

**Appendix B**  
**Five-Year Annual Review**  
**Academic Requirements Committee**

Interviewed Sheila Roberts, Academic Requirements Committee Chair – April 12, 2010

Reviewed by: Eugene Zhang, School of Electrical & Computer Engineering;  
Brittany Williamson, Executive Secretary, ASOSU

**a) Do the Standing Rules clearly reflect the function & composition of this committee?**

The standing rules of the Academic Requirements Committee states that the task of the committee is to consider and act on student petitions referred to the Committee by the Office of the Registrar. Such petitions normally request approval of deviations from academic regulations or procedures and, in special cases, may require interpretations of the regulations. Furthermore, the Committee may recommend changes for improvement of regulations or procedures to the Academic Regulations Committee.

According to the standing rules, the Academic Requirements Committee consists of seven Faculty, one of whom may be retired on a 1039-hour appointment, with at least one undergraduate academic advisor, two students (one graduate, one undergraduate) and the Registrar (or representative), ex-officio, non-voting.

This year, the Committee has been meeting weekly for up to two hours, which provides timely feedback to students filing petitions. The Committee consists of seven faculty members, mostly academic advisors from a wide range of programs of the university, as well as a graduate student member and an undergraduate member. Due to schedule conflicts, the appointed undergraduate student member has not been able to attend the meetings. One of the faculty members is from the Disabilities Access Services (DAS), which helps the Committee in making decisions by taking into account the diversity of the students' background.

Roberts' also suggested that perhaps future Committees involve more instructors and professors as well as faculty members representing the Colleges of Engineering and Business.

**b) Have the committee's actions/function, as reported in the annual reports and based on consultation with the current chair and committee, been consistent with their Standing Rules?**

From the available reports in the last five years (2005-2006 missing) and through the consultation with the Committee's Chair of 2009-2010, it is

clear that the committee's action/function has been consistent with the Committee's Standing Rules. The Academic Requirements Committee has been reviewing petitions from undergraduate and graduate students and making decisions that provide flexibility to the students without sacrificing integrity and consistency. The Committee has also been making recommendations to the various units in the University such as the Office of Registrar on trends they notice. For example, with the new exit interview for students who are withdrawing from the university, the committee recommended wording that would make it clear that students would be allowed to return to OSU.

Guidelines are provided to students who plan to file petitions, which serve to educate both students and faculty. These guidelines include some typical scenarios and their respective ruling from the Committee in the past. The students are required, as part of the petition process, to acknowledge that they have read the guidelines. Such a guideline can make the process more informed to the students. All of the aforementioned activities are consistent with the Committee's standing rules.

**c) Do the annual reports provide a memory of the issues this committee addressed, their activities and any outcomes?**

The annual reports provide sufficient summaries for the committee's activities as well as the decisions on important cases that could be referred to for future Committees. The committee also makes notes to the external guidelines that record the discussion and reasoning behind these cases. The Chair of the Committee (2009-2010) suggests that these notes be maintained through time and transferred to the Chairs of future committees.

**d) What has been the role/benefit of the student members?**

The student members on the Academic Requirements Committee have the same voting right as the faculty members on the Committee. This ensures that the students' viewpoints can be heard and reflected in the decision, which, according to the Chair of the Committee, has made significant differences in the decision of committees on numerous cases.

**e) What connection is there to the University's strategic plan?**

The Academic Requirements Committee is a key part of the University's strategic plan in sustaining and accelerating improvements in student learning and experience. This is achieved by providing flexibility to maximize satisfaction and success while maintaining integrity. This is especially important for graduate students, whose studies are often research driven. This serves another goal from the University's strategic plan: align and strengthen innovative scholarly and research activities to

continue discovering new products and technologies that generate economic activity. The committee also gives extra consideration to students in their first term at OSU, which supports their successful transition to the university.

**f) To what extent does the committee add value to the university and/or faculty governance?**

The Academic Requirements Committee has access to much data involving student affairs, such as enrollment and withdrawal. This has led to the realizations of certain trends by the Committee, which are transformed into recommendation to appropriate University offices, such as on issues of advising.

**g) If the chair believes the committee does not add value, please explain and address the question as to whether the committee should continue to exist.**

The Chair is convinced of the values added by the Academic Requirements Committee to the University and does not see any reason for the Committee to discontinue.

**h) Does this committee's work enhance OSU's commitment to diversity? If so, how?**

The Academic Requirements Committee consists of faculty members from a diverse range of background. The students filing petitions have a wide range of situations and backgrounds, such as single parents with often sick children, as well as students with disability or chronic illness. The Committee includes a member from the Disability Access Services.