



COUNCIL ON NATUROPATHIC MEDICAL EDUCATION

Evaluation Team Report

BASTYR UNIVERSITY

SCHOOL OF NATUROPATHIC MEDICINE

NATUROPATHIC MEDICINE PROGRAM

Kenmore, Washington and San Diego, California

**Comprehensive Evaluation Visit for Reaffirmation of Accreditation of
Bastyr's ND and Residency Program**

June 3-7, 2019

*A Confidential Report to the Council
That Represents the Views of the Evaluation Team*

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Comprehensive Evaluation Visit for Reaffirmation of Accreditation**

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SCHOOL OF NATUROPATHIC MEDICINE
NATUROPATHIC MEDICINE PROGRAM
Kenmore, Washington and San Diego, California**

June 3 - 7, 2019

EVALUATION TEAM MEMBERS

Thomas Kruzel, ND, Team Chair
Naturopathic Medical Practitioner
Scottsdale, Arizona, USA

Richard Barrett, ND
Professor, NUNM
Naturopathic Medical Practitioner
Portland, Oregon, USA

Sarah Beasleigh, ND
CNME Institutional Member Representative
Provost, BINM
Coquitlam, British Columbia, Canada

Margot Gregory, NMD
CNME Profession Member
Naturopathic Medical Practitioner
Tucson, Arizona, USA

Leslie Solomonian, ND
Naturopathic Medical Practitioner and CCNM faculty member
Toronto, Ontario, Canada

COUNCIL STAFF

Daniel Seitz, JD, EdD
CNME Executive Director
Great Barrington, Massachusetts

**Council on Naturopathic Medical Education
P.O. Box 178
Great Barrington, MA 01230
413-528-8877**

TABLE OF CONTENTS

Introduction.....	4
I. Program Mission and Objectives.....	6
II. Organization, Governance and Administration.....	8
III. Planning and Financial Resources.....	12
IV. Program Faculty.....	14
V. Student Services.....	18
VI. Program of Study.....	21
VII. Evaluation and Assessment	26
VIII. Research and Scholarship	27
IX. Library and Learning Resources.....	30
X. Physical Resources.....	31
XI. Continuing Medical Education.....	33
Residency Program	34
Compliance with CNME Policies.....	35
List of Commendations.....	36
List of Recommendations.....	38
List of Areas of Interest.....	39
Residency Program Findings.....	40

INTRODUCTION

HISTORY OF THE INSTITUTION

Bastyr University (BU) was founded in 1978 as the John Bastyr College of Naturopathic Medicine with a single academic degree program in naturopathic medicine. In 1984 the institution's name was changed to Bastyr College, as more degree programs were added. In 1994 the College was renamed Bastyr University. Today, BU is a private, coeducational, non-proprietary, non-sectarian, non-profit multipurpose institution offering more than 20 certificate, undergraduate, and graduate level health science professional programs under the auspices of its three schools: Naturopathic Medicine, Natural Health Arts and Sciences, and Traditional World Medicines. The Doctor of Naturopathic Medicine (ND) program is the University's largest, with a total 540 students at both campuses as of Spring 2019.

BU is incorporated under the laws of the State of Washington and is authorized to operate as an institution of higher education by the Washington State Academic Council. The University has IRS 501(c)(3) tax-exempt and is approved for participation in federally guaranteed student loan programs. It has been regionally accredited on a continuing basis by the Northwest Commission on Colleges and Universities (NWCCU) since 1989, and was last reaccredited in 2012. The ND program has had on-going accreditation by the Council on Naturopathic Medical Education (CNME) since 1987, and was last reaccredited in 2013.

In December 2011 the CNME approved a substantive change proposal for Bastyr University to establish a branch campus in the Torrey Pines area just north of San Diego, CA, and to offer the Doctor of Naturopathic Medicine program there. This campus is referred to as Bastyr University California (BUC). In February 2012, NWCCU approved the establishment of BUC, and in June 2012 the California Bureau of Private and Postsecondary Education verified BUC's exempt status. In September 2012, the first ND students enrolled at BUC, and the program has been in continued operation since then.

NATURE OF VISIT AND STRUCTURE OF THE REPORT

The Evaluation Team (the "Team") spent three days at the Bastyr University main campus in Kenmore, WA, which included a visit to the Bastyr Center for Natural Health (BCNH) in Seattle, and spent two days at the BUC campus in San Diego. During the course of visits to the two campuses and the BCNH the Team met with and interviewed the following individuals and groups:

Kenmore Campus & Bastyr Center for Natural Health

- Members of the Board of Trustees
- President
- Senior Vice President and Provost
- Associate Vice President for Budget and Finance & CFO
- Vice President for Student Affairs
- Vice President for Advancement and Enrollment Services
- Dean, School of Naturopathic Medicine (SNM)
- Associate Dean, Academics, SNM

- Associate Dean, Clinical Education, SNM
- Chair, Clinical Sciences
- Department Chairs
- Director of Graduate and Community Medicine
- Chief Medical Officer
- Administrative Director, BU Research Institute
- Director of Library Services
- Director of Facilities, Operations Safety and Security Services
- Basic Science Faculty
- Naturopathic Medicine Clinical and Didactic Faculty
- Members of the Faculty Senate
- External Shift Coordinator, School of Natural Medicine
- ND Program Students in all four years
- ND Residents
- ND Program Student Interns

San Diego Campus

- President
- Senior Vice President and Provost
- Dean, School of Naturopathic Medicine
- Associate Dean, Academics, SNM, San Diego
- Associate Dean, Clinical Education, SNM, San Diego
- Chair, Department of Nutrition and Basic Sciences
- Chair, Department of Counseling and Health Psychology
- San Diego Didactic and Clinical Faculty
- Chief Medical Officer
- Admissions Advisor
- Senior Librarian and Librarian
- Senior Building Engineer
- ND Program Students
- ND Residents
- ND Program Alumni/Alumnae

In the Evaluation Team Report certain key words have special meanings. The word **commends** identifies an aspect of programmatic or institutional strength that the Team has found worthy of special praise or of being highly noteworthy.

The term **is concerned** denotes an aspect of the program or institution that the Team has found to be deficient in meeting the criteria as stated in a particular element or section of the CNME Accreditation Standards.

The word **recommends** represents the corrective action(s) the Team deems necessary to address the deficiency. Whenever a concern and associated recommendation appear in the report, the relevant CNME standard or policy is stated in the Team report.

The term **Area of Interest** denotes a problematic situation that could potentially evolve to non-compliance with a CNME standard or policy; while not a formal finding like a recommendation, an area of interest must be referenced in the Team Report to a specific CNME standard or policy.

The word *suggests* identifies a non-binding, collegial comment by the Team intended for the purpose of programmatic or institutional improvement. The Team hopes that the suggestions will be helpful to the program and institution. Team suggestions do not require any response or actions, and may freely be adopted, modified, or rejected.

A ***Determination*** is provided at the end of each section of the report pertaining to a CNME accreditation standard. This briefly describes the extent to which the Team believes the College is in compliance with the particular standard.

ACKNOWLEDGEMENT

The Team thanks Bastyr University faculty, administrators, and staff within and external to the School of Naturopathic Medicine (SNM) at both the Kenmore and San Diego campuses for the hospitality, cooperation, and courtesy shown Team members throughout the visit. The candor that was evident at meetings and interview sessions provided the Team with useful and relevant information regarding SNM issues, activities and achievements during the Reaffirmation of Accreditation evaluation visit and was much appreciated. In addition, the Team wishes to acknowledge the high degree of self-reflection and the careful analysis of the challenges facing the ND program contained in the Self-Study Report, and the corresponding formulation of plans and recommendations for future development.

STANDARD I: PROGRAM MISSION AND OBJECTIVES

In light of the challenging circumstances (senior-level turnover, decline in enrollment) BU faced during the previous few years, the program engaged in a process of redefine its mission and outcomes. A taskforce made up of academic and clinic faculty was appointed to guide this process. One aspect of the redefinition process involved drafting a definition of “naturopathic primary care”, which was shared with all stakeholders in a town hall format, and ultimately approved by the core faculty. A similar process was undertaken to revise the program’s mission, with an ultimate vote of approval by faculty for a revised mission that was ratified by the Board of Trustees. The following is the revised mission statement for the Naturopathic Medical Program at Bastyr is:

We educate naturopathic primary care physicians who care for the health and well-being of their communities, through education, research, leadership, and clinical services. Respecting the naturopathic principles, we integrate science, nature and spirit.

The new mission informed a subsequent revision of program outcomes, including two new additions: (i) cultural humility, and (ii) the development and dissemination of new knowledge. These additions were made in response to the recognition that there was a need for explicit and accountable inclusion of diversity education in the program, as well as for the profession to

develop a stronger culture of scholarship and research. The program outcomes for the Naturopathic Medical Program at Bastyr are:

A graduate of the Naturopathic Medical Program at the School of Naturopathic Medicine, Bastyr University will be able to:

- Demonstrate competency in biomedical and clinical sciences in order to practice safely and effectively as a naturopathic physician.
- Provide patient-centered clinical services as a naturopathic primary care physician.
- Apply the philosophy and principles of naturopathic medicine to efficiently and effectively practice naturopathic primary care.
- Uphold ethical standards and demonstrate respect and integrity in professional interactions.
- Apply information literacy skills to efficiently and effectively practice evidence-informed naturopathic primary care.
- Demonstrate cultural humility through self-awareness and a commitment to engage in culturally responsive naturopathic practice in their communities.
- Cultivate the development and dissemination of new knowledge in naturopathic medicine through education, scholarship or research.

One of the University's first steps towards actualizing the new objective of cultural humility was the creation of a new leadership position: the Associate Vice President of Diversity, Equity and Inclusion.

The team **commends** the program for the thoughtful, inclusive, and iterative process by which the mission and program outcomes were reviewed and revised. The explicit inclusion of cultural competence and humility as a program outcome demonstrates the commitment to caring for the "health and well-being of the community" as articulated in the mission, both within and beyond the Bastyr community.

The program's revised mission statement is consistent with the University's, which is:

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 services.

Both share the goals of education, research, leadership and clinical services. The program's mission statement is clear, concise, realistic and an accurate reflection of the curriculum and overall educational practices. The mission and outcomes are aligned with naturopathic principles, philosophy and clinical theory and practice, and are widely distributed via the catalog, website and inclusion on every naturopathic medicine program syllabus. Each course syllabus is expected to provide course level learning outcomes that link back to the program outcomes.

The new mission statement and program outcomes will serve as the foundation for program activities going forward—including the program assessment plan—and will guide the strategic and budget planning cycle for 2019 – 2020. In June 2019, the program will undertake a review and update of the vision statement, using an inclusive process that gathers input from and builds support among all stakeholders, including the administration, faculty and students. The program will use the updated vision, mission and program outcomes to develop a program specific strategic plan that is in alignment with the University strategic plan.

Determination: Standard I on Program Mission and Objectives is being met.

Commendation: the program for the thoughtful, inclusive, and iterative process by which the mission and program outcomes were reviewed and revised. The explicit inclusion of cultural competence and humility as a program outcome demonstrates the commitment to caring for the “health and well-being of the community” as articulated in the mission, both within and beyond the Bastyr community.

STANDARD II: ORGANIZATION, GOVERNANCE AND ADMINISTRATION

A. Legal Organization and Governance

Founded in 1978 as the John Bastyr College of Naturopathic Medicine, Bastyr University became recognized as a University in 1994. Bastyr University is a private, non-profit, non-proprietary institution, incorporated under the laws of the State of Washington with tax exempt, IRS 501(c)(3) status.

Bastyr University is recognized by both the Washington Student Achievement Council and the State of Washington Higher Education Coordinating Commission to grant a Doctorate in Naturopathic Medicine degree (ND). The University is institutionally accredited through the Northwest Commission on Colleges and Universities (NWCCU), a regional accrediting body recognized by the US Department of Education. The University was initially granted accreditation by NWCCU (formerly NASC) in 1989, retroactive to 1988. Bastyr University was reaccredited by NWCCU in 2012 and is in good standing with the agency.

In June 2012, the California Bureau of Private and Postsecondary Education (BPPE) provided verification of exempt status to Bastyr University California. The BPPE conducted a site visit in 2018 and found Bastyr California to be in compliance with their regulations without any findings. The Naturopathic Medicine program at Bastyr has been continually accredited by the Council on Naturopathic Medicine (CNME) since 1987.

Bastyr University is governed by a Board of Trustees composed of men and women from the community who are committed to upholding and fulfilling the mission of the institution. The Board of Trustees currently consists of nine members, including one naturopathic physician and others who have backgrounds in higher education, government, health policy, finance, business, public affairs, human resources, marketing and development and natural health products. Board membership also includes the president of the University and a faculty member nominated by the faculty and selected by the board. The faculty member does not serve on the board as a faculty representative, but as a full member of the board who is also a faculty member. Board members serve three-year terms, which are renewable twice for a total of three terms. There is no compensation for board membership.

The Board of Trustees meets four times a year. The Board operates in accordance with a set of Bylaws that clearly outline the Board’s authority, organization and operation, and that includes a conflict of interest provision. The board’s regular and periodic activities include approving long-

range plans, appointing and evaluating the president of the University, reviewing financial performance, approving budgets, approving major program changes and additions, evaluating its own performance, ensuring the integrity of the institution, and approving major policy additions and changes presented by the president. Additionally, the board is briefed on operating issues such as enrollment, financial performance, academic matters, external business opportunities and accreditation—both regional and programmatic. The president, who reports to the Board, is responsible for the management and operations of the institution.

The Board is supported in its work by five standing committees—Executive, Academic Affairs, Development, Finance and Governance—that are responsible for addressing specific areas of Board responsibility with the goal of gathering information for the Board, proposing actions and their implications, and making recommendations for Board decisions. In addition to the standing committees, the Board may create ad hoc committees, advisory taskforces and working groups as may be needed to accomplish certain tasks.

The School of Naturopathic Medicine has an opportunity for regular communication with the Board through the Board’s Academic Affairs committee (for program curriculum and accreditation matters), and through the Finance Committee (for budget-related matters). This typically occurs through the senior vice president and provost to whom the dean of the School of Naturopathic Medicine reports and with whom she regularly meets. There is apparently nothing in University policy that prohibits members of the institution from informally communicating with Board members directly.

B. Administration

Dr. Daniel Church, who retired from his role as president of the University in June 2015, was succeeded by a president whose leadership style caused substantial unrest among the staff, faculty and students resulting in high staff and faculty turnover, including a number of long-serving, senior individuals. Faced with the growing unrest and the resultant institutional instability, the Board of Directors hired a facilitator in a consultant capacity to conduct confidential interviews with staff, faculty and students at both campuses, and present a report to the Board on the findings, which the facilitator did in August 2017. Meanwhile, in May 2017 the faculty held a vote of no confidence in the president, which led to his resignation. In August 2017 the Board hired one of its members, Harlan Patterson, MBA, to serve as interim president.

Following receiving the facilitator’s report, the Board of Directors expressed responsibility for not having recognized in a timely way the serious problems with the last president, and they also acknowledged the valuable role the faculty and students played in bringing these problems to the Board’s attention. In order to guard against similar things happening in the future, the Board supported the development of a Shared Governance Policy and the hiring of an ombudsman. The Board also initiated an internal review of the clinical program, and has committed itself to expanding cultural diversity, making naturopathic medicine available to communities that currently have little access or exposure—such as Native American and minority communities—and supporting efforts to integrate naturopathic medicine into the conventional medical community.

In fall 2017, the Board established a presidential search committee that included representative from the various stakeholder groups. The search committee selected two finalists to visit both campuses in winter 2018 for interviews. After careful consideration, the Board decided that neither candidate was appropriate for the president's position, and instead offered the position to Mr. Patterson, who was named president in August 2018.

During the three-year period of institutional instability described above, the enrollment decreased, causing some severe financial challenges (see the Standard III section of this report). These financial challenges have, among other things, adversely impacted faculty support, staffing, salaries, workloads, and lines of communication, resulting in overwork and burn-out of faculty and staff, lower morale, and some inefficiency in delivering the program—especially at the California campus.

In the process of conducting interviews, the facilitator mentioned above discovered widespread concerns on the campus about bias and diversity. To address these concerns, Bastyr created a new position—Vice President for Diversity, Equity and Inclusion—and filled the position in December 2018. Additionally, as mentioned above, the University hired an ombudsperson to address conflict resolution and miscommunications arising from the previous administration as well as to increase communication and mediate conflicts in order to prevent a reoccurrence of what had transpired during the previous administration.

At the time of the last site visit in 2013, Dr. Jane Gultinan, ND, was the dean of the School of Naturopathic Medicine and the branch campus in San Diego had just opened under the direction of Vice President Dr. Moira Fitzpatrick. From 2013 until 2018 there were a considerable number of changes to the administrative staffs at both the Kenmore and Bastyr California Campuses. From July 2017 to June 2018 the interim dean position was held by Dr. Arianna Staruch, ND, who formerly had been associate dean of academics. During this time, the position of associate dean of academics was not filled, and the associate dean of clinical education was given additional administrative credit (and consequently a reduced teaching load) to help with the duties of the associate dean of academics that were split between her and the interim dean. In July 2018, after a nationwide search, Dr. Staruch, was chosen to be the dean. In September 2018 the interim associate deans at Bastyr California became the permanent associate deans and in September 2018 the associate dean of academics position for the Kenmore campus was filled; thus, the SNM academic leadership team is fully staffed.

The dean of the School of Naturopathic Medicine (SNM) is thoroughly qualified for her position, and she has sought out opportunities for professional growth (e.g., in the areas of student assessment and online learning). The dean is assisted by a competent administrative team that works together to meet the needs of the program to achieve its mission. The team consists of an associate dean of clinical education at each campus, an associate dean of academics at each campus, department chairs in Washington for physical medicine, clinical sciences and botanical medicine, all whom report to the dean. All associate deans and department chairs are highly qualified, experienced naturopathic physicians. Each of the associate deans has well defined duties and reporting structures. The dean of the School of Naturopathic Medicine is responsible for evaluating the associate deans and the department chairs.

The Bastyr University Office of Human Resources is managed by the Associate Vice President of Human Resources, who is responsible for overseeing the hiring and training of new employees, as well the benefits and compensation packages provided to University employees. All HR policies and procedures are found on the MyBU Human Resources webpage, which is updated regularly.

Faculty evaluations are handled separately from staff evaluations, with the process and forms being developed by the Faculty Senate and approved by the Faculty Assembly. Many faculty members teach both academic and clinical courses. The associate dean for academics for each campus evaluates the faculty who primarily teach academic courses, while the associate dean of clinical education evaluates the faculty who primarily teach clinical courses. The department chairs evaluate their respective faculty in Washington. Performance evaluations include personal interviews, peer assessments, student course assessments, supervisor evaluation and faculty self-assessments. Core faculty undergo a full evaluation at least every other year and yearly course evaluations by students. In between they meet with their supervisor to review and set goals. Adjunct faculty are evaluated by the use of student course evaluations.

The Faculty Senate is composed of representatives from each of the different colleges that compose the university, as well as from the basic, clinical and adjunct sciences faculty. The Faculty Senate selects a president, vice president and clinical faculty representative who work with the Sr. Vice President and Provost to address issues raised by the faculty. Faculty members are informed by the Senate Representatives once an issue has been addressed.

The Faculty Senate, after much discussion and input from all stakeholders, initiated the vote of no confidence mentioned above that contributed to the previous president's resignation. Faculty Senate members expressed to the evaluation the team that the new president has begun to foster an atmosphere of communication, cooperation and trust, and therefore the faculty are optimistic about the direction the University is moving in. They were also quite positive about the shared governance initiative and the new shared governance policy that grew out of the facilitator's report to the Board, and think that this new approach to shared governance will help foster greater communication and cooperation. Lastly, faculty are optimistic that faculty compensation issues will be appropriately addressed once resources allow; this optimism was reflected in a vote by the Faculty Senate to forgo a cost of living adjustment so that the staff and adjunct faculty could receive one.

Declining student enrollment has resulted in University-wide budget cuts that have affected all programs, especially the ND program. One impact has been the elimination of the student mentorship program, which provides students an opportunity to receive help with their ND studies from an experienced naturopathic physician. However, the faculty felt that the mentorship program was of minimal effectiveness due to underutilization by students. Additionally, the Learning Center Program was eliminated. This program helped students address academic difficulties (e.g., passing basic science courses) due to such things as coming from a deficient undergraduate academic background or having difficulty with English as a second language.

Another result of budget cuts was as an increase in class size in a number of courses. To contribute to solving the financial challenges, the dean offered to take a 20% pay cut and reduce

her campus workweek from five to four days. While the dean expressed that she has adequate staff support to reduce her time on campus, the team thinks she may still end up working full time regardless.

Determination: Standard II on Organization, Governance and Administration is being partially met, with deficiencies noted.

Commendation: The board's willingness to acknowledge to the Bastyr community its role in not addressing issues with the former president in a timely manner, and to take proactive steps to heal the community, including: the creation of an ombudsperson position, the hiring of an Associate Vice President for Diversity, Equity and Inclusion, and the development of a shared governance policy.

Commendation: Dedicated, able and hardworking staff who are willing to go the extra mile.

Recommendation: The team is concerned that there has been an unusually large amount of administrative staff turnover, particularly at the San Diego campus. The program/institution needs to reduce administrative staff turnover to ensure effective operations. (Std. II, Sec. B, Para. 3)

Recommendation: The team is concerned that due to reductions in administrative staff and a decrease in administrative/academic support, the workload increase for the remaining employees is causing burnout and erosion of morale and is impeding staff ability to fully meet job responsibilities. The program must make sure that administrative workloads are reasonable and manageable, and that there is sufficient administrative/academic support. (Std. II, Sec. B, Para. 3)

Recommendation: The San Diego campus formerly had a campus director, a position eliminated due to budget considerations. The provost has stepped in on an interim basis to oversee the San Diego campus and visits the campus every other week, which is a useful stop-gap measure; similarly, the SNM dean regularly visits the campus. The team is concerned that the lack of an onsite campus leader hampers the effective delivery of the program and efficient accomplishment of day-to-day operations, including timely provision of student services and addressing campus needs as they arise. The program needs to ensure that the administrative structure for the San Diego campus allows for more effective operation of the campus. (Std. II, Sec. B, Para. 3)

STANDARD III: PLANNING AND FINANCIAL RESOURCES

A. Planning

The Board of Trustees is responsible for approval and oversight of Bastyr University's finances and budget. The University has engaged in appropriate strategic and financial planning and budgeting. The current financial plan is aligned with the strategic plan and includes a budget for the current fiscal year, and a projected two-year budget; there is also a five-year resource planning and budgeting model being developed to support comprehensive long-term planning.

Bastyr had developed a 2016 – 2021 Strategic Plan based on the University vision and mission, as well as its commitment to academic rigor, effective communication, respectful behavior, intercultural and social justice awareness, research and financial stewardship. While the 2016 – 2021 strategic plan initially provided clear objectives for the University, a change in leadership and a decline in enrollment necessitated the updating of the plan. To this end, President Patterson implemented an inclusive planning process to address the new challenges and changing circumstances facing the University, and update the strategic goals. In particular, a budgeting process was initiated to address the financial impact of declining enrollment in the ND program and some other programs from Fiscal Year 2017 through Fiscal Year 2019 (it should be noted that some programs saw an increase in enrollment, which helped mitigate the overall enrollment situation somewhat). The President initially worked with the President’s Cabinet, and the Executive Leadership Team (ELT)—which was established in 2018 to give the School of Naturopathic Medicine a bigger role in financial planning—and other community members to develop more appropriate strategic goals given the circumstances. Subsequently, University-wide input was solicited from various Bastyr stakeholders. What resulted from this process was a specific set of strategic goals and objectives for Fiscal Year 2019, which were approved by the Board of Trustees. This planning document also outlines a process for making any adjustments that might be necessary due to changes in the internal and external environment.

B. Institutional Financial Resources

Bastyr University continues to demonstrate adequacy and stability of financial resources to support the program, despite the financial challenges posed by declining enrollment over the last several years. In particular, the University’s cash reserves and net assets have steadily increased over the last several years, and Bastyr continues to have no problems in meeting its debt obligations. An annual independent audit is performed by an Independent Certified Public Accounting hired by the Board of Trustees, and there were no material findings in the latest audit. The Board’s Finance/Audit committee reviews the audits with a final review and ratification by the full Board. Although the overall financial situation of the institution is adequate and stable, the recent decreases in income—as noted above—necessitated a fair number of cuts in the budget with some resultant negative impacts on the ND program and the broader institution.

C. Program Financial Resources

With approximately 77% of Bastyr’s total revenue generated by tuition, the national downturn in ND enrollments has resulted in budget deficits that have led to program-wide budgetary cuts. During the 2016 – 2017 academic year, each school was asked to cut their budget by four percent (4%) in the winter of 2017 and another seven percent (7%) in spring 2017. Because of these cuts, a positive bottom line was maintained, but at a cost to the program and institution.

In the School of Naturopathic Medicine, the budget cuts resulted in a reduction in the number of class sections for certain courses as well as funding for professional development for faculty. Additionally, faculty were required to take on additional classes and/or clinic rotations in order to continue receiving full-time pay. These changes contributed a loss of a fair number of core faculty members, who were mostly replaced with adjunct faculty with significantly less experience. One of the core faculty positions was filled in order to maintain quality in a critical

class. The increased workload has also contributed to a significant decrease in faculty's participation in research and scholarship.

Other strategies for addressing the financial challenges included cutting the credit for the faculty participating in the mentorship program in half, leaving the chair of clinical sciences position unfilled, eliminating a second office administrator position, and increasing the use of adjuncts for clinical rotations. Among other things, these measures negatively impacted faculty pay, and led to increases in class size as well as the use of less experienced faculty in some courses.

Additionally, the budget cuts impacted many of the support staff, who experienced an increased workload. The budget cuts, combined with the stressful campus atmosphere, resulted in higher than normal turnover in staff. Although it is still struggling with the effects of the leadership changes and financial challenges, Bastyr University continues to move forward and improve in certain key ways. The institution has taken important measures and committed precious resources to ensure that effective communication and fair processes are in place. It now has a well-qualified and dedicated president. As noted above, Bastyr also worked with its independent facilitator/consultant and community members to develop a strong shared governance policy. Processes and people have been put in place (e.g., ombudperson, and Associate Vice President for Diversity, Equity and Inclusion) to address issues in a timely fashion. An experienced provost has started the process of building an Academic Master Plan in addition to other initiatives. In 2019, funds were allocated for faculty development and a new Center for Teaching and Learning to help improve the ability of faculty to participate in professional development and scholarship. In other words, Bastyr has worked creatively with the hard lessons learned in the past few years and has demonstrated this by committing funds to strengthen its foundation and to ready the institution for to move forward in a positive direction.

Determination: *Standard III on Planning and Financial Resources is being met.*

Commendation: The leadership team has been proactive in developing thoughtful plans to address the institution's current financial challenges that evidence a responsible use of reserves by targeting reductions in some areas and investments in others.

Area of Interest: Due to an overall drop in enrollment, the institution is experiencing financial challenges. While the financial position poses no immediate danger, it needs to be strengthened in a timely manner in order for the institution to be financially stable in the future. (Std. III, Sec. B, Para. 2)

STANDARD IV: PROGRAM FACULTY

The majority of faculty at Bastyr University hold degrees—mostly terminal in their field—that are appropriate to the courses they teach, though some of the basic sciences faculty at the California campus teach courses that are outside of their main discipline. The core and adjunct faculty of the naturopathic program are overall well regarded by the students, who describe them as knowledgeable, dedicated, and willing to go the extra mile to support their learning. It is noteworthy that the Core Faculty voted to forego a cost of living increase in their salaries to free up resources for cost of living increases for staff and adjunct faculty.

The naturopathic program at the Kenmore campus has 26 core faculty and 34 adjuncts. The California campus currently has 16 core faculty and 18 adjuncts. Kenmore campus has 19 naturopathic doctors who serve as core faculty, in California there are seven ND core faculty. Core faculty is defined as working 36 units per academic year; however, there are faculty who have workloads as high as 42 units but are classified as adjunct, with lower pay and fewer benefits.

As noted above, there has been significant attrition in the past few years among core faculty. The Kenmore campus lost four to retirement and five to resignation. The California campus lost six to resignation. There was an overall 19.2% loss to resignation. The most common reasons cited for this trend were the drama and upheaval that marked the previous administration, combined with pay cuts, loss of administrative support, decreases in faculty development opportunities, and the overall negative impact on faculty morale. The high cost of living in San Diego and Seattle is another contributing factor that has necessitated many faculty taking on a greater course load, finding a different balance between private practice and a full-time teaching load, living further from campus (with the resultant increase in time spent commuting), or ultimately seeking more higher paid employment.

Recruitment of adjunct faculty in the basic sciences at BUC has been particularly challenging because of the intense competition for qualified individuals with educational and research institutions in Southern California. As a result, some of the BUC Integrated Case Studies classes only have a single clinician as a presenter as opposed to both a clinician and basic sciences presenter, as was the original course design and is the practice at BUK. The BUC campus is also challenged by having a relatively less experienced faculty overall. Students who were interviewed at both campuses commented on the increased use of recent graduates of the program in both academic and clinical instruction. The University is considering the creation of what is termed “super-adjunct faculty”, namely faculty who would have a year-long contract and a guaranteed course load; it is hoped that such an arrangement would build faculty loyalty to the institution by providing increased job security. The Kenmore campus has the advantage of a larger pool from which to recruit ND faculty due to the much larger number of practicing naturopathic physicians in the greater Seattle area as compared to Southern California. One solution to increasing the pool of qualified faculty that has been utilized by the associate dean of academics is to mentor new graduates for use as “professional teaching assistants,” who—among other things—assume some of the grading responsibilities of the teaching faculty. The faculty reported that these individuals appear to be available only for lab classes. Work study students are also used as teaching assistants in classes, which can help with their residency applications.

Most clinical faculty have more than five years of experience, with some having three years of experience combined with having completed a postdoctoral residency program. The University would like to increase the collective overall experience of the faculty, and sees the adequacy of compensation as the main obstacle to recruiting and retaining highly qualified faculty given factors such as the high cost of living in both the BUC and BUK areas. The Clinic Restructuring Committee suggested increasing the clinic credit load/compensation model as a potential solution. Currently, clinical shifts are allotted a 1.8 credit load for a four-hour shift; thus, a faculty member needs to work five shifts for four quarters to be considered full-time faculty.

The team observed that clinical faculty salaries based on this model are well below what is generally paid by other accredited ND programs.

The core faculty have been innovative in making up for the loss in professional development opportunities by finding and sharing teaching webinars and using resources available at the University of Washington medical school. The Provost was able to increase faculty development funds to \$20,000 for the current fiscal year for faculty to attend conferences of their choosing, with plans to increase this to \$30,000 for the next fiscal year. The Center for Teaching and Learning will house faculty training in andragogy and multi-modal delivery of the curriculum for all programs of the University. The Center will be managed through the Provost's office and is projected to be in operation by Fall of 2019. The university will be moving from Moodle to Canvas as their learning management system, which everyone sees as a positive change. A three-day training workshop on the use of Canvas and concepts related to online education is planned prior to the roll out of Canvas. Clinical faculty observed that trainings often happen during breaks between quarters when there are no classes, but clinic shifts are still in session, making it impossible for them to attend.

One prominent concern at BUC is that IT support is severely lacking given the reliance for course delivery on course management systems like the current Moodle and future Canvas. As one BUC core faculty remarked, "We are trained in our disciplines, and in pedagogy, but not IT." The team observed that one of the buildings in San Diego did not have functioning Internet. Even when the IT system is fully operational, BUC faculty experience themselves as being "downstream" in Skype meetings for Faculty Assembly and Professional Development, which give them a sense of being "junior partners" in the University. Faculty on both campuses report that less administrative staffing in general has shifted administrative tasks such as copying exams to them, taking time away from other faculty activities.

The self-study report noted "improvement and standardization of new faculty on-boarding and orientation" as a need and priority of the institution. Currently on-boarding is decentralized and, according to the adjunct faculty with whom the team spoke, lacking in thoroughness. One of the ways in which the administration plans to improve on-boarding is to shift much of the orientation process to being on-line, using learning modules that can be taken asynchronously. This approach will also allow for orientation to HR issues such as Title IX training and FERPA, as well as to the principles of andragogy and naturopathic philosophy for non-ND faculty.

All classroom and clinical faculty are evaluated by students each quarter. This is accomplished via online surveys. These evaluations are reviewed by the associate deans and department chairs. The chairs summarize these evaluations in a form for the academic dean. Adjunct faculty receive evaluations electronically, without necessarily meeting in person with a department chair or dean. In most cases this is their only performance evaluation. If evaluations fall below a threshold of four (based on a Likert scale of 1-5), this will trigger a more extensive review and a meeting with the chair or associate dean to identify the problems and develop a remediation plan as needed. However, the associate deans, the Dean and faculty members agree that a full performance review is not completed for the adjunct faculty.

The team **recommends** that the program conduct performance reviews regularly and consistently for all faculty.

Core faculty receive the same student evaluations as adjuncts. However, they also have a full review biennially which includes a self-evaluation and peer teaching evaluation. Core faculty members meet with their department chair, associate dean and dean to review the evaluations, discuss professional obligations, and assess eligibility for academic promotion. Faculty who are seen as needing support in pedagogy will be referred to the Center for Teaching and Learning.

Bastyr University Faculty have several avenues to participate in program development and administration. Core faculty are active in curriculum planning, student advising/mentoring, and institutional governance. The University has a 10-member Faculty Senate that includes a senator from each program and an adjunct faculty member. Two examples of Faculty Senate participation in academic administrative issues were a revision of the student class evaluations and a change to the grading system to add an “honors” grade. The Faculty Senate also regularly reviews the faculty evaluation process and the contents of the faculty handbook, and suggestions for changes are forward to the Provost for approval and implementation. The Faculty Assembly—a larger body that all core faculty are eligible to participate in—meets quarterly to discuss issues of general importance to the faculty. It is noteworthy that the faculty have a voting member on the University Board of Trustees, and that the current faculty member on the Board serves as the vice-chair.

Faculty participate in admissions interviews and decisions. At the end of each academic year the School of Naturopathic Medicine holds a “ReCap meeting” that provides an opportunity to share experiences, observations and concerns, as well as to provide suggestions regarding the program, technology needs, facilities etc. The faculty will continue to play an important role under the new Shared Governance initiative. There is now an American Association of University Professors (AAUP) chapter at Bastyr that will provide support to the faculty for their role in shared governance. One goal is to for BU to be removed from the AAUP Censure List, which it has been on since 2007.

As noted above, the financial impact caused by the downturn in enrollment has affected the conditions of employment significantly and put at risk the ability of the University to maintain a stable faculty. With decreases in compensation and increases in the faculty workload, core faculty turnover has been high—particularly at BUC. Faculty expressed to the team that they were dealing with “burn-out”, and that engagement in research and scholarship was suffering due to faculty being spread too thin. The Faculty Affairs Sub-Committee of the Faculty Senate has proposed that faculty be paid on an FTE system that allots adequate time for research and scholarship.

The team **recommends** the University effectively address the high level of faculty turnover.

The University has a policy on intellectual property and a committee on intellectual property that includes two faculty members chosen by the Faculty Senate. This policy has had, it appears, one unfortunately unintended consequence: The current property policy allows—and perhaps even incentivizes—faculty to not share course materials they have developed (syllabi, notes, PowerPoint presentations, test items), even with attribution; when a colleague is asked to teach the same course at the other campus, he/she cannot obtain access to these already developed course materials. This situation has created inefficiencies and a lack of consistency in course

delivery between the two campuses. **Suggestion:** The program should review this aspect of the policy and consider correcting this issue.

Determination: *Standard IV on Program Faculty is partially being met, with deficiencies noted.*

Commendation: The overall expertise, passion and dedication of the faculty, and the core faculty's willingness during a time of limited financial resources to forego a cost of living increase to allow for increases for staff and adjunct faculty.

Recommendation: The team is concerned that during the past three years around 19% of core faculty have resigned, and either have been replaced by adjunct faculty or have not been replaced; this has had an adverse impact on program quality, faculty and student morale, and faculty ability to meet service and research/scholarship expectations. The University needs to effectively address this high level of faculty turnover. (Std. IV, Sec. B, Para. 1 & 2)

Recommendation: The team is concerned that adjunct faculty do not receive regular periodic performance reviews. The program needs to ensure that performance reviews are regularly and consistently performed for all faculty. (Std. IV, Sec. C, Para. 2)

Area of Interest: Faculty members reported widely that the brief onboarding/orientation process was inadequate. There needs to be a more thorough orientation/onboarding process for new faculty. (Std. IV, Sec. C, Para. 1)

Area of interest: Several faculty members are carrying loads above 36 credits without being designated as core faculty; this poses possible legal issues, as well as a fairness issue. (Std. IV, Sec. F, Para. 2)

Area of Interest: Clinical faculty salaries are well below what is generally paid by other accredited ND programs, which may be adversely impacting the programs ability to attract and retain well qualified instructors. (Std. IV, Sec. F, Para. 3)

STANDARD V: STUDENT SERVICES

The student services department comprises admissions, student counseling, student events, financial aid, tutoring, ADA, career and alumni services. Policies, procedures, and processes regarding orientation, advisement and counseling, financial aid, tutorial services, and career services are fully in place to support students' progress and success in the ND program at the BUK campus; these same services are available to students at the BUC campus; however, they are provided in a less comprehensive way that has caused some difficulties.

The Admissions office has clearly established policies and procedures governing the admissions process—including an in-person interview with faculty input—that reliably identifies applicants who are capable of completing the rigorous ND program. Admissions requirements include prerequisite coursework, and evidence of certain skills and abilities; however, there is no minimum GPA specified—though the catalogue notes that students entering over the past five

years have had an average GPA of 3.3. Given the rigorous nature of the program, the program may want to consider setting a minimum GPA requirement for admission.

The Registrar's Office maintains student records in a secure manner and adheres to FERPA regulations. Official publications and online resources are adequate and include the website, academic catalog, and Student Handbook.

Services that provide student support at BUK include:

- The Student Support Committee, which hosts a number of events for students throughout the year;
- The Student Welfare Team, which is a point of contact for faculty/staff to identify students in crisis, assesses the nature of the crisis, and provide direction for appropriate support and intervention;
- Student counseling services;
- Academic advising by the Registrar; and
- Academic advising by faculty members.

One psychologist and several student peer counselors, who are senior students in the ND program, provide counseling services for students. Bastyr offers an M.S. in Counseling Psychology, and the team wondered why students from the counseling program are not involved in providing counseling services to ND students rather than using ND students to provide this to their fellow students. At both the BUC and BUK campuses, peer counseling for first-year ND students is free of charge and part of the curriculum; there is a fee for counseling by a licensed counselor.

Students have access to a newly appointed Ombudsperson who can provide support and guidance with conflict mediation, routes to solve issues, and timelines for issues such as appeals. The team feels this position is a valuable addition to the school, especially given the recent institutional challenges outlined earlier.

Students are assigned to a faculty advisor to whom they can reach out for any issues. Faculty members report that they get to know their students very well and are often a first point of contact for students at risk. They appear very dedicated to their students' welfare and successful progression through the program. However, other than end of term evaluations of academic standing, there seems to be no clear/formal procedure for identifying "at risk" students. Generally, faculty members will identify and work with students directly and notify the Associate Dean(s) if there are concerns. It is not clear what process is in place for students to be flagged early in a course so they can drop the course in accordance with deadlines if it appears that they won't be able to handle it.

Student input is collected annually through a Student Satisfaction Survey. There were no areas of concern identified by the Dean of Students other than students' desire to be able to register for courses online, which is not currently an option. From reviewing the 2018 Student Satisfaction survey (n = 240), respondents have an overall positive view of the program, services, and facilities, and feel prepared to enter the clinic.

The facilitator's report noted above identified the top two areas of concern for students throughout the University as "Services and Administrative issues" and "Peer, colleague relationships". The five identified underlying issues were: abrasive conduct, accountability, civility/respect, diversity, quality of education". These findings were not broken out according to specific degree programs, so it's not clear if these were issues for ND students. More specifically, students report experiencing long wait times for important communications/responses regarding time sensitive issues such as failing a course, and that the grievance process seems unclear. There is a grievance process published in the 2018-19 Student Handbook; however, it does not identify who the "Student Grievance report" should be submitted to, who will contact the student to help direct them to the appropriate policy/procedure, and the time frame in which the process will happen. It would be useful to clarify the precise steps and timelines; it may be useful to include the Ombudsperson as part of the grievance process and include a route of appeal for decisions delivered by the "Issue Resolution Process" committee.

One of the areas of interest identified by the evaluation team during the 2013 accreditation visit was: "As would be expected of a start-up campus, student services at the San Diego campus are not comparable to those at Kenmore. Some of these services, such as counseling, student advisement, and financial aid, are being offered via the Mondo system, which allows for computer-mediated communication. The students have found this arrangement to be ineffective at times due to technological problems and the remoteness of staff as regards the circumstances in San Diego." This continues to be an issue. While students who were interviewed at the Kenmore campus described the student services department as accessible and responsive, students at the San Diego campus still do not feel they receive adequate student services support. Some of the specific feedback from BUC students who the team interviewed was that student services (excluding financial aid) via computer-mediated communication, does not adequately meet their needs, and IT services were not adequate for classes offered remotely. The team suggests that the institution review and compare how student services are made available to students at both campuses with a goal of standardizing services across the campuses at the level provided at BUK.

Registrar services are adequate for BUK; however, in spite of regular communication between campuses, the process for registering for classes appears to be inefficient for BUC. There is a registrar position allotted to BUC, but turnover in this position is high over the last few years. The team suggests reviewing the process for registering courses at BUC, and considering whether BUC staff should have more autonomy around course and classroom scheduling.

There is a designated senior staff person at BUC in charge of student services, but feedback to the team indicated that the lines of communication of lack clarity, and the responsibilities for coordinating and administering student services is falling to a number of people in an ad hoc capacity. Also, since there is no one person onsite at BUC who is in charge of the campus—e.g., a Campus Director—there is a lack of coordination in addressing issues related to IT, facilities, admissions, student services, academic advising, etc., and there appears to be no clear and direct reporting structure from BUC to the BUK senior staff, which may also be contributing to the lack of student support. The team questions whether it is advisable to operate BUC without a campus director of some sort.

Determination: Standard V on Student Service is being met.

Commendation: The institution has created an innovative student wellness committee to address the needs of students in crisis.

Commendation: There exists a wonderful sense of community among the students at both the Kenmore and San Diego campuses, and students expressed great appreciation for the support they receive from their fellow students.

Area of Interest: Some of the student services offered at the Kenmore campus are not readily available for students at the San Diego campus or offered at a lesser level, and thus the San Diego students do not always receive comparable support to their Kenmore counterparts. (Std. V, Sec. A, Para. 1)

STANDARD VI: PROGRAM OF STUDY

Academic Component

The naturopathic program of study is competency-based and meets the minimum 4,100 clock hours requirement under this standard. It is delivered over 4 years on a quarterly system. A syllabus is prepared for each course that identifies competencies linked to the programmatic competencies. The program competencies are aligned with the mission of the ND program; however, there are no secondary or sub-competencies identified. Course descriptions, prerequisites and a program overview are detailed the Academic Catalogue.

The program implemented an “integrated curriculum” approach several years ago that is now well established and delivered in a coordinated manner; this approach integrates foundational biomedical sciences with opportunities to develop the knowledge and skills necessary for clinical care. The program has been responsive and flexible to reworking components of the integrative curriculum that were not well-suited to an integrated approach, and has separated out previously integrated components as stand-alone courses when that more effectively supports student learning (e.g., the nutrition course). The school has several well-equipped labs available including a human dissection lab, an industrial kitchen, a botanical compounding lab, a histology lab, and phlebotomy lab. Acupuncture is not a component of the ND program.

The curriculum is designed to provide students with the skills to evaluate and synthesize data from multiple sources, and students express that they feel well prepared in their foundations of research course and ICS classes to discuss and provide evidence-informed medicine when they reach the clinic.

Faculty members who were interviewed—approximately a dozen overall—report that faculty consistently make sure of teaching methods such as flipped classrooms and hybrid learning, which has allowed for more of class time to be focused on clinical studies and critical thinking—particularly in the ICS and ACS courses. They feel the integrated curriculum, flipped classrooms and “spiral” approach to covering material work effectively together. Clinic faculty commented that the more recent students seem better prepared for clinical rotations in their ability to integrate knowledge and to apply critical thinking to cases.

Students and faculty agree that naturopathic principles are woven throughout the curriculum, particularly in the case-based classes and the Naturopathic Theory and Practice course. Utilizing naturopathic physicians as faculty in the ACS and ICS courses enhances this integration. However, students report that in the clinic it can be challenging to integrate naturopathic principles given the requirement to follow the standards of care for a primary care provider, and the expectations from their clinic supervisors to follow evidenced-based medicine. Students who were interviewed commented that this expectation is at times to the detriment of naturopathic modalities and seems to be more prevalent with faculty who are recent graduates. Also, students reported that although they feel prepared to provide patients a cognitive-based approach to counseling therapy, several students felt they did not have opportunities to integrate mind-body medicine because patients were being referred to a specific shift for mind-body medicine. Given that naturopathic medicine espouses treating the “whole person”, it would be beneficial for all students to have opportunities to apply mind-body medicine.

Several faculty members teach in both the classroom and clinic, which also supports integration of the didactic and clinical components of the ND program. The evaluation team was glad to see Therapeutic Order posters placed prominently in the clinic and classrooms as a reminder and teaching tool regarding naturopathic philosophy. Students feel these have been helpful for students, faculty and patients in explaining the naturopathic approach to care. Of the students interviewed at both campuses, none spoke about application of the six naturopathic principles in the teaching clinics; the focus seems to be on the Therapeutic Order.

The program assessment committee, which is currently composed of the Deans and Department Chairs, is responsible for overseeing the assessment plan. For 2019-2020 the program assessment committee will be separated from the Deans and Department Chairs committee, and will include faculty and students. There are opportunities provided for faculty input to curriculum development—in particular, the year-end ReCap meeting. Faculty members indicate that they have flexibility and a good deal of autonomy over changing course content; however, there doesn't appear to be a systemic review of course content and associated learning objectives that ensures alignment with core competencies and drives programmatic changes. The team **suggests** that the curriculum review process include course/program section review in its assessment process.

Based on review of the self-study report, the academic catalogue, and student and alumni feedback, it appears that the practice management program may not be adequately preparing students for entering and building a successful career in naturopathic medicine. Although the academic administration discussed aspects of practice building that are delivered in second year business class (e.g., developing a vision, elevator speech, and business plan) and in a fourth-year business class, students and alumni reported that overall they felt ill-prepared for managing the business aspects of a naturopathic practice, and for that reason some took outside CE courses in business management to increase their understanding. Currently, there is no competency identified regarding practice or business management. The school may want to explore way to more comprehensively integrate practice management into the program.

The team reviewed five course syllabi and found they were consistent in format and included objectives, topics and dates, and assessments. Course objectives are aligned back to the

overarching programmatic competencies in the syllabus. However, there is currently no formal mechanism to review if this is accurate and to ensure that the course assessments align with the objectives.

Regarding the delivery of the ND program at the BUC campus: students, alumni and faculty who were interviewed at BUC provided multiple examples of insufficient resources to effectively deliver the program. These included:

- Lack of slide sharing for courses that are already developed;
- The audio-visual quality of courses and faculty development workshops delivered from BUK to BUC via Skype is often poor due to technical issues.
- Lack of a full-time IT person onsite available to troubleshoot audio-visual issues, use of Moodle and Epic, etc., means that IT problems often cannot be addressed in a timely manner, which adversely impacts the faculty's ability to deliver the program and students' ability to learn.
- Lack of a campus director as the point person for all BUC issues impedes effectively communication of BUC issue to the BUK-based leadership team.

Clinical Component

The clinical education component of the program is competency based and is integrated with the academic component of the program of study starting in the first year. Clinical education is designed to build on knowledge, skills and attitudes in a way that supports clinical competence, professionalism and confidence. The Clinic Restructuring Committee's analysis of the data they collected identified thematic areas and concepts pertaining to the naturopathic program. Underlying this analysis was the recognition that there are several overarching principles/themes that need to be woven throughout the whole curriculum—that focus on the clinical portions, but that are rooted in the didactic component of the curriculum and require qualified students with realistic expectations of the program.

As described in the self-study, the majority of student clinical training occurs at Bastyr's residential teaching clinics and associated external sites: the BCNH in Seattle and Bastyr University Clinic in San Diego. Many of the external sites provide care for underserved populations, which adds depth and breadth to the student experience of comprehensive patient care. Across the clinical education experience students see a variety of acute and chronic conditions. Students also see different types of patients and have diverse experiences in a variety of clinical scenarios including specialty services such as urgent care, integrative oncology, pediatrics, digestive wellness, diabetes and cardiovascular health, minor office procedures, intravenous medicine, homeopathy, environmental medicine and women's health.

Both campuses have external sites that provide experience in community medicine and integrative health care settings. Students also engage with diverse types of providers. The variety of clinics provides the opportunity to treat patients of all ages, to treat a wide variety of conditions and diseases and to develop case management skills. There is a commitment to inculcating cultural competence in areas such as human sexuality and gender sensitivity, as well as in cross-cultural situations. This commitment to diversity and patient recruitment was expressed universally. Students expressed the sentiment that more effort needs to be devoted to create additional opportunities for providing healthcare to minority populations. The position of

Associate Vice President for Diversity, Equity and Inclusion was recently created to help develop opportunities to foster cultural competence by increasing students' contact with minority populations, ensuring a welcoming campus and community for all, and delivering enlightened training for students, faculty and staff. One suggestion would be to adopt a broader definition of the clinical encounter to include group visits. Group visits could help to improve patient volume and diversity in order to meet student educational needs.

Faculty and students need more support in practice management and marketing in order to compete effectively in the changing world of healthcare. This feedback was given both by current students and recent graduates. It would also be helpful to inform students of current marketing efforts undertaken by the program so that they understand that an effort is being made to increase patient volume, and how important marketing is for practice building. The Preceptor Program may require more investment and oversight to ensure opportunities are available and the learning experience is more standardized.

The clinical component of the ND program is designed to build on knowledge, skills and attitudes developed in the didactic portion of the program. Gradually ascending student responsibility is built into the 1204 hours of clinical education. Interactive case studies and the spiral/integrative curriculum approach seem to be an effective way to deepen understanding and application of the curriculum content. Co-teaching arrangements pairing ND and non-ND faculty also helps students to bridge the basic and clinical sciences.

There seems to be a strong culture rooted in naturopathic philosophy shared by members of the Bastyr community throughout both campuses. The clinical education component provides an opportunity for students to develop competence in applying naturopathic principles and philosophy. Among other things, there are group forums for discussion among faculty and students that include case analysis incorporating naturopathic principles, philosophy and clinical theory. Several students at BUC commented on the increased pressure to present and practice evidence-based medicine—sometimes to the detriment of naturopathic modalities. Also, the “mind-body” clinical rotation noted above is only available to students who have taken an elective course that covers biofeedback; apparently, this rotation is in such high demand that relatively small proportion of the interested students have the opportunity to take it. It may be worthwhile to offer this rotation more widely, though currently there is no waiting list.

The EHR system in use is very effective in prompting both primary care thinking/charting and naturopathic philosophical understanding and assessment. Adding the capacity to have the EHR prompt documentation of therapeutic order and obstacles to cure could be another way to reinforce these concepts. Posters of the Therapeutic Order in exam rooms help students educate patients.

Treatment plans on chart review were generally eclectic, appropriate, well tracked to assessment as evidenced by the review a broad spectrum of charts. There were some charting concerns: paper charting at one external clinic was not thorough enough; not all charts were signed off on EPIC; expiration dates on medications were not always noted; supervisor notes were not always comprehensive.

Students demonstrate and apply an understanding of treatment modalities to develop effective evidence-informed treatment plans. Modalities include botanical medicine, homeopathy, pharmaceuticals that are in the scope of practice, clinical nutrition, physical medicine, exercise therapy, hydrotherapy, counseling, nature cure, medical procedures and minor surgery. Building a library of videos of case taking, physical exams, rooming process, etc. could help students with these skills; note, however, that the library does provide a large number of procedure/physical exam videos through the following resources: “Access Medicine,” “Clinical Key” and “Medical Media Systems.”

Clinic Administration, Resources and Facilities

Clinical education is overseen at each campus by an associate dean of clinical education; both incumbents are well-qualified naturopathic physicians with more than 15 years of experience. The associate deans of clinical education are supervised by the dean and supported by the associate dean of academics and a chief medical officer (CMO) at each campus.

Although students at BUC who were interviewed expressed concern regarding the relatively low patient volume, there nonetheless appears to be sufficient patient volume for students to achieve their requisite contact numbers in order to graduate. The university has plans to enhance its clinic marketing plans in order to increase patient volume and variety.

Patient records are securely maintained using the electronic health records system EPIC. While the system works well in general, there are concerns that when the University’s server is down there is no access to patients’ medical record.

Student hours are entered in a system called e*Value and are tracked by the registrar at each campus to ensure completion of clinical requirements.

Both BCNH and BUC have impressive clinical facilities that support the teaching and practice of nature cure modalities. Of special note at BUC is the University Clinic’s hydrotherapy facilities and a botanical room that allows students to have hands-on experience with botanical formulation as well as a complete homeopathy collection. These clinical experiences are especially important in light of California’s scope of practice.

Determination: Standard VI on Program of Study is being met.

Commendation: The integrated curriculum is widely appreciated by the students, and supports student academic success in the program.

Commendation: The Bastyr University Clinic at BUC has impressive hydrotherapy, botanical medicine and nutrition facilities that support the learning of—and underscore the importance of— nature cure modalities.

Area of Interest: There coordination of the program and communication between the San Diego and Kenmore campuses is inconsistent, which impedes consistent delivery of the ND program at both locations. (VI.A.5)

Area of Interest: Formerly, the San Diego clinic was managed by a clinic manager, a position that has been eliminated due to budget constraints. The team is concerned—based upon input from ND faculty and students, as well as direct inspection—that while there are several administrative staff responsible for managing components of the clinic, there is an overall lack of coordination, efficiency and clarity regarding clinic operations due to communication challenges and confusion about job roles and lines of authority; this situation adversely impacts clinic operations. The program needs to consider options for addressing this situation. (Std. VI, Sec. D, Para. 1)

STANDARD VII: EVALUATION AND ASSESSMENT

The University has hired a Director of the Office of Institutional Effectiveness (OIE) and is in the process of launching a new learning platform, Canvas, which will replace Moodle. Canvas has a number of advantages over Moodle in terms of ease of use; also, the back end of Canvas is much better suited for extracting and aggregating data from courses for use in assessment of programmatic objectives. Class exams can also be administered directly within the Canvas platform, allowing measurement of specific programmatic objectives and competencies.

During the development of the 2016 – 2017 Program Assessment Plan it was determined that the plan itself was in need of updating. The result was to restructure the Program Assessment Committee (PAC) to include faculty and student representation and to work directly with the Dean with input from the Director of the OIE.

Clinical assessments include a formal evaluation for each clinic shift, and two “high stakes” Objective Structured Clinical Exams (OSCE). The first OSCE serves as clinical entrance exam. The Clinic Exit Assessment is administered in the winter prior to graduation. Both exams are assessed by trained faculty proctors using grading rubrics and standardized patients. These clinic milestone assessments seem to be one of the better measures of student learning. The Deans noticed that the lowest scores on the exit exam were on acute cases. This feedback prompted an increased emphasis on acute cases in third year didactic classes and opportunities to practice acute scenarios during clinic shifts.

Clinical competencies are currently being tracked on paper and there is a plan to track them online using E*Value. Migrating to an online system will allow the administration to track students’ progress and recognize trends while obviating the need for manual data entry.

The OIE is also implementing a study to assess global student learning outcomes across the university; the naturopathic program at Bastyr University California will be participating in the pilot. The assessment of individual student learning includes both direct and indirect measures, and the current plan’s data is sufficiently varied and plentiful; however, a proposed revision of the current assessment plan addresses using gathered data in a more effective, meaningful manner.

The university tracks important outcomes such as completion rates and NPLEX scores. The naturopathic program has had a completion rate above 75% with the exception of 2009 when the rate at BUK was 72%. Data is just becoming available for BUC. The first graduating class met

the 75% standard and this percentage is expected to rise with students completing the 5-year track this year.

The Bastyr naturopathic program has had consistently high first-time NPLEX pass rates which typically average an amount equal to or above the all-school average. In 2018, the BUC cohort had a first-time pass rate of 63% on the NPLEX I which assesses basic science knowledge. The deans have analyzed the results and noted the BUC cohort had a lower entering undergraduate GPA than the cohort at BUK. They also looked at whether there were differences between students on 4-year vs. 5-years tracks. The dean is working with the associate dean of academics in San Diego to examine if the rapid turnover in basic science faculty played a role. Plans are now in place to identify students at risk and provide support earlier.

Bastyr's self-study process generated an impressive list of self-recommendations regarding assessment and other areas, many of which are already in progress; this is an indication of Bastyr's strong commitment to ongoing improvement.

The team **suggests** the program continue its efforts to close the loop of assessment by aggregating the most meaningful endpoints and continue using assessment data to inform curricular revisions.

Determination: Standard VII on Evaluation and Assessment is being met.

STANDARD VIII: RESEARCH AND SCHOLARSHIP

The Bastyr University Research Institute (BURI) is the center of research activities at the University. A current research institute director, who was appointed in July 2015, came from the University of Washington with significant experience in grant writing and basic science research. He has collaborated with research scientists and staff at BURI to develop a five-year plan for future research and scholarship.

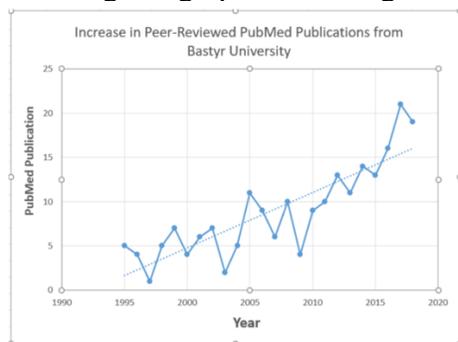
BURI has appropriate infrastructure to support their research enterprise, including an operations manager who ensures compliance with regulatory requirements, a grants and contracts specialist, and a director of research integrity. There is a committee on intellectual property composed of seven members: the provost, BURI director, director of the center for student research, two academic deans and two members of the faculty elected by the faculty senate. The committee advises the president on intellectual property policies and the rights. The University has an IRB which is recognized by the Department of Health and Human Services. It is composed of seven members of appropriate backgrounds and chaired by a researcher from the University of Washington who is very experienced in human subject protection and Federal research regulations. Research faculty and IRB members undergo regular online training through the Collaborative Institutional Training Initiative (CITI) to ensure the safe and ethical conduct of research.

Bastyr has created the Center for Student Research for both the Kenmore and the California campuses. The center's purpose is to engage students and encourage them to pursue research opportunities. BURI has seed money available to fund faculty-student research projects such as

pilot studies that faculty and students can apply for. The application process is competitive, and 6 to 12 grants are awarded each year with funding up to \$7,500 per grant. These pilot studies have the potential to generate preliminary data that have the potential to support subsequent applications for larger grants through extramural funding sources, such as the NIH. The grants and contracts specialist is available to work with students and faculty members to identify grant opportunities, including local foundations whose missions and areas of focus encompass natural medicine. Faculty sabbaticals is another mechanism faculty have available to allow dedicated time for research. One basic science faculty member has taken advantage of her sabbatical to further her research on botanical medicines and their effects on cancer cell lines.

Research in basic sciences is conducted at the Tierney research laboratory at BUK. This analytical laboratory is equipped to carry out organic chemistry, biochemistry, molecular biology and tissue culture experiments. The Tierney Lab is overseen by a half-time director of laboratories. The Kenmore campus also has a Clinical Research Center for small-to-moderate scale clinical trials. The Bastyr library has numerous databases that allow student faculty researchers to engage in systematic reviews and meta-analyses. Students are trained to use these databases by librarians, senior naturopathic students, and research faculty. Computers are available in the research wing for students to carry out database searches and statistical analyses.

BURI has continued to build an impressive record of research productivity on a diverse array of topics—e.g., oncology, botanical medicine, neurodegenerative conditions, psychological interventions, healthcare disparities, diabetes, and the microbiome; studies have been published in peer reviewed literature including high impact journals such as JAMA and the Cochrane Database of Systematic Reviews. Funding sources include NIH grants, foundation grants and internal funding through student-faculty grant program noted above. There are also opportunities for BURI research faculty to travel to scientific meetings to disseminate their research findings, and there are plans for an annual research symposium to be held in Kenmore and San Diego beginning in 2019 for students and faculty to present posters and brief presentations. The following is a graph illustrating Bastyr’s success in regard to research publications.



A successful strategy for increasing institutional research productivity has been to identify naturopathic graduates who have pursued research degrees and recruit them as research faculty at BURI. This has a twofold benefit in that it provides these doctors an institutional base to pursue their research and increases the number of expert personnel available to train and mentor faculty and students in research. Currently, there are four ND students enrolled in MPH programs focused on research who might be recruited by Bastyr in the future.

The ND program at Bastyr University has been known for its strong emphasis on a science-based curriculum since its inception. Support and encouragement of research is a strong aspect of the institutional culture. Despite the support, the University faces the same challenges seen at other naturopathic institutions in involving students and faculty—beyond the core research faculty—in research activities: sufficient time, money and expertise. The University has been creative and proactive in keeping the culture of research vibrant. One approach suggested by the dean is to expand the conception of research and scholarship to something that resembles Boyer’s model of scholarship, which comprises the traditional conception of research as advancing knowledge, the scholarship of integration and synthesis, the scholarship of application, and the scholarship of teaching and learning.

One of the consistent barriers to research is the generally high credit load carried by faculty and the high course load carried by students that do not allow the time necessary to engage in research. In faculty forums during the site visit, the team heard a common refrain that the faculty desired more protected time for research and scholarship. One strategy is to encourage faculty to write case reports on naturopathic medicine. To this end, presentations have been made by BURI faculty to ND faculty, residents and students on how to write high quality case reports. At BUC the associate director for student research had students write case reports as a requirement for their Advanced Case Studies course. Several of these have been selected for publication in the *Naturopathic Doctor News and Review* (NDNR) and the *Townsend Letter*.

The director of BURI along with the chief medical officer of the BCNH and two research faculty are creating templates to assist clinical faculty who wish to engage in outcomes research, taking advantage of their electronic medical record system. Additional training in Epic with the Epic team is expected to support operationalizing this endeavor. Stipends are envisioned for faculty who engage in outcomes research. The research director has met with the clinical faculty and shadowed them on their clinical shifts to better understand how the clinic work, learn more about what conditions are being seen in the clinics, and to engage the clinical faculty in research.

The budget cuts brought on by the downturn in enrollment has impacted BURI. The Institute ‘s budget was cut by 40%, which has been met with a variety of creative responses aimed at continuing research endeavors at close to the same level. The research director reduced his FTE to 75%, working four days per week. This allowed for critical research infrastructure to remain intact. Another impact was reducing the amount of money available for faculty research stipends; it is now down to around \$5,000.

The Team **suggests** continuing the efforts to fund protected time for faculty research by providing stipends for clinical outcomes research and other means.

Determination: *Standard VIII on Research and Scholarship is being met.*

Commendation: The team commends the Research Institute for its efforts to maintain a high level of research productivity at the University, and for developing a plan to sustain key research infrastructure with a substantially reduced budget.

STANDARD IX: LIBRARY AND LEARNING RESOURCES

The Bastyr University library system provides curated collections of biomedical, clinical, and specialized resources in a wide variety of formats to support the university's curricula, including print books and journals, electronic databases, e-books and journals, streaming video modules, DVDs, professional conference MP3/MP4 files, full skeleton and other anatomy models, and board game collections. The library's databases and clinical consult tools are highly used; students and faculty have access to a vast number of citations/abstracts and over 12 million full text articles via multi-disciplinary and specialized databases and e-journals. A 1,200 e-book library from Elsevier greatly expands access to core and supplementary resources. The library also offers three of the top-rated clinical consult tools, robust medical image and video collections and pharmaceutical drug modules for exploring medical pathology, diagnoses and treatments. The Bastyr library is a decades-long member of the National Network of Libraries of Medicine (NNLM), participating an interlibrary loan service supplying full text articles to BU faculty and students and requesting libraries nationwide. Forty-one of U. Washington Health Science Library's 97 subscription databases are relevant to BU; of these, BU subscribes to 30 of those 41, and also subscribes to a competitor database for 3 of the 41. Additionally, BU offers 26 additional databases that UW does not have. All the library's e-resources are now available at all sites including the California campus.

The library homepage links to a series of point-of-need tutorials on using library resources, differentiating various research methodologies and covering other topics. Moodle, the University's online learning management system (LMS), allows onsite and remote access to class materials and embedded library guides, tutorials, and assignments (the LMS will be migrating to Canvas in the near future).

All librarians received Master of Library and Information Services (MLIS) degrees from ALA-accredited schools; the library specialist and one of the two library assistants have Library Assistant associate (AA) degrees, also from ALA-accredited schools. The senior librarians specialize in instructional pedagogy; their contributions ensure that the library's information literacy program remains responsive to programmatic and technological change. Staff are embedded in the delivery of integrated case study courses, underscoring a commitment to teaching evidence-informed practice and information literacy. All staff appear to be knowledgeable and skilled, committed, passionate and responsive to student needs.

The budget for full-text access to important medical and science journals remains adequate. Both qualitative and quantitative measures are used to assess resource adequacy and inform the library planning process. The University's annual Student Satisfaction Survey (SSS) provides qualitative measures of the adequacy and utilization of library resources. Distributed and analyzed in spring quarter, 2018, the Office of Institutional Effectiveness (OIE) broke out responses specific to the ND students at the request of the library staff. In response to the question, "Overall, the library meets my needs as a student," 98% and 94% of ND students at the Kenmore and BUC campuses respectively, completely or mostly agreed.

At the end of winter quarter, 2015, a 1.0 FTE systems librarian quit; the position remained unfilled for the remainder of the fiscal year and was then eliminated due to budget cuts. The other librarians assumed the work of the systems librarian; however, as a result, some projects

that previously had high priority have had to be postponed, and the library staff's ability to carry out some instructional and other responsibilities has been impacted. Evaluation of the San Diego campus's changing needs—as new programs, students and faculty are added—receives special attention to ensure resources and services reflect growth. For example, due to an increased need for professional level activities (instruction, outreach, cataloging), the BUC library assistant, who had an MLIS degree from an ALA-accredited school, was promoted to full-time librarian in July 2018, increasing the total professional staffing of the BUC library to 2.0 FTE. However, given recent budget cuts, this role will again be reduced to part-time.

The major obstacles for library staff participation in professional development activities remain adequacy of funding and time. The director of library services, the senior librarian and the librarian are members of local, regional and national medical library associations and attend conferences and professional development sessions as funding permits.

The library on the Kenmore campus underwent a full renovation in 2016 which created significantly more space for students to meet and study. The Kenmore library consists of 4,900 square feet space, including a spacious main room, a computer lab, a quiet mezzanine study area, a group study room and a large staff office. The main room and computer lab have excellent natural lighting. The print collection was thoughtfully culled to maintain resources that were being actively used. Library staff at both campuses feel that the university values library services and have tried to protect them. Despite reduction in FTE hours on both campuses, there seems to be a reasonable budget for required resources, both in print and electronically.

Both campuses also offer additional computer terminals outside of the library spaces. All computers have access to library software, databases and online journals. Both campuses have wireless networks, allowing students to connect from their laptops anywhere they choose.

Determination: *Standard IX on Library and Learning Resources is being met.*

Commendation: The team commends the library staff for being mindful and deliberate about applying budget cuts to library services in order to minimize impact on students.

STANDARD X: PHYSICAL RESOURCES

The Bastyr University physical resources department supports two campuses: the main campus in Kenmore, Washington, and the branch campus in San Diego area of California. The main campus is situated on 51 wooded acres in Kenmore, Washington—northeast of downtown Seattle—in an 186,000 square-foot building, which was formerly a Catholic seminary. The University also has a 41,300 square-foot natural medicine teaching clinic in the Wallingford district of Seattle. The San Diego campus is a 19,300 square foot facility that includes a clinic, which is located north of downtown San Diego. Physical resources for Bastyr University are planned and developed in accordance with a campus master plan, which aligns with the mission and vision of the University. There is a Safety Committee composed of representatives from all departments.

Due to budget cuts and loss of several positions, a number of changes to the physical resources department have been implemented. Various sections of the department were merged, and cross training was implemented to compensate for loss of personnel. The department also cut costs by bringing in-house some formerly outsourced maintenance activities they can provide at a lower cost.

Campus security is a high priority on both campuses: there is a system of call boxes, a text alert system, audible message alerts in case of disaster, a key card entry system, and real time and video recording cameras at various locations around the campus and clinic (with the option of installing additional cameras, if needed). At the Kenmore campus there is onsite security 24/7. Students returning to dorms later at night have the option of being escorted by campus security. Crime statistics are compiled and reviewed annually.

The department also evaluates maintenance materials such as paint, flooring, carpeting and other building materials for asbestos and the amount of volatile organic compounds (VOC's). When renovations are planned at a given location, emails are sent and information is posted to alert people who may be chemically sensitive to give them an opportunity to take appropriate action. The cadaver lab was recently renovated to improve air circulation and down-draft tables were installed to minimize student and faculty exposure to noxious chemicals.

Bastyr University has made a commitment to addressing environmental issues in a variety of ways such as recycling, composting, utilizing green cleaning products, and mold abatement. The new dormitories are certified platinum LEED. The University has been recognized by King County for its "ambitious efforts to reduce waste, recycle and purchase recycled products." They have plans to convert to solar power in some areas, add a turbine power generator to the water tower, as well as a wind tree turbine to generate greenhouse electricity. They are currently working with Puget Sound Power to store solar-generated energy and with the City of Kenmore to generate their compost.

The team **suggests** creating policy for all University operations being reviewed for ways to further reduce environmental impact (e.g., in areas such as catering services and packaged foods) that is more in alignment with the Naturopathic oath and commitment to care for the earth. The need for such a policy was more apparent at BUC.

While Information Technology (IT) services are addressed very well at the Kenmore campus, the services at California campus were lacking due to budget cuts, with only a part-time IT position in place. The current facilities operation manager, despite no formal training, has made an effort to assume some IT responsibilities. IT support is especially important for electronic medical records (EMR) to ensure continuity of patient care and legal compliance. Didactic, clinical and administrative operations are also hampered when the system is down or does not function properly.

The team **suggests** that the University increase IT staffing at the Bastyr California campus to a level proportionately comparable to that of the Kenmore campus.

The California campus does not have elevators allowing ADA access to the second floor. Plans for better ADA access are part of the vision for future of the California campus.

Determination: *Standard X on Physical Resources is being met.*

Commendation: The University has been remarkably proactive in addressing environmental concerns—especially at the Kenmore campus—and in pursuing the goal of a green campus with minimal environmental impact.

STANDARD XI: CONTINUING MEDICAL EDUCATION

Continuing Education courses are offered through the Department of Continuing and Community Education, which is part of University Events and Guest Services. The department maintains all records and academic control over the courses to ensure appropriateness and quality. The department is overseen by the senior director of university events and guest services who reports to the vice president of student affairs. The department has a program manager who has direct responsibility for continuing education, but lacks a background in Naturopathic Medicine and academics. Decisions as to what constitutes appropriate CE programs are made by the program coordinator, who consults with the appropriate Dean or department chair if she has any questions about the suitability of a particular program.

CE programs are offered on site, online, and in hybrid formats; there are CE's for NDs and category II CE for MDs and nurses. The focus is on research-based continuing education. Guidelines for what constitutes appropriate CE reflect the requirements of the various state licensing boards and the American Association of Naturopathic Physicians.

CE program instructors are most often alumni, faculty or outside vendors. Most CE programs are initiated by the instructors, who go through a proposal process to ensure the program is alignment with the University's vision and mission.

Continuing education presentations require an hour-by-hour breakdown as well as a syllabus backed by references; these materials are reviewed to ensure quality, consistency and relevancy. Instructors are required to provide license information, two references and a current resume or CV. Instructors are provided conflict of interest guidelines with their contract. Course evaluations are completed at the conclusion of each presentation.

The continuing education department was transferred to the University Events and Guest Services several years ago at a time when the CE department stopped coordinating its events with the Washington Association of Naturopathic Physicians and was losing money. The University hopes that this reorganization will decrease the financial losses.

The team **suggests** that the University look into organizational structures and strategies to ensure that CME offerings are more intentional and in alignment with its academic programs and the CNME standard that states that "... naturopathic programs have in place an administrative structure that *maintains* academic control over the courses or programs in order to ensure appropriateness, quality and consistency."

Determination: *Standard XI on Continuing Medical Education is being met.*

RESIDENCY PROGRAM

Bastyr has a robust residency program with 41 affiliated training sites. The vision of the University is to offer a residency opportunity for every graduate. With this in mind, the University develops and launches affiliated residency training sites where and when it can as long as the individual sites comply with the CNME standards; it has also collaborated with community health clinics and other non-profit organizations to increase the availability of placements, including a funding partnership with the Institute for Natural Medicine (INM), a non-profit 501(c)(3) organization. Affiliate sites may be supervised by practitioners other than naturopathic doctors; however, in such cases, residents are assigned a naturopathic advisor with whom they have regular check-ins.

It appears as though the majority of residents are having positive and valuable learning opportunities. The director of the residency program is diligent about vetting sites, aiming to check in with residents and site supervisors quarterly, and monitoring progression through the residency program. Although at the time of the writing of the self-study report there was a full time administrative assistant responsible for supporting the task of monitoring and maintaining compliance of all sites, at the time of the visit this position had been eliminated. The strain on the director is significant given the large number of affiliate sites. The residency database, for example, has not always been maintained in a timely fashion, and by placing full administrative responsibilities on the director alone, fewer resources are available to engage in mentorship, guidance and support of sites, supervisors and residents. We will be interested to learn of the director's findings regarding an online tracking system to reduce the burden of constant efforts to obtain required documentation. The team **suggests** the university provide the residency program with sufficient resources to adequately support the large number of affiliated residency sites, especially as the number of additional sites increase.

The campus-based residency programs on both campuses are an integral part of the clinical learning environment. Residents have progressively autonomous opportunities to care for patients and engage in clinical education over the course of the program. Based on both the self-study report and communication with school-based residents, it appears that a more formal mentorship program to enhance the educational component of the residency would be beneficial. While in some cases this appears to be happening organically, in others residents may not be receiving sufficient structured guidance and education. This requires effective development of objectives, tracking methods, and support and training for mentors.

A majority of residents engage in research through literature review, case presentations, and critiquing published articles during journal club. Critically appraising articles on cases they are seeing gives the residents opportunities to determine the effectiveness of treatments or their adverse effects. Residents at school-based programs have access to research faculty. At private clinic residencies, the residents review published research related to the clinical conditions they encounter during patient visits. Occasionally, they provide research references to their supervisors who are preparing a lecture or talk on a certain topic. Other residents use these materials for poster board presentations or to contribute to other authors. It was noted that the need to provide patient services at affiliated sites sometimes gets in the way of other activities

related to resident education. Some affiliate residents stated that the majority of their time is devoted to providing patient care, performing IV procedures, or catching up on administrative tasks, and thus little time is left for study, outside preceptorships and involvement in other scholarly activities.

Both CPNME standards and the self-study report indicate that research opportunities should be integrated into the residency experience. Although critical analysis of literature in the context of patient care is an essential skill for lifelong learning, other than documentation of journal club activities and presentations, focused research activities are not being explicitly tracked or prioritized. Residents expressed a desire for more support, structure and mentorship in the realm of research. The team suggests, particularly with a new undergraduate program outcome prioritizing development and dissemination of new knowledge, that research activities be brought more to the forefront of the residency program. Creating a formal mentorship structure linking the BU research department, various levels of residency, and the student body would enhance the culture of research across the institution. Having “access” to research faculty may not be sufficient to ensure adequate support and integration of research activities.

Bastyr has implemented rigorous tracking documentation to monitor formal feedback, and resident engagement in patient care, procedures, educational/didactic activities and consultations. It appears as though most sites provide sufficient experiences to meet the site’s educational goals. All residencies meet the 48-week minimum length requirement over a 12-month period as a basis for granting a residency certificate. The responsibilities of residents vary among the affiliated training sites, and resident workloads range between 45 to 60 hours per week, with an average of around 55 hours per week. Although efforts are made to avoid long shifts or excessive workloads, there are occasions where long hours and/or heavy workloads are required of residents. Most residents agree that their workload can exceed the minimum hours described in their contracts, but accept that this is part of the training and accords with their expectations.

Area of Interest: The research/scholarship component of the residency experience is weak and needs to be strengthened. (CNME Residency Handbook, Sections 3.4 and 3.11)

COMPLIANCE WITH CNME POLICIES

The team found Bastyr University to be in compliance with CNME policies.

SUMMARY OF EVALUATION TEAM FINDINGS

LIST OF COMMENDATIONS

Commendation: the program for the thoughtful, inclusive, and iterative process by which the mission and program outcomes were reviewed and revised. The explicit inclusion of cultural competence and humility as a program outcome demonstrates the commitment to caring for the “health and well-being of the community” as articulated in the mission, both within and beyond the Bastyr community.

Commendation: The board’s willingness to acknowledge to the Bastyr community its role in not addressing issues with the former president in a timely manner, and to take proactive steps to heal the community, including: the creation of an ombudsperson position, the hiring of an Associate Vice President for Diversity, Equity and Inclusion, and the development of a shared governance policy.

Commendation: Dedicated, able and hardworking staff who are willing to go the extra mile.

Commendation: The leadership team has been proactive in developing thoughtful plans to address the institution’s current financial challenges that evidence a responsible use of reserves by targeting reductions in some areas and investments in others.

Commendation: The overall expertise, passion and dedication of the faculty, and the core faculty’s willingness during a time of limited financial resources to forego a cost of living increase to allow for increases for staff and adjunct faculty.

Commendation: The institution has created an innovative student wellness committee to address the needs of students in crisis.

Commendation: There exists a wonderful sense of community among the students at both the Kenmore and San Diego campuses, and students expressed great appreciation for the support they receive from their fellow students.

Commendation: The integrated curriculum is widely appreciated by the students, and supports student academic success in the program.

Commendation: The Bastyr University Clinic at BUC has impressive hydrotherapy, botanical medicine and nutrition facilities that support the support the learning of—and underscore the importance of— nature cure modalities.

Commendation: The team commends the Research Institute for its efforts to maintain a high level of research productivity at the University, and for developing a plan to sustain key research infrastructure with a substantially reduced budget.

Commendation: The team commends the library staff for being mindful and deliberate about applying budget cuts to library services in order to minimize impact on students.

Commendation: The University has been remarkably proactive in addressing environmental concerns—especially at the Kenmore campus—and in pursuing the goal of a green campus with minimal environmental impact.

LIST OF RECOMMENDATIONS

Recommendation: The team is concerned that there has been an unusually large amount of administrative staff turnover, particularly at the San Diego campus. The program/institution needs to reduce administrative staff turnover to ensure effective operations. (Std. II, Sec. B, Para. 3)

Recommendation: The team is concerned that due to reductions in administrative staff and a decrease in administrative/academic support, the workload increase for the remaining employees is causing burnout and erosion of morale and is impeding staff ability to fully meet job responsibilities. The program must make sure that administrative workloads are reasonable and manageable, and that there is sufficient administrative/academic support. (Std. II, Sec. B, Para. 3)

Recommendation: The San Diego campus formerly had a campus director, a position eliminated due to budget considerations. The provost has stepped in on an interim basis to oversee the San Diego campus and visits the campus every other week, which is a useful stop-gap measure; similarly, the SNM dean regularly visits the campus. The team is concerned that the lack of an onsite campus leader hampers the effective delivery of the program and efficient accomplishment of day-to-day operations, including timely provision of student services and addressing campus needs as they arise. The program needs to ensure that the administrative structure for the San Diego campus allows for more effective operation of the campus. (Std. II, Sec. B, Para. 3)

Recommendation: The team is concerned that during the past three years around 19% of core faculty have resigned, and either have been replaced by adjunct faculty or have not been replaced; this has had an adverse impact on program quality, faculty and student morale, and faculty ability to meet service and research/scholarship expectations. The University needs to effectively address this high level of faculty turnover. (Std. IV, Sec. B, Para. 1 & 2)

Recommendation: The team is concerned that adjunct faculty do not receive regular periodic performance reviews. The program needs to ensure that performance reviews are regularly and consistently performed for all faculty. (Std. IV, Sec. C, Para. 2)

LIST OF AREAS OF INTEREST

Area of Interest: Due to an overall drop in enrollment, the institution is experiencing financial challenges. While the financial position poses no immediate danger, it needs to be strengthened in a timely manner in order for the institution to be financially stable in the future. (Std. III, Sec. B, Para. 2)

Area of Interest: Faculty members reported widely that the brief onboarding/orientation process was inadequate. There needs to be a more thorough orientation/onboarding process for new faculty. (Std. IV, Sec. C, Para. 1)

Area of interest: Several faculty members are carrying loads above 36 credits without being designated as core faculty; this poses possible legal issues, as well as a fairness issue. (Std. IV, Sec. F, Para. 2)

Area of Interest: Clinical faculty salaries are well below what is generally paid by other accredited ND programs, which may be adversely impacting the programs ability to attract and retain well qualified instructors. (Std. IV, Sec. F, Para. 3)

Area of Interest: Some of the student services offered at the Kenmore campus are not readily available for students at the San Diego campus or offered at a lesser level, and thus the San Diego students do not always receive comparable support to their Kenmore counterparts. (Std. V, Sec. A, Para. 1)

Area of Interest: There coordination of the program and communication between the San Diego and Kenmore campuses is inconsistent, which impedes consistent delivery of the ND program at both locations. (VI.A.5)

Area of Interest: Formerly, the San Diego clinic was managed by a clinic manager, a position that has been eliminated due to budget constraints. The team is concerned—based upon input from ND faculty and students, as well as direct inspection—that while there are several administrative staff responsible for managing components of the clinic, there is an overall lack of coordination, efficiency and clarity regarding clinic operations due to communication challenges and confusion about job roles and lines of authority; this situation adversely impacts clinic operations. The program needs to consider options for addressing this situation. (Std. VI, Sec. D, Para. 1)

RESIDENCY PROGRAM FINDINGS

Area of Interest: The research/scholarship component of the residency experience is weak and needs to be strengthened. (CNME Residency Handbook, Sections 3.4 and 3.11)