



BASTYR UNIVERSITY
Strategic Plan

5-year Strategic Plan
FY'23 – FY'27

VISION

As the world's leading academic center for advancing and integrating knowledge in the natural health arts and sciences, Bastyr University will transform the health and well-being of the human community. ⁱ

MISSION

We educate future leaders in the natural health arts and sciences. Respecting the healing power of nature and recognizing that body, mind and spirit are intrinsically inseparable, we model an integrated approach to education, research and clinical service. ⁱⁱ

LAND ACKNOWLEDGMENT

As an institution of higher learning committed to educating future leaders in the natural health arts and sciences that integrate mind, body, spirit, and nature, Bastyr University humbly believes that it is our responsibility to remind current and future generations of the respect we owe to the Indigenous peoples who have been dispossessed of their land and displaced from their ancestral and spiritual homes through colonization. We acknowledge that the lands on which Bastyr University campuses stand, and on which we study, work, and live today, are the original and contemporary homes of many Indigenous peoples whose spiritual connections to these lands forms the foundations of their ways of being. Specifically, the university is situated on the traditional and ancestral lands of the Coast Salish (**SAY**-lish) people in Kenmore and Seattle, WA, and the traditional and ancestral lands of the Kumeyaay (**KOOM**-^e-yi) people in San Diego, CA.

We recognize and esteem the values, vast knowledge, and collective wisdom of these Nations from the past and present. We honor their resiliency as we recognize the history of oppression, racism, and extreme hardship that has and continues to affect the Indigenous peoples of these lands.

We understand that land acknowledgement is only a first step in honoring the contributions of Indigenous peoples today and continue to strive towards policies and practices that bring about justice and reconciliation. We, the Bastyr University community, strive to be stewards of the lands on which the institution stands, and to embrace Indigenous ways of knowing through our Sacred Seeds Program in Washington, herbal gardens, and other initiatives that promote equal opportunity and access in education and health care.

We are grateful to be on these lands and for the people that stewarded it. We commit to manifesting our intentions as one Bastyr community.ⁱⁱⁱ

CORE VALUES

Academic Excellence

We embody a science-based/evidence-informed approach to natural health and wellness with a focus on health promotion, research literacy, critical thinking, diversity of thought, assessment, utilization and problem solving.

Professionalism

We focus on written, oral and non-verbal communication, active listening, respectful conflict resolution, ethical conduct, compassion and thoughtfulness. We also believe in integrity and observance of appropriate professional and interpersonal boundaries.

Inclusive Culture and Social Justice Action

We support an understanding of one's own and other cultures, as well as those who are disenfranchised, marginalized or oppressed through education, while maintaining an attitude of curiosity, openness and humility.

Research

We engage in the study of the whole-person healthcare, using natural modalities in the comprehensive treat-the cause manner which defines our program graduates' unique value in the marketplace. The University believes in building community around research and establishing research networks through more intentional and sustained communication about research activities.

Relationships

We believe in fostering and supporting a connection among our key stakeholders (internal and external community) and service to and incorporation with local groups.

PILLAR I

Student Experience

The University prioritizes and cultivates a holistic learning and living environment valuing student health and wellness. Our commitment is to give precedence to evidence-based, student-centered learning founded on inclusivity and best practice instruction to meet the diverse needs of our students. The student experience is part of a journey leading to a meaningful and successful career, and we seek to be a partner on the full trajectory from prospective student through alumni status.

GUIDING PRINCIPLES

1. Upholding **program** offerings and support structures that are inclusive, up-to-date, and designed to reduce barriers to entry, educationally and fiscally.
2. Developing and enhancing a variety of **teaching** and **learning** modalities (e.g., campus, online and hybrid/hyflex) while optimizing student experiences.
3. Preparing students for existing and emerging industry requirements in their **careers** and critical thinking skills to ensure effectiveness in the workplace.
4. Ensuring meaningful opportunities for students to engage in a variety of **research** activities ranging from literature reviews, meta-analytic efforts, case study development, clinical trials, field and bench research.
5. Fostering relationships with **alumni** while promoting engagement with current students for robust learning experiences.

OBJECTIVES

1. Ensure a dynamic portfolio of offerings (credit and non-credit) and implement comprehensive learning experiences in all degree programs with a focus on interdisciplinary approaches (as appropriate).
2. Develop and implement a dynamic feedback process for students to share their university experiences (e.g., didactic, clinical, operational, community).
3. Explore, develop, and launch a robust career center for students and alumni with relevance to discipline/field and connectivity to industry.
4. Create and launch an incubator program focused on student and alumni engagement (i.e., mentorship) in clinical, research, and community endeavors.
5. Create effective and supportive recruitment and retention strategies for students, especially for historically marginalized or disenfranchised groups.
6. Investigate and implement active steps to ensure a comprehensive and connected lifecycle of the student from the time of entry through to the alumni phase across didactic, clinical, services (university and student), research, professional/career preparation and alumni engagement.

PILLAR II

Employee Engagement and Support

The University supports, embodies and demonstrates a shared commitment to the health, well-being and advancement of faculty and staff. Our focus is on the creation of a collective community committed to the mission, vision, and values of the University. Our employee experience embodies an alignment between professional and personal aspirations.

GUIDING PRINCIPLES

1. Building an **environment** focused on professional development/growth, retention, and advancement for faculty and staff.
2. Supporting and inspiring our faculty and staff through the **promotion** of their health, well-being, and engagement with each other.
3. **Vitalizing** our community of faculty and staff through diversity in race, ethnicity, gender, sexual orientation, religion, geographic origin, political perspective, and economic condition.
4. Creating and fostering **growth of our community** through gathering spaces (in person and virtual) where connections can be forged and strengthened.
5. Encouraging and enabling faculty and staff to **elevate, contribute, and lead** the educational, research, clinical, and community pursuits of the University.

OBJECTIVES

1. Develop and implement professional development for faculty and staff focused on current job requirements, leadership preparation, and succession planning.
2. Research, develop, and implement a comprehensive compensation structure for Bastyr employees.
3. Develop and implement inclusive practices supportive of recruiting, hiring, and retaining expert faculty and staff.
4. Evaluate, select, and implement employee health and wellness models (connected with benefits and work hours).
5. Research, develop, and implement a staff/faculty innovations incubator (i.e., interdepartmental collaboration) emphasizing institutional advancement and technologically influenced solutions.

PILLAR III

Partnership Engagement

The University dedicates time and resources to initiating, cultivating, and sustaining relationships with external organizations, institutions, and industry. We create and launch partnerships designed to advance our mission, and position ourselves as an active, innovative, and contributing member of the wider local and global community. Engagement and collaboration serve as foundational elements to ensure the University remains committed to furthering the mission and vision of the institution to advance and integrate knowledge in the natural health arts and sciences.

GUIDING PRINCIPLES

1. Embracing our role as one of the world's leading academic centers for **advancing knowledge** in the natural health arts and sciences and ensuring that Bastyr's mission is evident and clear to organizations, institutions, and industry.
2. Intentionally seeking mission-driven, creative, substantive, and sustainable pathways and participation in **diverse community initiatives** beyond our campuses and clinics.
3. Ensuring opportunities for involvement and **professional enhancement** of students, staff, and faculty.
4. Establishing and cultivating **partnerships** that further the mission, vision, and technological advancements of the University.
5. Creating and maximizing externally facing communication and digital presence of the University to establish a **significant** and **robust presence** in the community designed to support the mission and vision of the University.

OBJECTIVES

1. Develop and sustain partnerships with other universities focused on academic programs, certificates and research initiatives resulting in collaborative degrees, extension of skills (continuing education), and engagement in investigative endeavors.
2. Revive the Center for Social Justice and Diversity as a "think and action tank" with programmatic areas that focus on social justice, community engagement and health equity research/research partnerships.
3. Collaborate with industry to create degree, certificate, and credential options (e.g., herbal science or psychology) that align with our professions and meet the needs of the community.
4. Assemble a task force comprised of internal and external constituents who will explore clinical service delivery (current and emerging) and implement recommendations aligning clinical training goals with didactic, laboratory, industry, and university objectives.
5. Develop and strengthen authentic partnerships with historically marginalized and disenfranchised groups in our wider community.

6. Evaluate and secure resources to allow students, faculty and staff to strategically and effectively raise awareness of Bastyr to its constituents.

PILLAR IV

Innovation

The University is forward thinking. We foster a culture of continuous improvement by challenging the institution and inspiring our stakeholders to create new opportunities to lead in natural health and sciences fields/disciplines. Advancements are creative, strategic, progressive, and promote a thriving environment.

GUIDING PRINCIPLES

1. Leading the future of natural medicine through **innovation in education** (didactic and clinical), **research**, and **community engagement**.
2. **Advocating** for health through education, integrative health, policy, and research.
3. Originating and launching programs and practices supportive of **whole person health** in a changing climate.
4. Fostering and advancing an environment focused on **critical thinking** among our key stakeholders.
5. Creating and advancing opportunities for our **partners** to positively impact the growth of natural health sciences.

OBJECTIVES

1. Explore, create, and implement a plan for an innovation center for technological advancements within education (teaching, learning, virtual platforms, simulation), research, and community engagements, including health and well-being initiatives.
2. Align university resources/processes to foster accessibility and innovative initiatives by appropriately funding, adequately staffing, and supporting with policies.
3. Explore, devise, and implement a plan for evaluating and improving university systems to allow for comprehensive and connected operations that meet/exceed the current and emerging needs of the institution.
4. Enhance science-based and evidence-informed approaches (i.e., integrative health) through collaborative partnerships designed to engage key stakeholders in a structured, consistent, and comprehensive manner. Create an integrative health care training model at Bastyr University clinics.
5. Develop and implement a plan on the critical steps required to position the University for advancement and success as we encounter the current/next phase of higher education platforms (e.g., delivery of education, skills and engagement, multiple clinic locations, revenue diversification, product line development).

ⁱ Vision – This is a statement of our aspirations. A “north star” for the organization. These may not be reality today, but all of our actions work together to bring these aspirations into being.

ⁱⁱ Mission – This is a concise explanation of the reason for our existence as an organization. It explains our purpose, communicates quickly to any audience what our “category” is, and explains what we “do.”

ⁱⁱⁱ A land acknowledgment is a formal statement that recognizes and respects the history and presence of Indigenous peoples as traditional stewards of the land on which a current institution stands, and the enduring relationship that exists between indigenous peoples and their traditional lands. Acknowledgment is a powerful step toward correcting the stories and practices that erase Indigenous people’s history and culture, and an act of conciliation that encourages us to think about what it means to occupy space on Indigenous lands. A land acknowledgment becomes more meaningful when coupled with authentic relationship-building and informed action beyond a simple acknowledgment. To learn more about Indigenous land acknowledgment, see the [Native Governance Center Guide to Land Acknowledgment](#) and the [U.S. Department of Arts and Culture website](#).