

Nature of the Discipline(s) in the Department of Occupational Therapy in the Realm of Teaching***Discipline specific notes, additions, or deletions accompanying the Faculty Guide "Basic Expectations of Teaching"***

Occupational Therapy is externally accredited through ACOTE whose standards require that core faculty teach, advise students, and participate in curriculum design. These are therefore basic expectations of all full-time faculty in the OTD program. Additionally, all full-time faculty in the OTD program are required to mentor/supervise student research projects and capstones.

Discipline specific notes, additions, or deletions accompanying the Faculty Guide "Teaching Effectiveness"

The OTD program has adopted a policy that all courses must be housed in Canvas, regardless of whether the course meets face to face or online. All learning assessments are submitted by students through Canvas and feedback or grades are disseminated to students through Canvas. ACOTE also encourages the use of technology in alignment with the curriculum design to enhance the delivery of course content.

Nature of the Discipline(s) in the Department of Occupational Therapy in the Realm of Research and Scholarship***Elements critical to scholarship which may be unfamiliar to faculty in other disciplines***

Elements of scholarship in occupational therapy are fairly consistent with other disciplines in the health and human services arena. The four types of scholarship according to Boyer are recognized (discovery, integration, application, teaching and learning). Occupational therapists produce scholarship in a variety of ways including scholarly books, textbooks, and individual or collaborative chapter in books or articles and papers in a peer-reviewed journal. Scholarly reviews in peer-reviewed journal and activities derived from clinical practice settings may also be published.

Grantsmanship activities, collaborative research initiatives with our institutions, agencies, and companies are also common work products in the field. Occupational therapists present research as lead or co-presenter of a presentation at a state, regional, or national peer reviewed conferences (i.e., NCOTA, SCOTA, AOTA, AOTA Education Summit). Critically appraised papers or poster presentation abstracts may be published in, for example, the *American Journal of Occupational Therapy*.

Authorship order does not have an impact on the assessment of scholarship for occupational therapy. ACOTE standards require that the department has a scholarship agenda that aligns with the institutional mission, the program's mission, and the program's curriculum design.

This scholarship agenda requires that all OTD students participate in the design and implementation of a research study that is mentored by a full-time faculty member. These research projects must be based on ethical practices; reflect topics that contribute to the pursuit of occupational performance for persons, groups, and populations; and will promote the profession of occupational therapy through dissemination as manuscripts, professional posters, presentations, and application. Faculty are also required to mentor student capstones which are 14-week experiences and projects that are designed to develop occupational therapists with advanced skills in one or more of the following areas: research skills, administration, leadership, program and policy development, advocacy, education, or theory development.

Meaning of Peer Review and circumstances where peer review is not necessary for the work product to be considered for scholarship.

Peer review means that one's work is evaluated and critiqued by one or more occupational therapy practitioners who has been deemed qualified to serve as a peer reviewer. Journals, regional, and national conferences are common peer reviewed venues for dissemination of scholarship in occupational therapy.

While greater emphasis and value is placed on peer reviewed work, occupational therapists also consider other evidence-based works that have the ability to impact a larger audience to be meaningful works of scholarship. Examples of this are publications in professional/trade magazines (i.e., *OT Practice*, *Rehab Management Magazine*, *News-Line for Health Providers*) or publications for the general public on topics relative to occupational therapy (i.e., the importance of play time for child development in *Parents Magazine*, how to make decisions about whether to discontinue driving for older adults in *AARP Magazine*).

What does and does not qualify as meaningful creative work

No discipline specific notations.

Can "Paid" work be considered scholarship

It may. Essentially, in occupational therapy, the development, dissemination, and/or application of knowledge is typically considered scholarship. Some publishers may pay an OT to author or edit a textbook yet that would still be considered scholarship.

How 21st century forms of disseminating work product into the intellectual marketplace figure into accepted norms of scholarship

The quality and rigor of the work contributes more to the equation than does the method of dissemination. Many high-quality peer-reviewed journals in occupational therapy are online only, and are quite acceptable.

Departmental assessment of scholarship quality

No discipline specific notations.

Departmental assessment of scholarship quantity

The OTD department has agreed that by the 6th teaching year (also to achieve rank of Associate Professor), there needs to be at least one work of scholarship produced from Level A or B. By the 12th teaching year (also to achieve rank of Full Professor), there needs to be at least 3 works of scholarship produced from Level A. Since our program is new, this policy may be reassessed and revised in the future.

Nature of the Discipline(s) in the Department of Occupational Therapy in the Realm of Service***Need, value, and expectation of departmental service***

Since the OTD department includes only 7 full-time faculty members (including the program director), departmental service is highly needed, valued, and expected of all department members. At this point, the entire faculty work together collaboratively to perform tasks that would be designated to specific committees in a larger department. There are currently no "labeled," formalized departmental committees within the OTD program.

Need, value, and expectation of university service

OTD faculty members understand that service to the university is an expectation of their role. OTD faculty are expected to participate in university service activities as designated by the Procedure and Ethics committee (in collaboration with the program director as indicated).

Importance of service to the profession

Service to the profession is highly valued among occupational therapists. Examples would include but not be limited to reviewing grants or peer-reviewing manuscripts, service on regional or national committees for key organizations, advising an OT student organization, or evaluating and guiding a capstone project for a student at another institution.

Importance of service to the community

Service to the community is valued among occupational therapists.

Departmental assessment of service quality

Paid work cannot be considered service. All types of departmental, university, professional, or community service are equally acceptable. See the list of sample service activities at the end of this document.

Departmental assessment of service quantity

It is recognized by the OTD department that the primary service responsibilities will be to the department and the university, followed by service to the profession and community. Aside from the expectation that all faculty serve as advisors, there are no expectations of a particular amount of service activities or hours.