant to their work. Figure 14 displays the distribution of CCEL supports received in the environment domain. Yet because the sample size electing environment as a top domain was so small, the important overall takeaway here is that partners perceive environmental resilience as less relevant to their work than social capital or health & wellbeing. (See “Addressing opportunities for CCEL programming,” p. 25.)

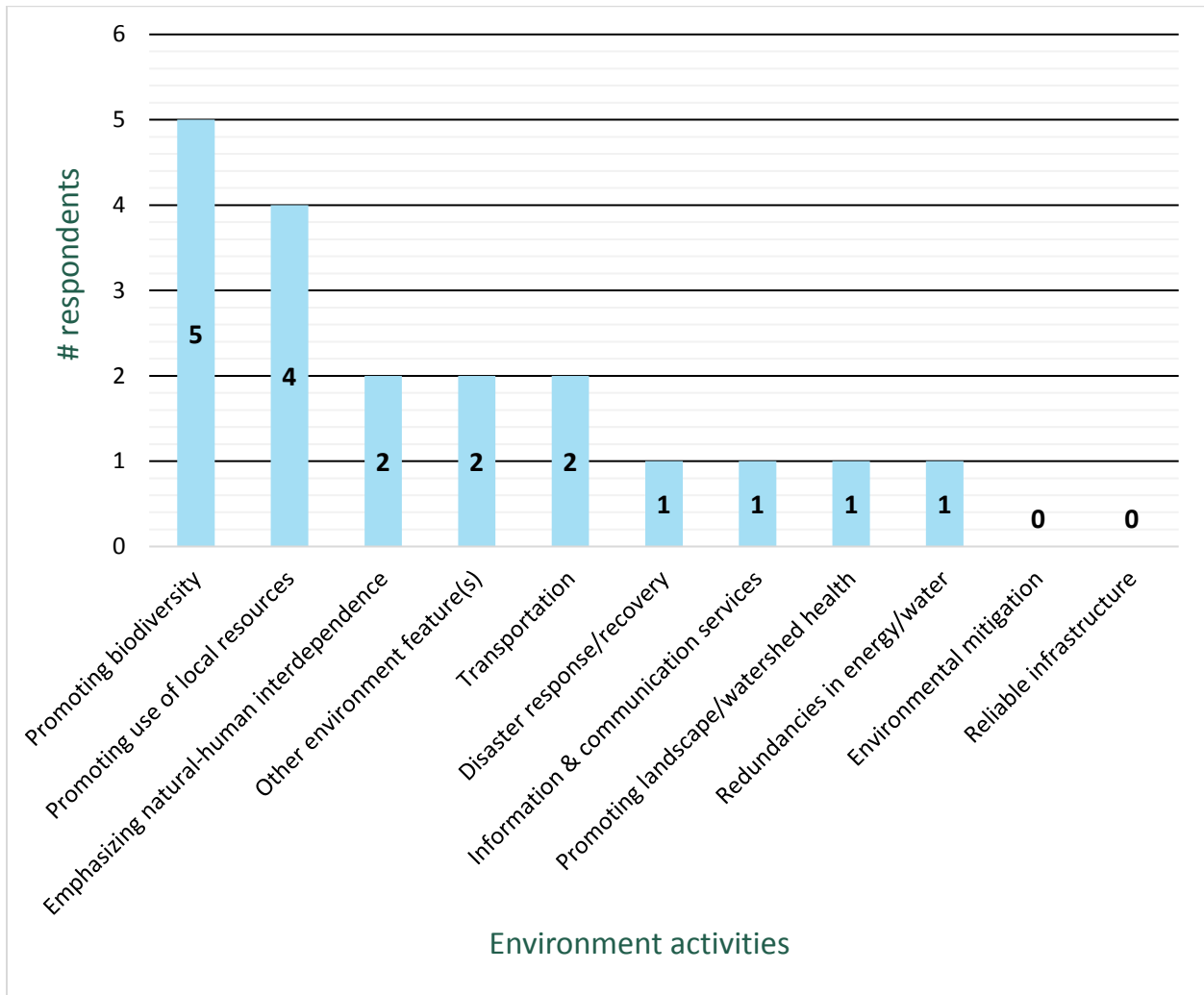


Figure 10: CCEL supports to partners in environment (sample: 43)



## Economic Security overlaps with other domains

Of all four community resilience domains, respondents chose economic security least commonly as relevant to their organizations.

Significantly, however, several features and indicators of economic security overlap in the framework with those of other domains. Examples are food, housing activities, psychological supports and career-related skill activities. (For further information, see “Overlaps identified in framework domains,” p. 23.)

Because the survey forced respondents to rank domains and then asked them to indicate CCEL supports within the 2 domains they considered most relevant to them, when activities got classified under economic security, this meant that they got steered away from choosing them if they did not select economic security as one of their most relevant domains.

Purely economic activities such as accessing financial/funding supports or helping people accumulate savings ranked much lower within the economic security domain. Community partners rarely reported receiving CCEL’s supports on activities of this nature. (See “Addressing opportunities for CCEL programming,” p. 25.)

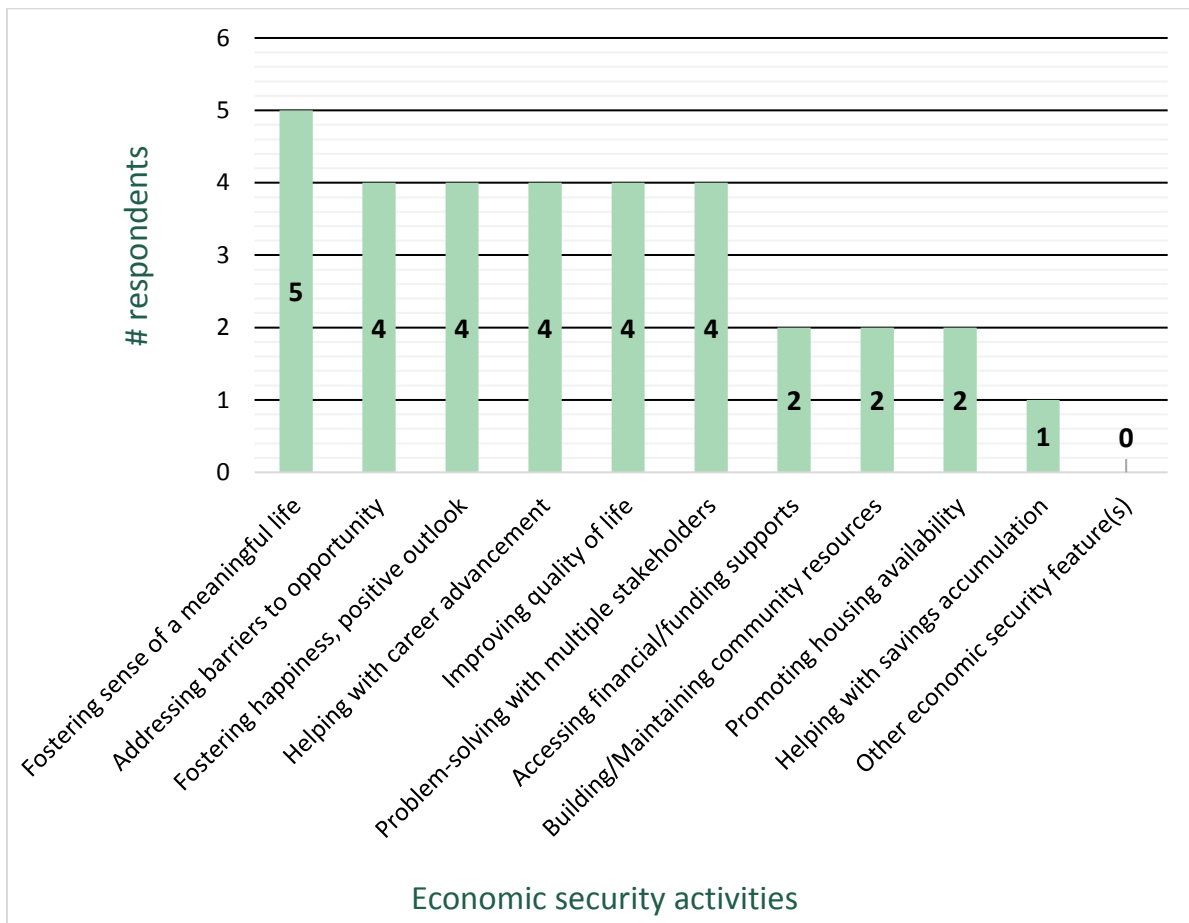


Figure 11: CCEL supports to partners in economic security (sample: 43)

## Social activities lead the way; technical activities are opportunities

Figure 12 (on the following page) pools together all activities surveyed from all 4 domains to view their relative rankings.

The distribution shows that community partners most commonly report receiving CCEL supports on activities strongly characterized by social dimensions. Partners least commonly report receiving support on activities requiring more technical skills in environmental or financial management. This reflects the fact that partners most frequently chose social capital and health & wellbeing as their top 2 domains and that the survey therefore prompted them to indicated their CCEL-supported activities within these domains.

## Findings: What the interviews told us

At the interviews, we guided each partner organization into a deeper dive into the top 2 domains the organization had chosen on the survey as most relevant. We invited feedback on which aspects of the interactions had worked well and where the partner saw gaps or areas for improvement. We encouraged feedback both on the resilience-related aspects of the activities and on the partnership with CCEL in general. The feedback summarized here does not necessarily represent partner opinions as a whole.

Of the domains, social capital received the most plentiful comments because both partners interviewed recognized it as relevant to their work. One (1) of these partners also commented on health & wellness, while the other commented on environment.

## Feedback on community resilience and framework

In the interviews, community partners offered the following feedback on community resilience as embodied in the framework. Through drawn from a small sample (2 interviews), this feedback can help suggest which aspects of the framework may resonate with some partners. It also helps indicate possible areas of overlap or gaps in the framework.

### Support for holistic view of community resilience

Interviewed partners expressed:

- **Support for multi-domain view** of community resilience
- **Understanding of language and terms** of community resilience from the framework as represented in our survey and in interviews
- **Affirmation** of the relevance of community resilience to partners' work
- **Hope** that CCEL can engage **other stakeholders** to think in this context as well

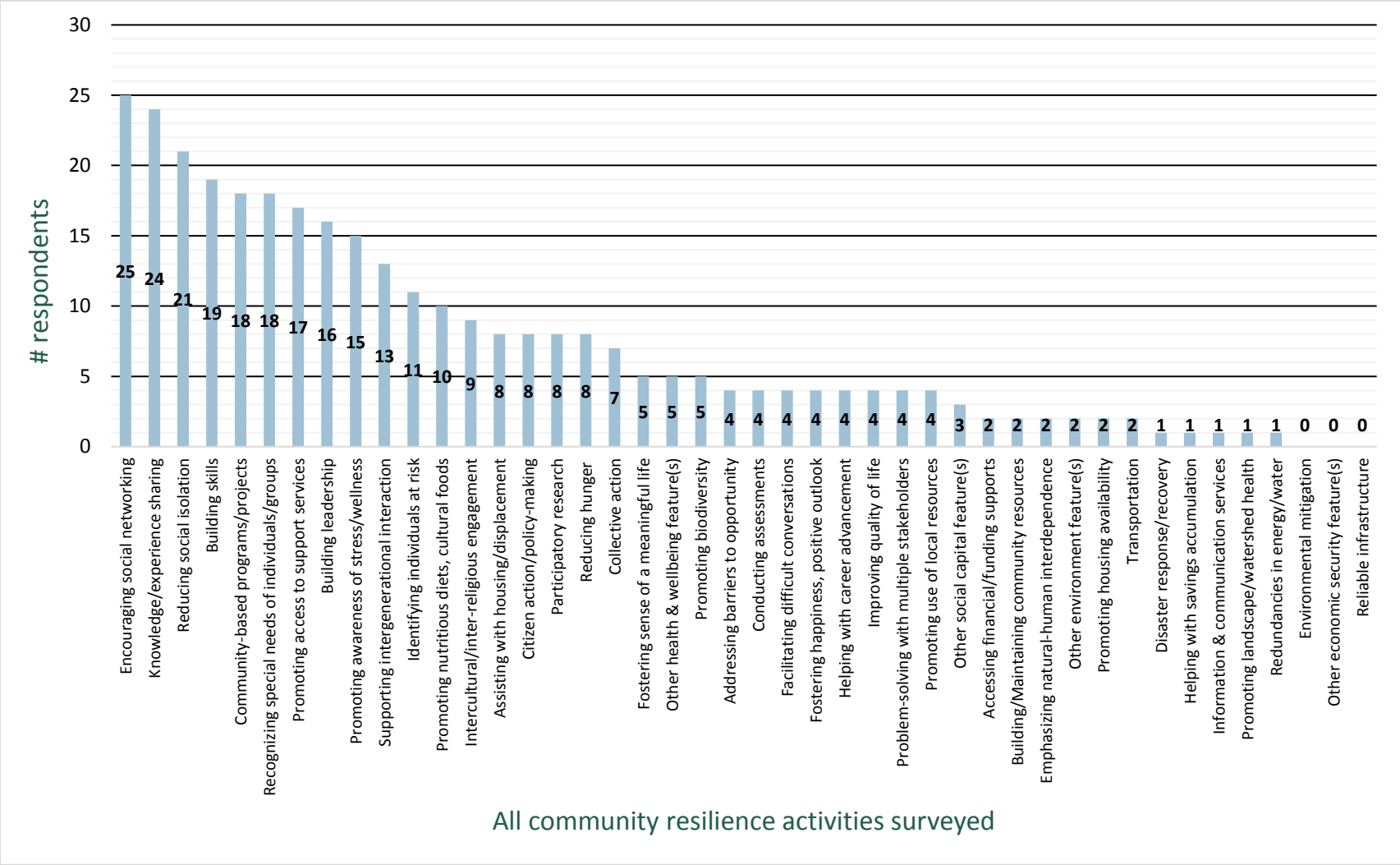


Figure 12: CCEL supports to partners in all community resilience domains (sample: 43)

## Overlaps identified in framework domains

Feedback from interviews helped identify issues of classification within the framework pertaining to activities existing in more than one domain:

- **Food and diets:** The framework classifies food and diets under health & wellness. Yet food and diets could also be considered features of social capital and/or environment, depending on the nature of the activity. A partner active in food permaculture had chosen social capital and environment rather than health & wellness as the 2 most relevant domains. For this partner, therefore, food showed up as a gap in the activity choices within the framework.
- **Housing-related activities:** Appear in both economic security and health & wellbeing.
- **Psychological supports**, such as helping to **foster a sense of a meaningful life** or **fostering happiness and a positive outlook:** Listed in the framework under economic security but arguably could have been included in health & wellbeing instead.
- **Career development:** The framework classifies **skill-building** and **leadership-building** under social capital but places **barriers to opportunity** under economic security.

## Gaps identified in framework domains

- **Climate change and climate disaster:** A partner pointed out that climate change and climate disaster need more explicit emphasis in the framework. Indeed, within the framework, many components and indicators address climate change, and yet the framework does not use the word “climate” or mention “climate change” or “climate disaster” directly. Because climate change is widely recognized as a fundamental dimension of resilience, we suggest building explicit language about it into the framework and presentations about the framework to external communications going forward.

## Next steps

This evaluation of the Community Resilience Framework (CRF) suggests a variety of recommendations that CCEL could build into its future engagements with faculty and community partners to help them incorporate resilience into their community engaged learning activities.

### Discussing resilience with community partners

The interviews conducted in this evaluation prompt the following recommendations for discussing community resilience with partners in the future.

#### Ask questions that help sharpen programming

Going forward, when engaging with partners on community resilience and the framework, CCEL staff should focus on asking questions that will most help CCEL sharpen programming. From the interviews piloted in this evaluation, we recommend asking the following questions:

1. In what ways has CCEL's programming *supported* your organization in [*community resilience activity*]?
2. What do you think has *worked well* in the supports that CCEL has offered your organization in [*community resilience activity*]?
3. What do you think *could improve* in the supports that CCEL has offered your organization in [*community resilience activity*]?

#### Consider qualitative rather than quantitative indicators

The quantitative metrics set out in the framework as indicators within domains proved problematic to operationalize in survey and interview settings, because:

- **Quantitative information not always accessible:** Data can be time-consuming for community partners to look up and may not always be tracked. CCEL staff may be reluctant to impose time burdens on partners to look up information.
- **Qualitative indicators sometimes more meaningful than quantitative:** Quantitative measures do not always reflect the value of projects. For example, as a measure, the "number of grants," if small, may be less significant than the *impact* of the program enabled by the grant. Subjective, qualitative responses expressed in partners' own words can give CCEL a better picture of which programs stand out for them as most successful in fostering community resilience. They also show where partners perceive gaps.

## Focus on community resilience *activities* rather than *domains*

This evaluation suggested that partner organizations may be likelier to recognize their own areas of work through specific activities rather than domain names. This is especially true if they feel that certain domain names (e.g., “economic security”) do not pertain to them, if the domains exclude certain features through classification, or if the domains overlap with one another in the features they contain (see p. 23).

In engaging with partners on community resilience in the future, we suggest that CCEL focus on activities rather than domain names.

## Addressing opportunities for CCEL programming

### Environment and economic security

The findings in this evaluation indicate that CCEL’s community partners tended to identify social capital and health & wellbeing as more relevant to their work than environment and economic security. That said, CCEL cultivates active relationships with faculties in all four domains. While the findings do not necessarily indicate gaps in CCEL’s programming in environment and economic security, they do suggest that the *language* of these areas may resonate less with CCEL’s community partners than the language of social capital and health & wellbeing does. Hence opportunities may exist to enhance partner recognition of environment and economic security as important domains within community resilience.

### From surveying to supporting

The data collected and presented in this report place CCEL in a position to move forward and plan resilience-related supports now.

Considering the time constraints of CCEL staff and the need to streamline interactions with partners, it makes sense to roll conversations about resilience into interactions that are already occurring. The following section proposes channels through which CCEL could make this happen.

Should CCEL wish to explore community resilience with partners again in the future, CCEL can draw on the survey data collected in this evaluation to re-establish contact with partners that expressed willingness to take further surveys or speak with CCEL further about the topic.

### Share the results of this evaluation

In its newsletters for faculty and community partners, CCEL could announce this work on community resilience and the framework. These newsletter announcements could contain links to an infographic on the framework (see p. 27) as well as this report. These efforts would help keep faculty and partners up to date on CCEL’s initiatives relating to community resilience and show how CCEL programs can support resilience-related efforts.

## **Build resilience into course outcomes and assessments**

Faculty members very likely vary in their awareness of resilience, their sense of its different meanings, and its relationship to their research. CCEL can help raise awareness of community resilience by helping faculty build its different aspects into course learning outcomes.

CCEL can also help faculty build issues of resilience into surveys they distribute within courses. For example, in surveys distributed to community partners in community engaged learning courses, faculty could include questions having to do with ways in which learning activities fostered resilience.

CCEL could explore building resilience into the Teaching and Learning Evaluation Fund (TLEF) that CCEL is presently leading that focuses on designing assessment and evaluation tools for faculty members to use in their community engaged learning courses.

## **Explore resilience through Collaboratory**

Collaboratory is a community-centric initiative in which CCEL brings community residents, students and faculty together to identify and resolve issues identified by community organizations. Collaboratory is a starting point for local groups looking to respond to community needs and create positive social change. CCEL could host special events through Collaboratory focused on specific resilience activities.

## **Integrate resilience into rubrics for student grants**

CCEL could include community resilience among the considerations by which student grant applications are evaluated. CCEL could find ways to represent the community resilience domains on rubrics as applicable.

## **Incorporate resilience into site visits, focus groups and meetings**

Engagements with community partners that afford enough time to explore and discuss different topics may provide opportunities for CCEL staff to hear about partners' resilience-related activities and discover matches with CCEL programs that support these activities.

## **Introduce resilience within Connect/Reconnect**

Connect/Reconnect is an approach by which CCEL's staff act as ambassadors for the program during their interactions with partners. Connect/Reconnect encourages awareness of CCEL as a centre of experiential learning and enhances visibility for CCEL's programs among current and prospective community partners.

As Connect/Reconnect is still a new approach, CCEL is presently using it to check in with partners on recent experiences and make them aware of other opportunities available at CCEL that could meet their needs. In the future, as Connect/Reconnect evolves, opportunities may arise to build resilience questions into these engagements.



### **Share framework with a reader-friendly infographic**

To make the framework easier to share with faculty and partners, CCEL could create a visually appealing, one-page infographic as an accessible communication tool to explain the framework to faculty and community partners. Hosted online and made available in print, this product would serve as CCEL's public-facing document for future engagements relating to resilience. CCEL could distribute it to faculty and partners to raise awareness of this holistic framework. CCEL could use it to prompt faculty and community partners to consider how their work relates to the resilience domains and how they could incorporate discussions of resilience into their courses.

### **Connect framework with Resilient Vancouver strategy (City of Vancouver)**

In 2019, the City of Vancouver brought out Resilient Vancouver, a broad-based framework that articulates a vision for resilience throughout the city. Like CCEL's CRF, Resilient Vancouver is a holistic approach that treats resilience as standing on a variety of pillars.

CCEL has an opportunity forge connections with the City to create opportunities for mutual learning on these broad visions of resilience and share knowledge developed along the way.

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In these ways, CCEL can leverage its existing programming to support faculty, students and community partners in fostering resilience within UBC and the community at large.

## References

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[https://sustain.ubc.ca/sites/sustain.ubc.ca/files/Sustainability%20Scholars/2018\\_Sustainability\\_Scholars/Reports/2018-37%20CCEL%20Community%20Resilience%20Framework%20Tool\\_Heckelman.pdf](https://sustain.ubc.ca/sites/sustain.ubc.ca/files/Sustainability%20Scholars/2018_Sustainability_Scholars/Reports/2018-37%20CCEL%20Community%20Resilience%20Framework%20Tool_Heckelman.pdf)
- Okanagan Charter: An International Charter for Health Promoting Universities and Colleges* (2015). <http://www.healthpromotingcampuses.ca/wp-content/uploads/2016/11/Okanagan-Charter-January13v2.pdf>
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[https://wellbeing.ubc.ca/sites/wellbeing.ubc.ca/files/u9/wellbeing\\_strategic\\_framework\\_FINAL\\_0.pdf](https://wellbeing.ubc.ca/sites/wellbeing.ubc.ca/files/u9/wellbeing_strategic_framework_FINAL_0.pdf)
- Vancouver, City of. (2019). Resilient Vancouver: <https://vancouver.ca/files/cov/resilient-vancouver-strategy.pdf>

# Appendices

## Appendix A CCEL’s Community Resilience Framework (CRF)

The following table contains all the domains, features, components and indicators of the Community Resilience Framework (CRF). For sources, see [CCEL – Community Resilience Framework: A Tool for Assessing the Impact of CCEL’s Programming on Community Resilience](#), Centre for Community Engaged Learning (CCEL), UBC, 2018.

Domain	Features	Components	Indicators
<b>SOCIAL CAPITAL</b>  <i>Building capacities to withstand and overcome adversity through continual learning and collaboration</i>	Personal development	Leadership opportunities	# of leadership opportunities
		Improves/Expands knowledge	# of knowledge and skill-building opportunities
		Exhibits courage	Facilitates difficult conversations with opposing views; provides spaces for individuals to speak out (Y/N)
	Social learning	Social networks	# of social networking activities (i.e., opportunities that connect members of one community or group to another)
		Coordinates social interactions	# of opportunities for sharing knowledge and experience
Reflexive learning	Evidence-informed research and decision-making	# of instances where research findings were shared and informed community decisions	
	Monitors change/record-keeping	# of assessments conducted	
Self-organizing	Engaged in participatory research	# of participatory research projects	
	Feedback and improvement of interventions	# of times assessments led to improvements in programming	
	Collective action	# of collective action opportunities	
Agency	Garners external resources	Types and quantity of resources mobilized (i.e., financial, human resources, expert/specialist knowledge)	
	Senses emerging risks	Actively identifies risks, challenges, needs (Y/N)	
		Leadership	# of persons leading community-based programs/projects
		Community-based planning	# of community-based programs/projects

		Influences social change	# of projects oriented toward citizen action/engagement, policy-making, etc.
<b>ENVIRONMENT</b>  <i>Maintaining healthy ecosystems, promoting sustainability and ensuring that infrastructure is well-maintained and accessible</i>	Recognizes co-evolution of social and natural systems	People-place relationships	Emphasis on the coupling, interdependence and coevolution of social and natural systems; seeks to build on strengths (Y/N) (e.g., landscape management that produces biodiversity, farming practices that utilize locally available resources responsibly)
		Sustainability-oriented Accounts for community’s past and current trajectory	# of sustainability-focused projects Accounts for community’s past and current trajectory (Y/N)
	Accessible infrastructure	Safe spaces	# of projects that create/maintain safe spaces for community (both social and natural)
		Transportation	Helps ensure access, maintenance and/or improvement of transportation services (Y/N)
		Information & communication	Helps ensure access to information and communication services, including language translation (Y/N)
	Disaster prepared	Exposure to change; understands thresholds	Accounts for change cycles across space and time scales (Y/N)
		Ability to absorb change	Helps ensure the reliability of infrastructure and services (Y/N)
		Ability to respond/recover from change	Provides disaster response and recovery services (Y/N)
	Exhibits renewal	Enhances biodiversity	# of projects focused on enhancing biodiversity
		Improves landscape/watershed health	# of projects engaged in restoring landscape/watershed health (e.g., soil quality, water quality)
		Mitigates environmental degradation	# of projects aimed at reducing environmental degradation (e.g., waste reduction, resource conservation, renewable energy)
	Contains redundancies	Multiple sources for energy	Supports the provision of multiple energy sources (Y/N)

		Multiple sources for water	Supports the provision of multiple water sources (Y/N)
		Multiple support services	Supports the provision of multiple support services (e.g., food banks, housing, counselling services) (Y/N)
<b>HEALTH &amp; WELL-BEING</b>  <i>Overcoming adverse effects of shocks and stressors by ensuring access to support services and promoting inclusion</i>	Copes with stress	Understands stress and supporting roles of government, community, family	# of people reached through education and awareness
		Assists people suffering from displacement	# of projects providing housing/shelter
		Intergenerational interaction/reduced isolation	# of projects facilitating intergenerational interaction
	Promotes wellness	Understands initial conditions and wellbeing dynamics	# of people reached through education and awareness
		Addresses special needs of individuals and groups	Recognizes special needs of individuals and groups (e.g., minority status, health issues, mobility and socioeconomic status) (Y/N)
	Regularly refines community's identity	Encourages community to regularly revisit and refine what the community's identity is (Y/N)	
Well-supported	Access to support services	# of projects supporting/providing support services	
	Raise awareness of at-risk individuals	Identifies at-risk individuals (Y/N)	
	Sense of fairness and shared effort	Promotes fairness and sharing within community; btw stakeholders (Y/N)	
Sense of belonging	Inclusion/reduced marginalization	Celebrates diversity and privileges voices from traditionally disempowered or dissenting groups (Y/N)	
	Intercultural, inter-religious and intra religious engagement and understanding	Facilitates exchange between communities; emphasis on shared values (Y/N)	
	Connection and caring	Fosters support, hope, and nurturance (Y/N)	
Food security/sovereignty	Access to food/reduced hunger	# of projects providing food access (i.e., food procurement)	
	Diverse/Nutritious diet	# of projects aimed at reducing malnutrition (e.g., community health and nutrition programs)	

		Cultural preferences met	Considers food preferences, allergies, etc. (Y/N)
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<p><b>ECONOMIC SECURITY</b></p> <p><i>Supporting diverse economies, equity and equality as mechanisms for improving living standards and reducing vulnerabilities</i></p>	Assets	Housing	# of projects aimed at improving temporary/permanent housing availability, affordability, etc.
		Community resources	# of projects oriented toward building/maintaining community resources (e.g., community gardens, recreation centres)
		Social cohesion and trust	Exhibits openness and transparency; in alignment with shared values (Y/N)
	Financial resources	Livelihood	# of projects aimed at growing/improving livelihood assets (e.g., income, livestock, crops, land access)
		Financial support services	Types of financial/funding services provided (e.g., grants, scholarships)
		Savings	Helps individuals to accumulate savings (Y/N)
	Equity/Equality	Reduction in poverty	# of projects aimed at improving quality of life
		Equal opportunity	# of projects that address pathways/barriers to opportunity
		Shared responsibility; reciprocity	Engages multiple stakeholders in problem-solving (Y/N)
	Autonomy	Influences social and economic change	# of participants that identify as change agents
Career advancement		# of projects that provide pathways for career advancement (Y/N)	
Flexibility		Increases livelihood options (Y/N)	
Fosters worth	Meaningful life; satisfaction	# of reflections that express fulfillment and purpose	
	Happiness	# of reflections that share moments of happiness, laughter and generosity	
	Fosters positive outlook	# of reflections that express positive outlook, future expectations	



## Appendix B UBC Centre for Community Engaged Learning Medium-Term Outcomes

The following contains a summary of CCEL's Medium-Term Outcomes. For the complete document, please contact CCEL.

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### Medium-Term Outcomes: STUDENTS

1. Improved employment skill development through hands-on, project-based experiential learning opportunities
2. Increased ability to analyze complex social issues using aspects of ethical engagement, reciprocity, asset-based community development, and/or systems thinking
3. Increased understanding of the value of local community contexts and knowledge, including an improved ability to respectfully, reciprocally and ethically engage with diverse people, protocols, languages, expertise and challenges
4. Increased awareness, interest and/or participation in community engagement opportunities in both personal and academic/professional endeavours
5. Increased awareness of, and/or retention in, CCEL's learning opportunities and programs

### Medium-Term Outcomes: FACULTY

1. Increased understanding of the five core principles of community engaged learning (CEL)
2. Increased understanding of how community engaged learning adds value to community partners, the university and student learning
3. Increased ability to scope, design, revise, assess and/or integrate community engaged learning into courses
4. Increased ability to guide students toward the successful accomplishment of disciplinary learning outcomes through the use of community engaged learning pedagogical practices
5. Increased connection to a network of community engaged learning practitioners, including other faculty, staff, community practitioners and organizations
6. Increased interest and/or participation in community-driven opportunities for collaboration relevant to teaching, research or service

### Medium Term Outcomes: COMMUNITY

1. Increased capacity to achieve organizational goals
2. Increased ability to access and educate learners about the complexity of working within an organization's specific sector (i.e. nonprofit, for-profit, government, education), including skill development and community-specific knowledge
3. Improved understanding of available UBC resources and expertise – including CCEL – and the ways community partners and students can access resources and expertise
4. Increased connection to a network of community engaged learning practitioners, including other community partners, faculty, staff, and organizations
5. Greater opportunities to take risks and try new ideas

These outcomes are a starting point for the upcoming academic year and will be evaluated and re-assessed, as needed, in an evidence-informed manner.

The below tables consist of Outcomes, Guiding Frameworks and General Indicators.

**Outcomes:** This section includes the stated medium-term outcome, as well as examples of the concepts or skills that comprise this outcome.

**Guiding Frameworks:** This section includes a list of frameworks and specific strategies that both reinforce our need to drive toward this outcome and enable us to attach our outcomes to broader goals and objectives of the University.

**General Indicator:** This is a one sentence phrase that aims to sum up the actions students will need to demonstrate to show the accomplishment of this outcome.

## Appendix C Online survey

The online survey read as follows:

Q1 Thank you for participating in our survey.

We're the **Centre for Community Engaged Learning (CCEL)** at the **University of British Columbia**.

Our mission is to create a community where citizens are informed, educated, resilient and committed to creating meaningful change. We collaborate with students, staff and faculty across UBC and with our community partners to work through complex community-based issues through academic courses, programs, grants, workshops and events.

### What this survey is about

In this survey, we'll be asking about how **community resilience** relates to your organization's work. Community resilience relates to the availability of community resources to help people, systems and environments thrive in the face of change and uncertainty.

There are different types of resilience. Resilience can be social, environmental, health and wellbeing-related, or economic. Community resilience includes all of these.

### Why we're doing this survey

At CCEL, we're trying to find ways of working with community partners to improve capacity for resilience both in the community and within their organizations. Your feedback will help us understand to what extent community resilience resonates with organizations and our community partners. Your feedback will also help us assess and adapt our programming at CCEL in order to improve our supports to the community and our partners.

### Survey length

The survey will take approximately **5 minutes**.

### Q2 What is your role in answering this survey?

- I'm answering this survey for an organization that **is working with CCEL's programs** or **has worked with CCEL's programs** in the past. (1)
- I'm answering this survey for an organization that to the best of my knowledge **hasn't worked with CCEL's programs**. (2)
- Neither of the above** (3)

*Neither of the above (3): Skip to end of survey if Q2 = Neither of the above*

**Q3 With which UBC Centre for Community Engaged Learning (CCEL) programs have you worked? (Select all that apply)**

- **Changemaking** Event series exploring the concept of changemaking through panels, roundtables, idea-pitching sessions, etc. Students engage with other students, community participants and panelists.
- **Collaboratory** Includes events such as CCEL’s Social Impact Lab. Community-centric initiative that brings community residents, students and faculty together to identify and resolve a priority issue identified by community organizations. Serves as a starting point for local groups looking to respond to community needs and create positive social change.
- **Course-based projects with faculty** Courses where UBC faculty collaborate with community partners to provide community engaged learning opportunities for students to support community projects.
- **Map the System** Global competition where students identify a social or environmental issue. With CCEL’s support, they explore, research and present opportunities to effect positive change. The winning team is invited to the Canadian national competition.
- **Reading Week** A non-credit, community engaged learning program for UBC students that takes place during the February reading week break. Helps students make the connection between hands-on community service and learning opportunities by working with local organizations.
- **Student grants** Funding for student and community partnerships to pursue programs, ideas or initiatives that seek to move the dial on a community issue. Include the Connect to Community Grant (\$200–\$1,500) and Chapman and Innovation Grants (up to \$10,000).
- **Trek** A year-long, non-credit local community service learning program for UBC students that combines weekly community service with on-campus learning opportunities.
- **Other** \_\_\_\_\_

**Q4 Community resilience comes in various forms:**

**Social capital**

*Building capacity to withstand and overcome adversity through continual learning and collaboration*

**Environment**

*Maintaining healthy ecosystems, promoting sustainability and ensuring that infrastructure is well-maintained and accessible*

**Health & wellbeing**

*Overcoming adverse effects of shocks and stressors by ensuring access to support services and promoting inclusion*

**Economic security**

*Supporting diverse economies, equity and equality as mechanisms for improving living standards and reducing vulnerabilities*

Are any of the above relevant to your organization's work?

- Yes, **one or more** are relevant to my organization's work
- No, **none of them** is relevant to my organization's work

*Skip to end of block if Q4 = No, none of them is relevant to my organization's work*

Q5 Please rank the following in order of how relevant they are to your organization's work. To rank, hover over each one and then drag & drop.

- 1 (top) = Most relevant
- 2 = Relevant
- 3 = Less relevant
- 4 (bottom) = Least relevant

\_\_\_\_\_ **Social capital** *Building capacity to withstand and overcome adversity through continual learning and collaboration*

\_\_\_\_\_ **Environment** *Maintaining healthy ecosystems, promoting sustainability and ensuring that infrastructure is well-maintained and accessible*

\_\_\_\_\_ **Health & wellbeing** *Overcoming adverse effects of shocks and stressors by ensuring access to support services and promoting inclusion*

\_\_\_\_\_ **Economic security** *Supporting diverse economies, equity and equality as mechanisms for improving living standards and reducing vulnerabilities*

*Display this question:*

*If Q2 = I'm answering this survey for an organization that is working with CCEL's programs or has worked with CCEL's programs in the past.*

*And Q4 = Yes, one or more are relevant to my organization's work*

Q6 **Just a few questions left!**

*Display this question:*

*If Q2 = I'm answering this survey for an organization that is working with CCEL's programs or has worked with CCEL's programs in the past.*

*And Q4 = Yes, one or more are relevant to my organization's work*

*And Q5 Social capital Building capacity to withstand and overcome adversity through continual learning and collaboration <= 2*

**Q7 You've told us that social capital is relevant to your organization's work.**

**Please tell us whether CCEL's programming has helped your organization ... (Select all that apply)**

- Help build leadership
- Help build skills
- Facilitate difficult conversations
- Encourage social networking that connects members of communities or groups to one another
- Facilitate sharing of knowledge or experience
- Engage in participatory research
- Conduct assessments
- Participate in collective action or enable others to do so
- Lead community-based programs/projects
- Lead projects oriented toward citizen action or policy-making
- Other \_\_\_\_\_

*Display this question:*

*If Q2 = I'm answering this survey for an organization that is working with CCEL's programs or has worked with CCEL's programs in the past.*

*And Q4 = Yes, one or more are relevant to my organization's work*

*And Q5 Environment Maintaining healthy ecosystems, promoting sustainability and ensuring that infrastructure is well-maintained and accessible <= 2*

**Q8 You've told us that environment is relevant to your organization's work.**

**Please tell us whether CCEL's programming has helped your organization ... (Select all that apply)**

- Emphasize interdependence of human and natural systems
- Promote biodiversity
- Promote landscape or watershed health
- Promote practices using locally available resources
- Ensure access to, maintenance of, or improvement of transportation services
- Ensure access to information and communication services, including language translation
- Ensure reliability of infrastructure in responding to / recovering from change
- Provide disaster response and recovery services
- Mitigate environmental degradation (waste reduction, resource conservation, renewable energy, etc.)
- Support redundancies in energy or water services
- Other \_\_\_\_\_

*Display this question:*

*If Q2 = I'm answering this survey for an organization that is working with CCEL's programs or has worked with CCEL's programs in the past.*

*And Q4 = Yes, one or more are relevant to my organization's work*

*And Q5 Health & wellbeing Overcoming adverse effects of shocks and stressors by ensuring access to support services and promoting inclusion <= 2*

**Q9 You've told us that health & wellbeing are relevant to your organization's work.**

**Please tell us whether CCEL's programming has helped your organization ... (Select all that apply)**

- Promote awareness of stress or wellness
- Assist people needing housing/shelter or suffering from displacement
- Support intergenerational interaction
- Reduce social isolation
- Recognize special needs of individuals and groups (e.g., minority status, health issues, mobility, socioeconomic status)
- Promote access to support services
- Identify at-risk individuals
- Facilitate intercultural and intra-religious engagement and understanding
- Reduce hunger
- Promote diverse, nutritious diets or consideration of food preferences, allergies and/or cultural food preferences
- Other \_\_\_\_\_

*Display this question:*

*If Q2 = I'm answering this survey for an organization that is working with CCEL's programs or has worked with CCEL's programs in the past.*

*And Q4 = Yes, one or more are relevant to my organization's work*

*And Q5 Economic security Supporting diverse economies, equity and equality as mechanisms for improving living standards and reducing vulnerabilities <= 2*

**Q10 You've told us that economic security is relevant to your organization's work.**

**Please tell us whether CCEL's programming has helped your organization ... (Select all that apply)**

- Promote temporary or permanent housing availability or affordability
- Build or maintain community resources (community gardens, recreation centres, etc.)
- Build capacity to access financial supports and funding resources (grants, scholarships, etc.)
- Help people accumulate savings
- Help people improve their quality of life
- Help people address barriers to opportunity
- Engage multiple stakeholders in problem-solving

- Help people find pathways to advance their careers
- Foster people’s sense of having a meaningful life
- Foster happiness and a positive future outlook
- Other \_\_\_\_\_

**Q11 Would you be willing to participate in a follow-up conversation or survey about community resilience in the future?**

- Yes
- No

**Q12 What is the name of your organization? (Optional)**

\_\_\_\_\_

**Q13 In which sector does your organization work? (Select all that apply)**

- Addictions & substance use
- Advocacy
- The arts
- Childcare
- Education: Adult
- Education: K–12
- Education: Postsecondary
- Environment
- Food security
- Government
- Health & wellness
- Housing & homelessness
- Mental health
- Recreation
- Refugee & immigration services
- Research
- Settlement services
- Technology

*Display this question:*

*If Q11 = Yes*

**Q14 How can we contact you? (Select all that apply)**

Office phone \_\_\_\_\_

Office cell \_\_\_\_\_

Office email \_\_\_\_\_