

Framework for Action 4

JULY 1, 2022–
JUNE 30, 2027



We are pleased to share with you National University of Natural Medicine's 2022–2027 Framework for Action 4 (FFA 4) strategic plan.

National University of Natural Medicine (NUNM), originally founded in 1956 as the National College of Naturopathic Medicine, boasts the oldest accredited Doctor of Naturopathic Medicine program in North America. The institution has since grown from a single-program college to a multi-programmatic university with a diverse array of educational, clinical and research offerings.

Completed after two years of ongoing lessons from the COVID-19 pandemic – and during a truly transformative time for both higher education and healthcare – this Framework is meant to communicate NUNM's institutional mission, vision, purpose, values and strategies. The FFA 4 is designed as a five-year strategic plan to help guide our institutional decisions and track our progress toward accomplishing our projected metrics. We are cognizant, however, that the next few years are likely to continue to bring educational and societal changes at a lightning speed, and that academic and clinical leaders will need to continually evolve our programming, infrastructure, delivery and assessment.

This Framework was created utilizing a shared governance approach in partnership with NUNM's students, faculty, staff and Board of Directors. Throughout this collaboration, we heard consistent calls for a more inclusive document that focused on balancing the needs of our current students, graduates, staff and faculty with a dedication to the fields we serve. We built upon the 2018–2022 Framework (FFA 3), which focused heavily on institutional growth, to create a plan of action that reflects the entire NUNM community as we work to transform the healthcare system into one that embraces natural medicine. Over the next five years, our work will place even more emphasis on institutional excellence, a commitment to diversity, equity, inclusion and belonging, and graduating students who will advance education, healthcare and research. We recognize that each member of NUNM holds a deep dedication to improving our academic community, and we want to thank every community member for the passionate work and inspirational commitment that went into writing this Framework.

In health,

Dr. Melanie Henriksen, President

&

Iris Sobottke, Chief of Staff

Purpose, Vision, Mission, Values

Purpose

To improve human health by making the healing power of nature accessible.

Vision

To lead the transformation towards a more equitable healthcare ecosystem that champions natural medicine for all.

Mission

To advance education, healthcare and research in the art and science of natural medicine.

Values

Community

We create an interconnected medical ecosystem by building relationships and partnerships within our university and beyond.

Integrity

We promote a culture of transparency and honest feedback to continuously deepen our alignment with our Values.

Equity

As a healthcare institution of higher education, we work to repair historical health and educational disparities, and to prevent future disparities.

Solutions-focused

We seek to identify root causes and then look for holistic, creative solutions to challenges facing the university.

Sustainability

We are careful stewards of our resources and foster a university environment in which talents and energies flourish.

Framework for Action Goals

- Goal 1:** NUNM's operations support excellent and sustainable academic, clinical and research programming.
- Goal 2:** NUNM's policies, practices, curriculum and spaces actively honor diversity, prioritize equity, elevate inclusivity and foster belonging.
- Goal 3:** NUNM's students are positioned to thrive as change agents in their careers upon graduation.
- Goal 4:** NUNM nourishes and expands partnerships and collaborations to increase opportunities for professional roles in natural medicine and healthcare.



Goal 1

NUNM's operations support excellent and sustainable academic, clinical and research programming.

Strategies and Activities

Strategy 1: Define, Develop and Deploy High-Quality Academic Programming

- Use student satisfaction survey data to determine the level of academic and clinical education satisfaction reported by current students.
- Each college/school at NUNM will develop a strategic plan for their department. This strategic plan must include a comprehensive program assessment plan.
- Annually assess the academic excellence of each college/school in relation to students accomplishing program outcomes and course competencies.
- Annually assess the effectiveness of teaching methodologies and delivery strategies in all programs, using instructional designers and in-depth course audits.
- Annually assess faculty training needs, including teaching needs and Continuing Medical Education (CME) needs. Provide professional development opportunities that are both mandatory and elective for all faculty.
- Assess the need for software updates and acquisitions of licenses that will improve the infrastructure and organization of NUNM's internal governing structure, communications and professional promotion of faculty members.
- Strengthen the training program for volunteer peer tutors and volunteer peer counselors.

Strategy 2: Bolster Role Sustainability

- Conduct a market analysis of salary rates for NUNM faculty and staff every two years.
- Annually adjust compensation package to work toward meeting market rates for all NUNM faculty and staff.
- Annually conduct an institution-wide, departmental staff needs analysis to assist hiring practices and budget prioritization.
- Annually assess faculty training needs, including teaching needs and Continuing Medical Education (CME) needs. Provide professional development opportunities that are both mandatory and elective for all faculty.
- Conduct 360 annual evaluations of all supervisors, department heads and leadership.

Strategy 3: Sustain Clinical Excellence

- Increase patient contacts and use of ancillary services via reintroduction and relocation of the clinic.
- Perform quarterly assessments to evaluate the effectiveness of student learning in clinical practices.
- Track patient satisfaction and establish quality annual improvement metrics using Consumer Assessment of Healthcare Providers and Systems (CAHPS) survey data.
- Use active learning strategies to improve the delivery of didactic and clinical education, both online and in person.
- Maintain and continue to build on PCPCH status to support patient care, clinical operations and student education.

Strategy 4: Foster an Infrastructure that Promotes Capacity for Research

- Increase annual number of student and faculty presentations at research conferences.
- Increase annual research grant applications.
- Establish a research-based mentorship program for faculty at the Helfgott Research Institute.
- Create a framework for ethical patenting in the research department that supports researchers in the development of intellectual property that is original and ethical to monetize/own rights to.

Strategy 5: Increase Non-Tuition-Based Funding

- Prepare grant applications to specifically support NUNM Health Centers and community clinic partners.
- Gather data on department projects, initiatives and events that can be matched to passionate, like-minded donors and partners for specific funding.
- Establish an NUNM endowment fund so that the institution may diversify revenue streams.
- Increase promotion of projects and initiatives being worked on at NUNM through digital channels to attract collaborators.
- Develop a process that helps NUNM identify values-aligned donors.

Goal 2

NUNM's policies, practices, curriculum and spaces actively honor diversity, prioritize equity, elevate inclusivity and foster belonging.



Strategies and Activities

Strategy 1: Increase Inclusivity

University

- Conduct annual cultural climate surveys alternating between student and staff/faculty surveys.
- Annually refine and use Diversity, Equity, Inclusion and Belonging (DEIB) best practice guidelines in hiring, onboarding, training and coaching.
- Annually audit and improve physical and online campus spaces for Americans with Disabilities Act (ADA) accessibility.
- Offer annual training to the NUNM community that focuses on building foundational knowledge and literacy in DEIB.
- Develop an institutional calendar accessible from the NUNM website that displays all university-wide events.

Clinics

- Incorporate evaluation of DEIB literacy (training/coaching/etc.) into staff/faculty/preceptor evaluations.
- Conduct annual bias training for faculty, staff and students that addresses topics in social determinants of health.

Helgott Research Institute

- Annually audit and revise patient intake forms through a DEIB lens.
- Conduct annual bias training for faculty, staff and students that addresses topics in social determinants of health.
- Annually audit and revise patient intake forms through a DEIB lens.
- Annually review NUNM's research publications and digital research content for DEIB incorporation.
- Develop a speaker and visitor exchange series that specializes in topics on DEIB research in the field of natural medicine with partnered institutions.
- Secure consistent funding in the form of grants and charitable giving to fund natural medicine and DEIB topics in research conducted at NUNM.

Strategy 2: Attract International and Diverse Students

- Annually evaluate and improve strategies to attract international and diverse candidates.
- Promote attendance of faculty, staff and students at recruitment events at institutions that have received the Higher Education Excellence in Diversity (HEED) Award.

Strategy 3: Provide Support to Increase Enrollment and Graduation of a Diverse Student Population

- Maintain and/or expand scholarship fund for BIPOC and LGBTQIA+ students.
- Facilitate credit transferability from other colleges/universities (via articulation agreements, prerequisites, alignment agreements, etc.).



Goal 3

NUNM's students are positioned to thrive as change agents in their careers upon graduation.

Strategies and Activities

Strategy 1: Improve Career Readiness

- Support students and alumni in developing career-ready skills and tools (e.g., networking skills, interviewing skills, mentorship, resume, etc.).
- Offer financial wellness counseling services for students and alumni.
- Increase ratio of available preceptorship sites and external internship sites to students.
- Curate targeted career programming and events geared toward aligning students with 1) knowledge needed for a variety of entrepreneurial settings, 2) tools and skills needed for job search and career development, 3) opportunities for gaining entry into internship programs and full-time employment.

Strategy 2: Monitor and Increase Career Opportunities

- Annually measure the employment outcomes for each graduating cohort within 18 months of entering the workforce.
- Advocate legislation for all licensures applicable to NUNM programming in other states within the United States to increase the opportunity for residency and job placements in health practices throughout the medical field.
- Create an alumni network on LinkedIn where students can easily connect with NUNM alumni for informational interviewing opportunities and mentorship.

Strategy 3: Cultivate Entrepreneurship

- Generate programming to assist students in creating business plans, managing practices, recruiting clients and conducting community outreach.
- Facilitate opportunities for NUNM community members to understand emerging products or services that are in alignment with our mission, vision and values.
- Foster relationships that support innovative career opportunities for our graduates.

Goal 4

NUNM nourishes and expands partnerships and collaborations to increase opportunities for professional roles in natural medicine and healthcare.

Strategies and Activities

Strategy 1: Increase and Strengthen Partnerships

Define the characteristics of mutually beneficial partnerships which align with NUNM's Mission and Vision.

- University*
 - Actively pursue collaborative opportunities with institutions of higher education and businesses that align with and/or complement NUNM's Purpose, Vision, Mission and Values.
 - Annually evaluate, via survey and follow-up interviews, partner satisfaction with collaborative experiences at NUNM.
 - Evaluate strategies to increase the effectiveness and retention of non-tuition-based institutional support.
 - Increase the number and quality of opportunities for alumni, friends, emeriti and partners to engage with university programs, in collaboration with NUNM's new strategic plan.
 - Generate collaborative offerings for the health professions of single course, conferences, course series and certificate programs delivered in CME format, within symposia, weekend and longer intensives, part-time, asynchronously and synchronously, online and residential.
- Academic*
 - Develop cross-collaborative higher education opportunities to support interprofessional education among NUNM students.
 - Partner with other universities in the development of memorandums of understanding (MOUs) and collaboration agreements.
- Clinical*
 - Explore and nurture partnerships with community-based organizations to expand learning opportunities for students and care opportunities for patients.
 - Increase clinical service opportunities to underserved and marginalized populations throughout the Portland metropolitan area.
- Research*
 - Maintain and strengthen existing research collaborations within the complementary and integrative health (CIH) profession and leading biomedical research institutions.
 - Pursue collaborative grant submissions to support strategic research initiatives aligned with NUNM's Purpose, Vision, Mission and Values.

Glossary

Americans with Disabilities Act (ADA): The ADA is a civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general public. The purpose of the law is to make sure that people with disabilities have the same rights and opportunities as everyone else.

Asynchronous Learning: Asynchronous learning allows you to learn on your own schedule, within a certain timeframe. You can access and complete lectures, readings, homework and other learning materials at any time during a one- or two-week period.

Black, Indigenous and People of Color (BIPOC): BIPOC stands for Black, Indigenous and people of color. Pronounced “bye-pock,” this is a term specific to the United States, intended to center the experiences of Black and Indigenous groups, and demonstrate solidarity between communities of color.

Consumer Assessment of Healthcare Providers and Systems (CAHPS) Data: The primary purpose of the CAHPS Databases are to facilitate comparisons of CAHPS survey results by and among survey users. This voluntary compilation of survey results from a large pool of survey users into central databases enables participants to compare their own results to relevant reference points, such as overall and regional averages.

Continuing Medical Education (CME): CME consists of educational activities that serve to maintain, develop or increase the knowledge, skills and professional performance and relationships that a physician uses to provide services for patients, the public or the profession.

Corporate Partners: A mutually beneficial relationship formed between a nonprofit or charitable organization and for-profit businesses whose purpose is to pursue a common goal based on the shared values and mission of the university.

Course Competencies: Students will gain competencies in skills and expertise when they complete a course in their program. Program outcomes contain a collection of course competencies, and each program has a different set of program outcomes and course competencies that students are required to satisfy before graduation.

Diversity, Equity, Inclusion and Belonging (DEIB):

- **Diversity** refers to the demographics of the university, including ethnicity, gender, sexual orientation, age, military/veteran status, location, nationality, disability status, skills and many other factors.
- **Equity** gives each person fair and equal access, opportunities and advancements, regardless of their diversity background.
- **Inclusion** ensures everyone at the university is treated fairly and respectfully, despite differences.
- **Belonging** centers around the student, staff and faculty experience of feeling accepted at the university.

Emeriti/Emeritus: A staff, board or faculty member that no longer has a position at the university but is awarded the title of the position.

Higher Education Excellence in Diversity (HEED) Award: The HEED Award recognizes colleges and universities that demonstrate an outstanding commitment to diversity and inclusion.

In-Kind Donors: Non-monetary donations to the university are called in-kind contributions. A donor can give goods like food or computers, services, time and labor, or use of facilities or equipment at no cost.

Internship: The position of a student who works in an organization, sometimes without pay, to gain work experience or satisfy requirements for a qualification.

Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual (LGBTQIA+), [as defined by UC Davis' LGBTQIA's Resource Center:](#)

- **Lesbian:** Usually, a woman whose primary sexual and affectional orientation is toward people of the same gender. However, some nonbinary people also identify as lesbians, often because they have some connection to womanhood and are primarily attracted to women.
- **Gay:** A sexual and affectional orientation toward people of the same gender.
- **Bisexual:** A person whose primary sexual and affectional orientation is toward people of the same and other genders, or towards people regardless of their gender. Some people may use bisexual and pansexual interchangeably.
- **Transgender:** An adjective used most often as an umbrella term and frequently abbreviated to “trans.” Identifying as transgender, or trans, means that one’s internal knowledge of gender is different from conventional or cultural expectations based on the sex that person was assigned at birth.
- **Queer:** One definition of queer is abnormal or strange. Historically, queer has been used as an epithet/slur against people whose gender, gender expression and/or sexuality do not conform to dominant expectations. Some people have reclaimed the word queer and self-identify in opposition to assimilation. For some, this reclamation is a celebration of not fitting into social norms. Not all people who identify as LGBTQIA+ use “queer” to describe themselves. The term is often considered hateful when used by those who do not identify as LGBTQIA+.

- **Intersex:** An umbrella term to describe a wide range of natural body variations that do not fit neatly into conventional definitions of male or female. Intersex variations may include, but are not limited to, variations in chromosome compositions, hormone concentrations, and external and internal characteristics.
- **Asexual/Aromantic:** A broad spectrum of sexual orientations generally characterized by feeling varying degrees of sexual attraction or a desire for partnered sexuality.

Preceptorship: A period of practical experience and training for a student, especially in medicine or nursing, that is supervised by an expert or specialist in a particular field.

Patient-Centered Primary Care Homes (PCPCH): A patient-centered medical home is a primary care system that emphasizes care coordination and communication and focuses on patient needs. Patient-centered medical homes provide higher quality care at lower costs and improve the whole care experience for both patients and providers.

Program Outcomes: Students will gain skills and expertise when they graduate from the program. Program outcomes contain a collection of course competencies, and each program has a different set of program outcomes and course competencies that students are required to satisfy before graduation.

Synchronous Learning: Whether learning from a distance (virtually) or in person, students will attend a class session each week, at the same time as the instructor and classmates.