Strategic Plan

Approved by

President’s Council for Campus Well-being

July 2019
LAND ACKNOWLEDGMENT

As a land-grant institution, we have a responsibility to acknowledge the historical context in which this institution exists. We acknowledge that the land upon which this institution resides is the traditional territory of the Anishinaabe, Dakota, Lakota and Nakota peoples. We acknowledge the painful history of forced removal from this territory, and we honor and respect the many diverse Indigenous peoples still connected to this land.

PRESIDENT’S COUNCIL FOR CAMPUS WELL-BEING

President’s Council for Campus Well-Being (PCCW) is a vehicle for engaging the expertise and talents of our NDSU community in strengthening NDSU as an institution characterized by its culture of health and the well-being of its community members. This council builds upon the accomplishments of the former President’s Council on Alcohol and Other Drugs under an expanded mission to increase and sustain all aspects of campus well-being. To carry out this mission, the PCCW brings together a multi-disciplinary group of NDSU faculty, staff, students and community partners to address a range of social and environmental factors that strengthen the health and well-being of our campus community.

ABOUT WELL-BEING

The concept of well-being is not new, but the body of research that links well-being to academic success, lifelong health, happiness and personal success continues to grow. As stated in the Okanagan Charter (an international charter for health promoting universities and colleges (2015), “Health and well-being are determinants of learning, productivity and engagement.”

Well-being is not developed in isolation. The relationship between individuals and their environment is dynamic. Healthy individuals build healthy communities; healthy communities provide the supportive environment for individual well-being. As such, health promotion is not just the responsibility of the health sector, but must engage all sectors to take an explicit stance in favor of health, equity, social justice and sustainability for all, while recognizing that the well-being of people, places and the planet are interdependent.

Opportunities for study, research and employment at NDSU extend throughout the world. Through these exchanges, NDSU has a global presence. We want to be welcoming to all who come to NDSU, and we want to carry the best of NDSU with us on our journeys. We want to prepare its members for lifelong well-being, and in doing so, to empower them to make positive contributions to their families, workplaces, communities and the world.
DEFINITION OF TERMS

Health, well-being, wellness and health promotion are inter-related concepts. Well-being is the most comprehensive and was chosen deliberately to express the broad nature of the President’s Council work. Definitions that have been adopted for consistent use by PCCW include:

Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.  

Well-being is the ongoing development of an individuals’ physical, social and mental health within a supportive environment.  

Wellness is an active process of becoming aware of and making choices toward a more successful existence.  

Health Promotion is the process of enabling people to increase control over, and to improve, their health. It moves beyond a focus on individual behavior toward a wide range of social and environmental interventions.

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

Mission Statement:
To support the academic 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.

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 and outlines two Calls to Action:

- To embed health into all aspects of campus culture, across the administration, operations and academic mandates;
- To lead health promotion action and collaboration locally and globally.
From the Charter, PCCW strives to address these areas of action by:

- **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.

- **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.

- **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.

- **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.

- **Supporting Personal Development** – Develop and create 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.

**SHARED ASPIRATIONS**

The Okanagan Charter gives us a common language for collaborating and networking with other institutions that share this journey.

Health Promoting universities and colleges infuse health into everyday operations, business practices and academic mandates. By doing so, health promoting universities and colleges enhance the success of our institutions; create campus cultures of compassion, well-being equity and social justice; improve the health of the people who live, learn, work, play and love on our campuses; and strengthen the ecological, social and economic sustainability of our communities and wider society.
A CAMPUS OF WELL-BEING

As the diagram below highlights, students, faculty and staff are central to leading and informing actions regarding a campus of well-being and ensures that well-being is embedded at all levels of the university.
FIVE AREAS OF FOCUS

While the Okanagan Charter provides a generic framework for developing a campus of well-being, the work of the PCCW is driven by five areas of focus that are specific to NDSU. These areas of focus were identified by considering NDSU campus survey results, focus group input, input from campus organizations and data from Student Health Service. Secondary research that includes national survey data from the American College Health Association – National College Health Assessment (ACHA-NCHA) supports the importance of these five: Safety, Physical Health, Mental Health, Substance Use and Social Connection.

Each focus area is mapped out indicating the overall outcome and culture change outcome (yellow boxes) as well as preconditions needing to be met in order to achieve the desired outcomes (Level 1 outcomes: red boxes, Level 2 outcomes: blue boxes, and Level 3 outcomes: green boxes).

The five focus areas are interrelated – none of them can be addressed in isolation. The future work of PCCW includes identifying the indicators by which progress toward desired outcomes will be measured.

1. SAFETY

The perception and reality of personal safety are basic components of well-being. Sexual violence, dating violence, stalking, the physical safety of pedestrians and bike-riders, and behaviors of disrespect and discrimination are all areas of safety that we want to address at NDSU.

Safety outcome: NDSU is a campus community where members feel safe physically, emotionally and environmentally.

Culture change outcome: NDSU culture reflects values of respect, inclusiveness and positive safety norms.

Preconditions to achieving desired Safety outcomes:

- Students, faculty and staff are informed, educated and trained on safety practices, skills, interventions, self-respect, habits and how to access resources.
- Campus policies establish expectations for personal, emotional and environmental safety.
- Physical infrastructure is continuously evaluated to increase safety and access for all.
- Safety includes awareness and a caring approach by all. Safe behaviors extend beyond the physical campus into the NDSU community at large.
2. PHYSICAL HEALTH

Physical Health is impacted by lifestyle choices that include activity, food, sleep, the physical environment and more. Physical Health impacts mental and emotional function, and management of physical health has implications for lifelong well-being.

Physical Health outcome: NDSU is a campus community supported by infrastructure that promotes physical and environmental health.

Culture change outcome: NDSU culture reflects values of self and environmental stewardship.

Preconditions to achieving desired Physical Health outcomes:

- Effective programs offering 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 and sexuality.
- Basic physical needs are met (food, clothing, heat, medical care, etc.)
- Campus activities, events, messages and policies are consistent with health promotion and environmental stewardship
3. MENTAL HEALTH

Mental Health is inseparable from other components of well-being. Reducing the stigma around mental health, supporting skills and habits to manage stressors, strengthening resilience, and supporting timely access to mental health services are all factors that support mental health and overall well-being.

**Mental Health outcome:** NDSU is a campus community where members are mentally and emotionally healthy, resilient, self-aware and supported.

**Culture change outcome:** NDSU culture reflects value of the mental health of its students, faculty and staff.
Preconditions to achieving desired Mental Health outcomes:

- Collaborative work with student government and other student organizations creates focus on mental health issues.
- Increased information, education and messaging about accessing resources, positive coping skills, stress management, resilience, self-management, and helping/supporting others.
- Effective mental health programs and infrastructure are resourced and optimized to meet priority mental health needs.
- Mental health services are available when needed. Students, faculty and staff know how to access mental health services.
- Stigma of mental health is reduced on campus and in the NDSU community at large.
4. SUBSTANCE USE

Substance use is a high-risk behavior and a cause for concern over its potential misuse and harm. Alcohol, tobacco, e-cigarettes, marijuana, illicit drugs and misuse of prescription drugs are all examples of substance use concerns that NDSU strives to continue to make positive cultural changes.

Substance Use outcome: NDSU is a campus community that supports healthy decisions related to substance use.

Culture change outcome: NDSU culture reflects healthy and responsible norms for substance use.

Preconditions for achieving desired Substance Use outcomes:

- Collaborative work with student government and other student organizations rebrands substance “abuse” to focus on informed, responsible behaviors.
- Effective substance use policies, mandatory education and infrastructure are resourced and optimized to meet priority campus community needs.
- Increased information, education and messaging regarding substance use to address unmet needs of campus community, including accessing services/resources, prevention, self-help, low-risk use, evidence-based programs, interventions to get others the help they need.
- Campus activities, events and messages are aligned with substance use policies and goals for a tobacco-free, dry campus.
- Harm and negative impacts due to substance use are reduced.
- Informed, responsible, legal use of substances extends into behaviors within the community at large.
5. SOCIAL CONNECTION

Social connection is a key factor in student retention and the perception of belonging. Students, faculty and staff who feel welcomed, included and who engage in the life of NDSU enhance their own well-being as well as the health of the NDSU community.

Social Connection outcome: NDSU is a vibrant community where members have fun, healthy relationships, are engaged and respect others.

Culture change outcome: NDSU culture reflects positive social norms.

Preconditions for achieving desired Social Connection outcomes:

- Peer leaders model and facilitate positive social behaviors/skills.
- Faculty and staff model and facilitate civility, respect and positive social skills.
- Students have a range of opportunities for healthy social interactions that expose them to new ideas and interests, a diversity of people and an increased understanding of self and others.
There are links between academic and co-curriculum that support development of student self-knowledge, self-management and social skills. Students, faculty and staff model and facilitate civility, respect, tolerance, problem-solving ability and positive interpersonal skills.

Social Connection

NDSU is a vibrant community where members are engaged, have fun, have healthy relationships and respect others.

NDSU culture reflects positive social norms.

Students, faculty and staff model and facilitate civility, respect, tolerance, problem-solving ability, and positive interpersonal skills.

Students have a range of opportunities for healthy social interactions that expose them to new ideas and interests, a diversity of people, and an increased understanding of self and others.

Faculty and staff model and facilitate civility, respect and positive social skills.

Faculty and staff are engaged.

Campus and community partners/resources are identified and engaged.

Teams and Project Work Groups are oriented to vision and desired outcomes of campus of well-being.
References: