



**BASTYR**  
**UNIVERSITY**

**Bastyr University 2021 Ad Hoc Report**  
**Response to Recommendations from the 2019 Year Seven**  
**Self-Evaluation Report**  
**Prepared for the Northwest Commission on Colleges and**  
**Universities**

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## **Introduction**

Bastyr University, located in Kenmore, Washington, is a progressive internationally recognized pioneer in Natural Health Arts and Sciences education and research. Founded in 1978 as a single-purpose college for naturopathic medicine, the University today offers graduate and undergraduate degree programs that reflect multidisciplinary, science-based natural health curricula with an emphasis on the integration of mind, body, spirit, and nature. Bastyr University is a non-profit institution authorized to operate as an institution of higher education by the Washington State Achievement Council. The Northwest Commission of Colleges and Universities (NWCCU) has regionally accredited Bastyr University since 1989.

Bastyr currently offers 22-degree programs across three schools. The Naturopathic Medicine program at Bastyr has been continuously accredited by the Council on Naturopathic Medicine (CNME) since 1987 and is Bastyr University's longest-running program. Bastyr University has developed unique academic degree programs in Acupuncture and East Asian Medicine, Nutrition and Exercise Science, Herbal Sciences, Culinary Arts, Integrated Human Biology, Midwifery, Maternal Child Health Systems, Counseling and Health Psychology, and Public Health. The University's non-degree programs include two post-baccalaureate programs, a dietetic internship, and eight certificate programs, including six birth profession certificates offered through the Simkin Center for Allied Birth Vocations.

In June 2012, the California Bureau of Private and Postsecondary Education (BPPE) approved exempt status to Bastyr University California (BUC) that paved the way for the University's second campus. BUC is home to the first accredited Naturopathic Medicine Doctoral program in California. The University expanded its California programs to include a public health-focused Master of Science in Nutrition for Wellness in 2015 and a Master of Arts in Counseling Psychology program in 2018. In 2018 the BPPE conducted a formal site visit and reaffirmed Bastyr University San Diego's status without further recommendations.

On August 23, 2019, Bastyr University submitted its Year Seven Comprehensive Self-evaluation report to NWCCU. This was followed by a three-day site visit to Bastyr which occurred on October 21-23, 2019. The preliminary findings of the site visit team were received by the university on December 5, 2019, and a response to NWCCU was submitted on December 16, 2019. This response, along with a plan to address the preliminary recommendations, were reviewed at the NWCCU Board meeting in January 2020 where both Bastyr University President Harlan Patterson and Sr. Vice President and Provost David Rule were in attendance.

On February 3, 2020, Bastyr University received an official letter of reaffirmation of accreditation with four commendations and four recommendations (i.e., one recommendation was within compliance while three were out of compliance). Bastyr University is required to submit two Ad Hoc reports related to the recommendations prior to the next Mid-cycle review scheduled for fall 2022. The first Ad Hoc report (this current report) will address and update NWCCU on recommendations 1-3 and is due Spring 2021; the second Ad Hoc report, due Fall 2021, will address and update NWCCU on recommendation 4 and any additional updates related to 1-3.

Due to the COVID-19 global pandemic and requirement to meet state and federal safety guidelines, Bastyr University's operations were moved to remote learning in March 2020. As a result, some areas of the original recommendation plan were delayed. Many committees and projects were temporarily held while the university was and is responding to the pandemic and continues to support and provide the education, learning, and care expected by our students, staff, and faculty. While the university was able to address the majority of the

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recommendations on the original response which was submitted December 16, 2019, some areas were delayed due to COVID-19 and will be updated in the Fall 2021 report. These new timeline will be further detailed in the following report.

### **Future Evaluations**

- Ad Hoc Report with Visit Spring 2021
  - Recommendation 1: Fall 2019 Mission Fulfillment and Sustainability
  - Recommendation 2: Fall 2019 Mission Fulfillment and Sustainability
  - Recommendation 3: Fall 2019 Mission Fulfillment and Sustainability
- Ad Hoc Report Fall 2021
  - Recommendation 4: Fall 2019 Mission Fulfillment and Sustainability
- Mid-Cycle Review Fall 2022
- Policies, Regulations, and Financial Review Fall 2025
- Evaluation of Institutional Effectiveness Fall 2026

The following report will address and update the commission on recommendations 1-3.

### **Commendations**

1. Supporting the mission through a difficult transition and for the commitment to healing some of the distress of the past few years. It is clear that administration, staff, and faculty of the locations in San Diego and Kenmore are dedicated to the support of their students, completing tasks that are beyond their job scopes in order to facilitate student success.
2. The facilities at the clinical locations in Seattle and San Diego and the two other campus buildings in San Diego are well-maintained, secure, and conducive to effective, healthful learning and working environments for students, staff, and faculty.
3. Its foresight to develop a Clinical Education Review Board composed of faculty, students, alumni, and providers, with the aim to improve clinical education, patient/client experience and clinical outcomes. The full report was based on a wide assessment review of clinical education programming and interviews with a variety of constituents.
4. The BURI Director's efforts to support and continue research activity despite shrinking resources. The staff are committed and dedicated to the core theme. The key issue may be sustainability. Several grant requests from NIH and private sources are pending and the grant writer for the development office is willing to assist in seeking new funds.

### **Recommendations**

Recommendations Substantially in Compliance but in Need of Improvement

1. Create a systematic plan for the university, utilizing the unique considerations of each campus and clinic location, in the areas of finance, physical operations, and technological infrastructure. The evaluation team strongly suggests that consideration be given to current documents, such as the CER Board report,

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and data implementable at university-operated and community clinics. Assessments of the plans should include outcomes, quantifiable indicators and benchmarks, and timelines (2020 Standards: 2.E.2, 2.I.1).

#### Recommendations Out of Compliance

1. (Recurring from 2012 Comprehensive Evaluation and consistent with the Fall 2015 Mid-Cycle Evaluation Report) Clearly explicate specified thresholds for meaningful core theme indicators of achievement that, in totality, provides sufficient evidence to assess mission fulfillment and sustainability (2020 Standards: 1.B.2).
2. Planning for programs and services be guided by core themes and/or institutionally defined goals and objectives, consistent with the university's strategic and the academic master plans and that planning efforts are informed by appropriately defined data that are analyzed and used to evaluate achievement of core theme objectives (2020 Standards: 1.B.3).
3. Implement a holistic process of systematically collecting, analyzing, and communicating meaningful, assessable, and verifiable data with appropriately defined indicators and benchmarks as the basis for evaluating student achievement and engage in regular review of the assessment process to ensure the appraisal of authentic achievements that will lead to improvement of programs and services (2020 Standards: 1.B.1, 1.C.7, ER6).

### **Out of Compliance Recommendation 1 Response and Update**

Clearly explicate specified thresholds for meaningful core theme indicators of achievement that, in totality, provides sufficient evidence to assess mission fulfillment and sustainability (2020 Standards: 1.B.2).

#### **Response from December 16, 2019 1.a**

- a. Winter Term, 2020: The university will formally review the university's four themes: i.e., Core Themes, Academic Master Plan, Strategic Planning for the California Campus, and Clinical Education.

The university acknowledges the challenges raised by the Peer Evaluation Report in addressing the core themes. For example, "Bastyr University should consider reviewing this area in its entirety to ascertain if it should still be a core theme. Research will no doubt always be important to Bastyr University, but with competing funding priorities a thorough review of the institutional priority should be considered" (Bastyr University 2019 Year Seven Mission Report NWCCU, p. 38 ). To that end, the university will convene a series of guided conversations involving all stakeholders pertaining to the choice of the core themes. This may result, of course, in maintaining the current four core themes, developing a new core theme(s), and/or a reduction in the number of core themes. This review will be presented to the Board of Trustees for their approval in April 2020.

#### **Update 1.a**

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In the Winter Quarter 2020, Bastyr began reviewing the four core themes that had previously been adopted to determine if they still supported the Bastyr University that we are today. During this review, it was determined that these four themes no longer reflected the university mission: e.g., a lot had changed since they were originally adopted. The prior core themes were:

- Academic Achievement
- Research in the Natural Health Arts and Sciences
- Clinical Training and Community Health
- Interdisciplinary Integration

After a great deal of discussion, the above-mentioned core themes were changed to:

- Education
- Care

The new core theme recommendations were submitted in March 2020 to the Bastyr University Board of Trustees and put for a vote of adoption at the April 16, 2020, Board of Trustees meeting. The Board unanimously approved the new core themes. Beginning in May 2020 the new core themes have begun to be integrated into materials, handbooks, and other related areas for adoption. The core themes will be introduced broadly over the 2021 year to the Bastyr Community.

### **Response from December 16, 2019 1.b**

Spring & Summer Quarters 2020: These terms will focus on the process of identifying appropriate objectives, metrics, thresholds, and the development of policies and procedures necessary to ensure the approved core themes are utilized in improving mission fulfillment.

This process may entail the creation of an assessment committee, perhaps as a subcommittee of the newly created University Governance Council, to formalize the process within the culture of the university. For example, such a committee would include all stakeholder groups (i.e., students, faculty, staff, & administration) and, as part of its charge, be responsible for both the creation of the process and its ongoing utilization. Doing so would also greatly aid the ongoing establishment of a culture of assessment by being highly visible to the university community at large.

The process will also rely heavily on the Office of Institutional Effectiveness and its Data Integrity Committee. That is, we anticipate the need for “cleaning up” some of our data structures, reports, and related timelines.

The assessment measurement will provide outcomes that demonstrate achievement of or progress toward the accomplishment of the mission and core themes at the university level. Measures will have specified thresholds and data will be systemically gathered, analyzed, and used to make adjustments to ensure mission performance.

### **Update 1.b**

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In January 2020, the Provost formed the Assessment Committee (AC) and appointed a wide range of campus stakeholders to serve on it. The purpose of the AC is to provide a shared discussion and decision-making space to review and improve practices and protocols related to institutional assessment efforts of academic services and student experience. Committee membership is comprised of faculty and administrators who may rotate on a two to three-year basis. Recommendations regarding policy and protocol changes to institutional assessment will be determined by majority vote of permanent voting members, and are subject to review by senior executive leadership.

The AC acts as the primary review body for assessment data and protocols. Specifically, the Committee:

- reviews all related surveys and resulting data.
- suggests and vet's data metrics that inform mission fulfillment.
- revises and/or develops academic program review processes and serves and coordinates the reviews of academic programs with department chairs and program directors.
- reviews annual NWCCU metrics and measures, assists in developing meaningful benchmarks, tracks annual progress, and determines institutional suggestions based on data reviews.
- disseminates information related to data collection, data improvement, and data insights to departments and campus constituents via town halls and the coordination of communication with other institutional committees.

The AC meets twice a month, and may schedule Ad Hoc meetings on occasion to address workload or pending deadlines. The AC documents all major decisions through its SharePoint site and reports progress to the Provost on a bi-monthly basis. Please see the Assessment Committee Charter in Appendix 1.b for membership and additional details.

In February 2020, the AC began meeting to review Bastyr's existing core themes, goals, objectives and metrics, and determined to keep core themes as an organizing structure. After their review of the existing core themes and the NWCCU reports, the AC recommended that BU reduce the core themes from four to two. The preexisting core themes were Academic Achievement, Research in the Natural Health Arts and Sciences, Clinical Training and Community Health, and Interdisciplinary Integration. The AC recommended that the new core themes become Education and Care. The AC sent the proposed new core themes to the Provost, who in turn passed them to the President, who then shared them with his executive teams, then with Executive Council and the Board of Trustees for approval. The new core themes were accepted by the Board at their meeting on April 16, 2020. The following narrative was approved for the 2020 Catalogue:

**Core Theme One: Education**

Goals: The University offers rigorous, relevant, and integrative teaching practices in support of the promotion of innovative ideas, student learning and educational success.

**Core Theme Two: Care**

Goals: The University promotes positive health outcomes through natural sciences, healing, and service that improve the quality of life for patients and communities. Bastyr University strives to attract and support talented individuals committed to promoting a healthy world through practices rooted in diversity, equity, and inclusion.

These two core themes align with the Bastyr University mission statement: "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." *Education* constitutes the foundational action upon which Bastyr University stands, and *Care* describes the ethos of the University and its approach to achieve mission fulfillment within the human community.

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Upon approval of the new core themes, the Assessment Committee (AC) began a review of goals, objectives, and indicators related to these core themes. Most goals and objectives that were housed under the prior core theme structure fit conceptually under the two new core themes and were retained as long as they were pertinent and could contribute reliable data metrics for each indicator. However, other objectives or indicators that had weak data sources or did not strongly align to goals were removed the new objectives and goals with metrics were created. In other instances, where goals and objectives were felt to be important, but lacked relative metrics, the AC decided to increase data collection efforts. For example, the Office of Institutional Effectiveness will add an external community survey to its survey collections in order to gauge the impact of Bastyr on a community scale. It was also determined that changing the data collection strategy for faculty scholarship, service and professional development would render better data reporting that would support core themes, goals, and objectives, so this project will also be overseen by the AC. Both of these improved data collection strategies are scheduled for implementation in the Summer Quarter of 2021.

### **Response from December 16, 2019 1.c**

- b. Fall Quarter 2020 & Winter Quarter 2021 : The new core themes assessment process will have a pilot implementation.

It will be the responsibility of the new Assessment Committee to monitor this implementation, collect and catalog any issues, and create a formative evaluation report. It is this report that will then inform the second phase implementation which will occur in the Winter 2021 Quarter. The formative evaluation, similar to that which was completed for the Fall 2020 Quarter, will repeat for the Winter 2021 Quarter and with the same goal: i.e., to inform and adjust the implementation during the Spring 2021 Quarter.

It is during this pilot implementation that anticipated and, more importantly, unanticipated issues related to new policies and procedures will be encountered, monitored, and addressed. While some issues or logistics may be both identified and corrected during the Fall 2020 Quarter, it will also be inevitable that there will be some that will need to wait until the Winter 2021 Quarter for correction. For example, while a miscommunication of how and where to place an indicator within a specific curriculum assessment may occur and be easily corrected, the actual results of these indicators (data points) and how effectively they ultimately roll up to the specified core theme won't be known until later in the Spring 2021 Quarter.

### **Update 1.c**

Once the core theme goals were determined, the Assessment Committee defined objectives and indicators related to each goal, then conducted a review of existing data to benchmark metrics and solidify data collection efforts moving forward. A formative review of the assessment processes was completed in October 2020 (please see document entitled Formative Evaluation Report for Core Theme Revision - FA20 in Appendix 1.c and a plan to organize all core theme metrics (with accompanying Business Intelligence dashboards or flat reports) within a data book on SharePoint was developed. Indicators and metrics are still being developed in this area.

The build out of the data book was slightly delayed due to a necessary upgrade to the university's student information system, CAMS, that occurred in December 2020, which required some data clean-up and query re-writing in its aftermath. Most institutional data will be populated into the data book during the current winter and spring quarters of 2021, with the only exception being data that will be collected via an external community



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survey in Summer 2021. There is also some faculty service and scholarship data that is difficult to extract in its present form and will be undergoing a data collection and database redesign in Summer 2021.

Bastyr's core theme goals, objectives, indicators, and metrics are shown below and institutional data for each metric may be accessed through the Assessment Committee SharePoint Site.

## **Core Theme One: Learning**

### **Core Theme One Objective A: Learning**

1.A.1 Bastyr University is committed to educational success.

Indicators:

- Enrollment
  - Unduplicated headcount by program
- Retention
  - Year to year retention by program
- Graduation
  - Graduation rates by program

1.A.2 Bastyr supports learning and career outcomes.

Indicators:

- Learning outcomes-
  - Student attainment of program learning outcomes
  - Student attainment of university-wide learning outcomes
- Professional Competencies
  - Certificate and licensing exam pass rates
  - Program specialized accreditation status
- Alumni Success & Career Growth
  - Participation in career workshops & activities
  - Job placement, career earnings, alumni career experiences
  - Loan default rates

1.A.3 Student support services meet student needs.

Indicators:

- Support service use and satisfaction (advisors, spaces, ADA, etc.)
  - Use and satisfaction of student support as reported on surveys

### **Core Theme One Objective B: Teaching**

1.B.1 Bastyr delivers effective teaching.

Indicators:

- 
- Instructional Quality
    - End of course evaluations
    - % of courses meeting quality standards
    - Student perceptions of instruction as reported on surveys
    - Faculty teaching evaluations

1.B.2 Bastyr promotes scholarship and the application of innovative ideas. Indicators:

- Research funding and collaborations
  - Measures of types of research and dollars of research trended over time
  - Active non-profit and for-profit research partnerships
- Publications and presentations
  - Lists of peer-reviewed articles and references from library databases
  - Lists of conference participation and publications

## **Core Theme Two: Care**

### **Core Theme Two Objective A: Health Outcomes**

2.A.1 Bastyr patients and clients achieve an improved quality of life.

Indicators:

- Positive health outcomes (disaggregate by demography, clinic sites, and externships)
  - % of patients (who follow treatment plan) and experience healing and/or other positive outcomes

2.A.2 Patients and clients have high regard for the quality of care provided by Bastyr University.

Indicators:

- Patient and client loyalty
  - Report on repeat visits and/or survey questions regarding referral and repeat intentions
- Patient experience
  - Patient and client satisfaction metrics from clinic documents and surveys

2.A.3 Bastyr improves community health outcomes.

Indicators:

- Community Surveys

2.A.3 is still in the process of having indicators and metrics assigned to the objective; this objective's work is due to be completed in the Summer Quarter 2021 and will be updated in the Fall 2021 Ad Hoc report.

Indicators:

- Community health education & praxis
- Community health outreach

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## **Core Theme Two Objective B: Faculty and Staff Development**

### **2.B.1 Bastyr attracts and retains quality faculty.**

Indicator:

- Faculty Development & Retention
  - Faculty evaluations, scores, and promotions
  - Survey questions related to development
  - Learning participation
  - Turnover/retention rate (as a % or as a +/- change from the past)
- Faculty satisfaction
  - Faculty perceptions as reported on surveys
  - Exit interview trends

### **2.B.2 Bastyr staff are supported and able to grow at Bastyr University.**

Indicator:

- Staff development & retention
  - Staff evaluations scores
  - Survey questions related to development
  - Learning participation
  - Turnover/retention rate (as a % or as a +/- change from the past)
- Staff satisfaction
  - Staff perceptions as reported on surveys
  - Exit interview trends

## **Core Theme Two Objective C: Service**

### **2.C.1 The Bastyr community embraces diversity, equity, and inclusion.**

Indicator:

- Awareness and valuing of diversity, equity, and inclusion opportunities.
  - Climate assessments of diversity, equity, and inclusion as reported on surveys
  - Attendance at DEI trainings and events

### **2.C.2 The Bastyr community provides service.**

Indicator:

- Participation in and satisfaction of shared governance
  - Survey questions regarding governance
- Participation in and valuing of service
  - Institutional
  - Professional
  - Community

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2.C.3 Bastyr provides the community with health advocacy and learning opportunities.

Indicator:

- Continuing Education
  - List of courses, enrollments, repeat business, and satisfaction scores
- Community Education
  - List of courses, enrollments, repeat business, and satisfaction scores

The University's Assessment Committee created a set of metrics that would align with each objective to ensure the university achieved compliance in each area indicated. Each metric will allow for a quicker and better-streamlined way to review and see areas of improvement.

#### **Response from December 16, 2019 1.d**

- c. Spring 2021 Quarter: Following the pilot implementations during the Fall Quarter 2020 and Winter 2021 Quarter,
- the summative evaluation of the process will take place during Spring Quarter 2021. We will use the results of this term to make final "course corrections" to our new process and utilize the results.

No assessment process is without need of correction or improvement. However, it is at this point that we believe that the new Core Theme assessment and utilization process will have reached a maturity level that provides the university with accurate and ongoing information and provides ". . . meaningful core theme indicators of achievement that, in totality, provides sufficient evidence to assess mission fulfillment and sustainability." (Bastyr University 2019 Year Seven Mission Report NWCCU, p. 45)

#### **Update 1.d**

The Assessment Committee will conduct a summative review of the evaluation process in April 2021 prior to the NWCCU Ad Hoc Visit and prepare a summary statement of the process, areas in need of improvement, and how the results will be utilized. In the February 18<sup>th</sup>, 2021 meeting, the committee suggested hosting a virtual town hall meeting in April to review the institutional data book, benchmarks, and committee evaluations.

### **Out of Compliance Recommendation 2 Response and Update**

Planning for programs and services be guided by core themes and/or institutionally defined goals and objectives, consistent with the university's strategic and the academic master plans and that planning efforts are informed by appropriately defined data that are analyzed and used to evaluate achievement of core theme objectives (2020 Standards: 1.B.3).

#### **Response from December 16, 2019 2.a**

This Recommendation is directly linked to the first, as was no doubt purposeful. The primacy of the core themes is clear and, therefore, drives our thoughts on how best to address the issues within the recommendation.

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- a. Winter 2020 Quarter: An examination of each of the university's key planning documents will be undertaken in order to determine the current extent to which they are directly tied to and driven by the university's core themes. These include the university strategic plan, budget (operating & capital), academic master plans, Clinical Education Review plans, enrollment management plan, as well as the Bastyr University California 2030 Strategic Plan which is currently being developed.

As indicated in the December 2019 response since each of the university's plans are driven by individual divisions (e.g., the budget plan via Finance & Budgeting) and involve larger stakeholder communities, the division or department responsible for the specific plan will have the lead role in designing the specific processes by which this review will take place. For example, the Academic Master Plan (AMP) is the primary responsibility of the Office of the Provost. Accordingly, the Provost will initiate the review of AMP first with the academic Deans and then with the Academic Leadership Council. From there the University Governance Council, which includes the broader stakeholder group (e.g., students, faculty, staff, & administration), would be consulted for further input and recommended changes, leading to the Executive Leadership Team and, eventually, the President's Cabinet. A similar process, although with unique paths, would take place for each of the university's plans.

## **Update 2.a**

During the Winter Quarter 2021, the new core themes were adopted into current and future planning documents. However, much of the work related to the inclusion and work on the above-mentioned committees and projects were delayed in March 2020 due to the COVID-19 pandemic that required an increased in workload for university faculty and staff. The unexpected change required us to delay or extend the following some of the above-mentioned projects. An additional update will be provided in the fall 2021 Ad Hoc report. Additional specific updates to university plans are provided below.

### **Clinical Education Review Plan:**

The new themes were provided to the project teams with the request they be included within the project. A formal update related to the committee's work is due in March 2021, which will include how the new core themes are integrated into the project.

### **Academic Master Plan:**

The current Academic Master Plan has not been updated as it was put on hold until the Summer Quarter 2021 due to the university's COVID-19 response. A copy of the current plan was updated to include the new core themes and can be found in Appendix 2.a.1

### **Bastyr University California 2030 Strategic Plan :**

The university is still fully committed to working on revising this plan to better integrate the new core themes and make a space for Bastyr Students. Due to COVID restrictions placed on travel and work in the state of California, progress on this project was delayed. Bastyr reinitiated the work on this project in the current winter quarter, and will include an update in the Fall 2021 Ad Hoc report.

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A review was completed of the current council and committee's goals and alignment with current and former core themes, as well as the ability for data trending and data for use in supporting student achievement and success. It was determined that additional review was required with the expectation that many councils and committees needed to be revised to support staff and faculty's health and workload, due to COVID-19, and align themselves with the core themes and objectives of the core themes.

A project to review and better align committees, councils, and taskforces was developed to create a new charter and annual review process for all current and future committees, task forces, and councils with expected completion in fall 2021. A copy of the recent work of the project can be found in Appendix 2.a.2 This project will also ensure that we are appropriately utilizing and including the new core themes at all levels of the university. The annual review process that is included in the project for each group will be part of the assessment of the university's commitment to the core themes and objectives.

### **Response from December 16, 2019 2.b**

- b. Spring Quarter 2020: With the review of core themes complete and the review of the status of core theme placement within current university plans, these plans can incorporate any changes needed from these reviews and develop a process by which the core themes can be tracked by appropriately defined data.

The Executive Leadership Team (ELT) comprised of all senior executives and other university leaders (e.g., deans, associate vice presidents, & chief medical officers), will be charged with this task. A subgroup of the ELT will form to create an agreed upon matrix and method of ongoing monitoring process to ensure “. . . they are directly tied to and driven by the university's core themes.” (Bastyr University 2019 Year Seven Mission Report NWCCU, p. 45 ) This new monitoring process will become an annual task of the ELT, who will also provide a report to the new assessment committee and the President's Cabinet as a means of ongoing accountability.

### **Update 2.b**

Due to the unforeseen nation-wide health crisis related to the COVID-19 pandemic, this work was delayed. While it is still a priority, this will now start in Spring 2021 and will instead be updated in the Fall 2021 Ad Hoc report. With a need to move to online/remote learning during the pandemic, the leadership team was needed to support students, staff, and faculty. As a result, the time and resources related to this objective needed to be extended.

## **Out of Compliance Recommendation 3 Response and Update**

Implement a holistic process of systematically collecting, analyzing, and communicating meaningful, assessable, and verifiable data with appropriately defined indicators and benchmarks as the basis for evaluating student achievement and engage in regular review of the assessment process to ensure the appraisal of authentic achievements that will lead to improvement of programs and services (2020 Standards: 1.B.1, 1.C.7, ER6).

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### Response from December 16, 2019 3.a

Bastyr University has a very strong level of degree/program accreditation success, one that has only increased in these past few years and covers approximately 75% of the current student body, i.e., Naturopathic Medicine, Nutrition, and Acupuncture. These programs are directly and routinely addressing ER 11 and ER 22 through their rigorous assessment of student learning and program outcomes. This success will therefore form the basis for expanding this expertise to both the other academic programs, specifically, as well as the core themes.

- a. Winter Quarter 2020 : Utilizing the Academic Leadership Council, which has all academic department chairs and various other key academic leaders (e.g., Office of Institutional Advancement), a task force will conduct an examination of the overall state of evaluating student achievement.

Given the variety and extent of experience and success at evaluating student achievement among the faculty, this Academic Leadership Council task force will be made up of chairs and faculty from programs with highly structured and successful models (e.g., Nutrition, MidWifery, Acupuncture, & Naturopathic Medicine) dictated by their individual accreditation agencies, and programs that do not currently have such models (e.g., Public Health, Herbal Science). The initial task will be to collect and catalog the current state and extent of practice across all academic programs at all degree levels: i.e., certificate, bachelors, masters, and doctoral.

### Update 3.a

In 2018-2019, Bastyr upgraded its learning management system (LMS) to Canvas, enabling campus-wide implementation and measurement of information literacy, which was reported in Bastyr's 2019 Comprehensive Report. Since this assessment system proved reliable during this pilot project, a Learning Outcomes Task Force was formed within the Assessment Committee to plan and implement the assessment of five university-wide learning outcomes: Information Literacy, Communication, Critical Thinking, Collaboration, and Professional Behavior.

The 2020 COVID-19 pandemic created extra pressure on Bastyr to not only forward institutional efforts for the rigorous assessment of student learning and program outcomes, but also to respond to student capacity, support, and well-being. Due to the requirement for clinical skill development in many of Bastyr's degrees (Midwifery, Acupuncture, Naturopathic Medicine, etc.), most curriculum was delivered face-to-face prior to the pandemic and the need to move everything to remote/online learning and implementing social distancing procedures became the institutional priorities. Therefore, the Assessment Committee determined in spring 2020 that it would be too difficult to implement more than one university-wide learning outcome per year and devised a plan to assess Communication in AY20-21. A summary of this implementation plan may be accessed through the following link: <https://bastyr.sharepoint.com/sites/CommunicationGLOTeam>

The Student Learning Taskforce (SLT) is moving forward and now has one full year of data for Information Literacy, and is now in the second quarter of identifying classes and embedding the rubric for the Communications Global Learning Outcome (GLO) across the curricula.

The roadmap for implementation has been presented to the Assessment Committee and to the Faculty at the Fall Faculty Development Conference 2020. Faculty have been recruited to the Communication GLO sub-group to help develop supporting materials and roll out the initial implementation of the GLOs in targeted classes.

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The Office of Institutional Effectiveness is now establishing processes for extracting, and the SLT is continuing outreach to Department Chairs and Program Directors in order to drive broader adoption of the GLOs, and to inform improvement cycles.

In addition to the Learning Outcomes Task Force, two other task forces were formed within the Assessment Committee to monitor student achievement and academic quality: the Student Readiness/Resiliency Taskforce and the Program Assessment Task Force. The efforts of these task forces are represented in subsequent report sections.

#### **Response from December 16, 2019 3.b**

- b. Spring Quarter 2020: The Academic Leadership Council task force will identify best practices among the current evaluating student achievement activities taking place as well as where and within which programs these practices exist and where they are needed.

Based on this activity, the task force will begin the process of developing a new and holistic formal university-wide process to systematically collect data and analyze data evaluating student achievement to improve student learning and program quality. Like the new assessment subcommittee of the University Governance Council (see “1.b.”), this work will rely heavily on the Office of Institutional Effectiveness and its Data Integrity Committee. Having these two activities overlap during the Spring Quarter 2020 – the review and assessment of core themes (Recommendation 1) and the review and assessment of student learning and program quality – will help insure a synergy and efficacy of effort and results.

#### **Update 3.b**

The task related to the evaluation of student achievement was moved to assessment committee task forces. The Student Readiness/Resiliency Task Force had originally planned to study retention history and barriers to completion at Bastyr, but the COVID-19 pandemic altered their focus to more immediate concerns. The task force helped formulate an emergency Distance Education Support Survey in March 2020; revised questions for the June 2020 Student Experience Survey to determine the impact COVID-19 was having on student persistence; and worked with program directors in September 2020 to develop questionnaires related to in-person activities and student capacity. Moving into 2021, the Student Readiness/Resiliency Task Force will continue to review student retention and survey data but return to its original intent of reviewing historical retention trends and barriers in order to identify weaknesses and develop appropriate student success strategies.

#### **Response from December 16, 2019 3.c**

- c. Summer & Fall Quarters 2020: The Academic Leadership Council (ALC) task force will develop and present their recommendations pertaining to a new university-wide assessment to ALC, the newly created assessment subcommittee of the University Governance Council (see “1.b.”), and the Executive Leadership Team for initial adoption.

Having the ALC task force present its recommendations to multiple audiences and stakeholders will help to ensure wide-spread knowledge and communication about the proposed changes, as well as provide the opportunity for additional refinements. For example, it may be that new data reports need to be created via the Office of Institutional Effectiveness or the unanticipated timing of assessments need to take into account regular university and/or program level reports to accreditation agencies.



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### **Update 3.c**

Due to the unforeseen nation-wide health crisis related to the COVID-19 pandemic, this work was delayed. The Academic Leadership Council (ALC) has spent its time focused on the shift to remote/online learning and, most recently, what the “new future” will look like post COVID-19. While it is still a priority, this will now start in the Spring 2021 and will instead be updated in the Fall 2021 Ad Hoc report. With a need to move to an online/remote format and support students, staff, and faculty during the pandemic, the leadership team needed to extend the time and resources related to this objective.

### **Response from December 16, 2019 3.d**

- d. Winter & Spring Quarters 2021: During these two terms the newly developed processes will be piloted with programs and degrees that already have or are scheduled for programmatic review. Results of these evaluations will be included within the iterative process of improving student achievement and increasing program quality.

The Academic Leadership Council (ALC) task force final recommendations – having been vetted through both the academic and shared governance committees, as well as piloted – will be again presented to the ALC for final recommendation to the Provost. The ALC will add to its annual calendar the monitoring and review of this new process, making refinements and changes, as necessary.

### **Update 3.d**

As mentioned earlier, the COVID-19 pandemic stretched administrative resources very thin during the spring and Summer Quarters of 2020, resulting in limited progress having been made in developing program assessment processes. However, by Fall 2020, the Program Assessment Task Force, a special task force of the Assessment Committee, researched a variety of program assessment strategies in order to develop a university-wide assessment model that would accomplish the following:

1. Apply to all programs regardless of degree level or specialized accreditation status.
2. Formalize the collection and review of University-wide learning outcomes (Information Literacy, Communication, Professional Behavior, Critical Thinking & Collaboration).
3. Support programs in organizing and sharing program learning outcomes through a uniform format.
4. Provide alumni data, workforce data, and cost of program data to program directors that may not have had prior access.
5. Schedule program reviews on a five-year rotation, but schedule reviews such that they support and enhance data collection and review efforts of programs preparing for specialized accreditation.

The Assessment Committee developed and approved the following program assessment model in December of 2020. In the Winter and Spring Quarters of 2021, the Assessment Committee will continue developing processes and procedures related to the model and present the model to the Bastyr community for feedback. In Summer 2021, the Assessment Committee will conduct a pilot program assessment on the Master of Public Health. Upon completion of the pilot assessment, additional programs will be scheduled for review beginning in Fall 2021 with the expectation that every program will be reviewed every five years. For a description of data

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metrics related to this model, please review the document entitled Bastyr's Program Assessment Model located in Appendix 3.d. Below is the outline for the newly adopted model.

### **Bastyr Academic Program Assessment Model**

4 Points of Assessment:

1. Program Health
  - Student demand (enrollments)
  - Markets for programs (economic trends, labor market trends)
  - Degree fit (alignment with mission and existing resources)
  - Competitive intensity (analysis of degree offerings from educational competitors)
2. Academic Standards
  - Student retention
  - Instructional quality
3. Student Outcomes
  - Graduation rates
  - Professional competencies (exams and licensing)
  - Learning outcomes
  - Alumni success and career growth
4. Program economics
  - Total Revenue
  - Program Margin

### **Recommendation 4: Response and Update in Compliance**

Create a systematic plan for the university, utilizing the unique considerations of each campus and clinic location, in the areas of finance, physical operations, and technological infrastructure. The evaluation team strongly suggests that consideration be given to current documents, such as the CER Board report, and data implementable at university-operated and community clinics. Assessments of the plans should include outcomes, quantifiable indicators and benchmarks, and timelines (2020 Standards: 2.E.2, 2.I.1).

#### **Response from December 16, 2019 4.a**

We will continue to manage the sites as interdependent parts of the whole university rather than as separate programs. The Academic Master Plan, long range capital plan, lease management, and Bastyr University California (BUC) 2030 are all in place to provide coordinated planning. That is, the sites are driven by the university's mission and then by our program ambitions, as provided and updated by the newly created Academic Master Plan (AMP) and Bastyr University California 2030 Strategic Plan n currently under development. We acknowledge that the AMP is still being built out and the BUC 2030 Plan will not be completed until

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next year. However, the university feels that it is critical that all three campus sites – Kenmore, Seattle, & San Diego – be driven by a single mission as well as individual, yet coordinated, program needs.

Additionally, the Campus Master Plan for Kenmore campus has been reviewed and does not need modification at this time: i.e., the plan is valid through 2025. BUC facilities are leased through 2022 and we expect that this lease will be renewed for at least five years (i.e., 2027). As programs grow in California, under the BUC 2030 plan, we expect that we will need look to another location 5-10 years from now. The lease for the Bastyr Center for Natural Health in Seattle is up in 2025, and we expect that this renewal will include an assessment of possible new location(s) for our clinic in Washington. In all cases, we will actively work on and review the status of these agreements and have appropriate time to adjust, if necessary, to these agreements when they expire.

#### **Update 4.a**

Bastyr believes that the work completed and planned on recommendations 1 through 3 will address most of these recommendations. Due to COVID-19, we were required to move some projects to a later timeline, including the Bastyr University California 2030 Strategic Plan and the Academic Master Plan document, in order to react to the pandemic and supply support to staff, students, and faculty. Regarding the areas of better aligning and creating systems for assessments and data, we have begun addressing these in a manner that will allow us to be removed from this recommendation in the future.

To address cross-campus alignment in data in 2020, Bastyr initiated a three-year project to improve its data system (CAMS Enterprise); CAMS is an academic ERP system for Higher Education institutions that automates the entire student lifecycle in a single system to keep data organized, accessible, and without duplication. This project, CAMS Optimization Project, will achieve the following goals:

- Better align university data and reporting.
- Create a university standard and reduce silos and gatekeeping of information.
- Reduce staff workload and inaccuracy of data input.
- Allow for better support of department needs and support those needs.
- Support student success and achievement.

The first phase of the project started in January 2020 and is expected to end in the spring of 2021. Once completed, the university will move into year two and phase two of the project. Over the 2020/2021 Academic year the project has completed or will begin implementing the following areas:

- University-wide data clean-up
- Creation of the data dictionary
- Create clinical core reports and scheduling, including 2500 new course numbers and sections for the clinic
- Online degree auditing
- Reporting core report structures cleanup of broken portals
- Online registration for most programs

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While Bastyr is currently working within phase one, it is still on track for completion and will move into phase two in the Summer Quarter 2021. As part of phase two the following areas will be addressed to better support the mission and to removing Recommendation 4 from Bastyr's accreditation recommendations.

- CAMS and Canvas integration
- Continuing education portals
- Integrated admission applications
- Additional financial and student achievement reporting
- Student enrollment and retention reporting
- Data snapshots for historical reporting

## **Conclusion**

The process of creating this Ad Hoc report has enabled us to see the areas where we have been successful as well as those we have yet to achieve. Bastyr has worked within unprecedented restrictions, brought on by COVID-19, to endeavor to achieve its original set timeline. Due to this some areas were extended and will be reflected in the Fall 2021 report, at which time we expect to be back on schedule and in alignment with the timeline provided to NWCCU in December 2019. During this time, we have also learned areas that needed additional work and adjustment. Nevertheless, we believe with the new plans of Bastyr, including the work of the Assessment Committee, the New Council and Committee Charter Project, the CAMS Data Project, and other aspects of data and university alignment we will be capable of successfully achieving and adopting the recommendations that were outlined in our February 2020 affirmation letter.

Bastyr still recognizes that we have work to perform in order to be able to fully achieve our mission. We take pride in the work that we have produced during this time. We feel that we have achieved success while working in a difficult time of still being able to meet our students, staff, and faculty expectations. Since the 2019 visit, Bastyr has worked to create better assessment structures at all levels within the University inline with recommendations from the 2019 report. While we still have work to do in the areas of the program and core theme assessments, as well as in creating an assessment culture throughout Bastyr University, we believe that we have successfully created a sustainable plan of evaluation that can be achieved University-wide.

Bastyr University is a healthy and vibrant community of learners driven by a unique mission and vision. The University's integrated approach to education, research, and clinical service aim to educate the whole student to care for the entire person. We expect to have met all the recommendations by our mid-cycle report.



## **Appendix 1.b.1**

### **CHARTER OF ACADEMIC ASSESSMENT COMMITTEE**

#### **OF THE BASTYR UNIVERSITY ACADEMIC PROVOST DEPARTMENT**

##### **Purposes of the Academic Assessment Committee**

The purpose of the Academic Assessment Committee is to provide a shared discussion and decision making space to review and improve practices and protocols related to institutional assessment efforts of academic services and student experience. Committee membership is comprised of faculty and administrators and may rotate on a two-three year basis. Decisions regarding policy and protocol changes to institutional assessment will be determined by majority vote of permanent voting members but are subject to review by senior executive leadership.

##### **Responsibilities and Duties of the Academic Assessment Committee**

The Academic Assessment Committee will act as the primary review body for assessment data and protocols. Specifically, the Committee will:

- Suggests and vets data metrics that inform mission fulfillment.
- Revises and/or develops academic program review processes and serve and coordinates the reviews of academic programs with department chairs and program directors.
- Review annual NWCCU metrics and measures, assist in developing meaningful benchmarks, track annual progress, and determine institutional suggestions based on data reviews.
- Disseminate information related to data collection, data improvement, and data insights to departments and campus constituents via town halls and the coordination of communication with other institutional committees.

##### **Reporting and Recommendations**

The Academic Assessment Committee documents all major decisions through its SharePoint site and reports progress to the Provost on a bi-monthly basis.

##### **Meetings**

The Academic Assessment Committee meets twice a month but may schedule Ad Hoc meetings on occasion to address excess work load or pending deadlines.

##### **Membership Roster**

<b>Bastyr Assessment Committee</b>	
<b>Voting Members</b>	
Susan Seymour	Voting member/Chair
David Rule	Finale Approver
Holly Minch	Voting member
Arianna Staruch	Voting Member
Lynelle Golden	Voting Member
Ann Kenady	Voting Member
Ekaterini Papadopoulou	Voting Member
Wendy Gordon	Voting Member



Paul Amex	Voting Member
Kathy Fritch	Voting Member
Haley Haggen	Voting Member
Kristina Godsey	Voting Member
<b>Other ( Non-Voteing)</b>	
Lev Elson-Schwab (Faculty /Senate)	Informational Resource
Carissa Coslow	Informational Resource
Chris Rabe ( DFA)	Informational Resource
Aracelly Salazar (Registrar)	Informational Resource
Danette Well (Financial Aid)	Informational Resource
Kortet Mensah ( DEI)	Informational Resource
Mona Fahoum (Clinic)	Informational Resource
Nhi Eklund ( Finance)	Informational Resource
*Other non-voting: Invited to committee meetings on an as needed bases when information is required in response to committee activity.	

## Appendix 1.c

### Formative Report for Core Theme Revisions: Fall 2020

The three category rating system used below represents areas in which Bastyr is experiencing strength (+), areas experiencing some stability but are neither growing or declining or are affected by inconsistent data (=), and areas experiencing decline or weakness or effected by missing data (-). Items in red represent new indicators or new measure introduced in the 2020 assessment planning cycle.

Core Theme 1: Goal A - Learning				
Core Theme Objectives	Indicators	Measures	Benchmark	Rating
<b>1.A.1</b> Bastyr University is committed to educational success	Enrollments	Unduplicated headcount by program, trended	Annual growth	-
	Retention	Year to year retention by program, trended	80% first yr retained	+
	Graduation	Graduation rates by program, trended	80% grad in 200% time	+
<b>1.A.2</b> Bastyr supports learning and career outcomes	Learning Outcomes	Student attainment of program learning outcomes	Data silos	-
		Student attainment of university wide learning outcomes	Note: We used survey data only in 2019	
	Professional Competencies	Certificate and Licensing exam pass rates	>80% passing	+
		Program accreditation status'		
	Alumni Success & Career Growth	Participation in career workshops & activities	Data emerging	=
		Job placement, career earnings, alumni career experiences	Data emerging	=
		Loan default rates		
<b>1.A.3</b> Bastyr promotes scholarship and the application of innovative ideas	Research funding and collaborations	Measures of types of research and dollars of research trended over time	>\$250K annual	+
	Publications, presentations and innovations	Lists of peer reviewed articles and references from library data bases	Annual increases	+
		Lists of conference participation and publications	Annual increases	=
		Industry innovations		
	Active non-profit and for profit partnerships	History and scope of partnerships with outcomes	Annual increases in partnerships or impact	=
<b>1.B.2</b> Student support services meet student needs	Support service use and satisfaction (advisors, spaces, ADA, etc.)	Use and satisfaction of student support as reported on surveys (note: 2 different measures)	>3 on 4 pt. scale	+
			>50% aware >70% satisfied	=

<b>1.B.3 Bastyr students engage in interprofessional collaboration</b>	Integrated learning opportunities, <b>communities, and spaces (integrated classes, gardens, DEI )</b>	Variety of and participation in interdisciplinary learning experiences, trended	Increase in enrollments in interdisciplinary courses	-
	<b>Affiliations: preceptorships, externships, etc.</b>	? Should mentorship go here instead of below		

#### Learning Notes:

Commitment to continual growth and learning in one's profession

? Demonstration that students were inspired/motivated well beyond the course material by this experience (inspired toward leadership, service, positive impact, meaningful change to improve society) life-long dedication to growth and learning

Transformation and inspiration – students become different people

Learning - personal responsibility, active listening, empathic listening, honest expression, compassion, empathy, open-mindedness, self-awareness and awareness of bias are truly

Cognitive dissonance managed and mastered.

Belief and confidence in tools and knowledge gained.

Performance on national and licensing exams

<b>Core Theme 1: Goal B – Teaching</b>				
<b>Core Theme Objectives</b>	<b>Indicators</b>	<b>Measures</b>	<b>Benchmark</b>	<b>Rating</b>
<b>1.B.1 Bastyr delivers effective teaching</b>	Instructional Quality	End of course evaluations	>4 on 5 point scale	=
		Student perceptions of instruction as reported on surveys	>3 on 4 point scale	=
	<b>Student Mentorship</b>	?		
	Clinical and Applied Learning Experiences	Report on participation and outcomes of applied learning experiences	Problems reporting due to data issues	-
<b>1.A.3 Bastyr promotes scholarship and the application of innovative ideas</b>	Research funding and collaborations	Measures of types of research and dollars of research trended over time	>\$250K annual	+
	Publications, presentations and innovations	Lists of peer reviewed articles and references from library data bases	Annual increases	+
		Lists of conference participation and publications		
		Industry Innovations		
	Active non-profit and for profit partnerships	History and scope of partnerships with outcomes	Annual increases in partnerships or impact	=

#### Teaching Notes:



Relevancy, resiliency, content and teaching method currency.

Course evaluations from students, Course evaluations from other faculty

Teaching at the higher level of Blooms.

Ability to apply, diversity of applications, Real-world contexts. Accessibility, UDL, and DEI principles

applied. Tools: ADA standards, (Canvas) course evaluation rubric, student database. Course assessments.

Tools: Canvas gradebooks and a (Canvas) course evaluation rubric

Mentoring as a 'high touch' learning environment.

## Core Theme 2: Care

Core Theme 2: Goal C – Health Outcomes				
Core Theme Objectives	Indicators	Measures	Benchmark	Rating
<b>2.C.1</b> <b>Bastyr patients/clients achieve improved quality of life</b>	Positive health outcomes (disaggregate by demography, clinic sites and externships)	% of patients (who follow treatment plan) and experience healing and/or other positive outcomes	Data emerging	-
	Inter-professional Integration	Number, variety and longitude of provider partnerships	Data emerging	-
<b>2.C.2</b> <b>Patients/clients have a high regard for the quality of care provided by Bastyr University</b>	Patient/client loyalty	Report on repeat visits and/or survey questions regarding referral and repeat intentions	>80% return or recommend	=
	Patient experience	Patient/client satisfaction metrics from clinic documents and surveys	>80% satisfied	+
<b>2.C.3</b> <b>Bastyr improves community health outcomes</b>	Community health education & praxis	?		
	Community health outreach	?		

Core Theme 2: Goal D – Faculty and Staff Development				
Core Theme Objectives	Indicators	Measures	Benchmark	Rating
<b>2.D.1 Bastyr attracts and retains quality faculty.</b>	Faculty with specialized training, degrees and skills	Degrees & licensure#/% of faculty with X degrees/certificates (may be manual if not already on file)	Needs DEI Benchmark	=
	Faculty Development & Retention	Faculty evaluations/scores Promotions ? – is this valuable Survey questions related to development <b>Student evaluations/scores – should come out of Canvas – check w/ Marcus LinkedIn Learning participation</b>	>80% meet or exceed in all areas	+
		<b>Turnover/retention rate (as a % or as a +/- change from the past)</b> <b>Notes: Permanent employees only</b>		
	Faculty satisfaction	Employee surveys; increase over time – TBD survey metrics Faculty perception of departmental support as reported on surveys Faculty perception of governance (activity on senate?) as reported on surveys Job satisfaction survey questions <b>Exit interview trends</b>	>3 on 4 point scale  >3 on 4 point scale  Quantitative data in Microsoft forms	+  -
<b>2.D.2 Bastyr staff are supported and able to grow at Bastyr University</b>	Opinions regarding governance at Bastyr University	<b>Participation #s/% on committees</b> <b>Initiatives/policies created/started; progress made</b>		
		Survey questions regarding governance		
	Staff development & retention	Staff evaluations/scores Survey questions related to development LinkedIn Learning participation		
		<b>Turnover/retention rate (as a % or as a +/- change from the past)</b> Survey questions related to work satisfaction		
	Staff satisfaction	Employee surveys; increase over time – TBD survey metrics <b>Exit interview trends</b>		

Core Theme 2: Goal E – Service				
Core Theme Objectives	Indicators	Measures	Benchmark	Rating

<b>2.E.1 The Bastyr community embraces a social justice mindset</b>	Contributes to an awareness of diversity, equity and inclusion	Climate assessments of diversity equity and inclusion as reported on surveys	>3 on 4 point scale	+
	Supports social justice initiatives and education	? - List of activities and participation by year		
<b>2.E.2 The Bastyr community provides service</b>	Institutional	?		
	Professional	?		
	Community	?		
<b>2.E.3 Bastyr provides the community with health advocacy and learning opportunities</b>	Continuing/Community Education	? - List of courses, enrollments, repeat business, and satisfaction scores.		
	Advocacy and health policy	?		



# **Bastyr University**

## **Academic Master Plan AY 2019-2021**

*Published  
February 2019*

## **Introduction**

The creation of the **Bastyr University Academic Master Plan** (AMP) was a charge by the University Board of Trustees to the University Provost to:

- Set Academic Goals and Priorities
- Reflect and demonstrate the alignment of academics with the University's Mission, Vision, Strategic Goals and Competencies
- Provide the framework for ongoing analysis of academic and support programs
- Drive the improvement process for the University
- Guide and inform other University planning processes including IT/Technology, Staffing, and Program Development

The **Bastyr University Academic Master Plan** is a guide to help the institution determine:

- Who we are
- What we do
- How we do it
- Where we want to go
- How we get there

This charge was taken on by Provost David L. Rule in Fall 2017 with a focus on creating an initial Year 1 Plan to act as the foundation for continual ongoing review, additions, and updates (e.g., future multi-year plans). The Academic Master Plan is a dynamic resource that will grow along with the University as we continue to provide excellence in education and to prepare future leaders devoted to our Vision and Mission.

## **Who We Are**

Bastyr is a community of learners dedicated to advancing scholarship for the betterment of our fellow human beings.

### **UNIVERSITY 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.

### **UNIVERSITY 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.

Bastyr University educates **future leaders**.

- We are a community of learners and empower our students in *learning to learn* – both individually and in groups
- We are a community of educators and teachers who challenge one another and seek opportunities to challenge our own understanding and perspective
- We engage in civil and respectful discourse with genuinely open minds and cultural humility
- We are all LEADERS -- the starting place of all leadership is to follow, cooperate, and respect
- We believe in the integration of **education, research, and service**
- We encourage the path of a scholar with a drive to constantly learn, always be curious, and to serve others
- We embrace the complexity and integration of the **mind, body, and spirit**
- We honor the ancient wisdoms, philosophies and religious teachings throughout the world which recognize this connection between the mind, body, and spirit
- We practice the **scientific method**, with its initial focus on reductionism, by searching for concrete “cause and effect” relationships, while bringing a powerful paradigm that recognizes complexities not yet fully understood nor adequately modeled.

Along with fulfilling the University Vision and Mission, Bastyr University holds four **CORE THEMES** to heart:

1. Education
2. Care

The **Academic Master Plan** incorporates elements from our **Core Themes** along with **University Vision and Mission** to set academic goals and priorities, provide a framework for ongoing analysis of academic and support programs and to drive improvement processes for the University.

## **Where We Come From**

Since its inception in 1978, Bastyr University has been a pioneer in science-based natural medicine. Founders Les Griffith, ND; William A. Mitchell, Jr., ND; and Joseph E. Pizzorno, Jr., ND; along with Sheila Quinn, named the school after their beloved teacher and noted Seattle naturopathic physician Dr. John Bastyr. With just \$200 in startup costs during their humble beginnings, the founders created a vision for an accredited natural health school recognized as the leading health arts and sciences university in the world.

Founding President Emeritus Dr. Pizzorno saw the University through significant growth during his 22 years of service, including the move to the current 51-acre campus in Kenmore, Washington, to accommodate the growing student body.

Although the school started as a naturopathic medicine college, Bastyr University now offers more than 20 degree and certificate programs in a *multitude of natural health arts and science disciplines*. Building on its science-based foundation, the University has been the recipient of a number of multimillion-dollar research grants from the National Institutes of Health.

In September 2012, the University expanded again, opening Bastyr University California in San Diego, welcoming more than 50 students to its inaugural Doctor of Naturopathic Medicine class, making Bastyr University the first and only accredited school of naturopathic medicine in California.

## **Process**

Work began on the **Year 1 Academic Master Plan** (“AMP”) in the Fall of 2017 with the formation of an AMP Project Team including Provost Dr. Rule, Project Manager Chris Räbe and Project Coordinator Holly Minch. The first step in the process was to determine *what* the **Academic Master Plan** should do and *how* to align this to the charge set forth by the Board of Trustees. It was determined that the **AMP** would help to define:

- **Who we are**
- **What we do**
- **How we do it**
- **Where we want to go**
- **How we get there**

This project team decided that they could not, and should not, define these concepts alone and in the spirit of integrated knowledge and learning a series of information gathering sessions should be held to gather input and feedback from the Bastyr Community.

In January 2018 approximately 50 faculty members, staff members, students, alumni, and community partners from both Washington and California joined together for an *ideation* and *brainstorming* session to:

- a) define “Academics” and what Academics means to Bastyr
- b) develop a list of needs to be used to synthesize the themes to be included in the **Year 1 AMP**.

Through these exercises, the project team was able to gather thoughts, insights and focus items from various constituents who are involved daily with education and academics at Bastyr University. The project Management Team turned the definitions of Academics that the group came up with into a word-cloud identifying the most used words (fig. 1).



figure 1

This exercise provided a way for the group to not only to define a difficult to define term, but to also come together in selecting *what is important* to Bastyr and education provided at Bastyr including *the sharing of knowledge to a community to provide skills and learning towards understanding, innovation and education*.

In the next exercise, the group provided their thoughts on the *Needs* of Academics and further defined those needs to establish *Need Priorities*. Through this exercise thoughts were grouped and ranked, leading to the following **Year 1 Academic Master Plan Needs**:

- Quality of Teaching/Quality of Learning
- Programs – establishment of new, review of existing, focus on post-grad preparation
- Curriculum
- Standards and Policies

These needs were further broken down during a second round of ideation and brainstorming sessions in February 2018. These sessions included the same members who attended the first session but were conducted on a smaller scale with multiple sessions of six to 10 attendees per session. This allowed for deeper analysis and discussion as the teams worked to define *WHY the need was important* and determine *what concepts and themes were most important to the Academic Master Plan*.

The results of these ideation sessions were presented, along with a general introduction to the **Bastyr Academic Master Plan (AMP)**, to the full University community in April 2018. The community learned not only *WHAT the AMP would include* but also *HOW the AMP would be developed*.

The first step to laying out the foundation of the **AMP** was to create the **Vision and Mission for the Bastyr Academic Affairs Division**. A group of faculty, staff, and students gathered with Provost Rule in June 2018 to provide insight into what these statements should include, keeping the Academic Affairs Vision and Mission in alignment with the **University Mission, Vision and Core Themes**. This Academic Affairs Vision and Mission would help to provide guidance and structure around the themes of the **Academic Master Plan** and to carry the concepts of the **Year 1 Academic Master Plan** through future years of Academic planning and strategy.



In Fall 2018, the work of defining and developing each dynamic Theme began. Provost Rule outlined and drafted the language of each theme based on insight and input acquired through the ideation sessions earlier in the year and through conversations with various stakeholder groups. A University Town Hall in October provided the community with the status of the project and the next steps in the creation of the **Year 1 Academic Master Plan**. As part of the development process, and to encourage participation from the university community as a whole, each theme was shared via an online feedback forum and through a Community SharePoint site to garner additional insight and feedback. One theme was issued for evaluation each week, starting in October 2018 through November 2018. In December 2018, the Project Team reviewed and revised the drafts based on Community insight to complete the final **Year 1 Academic Master Plan** draft. This document was presented to the university's Academic Leadership Council and the President's Executive Leadership Team for additional insight and feedback, and finally to the University Board of Trustees for final approval. The **Year 1 Academic Master Plan** was published and implemented in January 2019.

In February 2019 the work on the **Year 2-3 Academic Master Plan** will begin. This document will continue to go through analysis and review to ensure that it is consistently meeting University needs, goals and visions. The University Shared Governance system will be responsible for the implementation, oversight, and accountability of the **Academic Master Plan**. Each theme of the **AMP** will have a corresponding *Shared Governance Committee* to ensure that the foundations set in the **AMP** are used as a guide for additional university strategies and initiatives. Additionally, the committees will continue to receive input, insight, and integrative knowledge from all members of the University community and integrate these into the **Academic Master Plan** through coming years.

## **Academic Affairs Division Vision & Mission Statements**

The Division of Academic Affairs at Bastyr University is dedicated to the education and refinement of a community of learners and educators who embrace equality, inclusion, and diversity.

### **Vision:**

The Division of Academic Affairs at Bastyr University develops individuals committed to the well-being of the mind, body, and spirit of all communities to provide positive transformation of the health and well-being of the world.

### **Mission:**

Through Bastyr University's quality of teaching and learning, centering on the natural health arts and sciences, and through the integrative application of knowledge, we serve the mind, body, and spirit of all communities.

## **Office of Academic Affairs**

The **Office of Academic Affairs** fosters a collaborative relationship between academic affairs, student affairs and other University departments to link academic practices with student development. The OAA identifies emerging themes within academics to provide the University with information and tools to face current issues and trends. Academic Affairs strives to work towards the support and development of faculty and students whose day-to-day interactions bring the academic program to life. The Office of Academic Affairs, is devoted to supporting the work of the faculty and focuses on student learning success. The OAA strengthens the campus community by:

- Supporting the University Vision and Mission
- Promoting the Academic Vision and Mission
- Supporting faculty via development, advancement, and opportunities to enhance teaching and learning
- Supporting student success through quality teaching and engaged learning
- Encouraging research and scholarly activities through-out the institution
- Promoting Diversity, Equity and Inclusion in all aspects of academia

The **Office of Academic Affairs** is responsible for:

- Budget oversight of all academic departments
- Regional Accreditation (NWCCU)
- Academic Policy and Procedures
- Academic Curriculum and Programs
- Support for faculty in research and teaching

The **Office of Academic Affairs** includes:

- Office of the Provost
- Office of Institutional Effectiveness
- Bastyr University Research Institute
- Library Services

### **Academic Affairs Officers:**

Provost/ Senior Vice President of Academics – Dr. David L. Rule

Dean of Natural Health Arts & Sciences / Dean of Traditional World Medicine – Dr. Lynelle Golden

Dean of the School of Naturopathic Medicine – Dr. Arianna Staruch

Dean of Academic Affairs School of Naturopathic Medicine– Dr. Greg Yasuda

## **Year-1 Emergent Themes & Metrics**

As a result of the stakeholder engagement process several overarching themes emerged. These themes provide a scaffold for addressing the areas that this initial **Academic Master Plan** will cover. Additionally, the open-ended discussions related to these themes also suggested potential

metrics by which progress and/or results can be measured. Four major and interrelated Themes emerged from this effort:

- Quality of Teaching
- High Quality and Targeted Programs
- Innovative and Relevant Curriculum
- Academic Policy and Standards.

### **Theme: Quality of Teaching**

Bastyr University is first and foremost a teaching university and focus on our faculty's continual educational advancement is critical to the success of this **Academic Master Plan**. To that end, this theme addresses the need and desire to develop faculty who are expert in fostering student learning and lays out initial strategies for assisting Bastyr faculty in achieving instructional expertise that results in ever increasing student learning and success.

### **Where we need to be**

To help the University achieve maximal student learning, BU requires faculty who are expert in the following areas:

- Instruction techniques: e.g., lectures, group activities, active learning, study strategies
- Cultural competencies: e.g., race, ethnicity, social, gender, language
- Modalities: e.g., classroom, group/project, clinic, internship, hybrid, online
- Classroom management; e.g., disruptive students, student/faculty dialogue, student group work, micro aggressions, challenging topics
- Collaborative course design and implementation; e.g., increased coordination of integrative courses and curriculums
- Integration of Research; e.g., utilization of students as co-researchers
- Quality assessment of instructors, utilizing the results to improve instruction.
  - Instructor assessment based on achievement of student learning objectives, through a variety of modalities

### **How we'll get there**

Components will minimally include the following:

1. Focus Faculty Development at every level (Provost Office, Deans, Chairs and Faculty) – Give priority to activities that are instructionally related

#### *Year 1 Activities*

- *Utilize AY 2018-19 Faculty Development Funds, giving the highest priority for faculty development funding to proposals that have direct ties to student learning*
2. Review Current Faculty Hiring Practices – Begin a formal review of current hiring practices to ensure a diverse and representative faculty, that our policies and procedures are inclusive, that search committees are adequately trained, and that candidate demographics are collected and used to identify and respond to issues in the process

### Year 1 Activities

- *Obtain current and historical data related to diversity faculty hiring*
  - *Create tracking method for diversity hiring process including where ads are placed, number of applicants, proportion selected for interviews, and proportion hired*
    - *Work with Associate Vice President for Diversity, Equity, & Inclusion and Human Resources to identify and suggest changes in policies relate to faculty hiring practices for academic year 2020 hiring season*
3. Leverage the Center for Teaching & Learning – set priorities for next two academic years; e.g., classroom management, cultural competencies, assessment, research methods and approaches, develop a mentoring program

### Year 1 Activities

- *Set priorities and implement for the current academic year (AY 2018-2019), focusing on enhancing student learning via classroom management and cultural competencies*
  - *Subscribe to Magna Publications “Faculty Focus” and publicize to all faculty, core and adjunct*
    - *Use and/or develop a method of tracking utilization to determine common topics, distribution and frequency of users, and whether or not change is apparent related to those trends of use*
  - *Set up a two-year pilot “New Faculty Mentorship” program*
    - *Create and implement an initial model, select new faculty for mentoring and mentors*
    - *Establish evaluation criteria for this pilot and use the data to refine the model for year two of the pilot*
4. Greater Utilization of Bastyr University Research Institute; e.g., assistance in hypothesis formulations, research designs, grant identification and writing, data analysis

### Year 1 Activities

- *Develop and deliver a set of agreed upon workshops for faculty and students focused on applying for research grants; e.g., types of grants, matching research interests with grant and foundation sources, and how to write a successful grant.*
5. Updating the Instructor Evaluation process – ensure that there is a feedback component with stronger ties to annual contracts and promotion so that suggestions made one year are implemented and assessed the next

### Year 1 Activities

- *Work with the Faculty Senate and Deans to review, revise, and make initial changes in the evaluation process in preparation for implementation in Academic Year 2020.*

## **Theme: High Quality & Targeted Programs**

Given the unique mission and current focus of existing programs of Bastyr University, there is a need to review, maintain, and create high quality and mission targeted academic programs. Although many of the current academic programs are relatively unique within higher education (e.g., Naturopathic Medicine), there is a high degree of competition from both traditionally accredited and for-profit institutions.

In order to maintain an ongoing catalog of academic programs, as we identify programs for expansion and growth, identify new program offerings that are a good fit for the University both academically and fiscally, and to have sufficient student enrollments, we must create and establish a rigorous process that results in informed program choices, their establishment, and their future position and role.

### **Where we need to be**

Decisions in determining which programs to create, expand, maintain, or phase out will include the following components:

- Mission driven – decisions need to be tied to the Program’s goal statement., e.g. current and new programs must be directly related in content and level of integration to the mission/vision of Bastyr
- Current and Future Employment – current and future local, regional, and national labor statistics and projections as well as licensing considerations?
- Current and Future Graduate Income Projections – in relation to potential student debt
- Current and Future Enrollment Projections – what is the level of student interest and where would the students come from
- Current and Projected Costs – curriculum creation, instructional, materials, space/overhead, marketing (initial & ongoing), admissions and enrollment (initial & ongoing), etc.

### **How we’ll get there**

1. Analyze and update current program review process – include sections related to the items immediately above, spread over a three-year period

#### **Year 1 Activities**

- *Identify and revise current Standard Operation Procedures (SOPs) related to new programs, new courses, and interdisciplinary courses in order to include the new components above (e.g., employment & income projections, enrollment & cost actuals or projections)*
  - *Review current SOPs to determine which are in need of revision and make necessary changes*
  - *Establish the timeline for the implementation of the revised SOPs*
- *Review and update program and degree specific review processes*
  - *Identify what related data is already being collected and reported via accreditation requirements*

- *Identify additional data needs to be included in specific program review processes in order to track progress on the new components*
  - *Develop the cost models for current and newly proposed academic programs*
  - *Work with Financial Services, Admissions, Enrollment Management, and Academic Affairs to create and select an initial model(s); e.g., instruction (didactic, lab, clinic, etc.), materials, recruitment, marketing, etc.*
  - *Create a validation process, using a sample of current programs, to examine the models' ability to reflect current related costs*
  - *Create a validation process, using a newly proposed program, to examine the related models ability to reflect anticipated program costs*
2. Create a new Shared Governance Committee – either a standalone committee (e.g., Program Subcommittee) or a subcommittee of the newly revised Curriculum Committee

#### Year 1 Activities

- *Complete the creation of a new university-wide committee and any related subcommittees dedicated to the review of existing and potential new programs, with charges, procedures, and stakeholder memberships*
3. Create program review calendar – to report on current and projected academic program costs timed to inform the annual budget process

#### Year 1 Activities

- *Work with Financial Services and Academic Affairs to create and approve a new program review calendar for academic year and fiscal year 2020.*

## **Theme: Innovative & Relevant Curriculum**

Current and future changes in instruction, modalities, and student demographics require that the University establish refined approaches to its curriculum review processes.

### **Where we need to be:**

To deliver relevant curriculum and ensure that we are continually navigating the ever-changing worlds of higher-education, health and wellness, science, as well as state and federal regulations we must review and consider courses through new and dynamic processes for evaluation.

### **How we'll get there:**

1. Create a dynamic process of review by which all courses (including clinics & labs) are reviewed for currency of content and pedagogy and place within the programs no less than once every three years

#### Year 1 Activities

- *Review relevant Standard Operating Procedures (SOPs) and program level accreditation standards for current review timelines*

- *Work with the Faculty Senate's Faculty Evaluation Committee to review current student course evaluations and their role in the faculty review process as presented with the Faculty Handbook; e.g., promotions*
  - *Examine courses for currency of content and pedagogy and the relevance of their places within their programs*
  - *Evaluate courses for cultural responsiveness and culturally inclusive classrooms*
2. Leverage the Center for Teaching & Learning – set priorities for next two academic years; e.g., instructional design, writing student learning outcomes and related assessment, culturally responsive practices, online and other pedagogies

#### Year 1 Activities

- *Work with Faculty Senate's Faculty Development Committee to identify and schedule this year's offerings in line with the priorities set by the committee and the Office of the Provost.*
- *Work with the Faculty Senate's Faculty Evaluation Committee to ensure that faculty involvement in training opportunities offered by the Center for Teaching & Learning are documented in their evaluation and promotional materials*

### **Theme: Policies & Standards**

The way that we conduct ourselves, both as a University and as individuals, projects Bastyr University's reputation to the world at large. Through a constant review and alignment of our Academic Policy and Standards to the expectations of our faculty, our staff, our students, and our program and regional accreditors, we will maintain and enhance our reputation as a quality university dedicated to successful student learning outcomes.

#### **Where we need to be**

We must develop and align Academic Standards to maximize student success while embracing diversity and social justice through all constituencies of the institution. We will focus our efforts on developing the whole person and what that person will take into the next part of their life and the lives they touch. Our Academic Policies will aid our students in developing and achieving their individual measures of success both inside and outside of the classroom.

#### **How we'll get there**

1. Review and align Academic Standards to maximize student success while simultaneously embracing diversity and social justice with the University and program's student bodies.

#### Year 1 Activities

- *Work with the new Associate VP for Diversity, Equity, & Inclusion to ensure their involvement and input into the review of current standards and related procedures at the program review level*
- *Include the new Associate VP for Diversity, Equity, & Inclusion as a member on the Shared Governance committees related to Curriculum and Standards and Policies*

2. Review and align Academic Policies that aid students in achieving success, focusing on course syllabi, grading, classroom decorum and civility, academic honesty, faculty office hours, early alert systems, etc.

### Year 1 Activities

- *Create a schedule for and begin a formal review of current academic and student policies related to student success*
- *Work with a new created Shared Governance Standards and Policies committee to include these items in their regular process for review of current and creation of new academic and student policies.*
- *Work with this Standards and Policies committee to develop a methodology to track and document ongoing changes related to these topics and publish a year-end report.*

## **Shared Governance System Integration**

Simultaneous to the development of this **Academic Master Plan** is the creation of a new Shared Governance System for the university. At a meeting on January 19, 2018, the newly formed Shared Governance System Committee adopted the following as one of its goals:

*To create a standing committee, including all major stakeholder groups, to oversee the long-term oversight and development of shared governance at Bastyr including committee structures, memberships, charters, ongoing annual self-evaluations, etc.”*

This new Shared Governance System will have as one of its responsibilities a major role in the implementation, oversight, and accountability of the **Academic Master Plan**. The proposed shared governance system includes the standing committee along with specific subordinate committees dealing with areas related to the major themes of the **Academic Master Plan**: e.g., curriculum, program review, new programs, and faculty development as well as policies and procedures addressing academics, student success, and student recruitment and enrollment. This new shared governance system will include all major stakeholder groups of the university (i.e., students, faculty, staff, managers, and administration) and reports up to and including the Board of Trustees where appropriate.

The currently proposed Shared Governance model under consideration is:

University Governance Council – the ongoing and oversight council to which all subordinate committee recommendations are referred for final discussion and recommendations to the Senior Vice President & Provost.

Curriculum Committee – will oversee areas of the Academic Master Plan themes of High Quality & Targeted Programs and Innovative & Relevant Curriculum.

*Programs Subcommittee* – a subcommittee of the Curriculum Committee specifically charged with oversight of the theme High Quality & Targeted Programs.

Policies & Standards Committee – will provide oversight in the areas within the theme Policies & Standards



University Professional Development –will have oversight in areas touching upon all four themes.

Please see the Shared Governance Office 365 site for the most current documents related to the new Shared Governance System. [BastyrUniversitySharedGovernanceCommunitySite](#)

## **Proposed Activities for Years 2 and 3**

The Year 1 Academic Master Plan serves as the foundation and base layer for continual review and updates to the Themes established within this document. This Plan is dynamic in that it is to be used as a reference and guide on a regular basis and will go through revision, updates, and modifications throughout its lifetime.

As we look ahead to the **Year 2 and 3 Academic Master Plans**, focus will be placed on further developing New Program Identification. We will also begin to incorporate other Bastyr University Initiatives including the Clinical Education Review Study and the Bastyr University Vision 2028 Plan.

## **Summary and Closing**

**The Themes stated in the Year 1 Academic Master Plan provide a foundation which will guide the University Office of Academic Affairs in setting priorities for the use of resources to achieve our Academic Vision and Mission.**

**This Plan will be the cornerstone in positioning Bastyr University as the definitive leader in Natural Health Arts and Science learning while instilling knowledge, skills, responsibility, integration and service to our educators, learners and community.**

We acknowledge that implementation and adoption takes time and believe that this plan is the beginning to providing ongoing support and enhancements to ensure that Bastyr University is the definitive leader in the Natural Arts and Sciences of Integrative Health. The development of the Year 1 Plan with its focus on the Themes laid out in the Plan, and with the agility and flexibility to continually improve, we predict continued success for the future of Bastyr, our faculty, our staff, our students, and our community.

### **The Academic Master Plan...**

is ***dynamic*** – it does not reside on a shelf or in a desk drawer but informs our decision making concerning academic policies, processes, projects and initiatives while uniting our community around the shared passion of education, training, and practice in the Natural Health Arts and Sciences.

**The Academic Master Plan...**

**strives for continual improvement and growth** to not only meet, but to exceed the needs of our faculty, students, staff and community at large.

**The Academic Master Plan...**

**is the compass point** guiding our community in incorporating knowledge, skills, responsibility, and service as a way to transform the health and well-being of the human community.

We thank everyone who helped in creating the **Year 1 Academic Master Plan** by attending focus groups, brainstorming sessions, Town Hall meetings and providing valuable insight and feedback. We look forward to working with our Bastyr Community in ensuring that the **Academic Master Plan** continues to be a valuable tool and resource through the future of the University.

Academic Master Plan – Project Team

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Chris Räbe  
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# *Councils, Committees, Work Groups and Task Forces at Bastyr University*

*BASTYR UNIVERISTY*

# DEFINITIONS OF COUNCILS, COMMITTEES, WORK GROUPS AND TASK FORCES

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The governance structure at Bastyr University consists of the Board of Trustees, President, Executive Cabinet, Councils, Committees, Work Groups and Task Forces.

## **Board of Trustees**

The Board of Trustees is the governing body of Bastyr. Trustees are appointed to multi- year terms.

Board of Trustees' activities include establishing policy and setting the strategic direction of Bastyr University, as well as the hiring of the President.

## **President**

The President is the Chief Executive Officer and is responsible for the overall operation of Bastyr University. The President reports directly to the Board of Trustees.

## **President's Cabinet**

The President Cabinet (Cabinet) works with the President to provide strategic leadership and executive level operational coordination to achieve Bastyr University's strategic plan priorities and key initiatives. Cabinet is charged with making recommendations to the President regarding policies and procedures, and with ensuring that decisions reached are effectively implemented. In addition, Cabinet, along with the President, is charged with aligning the university's strategic plans and available resources to ensure that the university fulfills its mission.

## **Councils**

Councils serve as oversight and coordinating groups based on functions pertinent to the College's Mission Statement. Additionally, councils shepherd and foster a shared governance model and seek to increase communication across campus. Members may be elected or appointed to discuss, deliberate, and advise. Councils at Bastyr University include:

- TBA
- TBA
- TBA

## **Advisory Councils and Committees**

Unlike work groups and task forces that are often short in duration, advisory councils and committees may exist for several years, as long as there is a benefit to the institution. Advisory councils and committees at Bastyr University include:

- President's Cabinet.
- Executive Leadership Council
- Provost Council

Advisory committees and council do are not required to keep minutes as the work within them is often confidential.

## **Committees**

Committees conduct and monitor much of the work that occurs on campus. There are two types of committees at Bastyr: standing committees and special committees, often referred to as Ad Hoc committees.

A committee can only do what the institution asks it to do; it cannot act independently of the institution. However, if a committee originates an idea that it feels will benefit the institution, it can bring that idea to the appropriate Council or to Cabinet for discussion.

## **Standing Committees**

Standing committees are considered a permanent part of the institution's structure. They are charged with performing particular functions that are often essential to the operation of the institution. Members of a standing committee change accordingly and when applicable. However, the purpose of the committee and its functions and duties generally do not change.

Standing committees should keep thorough records of their activities. These files become a continuous record of the activities of the committees. Standing committees at Bastyr can be found at the link:

- TBA
- TBA

## **Ad Hoc Committees**

Ad Hoc committees are created to perform a specific task(s) and are foregone when the task(s) is completed and a final report-out is conducted. An Ad Hoc committee should not be created to do work that is within the designated function of a standing committee. Typically, but not exclusively, Ad Hoc committees are formed to perform one of two functions. One is to investigate; the other is to carry out an action that has been adopted.

If an Ad Hoc committee is created to investigate a question, it is important that different viewpoints of the university are reflected in committee membership. Thus, these committees are often larger in size in order to represent a broad and inclusive viewpoint. Ad Hoc committees at Bastyr University include, but are not limited to the ad hoc committees at this link:

- TBA

### **Work Groups**

A work group is a sub-group of any entity (Council or Committee) that is appointed by the chair of that entity to work on a particular project. Work groups often utilize specific area experts. The “experts” are acknowledged for their work with the specific project but do not become members of the work group’s parent entity. Bastyr work groups can be found at this link:

- TBA

### **Task Forces**

Task forces are groups established to work on a single defined task, activity, or specific problem. Task forces are short in duration (less than two years) and specific in focus.

Task forces are ideal for identifying issues, collecting information, reviewing and analyzing the information, and making recommendations to a committee. When it is time to think outside the box and brainstorm ideas, for example, how to create strategies for addressing the inequities of male students of color, a task force may bring together board members, institutional researchers, faculty, staff, funders, and representatives of the community to identify recommendations and action.

Often, but not exclusively, task forces are appointed with a specific charge and deadline for receipt of the final report. Proposal to form a new task force may also come from faculty or staff who see a need to formally organize and focus on a specific topic. More information on proposing the creation of a new task force can be found under Starting A New Committee, Task Force or Work Group. Once the recommendations of the task force have been received, the task force is foregone. Bastyr task forces can be found at this link:

- TBA

NOTE: In the future, work groups and task forces should use those specific identifiers in their names for clarity.

# DEFINITIONS OF ROLES

Councils and committees should provide more specificity to the roles and responsibilities of their officers and members as well as how members are selected (elected, appointed, volunteer). For purposes of simplicity, councils, committees, work groups and task forces in this section will be referred to collectively as 'committees'.

Generally, the key roles are as follows.

## **Chair**

The role of the chair is to serve as a facilitator and to ensure that business which comes to the committee is dealt with appropriately. The chair is responsible for assisting the committee in reaching a fair decision, enabling business to proceed through the committee structure. The chair should be aware of the reporting lines of the committee and where it fits in the governance structure of the College. When selecting a chair, it should be someone who is enthusiastic about the committee's work and has the time to devote to the responsibilities.

## **Vice Chair**

The vice chair assists the chair in the performance of their duties to facilitate the smooth operation of the committee. Additionally, the vice chair performs the duties of the chair when that person is unable or not available.

## **Member**

Members serve on the committee to fulfill the mission assigned. Members are expected to regularly participate in committee meetings. Committee work is teamwork. Each member contributes their talent and expertise to the committee.

## **Ex-Officio Member**

An ex-officio member is appointed by virtue of another position they hold within the governance structure. For example, a delegate from Cabinet is appointed to College Council. Ex-officio members may be voting or non-voting members. This should be spelled out in the committee's by-laws.

## **Informational Member**

An informational member is invited to committee and council meetings to inform them in areas that may intersect within their department, project, or other need. Informational members do not have voting or decision rights within the committee or council but can provide feedback.

## **Secretary**

The secretary is responsible for maintaining attendance records, preparing committee meeting minutes, and uploading these and other relevant documents to the committee's SharePoint page.

## MISSION STATEMENTS, BY-LAWS AND RECORD KEEPING

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### **Mission Statement or Charter**

Each council, standing, or Ad Hoc committee should have a mission statement, statement of purpose or charter. This statement should clearly define why the committee exists, its purpose and its stakeholders. By providing a statement of this nature, the incoming chair and members understand how their work fits within the stated purpose(s). Without this type of statement, the work of a committee can change from year to year and chair to chair.

The mission statement should be simple, short, and straightforward. It should capture the essence of what the committee will achieve and how they will achieve it. The fewer the words the better. Focus on the true meaning of the statement and its intention for the committee's work.

### **SAMPLE Mission / Charter Statement**

#### **CHARTER OF XXX OF THE BASTYR UNIVERSITY XXX DEPARTMENT**

#### **Purposes of the XXX**

**Membership roles of membership**, i.e., voting member, informational

#### **Responsibilities and Duties of the XXX Committee**

*Specific Responsibilities of the Committee*

*Specific Duties of the Committee*



## **Reporting and Recommendations**

### **Meetings**

### **Authority of the XXX Committee**

### **Voting**

### **Performance Self Evaluation**

### **Recording**

Minutes and records location:

Example: Here is a list of records that are essential to document committee activities:

- Meeting minutes generally provide the most complete record of the actions of a committee. The supporting papers that accompany each set of minutes provide background information that makes the minutes more meaningful. These documents include agendas, reports, and recommendations, as well as other documents specifically referred to in the minutes.
- Record relating to the establishment and mission of the committee i.e agendas, proposals, bids, policies and work documents
- Membership list

### **Disclosure of Charter**

This charter shall be made available on the University's website at XXX

### **Amendment**

Any amendment or other modifications of this charter shall be made and approved by XXX.

### **Membership Roster**

Committee	
Voting Members	
	Voting member/Chair
Other Membership	

# STARTING A NEW COMMITTEE, TASK FORCE OR WORK GROUP

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Any proposed new standing committee dealing exclusively with Academic issues (curriculum, program review, etc.) requires the approval of the Sr. Vice President and Provost.

Any proposed new standing committee dealing exclusively with budget or facilities requires the approval of the Associate Vice President for Finance and Administration.

Any proposed new standing committee dealing with Information Technology issues requires the approval of the Director of IT. New software request can be found at this link([Add link](#)).

Proposed new non-instructional, non-budget, or non-facilities standing committees require approval of the corresponding department head. The person or persons proposing the new committee must present a proposed mission/purpose statement and proposed membership to department head.

Any proposed new standing committee that cover multiple constituents requires the approval of University Shared Governance council. The person or persons proposing the new committee must present a proposed mission/purpose statement and proposed membership to University Governance Council for approval.

## **Starting a New Work Group**

Work groups are established by the chair of an existing committee to work on a specific project. Information about the work group (purpose, participants, etc.) should be clearly outlined in the parent council's or committee's minutes. The final report or product of the work group should be posted to the parent council's or committee's SharePoint page and included in the council's or committee's annual report.

## **Starting a New Task Force**

Task forces established outside of a committee or council does not require approval. Task forces established by committees or councils should be handled the same as a new work group. Task forces are for set items and short term no longer than a year with a defined final product.

## **MINIMUM COMMUNICATION REQUIREMENTS**

The University Shared Governance Council was established to provide an opportunity for all constituents of the university to participate in the process of shared governance. In order to fulfill its leadership role in the shared governance process, each council and standing or Ad Hoc committee should provide a minimum level of information on the Appropriate MyBU SharePoint

page. This is an effort to ensure all employees have the opportunity to know the issues under consideration and be able to provide input or participate in committee discussions.

Each council, standing and active Ad Hoc committee will have access to the appropriate page on MyBU SharePoint.

Minimum information for councils and standing committees to be displayed on SharePoint are as follows:

- Committee mission statement / purpose / charter.
- List of meeting dates and locations, when known.
- Annual list of members of the committee with officers identified.
- Committee agenda posted one week prior to meeting date.
- Committee minutes / summary / report or notes.
- Annual report (If required)

Committees are encouraged to add documents and other information to give a more complete picture of their work.

This information, with the exception of the annual report, should be posted to the SharePoint site within one month of the end of the committee's meeting, but no later than one month after the end of spring quarter / academic year.

If your council or standing committee requires an annual report. The annual report for councils and standing committees should minimally contain the following:

- Committee mission statement / charter / purpose.
- List of committee members for that year.
- List of meeting dates (regular and special meetings).
- Summary of accomplishments / actions / activities for the year.
- Major goals for the upcoming year.

Committees are encouraged to add additional information, photos of events, or other materials related their work for the year. Annual reports must be posted no later than one month after the end of spring quarter / academic year.

Minimum information for active Ad Hoc committees to be displayed on SharePoint is as follows:

- Beginning date, and ending date when work is complete and Ad Hoc committee foregone.
- Purpose of committee.
- List of committee members.

- Annual or final report

Annual or final report for Ad Hoc committees should minimally contain the following:

- Purpose of committee.
- List of committee members.
- Accomplishments

#### Inactive Ad Hoc Committees

Once an Ad Hoc committee becomes inactive, its information will be moved to a folder on the MyBU SharePoint site reserved for inactive committees. The information on Ad Hoc committees will be available to all employees indefinitely.

# EXAMPLES, CHARTS, AND TEMPLATES

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## ANNUAL REPORT

NAME OF COUNCIL/COMMITTEE

### Statement of Purpose / Charter

#### Membership

[List members here. Include first name, last name, and job title]

#### Meeting Dates

[List meeting dates, including regular and special meetings, held during the year]

### Summary of Accomplishments, Actions, Activities and Challenges

NOTE: Be sure report out on the goals, activities and indicators of success outlined in your annual plan.

Provide a summary of the successes of the council/committee work over the past year. What went well? What challenges did the council/committee encounter? How did the council/committee overcome those challenges?

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## ANNUAL PLAN

NAME OF COUNCIL/COMMITTEE HERE

### Mission Statement

*TBA*

### Vision

*TBA.*

### Core Themes

- TBA
- TBA

### Statement of Purpose / Charter

### Goals, Activities, and Indicators of Success

Goal 1: [list goal here]

Applicable Core Theme and Objective: [list here]

Activities	Lead	Due Date	Status
1.			
2.			
3.			
4.			

Indicator(s) of Success	Evidence

**Goal 2: [list goal here]**

**Applicable Core Theme and Objective: [list here]**

Activities	Lead	Due Date	Status
1.			
2.			
3.			
4.			
5.			

Indicator(s) of Success	Evidence

**Goal 3: [list goal here]**



Applicable Core Theme and Objective: [list here]

Activities	Lead	Due Date	Status
1.			
2.			
3.			
4.			
5.			

Indicator(s) of Success	Evidence

#### Over-all Indicators of Success

Indicator(s) of Success	Evidence

**Note:** These indicators may not be tied specifically to any of the above goals, but are still relevant and important to the overall purpose of activities.

## Councils, Committees, Work Groups and Task Forces

Councils	Committees	Work Groups	Task Forces
<ul style="list-style-type: none"> <li>- University Shared Governance Council</li> <li>- Staff Council</li> <li>- Managers Council</li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum Review Committee</li> <li>- Academic Assessment Committee</li> </ul>		<ul style="list-style-type: none"> <li>- Academic COVID task force</li> </ul>

## Bastyr Academic Program Assessment Model

## 4 Points of Assessment:

1. Program Health
  - Student demand (enrollments) – OIE, confirms with PD
  - Markets for programs (economic trends, labor market trends) – OIE & PD
  - Degree fit (alignment with mission and existing resources) - Deans
  - Competitive intensity (analysis of degree offerings from educational competitors) - PD
2. Academic Standards
  - Student retention – OIE
  - Instructional quality – OIE & Academic technology
3. Student Outcomes
  - Completion rates - OIE
  - Professional competencies (exams and licensing) - PD
  - Learning outcomes – OIE, PD, & Academic technology
  - Alumni success and career growth – OIE, PD
4. Program economics
  - Total Revenue - Finance
  - Program Margin - Finance

## Associated core theme metrics and data collection strategy

Core Theme 1: Goal A - Learning			
Core Theme Objectives	Indicators	Measures	
<b>1.A.1</b> <b>Bastyr University is committed to educational success</b>	Enrollments	Unduplicated headcount by program, trended and showing % increase/decrease compared to institutional averages.	
	Retention	Year to year retention by program, trended and compared to institutional averages.	
	Graduation	Graduation rates by program, trended and compared to institutional averages.	
<b>1.A.2</b> <b>Bastyr supports learning and career outcomes</b>	Learning Outcomes	Student attainment of program learning outcomes	Provided by program
		Student attainment of university wide learning outcomes	Emerging
	Professional Competencies	Certificate and Licensing exam pass rates, data trended and compared to national pass rates when available	
		Program specialized accreditation status	Since this is not housed in OIE, programs will provide feedback from accreditors
	Alumni Success & Career Growth	Job placement	
		Career earnings	

		Alumni career experiences	Alumni data is sparse, but OIE will provide programs with what it has and they can supplement with their own information.
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Core Theme 1: Goal B – Teaching			
Core Theme Objectives	Indicators	Measures	Benchmark
<b>1.B.1</b> <b>Bastyr delivers effective teaching</b>	Instructional Quality	End of course evaluations	Trended and compared to institutional averages
		% of courses meeting quality standards	Trended and compared to institutional averages
		Student perceptions of instruction as reported on surveys	Trended and compared to institutional averages
		Faculty teaching evaluations	% of program faculty meeting or exceeding expectations compared to institutional averages