

## Campus Evaluation of Resilience Dimensions

### What is the Campus Evaluation of Resilience Dimensions?

It is a checklist of factors to help assess resilience in five dimensions: 1) Infrastructure, 2) Economics, 3) Ecosystem Services, 4) Social Equity & Governance, and 5) Health & Wellness. These dimensions align with the framework for reporting on the [Presidents' Climate Leadership Commitments](#). After completing the evaluation, you will have a wider picture of strengths and vulnerabilities, gaps in knowledge, and how to design implementation plans that address priorities and build resilience. This tool can help schools complete the initial Campus-Community Resilience Assessment, track progress over time, and spark conversations about resilience strengths, challenges, and priorities.

### Why are all of these dimensions important in assessing resilience?

Resilience can be measured by learning from the past, examining the present, and preparing for and improving future conditions - and what resilience boils down to is social connections and cohesion. This evaluation intertwines sectors within an all-encompassing array of environmental, social, and economic factors in a campus-community that rely on human resilience as a backbone for healthy, dynamic systems. The dimensions and criteria included give a more complete perspective of community resilience and how strengths and vulnerabilities impact each other.

You may find that some dimensions do not apply to your campus. The evaluation is inclusive enough for all campuses to use, but because the actual skills, characteristics, and qualities are different in every community, it does not include all location-specific indicators that will be important for you to consider. If some dimensions are not relevant to your campus or community, they can be used to guide conversations to learn more about your specific circumstances.

### *What's the vision of resilience on your campus?*

### **Instructions - Rate your campus and/or community's current resilience in each category.**

For each individual category (such as "Emergency preparedness"), read through the descriptions relative to each score (1-5). Circle the number that you think best represents where your campus or community is today. Your campus will likely have some characteristics that fall under multiple scores. Choose the option that is the closest fit. If you don't have enough information to decide on an indicator or category, assign a score based on the criteria you know or leave the row blank. At the end, you will be able to clearly see areas where resilience is stronger and areas that are more vulnerable.

This evaluation includes dimensions that span into the wider community, but is designed to be used primarily by campuses. Evaluating factors beyond the campus is intended to help you think about relationships - to recognize resource-sharing opportunities and dependencies, and to consider how you can coordinate more efficiently and supportively. This tool can be used flexibly - to broadly assess your campus's and community's resources together, to zero in on segments of your campus, or to evaluate any mix of these relationships that will be most useful to your current phase of resilience-building.

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INFRASTRUCTURE					
Category 1=vulnerable 5=strong	Score (How does your campus or community currently measure up in this area?)				
Housing & other buildings - structural risks	<p><input type="radio"/> 1</p> <p>Buildings in disrepair &amp; some are unsafe; outdated infrastructure; no testing for toxic hazards (e.g. paint/mold); many buildings dangerously sited &amp; at high risk for damage; no vulnerability assessments of housing/other buildings</p>	<p><input type="radio"/> 2</p> <p>Outdated infrastructure; slow to make repairs; known toxic hazards without removal (e.g. paint/mold); several buildings are poorly sited &amp; at risk for damage; limited knowledge of vulnerabilities</p>	<p><input type="radio"/> 3</p> <p>Critical repairs have been made to buildings &amp; are in fair condition; basic vulnerability assessments conducted; some buildings poorly sited considering vulnerabilities; tested for potential toxins &amp; actions for removal (e.g. paint/mold)</p>	<p><input type="radio"/> 4</p> <p>Buildings in good condition &amp; swift actions to make repairs; removed toxic hazards (e.g. paint/mold) &amp; use many non-toxic materials; vulnerability assessments conducted; some LEED certified/resilient building standards (RBS) applied (or comparable)</p>	<p><input type="radio"/> 5</p> <p>Buildings in good condition &amp; preemptive repairs; removed toxic hazards/use non-toxic materials; appropriate distance from bodies of water/sensitive natural areas; protected from potential damage; vulnerability assessments; mostly LEED certified/RBS</p>
	Housing & other buildings - human needs	<p><input type="radio"/> 1</p> <p>Inadequate emergency alert systems; few or no accessible buildings; unaffordable &amp; unsubsidized housing on campus &amp; in community; no surveys of satisfaction with campus housing</p>	<p><input type="radio"/> 2</p> <p>Insufficient/or untested emergency alert systems; few accessible buildings; some housing subsidies for low-income students on campus; low satisfaction with campus housing; cost-prohibitive community housing</p>	<p><input type="radio"/> 3</p> <p>Annual emergency alert system tests; some buildings are accessible &amp; efforts to improve accessibility; moderate housing costs for students/residents; moderate satisfaction with campus housing</p>	<p><input type="radio"/> 4</p> <p>Periodic emergency alert system testing &amp; emergency plans visibly posted; many campus &amp; community civic buildings are accessible; moderate housing costs &amp; subsidies for low-income students/residents; general satisfaction with campus housing</p>

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<p><b>Transportation - resources</b></p>	<p><input type="radio"/> 1</p> <p>No/few public transportation options; no accessible transportation options; no vulnerability assessments for transportation systems or roads; no telecommuting/teleconferencing options</p>	<p><input type="radio"/> 2</p> <p>Scarce/unreliable public transportation; individual accessible transportation can be arranged; inadequate vulnerability assessments for transportation systems &amp; roads; limited, if any, telecommuting/teleconferencing options</p>	<p><input type="radio"/> 3</p> <p>Adequate public transportation &amp; accessible options; vulnerability assessments conducted for transportation systems &amp; roads; some telecommuting/teleconferencing options</p>	<p><input type="radio"/> 4</p> <p>Sufficient public transportation options with accessibility; vulnerability assessments conducted &amp; improvement plans for transportation systems &amp; roads; some telecommuting/teleconferencing options</p>	<p><input type="radio"/> 5</p> <p>Strong public transportation that is reliable, affordable &amp; accessible; vulnerability assessments &amp; improvement plans for transportation systems &amp; roads; electric vehicles and/or car share programs; sufficient telecommuting/teleconferencing options</p>
<p><b>Transportation - safety</b></p>	<p><input type="radio"/> 1</p> <p>Infrequent road/transportation repair &amp; maintenance; key roads vulnerable to closure with few alternate routes; some unsafe roads; no plans for emergencies; roads do not meet state standards; no bicycle infrastructure</p>	<p><input type="radio"/> 2</p> <p>Slow road/transportation repair &amp; maintenance; some roads vulnerable to closure with few alternate routes; campus roads meet minimum state standards; some plans for evacuation but are not well-communicated; inadequate bicycle infrastructure</p>	<p><input type="radio"/> 3</p> <p>Reliable road/transportation repair &amp; maintenance; sufficient alternate routes if roads close; some evacuation plans &amp; alternate routes; roads meet all state standards; some campus &amp; community bicycle infrastructure</p>	<p><input type="radio"/> 4</p> <p>Safe, maintained roads that meet all state standards; adequate/increasing campus &amp; community bicycle infrastructure; sufficient evacuation plans &amp; alternate routes</p>	<p><input type="radio"/> 5</p> <p>Safe, reliable, maintained roads that meet or exceed state standards; strong, tested evacuation plans &amp; reliable alternate routes; significant campus &amp; community bicycle infrastructure</p>
<p><b>Energy - self-sufficiency &amp; efficiency</b></p>	<p><input type="radio"/> 1</p> <p>No renewable energy (RE) or energy efficient technologies (EE) on campus/in community; reliance on fossil fuels; no GHG emissions tracking on campus/in community; not meeting state RE goals; no thermal envelope testing in buildings</p>	<p><input type="radio"/> 2</p> <p>No RE; some EE; reliant on fossil fuels; infrequent/insufficient GHG emissions tracking on campus/in community; increasing GHG emissions; not meeting state RE goals; thermal envelope tests show problematic % of energy escapes</p>	<p><input type="radio"/> 3</p> <p>Some RE/EE &amp; goals for increasing; mostly reliant on fossil fuels; GHG emissions tracking on campus/in community; stable emissions; working toward state RE goals; thermal envelope tests show mid-high % of energy escapes &amp; plans to make improvements</p>	<p><input type="radio"/> 4</p> <p>Some RE/significant EE &amp; increasing; self-sufficient energy for at least a day if wider power outages; strong GHG emissions tracking; decreasing emissions; nearly meeting state RE goals; periodic thermal envelope tests show low % of energy escapes</p>	<p><input type="radio"/> 5</p> <p>Mostly RE/EE; actions toward energy independence; self-sufficient energy for several days if wider power outages; detailed GHG emissions tracking; decreasing emissions; meeting state RE goals; thermal envelope tests show low % of energy escapes</p>
<p><b>Energy - stability &amp; reliability</b></p>	<p><input type="radio"/> 1</p> <p>Common power disruptions on campus and/or in community; poor</p>	<p><input type="radio"/> 2</p> <p>Occasional power disruptions on campus and/or in community;</p>	<p><input type="radio"/> 3</p> <p>Uncommon power disruptions on campus/in community; adequate</p>	<p><input type="radio"/> 4</p> <p>No power disruptions expect during rare events; sufficient energy</p>	<p><input type="radio"/> 5</p> <p>No power disruptions; modern energy infrastructure; redundant</p>

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	quality/outdated energy infrastructure; no backup generator; no energy diversification; no plans for reactions to energy disruptions on campus and/or in community	outdated energy infrastructure; backup generator exists but not periodically tested; some energy diversification on campus/in community; insufficient plans for energy disruptions	energy infrastructure; periodic backup generator tests; some energy diversification on campus/in community; limited plans for energy disruptions	infrastructure; backup power sources & tested generators that can operate some critical systems; diversified energy sources, including significant RE; plans for energy disruptions	backup power; campus can independently operate & provide excess RE to power grid; strong plans/practices for energy disruptions; private & public RE in community
<b>Water supply &amp; management - consumption</b>	<p>○ 1</p> <p>Not tracking water use on campus/in community; no reduction or efficiency plans/practices; insufficient water supply normally &amp; in emergency; no method for alternative water acquisition (e.g. rainwater harvesting &amp; storing)</p>	<p>○ 2</p> <p>Not tracking water use on campus/in community; no reduction or efficiency plans/practices; insufficient water supply normally &amp; in emergency; no method for alternative water acquisition (e.g. rainwater harvesting &amp; storing)</p>	<p>○ 3</p> <p>Tracking use; some reduction/efficiency initiatives in action; adequate water supply; emergency drinking water supply (mainly plastic bottles) for at least one day; few methods for alternative water acquisition (e.g. rainwater harvesting &amp; storing)</p>	<p>○ 4</p> <p>Tracking use; effective reduction/efficiency plans; sufficient water supply; emergency supply mostly in plastic bottles for at least three days but some alternative water acquisition (e.g. rainwater harvesting &amp; storing)</p>	<p>○ 5</p> <p>Strong tracking process; coordinated campus/community water efficiency program; sufficient water supply; alternative water acquisition that contributes to emergency supply (e.g. rainwater collection &amp; storage); emergency supply for at least 5 days</p>
<b>Water supply &amp; management - infrastructure</b>	<p>○ 1</p> <p>Problematic stormwater systems (frequent flooding) &amp; poorly sited water treatment facility (high risk for damage); outdated pipes &amp; inadequate maintenance; no toxin testing/monitoring; no community department dedicated to water quality/management</p>	<p>○ 2</p> <p>Inadequate/outdated stormwater systems (some flooding) &amp; water treatment facility (vulnerable in natural disasters); infrequent pipe maintenance &amp; toxin testing/monitoring; community has a department dedicated to water quality/management</p>	<p>○ 3</p> <p>Adequate stormwater system (occasional flooding) &amp; water treatment facility (low-moderate vulnerability); adequately maintained pipes; occasional toxin testing/monitoring; community has a department dedicated to water quality/management</p>	<p>○ 4</p> <p>Strong stormwater management (rare flooding) &amp; water treatment systems (low vulnerability); well-maintained pipes; routine toxin testing/monitoring; community department for water quality/management effectively improves infrastructure</p>	<p>○ 5</p> <p>Strong stormwater system (no flooding) with permeable surfaces; well-sited water treatment facility that uses ecosystem services; community department for water quality/management effectively improves infrastructure &amp; incentivizes water efficiency</p>

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<p><b>Emergency preparedness</b></p>	<p><input type="radio"/> 1</p> <p>No campus/community emergency coordination; no designated shelter; no Hazard Mitigation Plan (HMP)/Emergency Response Plan (ERP); inadequate # of emergency responders &amp; no disaster relief training</p>	<p><input type="radio"/> 2</p> <p>Limited campus/community emergency coordination; outdated/insufficient HMP/ERP; basic designated shelter exists but is vulnerable to damage; limited # of emergency responders &amp; no disaster relief training</p>	<p><input type="radio"/> 3</p> <p>Some campus/community emergency coordination; some emergency responders with disaster relief training; adequate HMP/ERP; designated shelter is well-located but has no inventory on estimated needs or plans for more than 24 hours</p>	<p><input type="radio"/> 4</p> <p>Some campus/community emergency coordination &amp; access to resources; sufficient HMP/ERP; sufficient # of emergency responders with disaster relief training; designated shelter is well-located and meets needs for at least 24 hours</p>	<p><input type="radio"/> 5</p> <p>Strong campus/community emergency coordination &amp; reliable access to resources; sufficient HMP/ERP; many emergency responders with disaster relief training/protocols; more than one well-located shelter with water/food/power sources for 3-5 days</p>
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<b>ECONOMICS</b>					
<b>Category</b> 1=vulnerable 5=strong	<b>Score (How does your campus or community currently measure up in this area?)</b>				
<b>Institutional finances</b>	<input type="radio"/> <b>1</b> Few scholarships available; budget deficit; regularly reducing faculty/staff capacity; no budget/investment transparency; insufficient endowment & fundraising; low amount of alumni giving; campus marginally benefits local economy	<input type="radio"/> <b>2</b> Some scholarships available; at-risk budget; unstable faculty/staff employment; difficult to access budget/investment transparency; inadequate endowment & fundraising; limited alumni giving; campus moderately benefits local economy	<input type="radio"/> <b>3</b> Several scholarships available; adequate budget & endowment; fairly sustained faculty/staff capacity; some accessible budget/investment transparency; moderate fundraising & alumni giving; campus provides many benefits to local economy	<input type="radio"/> <b>4</b> Strong scholarship program; sufficient budget & endowment; ability to hire new faculty/staff & expand programs; accessible budget/investment transparency; campus connects with & benefits local economy; satisfactory fundraising & alumni giving	<input type="radio"/> <b>5</b> Strong scholarship/affordable tuition programs; stable or increasing budget/endowment/fundraising; expanding faculty/staff/programs; public budget/investment transparency; campus connects with & benefits local economy; consistent alumni giving
<b>Investments in resilience</b>	<input type="radio"/> <b>1</b> No funding for resilience projects; no emergency contingency funds; inadequate, if any, natural disaster insurance; no socially responsible investing (SRI) in portfolio; low staff capacity to manage Presidents' Climate Leadership Commitment (PCLC)	<input type="radio"/> <b>2</b> Some funds for resilience projects but with little action; some but insufficient emergency contingency funds & natural disaster insurance; no or low % SRI in portfolio; low staff capacity to manage PCLC	<input type="radio"/> <b>3</b> Using some funds for resilience projects; some emergency contingency funds; moderate natural disaster insurance; more than 5% SRI in portfolio; some staff capacity to manage PCLC	<input type="radio"/> <b>4</b> Sufficient resilience project funding & action; sufficient emergency contingency funds & natural disaster insurance; more than 25% SRI in portfolio; sufficient staff capacity to manage PCLC; green revolving fund (or comparable)	<input type="radio"/> <b>5</b> Resilience project funding is prioritized; strong, replenishable emergency contingency funds; sufficient natural disaster insurance; more than 50% SRI & diverse; sufficient capacity to manage PCLC; effective green revolving fund (or comparable)

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ECOSYSTEM SERVICES					
Category 1=vulnerable 5=strong	Score (How does your campus or community currently measure up in this area?)				
<b>Natural areas - knowledge &amp; management</b>	<input type="radio"/> 1 No knowledge/education about local ecosystems & climate change impacts on them; many degraded natural areas; significant issues with invasive species/ little management; no attention to best environmental practices	<input type="radio"/> 2 Some knowledge/education about local ecosystems & climate change impacts on them; some protected natural areas; some knowledge/management of invasive species that are causing problems; limited application of best environmental practices	<input type="radio"/> 3 Basic knowledge/education about local ecosystems & climate change impacts on them; some coordination with community to protect natural areas; some basic management of invasive species; some application of best environmental practices	<input type="radio"/> 4 Sufficient knowledge/education about local ecosystems & climate change impacts on them; significant coordination with community to protect/restore natural areas; effective invasive species management; mostly apply best environmental practices	<input type="radio"/> 5 Strong knowledge/education/monitoring of climate change impacts on local ecosystems; coordination with community to protect/restore natural areas; invasive species controlled/mostly native species on campus; best environmental practices applied
	<b>Campus property - land use &amp; public access</b>	<input type="radio"/> 1 No/scarce green space; limited public access to campus; public sites degraded, unsafe & unmarked; inappropriate use of land/property (e.g. buildings are too close to waterways); land use & public accessibility not included in long-term planning	<input type="radio"/> 2 Some green space; few areas open to public on campus; inappropriate use of land/property (e.g. buildings are too close to waterways); some inclusion of land use & public accessibility in long-term plans	<input type="radio"/> 3 Sufficient amount of green space; publicly accessible areas that are safe & marked; mostly appropriate use of land/property (e.g. buildings are not close to waterways); consistent inclusion of land use & public accessibility in long-term plans	<input type="radio"/> 4 Many publicly accessible green spaces that are safe & marked; appropriate use of land/property (e.g. buildings are not close to waterways); resilient land use & public accessibility significant in long-term plans

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<p><b>Waste management</b></p>	<p><input type="radio"/> 1</p> <p>No waste tracking; few recycling/no compost bins; poorly used/managed recycling &amp; trash collection; no goals for waste reduction; mostly single-use materials (e.g. utensils, straws, paper) &amp; no purchasing of sustainable materials</p>	<p><input type="radio"/> 2</p> <p>Some waste tracking; adequate recycling/trash management; no compost options; no goals for waste reduction; mostly single-use materials (e.g. utensils, straws, paper) &amp; limited purchasing of sustainable materials</p>	<p><input type="radio"/> 3</p> <p>Adequate waste tracking; adequate recycling/trash/compost management; annual goals set for waste reduction; some efforts to decrease single-use materials (e.g. utensils, straws, paper) &amp; sustainable purchasing of some materials</p>	<p><input type="radio"/> 4</p> <p>Sufficient waste tracking; effective recycling/trash/compost management with bins in many convenient locations; annual progress reducing waste; phasing out single-use materials &amp; most new materials purchased are sustainable</p>	<p><input type="radio"/> 5</p> <p>Thorough waste tracking; effectively utilized recycling/trash/compost bins in many convenient locations with posted information; meeting annual goals for waste reduction; phased out single-use materials &amp; most/all materials purchased are sustainable</p>
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SOCIAL EQUITY & GOVERNANCE					
Category 1=vulnerable 5=strong	Score (How does your campus or community currently measure up in this area?)				
<b>Civic engagement &amp; participation</b>	<p><input type="radio"/> 1</p> <p>Low % of students involved in campus/community activities/clubs; few clubs/extracurricular/volunteer options; no Student Senate (or comparable); limited student leadership &amp; initiatives</p>	<p><input type="radio"/> 2</p> <p>Low-mid % of students involved in campus/community activities/clubs; some clubs/extracurricular/volunteer options; Student Senate (or comparable) exists but has little power in campus decision-making; few student-led initiatives</p>	<p><input type="radio"/> 3</p> <p>Average % of students involved in campus/community activities/clubs; active Student Senate (or comparable) with some abilities to impact campus decision-making; adequate range of clubs/extracurricular/volunteer options; some student-led initiatives</p>	<p><input type="radio"/> 4</p> <p>Mid-high % of student body involved in campus/community activities/clubs; Student Senate (or comparable) is integrated into campus decision-making &amp; processes; many clubs/extracurricular/volunteer options; several student-led initiatives</p>	<p><input type="radio"/> 5</p> <p>High % of students involved in campus/community activities; Student Senate (or comparable) has diverse participation &amp; is integrated into decision-making; many clubs/extracurricular/volunteer options; variety of student-led initiatives</p>
	<b>Diversity</b>	<p><input type="radio"/> 1</p> <p>Low % of campus body from different demographics; higher than state average poverty/unemployment rates in community; high tension perceived between demographics; few, if any, diversity celebrations/activities/cohesive groups</p>	<p><input type="radio"/> 2</p> <p>Low-mid % of campus body from different demographics; state average poverty/unemployment rates in community; mid-high tension perceived between demographics; some diversity celebrations/activities/cohesive groups</p>	<p><input type="radio"/> 3</p> <p>Sufficient range of campus body from different demographics; lower than state average poverty/unemployment rates in community; low-moderate tension perceived between demographics; several diversity celebrations/activities/cohesive groups</p>	<p><input type="radio"/> 4</p> <p>Wide range of campus body from different demographics; lower than state average poverty/unemployment rates in community; low tension perceived between demographics; many diversity celebrations/activities/cohesive groups</p>

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<p><b>Resilience communication &amp; awareness</b></p>	<p><b>1</b></p> <p>No/limited knowledge of emergency plans/ resources; no/limited inventory of local climate change risks; no campus conversations about resilience; insufficient outreach/communication between campus &amp; community (e.g. events, announcements, emergencies)</p>	<p><b>2</b></p> <p>Limited awareness of emergency plans/resources; basic inventory of climate change risks; limited, if any, campus conversations about resilience; ineffective outreach/communication between campus &amp; community (e.g. events, announcements, emergencies)</p>	<p><b>3</b></p> <p>Low-medium awareness of emergency plans; moderate knowledge/inventories of local climate change risks; some campus conversations about resilience; improving outreach/communication between campus &amp; community (e.g. events, announcements, emergencies)</p>	<p><b>4</b></p> <p>General awareness of emergency plans; sufficient knowledge/inventories of local climate change risks; regular campus resilience conversations; sufficient outreach/communication between campus &amp; community (e.g. events, announcements, emergencies)</p>	<p><b>5</b></p> <p>Well-known emergency plans; climate change risks are known &amp; integrated into long-term plans; frequent campus resilience conversations; strong outreach/communication/coordination between campus &amp; community (e.g. events, announcements, emergencies)</p>
<p><b>Education &amp; curriculum</b></p>	<p><b>1</b></p> <p>Curriculum does not include sustainability/resilience/hands-on field work/opportunities for students to interact in community; no education on public health implications of climate change; no courses open to community members</p>	<p><b>2</b></p> <p>Some courses include sustainability/resilience/hands-on field work/opportunities for students to interact in community; limited knowledge about public health implications of climate change; few, if any, courses open to community members</p>	<p><b>3</b></p> <p>Many courses include sustainability/resilience/hands-on field work/opportunities for students to interact in community; some education about public health implications of climate change; some courses open to community members</p>	<p><b>4</b></p> <p>Key components of curriculum include sustainability/resilience/hands-on field work/opportunities for students to interact in community; adequate education about public health implications of climate change; many courses open/advertised to community</p>	<p><b>5</b></p> <p>Sustainability/resilience/hands-on field work/opportunities for students to interact in community are integrated throughout curriculum; strong education on public health implications of climate change; many courses open to &amp; utilized by community</p>

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HEALTH & WELLNESS					
Category 1=vulnerable 5=strong	Score (How does your campus or community currently measure up in this area?)				
Food systems - access	○ 1	○ 2	○ 3	○ 4	○ 5
	No food store within 15 minutes; most/all food purchased outside 250 mile radius; no food grown on campus; few residents grow food; no community gardens	At least one food store within 15 minutes but without backup generator; high % of food purchased outside 250 mile radius; little or no food grown on campus; some residents grow food; inadequate, if any, community gardens	Grocery/health food stores with limited backup generators within 15 minutes driving distance; most food purchased outside 250 mile radius but increasing local purchasing; stocked food shelf; some residents grow food; adequate community gardens	Walkable grocery/health food stores with backup generators to store food for at least 2 days in power outage; significant amount of food purchased within 250 mile radius & increasing; many residents grow food; several active community gardens	Diverse, walkable grocery/health food stores with backup generators & emergency provisions for at least 3-5 days; high % of food produced & consumed locally; many residents grow & store food; robust community garden spaces & programs
Food systems - equity	○ 1	○ 2	○ 3	○ 4	○ 5
	Higher than state average % of community residents are food insecure; no/understocked food shelf; few healthy/dietary/culturally appropriate food options; no affordable food programs/assistance	State average % of community residents are food insecure; understocked food shelf; some healthy/dietary/culturally appropriate food options; some, but insufficient, affordable food programs/assistance	Lower than state average % of community residents are food insecure; food shelf is sometimes stocked; adequate healthy/dietary/culturally appropriate food options; some sufficient affordable food programs/assistance	Majority of community residents are food secure; food shelf is reliably stocked; many healthy/dietary/culturally appropriate food options; strong affordable food programs/assistance	High level of food security in community & neighboring communities; food shelf is consistently well-stocked & open to the public; sufficient healthy/culturally/dietary appropriate options; many well-utilized, effective affordable food programs

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<p><b>Health care &amp; services - individual &amp; collective wellbeing</b></p>	<p><input type="radio"/> 1</p> <p>Insufficient health insurance; inadequate mental/physical health care on campus/in community; no physical recreation/social opportunities on campus; no local pharmacy; crime rates higher than state average &amp; increasing</p>	<p><input type="radio"/> 2</p> <p>Basic health insurance; inadequate mental/physical health care on campus; some community health resources; few physical recreation/social opportunities on campus; limited local pharmacy; crime rates higher than state average</p>	<p><input type="radio"/> 3</p> <p>Adequate health insurance &amp; mental/physical health care on campus; shared community health resources; sufficient physical recreation/social opportunities on campus; stocked local pharmacy; crime rates are state average or below</p>	<p><input type="radio"/> 4</p> <p>Sufficient health insurance options; strong mental/physical health programs on campus; variety of shared community resources; many well-attended physical recreation/social activities on campus; well-stocked local pharmacy; low crime rates</p>	<p><input type="radio"/> 5</p> <p>High-quality health insurance; strong, coordinated mental/physical health network on campus/in community; many well-attended physical recreational/social activities on campus; well-stocked local pharmacy; low crime rates &amp; continually being addressed</p>
<p><b>Sense of place</b></p>	<p><input type="radio"/> 1</p> <p>Campus mission is not well-known/integrated into programs; campus is not perceived as being open/welcoming to the community; low # of alumni involved with institution &amp; few or no alumni events; few opportunities for faculty/staff community-building</p>	<p><input type="radio"/> 2</p> <p>Campus mission is known but not integrated into programs; campus is open but not perceived as welcoming to the community; low-mid # of alumni involved with institution &amp; low alumni event attendance; limited faculty/staff community-building</p>	<p><input type="radio"/> 3</p> <p>Campus mission is known/integrated into programs; campus is open &amp; invites community participation; sufficient # of involved alumni &amp; moderately attended events; some opportunities for faculty/staff community-building</p>	<p><input type="radio"/> 4</p> <p>Campus mission is known/integrated into programs; campus is open &amp; perceived as welcoming to community; high # of alumni involved with institution &amp; well-attended alumni events; adequate opportunities for faculty/staff community-building</p>	<p><input type="radio"/> 5</p> <p>Mission is well-known &amp; integrates resilience into programs; campus &amp; community are integrated &amp; welcoming to each other; cohesive alumni network with active roles &amp; well-attended events; many opportunities for faculty/staff community-building</p>

Bottom of Form

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