Tab 10

Missouri State University Proposal to Offer a Doctor of Occupational Therapy Degree

Coordinating Board for Higher Education
September 15, 2021

BACKGROUND

The Coordinating Board for Higher Education (CBHE) has responsibility for coordinating, reviewing, and approving proposed new degree programs per §§ 173.005 and 174.160, RSMo. The process for reviewing new degree program proposals is codified in administrative rule 6 CSR 10-4.010 *Academic Program Approval*.

In 2017, the CBHE adopted a process for the comprehensive review of new programs that fall outside the parameters of routine and staff review. The comprehensive review of a program is triggered by the presence of one or more of the following criteria:

- The institution will incur substantial costs to launch and sustain the program;
- The program includes offering degrees at the baccalaureate level or higher that fall within the Classification of Instructional Program (CIP) code of 14, Engineering;
- The program is outside an institution's CBHE-approved mission, including location-based triggers;
- The program will include the offering of a doctoral degree (applicable only to non-University of Missouri institutions);
- The program will include the offering of an education specialist degree.

DHEWD staff worked closely with Chief Academic Officers to review and revise the comprehensive review process. This collaboration resulted in a structured framework using forms to make the overall process more understandable and easier to navigate. The process remains divided into two phases, whereby the institution must receive approval from the CBHE of their Phase I proposal to move to the next phase.

CURRENT STATUS

In June 2021, Missouri State University submitted a Phase I comprehensive review proposal for a Doctor of Occupational Therapy (OTD) program. The proposed program seeks to offer an online post-professional degree to meet current and future demand particularly in the areas of teaching and administration. The program was posted on the department website for public comment for 20 days per the administrative rule. The department received no comments on the proposal.

Department staff reviewed the Phase I proposal to determine compliance with the following criteria necessary to either deny the proposal or recommend approval to the CBHE to move to Phase II:

- Verification that collaboration is not feasible after a good faith effort by the proposing institution
- Verification the proposed program does not unnecessarily duplicate an existing program
- Verification the program will contribute to the CBHE's strategic plan to meet statewide needs

Collaboration: Missouri State University provided correspondence from the University of Missouri indicating collaboration for the proposed program was not feasible at this time. Department staff accepted this as appropriate verification of this standard.

Unnecessary Duplication: The Missouri Economic Research and Information Center (MERIC) provided data regarding the number of new OTDs awarded annually, annual job openings, and employment projections in the field. The data indicate Missouri private postsecondary institutions awarded 27 OTDs in 2019; the University of

Missouri projects it will be able to award approximately 49 OTDs once that program is fully implemented, resulting in an estimated annual supply of 76 new OTDs by 2026.

MERIC staff analyzed the data regarding practitioners and faculty postings for doctorate degree holders. Of the 1,209 job postings in Missouri for occupational therapists, 31% specified education requirements, and 15.6% of those listings required a doctoral degree. Staff extrapolated employers posted positions for 59 OTDs in Missouri for the March 2020 – February 2021 timeframe. As 69% of the job postings did not specify if a doctoral degree was required, the number of open OTD level positions in Missouri may have been higher.

During this same period, staff analyzed data regarding job postings for health specialty faculty. Missouri employers posted 217 positions, only 34% of which specified educational requirements. More than 31% of those postings (23 positions) required a doctoral level degree. As with the occupational therapy advertisements, the majority (66%) did not specify the educational level of the open positions and therefore the need for doctoral level faculty may have been higher.

These projections indicate there were at least 82 job postings in Missouri requiring either an OTD or a doctorate in a health specialty, resulting in an unmet need. Additional analysis of employment projections through 2028 indicate 30 annual openings for OTDs and 172 annual openings for doctoral-level health specialty faculty for a total demand of 202 doctoral practitioners and faculty. Based on this analysis, the department accepted this as appropriate verification of this standard.

Statewide Needs: Based on the analysis by MERIC, the department accepted the above data as appropriate verification of this standard.

RECOMMENDATION

Staff recommend the Coordinating Board approve Missouri State University to move to Phase II of the comprehensive review of the Doctor of Occupational Therapy.

ATTACHMENT

- Phase I Proposal - Doctor of Occupational Therapy Degree

Tab 10 Attachment
Missouri State University Proposal to Offer a Doctor of Occupational Therapy Degree

Missouri State University

Proposed Program:

Doctor of Occupational Therapy

Phase 1 Review

Table of Contents

Need for Program	Page 3
Collaboration with Other Institutions	Page 5
Appendix A	Page 6
Appendix B	Page 65
Form 2.0 Exploration of Collaboration Overview	Page 155
Form 2.1 Justification for Standalone Program	Page 157
Form 3 Supply and Demand Analysis	Page 160
Form 4.4 Comprehensive Review Checklist, Phase 1	Page 164

Need for MSU OTD

There is a need for a post-professional OTD offered by Missouri State University, and it would not be an inappropriate duplication of any existing programs. According to the Code of State Regulations, potential duplication is assessed (see C.2., page 9) within the context of student and state/regional work force demand. Additionally, access considerations such as geographic availability, student population served, and cost of instructions should be taken into account.

Student Demand

Student interest for this proposed doctoral program has been demonstrated by the large number of students who have expressed enthusiasm for it and their intention to enroll in the program if it is offered online by MSU. The OT Department has received inquiries on a consistent basis about the doctoral degree in occupational therapy at MSU. These expressions of interest have occurred in the absence of any public advertising of a potential program. In many cases, mid-career occupational therapist practitioners and mid-level rehab OT managers are reaching out because they understand the additional opportunities for advancement in their existing career paths as well as new directions that will be possible with this professional doctorate. Several alumni who are practicing occupational therapists have sent letters in support of the OTD program and will be provided as called for in the submission of Phase II of this proposal.

Geographic Availability and Student Population Served

MSU has a long history of recruiting and educating individuals from southwest Missouri who ultimately graduate and live and work professionally in this region. The core concepts addressed by the proposed Doctor of Occupational Therapy will be distinctive and unique in that they will reflect MSU's statewide mission in Public Affairs which was granted by the General Assembly and signed by Governor Carnahan in 1995. At the very heart of this public affairs mission is the principle that MSU will be sensitive to the needs of the community and thus will seek to provide the academic programs that address the evolving regional, statewide, and global directions for expertise that higher education serves. Specifically at the local level, southwest and southern Missouri communities have a history of being underserved by health-care professionals. Since the establishment of its Public Affairs mission, Missouri State University has worked extensively to meet this deficit in health-care professionals, and this was the thrust of the CBHE mission-enhancement funding period (1996 – 2001).

At MSU, Public Affairs is embedded into the entire OTD curriculum and focuses on cultural competence/humility, community engagement, and ethical leadership, as opposed to public management. The OT Department provides pro bono occupational therapy services at the university clinic and has strong relationships with local organizations like HOPE Connections, Amish Community in Seymore, Jordan Valley Community Health Center, Isabell House, the National Alliance on Mental Illness-Springfield, and Eden Village.

In addition to the common core in advanced OT practice and public affairs, students will choose a focus area in either college/university teaching or healthcare administration. Although the instruction is offered in an asynchronous manner online, both of these areas capitalize on relationships with local entities to provide networking and/or field experiences. MSU currently has hundreds of MOUs with organizations throughout the region to support field placements or service learning, and these relationships would be important in implementing the OTD.

In the fall of 2019, the OT department sent out a survey to individuals who might be interested in a doctoral level OT program, and the details and results from this survey are described in Form 3. We should highlight that

the respondents to this survey specifically indicated pursuing an online program if it is offered by MSU. Demographics of the survey participants were comparable to the makeup of the students who are currently in our Master of Occupational Therapy program. They tend to come from geographic areas close to Springfield. Approximately forty percent of the alumni from our MOT are employed in Springfield or nearby rural areas. The practitioners in the suburbs and the rural regions around Springfield indicated a desire for the opportunity to further their education here in Springfield with the flexibility to be online to pursue their doctoral degree while working.

The responses to our survey are consistent with the data regarding demands and preferences for online education published in a report by Wiley Education Services (2020; see Appendix A). According to this report, 75% of the respondents chose an online program from a school within 50 miles of their home address. They felt that being close to the university would allow them to emphasize the credentials they would ultimately earn to local employers. Additionally, a small percentage of the respondents like to attend events and participate in activities offered on campus. In other words, the students wanted to be part of the university community, and they felt that a campus closer to home made this more feasible. This relationship continues to be important in the future in terms of donations, student referrals, and enrollment in additional coursework at the alma mater.

Cost of Instruction

Missouri State University remains committed to offering high quality graduate programs at affordable costs. We have been able to offer numerous degrees in the healthcare field for price points that make them feasible for students in the region to pursue. This has been done without sacrificing quality, as evidenced by the current MOT accreditation and the report made by the most recent site visit team for this process. The tuition and fee rates for the proposed OTD offered by MSU will be consistent with our other healthcare degrees we offer and compare quite favorably to the costs associated with pursuing the degree at other state and regional institutions.

Regional Workforce Demand

There is a major need for professionals to serve in the healthcare industry in Springfield and the Ozark region. The Springfield Chamber of Commerce currently lists Cox Health and Mercy Hospital as the top employers in Springfield. Some of the major hospital systems and rehab facilities provide tuition support for their personnel to continue their higher education to equip them for future leadership roles. Potential employers from rehabilitation and hospital settings in the Springfield area have indicated the market demand for the OTD program and provided their own strong endorsement of the program. This local need parallels a national need to expand and deepen the advanced educational preparation of occupational therapy professionals. These professionals serve in leadership roles and develop community-based practice in order to meet diverse community and population needs. The doctoral-prepared graduates can be equipped with specific expertise to serve the elderly, pediatrics, and those with complex neurotrauma, low vision, and mental health challenges. The elderly population has risen in the Springfield area rapidly and is estimated to increase by eighty-seven percent between 2000-2030 (https://oa.mo.gov/budget-planning/demographic-information/population-projections/population-trends). This population will need a health professional like an OT with advanced training in a leadership role to serve in hospitals and community settings in our region. Letters from potential employers discussing the market demand for this program will be provided if we are allowed to proceed to Phase II.

There is a shortage of teaching faculty evidenced by very few applicants for academic searches, and this supports the demand for doctoral-trained OTs in academia. An AOTA Commission on Education Task Group on Faculty Workforce report published in September 2019 explored the extent of faculty shortages in the United States. There were up to 69% current vacancies, with anticipated shortages in the future reported to be 88% for OT programs. Seventy three percent of OTs plan to move from a clinical to an academic position in next 2-3

years. The trends and contextual factors influencing the faculty shortage included lack of qualifications and retirement. The percent of total faculty expecting to retire in the next ten years is 25%. The number of post professional doctorates in occupational therapy (OTD) programs has grown significantly in the last 5 years indicating an increased market demand (see Appendix B for the American Occupational Therapy 2019 report of the COE Faculty Workforce Task Group, which focused on the shortage of OT's to fill the academic teaching positions).

Summary

These articles and reports all emphasize the need for expanding and deepening the advanced educational preparation of occupational therapy professional personnel who are responsible for leadership positions or expanding community-based practice and other emerging practice roles. Further, there is a strong need for faculty to prepare future practitioners who will provide an ever-increasing need for occupational services. These increased demand in the profession's expansion and emerging roles in community, academia, and population health undoubtedly contributed to the positive response to the proposed OTD program. In short, the MSU OTD program is designed to help meet a societal need that is well recognized by hospitals, nursing homes, rehab institutions, school systems and uniquely established to meet that need.

Missouri has a population of over 6,000,000, and it enjoys a rich history of offering students choices for their educational pursuit. Students who are interested in the Doctor of Occupational Therapy should be able to choose from more than one public university as well as the private institutions who offer the degree. This will allow them to take into account the nature of each program, characteristics such as sequence of courses and areas of emphasis, perception of quality, and affordability in order to ensure optimal alignment with their personal circumstances and professional goals.

Collaboration with Other Institutions

During the earliest planning stage, Missouri State University's Department of Occupational Therapy, which is in Springfield, Missouri, reached out to the University of Missouri in Columbia, Missouri, to potentially collaborate to offer the Doctorate in Occupational Therapy at the post-professional level. The Dean of the Graduate School at MSU and the Department Heads of Occupational Therapy programs from both the institutions, and the Senior Associate Vice President for Academic Affairs, University of Missouri System, discussed possible collaboration during July of 2020. The University of Missouri was not interested in jointly offering the doctoral degree. Each of the Missouri universities has a unique geographical location and differs in the type of students that attend. It was not feasible to offer any courses collaboratively at that time, but the possibility may develop in the future. See Form 2 for letter from the Senior Associate Vice President for Academic Affairs, University of Missouri System.

Appendix A

2020

ONLINE COLLEGE STUDENTS

Comprehensive Data on Demands and Preferences

WILEY
EDUCATION SERVICES

Education Dynamics®

Coordinating Board for Higher Education
Tab 10 Attachment: Missouri State University Proposal to Offer a Doctor of Occupational Therapy Degree
September 15, 2021

ONLINE COLLEGE STUDENTS 2020

Comprehensive Data on Demands and Preferences

A joint project of Wiley Education Services and Aslanian Market Research, a division of EducationDynamics

Andrew J. Magda
David Capranos
Carol B. Aslanian

A number of individuals contributed to the project.

The Wiley Education Services team includes Andrew Magda, David Capranos, Shandi Thompson, Julie Davis, Jessie Hansell, Isaac Marvel, Jackie Hack, Christy Swanberg, Maureen Swiertz, Kelly Lewis-Pratl, Melissa Bouton, and Mark Wheeler.

The Aslanian Market Research team includes Carol Aslanian and Steven Fischer.

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June 2020
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Table of Contents

FOREWORD 5

INTRODUCTION 6

KEY FINDINGS 7

SECTION 1: UNDERSTANDING THE ONLINE COLLEGE STUDENT 10

Choosing a School and Program 11
Deciding to Study Online 12
Experience with Online Study 13
Transferring Undergraduate Credits 14
Program of Study 17
Career Motivations 18

SECTION 2: THE ONLINE COLLEGE STUDENT ENROLLMENT PROCESS 19

Number of Schools Contacted 20
Application Timeline 21
Hurdles in the Enrollment Process 21
Influential Sources of Information 23
Frequent Online Activities 24

Coordinating Board for Higher Education
Tab 10 Attachment: Missouri State University Proposal to Offer a Doctor of Occupational Therapy Degree
September 15, 2021

SECTION 3: INSIGHTS ON VALUE AND COST 25

Price and Return on Investment 26
The Importance of Scholarships 26
Tuition Benefits and Discounts 28
Payment Routes and Debt Incurred 29
The Perceived Value of Online Learning 31

SECTION 4: FEATURES OF ONLINE PROGRAMS 32

The Use of Mobile Devices for Online Learning 33
Familiarity and Participation in MOOCs 35
MOOC Interest 37
The Role of Residencies in Online Education 38
Distance to Campus and Visiting Behaviors 40

SECTION 5: PROVIDING SUPPORT AND BUILDING ONLINE CONNECTIONS 43

The Need for Career Services 44
Online Alumni Engagement 47

METHODOLOGY 49

SURVEY DEMOGRAPHICS 51

REFERENCES 55

AUTHORS 57

Foreword

Now in its ninth year, the Wiley Education Services' annual *Online College Students* report, in partnership with Aslanian Market Research, a division of Education*Dynamics*, is the latest culmination of market-leading insights into online learner perceptions, behaviors, and the evolving online education landscape.

Throughout the years in which we have produced our reports, more than 15,000 fully online learners have been surveyed. We are pleased that the data continue to shape administrative decision-making and have become instrumental in empowering institutions to better understand and adapt to changing student behaviors. Each yearly report has been downloaded more than 2,000 times and has served as the benchmark for numerous college administrators' decisions surrounding online learning.

Year-over-year, we've found that many trends have remained consistent. For example, online learners continue to prefer institutions close to their home, along with making decisions based on factors such as affordability or reputation. On the other hand, newer trends have emerged in recent years, such as the overwhelming preference for alternative modes of access to online coursework and communications.

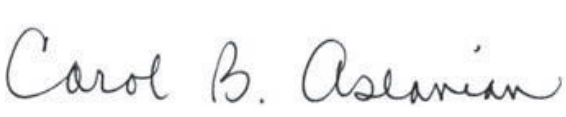
This year, our report's findings are decidedly more relevant considering COVID-19, which has impacted and will continue to impact higher education in meaningful ways. Now more than ever, it is important to understand who the online learner is and what their preferences are, as many colleges and universities may be preparing to transition more programs online soon.

It should be noted that this year's report findings reflect online learners surveyed in January and February of this year and are focused on the traditional population of learners seeking to enroll or who have enrolled in online programs. Therefore, findings are not representative of students who are now experiencing remote or online learning as a result of COVID-19. This is a distinction worth noting as you continue reading.

We hope this report supports you in better understanding online education and in delivering programs that best fit the needs of learners today and in the future.

Be Well.

Todd Zipper,
President, Wiley Education Services



Carol Aslanian,
President and Founder, Aslanian Market Research,
a division of Education*Dynamics*

Coordinating Board for Higher Education
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INTRODUCTION

The higher education marketplace has been in an unprecedented decline for close to a decade.[1] However, despite the struggles of the broader industry, online enrollment continued to grow for much of this time.[2] Given the sustained growth of online programs, competition continues to rise as more institutions launch online offerings. More than 70% of colleges and universities expect to launch one to four new online undergraduate programs over the next three years.[3]

Online learners are different from those who typically enroll in campus-based, face-to-face programs. This report provides higher education leaders with the data they require to help recruit, maintain, and graduate online college students from their respective institutions.

Programs and institutions must stand out among competitors in order to continue long-term growth and success. We hope the data in this report can help institutions decide what their unique value proposition is for their segment of the broader marketplace.

This is the ninth edition of *Online College Students*. This year's report is based on a survey conducted by Wiley Education Services and Aslanian Market Research, a division of Education*Dynamics*, in early 2020 of more than 1,500 past, present, and prospective online college students across the nation. The survey that underpins this report has evolved. Some questions remain nearly every year, while those with more consistent responses rotate to identify significant shifts in attitudes. We urge colleges and universities interested in serving the online student population to review the past Online College Students reports as well. Please visit edservices.wiley.com/resources and www.educationdynamics.com/e-books to access those reports.

We hope online education leaders will find the following information useful in expanding access and improving the quality of their programs. Recommendations for online programs based on survey findings and our collective experiences are presented throughout each section.

KEY FINDINGS

Below is a summary of key findings within this report.

Based on this survey and previous surveys, we know the top factors for learners when choosing to invest in their online education include the following:

COST IS NOT THE ONLY FACTOR INFLUENCING STUDENTS' CHOICES.

More than half of students cite affordability as their most important factor when evaluating online programs. Colleges and universities could take multiple steps to provide their students with value, including lowering their tuition if possible or adjusting other elements that add cost to a program.

For example, the length of the program influences affordability. Schools could minimize the total credits needed to graduate or try to accept as many credits as possible from past student learning via prior learning assessments, American Council on Education credits, credit by exam, and more. Two-thirds of undergraduate students have credits that could transfer.

Scholarships are another option for institutions to consider. They were the second most popular affordability factor in terms of influence. A $500 annual scholarship could be enough to sway 26% of students to choose one school over another.

In the end, 78% of online college students believe their program was worth the overall cost.

ONLINE STUDENTS WANT TO FEEL PRIDE IN THEIR INSTITUTION.

Reputation has consistently been the second most important factor for online college students when selecting a school or program. Sixty-four percent of students are willing to pay more in tuition if they feel they are gaining something from it. Thirty-nine percent of respondents would consider that gain to be the reputation of the school.

Although they study online, many students want to visit campus or associate themselves with the institution. Seventy-five percent of respondents chose a school within 50 miles of their home address. Their proximity to the school allows them to tout their local credentials to employers. The proximity also allows more than 10% to attend on-campus sporting events and 9% to participate in student activities on campus.

This bond with campus and desire to affiliate with the overall reputation of their institution compels 12% of past students to donate to their alma mater, 22% of them to refer new students to the school, and more than one-third to enroll in additional courses once they complete their degree.

LEARNERS SEEK THE QUICKEST PATH TO COMPLETION.

The third most important factor for online college students is the ability to apply transfer credits toward their degree program. This attribute intertwines with affordability, as well as time to completion of degree programs.

Online college students are interested in speed during all aspects of their program, from the point of starting their search to submitting their first application. Forty-seven percent of respondents submit their applications in four weeks or less. On average, learners consider one or two institutions, which makes providing them with all the needed information during the enrollment process paramount to successful recruitment.

Hurdles that schools can attempt to reduce for students include financial aid processes and transfer credit policies, both of which influence time to completion.

IF YOU DO NOT BUILD IT, THEY CANNOT COME.

More than half of online college students note that if their online program were not available at their chosen school, they would look for a similar online program elsewhere. Notably, they would not consider enrolling in an on-campus program or pursue another field of study at their chosen college or university.

ONLINE LEARNERS EXPECT SPEED AT ALL POINTS OF THE PROCESS.

As noted earlier, 47% of online college students submit their first application within four weeks of beginning their search. They value speed throughout their enrollment and studies, including the acceptance of transfer credits to help accelerate their time to completion. Online college students are motivated by their careers, including career changes or earning raises. Therefore, they are looking for the quickest way to achieve their goals.

THE MYTH THAT ONLINE STUDENTS DON'T NEED CAREER SERVICES IS FALSE.

More than 80% of institutions offer career services in some form for online learners. Up to half of online college students take advantage of at least one of these services. Online college students are career professionals, but they still need career guidance. Although three-quarters are employed at least part-time, nearly half are looking to start a new career and need support.

MOOCS REMAIN ON THE PERIPHERY.

Although massive open online courses (MOOCs) were a hot point of discussion in higher education not long ago, the number of current or prospective students who have enrolled in a MOOC previously remains low at just 13%. Of those who have enrolled in a MOOC previously, more than half are unsure if they are a proper route to their goals or if their employers value them. When comparing the value of a MOOC to a course that was part of their degree program, 38% of respondents felt a MOOC was on par with a credit-bearing course.

STUDENTS WANT TO LEARN ON-THE-GO.

Seventy-four percent of online college students want to use their mobile devices, such as a phone or tablet, to help them progress through their courses no matter where they are. Most of these on-the-go students use these devices to complete readings or to view videos. Some communicate with their instructors or fellow students. These interactions with faculty or classmates are crucial to student success, as highlighted in Online College Students 2019.

SECTION 1

UNDERSTANDING
THE ONLINE COLLEGE STUDENT

Choosing a School and Program

In the past seven reports, affordability has been the most significant factor for online college students. That remains the case in this edition. About half of respondents said it was the most important factor to them.

Reputation continues to be the second most important aspect for students when they are choosing where to enroll. Being awarded academic credit for life experience and a quicker path to completion are vital factors for learners, as well.

What are the most important factors in your decision about the school in which to enroll for an online program?

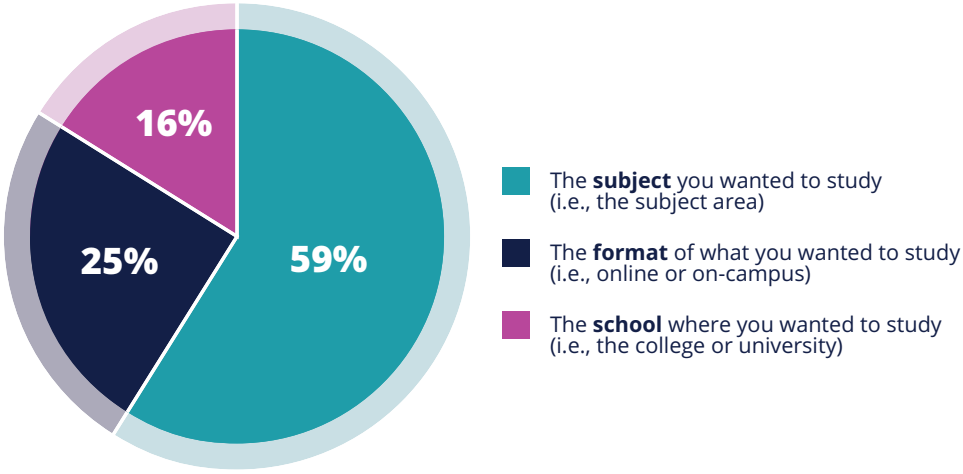
Affordability	51%
Reputation of the school/program	36%
The school awarded academic credit for my work/life experience	29%
Offered quickest path to a degree	28%
I can take both online and on-campus courses during my program	27%
Proximity to where I live or work	22%
Quality of faculty	21%
Had favorable admissions requirements	15%
Recommendation of people I respect	15%
The school's mission/values align with my values	14%
Familiarity with the school	13%
Positive interactions with staff during my search process	12%
My employer had a relationship with the school	11%
Alumni achievements	4%
Something else	2%

Deciding to Study Online

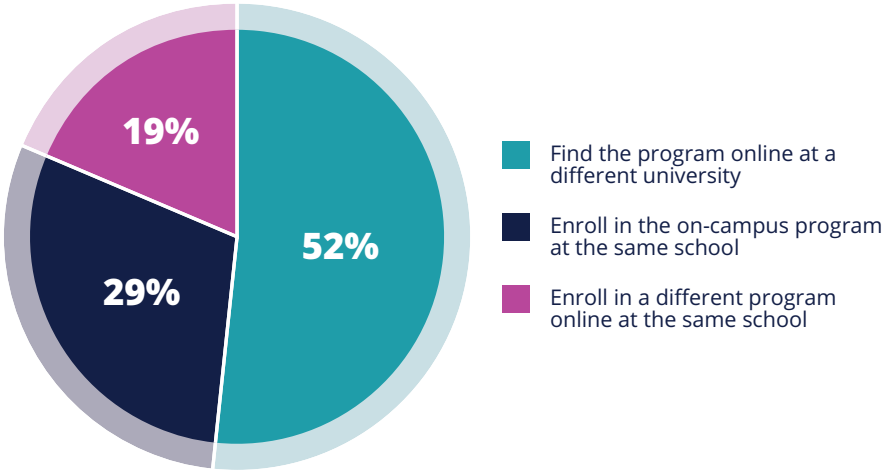
When deciding to go back to school, students stated their chosen subject of study was more important than the format or institution. Other factors are not enough to sway learners if their program of choice is unavailable. Therefore, colleges and universities must offer programs students want.

When asked about the importance of having the right program as well as an online format, 52% of respondents note that they would rather seek out a school with the right program and format than attend an on-campus program (30%) or choose a different area of study (19%).

When deciding to go back to school, which of these were most important to you?



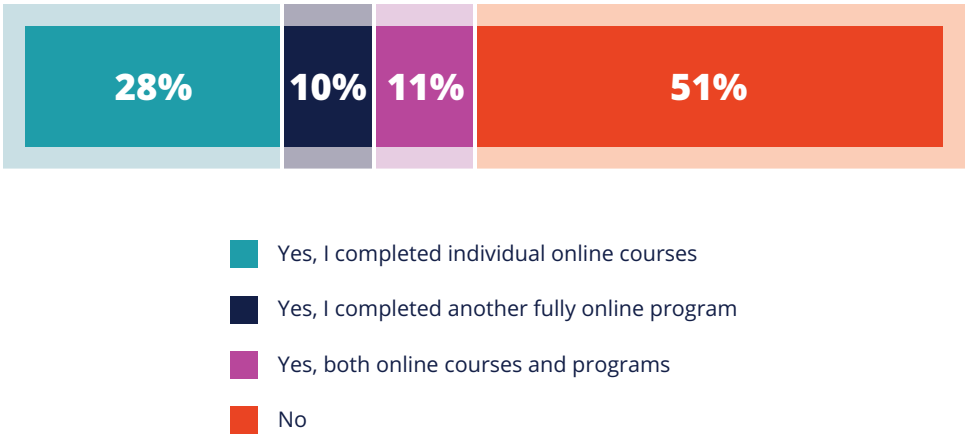
If the program you wanted to enroll in was not available in an online format, would you:



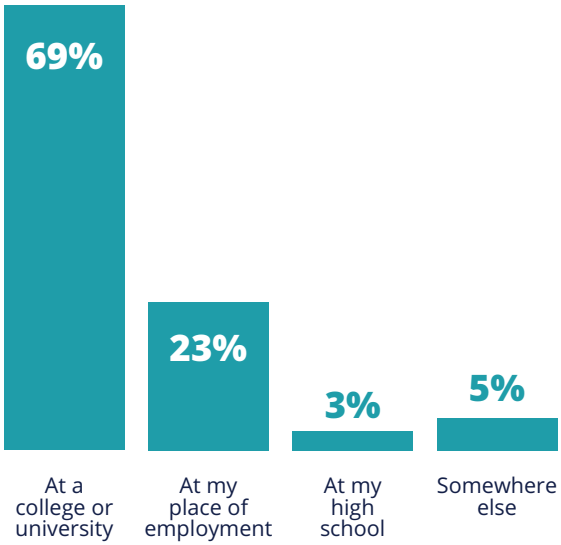
Experience with Online Study

Nearly half of online college students had previous online learning experience, either in the form of individual courses or a completely online degree program before enrolling in their current online program. In a follow-up question to learn where these experiences occurred, nearly 7 in 10 students had completed online study at a college or university. Almost a quarter completed online learning at their place of employment. Despite the growth of online high schools and high school students taking online courses, just 3% of students received online learning experience in high school.

Prior to your online study, had you enrolled in fully online courses or programs previously?



Where did you complete your most recent online learning? (if "Yes" to previous)

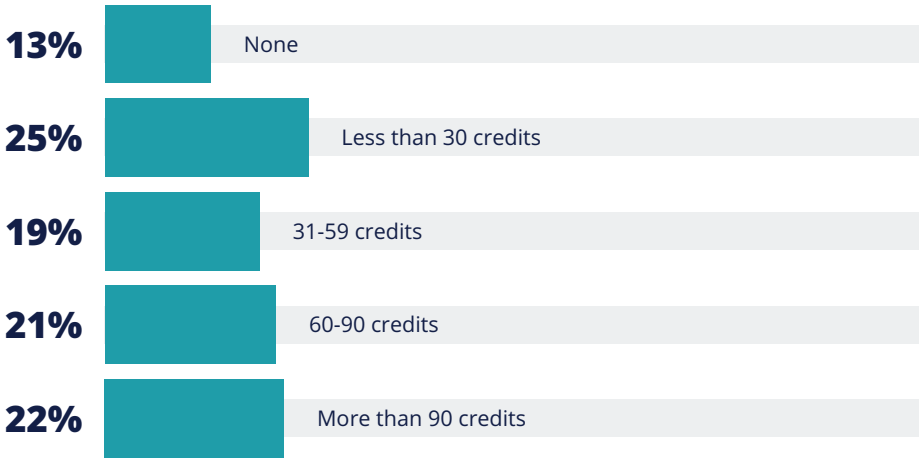


Transferring Undergraduate Credits

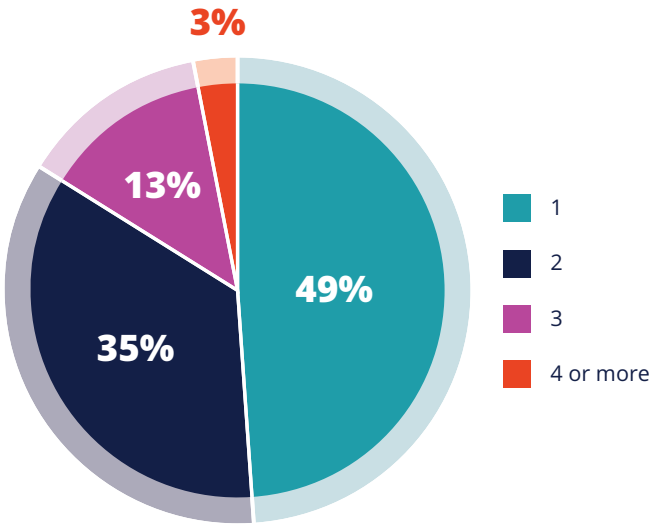
Online college students come from varied backgrounds. Unsurprisingly, our respondents were split almost evenly between those who have been out of school for more than five years and those who have been out for less than five years. Eighty-seven percent of undergraduate students entered their program with transfer credits from an average of one to two institutions. These credits were primarily from face-to-face classroom courses rather than online coursework.

How long has it been since you were last enrolled in undergraduate study?

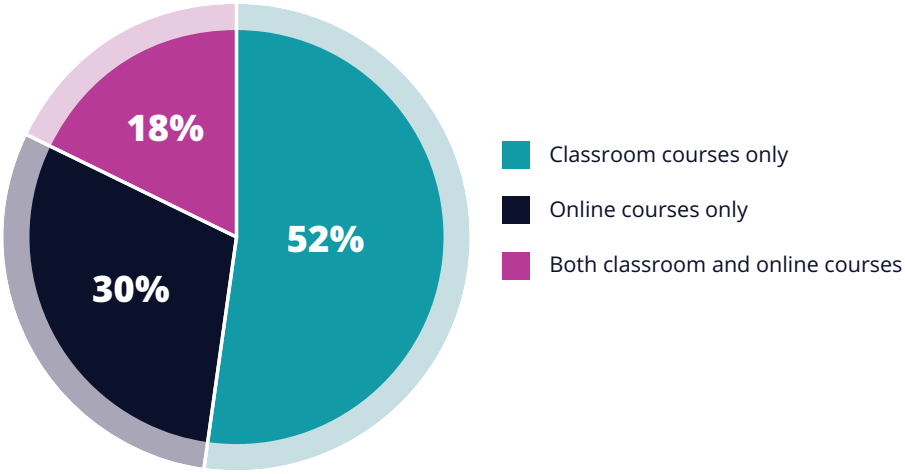
How many undergraduate credits did you earn?



At how many institutions have you previously earned undergraduate credits?



How did you earn your previous credit?



Recommendation

Schools should streamline the transfer credit process as much as possible for undergraduate students. This includes providing examples on the school's website of degree plans for programs and clear transfer credit policies that outline sources of accepted credit. Staff who interact with potential students should be well versed in these policies, as well as average turnaround time for credit assessments.

Program of Study

Survey respondents showed strong interest in business as their desired field of study for online undergraduate and graduate programs. Arts and humanities programs, along with STEM programs, have grown in popularity with our respondents. This year's survey had fewer respondents in education programs at the graduate level.

What was the subject area of your degree?

	Undergraduate	Graduate
Business	29%	26%
Arts & Humanities	15%	9%
Computers & IT	14%	11%
Science, Technology, Engineering, or Mathematics	10%	13%
Health & Medicine	10%	8%
Social Sciences, Criminal Justice, Law	9%	9%
Education & Teaching	8%	20%
Counseling, Human Services	4%	4%
Other	1%	0%

Career Motivations

More than 90% of those surveyed have professional objectives they want to achieve with their program. Nearly half of the students surveyed hoped to change their careers with their new degrees. Career changers were split between those who want a career that better aligns with their interests and those who want to earn more money in their new career. Graduate students are more focused on promotions within their profession than undergraduates. Undergraduates are more likely to be focused on starting a new career.

What is your primary career objective for earning this online degree?

	Total	Undergraduate	Graduate
To start a new career to earn more money	25%	28%	20%
To start a new career more aligned with my interests	24%	24%	23%
To get a promotion within my current profession	14%	10%	21%
To get my first professional/salaried job	13%	15%	11%
To increase my salary within my current profession	10%	9%	11%
It is required by my employer/to keep my current job	6%	5%	7%
Something else	3%	2%	3%
I do not have a career objective for this degree	6%	7%	4%
Recommendation of people I respect	6%	7%	4%

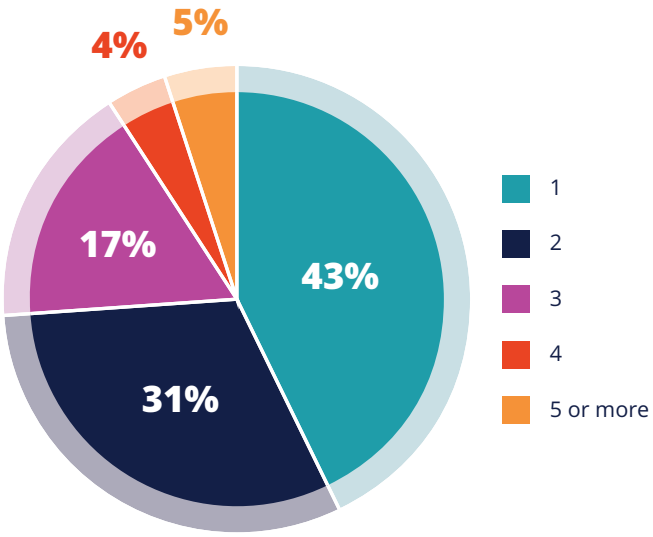
SECTION 2

THE ONLINE COLLEGE STUDENT
ENROLLMENT PROCESS

Number of Schools Contacted

Nearly 60% of online learners contacted multiple institutions when going through their college selection process. Still, more than 40% of online learners requested information from just one school during their selection process. On average, students contacted two schools.

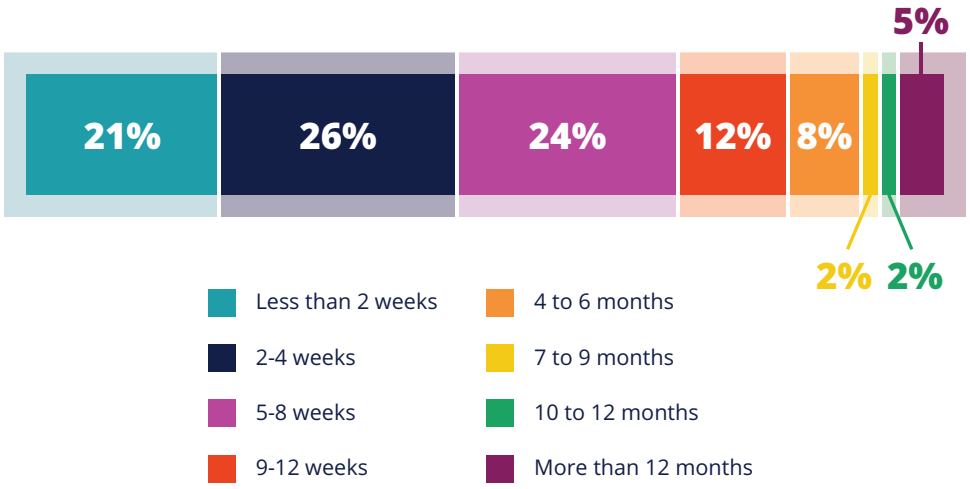
How many schools did you contact or request information from about their online programs?



Application Timeline

More than 40% of online college students decided where to submit applications in less than a month, with 21% deciding in less than two weeks. This rapid decision-making process emphasizes the need for quick and thorough responses from institutions when students first reach out to them.

How long did it take you from the time you first started your search for an online program to completing your first application?



Hurdles in the Enrollment Process

Financial aid and the overall financial process remain the most challenging parts of enrollment for online students to navigate. Eighteen percent of respondents noted the financial aid forms were the most difficult part of enrollment for them. An additional 18% of respondents said determining how they would pay for their education was the most difficult part. Not far behind was transferring credits. The more schools can do to simplify these points in the enrollment process, the easier it will be for potential students to make well-informed decisions about where to enroll.

What was the most difficult part of your enrollment process?

Completing financial aid forms	18%
Determining how to pay for school	18%
Getting previous credits transferred	15%
Completing the application	11%
Gathering transcripts	10%
Understanding the enrollment process	7%
Scheduling courses	7%
Writing essays	5%
Registering for courses	5%
Gathering recommendations	3%
Something else	1%

Recommendation

Institutions should provide preliminary transfer credit assessments, explain scholarship opportunities, and discuss the overall affordability of the program before asking students to commit fully. This information, if presented as non-binding and preliminary, provides students with knowledge about what they may need to finance for their education and allows them to make the best-informed decisions possible.

Influential Sources of Information

When considering what institution to attend, online college students seek information from several sources. When weighing feedback, learners found information from third parties, such as online reviews or the opinions of friends or employers, more influential than direct communication from the school. Placed advertisements, whether on websites, social channels, or billboards, had little influence on potential online college students.

Which of the following were most influential in selecting a school? [Select up to three]

Online reviews of the school	29%
Friends' opinions	21%
My employer	17%
Direct mail from the school	15%
Community college I attended	13%
Emails from the school	10%
College fair or event	9%
TV commercials about the school	8%
Ads on websites I visit	7%
Videos on YouTube	6%
People/groups I follow online	5%
Posts on Facebook or other social media sites	4%
Ads on apps that I use	3%
Podcasts	2%
Billboards	2%
Radio commercials about the school	2%
Ads on Pandora or Spotify	2%
Ads on streaming services such as Hulu	2%
Something else	7%

Frequent Online Activities

Though respondents did not find ads on Facebook and YouTube to be the most influential sources of information, they are likely to see them. Fifty-one percent of learners said they access Facebook daily, and 30% said they visit YouTube daily. Nearly a third of respondents spend time on Instagram or Twitter weekly. Twenty-five percent access LinkedIn weekly, but 32% of respondents did not have a LinkedIn profile. Online students are likely to frequent these platforms and see ads, but institutions should not assume these ads are converting potential students into applicants.

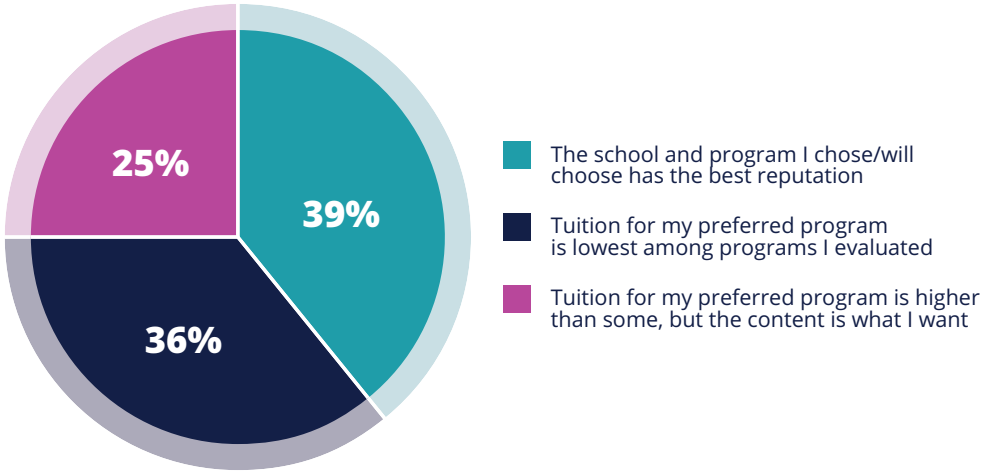
SECTION 3

INSIGHTS ON VALUE AND COST

Price and Return on Investment

Thirty-six percent of online college students chose the least expensive program they found during their selection process. For them, the price was the ultimate deciding factor. However, 64% of students would spend more for a perceived return on their investment, such as the reputation of a school or program or a program aligning with their needs.

Which one of the following statements about tuition is closest to how you made or will make your most recent enrollment decision?



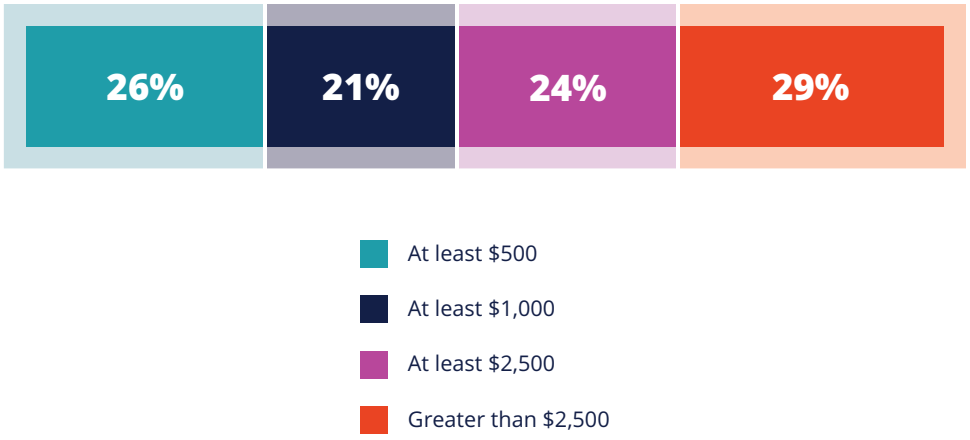
The Importance of Scholarships

Given the importance of affordability for online college students, institutions can create value and savings for learners in a variety of ways. Online students appreciate free courses, as well as scholarships. More than a quarter of respondents said a $500 annual scholarship would influence them to choose one institution over another. Forty-seven percent would be influenced to choose one school over another for $1,000 or less. The influence of scholarships illustrates the importance of affordability. It also highlights a lack of differentiation among online offerings that allows students to default to price as a leading factor in their decisions.

Which would be the most attractive way a school could influence you to select it over another school?

Free course	30%
Scholarships	26%
Tuition payment plan	19%
Free textbooks	8%
Audit a class for free	8%
Free technology equipment (computer, tablet, etc.)	6%
Alumni discount	4%

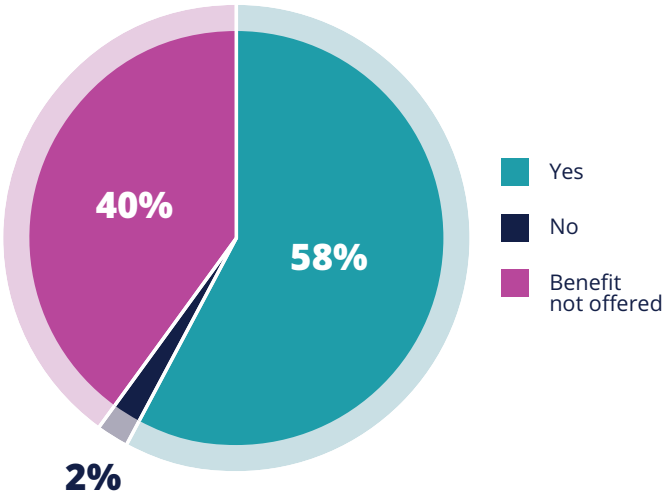
The annual scholarship amounts that may sway the online student to enroll in one school over another.



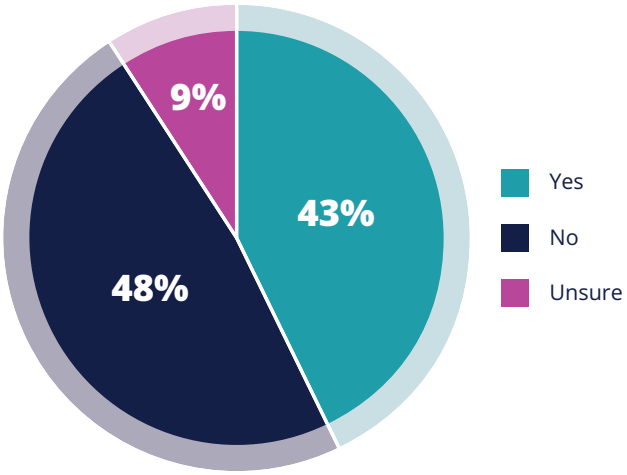
Tuition Benefits and Discounts

Of those learners who were employed, 60% were offered tuition reimbursement from their employers. Nearly all who could use that benefit took advantage of it. Additionally, a significant portion of survey respondents noted that the school they chose offered a tuition discount to their company.

Did you use employer tuition reimbursement?



Did your school offer tuition discounts for employees at your company?



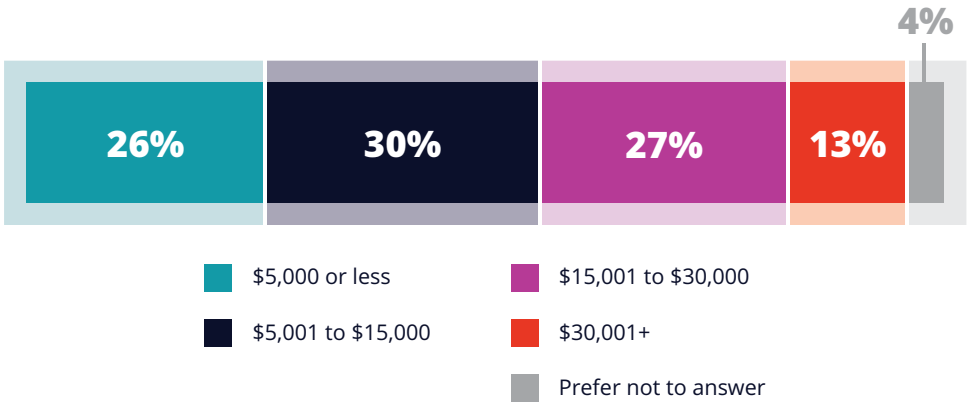
Recommendation

Students want to maximize their benefits. Schools should ask local employers to direct potential students to their school in exchange for a discount on tuition for their employees. If employees can pair those discounts with their tuition reimbursement benefits, they may choose that institution over another. A savings of just $500 annually could sway as many as 26% of students.

Payment Routes and Debt Incurred

Twenty-eight percent of online college students reported they did not incur any debt from their online degrees. Of those who did obtain debt from their degree, more than a quarter reported it was $5,000 or less. Forty percent took on more than $15,000 of student debt. The sources of their debt include credit cards and student loans. Students often rely on employer benefits and scholarships to help pay for their online programs.

How much debt did you incur from earning your online degree / certificate?



How did or do you plan to pay for this program? [Select as many as apply]

Credit card	27%
Employer tuition benefits	24%
Scholarships from the school	22%
Student loans	20%
Scholarships from outside of the school	13%
Private loan	11%
Family member	9%
Other	10%

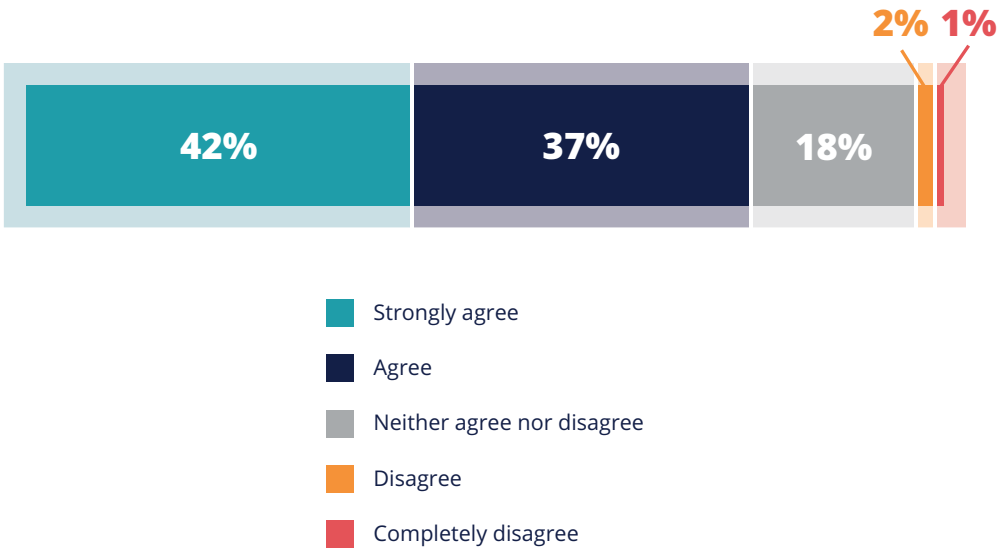
The Perceived Value of Online Learning

Seventy-eight percent of online students who have also learned in a face-to-face setting feel their online experience was the same or better than their classroom experience. Overall, 79% of those who completed their online degree agree or strongly agree that it was worth the cost.

How would you compare the instruction of your college-level online learning experiences with your college-level classroom experiences? Online learning is:

Better	41%
About the same	38%
Not as good	15%
I have not yet enrolled in any college-level online study	4%
I have not enrolled in any college-level classroom study other than my online program	2%

My online education was worth the cost.



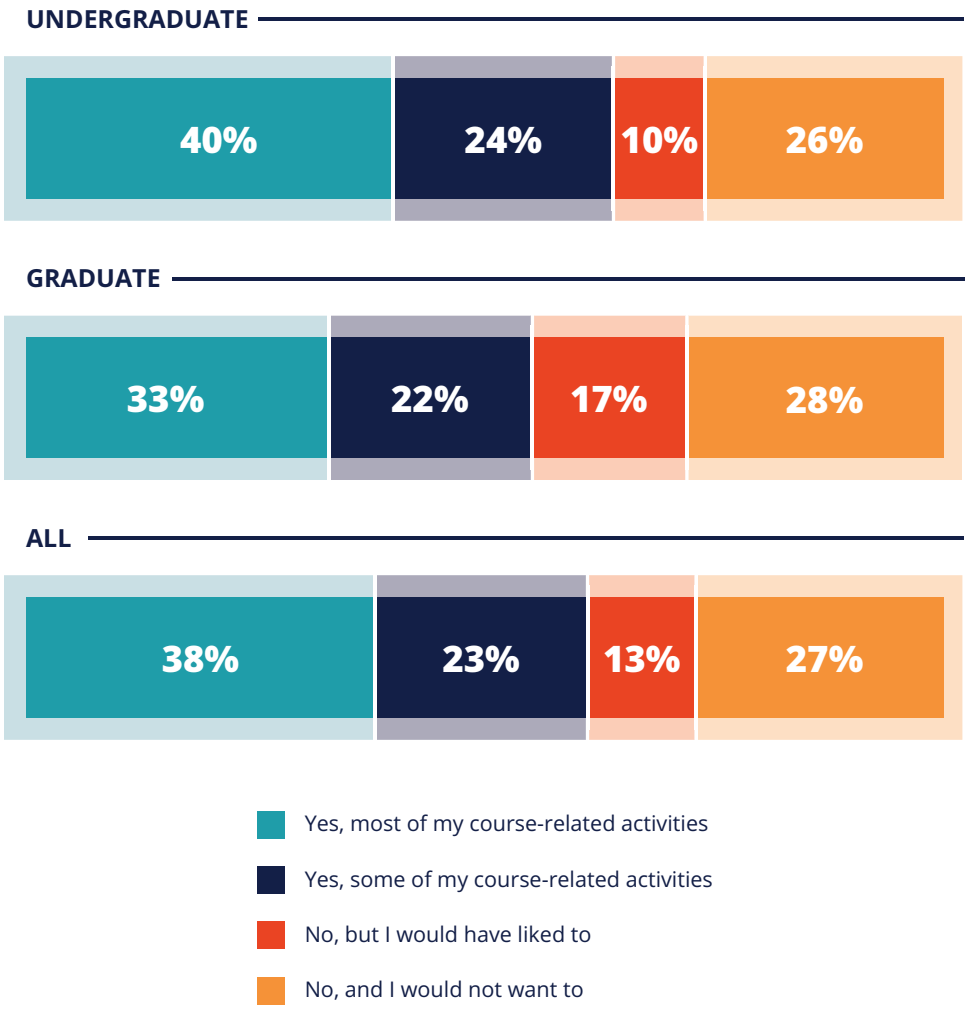
SECTION 4

FEATURES
OF ONLINE PROGRAMS

The Use of Mobile Devices for Online Learning

Seventy-four percent of students in online programs want to use their mobile devices, such as a phone or tablet, to help them progress through their courses. Sixty-one percent of our respondents used mobile devices, while 13% wish they could have used their mobile devices to access their course materials. Learners surveyed used these devices primarily to complete readings or to view videos. Respondents also reported using these devices to communicate with their instructors (25%) or fellow students (23%).

Do you complete any of your actual online course-related activities using your mobile device (a phone/tablet but not a laptop)?



During your online studies, how do you use a mobile device (phone/ tablet but not a laptop)? [Select all that apply]

Completing digital readings	47%
Completing videos or other multimedia learning	35%
Completing practice activities	32%
Completing graded activities	27%
Communicating with professors	25%
Communicating with other students	23%
Researching additional information	21%
Participating in a discussion forum	13%
Something else	1%

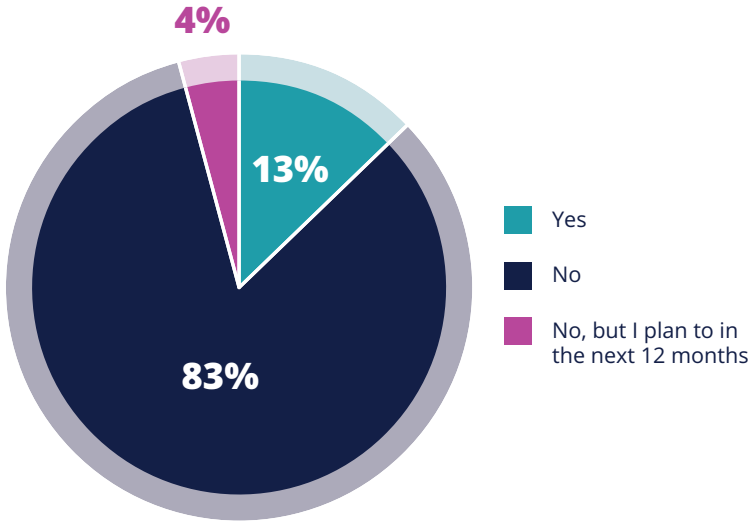
Recommendation

The importance of mobile devices in online learning cannot be overlooked. Today, learners primarily want to complete their readings on mobile devices. However, they will soon want to complete more of their online coursework and class communication in the same way.

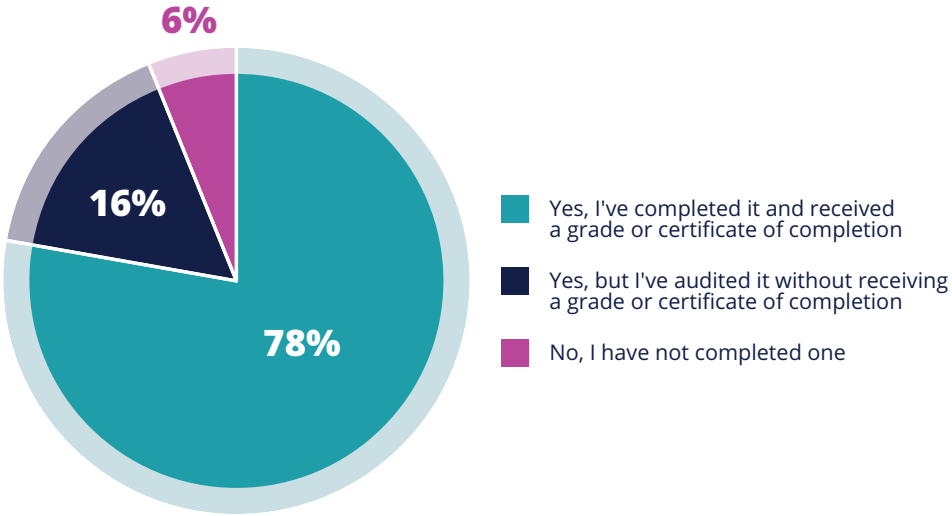
Familiarity and Participation in MOOCs

MOOCs have played a role in higher education for nearly a decade. They have evolved as a vehicle for teaching specific skills and leading students into a certificate or degree program. Despite enrolling thousands of students in a single course, fewer than one in five online college students have enrolled in one. Of the 13% who did enroll, 94% completed the course, even though MOOCs generally have low completion rates. However, most students remain unsure if MOOCs are suitable for obtaining new skills.

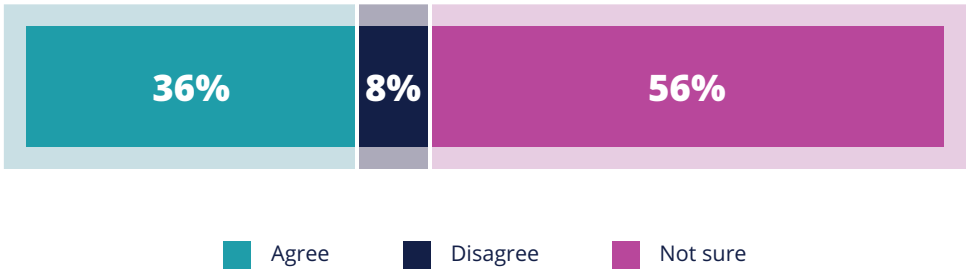
Have you ever enrolled in a massive open online course (MOOC) through Coursera, edX, Udacity, FutureLearn, NovoEd, or similar platform?



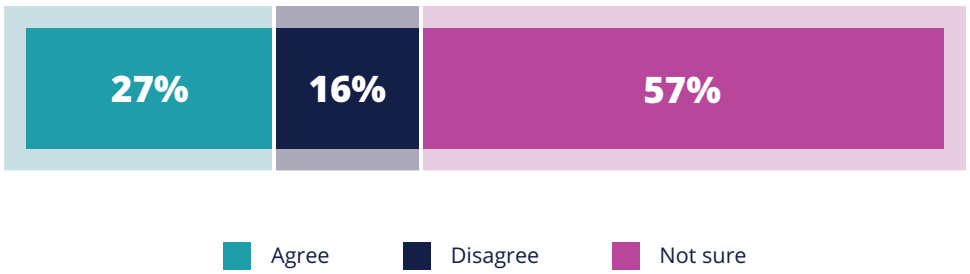
Have you completed a MOOC?



MOOCs are a great way for me to obtain the skills I need to progress in my career.



My employer feels MOOCs are a great way for employees to obtain a new skill.



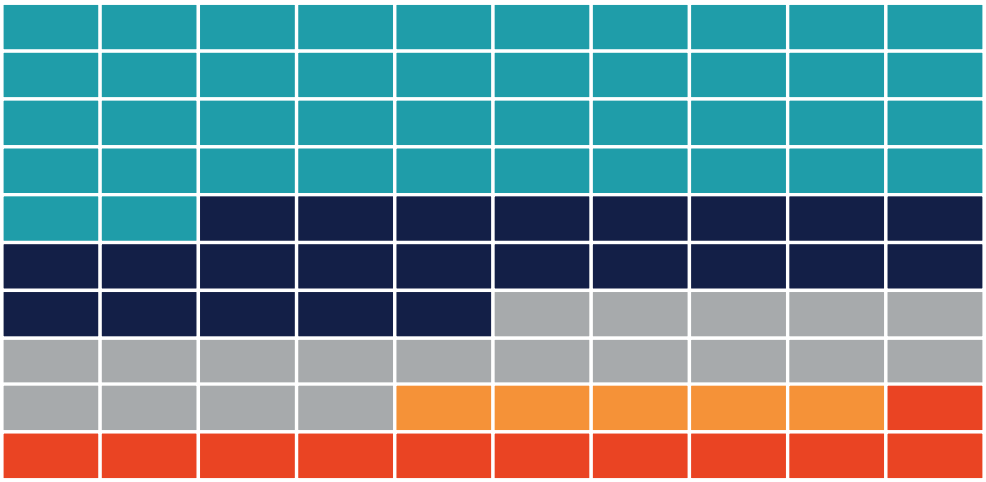
MOOC Interest

Looking closer at those who have enrolled in a MOOC, we found that most are employed full-time. These learners are price sensitive but value gaining skills to help them in the workplace. For example, MOOC users are more likely to use their employer's tuition reimbursement program and be swayed by scholarships during program selection than non-MOOC users. Those who enroll in MOOCs understand the value proposition of the open course method.

The Role of Residencies in Online Education

Nearly two-thirds of online college students are open to traveling to campus for one class session per course for the duration of their program. Thirty-two percent would not consider a program if it included a residency, such as required time on campus or an off-campus site. However, 41% of online college students would seek a program with a residency component, such as time on campus or an off-campus site.

I would be willing to come to campus for one class session per course for the duration of my program.



42% Strongly agree/ agree

23% Somewhat agree

19% Neither agree nor disagree

5% Somewhat disagree

12% Strongly disagree/ disagree

If a program I am interested in requires a residency, I would still consider enrolling in it.

27% Strongly agree/ agree

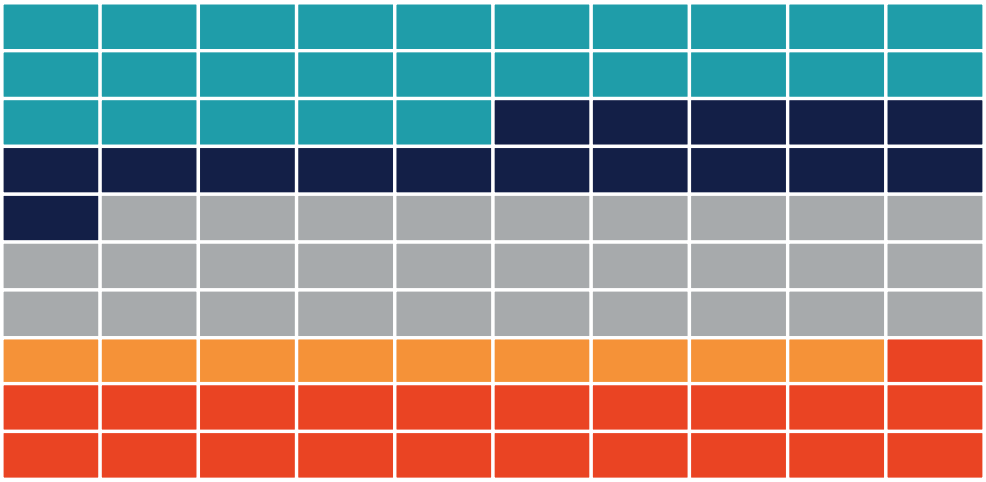
16% Somewhat agree

25% Neither agree nor disagree

9% Somewhat disagree

23% Strongly disagree/ disagree

I would seek out a program that includes a residency consisting of one or more full-day visits to campus.



25% Strongly agree/ agree

16% Somewhat agree

29% Neither agree nor disagree

9% Somewhat disagree

23% Strongly disagree/ disagree

Distance to Campus and Visiting Behaviors

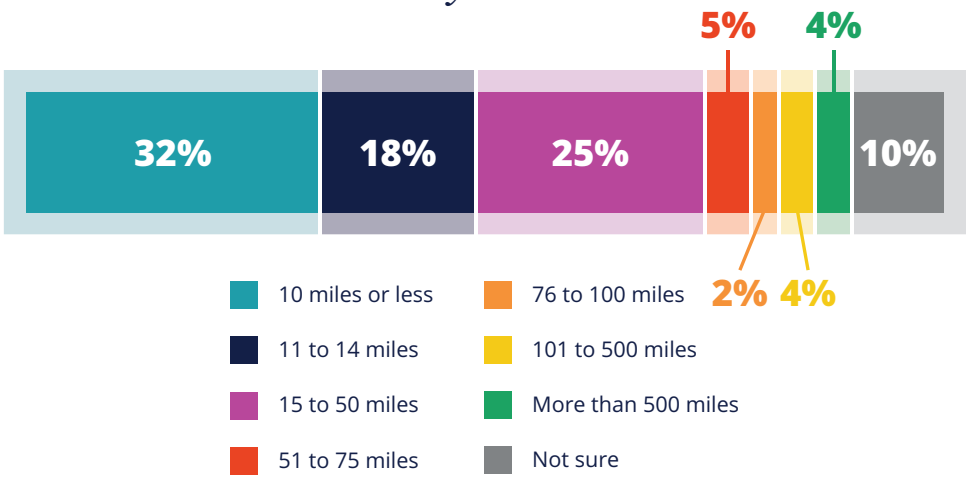
Online college students continue to seek local institutions for their studies. In 2012, 44% of survey respondents said their campus was within 50 miles of their home. This group increased to 67% in 2019. In 2020, 75% said their campus is within 50 miles of their home. In fact, 50% of students reported being within 15 miles of their campus.

This trend of selecting a school close to home results in more campus visits. Seventy-one percent of survey respondents said they visited campus within the past 12 months. Of those who visited, 27% did so to see an

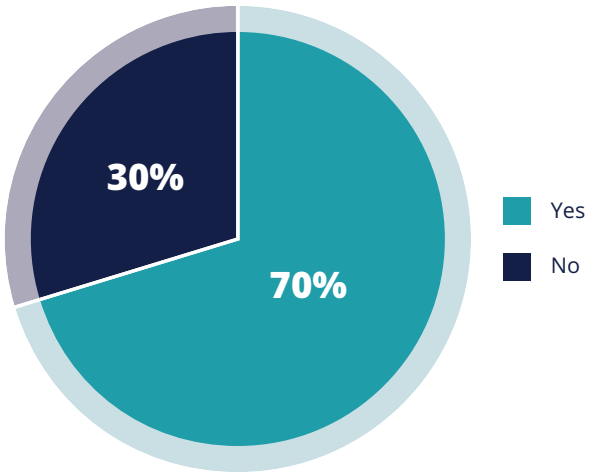
instructor in person, 27% attended a face-to-face session of their online course, and 24% visited to resolve an administrative issue. These visits differ from residencies in that they are not required by the program.

Not all reasons for visiting were related to their programs. Twelve percent reported attending a sporting event on campus. Nine percent took part in a student activity, played a sport, or took advantage of the campus gym facilities.

How far do you live from the closest campus/service center of the school you attend?



Have you visited the campus/service center of the school you are attending within the last 12 months?



Why did you visit the campus/service center? [Select all that apply]

To see an instructor	27%
To attend a classroom session (for an online course)	27%
To make a payment or address another administrative issue	24%
To attend an orientation/information session	22%
To meet a study group	20%
To attend a sporting event	12%
To participate in a student activity/sport/use the gym	9%
Something else	3%

Recommendation

Online students, though seeking the convenience of learning off-campus, still want to be a part of a campus community. Institutions should reach out to this student group and create ways to include them in on-campus activities. These events should not be mandatory, but learners value the connection. Events could include meeting up with classmates at a sporting event, invitations to lecture series, or student and faculty meet-ups.

SECTION 5

PROVIDING SUPPORT
AND BUILDING ONLINE CONNECTIONS

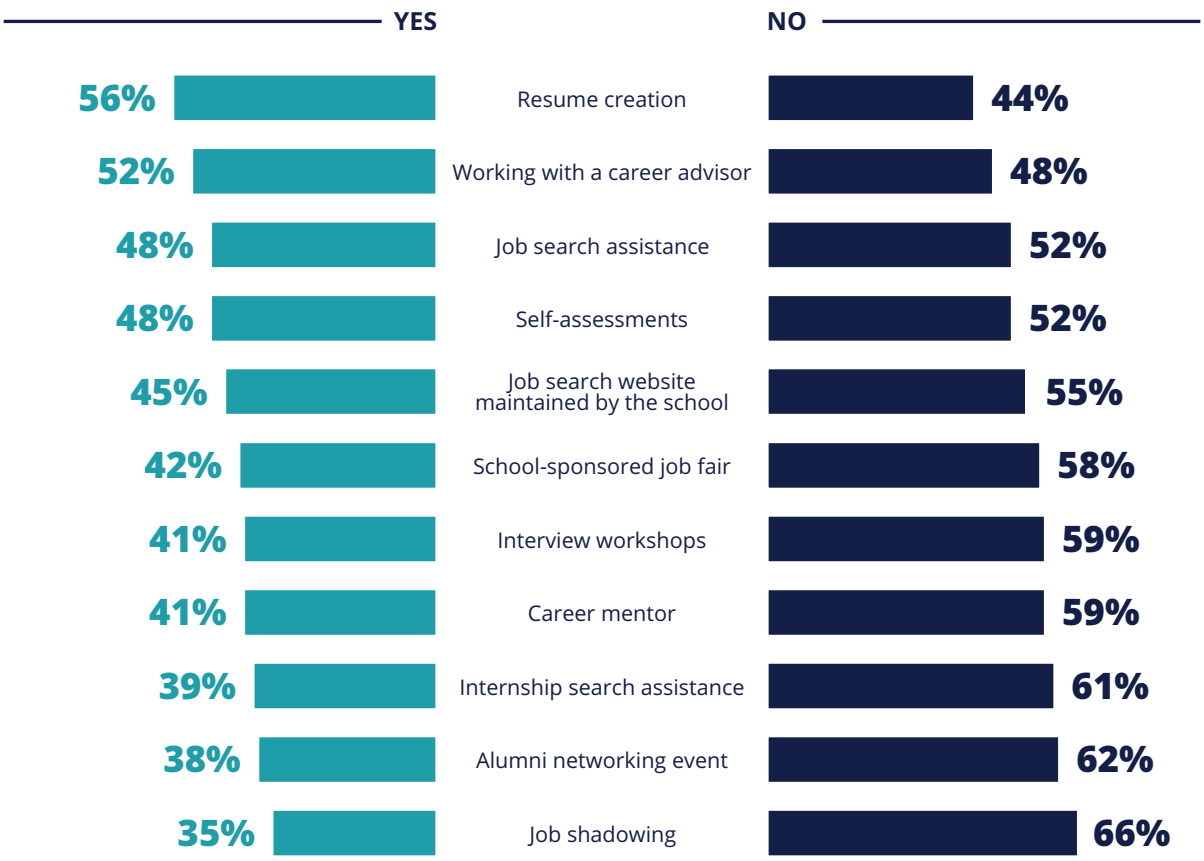
The Need for Career Services

Universities offer an array of career services and guidance to online learners. Eighty-four percent of respondents note that their school offered at least some of the career services we asked about in the survey.

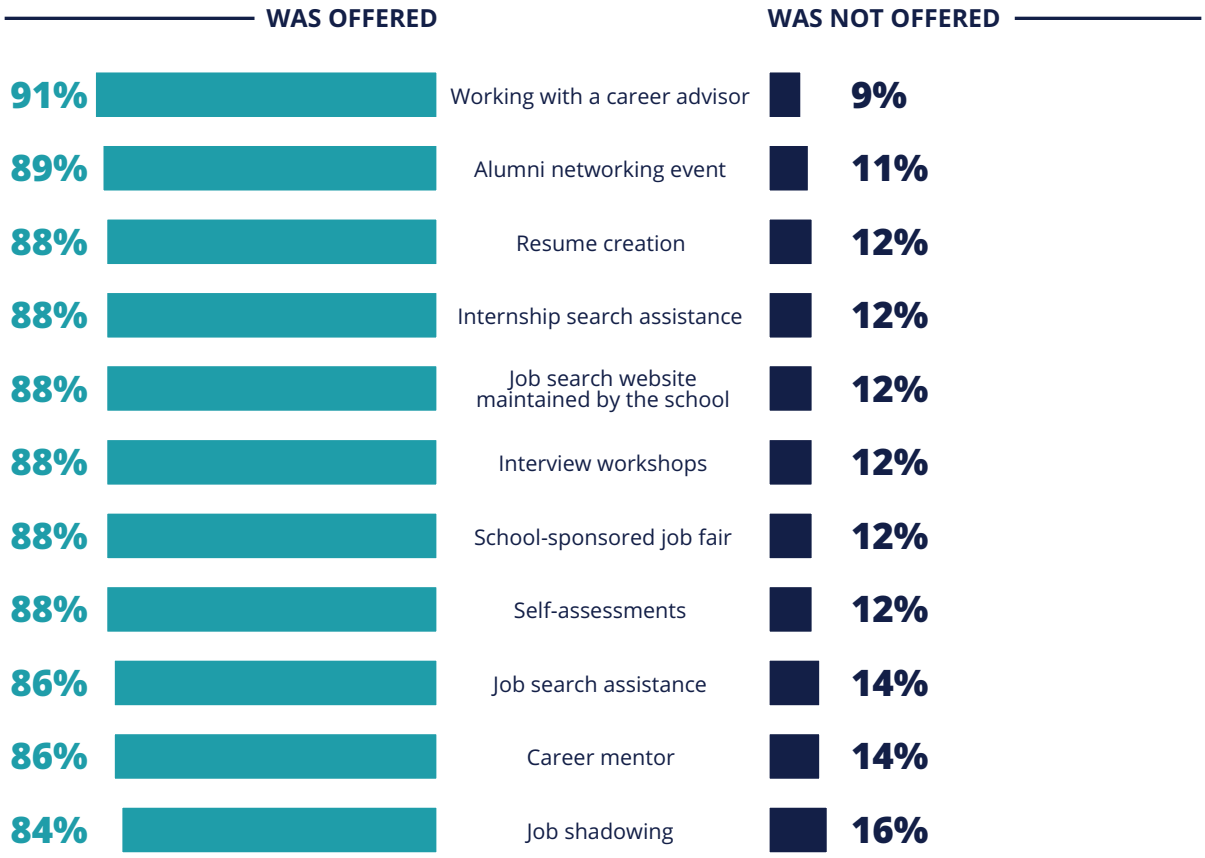
Resume creation, working with a career advisor, and self-assessments are the most used career services, with nearly half of online college students accessing them. Of the services used during their studies, working with a career advisor was the most important to students' success, followed by job search sites maintained by the school.

Job shadowing, alumni networking, and internship search assistance are among the least used career services, with 54% to 55% of online students saying they did not use them.

During your online program, did you use any of the following career services?



During your online program, were any of the the following career services offered? [Select all that apply]



Of the services you used in your online program, which were the most important to your personal success? [Select up to three]

Working with a career advisor	54%
Job search website maintained by the school	37%
Job search assistance	37%
Resume creation	31%
Internship search assistance	28%
Self-assessments	26%
Interview workshops	26%
School-sponsored job fair	20%
Alumni networking event	16%
Career mentor	15%
Job shadowing	11%

Recommendation

Career services may not sway students to enroll in one online program over another, but learners expect them as a fundamental part of the online higher education process. Though some students may elect to use these services in person, as many of these services as possible should be offered online.

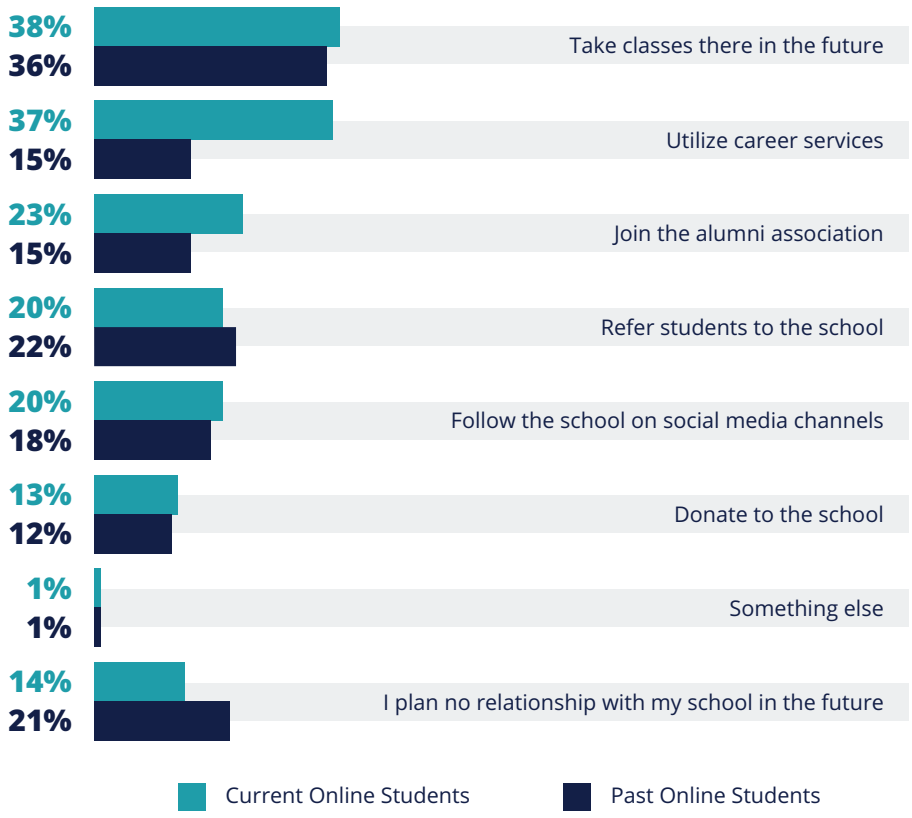
Online Alumni Engagement

Eighty-six percent of current online students plan to have relationships with their schools after completing their online programs. Seventy-nine percent of past online learners reported having some level of a relationship with their former college or university.

Thirty-eight percent of current students plan to take future online classes at their schools, and 37% plan to take advantage of career services offered to alumni. Thirteen percent of respondents plan to donate to their institutions.

These relationships can prove lucrative to colleges and universities long term. Thirty-six percent of past online students plan to take more classes at their alma mater. Twenty-two percent have referred others to their schools, and 12% of online learners surveyed have donated to their schools.

After graduation from your current online school/program, which of the following actions do you expect to take or have taken? [Select all that apply] (Current and Past Online Students)



Recommendation

Alumni are valuable marketing sources for online offerings. With 22% of alumni recommending institutions to others, coupled with the importance of friend or family recommendations during the college search process, schools should encourage former students to post reviews about programs on third-party recommendation websites and to submit feedback to the school directly.

In the winter of 2020, Wiley Education Services and Aslanian Market Research conducted surveys with more than 1,500 individuals nationwide. Respondents were at least 18 years of age, had a minimum of a high school degree or equivalent, and were recently enrolled, currently enrolled, or planned to enroll in the next twelve months in a fully online undergraduate or graduate degree, certificate, or licensure program.

Graduate students represent 15.2% of the total college population but 28.6% of the online population.[3] The sample for this survey was weighted to be made up of approximately 40% graduate students to ensure a large enough sample for meaningful conclusions. We combined undergraduate and graduate data unless there were noteworthy differences.

The sample consisted of 1,618 respondents and was drawn from an actively managed, 100% market-research-only panel that represents the U.S. Census Bureau, which enables the selection of groups that prove difficult to source. Up to 250 behavioral and demographic data points on each consumer panelist allow the targeting of respondents for specific research objectives.

To recruit for this study, a panel of consumers from across the nation were asked to participate in an online survey through custom email invitations. Invitations were sent randomly across the U.S. to reflect the basic population distribution targeting persons 18 years of age or older. Panelists were then allowed to participate in the study if they had participated in or were planning to enroll in a fully online degree, certificate, or licensing program.

Respondents hailed from all 50 states. The states that represent 51% of the nation's population (according to the 2012 U.S. Census) represented 51% of the study's respondents. These states included California, New York, Florida, Colorado, Illinois, Texas, Georgia, New Jersey, Pennsylvania, and Ohio.

In 2018, 3.3 million higher education students were enrolled in courses that were exclusively delivered via distance education.[3] Based on these findings, a sample of 1,500 represents an approximate sampling error of +/-2.5% at a 95% confidence level.

A similar 3% margin of error was achieved in the 2012 through 2019 surveys. Therefore, differences between these survey results and past survey results of more than six percentage points may be significant. We only address differences between the surveys that are at least ten percentage points to err on the side of caution. The margin of sampling error is greater for subgroups.

How old are you?

	Undergraduate	Graduate	All
18 to 24	20%	18%	19%
25 to 29	11%	11%	11%
30 to 34	14%	14%	14%
35 to 39	11%	13%	12%
40 to 44	8%	8%	8%
45 to 49	6%	9%	7%
50 to 54	7%	5%	6%
55 or older	23%	22%	22%

What is your gender?

	Undergraduate	Graduate	All
Male	49%	48%	48%
Female	50%	52%	51%
Prefer not to say	1%	0%	1%

What is your marital status?

	Undergraduate	Graduate	All
Married/Partnered	57%	53%	55%
Single	43%	45%	44%
Prefer not to say	1%	1%	1%

How many children did you have under the age of 18 when you enrolled in your most recent fully online college-level program?

	Undergraduate	Graduate	All
None	67%	59%	64%
1	17%	19%	18%
2	10%	17%	13%
3 or more	5%	5%	5%
Prefer not to say	1%	1%	1%

What was your total household income when you enrolled in your most recent fully online college-level program?

	Undergraduate	Graduate	All
Under $25,000	13%	16%	14%
$25,000-39,999	16%	12%	14%
$40,000-54,999	13%	12%	12%
$55,000-69,999	13%	11%	13%
$70,000-84,999	12%	12%	12%
$85,000-99,999	9%	8%	8%
$100,000-114,999	6%	8%	7%
$115,000-129,999	3%	3%	3%
$130,000-149,999	3%	5%	4%
$150,000 or more	7%	9%	8%
Prefer not to say	4%	3%	4%

What was your employment status when you enrolled in your most recent fully online college-level program?

	Undergraduate	Graduate	All
Employed full time	53%	69%	60%
Employed part time	20%	11%	16%
Not employed	9%	9%	9%
Retired	14%	7%	11%
Prefer not to say	4%	5%	4%

What is your race or ethnicity?

	Undergraduate	Graduate	All
African American	7%	6%	6%
Asian or Pacific Islander	7%	7%	7%
Hispanic	4%	4%	4%
Native American	0%	0%	0%
White	79%	80%	79%
From another background	1%	2%	2%
Prefer not to say	1%	1%	1%

Are you the first in your family to attend college?

	Undergraduate	Graduate	All
Yes	31%	32%	32%
No	67%	68%	68%
Prefer not to say	1%	0%	1%

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Technical Notes

All percentages in this report have been rounded; therefore, the total percent figure in a table may not add up to exactly 100. Further, if the total percentage is substantially more than 100, it is because the question allowed respondents to choose more than one option.

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Authors

ANDREW J. MAGDA is the manager of market research at Wiley Education Services. He leads the development of custom and large-scale market research studies and assists partner institutions with their research needs. He has tracked and forecasted trends in online education for more than 10 years, helping hundreds of institutions determine their unique place in the online marketplace, such as the University of Alabama, Capella University, and Regis University. He has contributed to the writing and analysis of numerous research studies, including seven editions of Online College Students. Additionally, he frequently presents research findings at events throughout the country, including conferences for the Online Learning Consortium, National Association of Independent Colleges and Universities, Association for Continuing Higher Education, and WICHE Cooperative for Educational Technologies. Prior to Wiley, Andrew was a senior analyst at Eduventures and a project manager at the Center for Survey Research and Analysis at the University of Connecticut.

DAVID CAPRANOS is the director of market strategy and research at Wiley Education Services. In his role managing the market research team, David conducts extensive research to identify demand, market opportunities, and potential challenges to ultimately highlight academic programs that align with current demand. His team plays a vital role in determining the viability of educational programs in the online market and helping universities stay ahead of industry and market trends. David has a background as a business analyst in higher education marketing, evaluating marketing tactics and helping implementing technologies such as a student relationship management and project management system. David received his bachelor's in business administration from the University of Central Florida and his MBA from the University of Scranton with recognition for outstanding achievement in marketing.

CAROL B. ASLANIAN is president and founder of Aslanian Market Research, a division of Education*Dynamics*. She is a national authority on adult/post-traditional higher education and has been an invaluable asset in creating market studies and institutional audits for individual colleges, as well as producing national studies on the characteristics and learning patterns of post-traditional and online students. Carol served as director of the Office of Adult Learning Services at the College Board for more than 20 years. As principal of the Aslanian Group, founded in 2000, she worked with learners, corporate partners, and institutions to identify new educational options for adult students. Her market research studies have helped hundreds of colleges and educational consortia expand their programs to meet the educational needs of working adults through campus-based, blended, and online programs. The author of a number of landmark reports and professional papers on adult learning. Carol holds degrees from Cornell University and Harvard University.

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For additional information, contact:

Wiley Education Services
edservices@wiley.com
edservices.wiley.com

Aslanian Market Research, a division of Education*Dynamics*
caslanian@educationdynamics.net
research.educationdynamics.com

Appendix B

September 20, 2019

Report of the COE Faculty Workforce Task Group

To: Debbie Hines, MA, OTR/L, Speaker, RA
From: Tina DeAngelis, EdD, OTR/L, Chairperson, COE

Background:

At the fall 2018 meeting of the Representative Assembly (RA), the members charged the Commission on Education (COE) to:

Examine the current and future OT and OTA faculty workforce for the purpose of making a fully informed decision about the capacity of delivering entry-level education at the OTD level and baccalaureate level, respectively. Specifically, the ad hoc committee shall: (1) determine the extent of current and projected faculty shortage/surplus; (2) identify trends, and contextual and factors influencing faculty shortage/surplus; (3) assess the number of potential educators in the pipeline (obtaining doctoral degrees for careers in academia), and (4) file a full report to the RA Speaker by Oct. 1, 2019

The COE appointed the following AOTA members to a task group:

- Tina DeAngelis, EdD, OTR/L
- Gavin R Jenkins, PhD, OTR/L, ATP (OT-ALC, Chair)
- Jennifer S. Pitonyak, PhD, OTR/L, SCFES
- Mary Kim Qualls, OTD, MS, OTR/L (OTA-ALC, Chair)
- Stacy Smallfield, DrOT, OTR/L, BCG, FAOTA
- Michele Stoll, BS, COTA, CMT
- Neil Harvison PhD, OTR, FNAP, FAOTA (Staff)

Process:

1. The task group met with the originator of the motion to clarify the intent of the motion and to generate questions to research and answer.

2. The task group reviewed existing resources:
    a. AOTA Official Document on Terminal Degree (attachment 1)
    b. Current AOTA Faculty Development Initiatives (attachment 2)
    c. Faculty Data Reports (2013-2018) (attachment 3)
    d. Reports to the AOTA Board of Directors from the 2008 and 2013 Task Groups on faculty Shortages (attachment 4)
    e. 2018 AOTA Faculty Workforce Survey (attachment 5)
    f. ACOTE Data on Faculty-Related AONs 2015-2018 (attachment 6)

3. The task group developed and distributed surveys to program directors of OT & OTA programs (attachment 7-8).

4. The task group held focus groups at the AOTA Annual Conference in New Orleans.

Summary of Findings:

1. Extent of current and projected faculty shortage/surplus:

1.1. Current Vacancies:
- OT Programs with 1 or more vacancies: 69%
- OTA Programs with 1 or more vacancies: 19%

1. 2. Anticipate shortage in the future:
- OT Programs: 88%
- OTA Programs: 70%

1. 3. Do you know of any masters or doctorally prepared occupational therapists who intend to move from the clinic to an entry-level masters or doctorate academic position in the next 2-3 years?
- OT Programs: 73%
- OTA Programs: 34%

2. Trends, and contextual and factors influencing faculty shortage/surplus:

2.1 Program directors were surveyed on why they believe that their institution is impacted by faculty shortages. Thematic analysis identified the following most frequently cited reasons (n= 241):
- Lack qualifications: Doctorate type e.g. PhD (24)
- Lack qualifications: Experience for position e.g. Program Chair (20)
- Retirements (16)
- OTA: Qualified OTA without Bachelor's degree (18)
- Rural location (5)
- Family moves (4)
- Salary (4)
- Too many programs in regions (3)
- No shortage now or anticipated (8)

2. 2 ACOTE Standard limiting qualified faculty:
- Doctoral-degree-level Programs: All full-time core faculty who are occupational therapy practitioners teaching in the program must hold a doctoral degree……At least 50% of full-time core faculty must have a post-professional doctorate.

2.3. The percent of total faculty expecting to retire in the next 10 years has decreased:
- 2010 Faculty Workforce Survey: 35%
- 2013 Faculty Workforce Survey: 41%
- 2018 Faculty Workforce Survey: 25%

2.4. Percentage of faculty with doctoral degrees in OT programs has increased:
- 2010 Faculty Workforce Survey: 48%
- 2013 Faculty Workforce Survey: 73%
- 2018 Faculty Workforce Survey: 81%

2.5. More faculty are pursuing academic doctorate degrees. Faculty who are pursuing doctorates were asked to identify the type of doctorate. The percent pursuing a Ph.D. or D.Ed. has grown to 43% while faculty pursuing post-professional OTD doctorates dropped to 30%.

2.6. Percentage of faculty with doctoral or master's degrees in OTA programs has increased:
- 2010 Faculty Workforce Survey: 63%
- 2013 Faculty Workforce Survey: 68%
- 2018 Faculty Workforce Survey: 71%

2.7. Percentage of faculty with associate's degrees in OTA programs has decreased:
- 2010 Faculty Workforce Survey: 11%
- 2013 Faculty Workforce Survey: 3%
- 2018 Faculty Workforce Survey: 3%

3. Number of potential educators in the pipeline:

3.1. **Missing Data**: Data is not available on qualified OT practitioners considering a transition to faculty. In addition, data is not available on the number of OT practitioners enrolled in PhD, D.Ed. or post-professional doctoral programs, as they are not accredited by ACOTE. However, the number of post-professional OTD programs has grown significantly in the last 5 years indicating an increased market demand.

3.2. Growth in Doctoral-degree-level programs for the OT and Bachelor-degree-level programs for the OTA offer an unlimited potential pool of potential faculty to teach at all degree levels. The exception being the limitation set by ACOTE on Doctoral-degree-level programs.

As of September 17, 2019, the number of programs in the accreditation process totaled 568*.

Program Status	OT Doctoral	OT Master's*	OTA Baccalaur.	OTA Associate	TOTAL
Accredited Programs	32	127	0	217	376
Candidate Programs	39	13	1	12	65
Applicant Programs	85	18	9	15	127
TOTAL	**156**	**158**	**10**	**244**	**568**

4. Capacity of delivering entry-level education at the OTD level and baccalaureate level

4.1 While OT education has been going through and unprecedented growth over the last 10 years a number **of** program directors cited the trends in higher education and health reimbursement/ policy as potentially changing this trend. For example, in a number of regions, programs are reporting a decrease in applications and potential changes in regulatory and reimbursement models could change the market demands for new graduates. Faculty needs cannot not be determined because of the unknown number of factors influencing the demand for OT education over the next 10-15 years.

Recommendations:

The Task Force Recommends:

1. **The Accreditation Council for Occupational Therapy Education (ACOTE) to revise ACOTE Doctoral-level Standard A.2.7 as follows:**

   "All full-time core faculty who are occupational therapy practitioners teaching in the program must hold a doctoral degree awarded by an institution that is accredited by a USDE-recognized regional accrediting body. The doctoral degree is not limited to a doctorate in occupational therapy.

   ~~*At least 50% of full-time core faculty must have a post-professional doctorate.*~~

   For degrees from institutions in countries other than the United States, ACOTE will determine an alternative and equivalent external review process."

   This change would be consistent with the AOTA official document on the definition of the academic terminal degree for the profession (AOTA,2017). In addition, it would allow academic programs to consider **ALL** candidates for faculty positions based on their full curriculum vita and experience in the context of the individual institution's mission and needs. This change would ensure that there is no shortage of candidates with doctorates and respect the autonomy of the institutions. It would also be consistent with common practice across professional graduate programs.

2. **The Association invest in initiatives to support OT practitioners pursuing PhD/ EdD degrees** focused on a career in academia and entry-level education. It is essential that program faculty demonstrate diversity in practice and academic experience. The majority of OT practitioners pursuing PhD degrees are being supported to focus on careers as scientists. OT practitioners pursuing a career in entry-level education require similar support models for research, teaching and administration.

3. **The Association develop and implement professional development** opportunities to enhance readiness for faculty roles. For example:

a. Online teaching modules, certificate programs, or workshops focused on research skill development or teaching pedagogy.
b. AOTA sponsored certificate programming (i.e. similar to the AFWE certificate) for entry-level graduates (OT and OTA) to obtain qualifications for teaching in academic institutions.

4. **The Association promote enhancement of opportunities for doctoral capstones and baccalaureate projects** in the area of academic education (e.g. OTD capstone with an OTA program.

5. **The Association create opportunities for collaboration and sharing** of teaching (& faculty) resources across OT programs (e.g. using online and other technology) and faculty from fields outside of OT.

6. **The Association promote participation in existing funding** resources (e.g. HRSA Faculty Loan Repayment Program https://bhw.hrsa.gov/sites/default/files/bhw/loans-scholarships/faculty-loan-repayment-application-and-program-guidance.pdf) and advocate for OT being included in additional opportunities (e.g. National Health Service Corps Scholarships and Loan Repayment https://nhsc.hrsa.gov/).

Academic Terminal Degree

A terminal degree for occupational therapists and occupational therapy assistants in academia includes doctoral degrees in occupational therapy or occupational science and related areas of science or social science, including but not limited to education, neuroscience, public health, psychology, policy, law, and sociology.

Authors

The Commission on Education

Steven Taff, PhD, OTR/L, FAOTA, *Chairperson (2016–2019)*
Temor Amin-Arsala
Nancy Carson, PhD, OTR/L, FAOTA
Tina DeAngelis, EdD, OTR/L
Deborah FitzCharles, MSHS, COTA
Lenin C. Grajo, PhD, EdM, OTR
Susan Higgins, OTD, OTR/L
Douglene Jackson, PhD, OTR/L, LMT
Julie McLaughlin Gray, PhD, OTR/L, FAOTA
Maureen S. Nardella, MS, OTR/L, FAOTA
Michele Stoll, BS, COTA, CMT
Neil Harvison, PhD, OTR, FAOTA, *AOTA Staff Liaison*

Adopted by the Representative Assembly Coordinating Council for the Representative Assembly

Note. This revision replaces the 2013 document *Academic Terminal Degree,* previously published and copyrighted in 2015 by the American Occupational Therapy Association in the *American Journal of Occupational Therapy, 69,* 6913410007. https://doi.org/10.5014/ajot.2015.696S20

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Coordinating Board for Higher Education
Tab 10 Attachment: Missouri State University Proposal to Offer a Doctor of Occupational Therapy Degree
September 15, 2021

AOTA Programs for Educators

1. (AOTA) Changing Practice Settings: Becoming an Occupational Therapy Educator

Format: Annual 6 hour workshop offered at Conference on Wednesday during the Institute timeslot at nominal fee. (Implemented in 2011)

Purpose: Provide resources for practitioners considering the transition from clinical practice to academia.

Topics:

- Workforce needs
- Educational settings: mission/ Carnegie levels/ public versus private
- Role of educators: FT/PT; Rank & tenure
- Characteristic of Educators
- Expectations of an educator: teaching/ service/ scholarship; pedagogy, curriculum
- Learning about teaching: Course preparation and designing learning activities
- Factors to consider when seeking employment
- AFWC & Capstone Coordinator Roles
- Degree Preparation and other requirements

2. (AOTA) Academic Leadership Institute

Format: ALI participants will attend a two-day intensive workshop, complete 7 monthly online modules, and participate in monthly facilitated group mentoring sessions. (Implemented in 2016)

Purpose: Develop future academic leaders at all levels. A minimum of 2 years of experience in academic settings is recommended for applicants.

Topics:

- Understanding the Landscape of Higher Education
- Leadership in Academic Environments
- Developing Alliances and Facilitating Change
- Academic Program Development
- Research Program Development
- Students
- Ethics

3. (AOTA) Scholarship of Teaching & Learning Program

Format: Biennial 6 hour institute offered at AOTA conference with ongoing project mentoring over the next 1-2years.

Purpose: Support the practice of educators by fostering collaborative inquiry by occupational therapy academics committed to evidenced-based education.

Topics:

- Learn how to systematically study the effectiveness of their teaching and learning strategies

- Design a small study related to one self-identified teaching and learning challenge
- Finalize their study design and carry it out over the next year, while being supported by a mentored SoTL inquiry community that meets in a virtual context

4. (AOTA) Education Summit

Format: Annual 2 day conference every October with a keynote, plenary, concurrent sessions, and posters. (Implemented 2013 as biennial event…. became an annual event in 2017)

Purpose: Provide a venue for exchange of scholarship amongst educators, scholars, post professional graduate students and clinicians who share the common vision of enhanced understanding of teaching and learning in occupational therapy and occupational therapy assistant degree programs. A strong emphasis on moving program evaluation and research beyond Likert scale surveys on perceived gain by students.

Topics:

- Faculty Development & Resources
- Instructional Methods
- Learner Characteristics & Competencies
- Pedagogy
- Socialization to the Profession
- Theory Building

5. (AOTA) Fieldwork Educators Certificate Workshop

Format: 2 day regional workshops (Implemented 2010)

Purpose: Designed specifically for fieldwork educators and academic fieldwork coordinators to increase quality of the fieldwork programs.

Topics:

- Deeper understanding of your role as a fieldwork educator
- Effective strategies to integrate learning theories and supervision models
- Increased skills to provide high-quality educational opportunities during fieldwork experiences
- Interaction with trainers through dialogue and reflections about fieldwork
- Engagement in 4 curricular modules: administration, education, supervision, and evaluation
- Analysis of strategies to support best practice in fieldwork education

6. Academic Education Special Interest Section (SIS)

Format: CommunOT forum, annual events at conference, SIS Quarterly Practice Connections, mentoring programs and Communities of Practice.

Purpose: Academic Education SIS members share a common interest in the field of occupational therapy education and include fieldwork educators, academic fieldwork coordinators, and students. The Academic Education SIS has a Fieldwork Council Subsection for fieldwork educators and academic fieldwork coordinators

7. (AOTA) Self Study Preparation Workshop

Format: 2 day regional workshops (Implemented 2008) offered 2 times a year

Purpose: Develop knowledge and skill in academic leaders and faculty on accreditation requirements and processes. The course has a heavy emphasis on curriculum design, strategic planning and program development.

Topics:

- Procedures for preparing and submitting the self-study
- identifying and using the available resources
- Identifying and addressing the key components of the self-study (e.g. curriculum design; strategic plan; program evaluation)
- Preparing of the onsite visit

N. Harvison 12/18/18

Faculty Numbers & Vacancies

Source: ACOTE Annual Data Reports – self reported by programs.

2017-18

Doctoral-degree-level programs for occupational therapy students:				
	Positions	% of Total FTEs	Vacant	% of Total Vacant FTEs
FTE—Full Time	91	76%	13	14%
FTE—Part Time	28.1	24%	0.5	2%
FTE—Adjunct	*	*	*	*

* Insufficient data submitted by programs.

Master's-degree-level programs for occupational therapy students:				
	Positions	% of Total FTEs	Vacant	% of Total Vacant FTEs
FTE—Full Time	1,392	92%	110	8%
FTE—Part Time	114	8%	6	5%
FTE—Adjunct	*	*	*	*

* Insufficient data submitted by programs.

Associate-degree-level programs for occupational therapy assistant students:				
	Positions	% of total FTE's	Vacant	% of Total Vacant FTE's
FTE—Full Time	566	87%	25	4%
FTE—Part Time	82.2	13%	3	4%
FTE—Adjunct	*	*	*	

* Insufficient data submitted by programs.

2016-17

Doctoral-degree-level programs for occupational therapy students:				
	Positions	% of Total FTEs	Vacant	% of Total Vacant FTEs
FTE—Full Time	137	69%	17	11%
FTE—Part Time	19	10%	1.5	7%
FTE—Adjunct	42.5	21%	0	0%

Master's-degree-level programs for occupational therapy students:				
	Positions	% of Total FTEs	Vacant	% of Total Vacant FTEs
FTE—Full Time	1,306	56%	104	7%
FTE—Part Time	147	6%	7.5	5%
FTE—Adjunct	896	38%	19	2%

Associate-degree-level programs for occupational therapy assistant students:				
	Positions	% of total	Vacant	% of Total

		FTE's		Vacant FTE's
FTE—Full Time	575	50%	22	4%
FTE—Part Time	94.5	8%	2	2%
FTE—Adjunct	479	42%	15	5%

2015-16

Doctoral-degree-level programs for occupational therapy students:				
	Positions	% of Total FTEs	Vacant	% of Total Vacant FTEs
FTE—Full Time	77	60%	7	7%
FTE—Part Time	12	10%	0	0%
FTE—Adjunct	39	30%	0	0%

Master's-degree-level programs for occupational therapy students:				
	Positions	% of Total FTEs	Vacant	% of Total Vacant FTEs
FTE—Full Time	1,246	55%	83	6%
FTE—Part Time	160	7%	5.5	3%
FTE—Adjunct	843	38%	14	2%

Associate-degree-level programs for occupational therapy assistant students:				
	Positions	% of total FTE's	Vacant	% of Total Vacant FTE's
FTE—Full Time	584	53%	26	5%
FTE—Part Time	80	7%	2.5	3%
FTE—Adjunct	444	40%	24	5%

2014-15

Doctoral-degree-level programs for occupational therapy students:				
	Positions	% of Total FTEs	Vacant	% of Total Vacant FTEs
FTE- Full Time	74	79%	3	4%
FTE- Part Time	9.2	10%	0.5	5%
FTE- Adjunct	10.9	11%	0	0%

Master's-degree-level programs for occupational therapy students:				
	Positions	% of Total FTEs	Vacant	% of Total Vacant FTEs
FTE- Full Time	1190	56%	107	9%
FTE- Part Time	118	6%	5.5	5%
FTE- Adjunct	810	38%	23.5	3%

Associate-degree-level programs for occupational therapy assistant students:

	Positions	% of total FTE's	Vacant	% of Total Vacant FTE's
FTE- Full Time	533	54%	19	4%
FTE- Part Time	62	6%	.5	1%
FTE- Adjunct	390	40%	20.4	5%

2013-14

Programs offering doctoral-degree-level programs for occupational therapy students:				
	Positions	% of Total FTE's	Vacant	% of Total FTE's
FTE- Full Time	54	72%	8	15%
FTE- Part Time	8	11%	0.5	6%
FTE- Adjunct	13	17%	0	0%

Programs offering masters-degree-level programs for occupational therapy students:				
	Positions	% of Total FTE's	Vacant	% of Total FTE's
FTE- Full Time	1145	58%	94	8%
FTE- Part Time	126	6%	5	4%
FTE- Adjunct	703	36%	20	3%

Programs for occupational therapy assistant students:				
	Positions	% of total FTE's	Vacant	% of Total FTE's
FTE- Full Time	502	55%	33	7%
FTE- Part Time	66	7%	0	0%
FTE- Adjunct	345	38%	11	3%

Report to Ad Hoc Committee for Future of OT Education
Topic: Faculty Shortages

Committee members:

Ada Boone Hoerl, MA, COTA/L; Jody Bortone, Ed.D., OT/L; Joanne Foss, PhD, OTR/L, and Janet Jedlicka PhD, OTR/L, FAOTA

Committee Charge:

1. How do we identify and develop a model to put OT / OTA students on a career track for future roles in academia?

2. What are the best practices and what can be learned from other professions?

The committee met via conference call on 3 separate occasions, information was researched and shared among the committee. The group focused on models and targeted initiatives to increase the number of potential educators, as well as qualified researchers. Both will be needed to meet the dual demands of developing evidence to support intervention and providing education for all occupational therapy professionals. Cultural issues of the profession and historical ways of doing things were discussed and reviewed in terms of the impact of barriers and facilitators in the implementation of new initiatives. Based on the research of best practices from other professions, we are proposing three broad areas for consideration by the task force to begin to address the faculty shortage at all educational levels.

1. Development of a Center for Educational Excellence as a collaborative effort between AOTA and AOTF. This center could provide resources for new and experienced educators related to curriculum, pedagogy, the scholarship of teaching and cutting edge educational research.

The Center for Educational Excellence could be responsible for:

a. Dissemination of educational research and practice regarding pedagogy, curriculum, and faculty development.

b. Facilitation of faculty professional development at all levels of occupational therapy and occupational therapy assistant education across the career continuum. The educational continuum spans student to faculty to program director to senior researcher.

c. Provision of a venue for sharing and publishing of occupational therapy educational research. The committee supports the development of an online journal devoted to best practices in education and career preparation for faculty occupational therapy educators and researchers.

2. Development of an infrastructure to support education as a recognized practice area in the occupational therapy profession. This infrastructure is needed to create a pipeline of future educators across the continuum.

a. Development of specific approaches to increase the visibility of education as a practice area and increase the understanding of the possible roles of an educator. Strategies to address this might include showcasing younger educators who are making a difference in varied educational settings.

b. Development of white papers that specifically address the qualifications of occupational therapy faculty at technical, masters, and research universities. Information could include guidelines on the traditional missions of various institutions, and responsibilities and educational preparation of faculty.

c. Development of a system to identify, mentor, and support potential educators early in their occupational therapy assistant or occupational therapy programs; facilitating transitions for students with specific interests or goals. Support and guidance for faculty could be provided at entry and transition points in their careers.

d. In addition it is recommended that the profession make a concerted effort to collaborate with other qualified professions to support the education and research needs of the profession. For example development of dual degree programs in collaboration with Masters or PhD programs in the basic sciences (Examples; neuroscience, public health, etc.) Students in the early stages of their graduate programs may be attracted to occupational therapy, providing additional opportunities for career advancement and increasing the expertise of best practices in education.

3. Strengthening the accreditation standards for occupational therapy education to include specific standards that address the role of education in all aspects of practice at both the occupational therapy and occupational therapy assistant levels.

a. Principles of teaching and learning are valuable contributors to the practice of occupational therapy in a wide variety of settings. For example therapists teach compensatory skills, basic skill of daily living, develop and present home programs, and provide consultation to community agencies.

A stronger statement explicit in the preamble would enhance the role of teaching and learning in best practices.

b. In addition specific standards related to principles of education should be developed in the Section B of the content standards and strengthened in the intervention and leadership and management standards. This could result in a stronger understanding of the roles and responsibilities of occupational therapy educators.

Respectfully submitted,

Janet Jedlicka PhD, OTR/L, FAOTA (Task Force Chair); Ada Boone Hoerl, MA, COTA/L; Jody Bortone, EdD, OT/L and Joanne Foss, PhD, OTR/L.

Addendum: 2008 Ad Hoc Report

American Occupational Therapy Association
Ad Hoc Committee to Address Faculty Shortages

Final Report to the Board of Directors
August 2008

Charge/Issue:

The committee was charged by the President to develop recommendations to address current and anticipated faculty shortages as senior faculty at many educational institutions approach retirement. In order for the Centennial Vision of the profession to be achieved, academic programs must be able to produce a diverse and prepared workforce ready to address society's changing needs. The available data indicates that there is currently a vacancy rate exceeding 8 % among full-time faculty members in occupational therapy (OT) educational programs and 6% among full-time faculty members in occupational therapy assistant (OTA) educational programs (AOTA, 2008). In addition, the profession is experiencing a growth in new program applications at the same time that many of our experienced faculty members are approaching retirement.

Specifically, the Committee was asked to address the following two key issues:

- How can the profession develop a pool of qualified faculty members to fill the existing and projected needs?
- How can the profession plan for the future to ensure that the needs of the profession for qualified faculty and academic leaders are being met on an ongoing basis?

The committee consisted of 6 members, including program directors and experienced faculty members across the country, and represented both OT and OTA educational programs. The committee met regularly from February through August 2008 through teleconferencing and email communications. In order to fully address the charge, the committee engaged in thorough discussion, reviewed current literature, and networked with other program directors and faculty to identify issues affecting the current shortage and identify appropriate recommendations.

To identify the issues affecting the faculty shortages, the following areas were researched: the 2007 AOTA Faculty Workforce Survey (AOTA, 2007), issues related to faculty shortages in other professions, barriers to faculty development, issues related to recruitment and retention of faculty, resources to support faculty development, and current strategies being implemented to address the current shortages. The committee recognized and wants to stress that in order to effectively address the current and anticipated future shortages in faculty, it is critical that all stakeholders accept responsibility and work collaboratively to increase the pool of qualified faculty candidates and support these individuals as they pursue a career in academia. These

stakeholders included AOTA leadership, program directors and current faculty members, fieldwork educators, and clinicians.

Ad Hoc Committee Members:

Janet S. Jedlicka, PhD, OTR/L (Chair) (University of North Dakota-OT, ND)
Rebecca R. Bahnke, MHS, OTR/L (Parkland College-OTA, IL)
Jody Bortone, EdD, OTR/L (Sacred Heart University-OT, CT)
Tia Hughes, MBA, OTR/L (Florida College of Health Sciences-OTA, FL)
Kathleen Matuska, MPH, OTR/L (College of Saint Catherine-OT, MN)
Christy L.A. Nelson, PhD, OTR/L FAOTA (University of Findlay-OT, OH)
Neil Harvison, PhD, OTR/L (AOTA Liaison)

Key Recommendations:

Based on the literature review, discussions with other program directors and among the ad hoc committee, the following key recommendations are proposed. The committee developed strategies for the short range (2008-2010), middle range (2010-2012), and long range (2012-2017). Three key areas were identified: (1) faculty recruitment; (2) education; (3) mentoring & support. The table summarizing these recommendations can be found in the appendix. The top four recommendations are summarized here.

Recommendation 1: AOTA and the profession recognize academia as a practice area and ***develop recruitment initiatives*** to encourage individuals to enter academia as a career choice. In addition, it is recommended that the Association include academia as a practice area when revising existing recruitment and promotional materials.

It is recommended that the Association develop recruitment materials for OT and OTA practitioners at all stages of the career span to consider a transition to education…….. *"Behind every great occupational therapy practitioner is a great educator".* Corporate sponsorships for this marketing campaign could be sought from potential employers of graduates. This has been a successful model in other professions such as nursing. Finally, the AOTA membership should be made aware of the faculty shortage through the marketing materials, which may heighten interest from OT practitioners.

Recommendation 2: AOTA sponsor ***continuing education options*** for clinicians and existing faculty member interested in further exploring academia. It is recommended that a committee be appointed to develop a comprehensive continuing education plan including a detailed analysis of projected costs. This could begin with promoting articles and papers in existing journals and at conference to gauge the level of interest before investing in more costly continuing education options.

A key theme that emerged in the literature review and discussions with various stakeholders was the need for continuing education and opportunities for interested parties at all levels regarding the faculty role. This included OT practitioners interested in becoming fieldwork educators and full-time faculty members and new faculty members

interested in further developing skills/resources for teaching and research. Opportunities to network with clinicians to explore the possibility for a career in academia, including exploration of career/life goals, exploration of how a faculty position will potentially match, exploration of opportunities afforded with advanced academic degrees. The committee is recommending that a concerted effort be placed on this area by sponsoring faculty development workshops at AOTA Conference, round table discussions, designing self-study resources, and online course work for individuals interested in exploring the faculty role.

Recommendation 3: Develop ***mechanisms such as social networks for mentoring and supporting*** emerging academic leaders and faculty in the profession.

The committee is recommending that AOTA provide a mechanism for mentoring/ supporting emerging leaders and individuals interested in exploring opportunities for a career in academia. This could be achieved by continuing to partner with AOTF to develop professional development circles similar to those recently established for researchers in the profession and program directors. The proposed online social networks and opportunities at conference could also provide a useful resource to achieve this goal and provide opportunities for faculty to develop relationships with other faculty members and share resources related to course development, teaching strategies, and assessment methods.

Recommendation 4: Develop a ***resource site*** for sharing information (and other technological supports).

The resource site could include posting of faculty vacancies, opportunities for post-doctoral research opportunities, and teaching fellowships. In addition, teaching and pedagogical resources such as syllabi, course materials, curriculum designs, model curriculum could be included.

Supporting information and projected costs:

Recommendation 1: Develop marketing materials.

- Charge staff to develop recruitment materials to be distributed among OT practitioners that highlight the faculty shortages and promote academic careers.
    - Initial staff hours to develop **proposal for scope of recruitment initiatives** = 24 hrs. @ $60/hr.= $1,440.
    - **Note**: Final costs are dependent on the scope of the recruitment initiatives developed in the staff proposal (e.g., in-house flyers versus brochure versus DVD, etc.) The Committee acknowledges that this may be a long-term plan based on the Association's marketing budget and established priorities.
- Charge staff to investigate potential corporate sponsorship of a recruitment campaign for educators. The Committee noted the successful Johnson & Johnson Campaign for nursing educators.

- Staff hours: 16 hrs. @ $60/hr.= $960.

- Charge staff to develop and add an "Occupational Therapy in Academia and Research" to the existing "Role of OT Fact Sheets" available on the AOTA Web site and to publish an article on the fact sheet in OT Practice.
  - Staff hours to write the fact sheet= 8 hrs. @ $60/hr.= $480.
  - Staff hours to copyedit fact sheet= 2 hrs. @ $60/hr.= $120.
  - Staff hours to post fact sheet= 0.5 @ $60/hr. = $30

Recommendation 2: Committee to develop a comprehensive continuing education program plan that identifies current needs and projected costs.

- Form a committee of 6 volunteer members to develop a comprehensive continuing education program plan. The committee will meet via conference calls and materials will be shared on SharePoint and live online meetings. The plan would be submitted for consideration by the President on or before February 15, 2009 and include a cost analysis for each step of the plan. The first stage of the plan would focus on low-cost initiatives such as conference presentations and articles in OT Practice.
  - Costs: Staff hours = 130 hrs. @ $60/hr.= $7,800.

Recommendation 3: (1) Continue professional development circles in corroboration with AOTF and (2) Develop additional mentoring and support system for academic leaders and faculty in the profession.

- Charge staff to develop a proposal in corroboration with AOTF for a professional development circle (similar to the one for program directors).
  - Costs: Staff hours = 30 hrs. @ $60/hr.= $1,800
- Charge staff to develop an AOTA-sponsored forum for this targeted group at the AOTA annual conference.
  - Costs: Staff hours = 30 hrs. @ $60/hr.= $1,800
- Charge staff to identify options and costs of developing an online social network.
  - Costs: Staff hours = 8 hrs. @ $60/hr.= $480
- Request PRODEC and OTAPDEC to develop and promote a program to have graduate students serve as guest lecturers as a means of identifying future educators for the profession.
  - Costs: Staff hours = 16 hrs. @ $60/hr.= $960
- Request PRODEC and OTAPDEC to develop and promote a program to have each program director bring a new or junior faculty with them to the Spring program directors' meeting.
  - Costs: Staff hours = 8 hrs @ $60/hr.= $480

Recommendation 4: Develop a resource site for sharing information

- Charge staff to identify the costs and information needed to develop and maintain an online resource site for faculty.
  - Costs: Costs: Staff hours = 8 hrs. @ $60/hr.= $480

- Note: Cost to develop and maintain a resource page to be determined.

Background information:

The issues surrounding the current and anticipated shortages of faculty in all levels of occupational therapy educational programs are multifaceted and complex. The Ad Hoc Committee formed by the President thoroughly researched the issues involved.

As a baseline, the committee reviewed the recently completed 2007 Faculty Workforce Survey (AOTA, 2007) and the Academic Programs Annual Data (AOTA, 2008). Key issues found in this data included:

- Vacancy rate among academic programs has been consistently at 8-10% for full-time core faculty over the last 3 years.
- Median age of the faculty workforce is 50.
- Median age of program directors is 53.
- Salary discrepancies among academic institutions and between academia and clinical practice.
- Increased teaching load that faculty carry secondary to not being able to fill vacancies with qualified faculty applicants and the impact this has on scholarship/research productivity.
- Average faculty tended to enter academia on average 10-12 years following graduation. The question was further explored as to what role AOTA and other parties can play in promoting entry into practice earlier in their career.

The Committee followed up with listserv surveys and roundtable discussions with OT and OTA faculty to confirm the issues facing faculty. In addition, the Committee undertook a review of the literature and researched other related professional groups to identify if they were experiencing similar issues and what initiatives they were undertaking to address these issues. The related professions surveyed included: (1) nursing, (2) physical therapy, (3) speech pathology, and (4) social work.

Based on the literature review and surveys, the following barriers for pursuing a career in academia were noted:

- ***Issues related to women in higher education***: (1) Women's roles and a frequent disjointed career path with possibly taking off time to raise families, etc. (2) Gender inequities in higher education. (3) Immobility of spouse or significant other in finding work.
- ***Issues related to the profession's beliefs about educators***: (1) Many occupational therapists and occupational therapy assistants do not enter academia until after the age of thirty. By the time an individual is in their 30's, other life demands make it much harder to complete the necessary degrees and academic requirements. (2) Many individuals in the profession do not consider education and academia equal career choices to other practice areas.

- ***Issues related to finances***: (1) Faculty salaries and benefits are often not competitive with other clinical positions. Frequently, individuals experience a significant pay cut to pursue a faculty position. (2) Limited options for financing education (graduate assistantships, tuition remission or waivers, etc.)
- ***Issues related to role change***: (1) Insecurities about role change from being a master clinician to being a novice faculty member (confidence and intimidation factors). (2) Issues directly related to teaching (effective pedagogy, instructional design, curriculum design, etc.). (3) High workloads associated with academia and fluid boundaries between work and personal life.
- ***Issues related to degree requirements***: (1) Concern related to the fact that many current faculty members have doctorates in related areas, but not necessarily OT. (2) Concerns over the type of degree preparation. (3) Issues related to a clinical doctorate versus a traditional academic terminal degree.
- ***Issues related to faculty turnover/retention***: (1) Data from other areas of practice indicate that faculty turnover is costly and has an impact on limited institutional resources. (2) Once faculty are recruited, how do we as a profession support these individuals and foster ongoing professional development? Resources needed include mentoring, helping people evaluate personal professional goals, learning/negotiating systems, developing a plan for development of a career plan that fits with the promotion and tenure system at institutions, and evaluating the type of institution and how it fits with career plans/goal.

It became evident that these issues were consistent in a number of related professions that are practice based and have a high percentage of women practitioners (e.g., physical therapy; nursing, speech pathology, social work). All of these professions are experiencing faculty shortages. It appears that with the exception of nursing, each of the professions are exploring strategies to address these issues, but are no further advanced than occupational therapy. Nursing has a major marketing initiative with a corporate sponsor, but will not see the impact of this campaign for some time to come.

The Committee identified the need to develop a pipeline to recruit, provide information, resources, and support to increase faculty applicants for all practice settings. Program directors and faculty need to target students and young professionals to encourage them to pursue opportunities for fieldwork education, academia, and other opportunities for career advancement.

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Coordinating Board for Higher Education
Tab 10 Attachment: Missouri State University Proposal to Offer a Doctor of Occupational Therapy Degree
September 15, 2021

Appendix:

Proposed Actions Faculty Shortage Grid
Faculty Work Force Ad Hoc Committee: August 2008

The Committee identified a number of issues and proposed actions for the profession. A comprehensive plan was developed which expands beyond the key priority areas identified in the report. There are three primary areas presented (1) Faculty Recruitment, (2) Education, and (3) Faculty Support, Mentoring and Retention. The actions are proposed across three phases from short-range, middle, and long-range phases. The order of each proposed action is not intended to reflect a prioritization within each phase. There will be overlap between the areas.

	Short-Range Phase (2008-2010)	Middle Phase (2010-2012)	Long-Range Phase (2012-2017)
Faculty Recruitment	Recruitment Strategies: (1) Recruit OT practitioners to become Fieldwork II Educators. This should be handled on a local basis from both the institution and the surrounding OT groups. (2) Recruit fieldwork educators for adjunct and other faculty positions. (3) Recruit leaders in state OT Associations for academia. Clinical Partnerships: Develop partnerships between faculty & clinicians (to share education/research roles). Marketing: Market academia as a practice area. Develop marketing materials for OTs across career span to transition to education. (Like nursing "Behind every great OT practitioner is a great OT educator"). Develop marketing materials (postcards, flyers, Web pages, articles, research, brands, slogans) which address the career option of OT academia. Pipeline of Alumni to Faculty: Develop pipeline for Alumni to Adjuncts, Adjuncts to Research, and Adjuncts to full-time faculty (OTA/OT). Doctoral Teaching: Prepare advanced practice doctorates to meet faculty shortages. Adjunct to FT faculty: "Grow your own" faculty from adjuncts (ongoing). Recruit adjunct faculty members	Recruitment Strategies: (1) Recruit fieldwork educators to become adjunct faculty members. (2) Target early recruitment of fieldwork educators, on-site evaluators, publishing clinicians. Fieldwork Education: Develop fieldwork educators & laddering into academia. Communication & Resource Sites: Centralize communication for recruitment, education, and support. Develop centralized online resource pages for faculty positions, scholarships for doctoral education, and mentors in education. Evaluate and update changes in communication needs on a regular basis.	Recruitment Strategies: Maintain and revise faculty recruitment and marketing materials to address changes in practice and education. Marketing: Market for OT faculty across pipeline. Communication & Resource Sites: Evaluate and update changes in communication and resource needs on regular schedule. Maintain and improve AOTA online resources for; (1) educational materials (syllabi, teaching materials, etc.), (2) positions available in OT education, (3) OT and OTA mentors in education, and (4) scholarships for doctoral education.

	to join college faculty. This may happen within the academic institution for which the adjunct faculty member is working or be shared functions across two or more academic programs.		

Proposed Actions Faculty Shortage Grid

Faculty Work Force Ad Hoc Committee: August 2008

	Short-Range Phase (2008-2010)	Middle Phase (2010-2012)	L 20
Education	Presentations: Present ad hoc committee findings and proposals at AOTA Conference (booth, forum, workshop, PD meetings). Model Career Planning and Decision Making: Draft model pipeline/decision tree for faculty development across career orientation and work, (1) map career goals/life goals – how will a faculty position match personal expectations?, (2) identify indicators for choosing PhD, OTD or other doctoral degrees, and (3) identify role changes from clinician to educator. Partnerships: Develop partnerships to promote OT education with focus on developing: (1) corporate partnerships between AOTA and corporations to market OT education, and (2) professional partnerships with state OT Associations (newsletters, conference presentations) to highlight pipeline for faculty development. Continuing Education Programs: Develop AOTA sponsored comprehensive continuing education plan to address teaching & academia. Suggested topics include: (1) incorporate educator in OT and OTA curriculum based on ACOTE Standard B.9.7., (2) develop goals and activities in teaching, service, and scholarship, (3) define differences of expectations based on Carnegie classifications of the institution, (4) develop a CV versus a resume, (5) address content on adult learning theory, teaching/learning styles, instructional design, needs assessment, learning objectives, design of learning activities/course materials to meet learning objectives, evaluation methods, legal issues. Academic Practicum: Develop professional rotations/practicum in teaching in academia. Leadership Forums: Develop Leadership Forums focused on the transition from clinician to academia and the transition from student to academia.	AOTA Collaboration with Academia: Develop publications, tutorials, and modules on pedagogy to assist transition from fieldwork educator (FWE) to faculty based on AOTA collaboration with academic programs. AOTA Professional Development Tools - Develop continuing education options on (1) Transitioning from Clinician to Educator that can be disseminated via self-paced, conference, or online delivery, and (2) Develop guidelines for specialty certification in education. AOTA Continuing Education Courses: Develop AOTA Continuing Ed Course(s) on Transitioning to Academic (self-paced, conference, online). AOTA may assist in this transition by offering courses and education in mentorship so that the faculty may work with the new educator fostering a transition that leads to retention. Marketing Programs for Fieldwork Educators: Develop recruitment and educational materials such as flyers, articles in OT Practice, and through its new voluntary FWE credentialing program. Link FW Education initiatives with faculty recruitment. Continuing Education for Fieldwork Educators: Develop fieldwork educators' knowledge and skills in; (1) designing learning objectives and activities, (2) understanding and developing fieldwork curriculum designs, and (3) collaborating/teaching with academic fieldwork coordinators. Corporate Partnerships: Continue developing corporate partnerships to promote OT education. COTA Education: Encourage development of more COTA bridge programs to Master's OT programs (to develop OTA faculty – COTA transition to OTA faculty).	Ma dev edu car ele occ edu Res upo (1) tea pos in e edu

Proposed Actions Faculty Shortage Grid

Faculty Work Force Ad Hoc Committee: August, 2008

	Short-Range Phase (2008-2010)	Middle Phase (2010-2012)	Long-Range Phase (2012-2017)
Faculty Support, Mentoring & Retention	Faculty Mentoring: Develop mentors for OT and OTA faculty (local, state, national) and disseminate via an AOTA online resource site. Professional Development Circles: Develop professional development circles for emerging leaders focused on Transition to Academia. Link Leadership Forums with promoting new leadership OT education and research. Faculty Retention Surveys: Conduct AOTA sponsored national surveys on faculty retention to address three groups; (1) OTs with doctoral degrees (focus: past history of employment as a faculty member and factors contributing to leaving higher education), (2) OT and OTA faculty currently employed in academic programs (focus: likelihood of leaving within the next 3 years and factors contributing to that decision), and (3) academic program coordinators (focus: number of faculty resignations, their perception of reason for leaving, number of positions lost).	Faculty Mentoring: Develop AOTA supported Faculty Mentorship programs by using online resource sites for; (1) connecting adjunct and full-time faculty teaching similar courses from a variety of institutions (like the listservs for program directors and academic fieldwork coordinators), (2) professional development plans & activities, and (3) support of fellowships and advanced practicum in teaching in academia. Communication & Resources: Develop online resource site for (1) faculty positions, (2) educational materials, (3) scholarships for doctoral education, and (4) continuing education on transition into academia. Fellowships & Incentives: Continue strengthening corporate partnerships to; (1) support fellowships, (2) provide incentives for higher education, and (3) to promote OT recruitment & education. Faculty Retention Surveys: Routinely conduct AOTA-sponsored national surveys to address faculty retention needs and plans/strategies.	Communication & Resources: Routinely evaluate and update AOTA online resource sites for (1) educational materials (syllabi, teaching materials, etc.), (2) faculty positions, (3) mentors in education, and (4) scholarships for doctoral education.

Committee Members:

Janet S. Jedlicka, PhD, OTR/L, Chair, Rebecca R. Bahnke, MHS, OTR/L, Jody Bortone, EdD, OTR/L, Tia Hughes, MBA, OTR/L, Kathleen Matsuka, MS, OTR/L,
Christy L.A. Nelson, PhD, OTR/L, FAOTA, Neil Harvison, PhD, OTR/L, AOTA Liaison

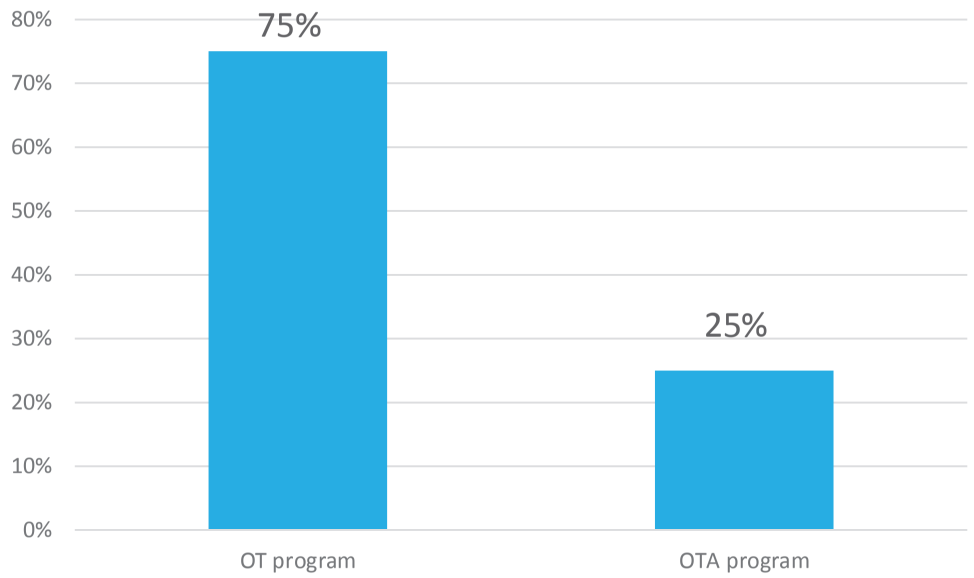
AOTA FACULTY WORKFORCE SURVEY

ACADEMIC YEAR 2018-19

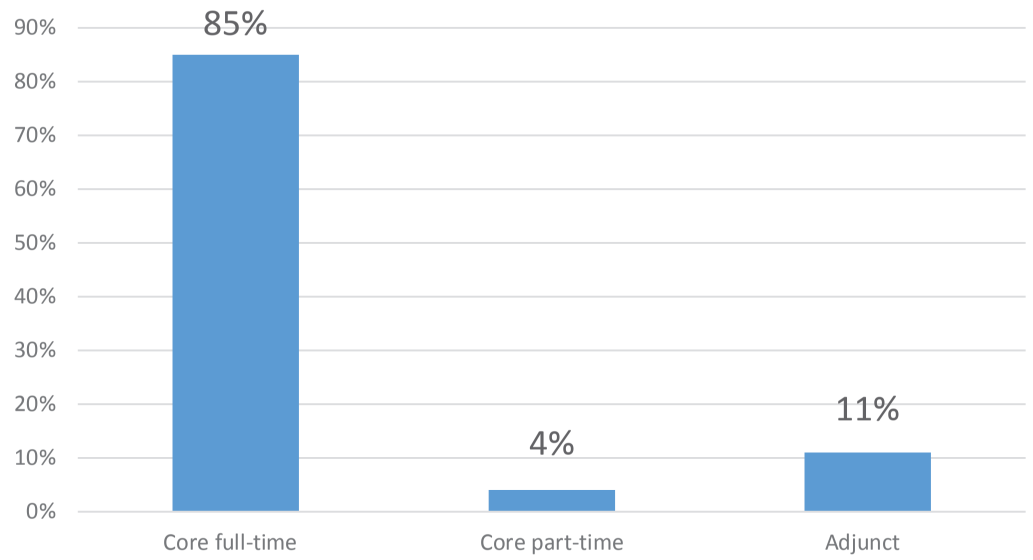
Neil Harvison PhD, OTR, FNAP, FAOTA

Survey Participants (n=797)

Who participated



Who participated



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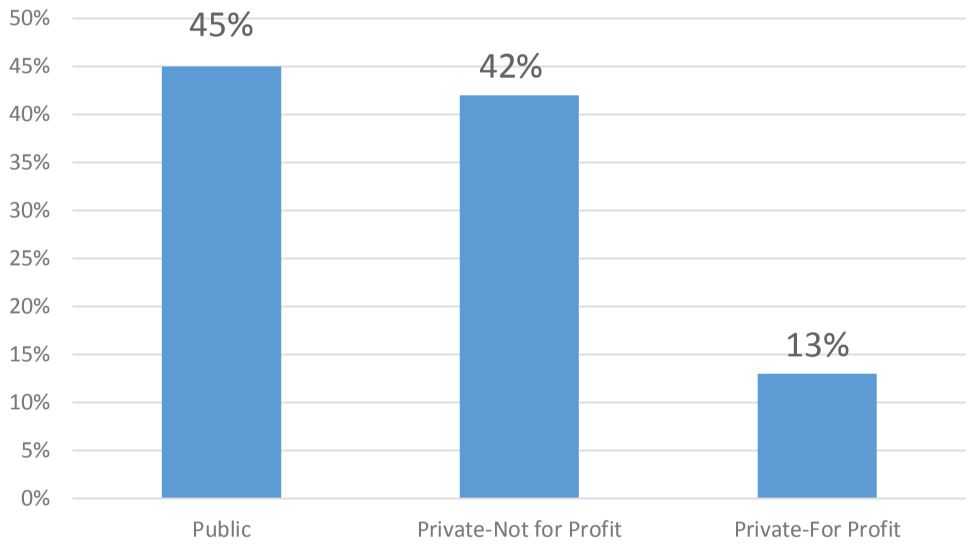
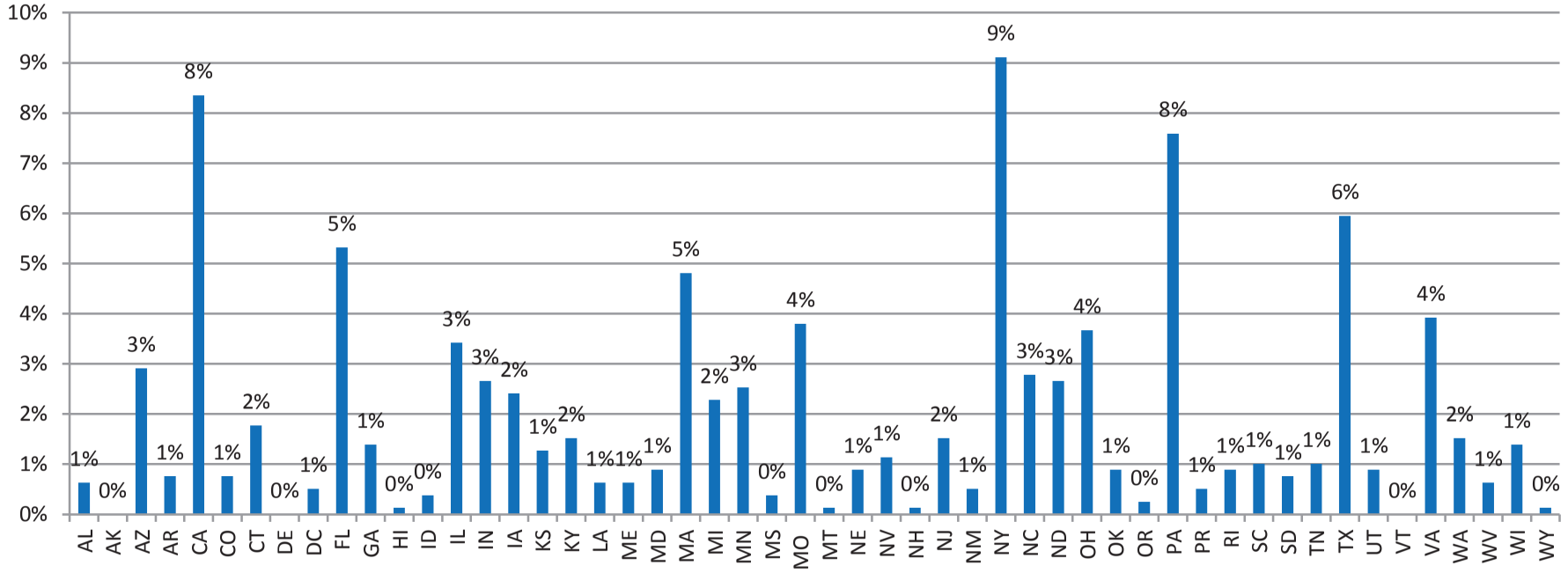


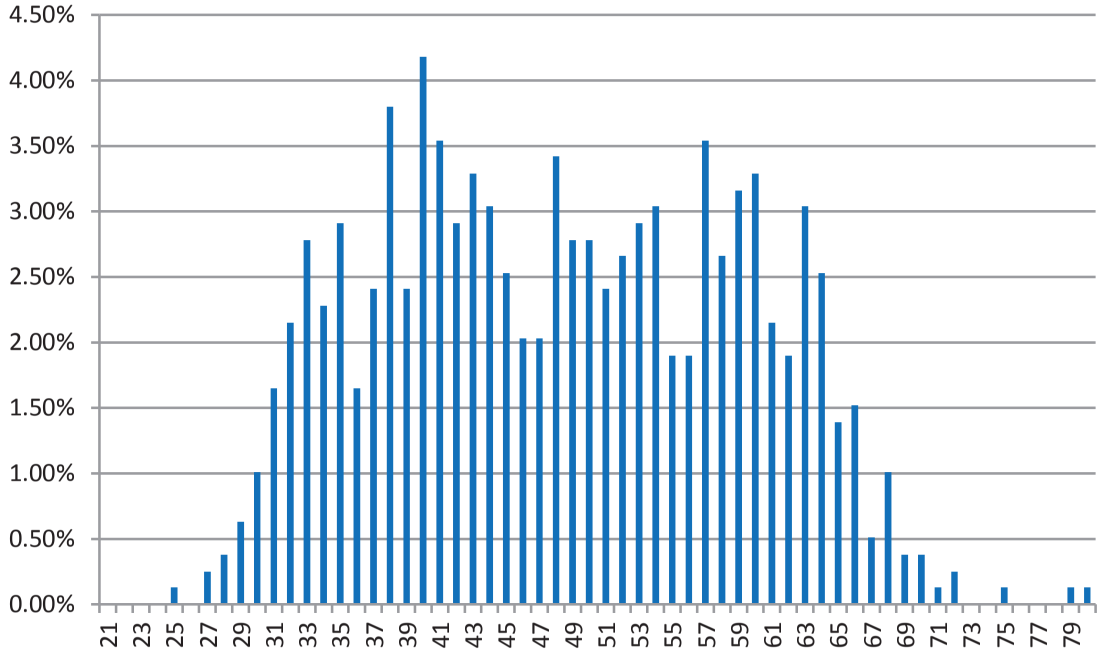
Who participated (n=797)



AOTA The American Occupational Therapy Association, Inc.

Participant's Profile

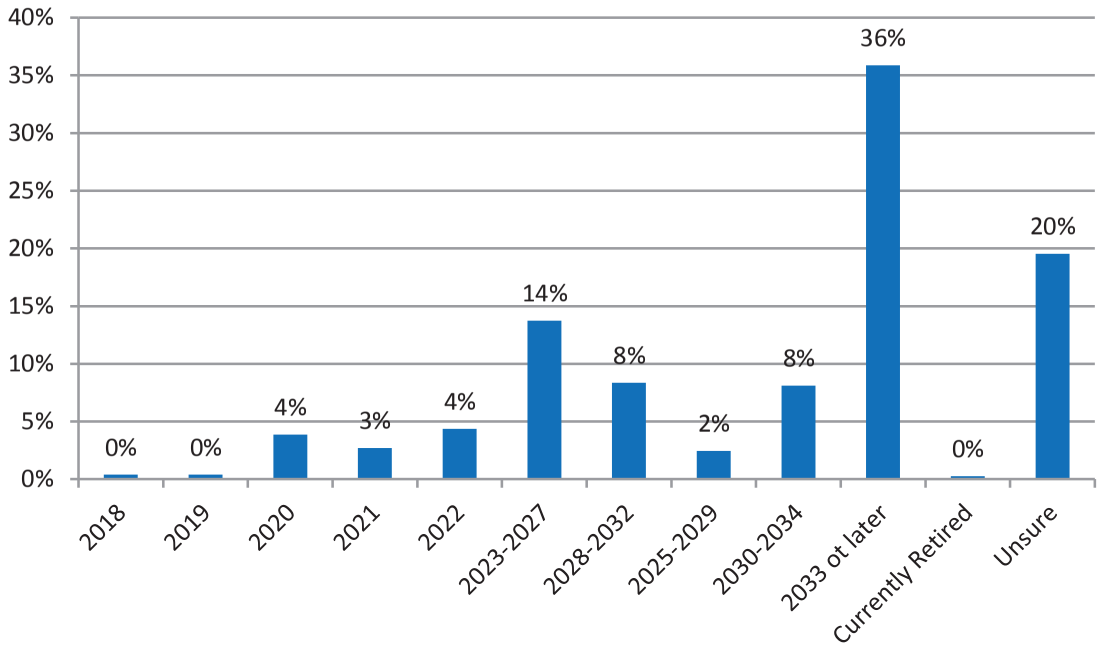
Faculty age (n=789)



Mean= 48yrs
Median=47yrs

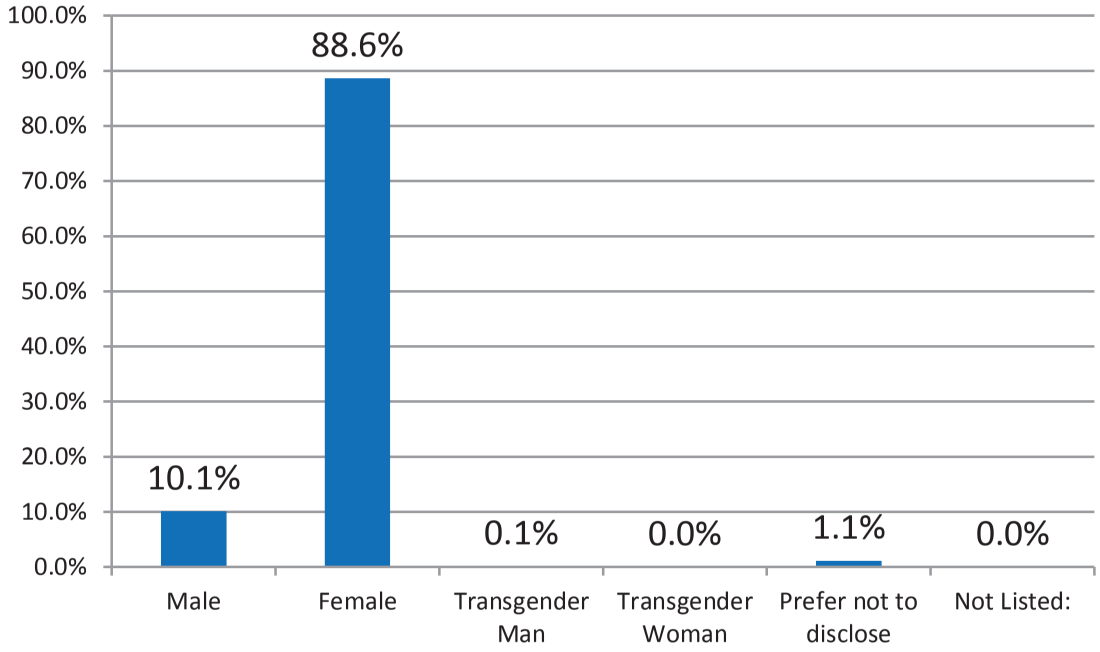
PD age

Expected year of retirement

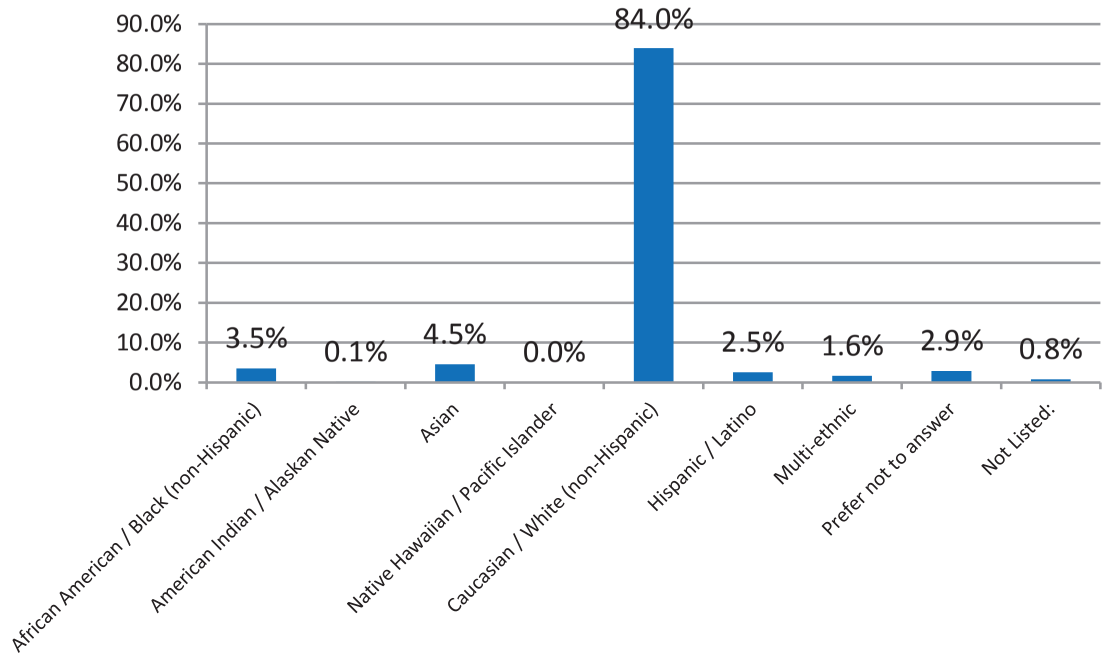


Retire in next 10 years:
2010: 35%
2013: 41%
2018: 25%

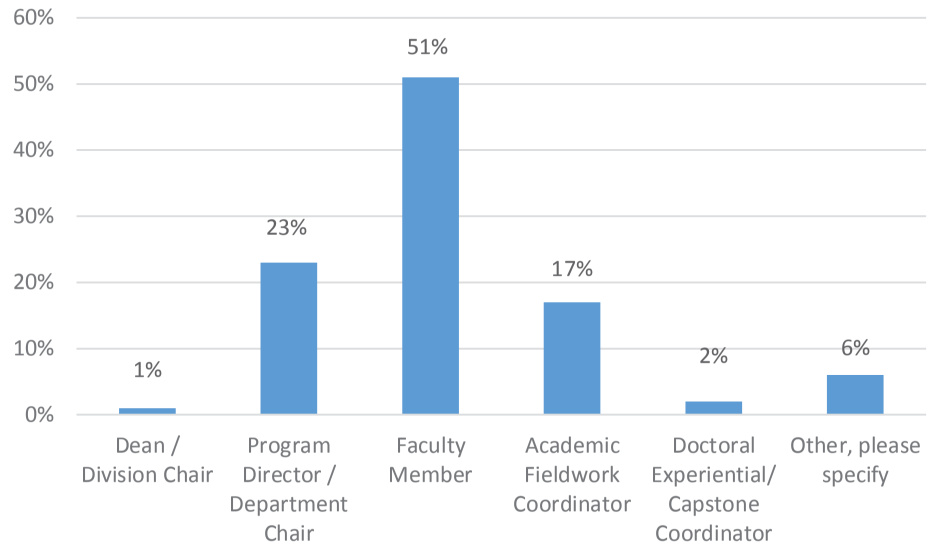
Gender you most identify



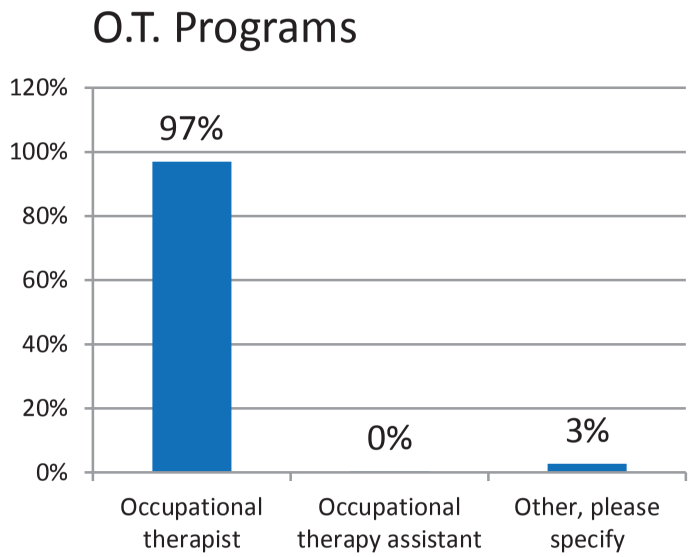
Ethnicity you most identify

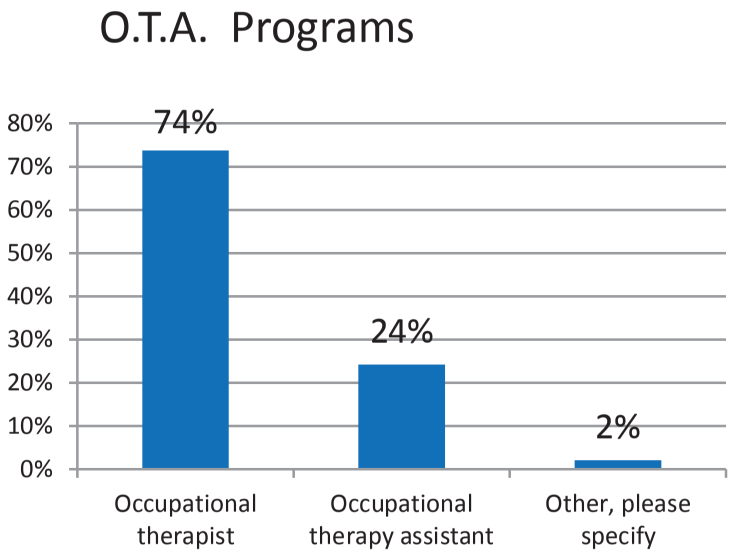


Position

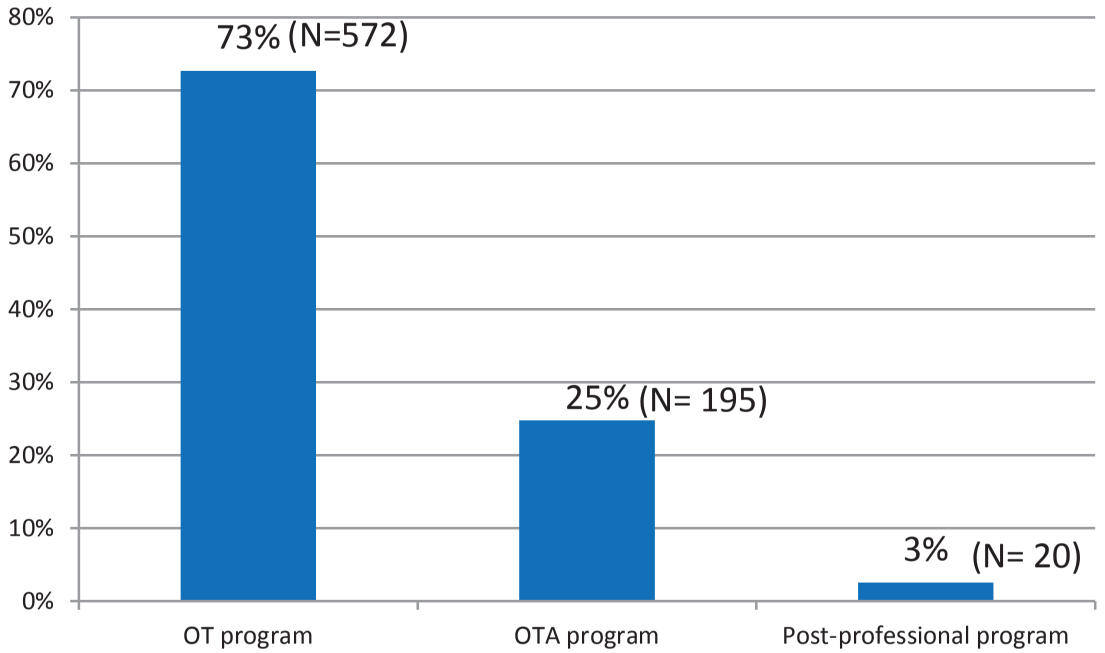

60%
50%
40%
30%
20%
10%
0%
1%
23%
51%
17%
2%
6%
Dean / Division Chair
Program Director / Department Chair
Faculty Member
Academic Fieldwork Coordinator
Doctoral Experiential/ Capstone Coordinator
Other, please specify

Are you an:

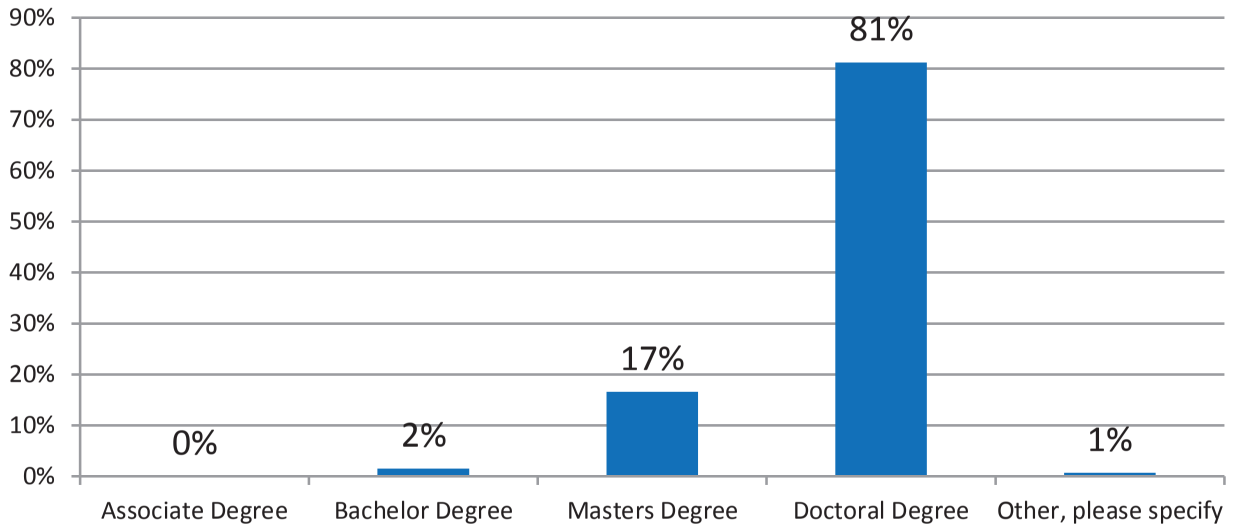

O.T. Programs
120%
100%
80%
60%
40%
20%
0%
97%
0%
3%
Occupational therapist
Occupational therapy assistant
Other, please specify


O.T.A. Programs
80%
70%
60%
50%
40%
30%
20%
10%
0%
74%
24%
2%
Occupational therapist
Occupational therapy assistant
Other, please specify

Primarily teach in

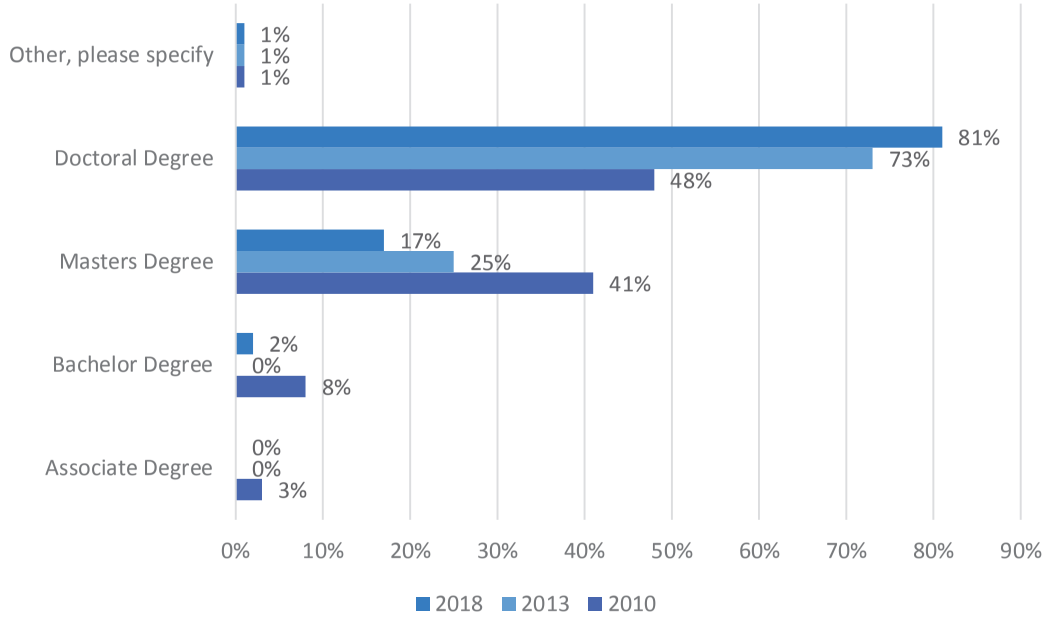


Highest degree- O.T. programs



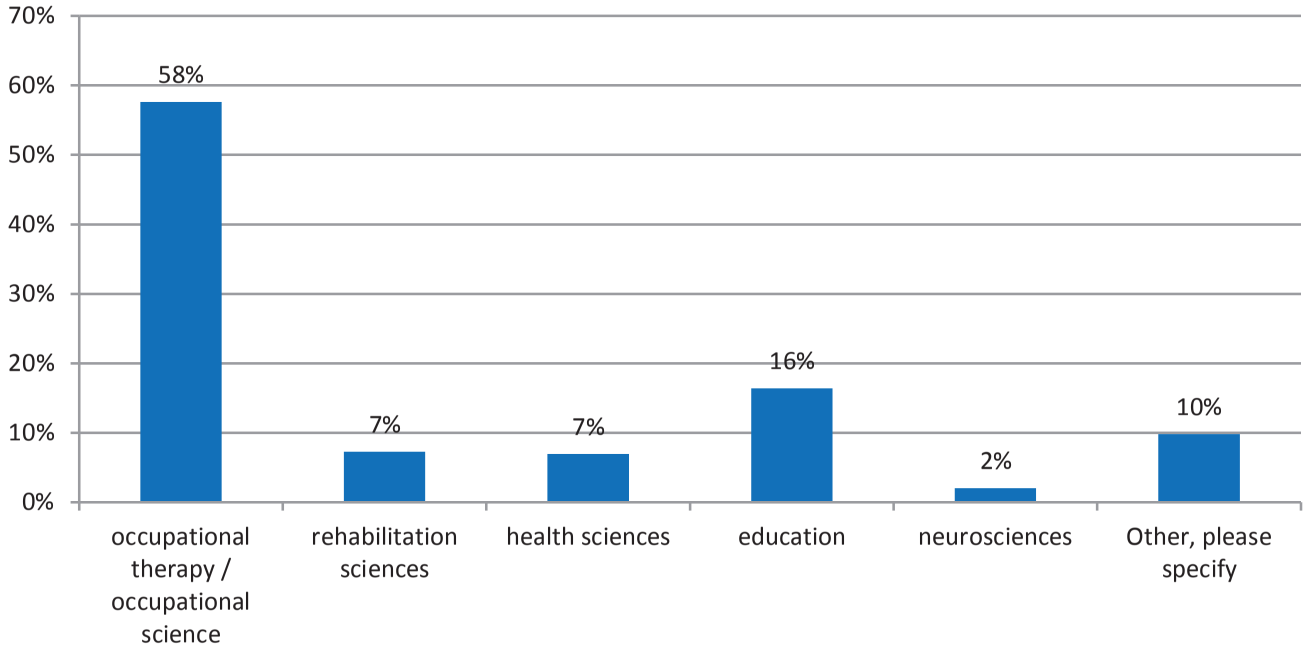
n=591

Highest degree- O.T. programs

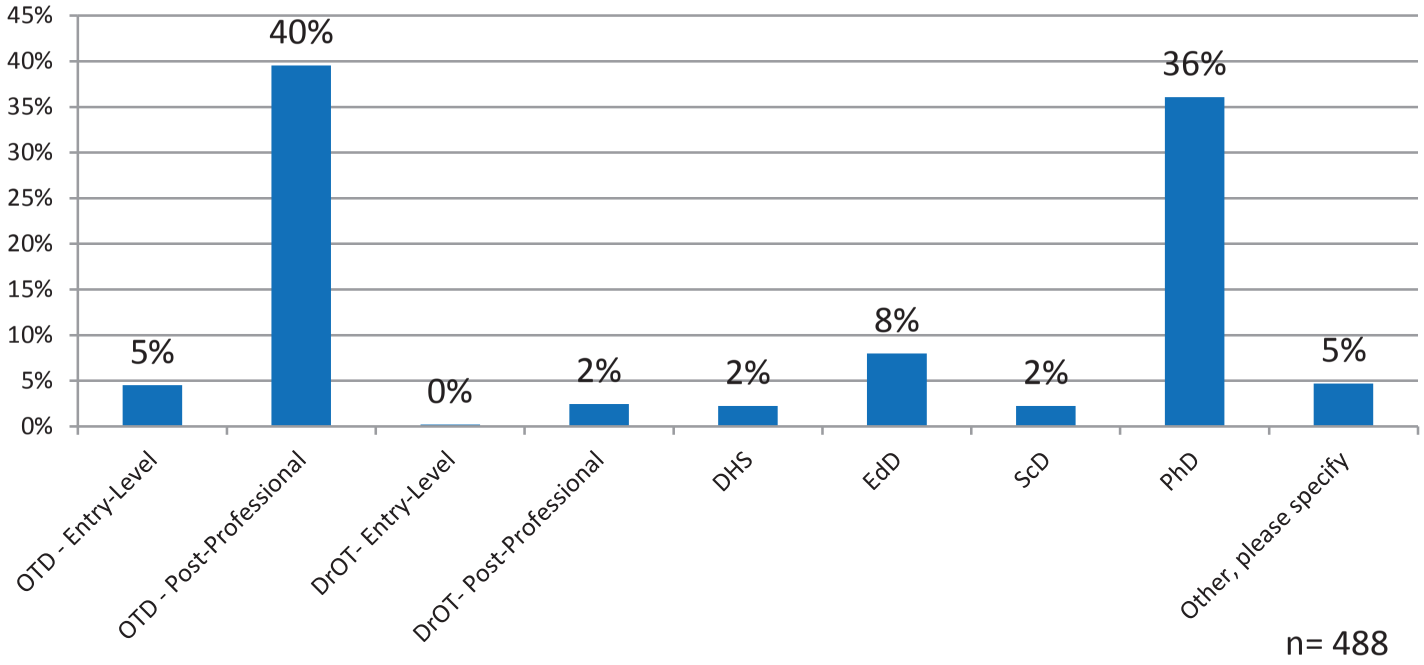


AOTA The American Occupational Therapy Association, Inc.

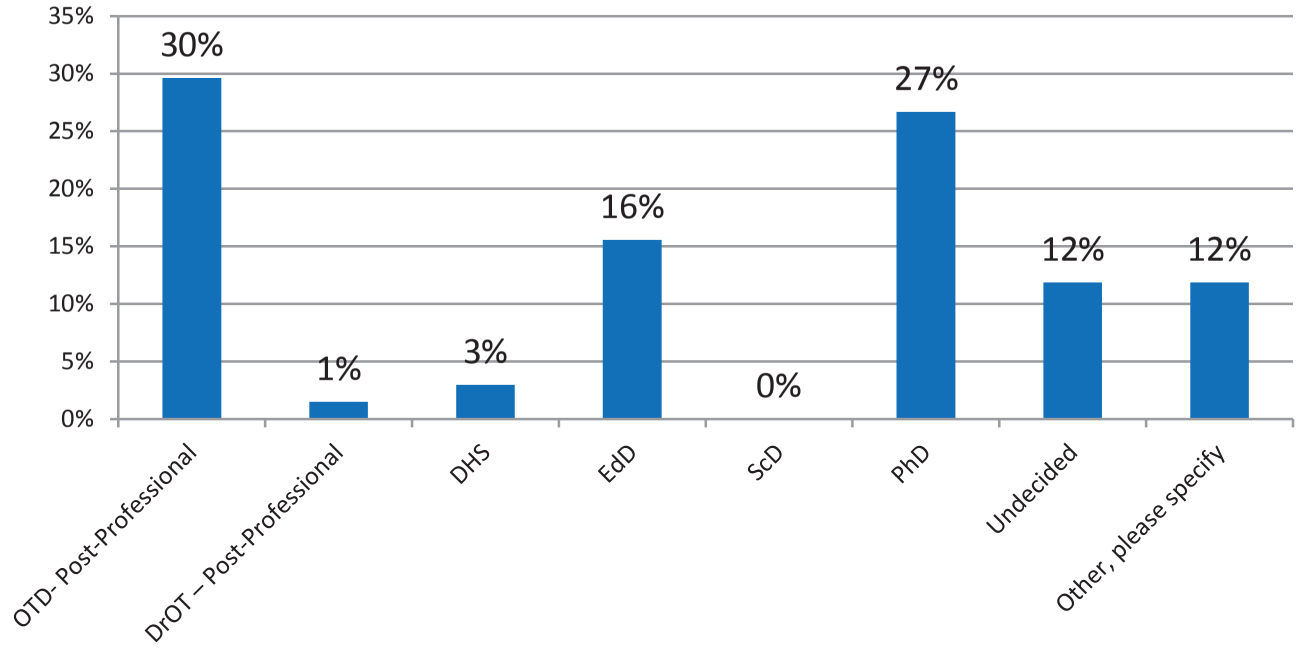
Which of the following best describes the area of focus of your highest degree?



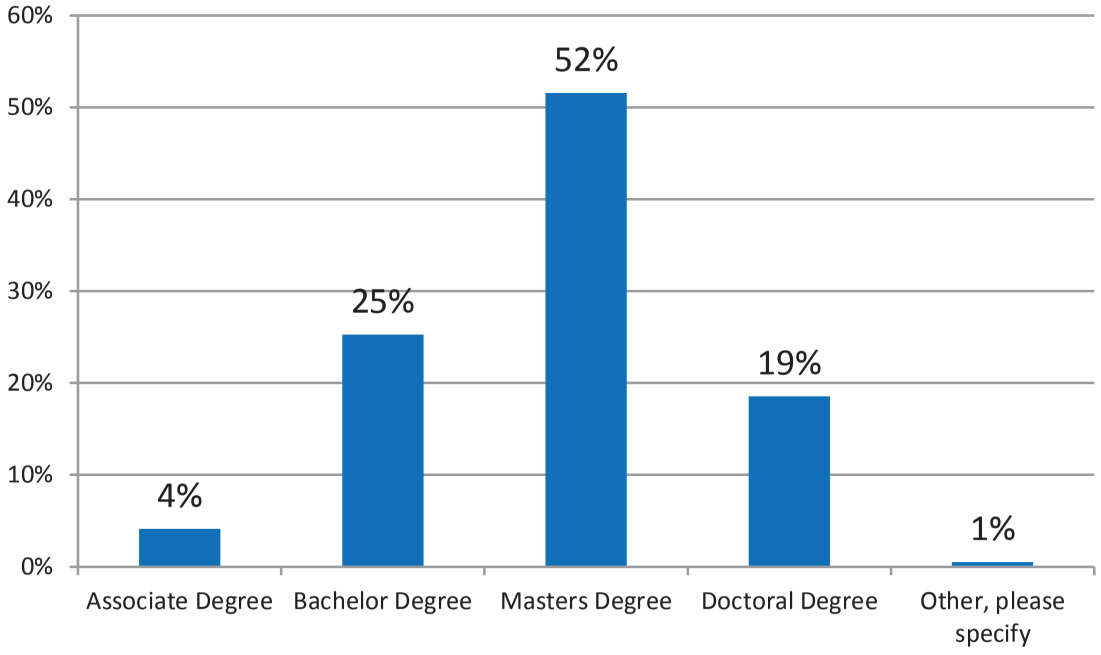
Doctoral degree type- O.T. programs



Pursuing a doctorate (n= 135)

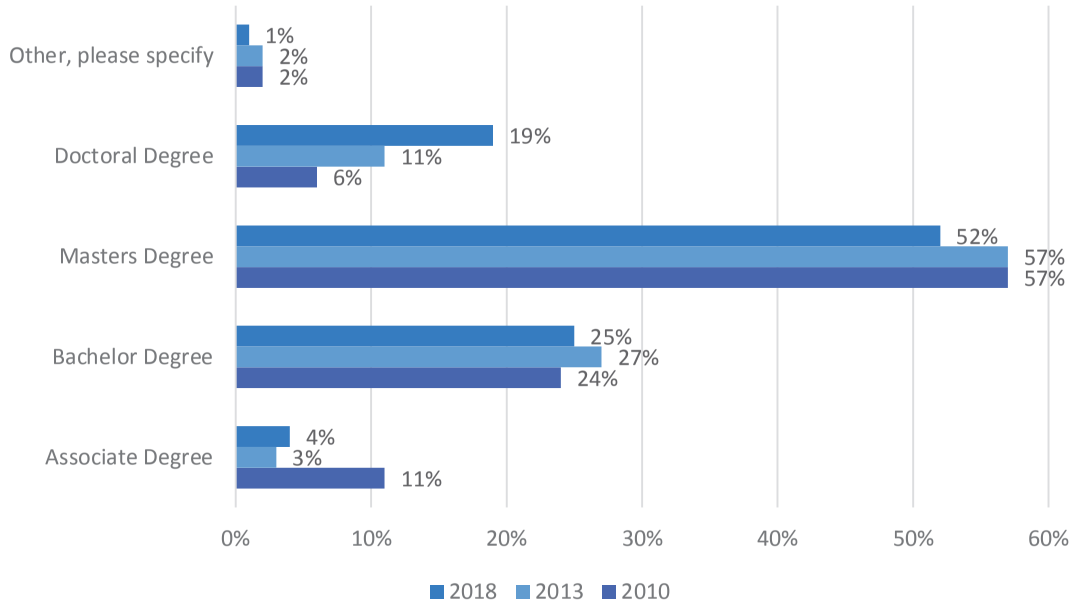


Highest degree- O.T.A. programs



N= 194

Highest degree- O.T.A. programs



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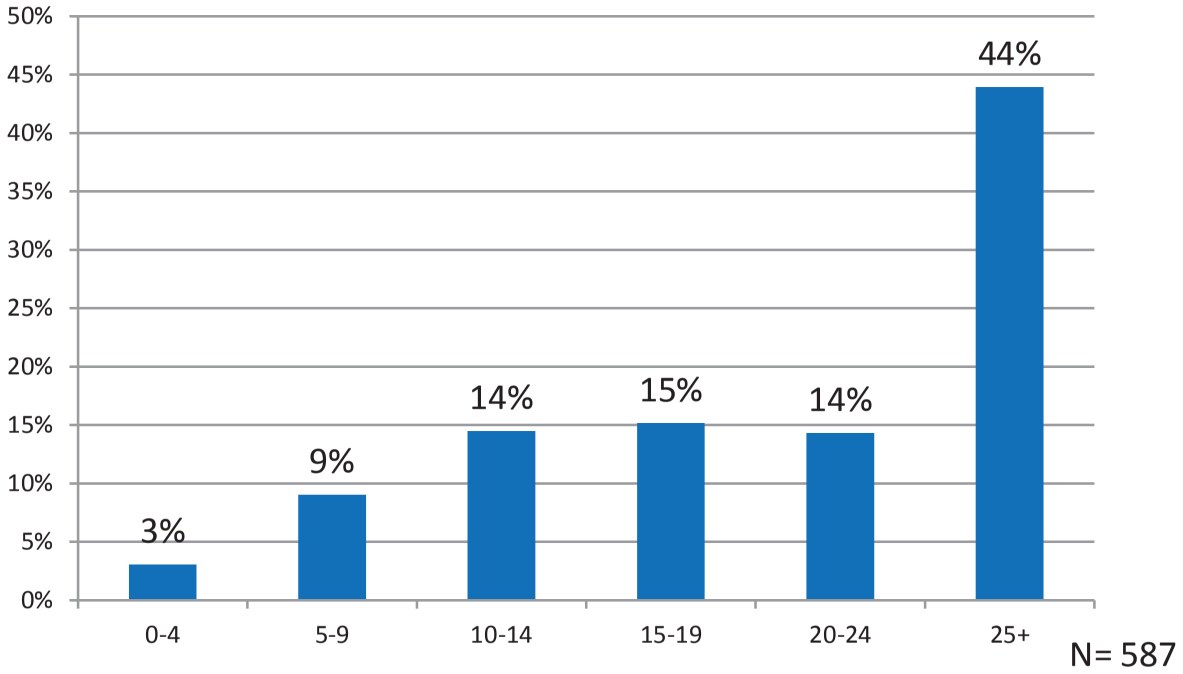
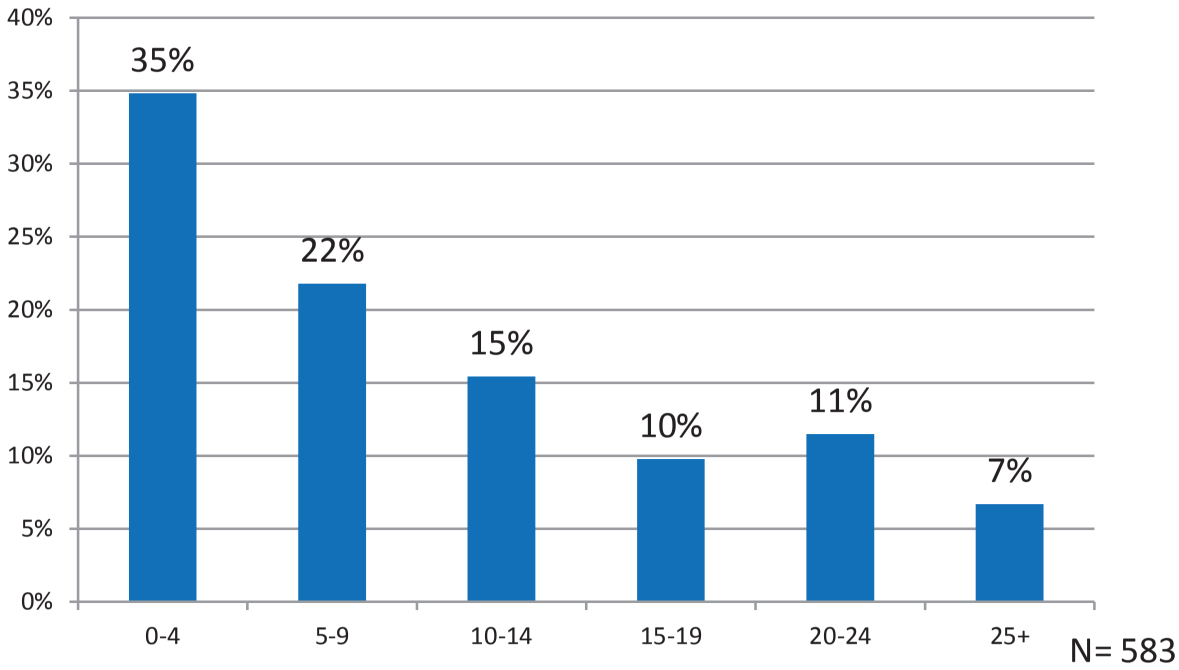
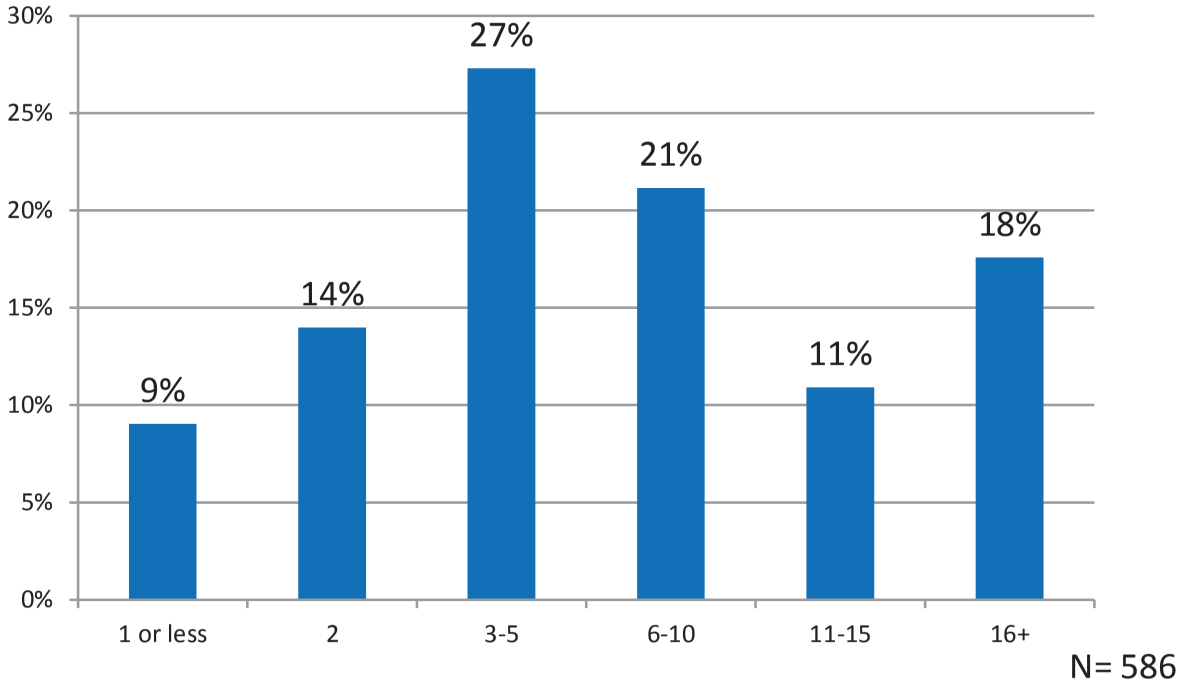
Years as an OT practitioner- O.T. program



Years as primarily faculty- O.T. program

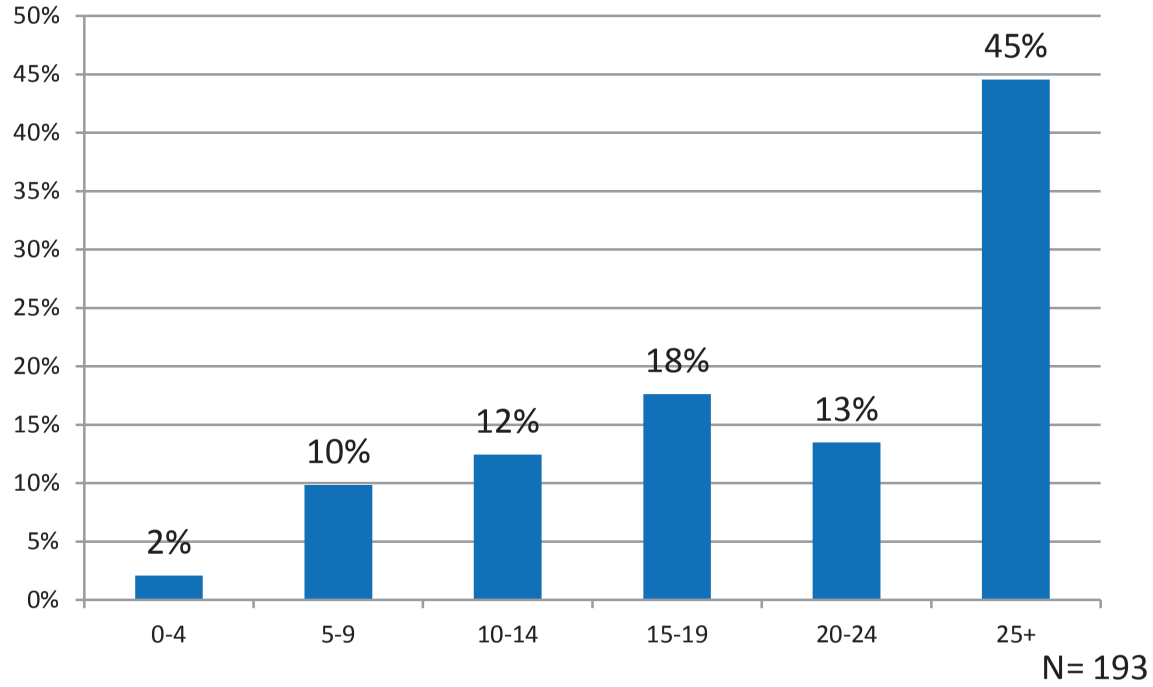


Years at current school- O.T. program

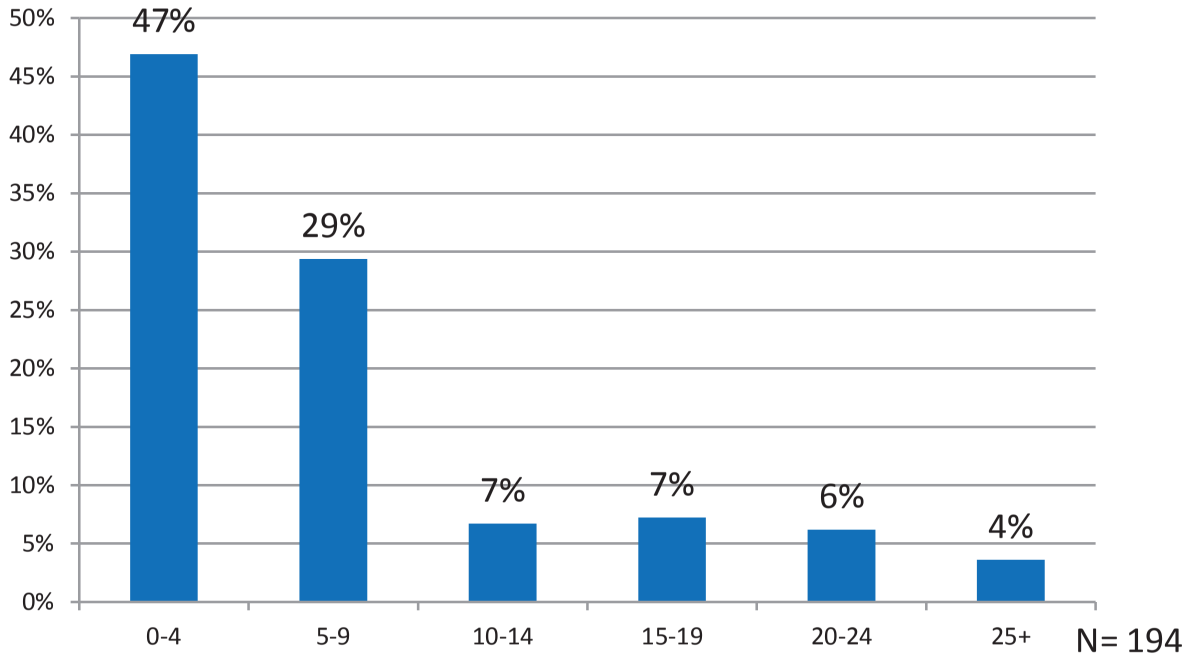


N= 586

Years as an OT practitioner- O.T.A. program



Years as primarily faculty- O.T.A. program



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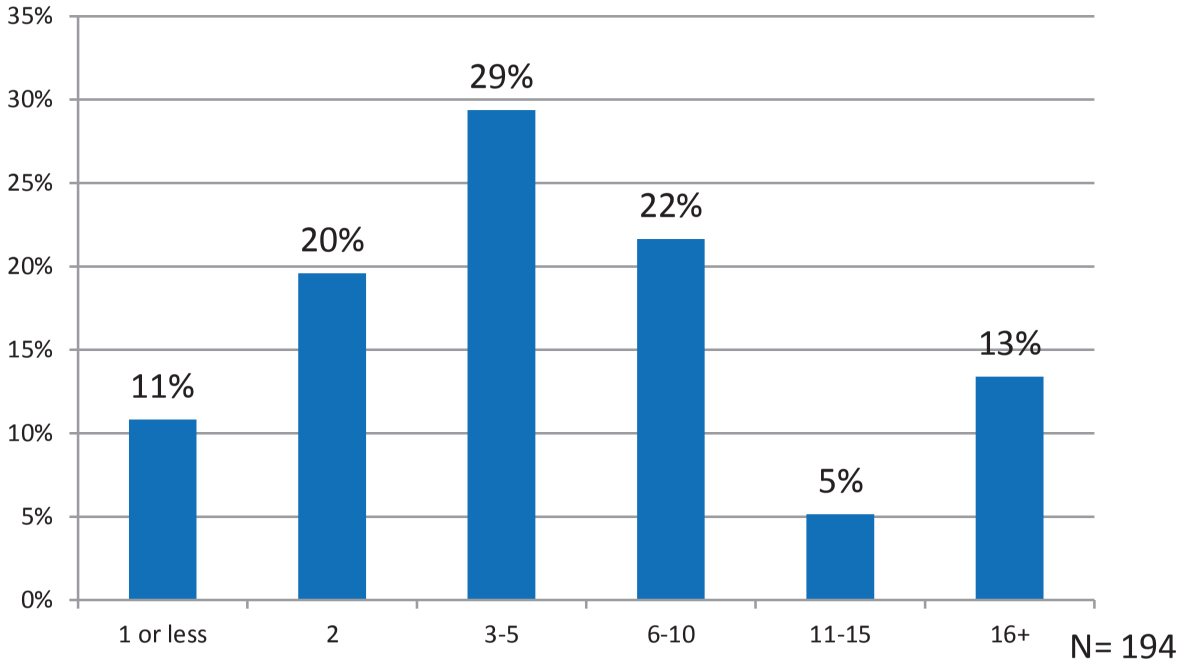
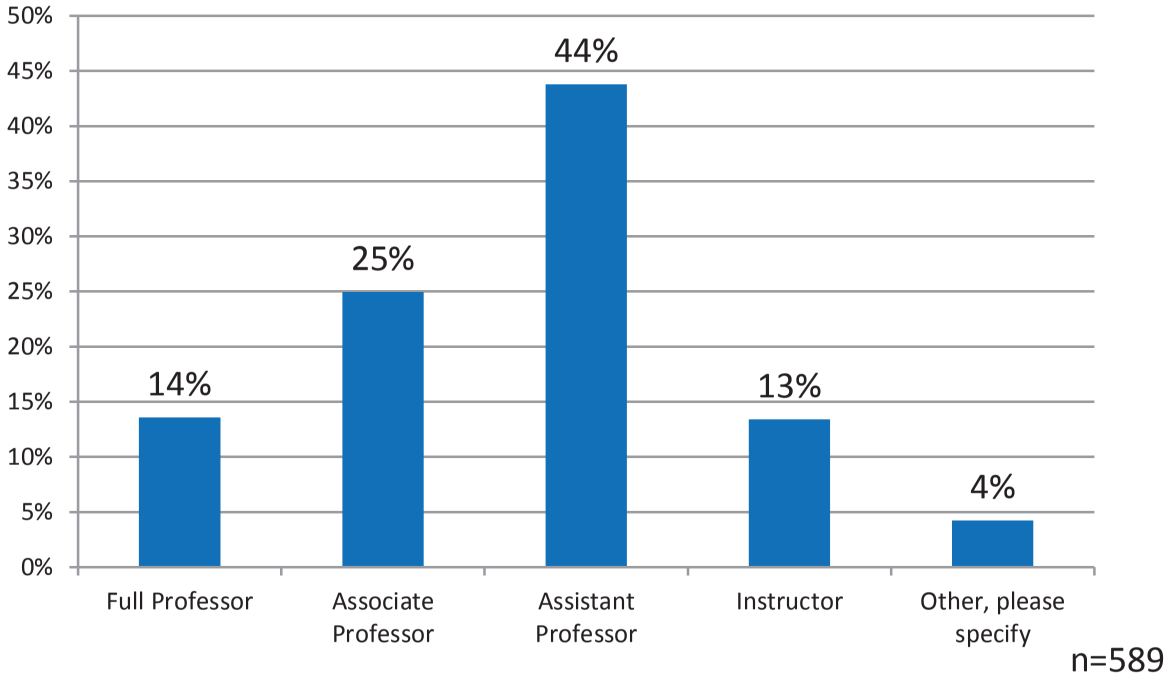
Years at current school- O.T.A. program

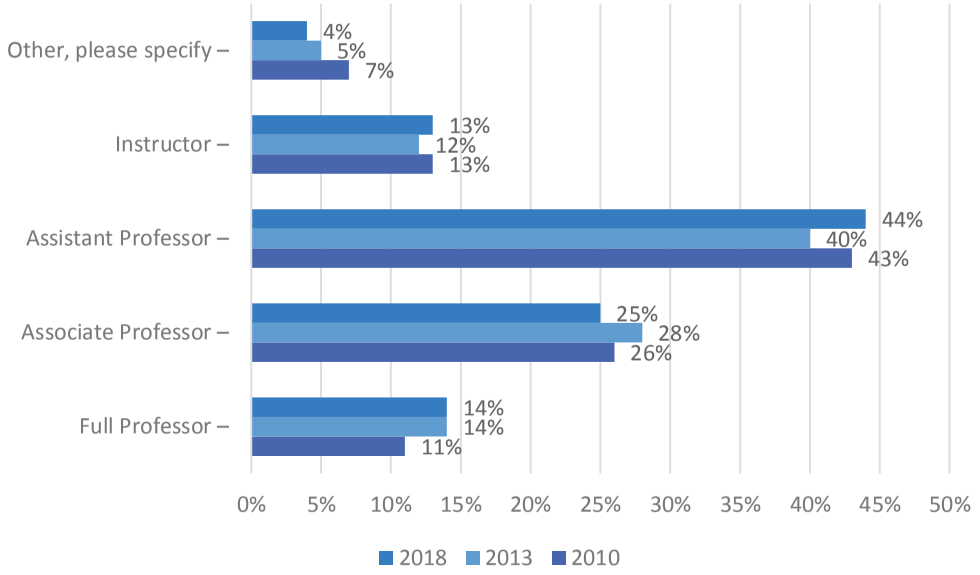


Rank- O.T. program

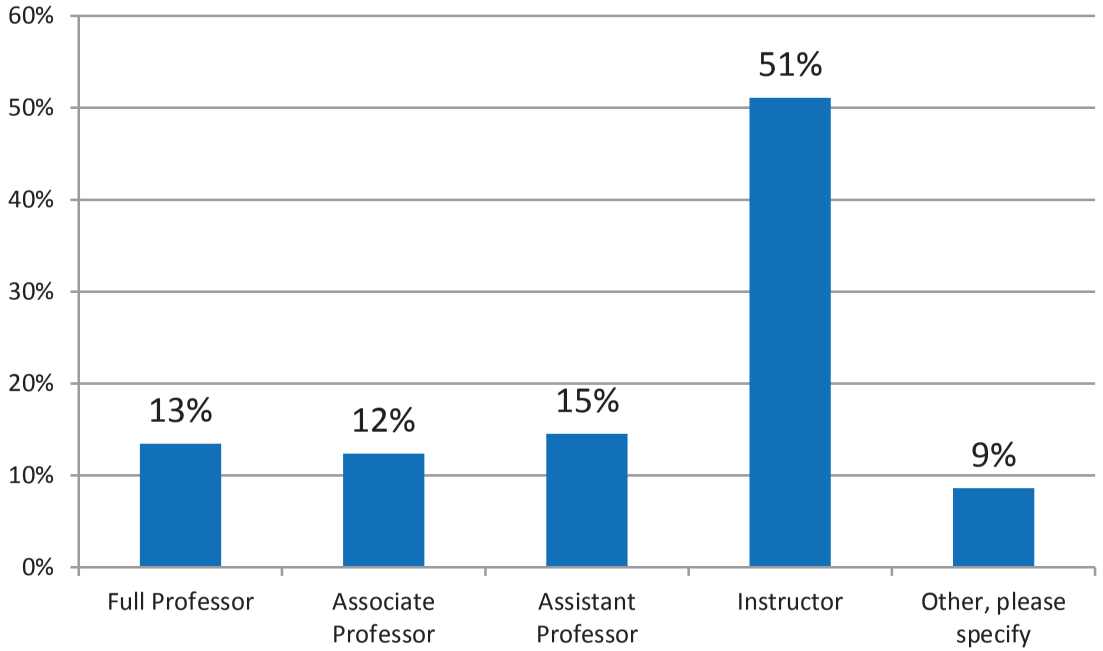


n=589

Rank- O.T. program

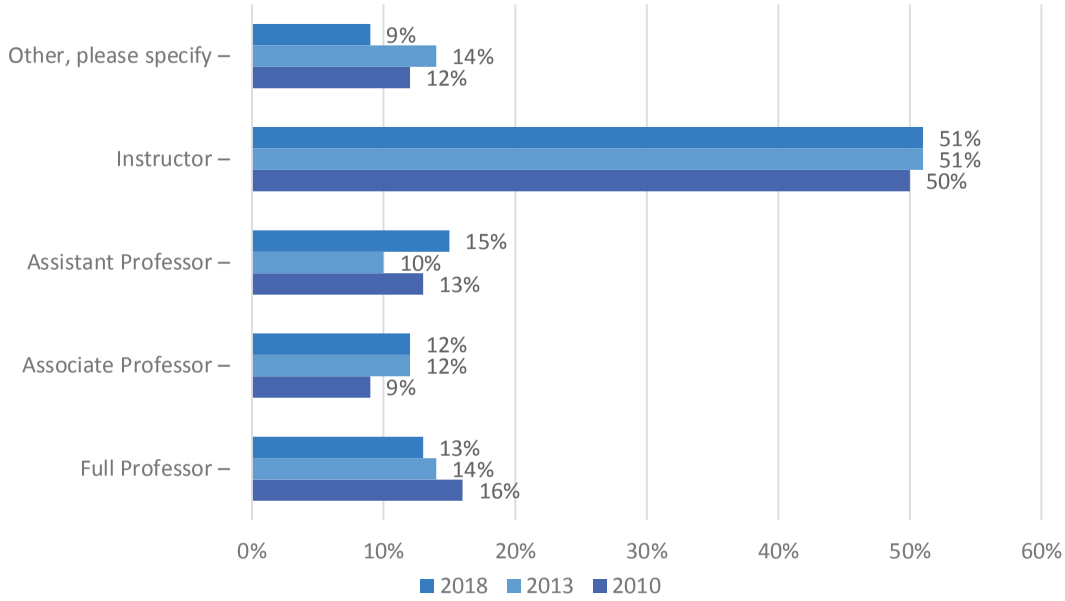


Rank- O.T.A. program

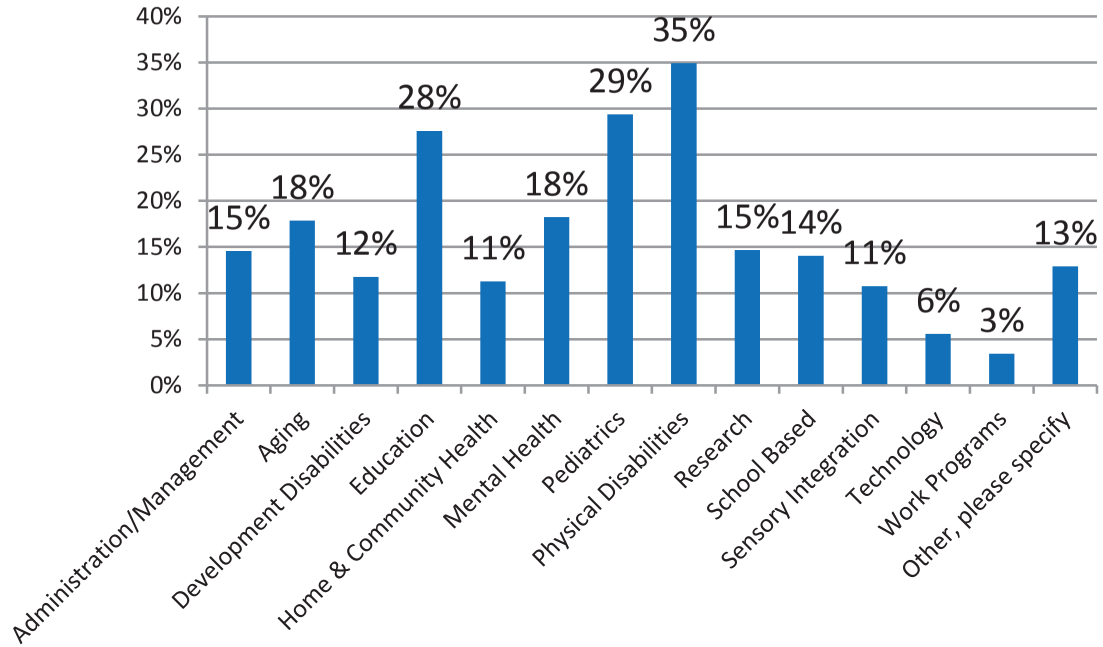


n=186

Rank- O.T.A. program

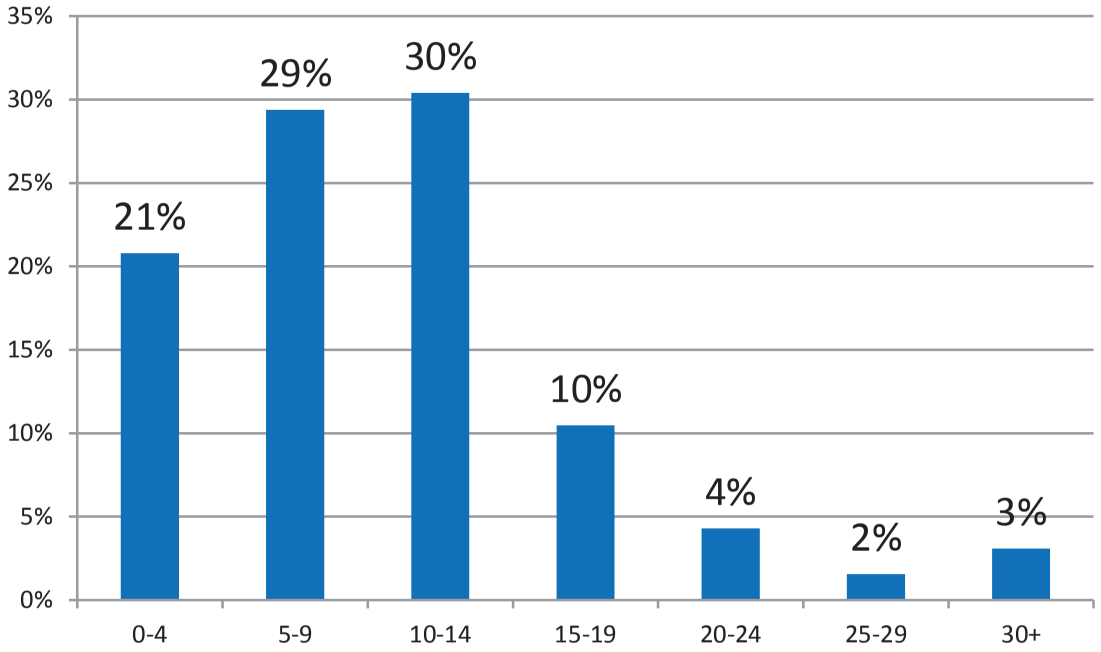


Primary expertise

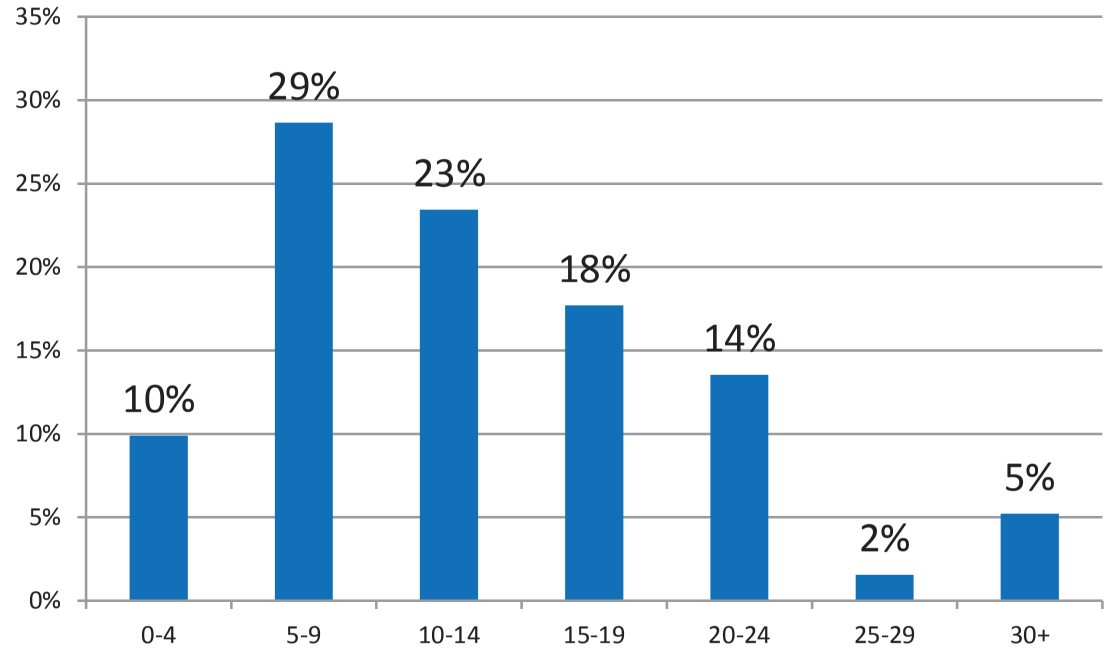


Productivity

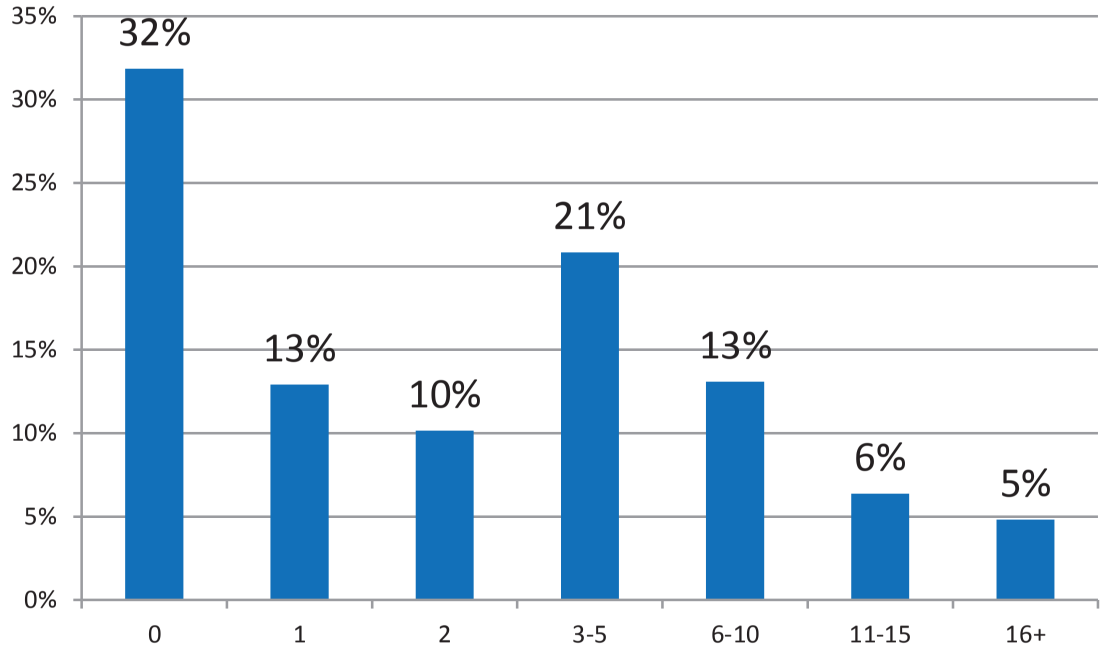
Classroom hours/week- O.T. programs



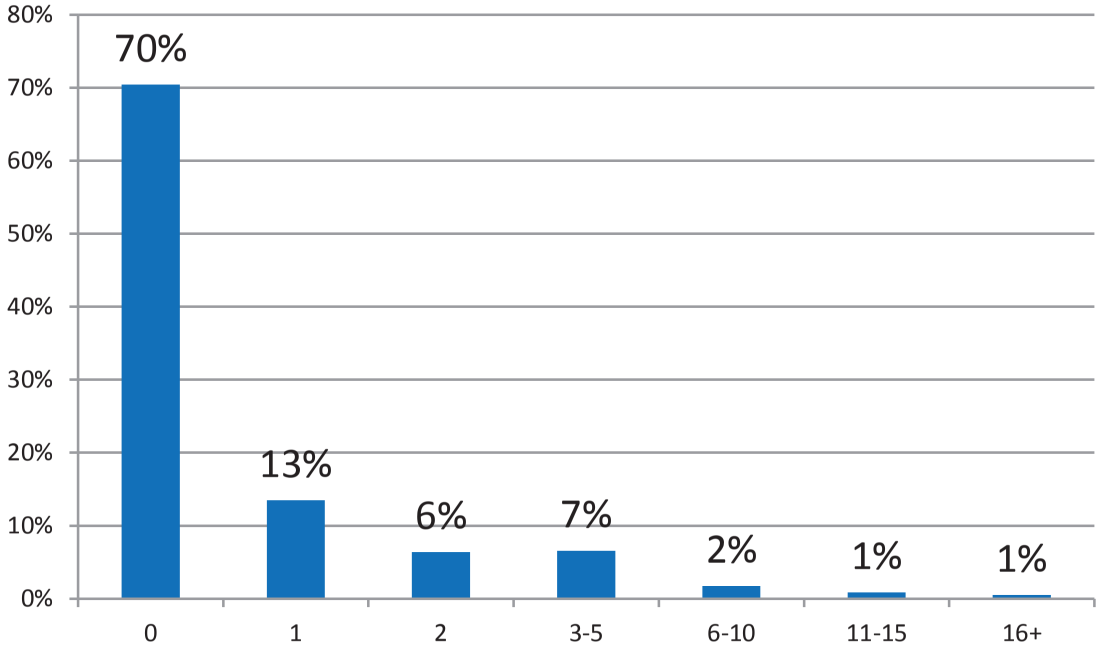
Classroom hours/week- O.T.A. programs



How many articles and/or book chapters have you submitted to peer-reviewed publications? – O.T. programs



How many articles and/or chapters that you sole-authored have been published in peer reviewed publications? O.T. programs



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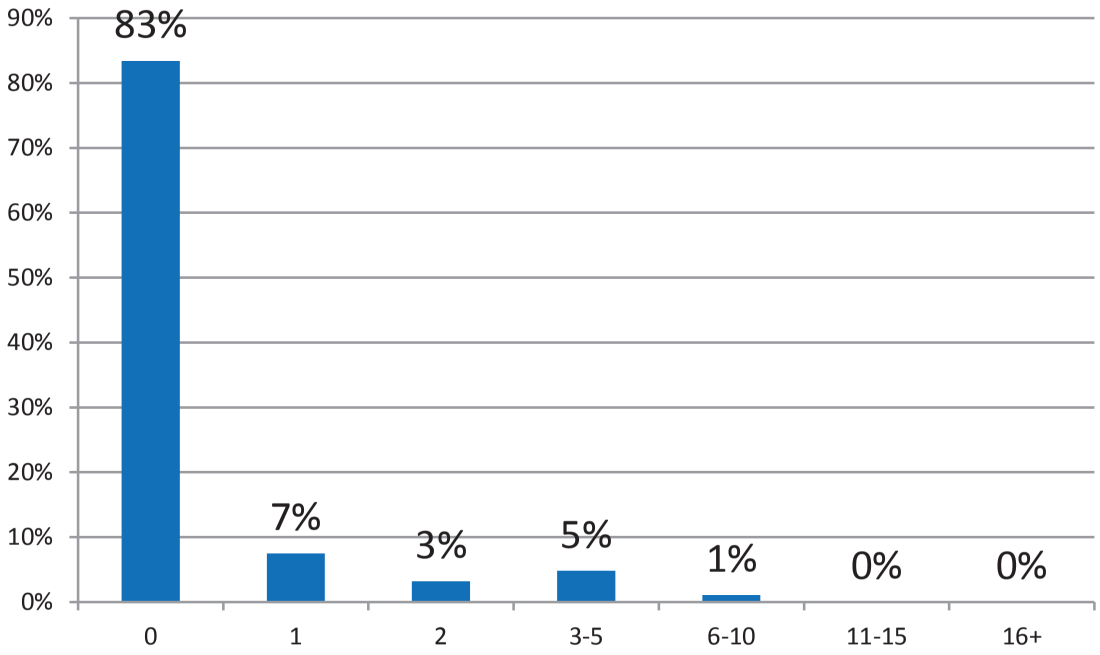
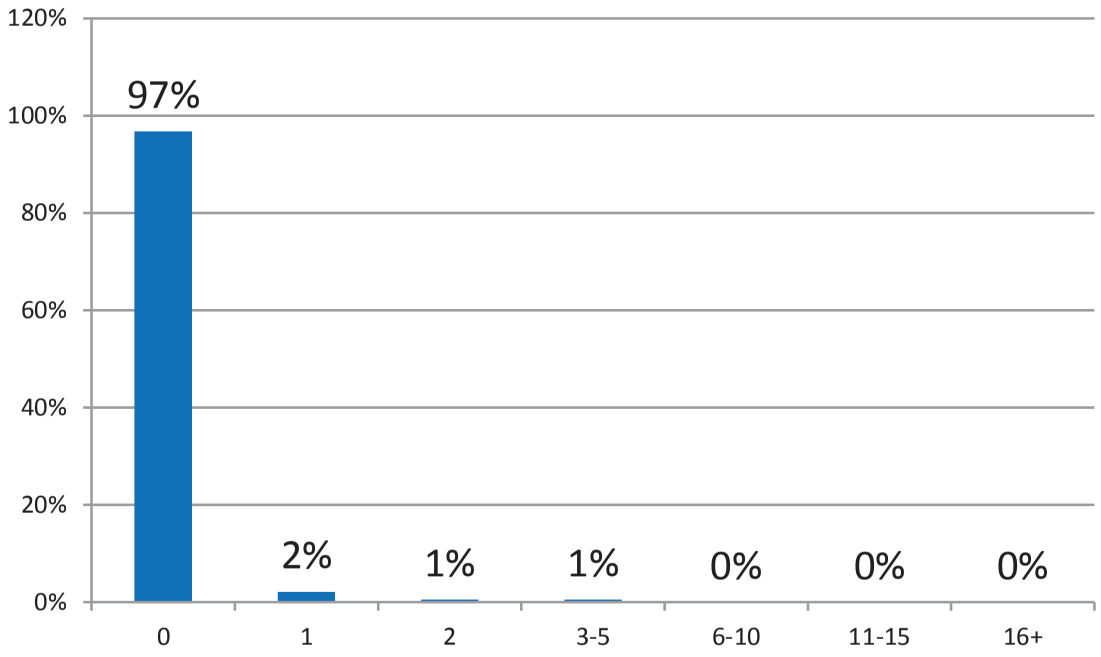
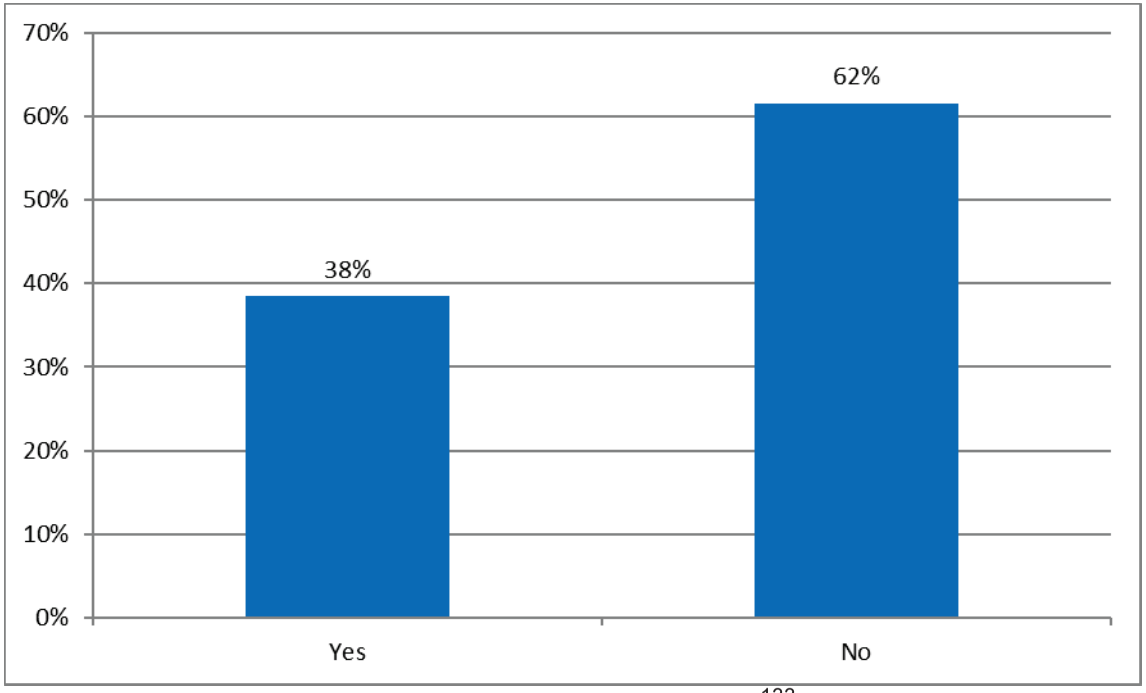
How many articles and/or book chapters have you submitted to peer-reviewed publications? – O.T.A. programs



How many articles and/or chapters that you sole-authored have been published in peer reviewed publications? O.T.A. programs

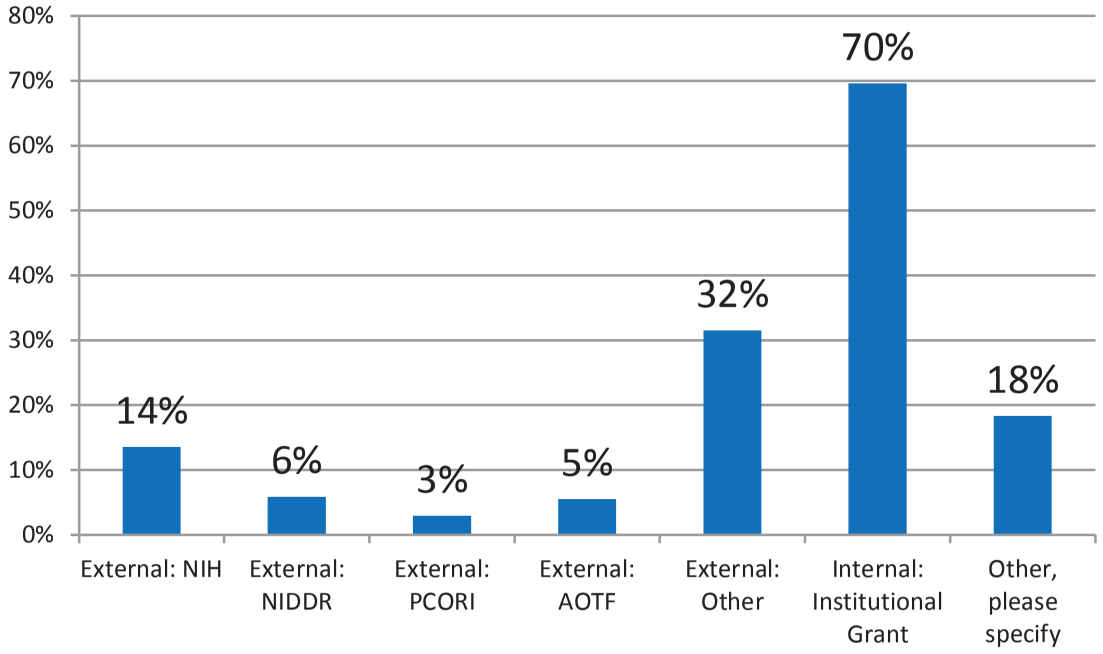


Have you conducted any grant-funded research in the last 5 years?



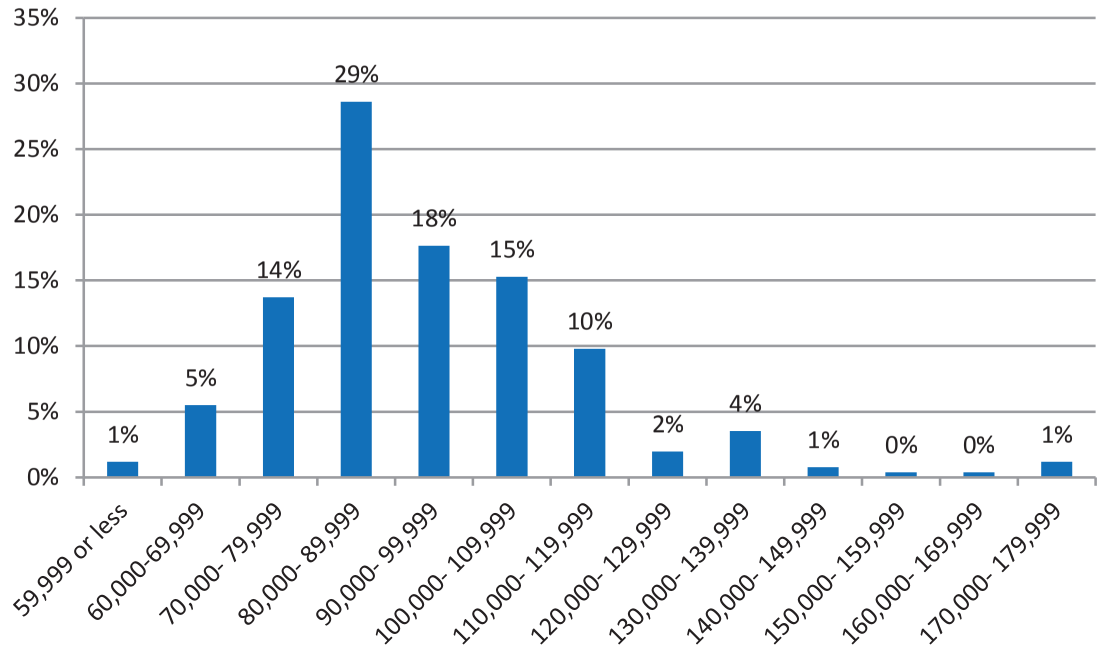
Yes	38%	223
No	62%	357
		580

What are the sources for your grant funds?

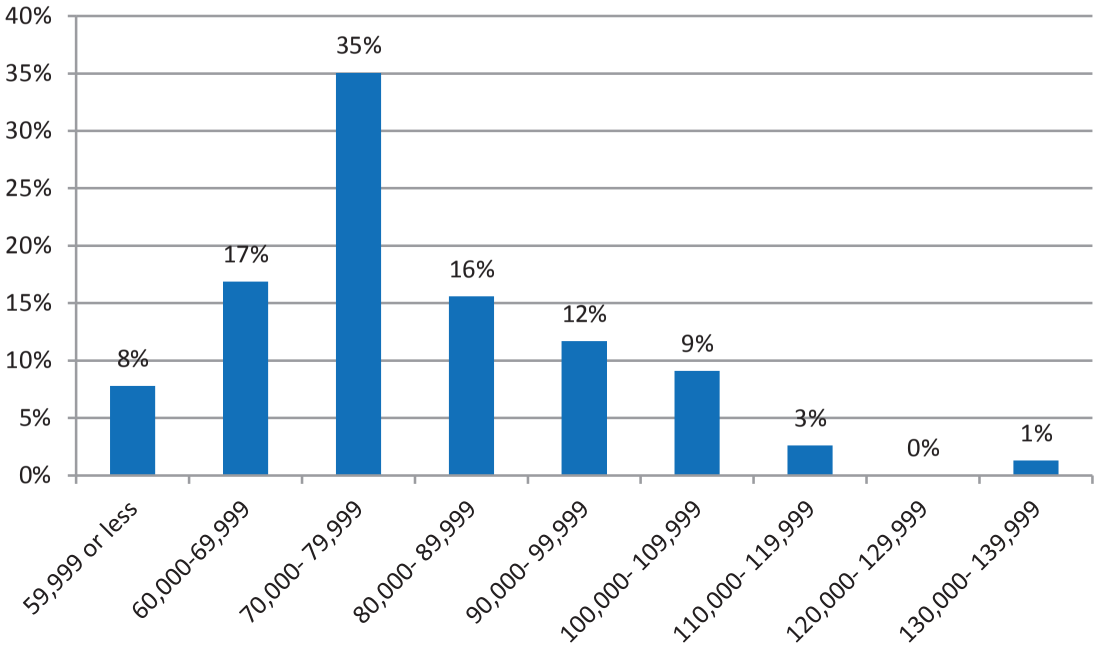


Compensation

Base Salary- OT program (12 mth contract=255)



Base Salary- OT program (9 mth contract=90)



thank you
danke
謝謝
ngiyabonga
teşekkür ederim
gracias
спасибо
Баярлалаа
рахмат
dank je
tapadh leat
хвала
mochchakkeram
go raibh maith agat
dziękuję
obrigado
bedankt
hvala
mauruuru
sukriya
kop khun krap
taiku
arigatô
takk
dakujem
grazie
terima kasih
감사합니다
ευχαριστώ
merci
мерси
ありがとう
sagolun
najis tuke
tanemirt
rahmet
dhanyavadagalu
shukriya
trugarez
enkosi
dankie
kiitos
vinaka
blagodaram
misaotra
matondo
paldies
asante
manana
djiere dieuf
mamnun
chnorakaloutioun
gracies
sulpay
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tak
mahalo
murakoze
teriki
kam sah hamnida
rahmat
diolch
xiexie

Faculty-Related Areas of Noncompliance (2015 – 2018)

April 2015:	August 2015	December 2015	Total
A.2.1 = 4	8	8	20
A.2.2 = 4	11	10	25
A.2.3 = 1	13	10	24
A.2.6 = 0	1	1	2
A.2.7 = 4	10	8	22
A.2.10 = 4	7	2	13
A.2.11 = 2	3	6	11

April 2016	August 2016	December 2016	Total
A.2.1 = 7	7	3	17
A.2.2 = 5	5	3	13
A.2.3 = 5	2	4	11
A.2.6 = 0	3	0	3
A.2.7 = 5	8	1	14
A.2.10 = 3	2	0	5
A.2.11 = 1	4	3	8

April 2017	August 2017	December 2017	Total
A.2.1 = 2	8	3	13
A.2.2 = 1	4	5	10
A.2.3 = 1	4	7	12
A.2.6 = 0	0	0	0
A.2.7 = 5	7	2	14
A.2.10 = 9	1	1	11
A.2.11 = 1	3	1	5

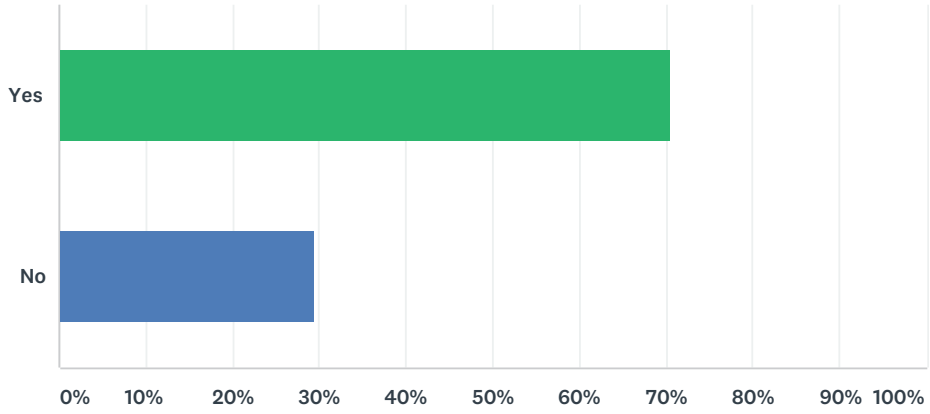
April 2018	August 2018	December 2018	Total
A.2.1 = 5	2	6	13
A.2.2 = 3	3	3	9
A.2.3 = 3	5	3	11
A.2.6 = 0	1	0	1
A.2.7 = 1	5	4	10
A.2.10 = 3	1	2	6
A.2.11 = 2	0	0	2

Q1 Please identify your institution.

Answered: 130 Skipped: 2

Q2 If your program currently offers an entry level OT degree or is in progress with developing an entry level OT degree, do you currently have open faculty positions?

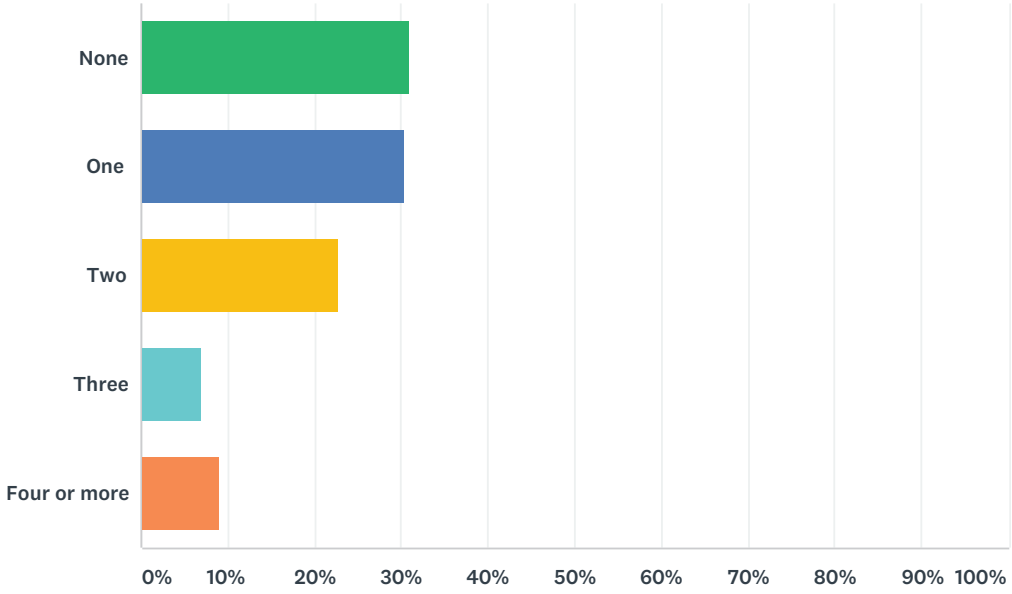
Answered: 132 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	70.45%	93
No	29.55%	39
TOTAL		132

Q3 How many faculty positions are currently vacant in your program?

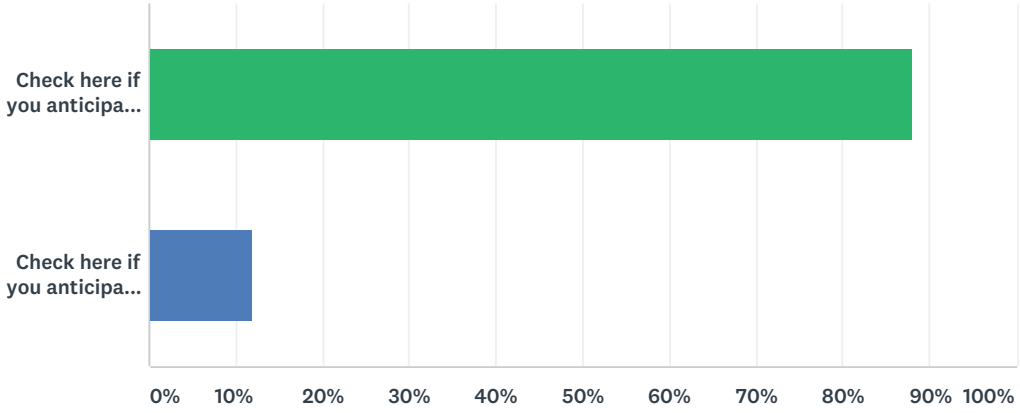
Answered: 132 Skipped: 0



ANSWER CHOICES	RESPONSES	
None	31.06%	41
One	30.30%	40
Two	22.73%	30
Three	6.82%	9
Four or more	9.09%	12
Total Respondents: 132		

Q4 Do you anticipate a shortage or surplus of faculty in the future?

Answered: 126 Skipped: 6



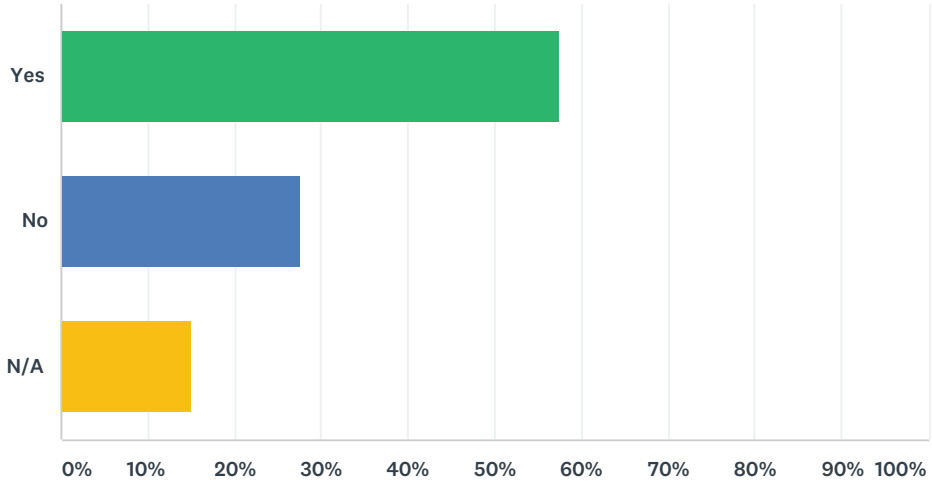
ANSWER CHOICES	RESPONSES	
Check here if you anticipate a shortage of faculty for your OT program in the future	88.10%	111
Check here if you anticipate a surplus of faculty for your OT program in the future	11.90%	15
Total Respondents: 126		

Q5 If you identified an OT faculty shortage above in questions can you articulate why you believe your institution is experiencing a shortage?

Answered: 117 Skipped: 15

Q6 If you identified a faculty shortage above, does your program have a strategic plan to address the current vacancies in your program?

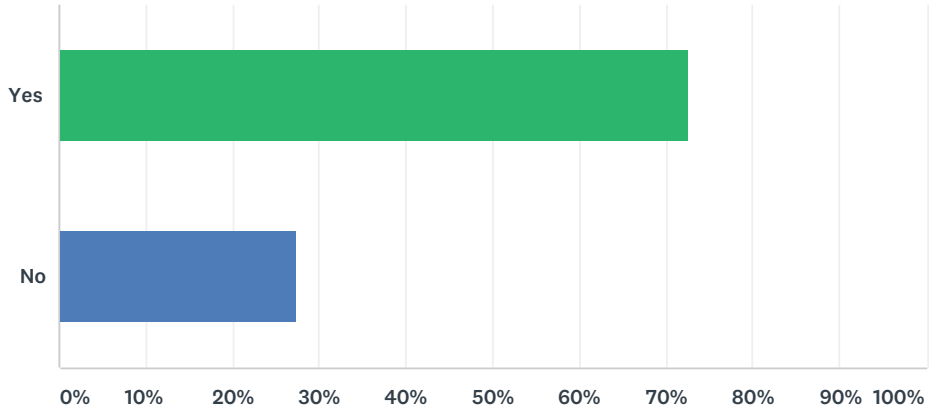
Answered: 127 Skipped: 5



ANSWER CHOICES	RESPONSES	
Yes	57.48%	73
No	27.56%	35
N/A	14.96%	19
TOTAL		127

Q7 Do you know of any masters or doctorally prepared occupational therapists who intend to move from the clinic to an entry level masters or doctorate academic position in the next 2-3 years?

Answered: 131 Skipped: 1



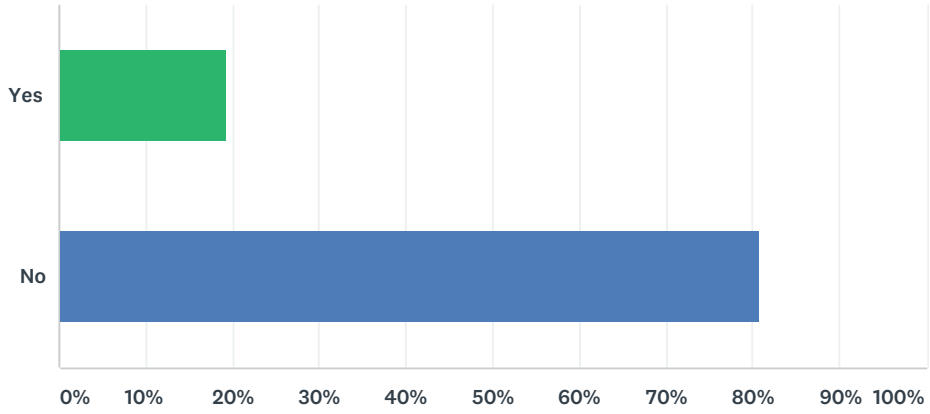
ANSWER CHOICES	RESPONSES	
Yes	72.52%	95
No	27.48%	36
TOTAL		131

Q1 Please identify your institution.

Answered: 130 Skipped: 1

Q7 9f your prol rag murrently offers an entry lecel v OA del ree or is in prol ress witT decelopinI an entry lecel v OA del reehdo you murrently Tace open famulty positions,

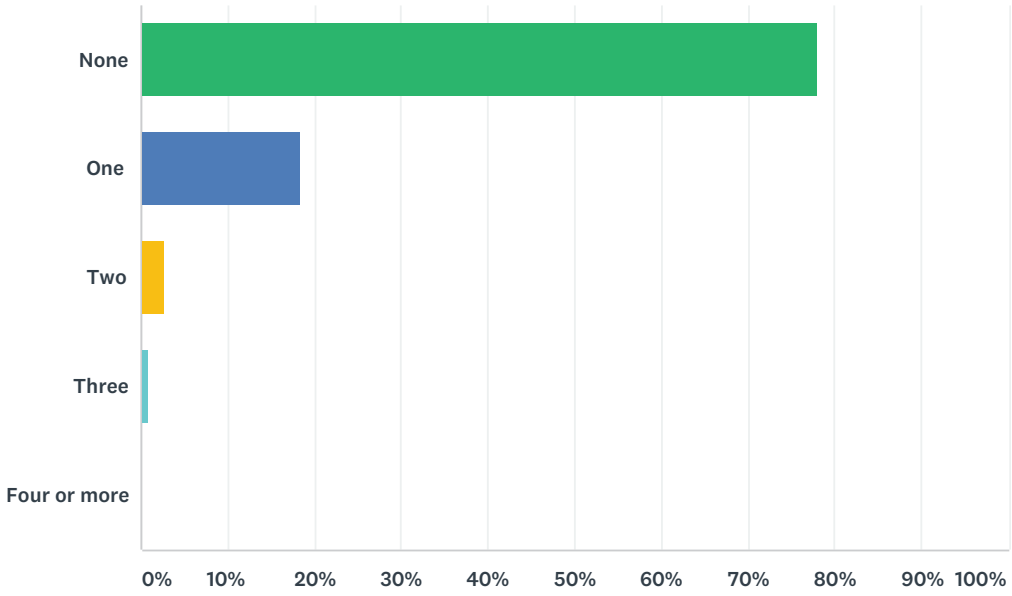
Answered: 13/ Skipped: 3



ANSWER CHOICES	RESPONSES	
Les	1/ .745	71
Yo	03.4%5	00
Ov OA?		13/

Q%6 ow g any famulty positions are murrently camant in your prol rag ,

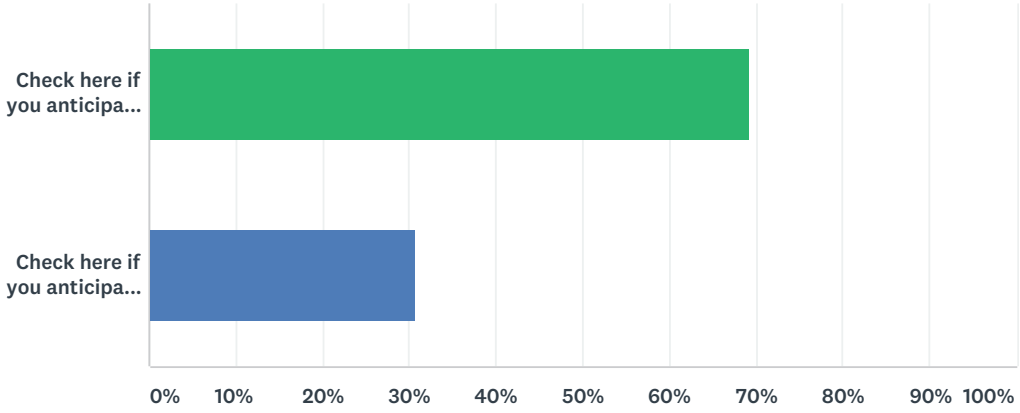
Answered: 13/ Skipped: 3



ANSWER CHOICES	RESPONSES	
Yone	44./ 05	0N
v ne	10.%N5	73
Owo	7.4N5	%
OTree	3./ 75	1
Hour or g ore	3.335	3
Cotal 8 espondents: 13/		

QF Do you antimipate a sTortal e or surplus of famulty in tTe future,

Answered: / 1 Skipped: 10



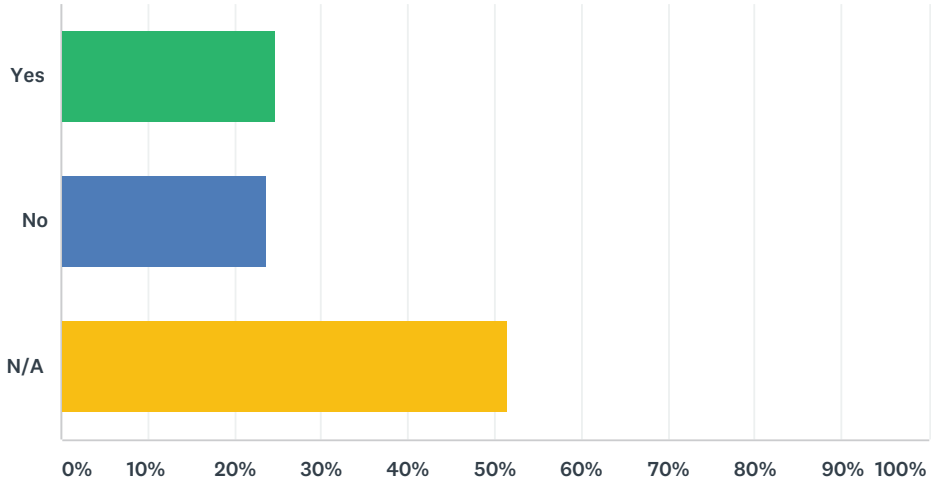
ANSWER CHOICES	RESPONSES	
CTemk Tere if you antimipate a sTortal e of famulty for your v OA prol rag in tTe future	R/ .7%5	R%
CTemk Tere if you antimipate a surplus of famulty for your v OA prol rag in tTe future	%3.445	70
Cotal 8 espondents: / 1		

QN9 If you identified an faculty shortage above in question 8, can you articulate why you believe your institution is experiencing a shortage,

Answered: 44 Skipped: 97

QR9f you identified a famulty sTortal e abocehdoes your prol rag Tace a stratel implan to address tTe murrent camanmies in your prol rag ,

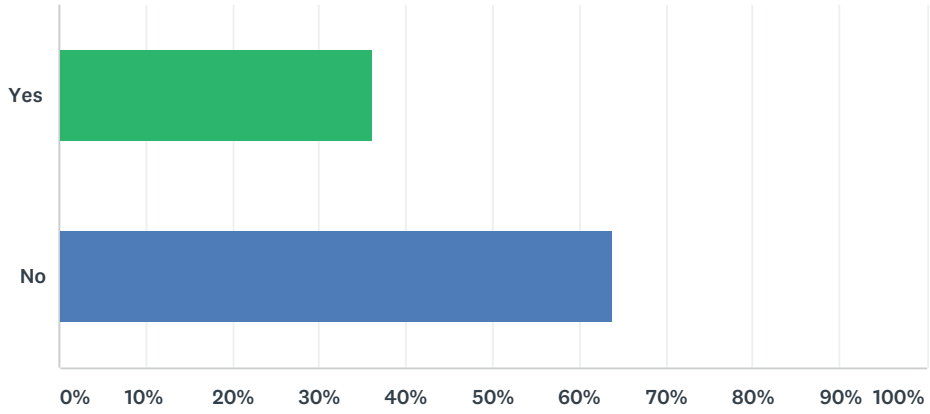
Answered: / 4 Skipped: 17



ANSWER CHOICES	RESPONSES	
Les	7F.4F5	7F
Yo	7%415	7%
Y2A	N1.NN5	N3
Ov OA?		/ 4

Q4 Do you know of any bam Telorhg asters or dom lorally prepared omm upational tTerapists wTo intend to g oce frog tTe m linimto an entry lecel v OA ama deg imposition in tTe next 7-%years,

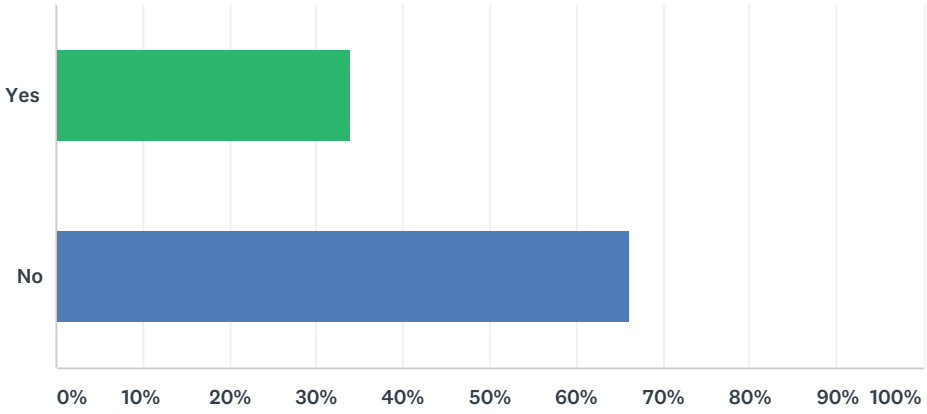
Answered: 130 Skipped: 1



ANSWER CHOICES	RESPONSES	
Les	%R115	%
Yo	R%0/ 5	R/
Ov OA?		130

Q0 Do you know of any bamTelorhg asters or dom1orally prepared omnupational tTerapy assistants wTo intend to g oce frog tTe mlinimto an entry lecel v OA amadeg imposition in tTe next 7-%years,

Answered: 13/ Skipped: 3



ANSWER CHOICES	RESPONSES	
Les	%%/ F5	%4
Yo	RR3R5	47
Ov OA?		13/

Form 2: Exploration of Collaboration Overview

Missouri State University
Occupational Therapy, Doctorate

Potential Collaboration Partners (DHEWD will complete and identify either service region or mission required*)	Plan to Pursue Collaboration (details in table below)	Not Pursuing Collaboration (include written statement(s) from CAOs and complete Form 2.1 for each institution as part of Phase I Proposal)
University of Missouri-Columbia		X (see attached letter from Steve Graham)
Potential Partner		
Potential Partner		
Potential Partner		
Potential Partner		
(Optional) Potential Partner**		

If the proposing institution and a potential partner institution cannot agree about collaboration, use **Form 2.1 – Justification for Standalone Program** and provide documentation that one or both institutions believe collaboration is not feasible or documentation that one or both institutions believe collaboration is not a viable means to meet student and/or employer needs.

*When approved for Phase 2, the proposing institution will email Chief Academic Officers from all institutions marked as “mission required” for recommendations to the external review team. The DHEWD will be copied on this correspondence.

***Private institutions seeking optional collaboration must have the same or substantially similar program as that being considered. If a public-private institution collaboration is feasible, all collaborative partners are subject to the same CBHE criteria as public institutions. These include, but are not limited to, the proposal review and approval requirements and reporting requirements related to provisional review.*

Details of Planned Collaboration:

Partner institution:	
Institution that will confer degree:	
Number of hours delivered by proposing institution:	
Number of hours delivered by partner:	

Additional information about collaboration for consideration:

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July 31, 2020

Dr. Frank Einhellig, Provost

Missouri State University

Provost Office

901 S. National Ave.

Springfield, MO 65897

Frank:

This letter serves as confirmation that Drs. Masterson and Chakraborty have discussed potential collaboration plans with Dr. Wolf in the Department of Occupational Therapy at University of Missouri to offer a post-professional Occupational Therapy Doctorate (OTD) degree. Given that University of Missouri has already developed a OTD program that is set to open admissions late Fall 2020 collaboration is not possible at this time. We appreciate the cooperative and collaborative spirit from Missouri State and wish the best as they continue to pursue this professional doctorate program

Sincerely,

Steve Graham, PhD

Senior Associate Vice President Academic Affairs

c:

Dr. Latha Ramchand

Dr. Kris Hagglund

Dr. Tim Wolf

Dr. Julie Masterson

Dr. Sapna Chakraborty

University of Missouri System COLUMBIA | KANSAS CITY | ROLLA | ST. LOUIS

Office of Academic Affairs

309 University Hall • Columbia, MO 65211 • (573) 882-0001 • www.**umsystem**.edu

Form 2.1: Justification for Standalone Program

Missouri State University
Doctor of Occupational Therapy

COMPLETE ONLY IF PROPOSING INSTITUTION AND POTENTIAL PARTNER INSTITUTION CANNOT AGREE ABOUT COLLABORATION

Potential partner institution:	University of Missouri-Columbia
Justification for standalone program:	☒ Collaboration is not feasible; or ☐ Collaboration is not a viable means of meeting the needs of students and employers

Collaboration is Not Feasible	
Check at least one:	
☐	The organization that would accredit this program does not allow degrees to be offered collaboratively.
☐	The potential partner would have to hire faculty and staff to support the collaboration, while the proposing institution already has those resources in place, meaning the proposing institution may have to invest substantially more resources than the other.
☐	The proposing institution would have to hire faculty and staff to support the collaboration, while the potential partner already has those resources in place, meaning the potential partner may have to invest substantially more resources than the other.
☐	The potential partner would have to make significant investment in equipment and/or modify physical space, while the proposing institution already has those resources in place, meaning the proposing institution may have to invest substantially more resources than the other.
☐	The proposing institution would have to make significant investment in equipment and/or modify physical space, while the potential partner already has those resources in place, meaning the potential partner may have to invest substantially more resources than the other.
☐	The partners would not receive comparable financial benefits from the program.
☐	The administrative burden of offering the program collaboratively would substantially outweigh the benefits.
☐	The institutions are not in a geographic or physical location capacity to offer the program.
☒	Other. *Describe:* ***MU declined to collaborate. See letter attached to Form 2.***

For each item checked above, the proposing institution must attach sufficient documentation providing evidence supporting that collaboration is not feasible:

- Accrediting organization standards precluding collaboration
- Documentation between institutions identifying current and needed faculty/staff to provide a high quality collaborative program

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- Documentation between institutions identifying current equipment and any equipment needed by either institution and/or identifying any modifications of physical space needed to provide a high quality collaborative program
- Documentation between institutions with estimates of income and expenditures for both institutions that substantiate the lack of comparable financial benefits from a collaboration
- Documentation between institutions supporting the contention the burden of the collaboration substantially outweighs the benefits to the institutions and/or to students and the workforce
- Documentation supporting the lack of geographic proximity to a successful program
- Documentation between institutions explaining and substantiating any other reason collaboration is not feasible

Collaboration is Not a Viable Means of Meeting the Needs of Students and Employers	
Check at least one:	
☐	Students participating in the program at the proposing institution would not have access to in-person instruction for coursework that is typically delivered in-person.
☐	Students participating in the program at the proposing institution would not have access to advising and other informal in-person interaction with faculty who are experts in the field.
☐	Students would not have access to clinicals, internships, externships, or other hands-on learning experiences in their region.
☐	Student cost/tuition would be higher if the program was offered collaboratively.
☐	Students would have to take more credit hours to complete the program if it was offered collaboratively.
☐	The curriculum that would be offered collaboratively is not aligned with local employer needs.
☐	Other. *Describe:*

For each item checked above, the proposing institution must attach documentation and evidence sufficient to establish that collaboration is not a viable means of meeting the needs of students and employers:

- Documentation between institutions substantiating a finding that students would not have access to typical in-person instruction
- Documentation between institutions substantiating a finding that students would not have typical advising from and interaction with faculty experts
- Documentation between institutions and pertinent regional stakeholders substantiating a finding that students would not have access to needed field experiences in their region
- Documentation between institutions substantiating student tuition and fees for a collaborative program would significantly exceed that of a program offered solely at the proposing institution
- Documentation between institutions substantiating students would be required to take more credit hours in a collaborative program that in a program offered solely by the proposing institution

Form 2.1: Justification for Standalone Program

- Documentation between institutions and pertinent regional stakeholders substantiating the curriculum of the proposal is not aligned with local employer needs
- Document between institutions and pertinent stakeholders substantiating any other reason collaboration is not a viable means of meeting the needs of students and employers.

Missouri State University

Doctor of Occupational Therapy
CIP 51.2306 Occupational Therapy/Therapist
Form 3: Supply and Demand Analysis (Workforce Need and Unnecessary Program Duplication)

Information Provided by DHEWD

Region

Statewide

Supply

CIP 51.2306 Occupational Therapy/Therapist

Institution	Degree Level	Completions 2019
A T Still University	Doctorate	23
St. Louis University	Doctorate	4
Maryville University of Saint Louis	Master's	66
Saint Louis University	Master's	62
Rockhurst University	Master's	48
University of Missouri-Columbia	Master's	42
A T Still University of Health Sciences	Master's	36
Cox College	Master's	26
Missouri State University-Springfield	Master's	25

Note: There were no completions in 2019 for the University of Missouri-Columbia doctoral program in occupational therapy.

TOTAL DOCTORATE 27

TOTAL MASTER'S 305

Demand

U.S. Bureau of Labor Statistics Educational Attainment

Educational attainment distribution for workers 25 years and older by detailed occupation from the U.S. Bureau of Labor Statistics

Educational attainment for workers 25 years and older by detailed occupation, 2019

SOC 29-1122 Occupational therapists	Percent
Less than high school diploma	0.4
High school diploma or equivalent	0.8
Some college, no degree	1.2
Associate's degree	4.7
Bachelor's degree	33.6
Master's degree	53.2
Doctoral or professional degree	6.0

Data Source: 2019 American Community Survey Public Use Microdata, U.S. Department of Commerce, U.S. Census Bureau
Table Source: Employment Projections program, U.S. Bureau of Labor Statistics

O*NET OnLine

Education levels reported by O*NET OnLine

29-1122 Occupational therapists			
Education Required	**Bachelor's Degree**	**Master's Degree**	**Professional Degree**
Percent of Respondents	19	71	5
Last Updated Date	*07/2014*		

Note: The data for Occupational Therapists from O*NET OnLine is from 2014 and more dated than preferred for an indication of the current level of education.

Job postings (i.e., Burning Glass)

Most commonly requested level of education based aggregated job postings from Burning Glass Labor Insight™

Occupational Therapists (SOC 29-1122) Job Postings data, March 1, 2020 – February 28, 2021

Geography	Number of Job Postings	Percent of job postings with education requirements	Percent of postings by degree level: Associate or less	Percent of postings by degree level: Bachelor's	Percent of postings by degree level: Master's	Percent of postings by degree level: Doctoral
Missouri	1,209	31%	10.6%	1.3%	72.5%	15.6%
United States	65,993	29%	12.3%	1.5%	76.8%	9.4%
Source: Burning Glass Labor Insight™						

Health Specialties Teachers, Postsecondary (SOC 25-1071) Job Postings data, March 1, 2020 – February 28, 2021

Geography	Number of Job Postings	Percent of job postings with education requirements	Percent of postings by degree level: Master's	Percent of postings by degree level: Doctoral
Missouri	217	34%	68.5%	31.5%
United States	10,159	39%	62.6%	37.4%
Source: Burning Glass Labor Insight™				

Query Definition:

- Report Type: Minimum Advertised Education. Note that a large percentage of job posting ads do not include education requirements.
- Time frame: Jobs posted in the last 12 months
- Geography: State of Missouri and Nationwide
- Occupation:
  - Job Postings for Occupational Therapists (SOC 29-1122) OR "Occupational Therapist" job title
  - Job Postings for Health Specialties Teachers, Postsecondary (SOC 25-1071)
- Type of Posting: All New Postings

Occupational projections

Missouri Occupational Employment Projections, 2018-2028

There are projected to be 191 total openings for Occupational Therapists (SOC 29-1122) annually in Missouri through 2028, and 548 annual openings for Health Specialties Teachers, Postsecondary (SOC 25-1071), which would include professors of occupational therapy among many other health-related specialty instructors.

Occupation	2018	2028	2018-2028		Annual Openings			
Title	Estimated Employment	Projected Employment	Net Change	Percent Change	Exits	Transfers	Growth	Total
Total, All Occupations	**3,058,772**	**3,195,144**	**136,372**	**4.5%**	**137,452**	**219,416**	**13,637**	**370,505**
Occupational Therapists (29-1122)	2,488	2,884	396	15.9%	60	91	40	191
Health Specialties Teachers, Postsecondary (25-1071)	4,706	5,823	1,117	23.7%	194	242	112	548

Additional factors to consider:

Institution Response

Number of Projected Completers from Proposed Program Per Year

Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
5	5	5	5	5	5

If you would like to provide additional information about the workforce need for the proposed program or the reason it does not unnecessarily duplicate other programs, please do so here:

In the fall of 2019, the OT department disseminated a survey to individuals who might be interested in a doctoral level OT program offered by MSU. The survey group included students in the Health Professions Scholars program at MSU; students in Pre-OT club; students in McQueary College of Health and Human Services interested in health care professions; the MOT classes of 2019, 2020, and 2021; alumni from MSU's MOT program; administrators, managers, and directors of OT services; MOT Advisory Board members, and additional practicing occupational therapists from Springfield and surrounding rural areas. A Likert Scale of 1-7 was established for the responses, 1 being strongly disagree to 7 being strongly agree. Out of 369 surveys sent out, 300 responses came back (81.3% return rate). Thirty five percent of the individuals, including current MOT students and alumni as well as practitioners who had not been MSU students, agreed or strongly agreed that they would obtain an OTD degree if it were offered by MSU as an online degree.

Form 4.4: Comprehensive Review Checklist, Phase 1

Missouri State University
Doctor of Occupational Therapy

Criteria	Where Provided (Proposing institution to cite form, document, and page #)	Status (DHEWD complete)
The Program is Needed		
The institution has provided evidence demonstrating a strong and compelling workforce need for the program, including at least one of the following:		
Data from a credible source*	DHEWD Form 3 Narrative pp. 3-5, Appendices	✓
An analysis of changing program requirements		
Current and future workforce and other needs of the state*		✓
Letters of support from local or regional businesses indicating a genuine need for the program		
No Unnecessary Duplication		
The institution has provided evidence that the proposed program would not unnecessarily duplicate an existing program in the applicable geographic area*	There is no other entity in our geographic area that offers the post-professional OTD. The only public entity that offers the post-professional OTD is the Univ. of Missouri, and they are in a different geographic area. Given that the workforce analysis conducted by DHEWD indicates that there is a need for additional professionals, there is no unnecessary duplication.	✓
Collaboration is not an Option		
The institution has provided evidence of both of the following:		
The institution has made a good-faith effort to explore the feasibility of collaboration with other public universities that offer the proposed program (**Exploration of Collaboration Overview [Form 2]**), and the institution has provided documentation indicating that collaboration is not feasible or is not a viable means of meeting student and employer needs (**Justification for Standalone Program [Form 2.1]**)	DHEWD Form 2 DHEWD Form 2.1	✓
The University of Missouri has declined to collaborate in offering the program	Narrative p. 5	✓

Institution may cite DHEWD's **Form 3 - Supply and Demand Analysis as substantiating documentation.*

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