



THE CARE² PLAN

Student Mental Health and Well-Being at NIC

Care Compassion Agency Accessibility Resilience Responsibility Engagement Equity

Dashboard
YEAR 2 REPORT



How the Dashboard Works







| YEAR 5 GOAL | STRATEGY | PROGRESS UPDATE | STATUS |
|--|---|---|----------|
| 2. TEACHING AND LEARNING NIC will develop and promote pedagogy, curriculum and academic processes that support mental health and well-being. | | | |
| Goal 2.1 Provide support and training for faculty to recognize, respond and refer students experiencing academic or personal distress. | | | |
| a. Offer and promote workshops for NIC employees including: Capacity to Connect, Supporting Students in Distress, Understanding Duty to Accommodate BUILD 1.0 People BUILD 2.0 Foundation BUILD 3.0 Frame | DSA to consult with the committee and other stakeholders in developing an annual program of training/PD events for employees. | Employee training programs are being provided, including mandatory employee training on Sexualized Violence Prevention and Response, which began in Winter 2023. Several well-being focused training programs will be available through various delivery modes, starting in Fall 2023. | On Track |

YEAR 5 GOAL
A cohesive goal statement for each item
BUILD 2026 priority/priorities the goal supports

STRATEGY
Approach to achieve the goal

PROGRESS UPDATE
Recent accomplishments, highlights or barriers toward achieving the goal

STATUS
Current goal status at a glance

| LEGEND |  Complete |  On track |  Behind |  No data yet |  Not started |  Removed |
|--------|---|---|---|--|--|--|
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CARE² PLAN REPORTING

Current Report

| PLAN YEAR | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 |
|--------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | 2021/22 | 2022/23 | 2023/24 | 2024/25 | 2025/26 |
| Measurement Period | July 2021-June 2022 | July 2022-June 2023 | July 2023-June 2024 | July 2024-June 2025 | July 2025-June 2026 |
| Reporting Date | June 2022 | June 2023 | June 2024 | June 2025 | June 2026 |

THE CARE² PLAN DASHBOARD

YEAR 2 REPORT

| YEAR 5 GOAL | STRATEGY | PROGRESS UPDATE | STATUS |
|---|---|--|----------|
| 1. INSTITUTIONAL LEADERSHIP, ADMINISTRATION AND OPERATIONS NIC will incorporate mental health and well-being into all aspects of the institution and operations. | | | |
| Goal 1.1 Establish area of responsibility for <i>The CARE² Plan</i> . | | | |
| a. Determine lead to develop annual road map, and coordinate and report back on milestones and completion. BUILD 2.0 Foundation | | Director, Student Affairs (DSA) is providing leadership on the implementation, coordination and evaluation of <i>The CARE² Plan</i> . | Complete |
| b. Develop and implement a student Mental Health and Well-being (MHWB) Committee. BUILD 2.0 Foundation BUILD 3.0 Frame | Liaise with key stakeholders on student mental health and well-being for consultation and leadership. | Due to time constraints of committee members, and as several other groups inform this work, the DSA has adopted a less formal, more relational approach to consultation. | Complete |
| Goal 1.2 Ensure appropriate funding and resources for mental health and well-being initiatives identified in <i>The CARE² Plan</i> . | | | |
| a. Cost out <i>The CARE² Plan</i> for the next 5 years – to include annual budgetary expenses for operations supporting the plan. BUILD 2.0 Foundation BUILD 3.0 Frame | DSA to work with VP, Students & Community Engagement to cost plan and present costing to Leadership Team. | Overlaps have been identified. Working toward a consolidated Community Competency Program where the various training objectives (Accessibility, CARE ² , etc.) are aligned for community members to access. | On Track |
| b. Apply to grant funding through Bell <i>Let's Talk</i> and other grant-offering organizations. BUILD 3.0 Frame | Research grant opportunities. | NIC received a \$150,000 <i>Let's Talk</i> grant from Bell Canada, which is supporting a full-time employee specific to our Healthy Trades program. We continue to research future grant opportunities. | Complete |
| Goal 1.3 Identify where the goals of <i>The CARE² Plan</i> align with other NIC plans, including <i>BUILD 2026</i> and <i>Working Together</i> , and develop opportunities for cross-departmental collaboration. | | | |
| a. Identify where <i>The CARE² Plan</i> overlaps with other plans (such as <i>Widening Our Doorways</i> and <i>Working Together</i>) and work with Leadership Team, Indigenous Education and Education Team to identify opportunities for collaboration. BUILD 1.0 People BUILD 3.0 Frame | DSA to meet with Director, Indigenous Education and VP, Academic to identify opportunities for collaboration. | Focusing on Indigenization of conduct and behavior-management policies and incorporating them into the broader policy framework. Continuing support for the Indigenous Counselling model (supporting not only the person, but also the way they work) and providing culturally appropriate training for Indigenous and non-Indigenous counsellors to bring to our students. | On Track |

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|--|---|---|-------------|
| 1. INSTITUTIONAL LEADERSHIP, ADMINISTRATION AND OPERATIONS <i>continued</i> | | | |
| Goal 1.4 Encourage departments to identify goals to support student mental health and well-being during annual strategic planning. | | | |
| a. Create a mental-health-and-well-being 'lens' checklist to support policy and procedure development. <i>BUILD 2.0 Foundation</i> <i>BUILD 3.0 Frame</i> | DSA to work with the committee to create a checklist 'lens' tool to be piloted with Students, Community Engagement & Admin Team (SCEAT) and Health & Human Services (HHS). | | Not Started |
| b. Departments create a benchmark report for the MHWB Committee, indicating: i) Current operations and initiatives that support mental health and well-being ii) Annual goals <i>BUILD 2.0 Foundation</i> <i>BUILD 3.0 Frame</i> | DSA to meet with Education Team, Department Chairs & Coordinators Working Group, Centre for Teaching & Learning Innovation (CTLI) and other divisions to discuss how best to achieve this. The creation of a pilot with key departments (HHS, CTLI, SCEAT) is recommended. | | Not Started |
| c. Encourage institutional responsibility and opportunity to create conditions for student well-being. <i>BUILD 1.0 People</i> <i>BUILD 2.0 Foundation</i> <i>BUILD 3.0 Frame</i> | Seek base funding for CARE Grants. | Base funding has been secured in the amount of \$3,000 annually. Our second year of CARE Grants have been disbursed to support student well-being on campus. | Complete |

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| 2. TEACHING AND LEARNING NIC will develop and promote pedagogy, curriculum and academic processes that support mental health and well-being. | | | |
| Goal 2.1 Provide support and training for faculty to recognize, respond and refer students experiencing academic or personal distress. | | | |
| a. Offer and promote workshops for NIC employees including: Capacity to Connect, Supporting Students in Distress, Understanding Duty to Accommodate. BUILD 1.0 People BUILD 2.0 Foundation BUILD 3.0 Frame | DSA to consult with the MHWB Committee and other stakeholders in developing an annual program of training/PD events for employees. | Employee training programs are being provided, including mandatory employee training on Sexualized Violence Prevention and Response, which began in Winter 2023. Several well-being focused training programs will be available through various delivery modes, starting in Fall 2023. | On Track |
| b. Integrate education regarding student mental health into new-employee orientation. BUILD 1.0 People BUILD 2.0 Foundation BUILD 3.0 Frame | DSA to work with HR to identify opportunities and update current new-employee orientation. Also, discuss possible mandatory employee-training module, Supporting Students in Distress. | Working to align student well-being education and staff well-being education into a Community Competency Program. | On Track |
| c. Evaluate the effectiveness of Early Assist through a robust review of user experience and perceived impact. BUILD 3.0 Frame | Associate Director, Student Life and Student Life Outreach Liaison to develop and implement a review strategy. | | Not Started |
| Goal 2.2 Support the development of inclusive curriculum and pedagogical approaches which foster and highlight mental health and well-being. | | | |
| a. Work with CTLI and decanal areas to identify and promote well-being in learning environments. BUILD 2.0 Foundation BUILD 3.0 Frame | DSA stakeholders, CTLI and decanal areas work together and fundamentally support the program-review process, helping ensure best practices in mental health are embedded in the learning environment of all programs. This will produce a positive, sustainable outcome for NIC community members. | The review process will begin in Fall 2023, with implementation of mental-health best practices in learning environments to commence in Winter 2024. | On Track |

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| 3. MENTAL-HEALTH LITERACY, CAPACITY BUILDING AND EDUCATION NIC will reduce the stigma associated with mental health and mental illness, foster help-seeking behaviour and resilience and encourage age-healthy behaviours. | | | |
| Goal 3.1 Increase mental-health training and support for student leaders, volunteers and student employees. | | | |
| a. Work with OGE, Student Life and HR to develop and implement training plans for student employees that include awareness of supports, suicide awareness and self-care. BUILD 3.0 Frame | Review current student-employee training and procedures. | Currently working to align student-well-being education and staff-well-being education into a Community Competency program. The draft business case for this program to be completed in Winter 2024. | On Track |
| Goal 3.2 Create awareness of and access to support services. | | | |
| a. Identify key 'pressure points' within the student cycle. Consider the cycle from diverse perspectives, including Indigenous, international, mature, dual credit, trades, credential type, entry point and other student ways of knowing and being. Create campaigns and initiatives to coincide with need. BUILD 3.0 Frame BUILD 6.0 Windows BUILD 7.0 Roof | Map out the student cycle from a range of perspectives and lived experience. | Student Life's annual programming has been developed in alignment with student needs and is shifting to a more intentional, outcomes-based approach to the student cycle. | On Track |
| b. Develop marketing campaigns and other resources and strategies to increase awareness of supports. BUILD 3.0 Frame | Using the information from the student-cycle initiative, establish events, information sharing and marketing that highlight available supports. | Reviewing and updating web presence via Learn Anywhere (an NIC resource created by CTLI that focuses on student-learning needs). Improvements were made to the Student Life and Support web page in 2022/23, and the Learn Anywhere resources will be implemented in 2023/24. | On Track |
| Goal 3.3 Create opportunities to foster resilience and self-advocacy (see also 5. Student Support Services). | | | |
| a. Integrate and leverage national campaigns such as Bell <i>Let's Talk</i> with NIC campaigns such as Mental Health Week. BUILD 2.0 Foundation BUILD 3.0 Frame | Include campaigns on mental health and well-being in regular Student Life programming. | DSA working with MHWB Committee and CTLI to better integrate campaigns and associated events across multiple divisions. | On Track |
| b. Provide opportunities to understand resilience and self-advocacy. BUILD 3.0 Frame | The new Academic Integrity web page will support this goal. | The Academic Integrity web page has been launched and will be reviewed annually for updates. | Complete |

| YEAR 5 GOAL | STRATEGY | PROGRESS UPDATE | STATUS |
|---|--|---|----------|
| 3. MENTAL-HEALTH LITERACY, CAPACITY BUILDING AND EDUCATION <i>continued</i> | | | |
| Goal 3.4 Encourage and support healthy behaviours. | | | |
| a. Develop support strategies for contract and short-term programs (e.g., micro-credentials) for vulnerable population. <i>BUILD 3.0 Frame</i> | Liaise with SCEAT and Education Team to identify needs for students entering short-term programs. | DSA continues its work with SCEAT and Education Team to achieve this goal. | On Track |
| b. Pave a pathway towards long-term systemic change in relation to the institution's approach to, and capacity to address, the toxic-drug-poisoning crisis. <i>BUILD 3.0 Frame</i> | Expand existing programs which support the college community, and collaborate with partner organizations to help support regional communities. | NIC has a naloxone program in place and is examining ways to provide staff with additional resources and support. The College is also seeking community-based opportunities to help address the toxic-drug crisis, including working with partners like Island Health and publishing the <i>Walk With Me</i> report, which summarizes the project's important work in harm reduction and breaking the stigma associated with the toxic-drug use. | On Track |

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| 4. CAMPUS LIFE NIC will connect, engage and inform students through the development of inclusive, accessible and relevant initiatives and events. | | | |
| Goal 4.1 Create opportunities for students to connect with each other and with other members of the college community. | | | |
| a. Provide in-person and virtual events and initiatives based on student needs and interest. Evaluate the success of these events. BUILD 3.0 Frame | Evaluate and adapt programming related to the needs of students and emerging themes. | Student Life programming is developed annually, based on feedback from student surveys, current literature and emerging themes. We are currently in an assessment/revision phase, iteratively improving our offerings in a move toward outcomes-based programming. | Complete |
| Goal 4.2 Create awareness of and access to support services. | | | |
| a. Partner with North Island Students' Union (NISU) on campaigns and initiatives that build agency and capacity. BUILD 3.0 Frame | NISU input and collaboration is actively sought in all aspects of Student Affairs/Life, including policy development, advocacy and events. | DSA and Associate Director, Student Life continue to hold regular meetings with NISU to discuss collaborations and build relationships. New MOU signed with NISU in Fall 2022. | On Track |
| b. Provide opportunities for student leadership through student employment, volunteering and educational offerings. BUILD 3.0 Frame BUILD 7.0 Roof BUILD 9.0 Communities | Review training and roles to ensure meaningful engagement for student employees. | Continuing to offer opportunities for student engagement with social justice issues through Student Life, and actively exploring student-employment opportunities in Student Life and Housing. | On Track |
| Goal 4.3 Ensure Student Life initiatives and events reflect the diversity of our student population and are inclusive, relevant and accessible. | | | |
| a. Develop a Justice, Diversity, Equity and Inclusion Policy. BUILD 3.0 Frame BUILD 6.0 Windows BUILD 7.0 Roof BUILD 9.0 Communities | Justice, Diversity, Equity and Inclusion (JDEI) are fundamental to NIC's future and integral to the College's strategic plans. JDEI to become its own policy initiative. | The policy draft is complete, and focus is now on ensuring the work aligns with our capacity. The policy will drive the lens tool (in 4.3.b.). | Complete |
| b. Develop a JDEI lens tool to support effective planning of Student Life and other NIC events. The tool will support event planners in determining accessibility and inclusivity as well as indicating consideration of diverse needs and participants. BUILD 3.0 Frame BUILD 6.0 Windows BUILD 7.0 Roof BUILD 9.0 Communities | Create advisory group to begin the pre-development (research, planning) of this tool. Group to include reps from Department of Accessible Learning Services, Indigenous Education, Office of Global Engagement, Student Life and NISU. | Advisory group will begin the process to develop the JDEI lens tool in Fall 2024. Work will include a market scan to ensure the tool and process fully serve our needs and align with NIC policy and strategy. | Not Started |

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|--|---|--|-------------|
| 5. STUDENT SUPPORT SERVICES NIC will connect, engage and inform students through the development of inclusive, accessible and relevant initiatives and events. | | | |
| Goal 5.1 Increase awareness of available support services at NIC and within the community. | | | |
| a. In conjunction with 3.2.a (student cycle), develop an annual promotion plan with Student Life and other support services to include regular updates and information about available services and new support initiatives and events. . BUILD 3.0 Frame | Create an inventory of supports and how they are promoted, and review the list based on the student cycle and other events/campaigns. | | Not Started |
| Goal 5.2 Normalize help-seeking behaviour. | | | |
| a. Promote the range of supports that can improve the academic and personal experience for all students – not only those in distress. BUILD 3.0 Frame | Create one or more campaigns to highlight the range of student services and their capacity to help students who are either in distress or simply looking to enhance their educational experience. | Emails, workshops and college newsletter have been utilized to promote faculty awareness/support of student services as a preventative, rather than reactive, tool. Early Assist & Healthy Trades are conducting regular outreach and education. A more user-friendly version of the Red Folder will be installed on every NIC desktop in Fall 2023. | On Track |
| b. Offer workshops and other resources to promote help-seeking behaviour to students. BUILD 3.0 Frame | Shift to a shorter, more focused Thrive event (1 week instead of a full month) to encourage participation and create a more equitable experience across our various campuses. | Aligning Thrive events/activities to the new, one-week format. | On Track |
| Goal 5.3 Develop relationships with community and other support services/networks | | | |
| a. Explore and establish connections and partnerships with external organizations, including those in each campus's community. These might include victim services, crisis lines, mental health and substance use, shelter/transition houses, RCMP liaisons and family services (sexualized violence). . BUILD 3.0 Frame BUILD 9.0 Communities | Continue to build partnerships/connections with external community organizations (including food banks) that support our students. | An MOU has been signed with The Foundry and the John Howard Society of North Island to enhance student mental-health and addiction-recovery supports at NIC. | On Track |

| YEAR 5 GOAL | STRATEGY | PROGRESS UPDATE | STATUS |
|--|--|--|----------|
| 5. STUDENT SUPPORT SERVICES <i>continued</i> | | | |
| Goal 5.4 Provide culturally appropriate supports. | | | |
| a. Hire an Indigenous Counsellor. BUILD 3.0 Frame BUILD 6.0 Windows BUILD 7.0 Roof | This role is twofold: 1) provide the service; and 2) develop and demonstrate what it means to provide Indigenous counselling to enhance the culturally appropriate practices and skill set of the entire counselling team. | An Indigenous Counsellor has been hired and successfully integrated into the broader counselling team, while preserving the unique nature of this role. The counsellor provides culturally appropriate mental-health support to our Indigenous students. | Complete |
| b. In hiring processes, include language about experience working with diverse populations in the job description and questions related to this experience in the interview. BUILD 3.0 Frame BUILD 6.0 Windows BUILD 7.0 Roof | | During their interview process, all Student Support Services employment candidates are now asked questions about NIC's core values (including diversity, equity and inclusion) and Indigenization. | Complete |
| Goal 5.5 Increase student resilience and coping skills. | | | |
| a. Develop website content prioritizing mental health and well-being – to include links to internal and external resources and self-screening tools. BUILD 3.0 Frame | Continue to review website and other resources for more accessible and relevant information related to student mental health and well-being. | Utilizing Learn Anywhere to review and update web resources and tools supporting student mental health and well-being. | On Track |