



October 31, 2019

Michael L. Good
Senior Vice President for Health Sciences
5th Floor, Clinical Neuroscience Center
Campus

*Approved
R Watkins*

RE: Graduate Council Review
Department of Occupational and Recreational Therapies

11-4-19

Dear Vice President Good:

Enclosed is the Graduate Council's review of the Department of Occupational and Recreational Therapies. Included in this review packet are the report prepared by the Graduate Council, the Department Profile, and the Memorandum of Understanding resulting from the review wrap-up meeting.

After your approval, please forward this packet to President Ruth Watkins for her review. It will then be sent to the Academic Senate to be placed on the information calendar for the next Senate meeting.

Sincerely,

David B. Kieda
Dean, The Graduate School

Encl.

XC: Lorie G. Richards, Chair, Department of Occupational and Recreational Therapies
David H. Perrin, Dean, College of Health

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*Approved
ML Good ms
10/31/19*

Department of Occupational and Recreational Therapies

The Department of OTRT was formed in 2017 during the College of Health reorganization. The review highlighted the success of merging groups together, as well as increasing emphasis on research and scholarship. Student retention and outcomes are impressive.

Recommendations include addressing a shortage of space and the need for more faculty.

The Graduate School - The University of Utah

**GRADUATE COUNCIL REPORT TO THE SENIOR VICE PRESIDENT
FOR HEALTH SCIENCES AND THE ACADEMIC SENATE**

February 25, 2019

The Graduate Council has completed its review of the **Department of Occupational and Recreational Therapies**. The External Review Committee included:

Janet Powell, PhD, OTR/L, FAOTA
Associate Professor and Head
Division of Occupational Therapy
University of Washington

Marieke Van Puymbroeck, PhD, CTRS, FDRT
Roy Distinguished Professor of Health Innovation Research
College of Health, Education and Human Development
Clemson University

The Internal Review Committee of the University of Utah included:

Stephen C. Alder, PhD
Chief, Division of Public Health
Department of Family and Preventive Medicine

Jonathan Butner, PhD
Professor
Department of Psychology

Karen M. Gunning, PhD
Professor (Clinical)
Department of Pharmacotherapy

This report of the Graduate Council is based on the self-study submitted by the Department of Occupational and Recreational Therapies, the reports of the external and internal review committees, and a response to the external and internal reports from the Chair of the Occupational and Recreational Therapies Department co-signed by the Dean of the College of Health.

DEPARTMENT PROFILE

Program Overview

The mission of the Department of Occupational and Recreational Therapies (self-referred to as OTRT) is to discover and transmit knowledge through research, education and therapy related to the fields of occupational therapy (OT) and recreational therapy (RT). The Department offers both undergraduate and graduate degrees, and trains practitioners in both OT and RT. The Department's research is aimed at promoting community health and active participation in life's activities.

The OTRT Department was formed during a 2017 College of Health restructuring as a merger between two existing entities: the Division of Occupational Therapy (an academic division of the College) and the undergraduate Recreational Therapy program (in the Department of Parks, Recreation and Tourism). By all accounts from the administrators, faculty and students interviewed, the merger has gone well, with an overall successful integration of the faculty involved. This favorable outcome has been largely credited to the strong support and encouragement from the Department Chair, Dr. Lorie Gage Richards, and the College Dean, Dr. David H. Perrin.

As a relatively new department, they have taken the opportunity to proactively assess their degree offerings in light of professional needs and Department resources. They currently offer a graduate-level Master of Occupational Therapy (MOT) degree, and, since 2016, a Bachelor of Science in Recreational Therapy (BSRT) degree (also offered as a BA). In addition, they offer an online post-professional clinical Doctor of Occupational Therapy (PPOTD) degree. Department faculty also support students in the Rehabilitation Science doctoral program (RSD) housed in another department. To conform to a recent mandate from their professional accreditation council, the MOT program will transition (in two stages) into a more extensive entry-level clinical doctorate (ELOTD) degree. The Department also is launching a new master's in Recreational Therapy, and has started discussions for a possible expansion of the entry-to-profession OT program to Dixie State University. A minor and certificate in Disability Studies has been offered in the past, but is being transferred to the School for Cultural and Social Transformation.

The external reviewers had the general impression that "there is a strong commitment to excellence and to growth within the Department with both the OT and RT programs doing well." However, they expressed concern that the significant expansion of the various programs, although planned well, may strain Department and faculty resources and further exacerbate space demands. Additional faculty, staff and facility support will be needed for program success. To help, the Department does plan on phasing out the PPOTD program to free up some faculty time. The existing Life Skills Clinic, which provides community service, training for students, and research opportunities, and which financially struggled during its startup period, was mentioned as an endeavor that requires continuing monitoring and attention. Overall, the Department is at a juncture where, with input from this review process, updating and further developing their strategic plan is important – an activity that the chair reports is currently underway.

Faculty

At the time of the review, there were five tenure-line faculty in the Department, four in OT and one in RT (one new tenure-line faculty member has recently been added). They are all female, predominantly white, and there are not currently any full professors. There are seven career-line core faculty, again predominantly female and white, with no full professors. The self-study acknowledges the need to increase diversity among the faculty, which they have addressed in their hiring procedures. To date, this has been largely unsuccessful, due in part to the limitations of the pool of available candidates in these particular fields.

Research and scholarly activity by the faculty has notably increased in the past few years, as measured by research grants obtained, conference presentations and published papers. The Department has encouraged this research emphasis by its hiring priorities and by its assignment of appropriate research vs. teaching loads to the tenure-track faculty. Career-line faculty are also expected to do some scholarly work, but their teaching load is heavy. Importantly, all parties agree that a critical factor limiting research activity by the faculty is the lack of adequate lab space, as discussed further below.

Both review committee reports noted that the faculty are generally pleased with the results of the merger and the administration's support. One report stated: "The faculty seemed connected and collaborative and regarded the Department climate as highly positive. Both the tenure-line and career-line faculty reported feeling very positive about the merger of OT and RT and the increased emphasis on research."

Faculty were especially appreciative of the support of the College Dean and the directions of the Department Chair. Service activity by the faculty was listed as a positive contribution to the University, and the cross-campus reach of many of the faculty, including the adjunct appointments, was noteworthy. The staff, although too small in number to support the intended program expansions, expressed satisfaction with their work environment. As the Department progresses in the future, it will be important to continue to foster good communication and integration between the two aspects of the Department.

Students

At the time the self-study was written, the Department enrolled 65 undergraduate students (88% female) and 120 graduate students (82% female). The race/ethnicity of the undergraduate students was reported as 72% white and race/ethnicity of the graduate students as 78% white. At the direction of the Department, the academic advisor has reached out to diverse student populations by recruiting through various channels, including high school health career classes and local advertising events such as Pathways to Profession, as well as graduate and undergraduate fairs.

Students at all levels, particularly those in the BSRT program, were highly appreciative of their training and their professors. Both review committees report that the students were complimentary about their educational experience and that they felt they were being trained for a productive professional career. One report stated: "Students report being happy about their educational experience, with faculty members offering both formal and informal guidance for their education and career development."

Students did have various suggestions for course improvement, but most seem like points the Department can readily address. Two noteworthy concerns of the students were the undesirability of some classroom space and the lack of adequate parking, issues that the Department is working toward solving.

Curriculum

For the relatively new undergraduate BSRT program, the external review notes that its coursework exceeds the requirements for accreditation. The graduate MOT program was reaccredited in 2017 for seven years, with two concerns now being addressed by the Department. The move of this program to a new entry-level doctorate program in OT along with the development of a new master's in Recreational Therapy will require extensive planning after the national council finalizes its requirements, and this may impose a strain on faculty resources. The elimination of the PPOTD program is expected to relieve some faculty pressure.

Students stated that they were pleased with the evidence-based approach of many of their classes. It was mentioned in one review report that more coursework integration between the OT and RT programs should be considered to enhance teaching effectiveness. The RSD program extends the productive influence of the Department to additional graduate students. It was suggested that the RSD coursework, mainly taught by instructors from the collaborating department, contain more OT and RT components. Along these lines, the chair noted that they anticipate adding two courses, which have been developed and approved.

Program Effectiveness and Outcomes Assessment

The Department has an ongoing process of regularly assessing student performance and surveying the students and faculty regarding the effectiveness of various program aspects. The Department has developed an impressive and extensive list of learning objectives for each course it offers. The assessment tools include several student evaluations during each semester to measure the degree of student understanding, such as multiple choice examinations, essays, creation of health care documentation based on provided cases, case mappings, practical examinations, and performance on fieldwork. For the MOT program, there are also three student performance assessments in which each student must demonstrate proficiency. At the end of each semester, the faculty meets to discuss experiences in the various courses and to suggest improvements. The Department also has plans to increase the response rate of alumni and employer surveys.

Related to program effectiveness, the MOT degree completion rate is high at 95% and the MOT students have an eventual 100% pass rate on the certification exam. The BSRT program is relatively new, but its student retention rate is impressive at 95%.

Facilities and Resources

A major concern expressed by the administration, faculty, students and both review committees centers on space, both its inadequate size and its suboptimal use. The Department is currently housed in the Dumke Health Professions Building (HPEB) in Research Park. The Department shares this building with the physical therapy program, the anatomy/cadaver lab and museum, and other labs from the School of Medicine.

Office needs for the faculty are just barely met, with one RT faculty office located in the lobby area. There is no additional office space to be offered to the several new faculty and staff hires that are anticipated by the expansion plans of the Department. Classroom space is currently adequate only for the OT program, which has both some dedicated teaching space and a student lounge in HPEB. The RT students are taught in classrooms on the main campus, some distance from HPEB, putting a strain on teachers who must travel (often with heavy supplies) from their offices to the distant classroom. This separation also can have a negative impact on the sense of cohesiveness the RT students have with the Department offices.

Lab space is inadequate for both the OT and RT faculty, in particular for the promising new junior faculty expected to do research with external funding. This is an impediment to research productivity. The remodeled Life Skills Clinic across the street can be used for some research projects, though its main purpose is community service, education and as a revenue provider.

Space on the second floor of HPEB might be used for additional offices or for labs, but it currently houses the cadaver lab and anatomy museum (parts of which are in plain sight). The unpleasant odors and sights are highly uncomfortable for the faculty and especially for outside patients and research participants. A space survey is called for to consider building remodeling to improve its usability for current and future occupants.

Lack of adequate parking for faculty, students and research participants is also limiting the effective operation of the Department. With the opening of the nearby dental building, parking space is at a premium and leads to frustration for those who need to travel around campus, such as the RT faculty who teach in classrooms removed from the Department offices.

COMMENDATIONS

1. The merger of the two disciplines of Occupational Therapy and Recreational Therapy into a single department (OTRT) in 2017 has gone well, with successful integration of the faculty and the program as a whole. Building on this success with continued efforts to operate as a cohesive, integrated department is important.
2. Administrative support from both the College Dean and the Department Chair has been strong. Their supportive leadership is acknowledged and appreciated by the faculty.
3. Students in all degree programs have expressed very positive views about their educational experience and their instructors. Their professional preparation appears strong.
4. The Department has been proactive in planning for appropriate curriculum and degree adjustments, for example by merging the MOT into the newly mandated ELOTD program, phasing out the PPOTD program, and proposing a new master's degree in Recreational Therapy.
5. The research and scholarship activities of the faculty have increased significantly, as evidenced by the number of professional presentations, papers and research awards.

RECOMMENDATIONS

1. Space in HPEB for Department teaching and research is currently inadequate and suboptimal. A comprehensive architectural survey of building usage, including accounting of space currently occupied by other entities, should be undertaken that could lead to repurposing plans for more effectively utilizing space. Providing research labs to support the existing and future faculty as well as additional office space for the anticipated expansion of the faculty and staff should be a high priority. Long-term plans for a possible new College of Health building also should be taken into consideration.
2. Parking for resident and visiting faculty and students is inadequate. Solutions are difficult, but might include purchasing (expensive) reserved parking spaces, or obtaining some parking spaces in the nearby armory combined with a new access pathway to HPEB.
3. Expansion of degree offerings, including at Dixie State, needs to be done carefully considering the limited financial, space and personnel resources available. Strategic planning that takes into account expected teaching loads, the balancing of research and teaching, and the anticipated future retirement of some faculty needs to be continued. The Department should evaluate and implement strategic opportunities for curricular integration within the Department and in conjunction with the College as a whole.
4. The ongoing experience with the Life Skills Clinic should be periodically evaluated to make sure its professional, student and community benefits are commensurate with any financial obligations.
5. Continued and increased support for the research efforts of the faculty, especially for new hires, should include a well-implemented and widely-disseminated faculty mentoring plan, sufficient grant management support, and peer interaction opportunities.
6. The Department should continue to expand its recruitment efforts, including optimizing its website to attract both local and national applicants, and developing a diversity action plan to increase the racial/ethnic and gender diversity within the faculty and student population.

Submitted by the Ad Hoc Committee of the Graduate Council:

Douglas Christensen (Chair)
Professor, Departments of Biomedical Engineering and Electrical and Computer Engineering

James A. Agutter
Associate Professor, School of Architecture

Joanna Bettmann Schaefer
Professor, College of Social Work

Merilee Anderson (Undergraduate Council Representative)
Associate Director, Continuing Education

College Name
All

Department Name
Occupational & Recreational Therapies

Program
All

Faculty Headcount

		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
With Doctoral Degrees Including MFA and Other Terminal Degrees	Full-Time Tenured Faculty	2	2	2	2	2	2	2
	Full-Time Tenure Track	2	2	0	1	2	3	3
	Full-Time Career Line/Adjunct Faculty	5	5	6	5	5	6	6
	Part-Time Tenure/Tenure Track							
	Part-Time Career Line/Adjunct Faculty	0	0	0	1	1	0	1
	Total	9	9	8	9	10	11	12
With Masters Degrees	Full-Time Tenured Faculty							
	Full-Time Tenure Track							
	Full-Time Career Line/Adjunct Faculty	2	2	3	2	0	0	1
	Part-Time Tenure/Tenure Track							
	Part-Time Career Line/Adjunct Faculty	1	1	2	2	3	3	1
	Total	3	3	5	4	3	3	2
With Bachelor Degrees	Full-Time Tenured Faculty							
	Full-Time Tenure Track							
	Full-Time Career Line/Adjunct Faculty	0	0	0	0	1	1	0
	Part-Time Tenure/Tenure Track							
	Part-Time Career Line/Adjunct Faculty	0	0	1	0	0	0	0
	Total	0	0	1	0	1	1	0
Total Headcount Faculty	Full-Time Tenured Faculty	2	2	2	2	2	2	2
	Full-Time Tenure Track	2	2	0	1	2	3	3
	Full-Time Career Line/Adjunct Faculty	7	7	9	7	6	7	7
	Part-Time Tenure/Tenure Track							
	Part-Time Career Line/Adjunct Faculty	1	1	3	3	4	3	2
	Total	12	12	14	13	14	15	14

Cost Study

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Direct Instructional Expenditures	1,336,532	1,293,270	1,279,718	1,380,370	1,405,163	1,526,161	1,376,570
Cost Per Student FTE	8,359	7,365	6,683	7,371	7,740	7,870	6,650

FTE from Cost Study

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Full-Time	9	9	10	9	9	9	10
Part-Time	0	0	1	1	1	1	0
Teaching Assistants	0	0	0	1	0	0	0

Funding

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Total Grants	0	685	22,074	54,603	48,820	30,604	236,835
State Appropriated Funds	561,817	561,539	584,451	604,987	604,778	1,011,325	1,100,373
Teaching Grants							
Special Legislative Appropriation							

Differential Tuition

Student Credit Hours and FTE

		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
SCH	Lower Division							
	Upper Division	717	749	702	662	466	916	1,455
	Basic Graduate	2,656	2,842	3,117	3,051	3,103	3,041	2,970
	Advanced Graduate	64	171	245	254	218	227	200
FTE	Lower Division							
	Upper Division	24	25	23	22	16	31	49
	Basic Graduate	133	142	156	153	155	152	149
	Advanced Graduate	3	9	12	13	11	11	10
FTE/FTE	LD FTE per Total Faculty FTE							
	UD FTE per Total Faculty FTE	3	3	2	2	2	3	5
	BG FTE per Total Faculty FTE	14	15	14	15	15	15	14
	AG FTE per Total Faculty FTE	0	1	1	1	1	1	1

Enrolled Majors

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Undergraduate Pre-Majors	55	78	77	48	0	0	1
Undergraduate Majors	12	14	7	3	0	23	65
Enrolled in Masters Program	76	76	89	95	100	100	100
Enrolled in Doctoral Program							
Enrolled in First-Professional Program	4	13	21	20	19	23	19

Degrees Awarded

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Undergraduate Certificate							
Graduate Certificate							
Bachelors	17	14	10	4	0	0	0
Masters	28	28	28	34	31	34	30
Doctorate	0	1	0	0	0	0	0
First-Professional	0	0	4	9	8	5	5



Memorandum of Understanding Department of Occupational and Recreational Therapies Graduate Council Review 2017-18

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on August 15, 2019, and concludes the Graduate Council Review of the Department of Occupational and Recreational Therapies. Michael L. Good, Senior Vice President for Health Sciences; David H. Perrin, Dean of the College of Health; Lorie G. Richards, Chair of the Department of Occupational and Recreational Therapies; David B. Kieda, Dean of the Graduate School; and Katharine S. Ullman, Associate Dean of the Graduate School, were present.

The discussion centered on but was not limited to the recommendations contained in the review summary report presented to the Graduate Council on February 25, 2019. The working group agreed to endorse the following actions:

Recommendation 1: Space in HPEB for Department teaching and research is currently inadequate and suboptimal. A comprehensive architectural survey of building usage, including accounting of space currently occupied by other entities, should be undertaken that could lead to repurposing plans for more effectively utilizing space. Providing research labs to support the existing and future faculty as well as additional office space for the anticipated expansion of the faculty and staff should be a high priority. Long-term plans for a possible new College of Health building also should be taken into consideration.

SVP Good stated that he has participated in a lot of conversations about college-wide space, and he acknowledged the challenge of keeping up with infrastructure necessary to support the impressive increases in performance seen under Dean Perrin's leadership. Delving into the needs of the Department of Occupational and Recreational Therapies, space needs are clearly of paramount importance, particularly with a lack of research space for funded investigators and severe limitations in office space that are an impediment to much-needed faculty recruitment. SVP Good followed up on whether the Body Donor Program and cadaver-based classes could be moved out of HPEB to a centralized location and, after this meeting, relayed that no cadaver lab space will be needed in HPEB as this will be moved to the new MED-X facility. Assuming this includes the Body Donor Program in its entirety, this will free considerable space that is occupied and/or untenable for certain purposes due to proximity to smells and sights. While efforts to build a new College of Health facility are underway, addressing space needs of OTRT in a shorter-term manner is still important, and there was consensus that although this is a complex challenge, finding solutions is a high priority.

Recommendation 2: Parking for resident and visiting faculty and students is inadequate. Solutions are difficult, but might include purchasing (expensive) reserved parking spaces, or obtaining some parking spaces in the nearby armory combined with a new access pathway to HPEB.

The lack of adequate parking is an undue stressor and interferes with departmental operations. Dean Perrin has met with Commuter Services, and the specific solution of renting space for week-day parking from Fort Douglas has been discussed in detail. This possibility has been hampered by security concerns related to opening access around a city water tower located nearby. With a new commander at Fort Douglas, renewing discussion of concrete solutions to these concerns seems warranted and was of interest to SVP Good. SVP Good is also an advocate for increasing interconnectivity between the Health Science campus and Research Park and finding solutions for the 'last mile' of commuting by public transportation. With faculty and students needing to travel from HPEB to other parts of campus, this is a vital piece to solving convenient access to their building. Purchasing reserved parking spaces was evaluated and deemed prohibitively expensive and overly-constrained in its ability to alleviate the pressure on parking.

Recommendation 3: Expansion of degree offerings, including at Dixie State, needs to be done carefully considering the limited financial, space and personnel resources available. Strategic planning that takes into account expected teaching loads, the balancing of research and teaching, and the anticipated future retirement of some faculty needs to be continued. The Department should evaluate and implement strategic opportunities for curricular integration within the Department and in conjunction with the College as a whole.

Planning for an advanced degree offering in Occupational Therapy (MOT) at the Dixie State outreach campus has been an intention of the Department in part because it avoids having a competing in-state program. But initiating this program has been fraught with complications, including shifting accreditation requirements and the lack of a financial model that provides adequate support for expansion. These delays resulted in Dixie State halting the plan for now. With some of the accreditation issues resolved, however, Chair Richards remains interested in this partnership if a budget model is supportive, if the site is receptive, and if USHE wants the partnership to happen. SVP Good pointed out that this recommendation does not emphasize the context of the College and University perspective; coordinating with the larger institutional initiative to provide degree programs at this site is another important factor. So, on this point, additional conversation involving the Department, College, and upper administration is needed in order to align strategic initiatives and identify a workable financial model if expansion is promoted.

Another degree offering expansion on the horizon is the MS in Recreational Therapy, to be offered locally. This degree program was an expectation at the time of College reorganization and has since been designed and approved. Yet, Chair Richards has delayed its launch due to the legitimate concern that it will over-tax the small number of RT faculty. One avenue to funding a new faculty position may be through legislative workforce funds, and Dean Perrin stated that if these were allocated to the College, OTRT would be in line for a position. SVP Good stated that he would help find out the status of this legislative initiative.

While such support for an additional faculty line is critical to the success of the MS in Recreational Therapy program, Chair Richards noted that it would not address an agreement made at the time of the College's realignment for a faculty line to be restored to allow them to meet demands they have for OT faculty.

Overall, the Department is taking a deliberate and strategic approach to their degree offerings. The program is continuing to implement a dual entry option (master's/doctorate in Occupational Therapy) to meet market demands. The Chair's response letter also noted that curricular integration is pursued where possible. Although these opportunities are limited, they will be sought out, including increased collaboration on interprofessional education. The Department acknowledges the need for faculty growth prior to expanding degree offerings, and—as described in other recommendations—is actively seeking space and resources for this vital purpose.

Recommendation 4: The ongoing experience with the Life Skills Clinic should be periodically evaluated to make sure its professional, student and community benefits are commensurate with any financial obligations.

The Life Skills Clinic plays a central role in the Department's mission, providing a site for experiential learning and professional development, as well as community interaction and research. While it has been a financial drain in the past, several steps have been taken to achieve fiscal stability, and SVP Good was highly congratulatory about this accomplishment, knowing the challenges involved in this type of clinical setting. Improvements include finding a site that is rent-free, driving efficiencies through the use of an electronic health record system (EPIC), and enhancements in scheduling, billing, and reimbursements. EPIC also provides data and tracking options that allow for continual evaluation of clinic operations. Dean Kieda inquired when the clinic will undergo more comprehensive evaluations, and it was agreed that the frequency of MOU updates, every 2-3 years, are intervals that will work well in this respect. As the Life Skills Clinic is evaluated with respect to its "professional, student and community benefits," a summary of this information can then be included in the update. If this clinic continues to serve the departmental mission in important ways, flat revenue would be reasonable – but a situation where this is a financial drain on the Department would, of course, be counterproductive.

Recommendation 5: Continued and increased support for the research efforts of the faculty, especially for new hires, should include a well-implemented and widely-disseminated faculty mentoring plan, sufficient grant management support, and peer interaction opportunities.

Dean Perrin pointed out the notable job that Chair Richards has done in changing the Department focus to one of scholarship. She has offered mentorship and encouragement and has linked new faculty to collaborators and mentorship programs. She has also recently hired a half-time Research Coordinator who offers support for grant submissions and study recruitment. With two faculty members having completed the Vice President's Clinical and Translational (VPCAT) Research Scholar program, and with recent successes

in securing grants, a peer network of support within the Department is emerging and should also be encouraged, although Chair Richards pointed out that one advantage of the small size of the Department is that this happens very naturally. The College has also worked to create a supportive infrastructure, such as adding a post-award manager. SVP Good further emphasized the importance of mentorship, both via the Department “reaching down” and faculty realizing that they are empowered to “reach up” --and potentially out, to a broader network within the University. Faculty should be incentivized/encouraged to seek additional assistance in grants management and writing training offered through the Office of the Vice President for Research. Overall, the trajectory of research efforts is positive and the environment is supportive, although as mentioned earlier, the lack of adequate space for research is a significant barrier to this effort that needs to be addressed in order to maintain momentum.

Recommendation 6: The Department should continue to expand its recruitment efforts, including optimizing its website to attract both local and national applicants, and developing a diversity action plan to increase the racial/ethnic and gender diversity within the faculty and student population.

Chair Richards stated that there has been an increase in student diversity, and that it is equal to or higher than that of the applicant pool. They have implemented a holistic admissions process, including a question with a diversity focus. This is also reinforced by a diversity statement on their website. They have considered whether to continue requiring the GRE test and have decided that, as it is the one metric they found to have predictive value, they will continue with this requirement, using it only as part of a larger context. They recruit at both a local and national level, as resources allow. This includes a recruiting event at University of California, Davis. Participation in the Occupational Therapist Centralized Application Service has also been beneficial, and they also participate in the Western Regional Graduate Program as another way to make their program accessible. Continued evaluation of recruitment and admissions practices, including continued attention to the website, will be important and can be included in future updates to the Graduate School. The Department also values diversity at the faculty level and faculty will be participating in a College-level strategy refresh that focuses on this topic and developing a diversity action plan. At the same time, Chair Richards acknowledged that faculty recruitment is constrained by specific needs when it comes to teaching expertise, which further decrease their pool, and general demographic trends in the field.

Overall, there was a shared view that the Department has accomplished a lot during this past period, and SVP Good thanked Chair Richards in particular for her contributions.

Memorandum of Understanding
Department of Occupational and Recreational Therapies
Graduate Council Review 2017-18
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This memorandum of understanding is to be followed by regular letters of progress, upon request of the Graduate School, from the Chair of the Department of Occupational and Recreational Therapies. Letters will be submitted until all of the actions described in the preceding paragraphs have been completed. In addition, a three-year follow-up meeting may be scheduled during AY 2020-21 to discuss progress made in addressing the review recommendations.

Michael L. Good
David H. Perrin
Lorie G. Richards
David B. Kieda
Katharine S. Ullman



David B. Kieda
Dean, The Graduate School
October 31, 2019