

NDSU PRESIDENT'S COUNCIL
FOR CAMPUS WELL-BEING

Well-being Strategic Plan

NDSU Land Acknowledgement

We collectively acknowledge that we gather at NDSU, a land grant institution, on the traditional lands of the Oceti Sakowin (Dakota, Lakota, Nakoda) and Anishinaabe Peoples in addition to many diverse Indigenous Peoples still connected to these lands. We honor with gratitude Mother Earth and the Indigenous Peoples who have walked with her throughout generations. We will continue to learn how to live in unity with Mother Earth and build strong, mutually beneficial, trusting relationships with Indigenous Peoples of our region.

MISSION AND VISION of President's Council for Campus Well-being

Mission Statement:

To support the mission of the university by increasing and sustaining all aspects of campus well-being.

Vision Statement:

We envision a vibrant university environment, free from violence, supporting student success and culminating in a culture of health where all community members are empowered to advance well-being.

The ultimate outcomes of our shared work:

NDSU is a campus community of well-being for students, faculty, staff, families, visitors and alumni.

WELL-BEING DEFINITION

As guided by the Inter-association Definition of Well-being,

We define well-being as an optimal and dynamic state that allows people to achieve their full potential.

Our focus is on two interdependent types of well-being: 1) individual and 2) community

Individual well-being is defined within three broad and interrelated categories: (a) the perceived assessment of one's own life as being generally happy and satisfying, (b) having one's human rights and needs met, and (c) one's contribution to the community.

Community well-being is defined by relationships and connectedness, perceived quality of life for all people in the community, and how well the community meets the needs of all members.

By focusing on the whole — the whole person, the whole educational experience, the whole institution, the whole community — well-being becomes a multifaceted goal and a shared responsibility for the entire institution.

A FRAMEWORK FOR WELL-BEING

The Okanagan Charter – An International Charter for Health Promoting Universities and Colleges (2015) was created through collaboration of researchers, practitioners, administrators, students and policy makers from 45 countries. It provides institutions with a common language, principles and framework to become a “health and well-being promoting campus”. The Charter serves as a guide for the President’s Council for Campus Well-Being.

Calls to Action

1. To embed health into all aspects of campus culture, across the administration, operations and academic mandates;
2. To lead health promotion action and collaboration locally and globally.

A CAMPUS OF WELL-BEING

NDSU’s President’s Council for Campus Well-being (PCCW) diagram highlights students, faculty and staff as central to leading and informing actions regarding a campus of well-being while contributing and supporting both individual components of well-being (Safety, Mental Health, Physical Health, Personal Development) and foundational components of well-being (Community, Policies, Environments, Knowledge) ensuring that well-being is embedded at all levels of the university.

The well-being relationship between individuals, the institution and community are interdependent. All components of well-being are interrelated – none of them can be addressed in isolation.



The work of the PCCW is also driven by a number of other NDSU specific sources:

NDSU campus surveying results, input and collaboration from campus departments, services, and organizations, coordination with the Presidents Council for Diversity, Inclusion and Respect, the NDSU Cross Divisional Curriculum, and the NDSU Strategic Plan.

The following are NDSU’s identified well-being areas of focus and contributing factors (necessary skills, resources, and conditions) needed to work toward systemic and cultural change on our campus. These identified areas will be addressed through impact of the PCCW and by Work Groups that are developed to research, design, evaluate, and recommend actions that will achieve the desired outcomes.

ADVANCING CAMPUS WELL-BEING DATA AND KNOWLEDGE

Contribute to health promoting knowledge production, application, standard setting and evaluation that informs action and supports the cultural and environmental development of campus well-being.

Contributing factors:

- Consistent and thorough collection of student, faculty and staff data related to health, well-being, and campus climate.
- Students, faculty and staff engage in collaborative research, analysis, and application of health, well-being, and campus climate data.
- Opportunities for well-being data showcasing and sharing to increase body of knowledge.
- Implementation of NDSU data clearinghouse to increase awareness and accessibility of well-being related data.

GENERATING A THRIVING CAMPUS COMMUNITY

Be proactive and intentional in creating empowered, connected and resilient campus communities that foster an ethic of care, compassion, collaboration and community action.

Contributing factors:

- Students, faculty and staff model and facilitate civility, respect, tolerance, problem-solving ability and positive interpersonal skills.
- Students, faculty and staff acknowledge the inequities that impact both individuals and communities and take actions toward creating inclusive communities where all members are valued and empowered to be their authentic selves.
- Students, faculty and staff foster a sense of belonging and mattering for self and others by rejecting biased and prejudicial beliefs, respecting individual identities and communicating respectfully across these differences.
- Students, faculty and staff promote the quality of life for all people and meaningfully contribute to communities that meet the needs of all members.
- Students, faculty and staff perceive that the overall quality of life is good and just for all community members regardless of differences across individual identities.
- Opportunities for and encouragement of social connection and interpersonal relationships.
- Cross-campus collaboration to break down silo barriers.

EMBEDDING WELL-BEING IN ALL CAMPUS POLICIES AND PROCESSES

Review, create and coordinate campus policies and practices with attention to health, well-being and sustainability, so that all planning and decision-making takes account of and supports our campus community.

Contributing factors:

- Health in all Policies approach to all current and proposed campus policies regarding well-being components such as social, physical health, mental health, use of inclusive language, stakeholder and community input, economic impact, environmental impact, evaluation, and sustainability.
- Campus departmental, services, organizations, etc. policies and procedures to follow Health in all Policies practices.

CREATING SUPPORTIVE CAMPUS ENVIRONMENTS

Enhance the campus environment by identifying opportunities to support health and well-being through sustainability in the built, natural, social, economic, cultural, academic, organizational and learning environments.

Contributing factors:

- NDSU infrastructure (including physical plant and future planning) incorporates light, green space, bike-friendly and walkable space, noise reduction/quiet space, gender-neutral restrooms, lactation space, etc.
- Environmentally sustainable practices are part of NDSU operations: Recycling, composting, wind/solar energy, gardens, etc.
- Infrastructure, systems, practices, values, and normative behaviors contribute to sufficient and equitable opportunities, resources, conditions, and other socioecological factors that make NDSU conducive to the achievement of full potential beyond what is possible for a single individual.
- Recognition that NDSU is embedded in a larger society and is dependent on the well-being of the ecosystems of the surrounding community, the state of North Dakota, and beyond.

SUPPORTING WELL-BEING PERSONAL DEVELOPMENT

Develop and create educational and engaging opportunities to build student, staff and faculty resilience, competence, personal capacity and life enhancing skills and to support them to thrive and achieve their full potential and become engaged local and global citizens while respecting the environment.

Contributing factors:

- Students, faculty and staff develop their sense of purpose through interactions with others, reflection, exploring their identities and examining core values.
- Students, faculty and staff practice well-being in recognition of the importance of personal life satisfaction, having one's human rights and needs met, and one's contribution to the community.
- Students, faculty and staff have a range of opportunities for healthy, substance free, social interactions that expose them to new ideas and interests, a diversity of people and an increased understanding of self and others.
- Links between academic and co-curriculum that support student self-discovery, development of healthy relationships, contribution toward inclusive communities, and cultivation of a curiosity for lifelong learning.

CONTRIBUTING TO CAMPUS SAFETY

Address all components of safety to create a campus community where members feel safe physically, emotionally and environmentally.

Contributing factors:

- Students, faculty and staff are informed, have the education and resources to help them understand safety issues, are trained on respect, safety practices, skills, interventions, and have the awareness and ability to access these resources.
- Information, education, and training are available and accessible about safety issues such as sexual violence, dating violence, stalking, equity, diversity and inclusion, pedestrian and bike-rider safety, etc.
- Behaviors of disrespect and discrimination are rejected and appropriate mitigation and preventative actions are taken.
- Physical infrastructure is continuously evaluated to increase safety and access for all.
- Safe behaviors and values extend beyond the physical campus into the surrounding community.

MEETING BASIC PHYSICAL HEALTH NEEDS

Provide the resources and opportunities for the campus community to participate in healthy lifestyle choices, meet basic human needs, and engage with the physical environment resulting in lifelong well-being practices.

Contributing factors:

- Students, faculty and staff have the education and resources to effectively manage their physical health, the services to address physical health needs, and the awareness and ability to access these resources.
- Collaboration and partnerships across campus creates accessible education, programs, policies, and infrastructure that support physical health for all persons and abilities.
- Evidence-based programs, services, education, and resources regarding healthy personal choice options are resourced and optimized to meet priority campus community needs.
- Information, education and training are available and accessible on topics such as nutrition, sleep hygiene, mindfulness, physical activity, substance use, preventative and medical care, etc.
- All basic physical health needs are met (food, clothing, heat, medical care, etc.)

PROVIDING SERVICE AND SUPPORT FOR MENTAL HEALTH

Reducing stigma, supporting skills and habits to manage stress, strengthening resilience, providing and supporting timely access to mental health services to create a supportive campus culture.

Contributing factors:

- Students, faculty and staff have the education and resources to help them understand mental health issues, the services to address mental health needs, and the awareness and ability to access these resources.
- Information, education and training are available and accessible about accessing resources, positive coping skills, stress management, resilience, self-management, substance use, supporting others, etc.
- Collaborative work with student government and other student organizations to create awareness and action related to mental health issues.
- Effective mental health programs and infrastructure are resourced and optimized to meet priority mental health needs.
- Enhanced referral and support capacity for campus mental health services.
- Reduced stigma of mental health on NDSU campus and in the surrounding community at large.

References:

1. NIRSA: Leaders in Collegiate Recreation, NASPA- Student Affairs Administrators in Higher Education & ACHA – American College Health Association (November 2020). *Inter-association definition of well-being*. Retrieved from www.nirsa.org/hands-in
2. Okanagan Charter: An International Charter for Health Promotion Universities and Colleges (2015). Retrieved from <https://www.healthpromotingcampuses.org/okanagan-charter>
3. Presidents Council for Diversity, Inclusion and Respect, <https://www.ndsu.edu/inclusioncouncil/>
4. NDSU Cross Divisional Curriculum
5. NDSU Strategic Plan, <https://www.ndsu.edu/strategicplan/>

HISTORY:

New	September 5, 2018
Amended	July 23, 2019
Housekeeping	January 3, 2020
<i>Amended</i>	<i>August 20, 2021</i>