

Five-Year Review

Academic Requirements Committee

Interviewed: Stefanie Buck, Jayne Andersen and Michelle McAllaster, Academic Requirements Committee

Interviewer: Hui Zhang, Member, Committee on Committees

Date of Interview: December 6, 2016

1. Do the Standing Rules clearly reflect the function & composition of this committee?

The Standing Rules reflect the functions of the committee well. The ARC has a set agenda and very clear outcomes for each meeting. We review the petitions for the week and work until all the petitions have been reviewed. The composition of the committee also works well since many of the members are advisors. This is very important to the operations of the committee because advisors have daily contact with students and the processes. We currently have someone from DAS sitting in on the committee and we are working on making the DAS representative an official ex-officio member. It is very beneficial to the decision-making process of the committee to have a member who understands the situations and background information of students with disabilities.

2. 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?

Yes. The committee meets weekly and has a clear agenda and purpose. We also have a process to make sure members understand their responsibilities and roles; these are described in the internal guidelines document. The committee also makes regular efforts to improve the process for the students. Last year, the committee revised and improved the petition request form to make it clearer and easier for the students to complete the form.

3. Do the annual reports provide a memory of the issues this committee addressed, their activities and any outcomes?

Yes. The annual report documents the activities of the committee and results well. The last two annual reports have also included recommendations for the following year and we have acted upon those recommendations. The coming annual report (AY2016-2017) will have more detailed data.

4. What has been the role/benefit of the student members?

The student can provide their perspectives on the clarity of the regulations and communication issues such as changes to deadlines that may be confusing students. We also appreciate student input on the discussions since they bring a different point-of-view. The committee is looking for two students as voting members but it has been a challenge for recruiting students.

5. What connection is there to the University's strategic plan?

The operations of the committee contribute to providing a transformative educational experience for all learners by making sure the academic regulations are applied consistently and fairly to students. Students learn that they need to plan ahead, be aware of regulations, and communicate regularly with their advisors. In the "real world", not knowing the deadline has changed will generally not be an accepted excuse, so students are learning to navigate a complex system similar to ones they will navigate when they leave OSU. They also learn to express themselves in writing and how a

petition process works. They learn to provide appropriate data and rationale for their request. And they learn that requests are not always granted.

6. To what extent does the committee add value to the university and/or faculty governance?

The committee makes sure the regulations are applied fairly to students by considering the circumstance of individual students and granting exceptions when appropriate. Without this committee, students would never be granted an exception to the academic regulations and, while we do not grant exceptions lightly, there are times when the situation warrants it.

7. 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.

Not applicable.

8. Does this committee's work enhance OSU's commitment to diversity? If so, how?

The committee participants represent many genders and backgrounds across campus. The committee also considers the diversity of situations and circumstances of each student who petitions the ARC.

The committee members interviewed feel that they also learn by serving on the committee. For example, an advisor who participates in this process will have a better understanding of the academic regulation and can provide better support to students and fellow advisors.