

West Virginia University
The Student Assembly - Student Government Association
Assembly Resolution: AR-2023-08-01
**AN ASSEMBLY RESOLUTION REGARDING THE ACADEMIC
TRANSFORMATION**

Short Title:	Academic Transformation Recommendations
Author(s):	Matthew Olivero, Senator Garrett Oursler, College Senator (Davis)
Sponsor(s):	Gabrielle Frazier, Senator Joanna Switala, College Senator (Eberly) Peyton Bielinski, College Senator (CAHS) Tayler Pillo, College Senator (Reed) Olivia Scholl, Senator Susie Risk, President Pro Tempore Riley Coulter, College Senator (Statler) Logan Lipkovitch, College Senator (CAHS) Elijah Eastman, Senator Lilly Henson, College Senator (Eberly)
Contributor(s):	Charlie Long, Chief of Staff Anabella Tiano, Outreach Coordinator Karsey Prichard, Executive Secretary Jillian Blair, Policy Coordinator
Committee Endorsement:	Academic Affairs Committee
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Presidential Signature:	

Whereas, the West Virginia University mission statement reads, "[we] commit to creating a diverse and inclusive culture that advances education...prosperity for all...and advance high-impact research...by leading transformation in West Virginia and

the world through local, state and global engagement”;¹ and,

Whereas, The West Virginia University Student Government Association’s mission statement reads that “We, the students of West Virginia University, desire to preserve within our University...an atmosphere that helps to foster an open exchange of ideas with civil discussion, inquiry, and self-expression to help ensure that the personal freedoms and general welfare of the students within our University are protected”;² and,

Whereas, WVU SGA is committed to a constructive, consensus-based approach to academic transformation;³ and,

Whereas, WVU SGA conducted town halls on August 31st and September 11th, 2023, and published a survey, for the purpose of ascertaining student sentiment on the subject of the Academic Transformation; and,

Whereas, WVU SGA has written a letter to the Office of the Provost outlining the reasoning for our recommendations;⁴

SECTION I–World Languages

Whereas, West Virginia University is one of the only higher-education institutions in the state that offers instruction in world languages; and,

Whereas, knowledge of human cultures is considered one of the hallmarks of a liberal arts degree; and,

Whereas, if the recommendations are approved, WVU would be one of only two Big XII schools lacking a foreign language requirement for a Bachelor of Arts degree;⁴ and,

SECTION II–Davis College

Whereas, the founding purpose of this University through the Morrill Act was to, “establish a college to teach agriculture and the “mechanic arts” (engineering);”⁵ and,

Whereas, The Davis College of Agriculture, Natural Resources, and Design is the oldest academic unit at WVU;⁶ and,

¹ [WVU Mission Statement](#)

² <https://sga.wvu.edu/about/our-mission>

³ See [AP-2023-08-01](#), which established our position on this issue.

⁴ See Appendix A.

⁵ <https://www.wvu.edu/faq/what-is-the-history-of-wvu>

⁶ <http://catalog.wvu.edu/undergraduate/daviscollegeofagriculturenaturalresourcesanddesign/>

Whereas, the WVU Davis College provides countless services for the citizens of the state of West Virginia, including free soil testing, conservation of endangered species, development projects through the Fulcrum Project, the maintenance of thousands of acres of forest and farmland across the state, and the management of the WV small ruminant project; and

Whereas, under the final recommendations two of the college's five divisions will no longer exist within the college; and,

Whereas, under the final recommendations the Division of Design and Community Development will be removed from The Davis College and transferred into the new college resulting from the College of Creative Arts and Reed College of Media merger, which was "an unappealable organizational change;"⁷ and,

Whereas, there is large student sentiment for the faculty and programs offered by the Division of Plant and Soil Sciences and the Division of Design and Community Development;⁸ and,

Whereas, the faculty/divisions of the Davis College are qualified to receive Hatch Funding through The Hatch Act of 1887⁹ from the USDA, this funding provides money for research and faculty salaries; and,

Whereas, all the faculty in the Division of Design and Community Development have 40% of their total salaries funded through Hatch funds, saving the university in faculty expenses; and,

Whereas, if the Division of Design and Community Development were to be moved out of The Davis College, these funds would no longer be applied; and,

SECTION III—Public Administration¹⁰

Whereas, the WVU Masters of Public Administration program is the only accredited MPA program in the state of West Virginia; and,

Whereas, the WVU MPA program recently celebrated 50 years of existence;¹¹ and,

⁷ <https://provost.wvu.edu/files/d/bd94f846-30f8-4216-b336-96b9cbb37d0c/program-review-Appeal-decision-design-and-community-development.pdf>

⁸ See Appendix B.

⁹ [The Hatch Act of 1887 \(Multistate Research Fund\) | National Institute of Food and Agriculture](#)

¹⁰ The authors are especially appreciative of the efforts of College Senator Switala, whose dedication to the MPA program and extensive work on this section should not go unnoticed.

Whereas, outcomes for graduates from the WVU MPA program have historically been very strong, with 0% of 2020-2021 graduates being unemployed;¹² and,

Whereas, alumni of the WVU MPA program have gone on to work in almost all areas of government and public service, bringing in millions of dollars of federal funding to the state of West Virginia;¹³ and,

SECTION IV–Math

Whereas, mathematics are the foundation of almost all science and engineering disciplines; and,

Whereas, small class sizes are vitally important for students’ success in math courses; and,

Whereas, the proposed reductions in faculty have the potential to cause class sizes to grow, research opportunities to shrink, and force students to seek out more attractive math programs; and,

Whereas, per the Math Department, roughly 50% of mathematics BA/BS graduates have historically pursued teaching certifications;¹⁴ and,

Whereas, the math PhD program serves as a vital source of state-wide math faculty and an important foundation for those wishing to pursue opportunities in fields like computer science and physics; and,

SECTION V–Ceramics

Whereas, the ceramics program is one of the top 20 graduate art programs in the nation;¹⁵ and

Whereas, the ceramics bachelors program in Fine Arts in Art Design with an AOE in Ceramics is nationally recognized; and,

Whereas, “WVU is one of only a few schools left in the nation with a ceramics production line, bringing student productions to the general public,” which “helps further

¹¹ <https://publicadmin.wvu.edu/students/master-of-public-administration/50-years-of-mpa>

¹² <https://publicadmin.wvu.edu/students/master-of-public-administration/careers>

¹³ Per faculty in the MPA program

¹⁴ provost.wvu.edu/files/d/aaf256da-05df-43a5-8dca-89f88d169911/self-study-math.pdf

field study and educational opportunities for students;¹⁵ and,

Whereas, the ceramics program offers a unique partnership with the Pottery Workshop in Jingdezhen China and the Ceramics Technology Global Research Center which provides unique opportunities for students to expand their knowledge in traditional ceramics techniques; and,

Whereas, the ceramics program has the only dedicated industrial production ceramic design program, and 3D digital ceramic printing program in the country; and,

SECTION VI—Student Academic Advisory Board

Whereas, representatives of the student body are not included in the appeals process due to BOG rules;¹⁶ and,

Whereas, there is confusion and anxiety among many students about the future of their programs and their next steps at WVU; and,

Whereas, in December 2022, WVU SGA established the Student Academic Advisory Board, with the purpose of giving students an opportunity to meet with and advise members of the Office of the Provost independently of SGA;¹⁷ and,

SECTION VII—Transparency

Whereas, the bulk of the Campus Conversations surrounding academic transformation, as well as meetings with Deans and Directors, were held during the summer; and,

Whereas, Campus Conversations have not been widely or adequately advertised by the Office of the Provost; and,

Whereas, methodology used in the academic transformation has failed to account for the students partially or secondarily impacted, and has not been transparently distributed or adequately explained by administrators; and,

Whereas, the new budget model used to make these decisions was not adequately explained by administrators; and,

Whereas, communication by the University on academic transformation (especially

¹⁵ <https://artanddesign.wvu.edu/academics/ceramics>

¹⁶ [BOG Academics Rule 2.2 - Program Creation and Review | Policies | West Virginia University](#)

¹⁷ [See AR-2022-08-08](#)

regarding final decisions on the future of academic programs) has failed to meet students where¹⁸ they are and has been muddled in administrative jargon;¹⁹ and,

Therefore, be it resolved by the Student Assembly of West Virginia University:

Section 1: WVU SGA encourages the University to retain the foreign-language requirement for a Bachelor of Arts Degree, as well as the Bachelor of Arts in Chinese Studies, and the Bachelor of Arts in Spanish²⁰;

Section 2: WVU SGA encourages the University to decrease the severity of faculty cuts occurring across the Davis College, and retain the Division of Human and Community Development within the Davis College;

Section 3: WVU SGA encourages the University to retain the Department and Program of Public Administration;

Section 4: WVU SGA encourages the University to retain the Mathematics PhD program and reduce the severity of faculty cuts imposed on that department;

Section 5: WVU SGA encourages the University to retain the AOE and Masters Program in ceramics;

Section 6: WVU SGA requests that the Board of Governors amend Rule 2.2 Section 3.2.4 to include a student representative on the program review appeals committee(s);

Section 7: WVU SGA requests that the Office of the Provost collaboratively works with the WVU SGA to re-establish the Student Academic Advisory Board;

Section 8: WVU SGA requests that the Office of the Provost partner with this board to incorporate student concerns into the transitional period following academic transformation;

Section 9: WVU SGA requests that University administration make a concerted effort toward improved transparency and communication on future transformation initiatives.

Mandates:

Dr. E. Gordon Gee, President

¹⁸ See Appendix D

¹⁹ As an example, the data on the future of academic programs was not readily available, and SGA members were compelled to compile it in a more readable spreadsheet; See Appendix C.

²⁰ WVU SGA holds no preference toward one language over another. This recommendation was made based on University decisions to retain faculty in these programs.

Valerie Lopez, Special Assistant to the Board of Governors
Maryanne Reed, Provost and Vice President for Academic Affairs
Dr. Evan Widders, Associate Provost for Undergraduate Education
Dr. Mark Gavin, Associate Provost for Academic, Budget, Facilities, and Strategic Initiatives
Dr. Tracy Morris, Associate Provost for Academic Personnel
Rob Alsop, Vice President of Strategic Initiatives
G. Corey Farris, Dean of Students
Madison Santmyer, Student Body President
Farzana Islam Tamanna, GPSS President
Dr. Thanh Le, Director, Student Engagement and Leadership (Advisor)
Karsey Prichard, Executive Secretary
Frankie Tack, Faculty Senate Chair
Shirley Robinson, Staff Council Chair
Dr. Autumn Tooms Cyprés, Dean of the College of Applied Human Sciences
Dr. Darrell Donahue, Dean of the Davis College of Agriculture, Natural Resources and Design
Dr. Gregory Dunaway, Dean of the Eberly College of Arts and Sciences
Dr. Tara Hulse, Dean of the School of Nursing
Dr. Keith Jackson, Dean of the College of Creative Arts
Dr. Pedro J. Mago, Dean of the Benjamin M. Statler College of Engineering and Mineral Resources
Dr. Clay Marsh, Dean of the School of Medicine, and Executive Dean for Health Sciences
Dr. Diana Martinelli, Dean of the Reed College of Media
Dr. Stephen Pachuta, Dean of the School of Dentistry
Dr. Bill Petros, Dean of the School of Pharmacy
Amelia Smith Rinehart, Dean of the College of Law
Daily Athenaeum

APPENDIX A—LETTER REGARDING ACADEMIC TRANSFORMATION

West Virginia University Office of the Provost
September 13, 2023

To Whom it May Concern,

We write to you to express our concerns about the final recommendations from the Provost regarding the programs under review in the 2023 Academic Transformation. Our position on the cuts in general has already been established by AP-2023-08-01, and this letter should not be construed to alter or supplant that previously passed legislation. However, in light of the results of the appeals process, and after considering the information provided by the participation of Dr. Evan Widders and Dr. Mark Gavin in the SGA meeting on August 23rd and the SGA town hall on August 31st, we feel it necessary to elaborate more deeply on specific issues of concern for us with regard to the Academic Transformation and make our position on those issues clear.

We begin with the Department of World Languages, Literatures, and Linguistics. As you know, the recommendation to eliminate this department has been one of the most contentious and debated of them all. Our opposition to the elimination of this department (a recommendation that withstood appeal) remains unchanged.²¹ We hope, however, that at minimum, the University will reverse course in its apparent decision to shed the foreign language requirement for Bachelor of Arts degrees. This decision would put us at odds with our peers in the Big XII²², and, more

²¹ See [AP-2023-08-01](#). We will largely refrain from retreading the ground already covered in that bill.

²² Our research indicates that among Big XII schools (excluding Texas and Oklahoma), only BYU lacks a requirement of some kind of foreign language proficiency for graduation with a Bachelor of Arts degree.

importantly, it would put us at odds with the purpose of a liberal arts education in the first place. According to the American Association of Colleges and Universities, knowledge of human cultures is one of the essential learning outcomes for a liberal arts degree.²³ Learning a foreign language *is* knowledge of human cultures, and the removal of that requirement would not only devalue a Bachelor of Arts degree earned at West Virginia University, but it would also foreclose the opportunity for liberal arts students at this institution to expand their knowledge and broaden their cultural horizons.²⁴

The University maintains that the decision to remove the foreign language requirement will serve as a net positive for students because instead of being required to take the four required foreign language classes, they will be able to take classes of their choosing.²⁵ We dispute this characterization for several reasons. The first is that it assumes that all students who could *possibly* take interest in or benefit from foreign language instruction are *already* aware of that before being introduced to the languages. In such a world, there are two fixed classes of students: those who want to study languages and those who do not. This is not the world we live in. People change in response to experiences, and we reject the view that students who are required to take basic foreign language classes are incapable of deciding to pursue more advanced courses as a result of their experiences in required classes. We further dispute the University's position because it assumes that a student's interests and desires are one and the same. This is not the case. A student's aversion to taking a course does not necessarily mean that they should not take that course. Otherwise, it is doubtful that many students would enroll in the general education courses. The University, however, requires students to take general education courses because it believes that all students should be imbued with that knowledge and experience before graduation. We feel the same way about foreign languages for Bachelor of Arts students. Our final point on the University's argument is that Bachelor of Arts students *already* have the opportunity to enroll in classes of their personal interest because the Bachelor of Arts programs are inherently broad. Many BA programs limit the credits students may earn within their major, allowing them to take many electives or declare second majors.²⁶ Within the context of the 120 credits needed to graduate, there is ample space for students to both complete the foreign language requirement and take classes for which they may have prior interest.²⁷

Next we would like to focus on the cuts facing The Davis College of Agriculture, Natural Resources, and Design. This College provides students with unique hands-on learning in the

²³ <https://www.aacu.org/trending-topics/what-is-liberal-education>

²⁴ One specific implication of the gutting of WLLL is the difficulties that could face students applying for Fulbright Scholarships, many of whom need four semesters of language courses. The University is seemingly without an answer for this concern.

²⁵ This position was articulated at multiple points throughout the town hall on August 31st.

²⁶ This can be untrue for students pursuing a BA in a hard science (e.g. Biology), but implicit in the choice to pursue a BA instead of a BS in those fields is students' assent to the requirements therein.

²⁷ Satisfying the foreign language requirement becomes even simpler when considering dual-enrollment high school classes and the existence of the placement test, both of which allow qualified students to bypass a portion of the required classes.

field, in the classroom, and in the lab.²⁸ This interpersonal approach to education helps prepare students for the activities they would perform in their future careers. These experiences benefit from smaller class sizes because it allows each student to pick up the nuances in their respective programs, which are harder to notice in large groups. These smaller classes and faculty-to-student ratios were mentioned as one of the main reasons for the cuts facing the faculty at The Davis College. The current proposed faculty reductions would decrease this aforementioned quality of education provided to students of the Davis College. Many of these programs require highly specialized faculty to adequately fulfill the programs that this college offers. As an example, an entomologist can't teach courses on horticulture because these fields are completely different, yet a horticulture major needs to have general knowledge in entomology in order to best take care of the plants they grow. This type of specialization and cross-sectionality is true for almost all majors offered in this college.

In the proposed changes, the college will also lose two of its five divisions. We would like to focus on The Division of Design and Community Development. This division is being removed from the Davis College and transferred to the new college formed by the merger of the College of Creative Arts and Reed College of Media. This merger is extremely unpopular with staff and students in this program²⁹, and we find it problematic that this move was unappealable, being cited as an “organizational change.” This decision was further made questionable by Paul Kreider from the Office of the Provost, who said “he never got the opportunity to discuss [the move] with the design folks in The Davis College,” at the Faculty Senate meeting held on Sept 11, 2023.³⁰ For this decision to not be discussed with faculty of this program to gauge their perspectives, to learn what makes them different, or to talk about the unique aspects of this program before deciding to organizationally move the division is untransparent of the administration. This move also puts the Hatch funding that this department receives—and relies upon—to do collaborative research projects and to cover 40% of their faculty salaries in jeopardy. With Paul Kreider also saying that, “salaries funded through Hatch [grants] will not be able to move [in the merger].”³⁰ We strongly question how this “unappealable organizational change” benefits the students and faculty of this program when it diminishes their external funding opportunities. It seems incongruous to us to, in a moment of structural budget deficit, reorganize schools in a fashion that could cost the University more money to operate. We believe that the University should be moving the other design oriented programs to the Davis College in order to have their faculty qualify for Hatch Fund grants.³¹

We move next to the recommendations regarding the mathematics department. This has been another major area of concern for students, and it is unsurprising when considering the

²⁸ <http://catalog.wvu.edu/undergraduate/daviscollegeofagriculturenaturalresourcesanddesign/>

²⁹ See Appendix B

³⁰ https://www.youtube.com/watch?v=A_uyNF5xOQ0&t=2439s

³¹ College Senator Oursler is dismayed that—in spite of his repeated attempts to solicit one—he has not received a concrete response from the Office of the Provost and the Dean of the Davis College as to why this move was undertaken.

degree of reductions that department is slated to experience. Our position on the cuts to the math department is grounded in our belief that a higher-education institution cannot exist without a robust mathematics program and faculty. Math is the basis of all science and engineering, and it is absolutely imperative that a university which prides itself on being on the cutting edge of scientific exploration takes math equally seriously.

The University proffers two main reasons for the reductions seen in the math department: the first is that ‘DFW’ rates in math courses—a measure of the percentage of students that receive a grade of D or F, or that withdraw from a course—are unacceptably high and damaging university retention; the second is that the math department is not meeting a level of research production sufficient to justify retaining the PhD program.³² We are not in a position to contest the *validity* of these metrics, but we disagree with the resulting conclusions.³³ We take issue with the use of DFW rates in the first place, as it should generally be expected that, in hard science classes, students will struggle with the inherently challenging material. In any event, it is our contention that the University should not attempt to solve the math retention issue by cutting math faculty. We believe that this course would only lead to larger class sizes and a strained and less effective faculty.³⁴ We also disagree with the decision to remove the math PhD, as that program is crucial both to producing future math teachers and faculty for our state, but also for providing a foundation for students wishing to pursue further graduate studies and research in fields like computer science and physics.

Finally, we would like to address the Ceramics program. This program in the College of the Creative Arts has been slated for removal as an AOE for programs in the School of Art and Design, and the masters program is slated for discontinuation following the appeals process. This program is very unique for many reasons which include: status as one of the top 20 programs in the nation, the production line aspect of the program, the assistance with the empty bowls program, the exchange program which partners with institutions across the world to share pottery, and the close partnership with the Pottery Workshop in Jingdezhen China and the the Ceramics Technology Global Research Center, to name a few. The very diverse range of benefits this program has to offer elevates the quality of education students receive. The loss of this program will diminish students’ opportunity to expand their horizons when it comes to art history and human cultures.

We will not re-litigate the issues relating to student input in the decision-making process, but we do hope that you will work with the Student Academic Advisory Board to navigate the

³² These positions were articulated in both the SGA meeting and the town hall.

³³ As students, we lack both the access to relevant data and the time to analyze it. We do note, however, that the mathematics department contested the accuracy of the research metric in its self-study; *See* provost.wvu.edu/files/d/aaf256da-05df-43a5-8dca-89f88d169911/self-study-math.pdf

³⁴ The University seems to feel that, in spite of the jettisoning of both faculty and the PhD program (the primary source of TAs), there will be sufficient personnel to teach all of the undergraduate math courses without adversely affecting the quality of students’ education. We fail to see how this could be possible, and we are unaware of any available University analysis to ease our concerns.

landscape beyond the BOG vote. As we are sure you are aware, many questions beyond the immediate future remain unanswered, and many students are in want of more clarity. For students in programs slated to be cut, the specifics of teach-outs remain hazy. Many students are anxious about larger class sizes or concerned about their futures at WVU. This has additional significance given the sizable investment almost all students are compelled to make to attend the University. In our previous discussions, you indicated that the most potent opportunity for student input would come after final recommendations are approved, and we believe that it is imperative for there to be as much student involvement as possible in this process. If needed, we can facilitate the initial connection between the advisory board and the Office of the Provost.

We understand that the decisions made throughout the Academic Transformation have been difficult. The University's challenging financial position is not lost on us. Neither are the results of the appeals process, some of which have assuaged the pain in certain departments. However, for the reasons outlined above, we urge the University to change its course on the foreign language requirement, the cuts made to The Davis College, the Public Administration Program, the Math Department, and the Ceramics Program. If these decisions proceed, West Virginia University will be worse off because of it. As representatives of the student body, and as students ourselves, we must oppose those choices.

Respectfully yours,

Matthew Olivero

Matthew Olivero

At-Large Senator

Political Science/Environmental Geoscience, Minor in Spanish

Garrett Oursler

Garrett Oursler

Davis College Senator

Environmental, Soils, and Water Sciences/Sustainable Food and Farms, Minor in Horticulture

APPENDIX B–DAVIS COLLEGE STUDENT LETTERS REGARDING ACADEMIC TRANSFORMATION

Dear West Virginia University Provost Office,

West Virginia University was founded in 1867, being brought to life after Abraham Lincoln signed the Morrill Act in 1862, which was a land grant that offered acres of government-owned land to institutions to teach Agriculture and Engineering. One hundred and fifty-six years later, our institution is facing battles with budget cuts, which have implied drastic cuts to the Davis College of Agriculture, Natural Resources and Design. The Davis College is one of the sole reasons this institution has become what it is. Without the Land Grant Act and WVU's ability to offer agricultural-based degrees, we would not be the criminology, law, football, basketball, and "BIG 12" school that West Virginia has grown to be. While the institution is facing a budget crisis, it is fundamental to understand that cutting faculty jeopardizes this school's status being a land grant school.

The Davis College has made me love learning, specifically about topics that are so fundamental to our society such as the food we eat, both livestock and crops, as well as the business and economics that go along with Agriculture. As a Horticulture Major, I am leaving this institution with the understanding that I will be working hard for the rest of my life to take care of the environment, our pollinators, feeding individuals from a commercial standpoint, and so much more because of what the Davis College and my professors have taught me. The only thing I knew that I wanted from West Virginia University since I filled out my application, was that I wanted to be at The Davis College. Coming from a family with siblings who have studied in Davis, had a great educational experience and therefore remember everything they have learned from the amazing professors that The Davis College has.

Agriculture and Natural Resources have specific specializations, being a Horticulture Major; Entomology, Soil Fertility, Plant Pathology, as well as many others, are not subjects that are easily interchangeable. The Professors within the Plant and Soil Sciences Division have all done research, have experience, or even specialize in the subjects they teach.

With a changing climate, Agriculture has been more important than ever. Understanding how to grow food and other crops in an unsteady climate can result in drastic penalties, resulting in shortages and the inability to feed our growing population.

Providing education from professors who truly understand the topics they teach is fundamental to an individual's quality of education that they not only are interested in pursuing but what they are paying for as well.

While being only a junior at West Virginia University, we must acknowledge the retention of both myself and my colleagues, in hopes of pursuing a master's in Agricultural programs, which is now looking glum due to the proposed budget cuts of our beloved professors and academic programs within the Davis College.

I write this letter sincerely to hope that future generations of West Virginia University students can have the same experience as I did in the Davis College while getting to experience the awesome learning curriculum and environment that my professors have taught for years, and some almost decades. Also, this letter will be taken into consideration regarding budget cuts to the Plant and Soil Sciences Division, in hopes of reducing the amount of funding being stripped away from our beloved department and professors.

Thank you,
Dana Walos
B.S. Agriculture , Horticulture

In the past four years, I have been afforded various opportunities, and my life would be very different if I had not decided to attend West Virginia University. This past May I graduated from WVU, and in the next couple of weeks I will be continuing my education at Carnegie Mellon University. While hard work gave me the credentials to be successful, it was the faculty and staff, especially those in the Plant and Soil Science (PSS) Division that gave me purpose and reason for the work that I am dedicating myself to for the rest of my life. As I begin the next step of my academic career at one of the world's top universities, I will always think of the people at WVU helped me get to where I am today and will continue to help me as I pursue a career in public policy. I am therefore writing this letter in opposition to the university's desire to make large cuts to the Davis College.

As an out-of-state student at WVU, I had the unique privilege of traveling to another state for my undergraduate career, and I can't help but think about how different my life would be if I had not come to West Virginia. I found my passion at WVU in the PSS Division and it was the faculty within it that helped me understand that public and environmental policy are my fields of interest. It was also the PSS faculty and staff that ultimately made me decide to attend WVU and I will never forget my first time on campus. During a Decide WVU Day in 2019, I was one of many students that was shown around campus, but I was the only student in the group that would be joining the PSS Division in the Environmental Soil and Water Science major. Throughout that day I was able to talk to various professors and students in the PSS Division individually, and my father, who is an alumnus of WVU remembers a professor saying, "Lily will do great things here," and I never looked back after that day. I thank WVU and its PSS Division for giving me the opportunity to experience the state of West Virginia and its beauty. Through the Davis College and the PSS Division, I was able to conduct research, attend a conference in Alabama, obtain a summer internship, and study abroad in Europe.

WVU is special because it takes on the important responsibilities of a land-grant university, but it also provides a disproportionate amount of opportunities to the people of West Virginia. Unlike many universities across the nation, WVU provides for people across the state, and it especially gives young people the ability to go to college which might not otherwise be possible if WVU did not exist. I am grateful for this because of the wonderful relationships I have made with people from West Virginia, and losing members of the PSS Division will take away opportunities for future students to interact with them and other people in the state.

It is important to myself and those that will be affected by these changes that decisions are made with the university's values and best interests in mind rather than those of a slim population. I wish the best for the university and those in the PSS Division and the Davis College and I oppose the drastic cuts that the university would like to make.

Lily Neilsen
Class of 2023

Dear Davis College SGA Senator Oursler,

I am writing to express my concerns with the Board of Governors' recommendations for the future of the Plant and Soil Sciences department, as well as other cuts being made to Davis College and to colleges across the WVU Morgantown campus. As a student in the Davis College here at WVU, the proposed cuts to this program, and others, affect me in profound ways by reducing my educational experiences, research opportunities, professional connections, and knowledge potential. Every professor that leaves, takes with them vast experiential knowledge, each in a different array of subjects. Each of these brilliant minds will take with them not just their knowledge, but also their research opportunities.

The Davis College contains several research labs, each with its own research grant money and a vast array of ongoing, grant-funded research projects that are putting WVU on the map as a stellar research institution. This draws students and scholars from around the world to our college and gives them valuable, career-building, research opportunities and experiences. I have a position at one of these labs as an undergraduate researcher, and my education is enriched by this valuable opportunity. I am working alongside the professors, post-doctoral scholars,

doctoral students, and master's students getting hands-on research experience as I help them perform their lab work, fieldwork, and data entry. I have the potential to initiate some of my own research with this lab as my education continues, and I will have the opportunity to present research to the science community at local, regional, and national conferences if I continue this path. This type of experience is available to students only through the professors who work here doing this grant-funded research. When our Plant and Soils Department loses 11 faculty members, this college and WVU's reputation as a research institution will suffer for it.

This profound loss cheapens my experience as a student, as tuition rates climb. The loss of research, educational programs, professors, and classes changed my outlook on WVU. I came to this as a student in an R1, Land Grant Institution. I now question how long WVU will be able to retain this status, and whether I will graduate from an R1 university. I am plagued with uncertainty on whether this is the right place for me now and have been looking at my options for the future if the dismantling of this school's programs continues its currently suggested course. The Davis College is where WVU began as a university. It is what earned us our land grant status and was a major contributor to gaining our R1 status as well. These suggested changes feel like an affront to the core mission of this university is, which is stated on the university website as "creating a diverse and inclusive culture that advances education, healthcare, and prosperity for all by providing access and opportunity; by advancing high-impact research; and by the leading transformation in West Virginia and the world through local, state and global engagement."

I pray that the board of governors rethinks their suggested drastic cuts to our program, and to the others across the university. My stomach has been churning with anxiety, sadness, anger, and disbelief at what is currently being suggested for this institution. When I left my career and decided to work on a new career path by earning another degree, I came with excitement, vigor, and a new hope for my future. When I found out last week that my degree was being turned into an emphasis, the news hit me in the gut. I have begun to question my future here at this institution, and whether the cost of it will be worth the experience if the resources such as classes, professors, libraries, and research opportunities are cut down. It is putting undue stress on what is already a stressful experience and has left a very bitter taste in my mouth.

If the cuts are followed through, it shortens thousands of students the opportunity to learn and grow. As a freshman, I am very interested in the Plant and Soil science programs and choose WVU for these opportunities. When these opportunities are no longer available, students will not consider West Virginia University an option. So when looking at the Plant and Soil science division, think twice before acting.

Sincerely,
Sean Campbell

Dear WVU administration and anyone else to whom it may concern,

My name is Gage Bailey and I am writing to you on behalf of the undergraduates and students at the Davis College. Starting early in my high school career, it has always been my dream to study and work with plants, being from Charleston, West Virginia it was an easy decision for me to come to WVU to take every advantage and opportunity our amazing agricultural school can offer. As my time at WVU continued, I fell in love with my major (Horticulture) and found that the people in my department were some of the most helpful and caring professors and colleagues that I have ever worked with. The main reason I'm writing this is because with everything going on with the budget crisis, this all could be changed. The biggest reason I came to WVU is because of our amazing agriculture school and because we are one of the few schools in the entire country that has the majors and opportunities that WVU can offer students. As a senior and soon-to-be graduate, this is also affecting me outside of class and potentially my future. I have been working for the college in our greenhouses while studying for almost two years now and while doing this I realized my passion lies in greenhouses and the management of people, I had been hoping to progress through different roles working with and helping new students and WVU itself by expanding and growing the greenhouses as well as student involvement now because of the crisis, this seems very unlikely. I also had aspirations of furthering my education at WVU, after I graduate this December, but now I have very few options. I can no longer get a masters in my major and would have to pick a different field or potentially transfer to another school. This is also a problem because as I stated earlier, there are very few schools that offer what we can and have offered students in the past. WVU was founded as a land grant institution to help educate our

future farmers and agricultural workers, agriculture is one of the biggest and most important parts of WVU's history. If we start cutting and changing our staff and classes, I worry that everything and everyone I've come to care for and love at this school could potentially be discarded or changed. Without agriculture and the people who give us students opportunities, we wouldn't be the school that we are today.

Sincerely,
Gage Bailey

To Office of the Provost,

My name is Timothy Schumann and I am a Junior currently studying Sustainable Food and Farming. I write this letter today to try to help you understand why reducing the number of faculty in the Plant and Soil Science division undermines my academic experience and also fails the entire state of West Virginia by removing hard-working, intelligent, and innovative people from the Davis College at West Virginia University.

From the beginning of my freshman year, I've personally had a fantastic experience working with the folks of Plant and Soil Science. Before I even chose WVU as my school, I had a Zoom call with Dr. Jim Kotcon, who personally took an hour out of his busy schedule to talk to me about the program I am now enrolled in and on track to graduate from in the spring of 2025. He completely sold me, both on the Sustainable Food and Farming major and the university as a whole. We had an honest conversation where I told him what I was looking to do with my life, while he explained the major challenges he works on in his field while outlining what his colleagues were doing to address critical problems like environmentally toxic agriculture and global climate change. Without Dr. Kotcon I would not be enrolled at WVU today. I loved Dr. Waterland's horticulture class, which she made interactive, accessible, and enjoyable. Dr. Kelly is one the best teachers I've ever had, and her class on soil science was fantastic. Each day, she brought enthusiasm to her lectures that made us students lean forward a little more on our seats! Most of my knowledge of plant anatomy and physiology I owe to Dr. Gutendhson, who I had in my principles of plant science class. Every professor that I've had the pleasure of interacting with especially those in my major classes from the division of Plant and Soil Sciences, has stood out in my memory because they all shared a commonality; they loved what they were teaching, and were so dedicated to their fields that it inspired me to take my own journey of learning more seriously.

Agriculture is in the foundation and heritage of this university (does the name Agricultural College of West Virginia ring a bell?). It is inside the bones of this country. You must ask, what message does slashing the number of teachers in the plant and soil sciences send? If we can't prioritize people dedicated to the furtherment of our land and our crops, the backbone of the entire paper economy, we have lost the plot as a culture and especially as an institution of public education. As a state that prides itself on its natural beauty and abundance, we do a disservice to the people of the state at large by faculty who work on huge problems facing our local environment, such as reclaiming toxic mine sites, moving away from toxic agriculture practices, and growing novel crop plants to boost the economy of West Virginia. This university has an onus set to support the agricultural populace of its state by being a land grant university. I hope that this letter will change your perspective, and make you reconsider the decisions proposed towards the division of Plant and Soil Sciences. *Monatani Semper Liberi*.

Sincerely,
Timothy Schumann

Dear reader,

My name is Hannah Bentley and I am a junior-level first-generation college student pursuing a B.S. in Environmental, Soil, and Water Science, with a minor in Conservation Ecology. When I learned that my division of

Plant and Soil Sciences was going to be losing half of its faculty I became viscerally angry. I have had the honor and privilege of working closely with the professors within this department and would like to think of us as a family, something this university seems to have forgotten. You see, when researching colleges I found myself drawn to the “family feel” that this school likes to advertise, and one thing I know about family is that we don’t turn on each other. Unfortunately, the greedy administrators and Board of Governors have lost their humanity and see the people of this school as nothing more than a bill to pay. I find it appalling that I paid \$3,000 more dollars for this school year and face the threat of losing professors and opportunities worth more their weight in gold. I would love to know how many bowties I and other students have personally paid for.

The Davis College was the first school within this university. We are truly doing work that has and will continue to change the world and yet we are facing a crisis that will ultimately destroy us. I find it extremely humorous that those in charge continue to believe we will sustain our R1 status, something I know numerous of my professors have worked hard to maintain. I have worked in labs run by Dr. Ember Morrissey since my freshman year. She has been the biggest role model to my coworkers and I throughout our academic careers and the work we do directly affects Greater Appalachia, something this school prides itself on. How will we continue to better West Virginia if work such as mine is given up on? How can we call ourselves Mountaineers if we have lost sight of the future and left our fellow peers in the dirt?

You have chosen a strategy that not only weakens the country roads but closes them entirely. Who will be coming home? Mountaineers go first, but during these times we seem to be going to hell.

Sincerely,
Hannah Bently

Hello,

I am a sophomore student here at Davis College studying Environmental, Soil, and Water Science. The recent developments at this school have left me unbelievably disappointed. I chose WVU because it was exactly what I was looking for in a school. It had a great social life, specific majors, and a school spirit unlike anything else I have seen.

However, not only are many of my friends' majors being cut altogether, my major's faculty are being reduced by half. I feel completely betrayed and deceived, I came here to follow a dream of working in environmental science to make the world a better place. I was happy to have WVU be the stepping stone to help me reach my goals, but now I'm not even sure if I'll still have a major by next year. Had I known these developments were to come I would have saved myself the trouble and picked a different path.

There has been obvious mismanagement and reckless behavior among the individuals in charge of making these decisions. Today I will be protesting to call for an independent review of the school's budget, only then will we (as students and staff) truly be able to trust what we are told regarding what can stay and what must go. I hope that the individuals responsible for creating this entire situation are aware that if we all leave because we're driven out, they'll be in the same position we are now.

I hope this makes a difference,
Aidan Aird

To whom it may concern,

I am composing this letter as a concerned Horticulture student of the Davis College of Agriculture. The proposed budget cuts will severely impact the functionality and quality of the education the Plant and Soil Sciences department provides. Cutting the department by more than half will undoubtedly take a toll on the quality of education our professors can provide. The professors we will have left will have increased class sizes and less time to focus on individual students. West Virginia University offers vital education in a historically underserved region. Slashing the Plant and Soil Sciences programs only further limit the education our citizens deserve an opportunity to achieve. West Virginia University, our beloved school founded by land grants to provide education to teach agriculture and engineering, may have these same founding programs drastically cut. We are experiencing a vital

time in the history of our university, and you must decide if you want to support or oppose the educational future of this institution.

Serena Swann

Hello!

I'm Sam Petrovich, a horticulture major, newly attending West Virginia University as a freshman student. It has come to my attention that the university expects to cut or downsize a variety of majors, including my own.

Beginning during a Summer roughly six years ago, I found an incredible respect for plant life by merely discovering a young maple tree seedling in the mulch before my house. Since then, a vast interest in biology and horticulture has become a part of my own identity. At home, it's practically what I'm known for.

I am not the only student to have a story like this, and, as a matter of fact, the majority of my peers at The Davis College have an equally sentimental story as to where their interest stemmed many of which began years before my own. From that initial spark, these people have grown up aspiring to cultivate this passion into a lifelong career; something they may struggle to achieve now. It is simply an unfair tragedy to force such adjustments onto people who are just as passionate about their interest in plant and soil sciences as they are passionate about this school.

I, as well as all of my fellow students, kindly ask that these revisions be rejected to uphold the integrity of the university and allow so many futures to blossom in their intended ways.

Thank you
Sam Petrovich

Hello, my name is Olivia Kuehnle, I am a senior here at WVU with growing fear each day for the future of the soil & water department, the Davis Agriculture College, and WVU in its entirety. This major and the Ag. school is why I CHOOSE to attend West Virginia. It makes me painfully sad that our administrators refuse to see the great pride our professors in our department take for us as students and people. The job world in Environmental sciences is making leaps and bounds and will continue to grow as the health of our world continues to deplete. Cutting anything with this program is shortsighted and wrong.

Sincerely,
Olivia Kuehnle

The following letters are from current students and alumni from the following programs:

B.S. Fashion, Dress and Merchandising
M.S. Design and Merchandising
B.S. Landscape Architecture
M.S. Landscape Architecture
B.S. Environmental and Community Planning

Dear Provost,

I am majoring in both Sustainable Development and Fashion Design. The first three things I was taught to consider in every situation were our planet, people, and profits. The budget cuts are negatively impacting your people and the learning space we thrive. Research is extremely valuable to me. Having the ability to be taught one-on-one by amazing faculty ensures I have a thorough knowledge of the industries I am studying. Using a space with other people interested in the environment is one of the most fulfilling parts of my experience here. The global fashion

industry needs to utilize more agricultural resources as WVU does in its program. Merging Fashion, Dress, and Merchandising into the CAC undermines efforts to be the future of fashion and does not efficiently utilize the assets available through Agricultural and Natural Resources studies in Davis. Graduating with a Bachelor of Arts degree does not allow me to hold positions in technology, sciences, or business. I want to graduate and make a change in my community.

Sincerely,

Ayrella Armentrout
Resident of Raleigh Co., West Virginia
FDM Spring 2025
aa0452@mix.wvu.edu

Dear Ms. Reed,

I would like to write to you a letter expressing my feelings towards the Davis College upholding the FDM program and how strongly I care for all the professors who fall under the program.

Throughout my life, I grew up with a clear understanding of my desire to pursue a career in the fashion industry. Although West Virginia University (WVU) wasn't my first choice for college, like many West Virginia natives, I ultimately decided to stay in-state for financial reasons and the availability of scholarships. On my first day of orientation, I found myself enrolled in the Fashion Merchandising track, unaware of my potential in the field of design.

During the orientation, Professor Beth Shorrock took me aside to discuss my objectives at WVU. She quickly identified capabilities within me that I hadn't recognized at the time. She encouraged me to consider the fashion design major, asserting that I had the potential to excel in it. After touring the studios and facilities, I collaborated closely with Professor Shorrock for the following week to tailor a major and minor track that instilled confidence in me. In an unfamiliar environment, she provided invaluable guidance that fueled my enthusiasm for attending classes. Little did I know how impactful this interaction was to my future goals and career?

Throughout my four years at the Davis College, I continued to dive into parts of fashion that I did not expect, enriching my understanding of the subject. Concepts such as farm-to-fashion, fiber creation, textile practices, and fashion sustainability became integral to my design approach, differentiating me in the very competitive and fast-fashion world of the industry.

As my senior year at the university approached, I continued designing my first senior collection and ventured into classes that were outside my comfort zone. One of these courses, offered by the Davis College, was a beginner-level Brozwear course. Instructed by Jordon Masters, the class introduced us to advanced skills and modern technology. It was evident from the beginning how passionately Masters regarded both technological advancements in fashion design and the distinctive farm-to-fashion perspective that WVU embodied. This course not only expanded my portfolio but also introduced me to a professor who further nurtured my personal aspirations.

Later in the year, I aspired to join the Central St. Martin's study abroad program, looking for all the help I could get for the rigorous application process. I consistently relied on Professors Shorrock, Masters, and my other exceptional FDM faculty members to propel my academic accomplishments and assist me in all endeavors. With their assistance and effort, I secured acceptance into not only one but two CSM courses for the upcoming summer. As the year concluded, I carried with me invaluable memories, knowledge, and friendships from the Davis College of Design to London, where I strived for the same open mind and diverse education.

During my studies at St. Martin's, I applied my farm-to-fashion insights to my project while fostering personal creativity. When I presented a jacket and woven piece during the final toile stage, several CSM professors approached me in awe, inquiring about my academic background.

They anticipated names like Parsons, FIT, or other European institutions, yet I proudly stated my affiliation with West Virginia University. At this moment, I realized why being a part of farm-to-fashion was incredibly curtailed in today's industry. The education received from the Davis College truly set me apart from peers from esteemed fashion universities at CSM, establishing a distinct identity even in unfamiliar settings. All in all, my tutors in London loved that my creative background came from a place of agriculture, as it brought to class a different point of view.

The experience I gained in the Davis College is the foundation of my current achievements and the reason I confidently stand where I am today. I consider myself fortunate to have been part of a program led by professors who prioritize both mental well-being and creative potential. From my freshman year to my graduation, every FDM professor played a unique role in my development. Design faculty members like Meretz and Uriyo invested extra time out of their days and stayed late nights to ensure strong projects, while my peers also generously gave time out of their own projects to aid and support one another.

Preserving the design program within the Davis College is essential not only to secure our edge against future competitors but also to recognize and value the educators who guided me on my very first day on campus. Without these exceptional mentors, especially Professor Shorrock, I would never have accessed the unforeseen opportunities they saw within me. Each day, I proudly share my origins from WVU, asserting that my affiliation with the Davis College highlights the fact that a traditional fashion education isn't a prerequisite for realizing one's aspirations. Instead, it stresses the significance of dedicated professors who invest in your dreams from the moment you cross paths with them. Even though I began not pursuing the Davis College at WVU, I cannot stress enough my grown passion for this program and how significant it is to have it as my background in the fashion industry.

I wish you well and hope this letter expresses my desire for the Davis College to continue holding the FDM programs.

Best,

Madison R. Hess
WVU 2023 Davis College of Design Graduate
madihessbusiness@gmail.com
304-290-8891

To whom it may concern,

My name is Hannah Shuff and I am a senior Fashion, Dress and Merchandising student. I am a transfer student who was admitted in my junior year. I started my academic career in Special Education, but later found a stronger connection to fashion and its relation to Appalachian culture. I am from Narrows, VA, which is 30 minutes from Virginia Tech.

I chose West Virginia University's program for an array of reasons. Growing up in the West Virginia border exposed me to West Virginia's culture, practices, and beliefs. While weighing options for institutions to transfer to, West Virginia University was number one for many reasons. WVU provides a Bachelor of Science in Fashion, Dress, and Merchandising; while my other option, Virginia Tech, was a Bachelor of Arts and did not have a math requirement. WVU's program focuses on sustainability, agriculture, community development, and small business practices. These are areas that major fashion institutions lack. Additionally, WVU was exponentially more affordable than in-state institutions, although it was out-of-state.

As an Appalachian native, my greatest ambition is to enrich my region in community development and create stronger bonds through higher education that enable the next generation to flourish. WVU has enabled me to engross myself in Appalachian culture and how it pertains

to agriculture and fashion. By removing it from the Davis College of Agriculture, Resources, and Design would eliminate all aspects of the state and our land-grant mission.

I hope you reconsider the changes proposed and account for student concerns. Please continue to sustain an institution that not only upholds a mission on academia but also prospers our wonderful state.

Best,
Hannah Leigh Shuff
hls00008@mix.wvu.edu

Dear Provost,

As a native West Virginian, I am distraught by the horrific and irresponsible cuts to academic programs across WVU, a land-grant college whose purpose is to expand access to higher education for traditionally underserved populations. In my time at WVU, I witnessed how the Davis College of Agriculture, Natural Resources and Design creates a fostering environment across disciplines, allowing students to collaborate across disciplines in food, shelter, and clothing. In the spring of my freshman year, I was appointed as a student ambassador for Fashion, Dress and Merchandising. Since 2018, I have spoken to numerous FDM students, encouraging them to come to WVU as one of the few programs in an agricultural-focused school/college.

- Design programs (FDM, LARC, DS, IA, ECP) are essential to life (need clothing, need shelter, etc.) and were originally a part of the land grant mission, to provide its people with the skills necessary for life. Agriculture, design, nutrition, and forestry are all essential for life.
- The first female major was domestic sciences.
- Industry leaders have stated a BS in FDM (from WVU) sets students apart from most applicants from a traditional art school with a BA/BFA.
- The 'Farm to Fashion' initiative has flourished with USDA grants, access to Davis farms, and textile-focused faculty and staff.

These last five years have been critical in setting up a competitive program rooted in research, technology, and sustainability:

- Fashion Impact Challenge, a collaboration with WVU Extension and WVU Launch Lab.
- \$750,000 donation of a two-floor studio, expanding access for students.
- Numerous YMA Fashion Scholarship Fund Winners and ITAA Conference Participants
- The Amy Bircher and MMI Textiles Scholarship & Amy A. Bircher Textiles Laboratory
- Collaboration between FDM and WVU Extension, promoting farm-to-fiber production in West Virginia, with a grant from Fibershed.

I know firsthand the obstacles that come with your degree program being recommended for drastic changes, as I was grandfathered in the Design and Merchandising graduate program as it was being dissolved. The recommendations for the FDM department and the dismantling of the School of Design and Community Development are poor decisions and will immediately impact the education students expect when coming to WVU to pursue a BS degree with an emphasis in fashion design or merchandising. Our faculty and research staff work tirelessly in their commitment to teaching, research, and service.

Merging FDM (and other design-focused programs) to the CAC/Reed undermines efforts to educate students in the areas of research and community development, not allowing them to be successful in various areas of the industry. It also inhibits students from studying design as a science, as design and art are not the same. I am a Hazel Ruby Mcquain Graduate Scholar. I am unconvinced that my research in clothing for people with disabilities would remain sustainable if moved to the CAC, where research would become limited to college focus and RIF. It is important that the Board of Governors consider the implications if FDM became a BA instead of

BS, as it would negatively impact student retention and enrollment.
The education of students is not a bargain for irresponsible debt.

Respectfully,
Cassandra Stewart
FDM 2020 & DSM 2024
Hometown: Nitro, WV
cms0042@mix.wvu.edu

To whom it may concern,

The average person has 148 items of clothing in their closet and buys at least one new item every 2-3 months, yet very few of us can say where those items were made, what they are made of, and much less say who made those garments. More importantly, the average person feels little to no reason to care.

There is a profound dissonance that allows us to consume so much and have very little understanding of the industry, and at the same time assume that there aren't ethical or environmental concerns associated with this consumption. This problem not only exists outside of the fashion industry but internally as well which separates the concept of the garment and its design from the physical garment as a functional product.

We find this disconnect when people think of clothing and fashion as art and not as an industry, when it's not just an industry but one of the most polluting industries today. Fashion as art means creating whatever we want for the lowest price and not accounting for the child in a foreign country working for slave wages, the polyester that will decompose in 200 years, or the 7kg of CO2 costs us to get it to the consumer.

At the Davis College, we don't take design at face value. In Fashion, Dress, and Merchandising, We are taught about the costs of our consumption as well as encouraged to find new ways to benefit society through our industry instead of relying on the profits model. We are eco-centric first and business leader second, and we find value in being in a college where our environment is at the forefront.

I personally grew dye crops at the WVU Organic Farm, processed wool and spun yarn from its sheep, and experienced even more enriching activities through my time here. If we classify this program as an art and no longer as a science, we say that our connection to the Earth is not essential, as if our fiber is not grown by it and our overproduction does not destroy it. Changing this program risks allowing the fashion industry to remain stagnant, and I have been too well motivated during my time here to comfortably allow that to happen. I would like to end by expressing my gratitude for the amazing faculty that has given me such a well-rounded experience while learning here. We have a team of passionate individuals providing hands-on experiences, and I could not imagine this program without them.

Thank you for your attention,
Daphne Carroll
dpc0009@mix.wvu.edu

Hello,

As a former student in the Fashion, Dress, and merchandising major, I was heartbroken to hear of the school-wide cuts and decisions being made this year. I was most worried about what was to come for the FDM program. Come the decision day I was saddened to be informed that the FDM students were to merge with the CAC.

As an alumnus of one year, I have had the time to reflect on my FDM experience as a whole. I now cherish the fact that the FDM program resided under the school of agriculture while also being physically immersed in the agricultural departments. This aspect is what makes the WVU

The FDM program is unique and important in today's world. In a world of fast fashion corporations that only dig our earth into a deeper hole, we need educated individuals with sustainable and creative mindsets to infiltrate the fashion industry and make serious changes. Without an emphasis on the connection of fashion to nature, businesses are blindsided by the true harm we cause. Right now, the FDM program needs support rather than drastic negative change. These present and future students deserve to have the education that I was blessed with. The education that taught me to value my hard-working professors and faculty. The same education that showed me how to be a responsible designer and make earth-conscious decisions. If the FDM program merges with the CAC, future FDM students will no longer understand the core value the program cherishes so dearly - coexistence with nature.

Respectfully,
Ben Acklin
benacklin13@gmail.com

Dear Ms. Reed,

I'm writing to you regarding my feelings towards the Davis College upholding the FDM program and how integral the FDM professors were to my education and where I am today.

From the start of my college career in 2019, I received superb guidance from faculty members such as Professor Shorrock, who went out of their way to advise my schedules and assist in a smooth transition into the Fashion Design major. Even amongst the obstacles that COVID-19 presented in the Spring of 2020, Professor Shorrock fostered a productive and positive learning environment to finish out the semester.

As I continued through the curriculum, I unexpectedly found myself gravitating toward the subjects that introduced an agricultural approach to design. Concepts such as farm-to-fashion, fiber creation, textiles practices, and fashion sustainability served as tools to combat the industry's harmful fast-fashion practices, giving me hope that I could make a difference as part of the solution rather than contributing to the problem. The Intro to Textiles and Experimental Textiles courses were particularly integral to understanding this approach. Each class in the textile lab offered an environment to experiment and gain invaluable hands-on experience with the endless possibilities of utilizing the natural resources surrounding us. There are a multitude of techniques and processes that are simply not feasible without the capabilities found within this Lab.

As I embarked on bringing my senior collection to fruition, I sought guidance from Professor Shorrock and Jordon Masters on how to bring my vision to life through a sustainable approach. They each offered me their mentorship as well as access to the textiles lab and their sewing rooms to use in the experimenting and creation stages of my collection. With their unwavering assistance and counsel, I created a collection made from 100% discarded textiles and utilized sustainable dyeing techniques such as eco-dyeing and rust staining. Without this mentorship, and

the tremendous number of resources provided by the lab and the farm-to-fashion initiative, I would have never been able to create the collection I created.

As my last semester approached, I enrolled in a half-semester digital design course taught by Jordon Masters. The course's curriculum aimed to introduce students to 3-D design software such as Browzwear. Masters' knowledge of this software and passion for teaching was evident through his detailed instruction and consistent willingness to dedicate his own time to further our understanding of the software's intricacies. In the development stage of my senior collection, my proficiency with this software allowed me to eliminate more than one-third of the fabric and paper that I would have discarded used for test garments and patterns. This course not only allowed me to expand my portfolio but gave me the skills, knowledge, and marketability needed to stand out in a highly competitive industry.

Using a resource offered by the Davis College, Professor Shorrock connected me with

Photographer/Videographer, Mick Posey, to shoot my senior collection at the university's Organic Research Farm. With Mick's experience capturing the beauty of outdoor scenery and natural resources, he was able to portray the original inspiration of my grandparent's farm and the role farm-to-fashion played in the creation of the collection. These photographs gave my portfolio a uniqueness that could compete against established professionals in the industry.

Splitting the design program from the Davis College would not only rob present and future students of the highly sought-after originality and innovative edge needed to compete within the fashion industry but doing so would also destroy the underpinnings of the relationships used to create it.

Specifically with faculty members Professor Shorrock and Jordon Masters, I found enthusiastic mentors and an abundance of knowledge to absorb and carry into my future endeavors. I hold an immense appreciation for the agricultural influence in my design background. Being a part of the Davis School was not only a driving force in the creation of my senior collection, but it assisted in the discovery of the designer and the creator I came to be.

I hope that the experiences I've shared will have an impact on your final decision. I truly believe that there is a better way to manage this unfortunate situation that will not harm the education of future graduates to this degree.

Thank you for your time and consideration.

Best,

Emily Quarantillo
WVU 2023 Davis College of Design Graduate
equarantillo@gmail.com
304-410-2275

Dear Provost,

The Landscape Architecture Program has changed my life in so many ways. I remember that the reason I decided to declare my major as Landscape Architecture is due to my love of being outdoors and being with nature. The main reason I joined the Landscape Architecture program is because I love the design aspect of the major. Ever since I was a young boy, I have always loved to draw and design. I am now able to implement this and result in a significant impact on the world we live in. I am so thankful that I have chosen Landscape Architecture as my major.

This program has taught me so much about design, nature, sustainability, and many other things. We have been on field trips to communities where we helped them with design, we have been to places to see architecture and landscapes, and we also went to an Expo that had multiple Landscaping and Engineering Firms there. That is actually how I found my first summer internship job. When I first heard the news about the LARC program being cut, it honestly really scared me and made me think about how this would change my plans, as well as my life overall. West Virginia University is the only college in the state that has this program, and I had no clue where else I would go or what I would do. After I graduate, I plan to go on and obtain my master's degree but with the recent news that the LARC program and the master's program will be shut down, that is no longer a possibility, at least not in this state. Not many people realize how important Landscape Architecture is to society and the world we live in. We are used in all sorts of fields such as engineering, community planning and development, transportation and pedestrian infrastructure, stormwater management, green infrastructure design, and so much more. The profession of Landscape Architecture covers many fields and once I realized how vast it was, that made me even more excited about the major. Landscape Architecture is an undervalued major, I believe, and if this major wasn't an option, people would leave Morgantown and very possibly not come back. The region is growing, and Landscape Architects

need to be a part of it. As we look around us, almost everything we see is because of Landscape Architects such as the design and layout of roads, plantings, retaining walls, building layout and placement, etc.

This major has taught me so much over the years and I would really hate to see it leave. The program's absence will hurt so many people such as devoted faculty, parents and families, underclassmen, and graduate students. It will also hurt our community as well. Graduating with a Bachelor of Science will mean more in this context than graduating with a Bachelor of Arts degree. It would be much more beneficial to have a Bachelor of Science and it will give you a better chance of employment and a competitive advantage.

In conclusion, Landscape Architecture has forever changed my life and I don't know what I would have done or where I would be without it. Also, the Landscape Architecture program needs to stay here at WVU. This program will really be of benefit to our community as well as to families and students. As the least educated state in the nation, Landscape Architecture is a needed profession in society today and we will be lacking the experience and knowledge Landscape Architects bring to the state of West Virginia. We can't afford to let West Virginia become even further disadvantaged to its students and community.

Evan Rusiecki
Senior in BSLA Program

er0030@mix.wvu.edu

Dear Provost,

I am writing today to bring to your attention issues that are not only personally affecting me, but also many of my peers, professors, and friends.

I decided to come to West Virginia University early last school year, being the obvious choice over Penn State's 5-year program for my major and a significantly higher tuition. I visited Morgantown numerous times with my family, and we were all impressed and pleased with both the campus and my program, landscape architecture. We were given the opportunity to talk one-on-one with a few professors, including the program coordinator, Professor Orr. We could see the passion and excitement that the staff had for the program as they showed us the studios and examples of student work. Not only that, but we also learned of the multiple community projects that the program provides to local areas. We were recruited to come to WVU by the amazing program and staff. We had heard that WVU's landscape architecture program was one of the best, and we had that confirmed firsthand through our visits and personal opinions. Ever since 6th grade, when I discovered the career path, I have wanted to study landscaping and design. WVU seemed like a perfect fit for me, both personally and financially, as I was given significant scholarships for my GPA and SAT scores. The day I moved into Lincoln Hall, I received an email that my program was being discontinued. At that point, adjustment to life at WVU had just begun, and I was anything but ready for another thing to think about, much less information that might change the rest of my college career, including whether I stayed at WVU. The timing of the decision could not have been worse; not even the professors or advisors knew about the decision before the students. Less than a week later, I started my first class in a landscape studio. The excitement was damped by the knowledge that the university no longer saw enough value in my major to keep it. Even the studies I focus on today could be rendered useless if the program is cut as suggested, as landscape architecture is a rigorous 8-semester program that begins with specialized classes right away, and requires barely any general education courses. If my program is cut, I am unable to simply switch to a similar major, as landscape architecture is completely unique. Additionally, most other majors don't become specialized until the 3rd or 4th year; it is for those individuals that the offered excuse of simply switching majors would work on. In other words, if my program is halted, the work I am doing in my current classes would be useless and a waste of time. At the information Zoom session a few weeks ago, everyone was reassured that only a small percentage of freshmen, perhaps 23 or fewer students, would be significantly affected by the cuts that are being made in the university. I am one of those students. I am a high-achieving student who is not a number in some average program that is available anywhere. Landscape architecture is rare, and I specifically chose WVU because they offered the best for me. I should not be viewed as an acceptable amount of collateral damage within the university's program cuts. It is my firm belief that the university should honor their commitment to me as advertised and extend the program into a teach-out that would allow me to finish my degree.

Thank you,
McKenzie Bere
mrb00053@mix.wvu.edu

To whom it may concern,

I am writing this letter in support of both the BSLA Landscape Architecture and the MSLA Landscape Architecture programs here at West Virginia University. I am against the proposed cuts in the preliminary proposals, for, if such proposals were to take effect now, there would be a grave loss for the people of West Virginia who benefit from the landscape architecture program. I joined the program looking for a way to help people through design. I wanted to continue to make real-world impacts for real-world development that would take place across the state. Through my time in the program, I have had the opportunity to be a part of many projects in all corners of West Virginia – from Chapmanville to Morgantown to Jane Lew to Weston to Smithers to Beckley to Durbin. Whether a rural or urban project, we brought our skills and knowledge. The people in each of these places were always thankful for the abilities landscape architecture students and their faculty could bring to the region. Landscape architecture is no easy major, for its rigor ensures students learn not only skills like construction, design theory, ecology, grading, plant identification, environmental reclamation, stormwater management, and much, much more but also how to synthesize all topics to create a design that is both successful and meaningful for often underrepresented communities. As students of landscape architecture are vital to the continued development of the state, routinely being hired by civil engineering and land development firms, architectural firms, consulting firms, and other businesses across West Virginia.

In addition to outreach skills, landscape architecture students at WVU are fueling what many state leaders are trying to accomplish – the outdoor recreation economy. Landscape architecture students learn skills, such as Geographic Information Systems (GIS), ecological design, grading, and much more that are crucial to design for the outdoor recreation economy. Without this program at WVU, would we not be cutting off the lifeline for West Virginia's transformation into an outdoor recreation economy?

Some may point to cutting the program to cut costs, but I recognize that cutting the program would cut out other resources of money the program brings to the institution and state. Some of the Davis College's most successful alumni who lead financially successful careers are graduates of WVU's landscape architecture program, thus meaning they can bring financial support to the University. Students who graduate from the landscape architecture program continuously find high-paying professional careers. Numbers back the program up. If the BSLA and MSLA programs were cut from the University, would alumni from said programs return to contribute donations to a University that has discontinued their program? WVU's landscape architecture program is the only accredited landscape architecture program within the state and region, meaning that the degree is well-deserved and guarantees graduates can pursue licensure. Students, including myself, come to pursue a professional degree that guarantees high-paying careers when they arrive at WVU to study landscape architecture. I joined landscape architecture to pursue an education that would help transform me into a professional who continuously uses design skills to help the region and world. Landscape architecture is a marriage of art and science, being since recently recognized as a STEM profession by the Department of Homeland Security. We are vital to West Virginia, the region, and the nation's future.

I implore whoever makes the final decisions to please preserve both the BSLA Landscape Architecture and the MSLA Landscape Architecture, for they are both a vital lifeline to the state of West Virginia, its people, and its future.

Best,
Belle Irwin
wgi0001@mix.wvu.edu

Dear Provost,

My name is Jade Glackin and I am a freshman doing a Bachelor of Science in Landscape Architecture through the Davis College. I got the email that my major was recommended for discontinuation right as I was

beginning my journey at WVU. This was a huge shock. I came to WVU for a few reasons, but the overarching one was the landscape architecture program.

For a high school senior, deciding where to go to college is a huge decision. I applied to three schools and got into all of them. I declined my offer from Fairmont State because they only had traditional architecture when I really wanted to do landscape architecture. Also, I turned down Virginia Tech because their landscape architecture bachelors takes five years and they didn't offer me any scholarships. This made my decision easy to come to West Virginia University. The four-year accredited landscape architecture program, the Scholarship of Distinction Davis College Dean's Scholarship, and the people who care enough to help students succeed made WVU the perfect fit for me. From my few weeks here, I can tell the LARC program is filled with wonderful staff, and students who genuinely want to learn. The only landscape architecture program in West Virginia is here at WVU. It is such an important degree and career field. As humans, we have lost touch with nature and are misusing so much precious land. Landscape architects and environmental planners are needed for our future. They address urban sprawl, climate change, and many other issues that will continue to get worse if we don't act soon. In West Virginia specifically, landscape architecture is necessary to take areas of the state that are decaying and turn them around with new designs. With all of this considered, I beg you to reconsider your recommendation of discontinuation for the Bachelor of Science in Landscape Architecture and the Bachelor of Science in Environmental and Community Planning. These degrees matter to the people of the university, the state of West Virginia, and the world. If there is no other option but discontinuation, please teach these majors to already admitted students. All of us students committed to WVU with the expectation of being able to complete our four-year degree program.

Sincerely,
Jade Glackin
jtg00023@mix.wvu.edu

Dear Provost,

When I was "college shopping", West Virginia University was not at the top of my list. In fact, it was kind of a last-resort school for me. I had always wanted to branch out, and break away from my native roots, as I have lived in West Virginia my whole life. As decision time was quickly approaching, I decided to tour the campus. During the tour, I got to see the first-year studio I was told I would live in that fall as an Environmental and Community Planning major. I also got to talk one-on-one with faculty members. I was able to ask all of my questions and decided that maybe coming to WVU was a perfect fit for me.

After returning home I couldn't get that studio out of my head. Its eleven-foot ceilings and large windows span across the room allowing for an abundance of light to bounce off the walls. I really could see myself there. It was also the fact that I knew that being a part of the Davis College community would make the university feel smaller and I could make real lasting connections with my professors.

Now a few weeks deep into my freshman year after meeting all my professors, I as a student, can tell that they all really love their jobs. This is what they are passionate about, and it only makes me love learning that much more. I don't want to experience the pit in my stomach if I find out the Landscape Architecture and Environmental and Community Planning majors are discontinued from the university. Then I would have to scramble and research and try to find a career path that I'm as passionate about as this one.

As the only university in West Virginia that offers this major, I would hate to have to transfer to another school out of state. I love West Virginia University, and I don't want to leave. In such a short amount of time, I have made new friends, and I actually enjoy getting up every day to go to class. Graduating from West Virginia University with my Bachelor's degree in Environmental and Community Planning would be so fulfilling, and I would treasure the memories I made at Davis College my entire life. For myself, graduating with a Bachelor of Science degree rather than a Bachelor of Arts degree would deeply affect my future because my major is so environmentally driven. My dream is to create beautiful community establishments while taking into consideration the environment. As a planner, I hope to create as sustainably as I can and make our footprint here on Earth less impactful.

Sincerely,

Cameron Mahar
cjm00063@mix.wvu.edu

APPENDIX C- COMPILED SPREADSHEET OF FINAL APPEALS MADE BY SGA³⁵

Unit	Program Action	Unit Action		Percent of total cut	Percent of remaining staff
		Faculty reduction Recommendation	Faculty remaining Recommendation		
Statler College					
Civil and Environmental Engineering		4	14		
BSCCE Civil Engineering					
PHD Civil Engineering					
Computer Science and Electrical Engineering		7	28		
BSBS Biometric Systems Engineering	discontinued				
BSCPE Computer Engineering	continue, but decrease faculty				
BSCS Computer Science	Continue, but decrease faculty				
BS Cybersecurity	continue at current level				
BSEE Electrical Engineering	continue, but decrease faculty				
MSSE Software Engineering	continue, but decrease faculty			8.843537415	12.00923788
PHD Computer Engineering	continue at current level				
PHD Computer Science	continue at current level				
PHD Electrical Engineering	continue at current level				
Mining Engineering	did not appeal	1	5		
BSMINE Mining Engineering	Continue with specific action				
PHD Mining Engineering	Continue with specific action				
Petroleum and Natural Gas Engineering		1	5		
BSPNGE Petroleum and Natural Gas Engineer	continue, but decrease faculty				
PHD Petroleum and Natural Gas Engineering	was not appealed, continue but form a new cooperative program with newly created unit				
College of Applied Human Sciences					
School of Education		9	18		
BA Elementary Education	continue, but reduce required credits, and start participation in ohio reciprocity and expanded state strategy				
MA Higher Education Administration	discontinue			6.12244898	4.15704388
MA Literacy Education	continue, but reduce faculty				
MA Special Education	continue				
PHD Higher Education	discontinue				
EdD Higher Education Administration	discontinue				

³⁵ [Preliminary and Final Recommendations for WVU Academic Transformation.xlsx](#)

College of Creative Arts							
School of Art and Design			6	16			
BFA Art and Design	continue, but eliminate AOE in ceramics, printmaking, and sculpture						
BFA Art Education	continue, but eliminate AOE in ceramics, printmaking, and sculpture						
BA Art History	continue, but by 2024 revamp the prc						
BA Technical Art History	discontinue						
MFA Art and Design	continue, but eliminate AOE in ceramics, printmaking, and sculpture						
MA Art Education	continue						
School of Music			7	34			
BA Music	continue						
BA Music Business and Industry	continue						
BM Music Composition	continue, reduce faculty						
BM Music Education	continue						
BM Music Performance: Instrumental	discontinue, but form a new program in commercial music						
BM Music Performance: Jazz Studies	discontinue, but form a new program in commercial music						
BM Music Therapy	continue						
MM Collaborative Piano	discontinue				10.88435374	15.47344111	
MM Composition	discontinue						
MM Conducting	continue						
MM Jazz Pedagogy	discontinue						
MM Music Business and Industry	continue						
MM Music Education	continue						
MM Performance	continue, reduce faculty						
DMA Collaborative Piano	discontinue						
DMA Composition	discontinue						
DMA Conducting	continue						
DMA Performance	continue, reduce faculty						
School of Theatre and Dance			3	17			
BFA Acting	continue						
BA Dance	continue						
BFA Musical Theatre	continue						
BA Puppetry	develop a cooperative program, major will not continue, will be merged into BA in Theatre as an AOE						
BA Theatre	continue, but reduce faculty						
BFA Theatre Design and Technology	continue						
MFA Acting	continue						
College of Creative Arts							
School of Art and Design			6	16			
BFA Art and Design	continue, but eliminate AOE in ceramics, printmaking, and sculpture						
BFA Art Education	continue, but eliminate AOE in ceramics, printmaking, and sculpture						
BA Art History	continue, but by 2024 revamp the prc						
BA Technical Art History	discontinue						
MFA Art and Design	continue, but eliminate AOE in ceramics, printmaking, and sculpture						
MA Art Education	continue						
School of Music			7	34			
BA Music	continue						
BA Music Business and Industry	continue						
BM Music Composition	continue, reduce faculty						
BM Music Education	continue						
BM Music Performance: Instrumental	discontinue, but form a new program in commercial music						
BM Music Performance: Jazz Studies	discontinue, but form a new program in commercial music						
BM Music Therapy	continue						
MM Collaborative Piano	discontinue				10.88435374	15.47344111	
MM Composition	discontinue						
MM Conducting	continue						
MM Jazz Pedagogy	discontinue						
MM Music Business and Industry	continue						
MM Music Education	continue						
MM Performance	continue, reduce faculty						
DMA Collaborative Piano	discontinue						
DMA Composition	discontinue						
DMA Conducting	continue						
DMA Performance	continue, reduce faculty						
School of Theatre and Dance			3	17			
BFA Acting	continue						
BA Dance	continue						
BFA Musical Theatre	continue						
BA Puppetry	develop a cooperative program, major will not continue, will be merged into BA in Theatre as an AOE						
BA Theatre	continue, but reduce faculty						
BFA Theatre Design and Technology	continue						
MFA Acting	continue						

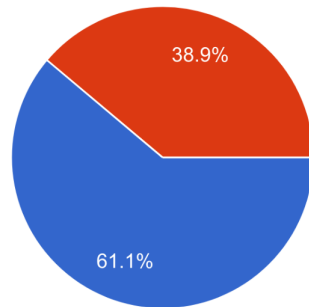
MFA Costume Design and Technology	continue						
MFA Lighting Design and Technology	continue						
MFA Scenic Design and Technology	continue						
MFA Technical Direction	continue						
College of Law							
			5	24			
JD Law	continue, submit a revision of curriculum by jan 2024 and improve Bar pass rates					3.401360544	5.542725173
Davis College							
Design and Community Development	whole department will be moved to n		6	21			
BS-AGR Agriculture and Extension Education	continue, but reduce faculty						
BS Design Studies	continue, but reduce faculty						
BS Environmental and Community Planning	discontinue						
BS Fashion, Dress and Merchandising	continue, but reduce faculty						
BS Interior Architecture	continue						
BSLA Landscape Architecture	continue, but decrease faculty associated with program to no more than 5, and by october submit a marketing strategy for the program to the provosts office						
MLA Landscape Architecture	discontinue						
PhD Human and Community Development	continue, but reduce faculty and revise curriculum						
Forestry and Natural Resources			6	22			
BS Energy Land Management	Merge program with BS Environmental and Energy Resource Management						
BSF Forest Resource Management	reduce faculty, and merge into wood science and technology						
BSR Recreation, Parks and Tourism Resources	Discontinue						
BS Wildlife and Fisheries Resources	continue						
BS Wood Science and Technology	reduce faculty, and merge with forestry resource management						
PhD Natural Resources Science	continue						
Plant and Soil Sciences			9	12		14.28571429	14.54965358
BS Environment, Soil and Water Science	continue, but reduce faculty						
BS Environmental Microbiology	discontinue and add as an AOE in Environmental Soils and Water Sciences						
BS-AGR Horticulture	continue, but reduce faculty						
BS-AGR Sustainable Food and Farming	merge with horticulture						
PhD Genetics and Developmental Biology	continue						
PhD Plant and Soil Science	continue						
Resource Economics Management	Merge entire department with Forest		0	8			
BS Agribusiness Management	discontinue, merge with BS Environm						
BS Environmental and Energy Resource Man	merge with BS Agribusiness Management						
BS Environmental and Natural Resource Econ	merge with BS Agribusiness Management						
MS Energy Environments	discontinue						
PhD Natural Resource Economics	continue						
Eberly College							
Center for Women's and Gender Studies	did not appeal		0	5			
BA Women's and Gender Studies	continue, but moved to department of sociology and anthropology						
Chemistry			5	23			
BA/BS Chemistry	continue, but revise curriculum						
PhD Chemistry	continue						
Communication Studies			5	11			
BA Communication Studies	continue, but revise curriculum by reducing AOE's to three						
MS Communication Studies	continue, but switch to totally virtual						
PhD Communication Studies	continue, but revise curriculum by reducing AOE's to three						
English			8	28			
BA English	continue, but reduce faculty						
BA English/Secondary Education	continue, but reduce faculty						
MFA Creative Writing	continue, but reduce faculty						
MA Professional Writing and Editing	continue, but reduce faculty						
PhD English	continue, but reduce faculty					39.45578231	25.86605081
Mathematical and Data Sciences			16	32			
BA/BS Mathematics	continue, but reduce faculty, revise curriculum						
PhD Mathematics	discontinue this and math MS, unit can make a new program for applied mathematics and data sciences, adjust workloads for faculty to 3/3						
Philosophy	did not appeal		0	8			
BA Philosophy	continue						
Public Administration			5	0			
MLS Legal Studies	discontinue						
MPA-AD Public Administration	discontinue						

WLLL	switch to only offering elective and m	19	5		
BA Chinese Studies	discontinue				
BA French	discontinue				
BA German Studies	discontinue				
BA Russian Studies	discontinue				
BA Spanish	discontinue				
MA Linguistics	discontinue				
MA TESOL	discontinue				
Chambers College					
Management	did not appeal	2	17	1.360544218	3.926096998
BSBA Management	continue, reduce faculty				
MS Human Resource Management	continue, reduce faculty				
PhD Management	discontinue				
School of Medicine					
Human Performance and Communication Sci	did not appeal	4	18		
BS Communication Sciences and Disorders	Continue with specific action				
BS Exercise Physiology	Continue with specific action				
BS Health Informatics/Information Managem	Continue with specific action				
BA Human Performance and Health	Continue with specific action				
MS Athletic Training	Continue with specific action				
MOT Occupational Therapy	Continue with specific action				
MS Speech-Language Pathology	Continue with specific action				
PhD Exercise Physiology	No action (exempted on research)				
AUD Audiology	Continue with specific action				
DPT Physical Therapy Professional	Continue with specific action			15.6462585	18.47575058
School of Pharmacy					
	did not appeal	8	33		
BS Pharmacy	Continue with specific action				
PhD Health Services and Outcomes Research	No action (exempted on research)				
PhD Pharmaceutical and Pharmacological Sci	No action (exempted on research)				
PHARMD Pharmacy	Continue with specific action				
School of Public Health					
		11	29		
BS Public Health	discontinue, merge into BS Health Services Management and Leadership				
MHA Health Administration	continue, reduce faculty				
MPH Occupational and Environmental Health	Continue with specific action				
PhD Epidemiology	No action (exempted on research)				
PhD Occupational and Environmental Health	discontinue				
PhD Social and Behavioral Sciences	No action (exempted on research)				
34 total programs lost overall colleges					
		Total Cuts:	Total Faculty Remaining:		
		147	433		
	Staff Saved through Appeals->	22			

APPENDIX D: SGA ACADEMIC TRANSFORMATION SURVEY RESULTS

WV Residency

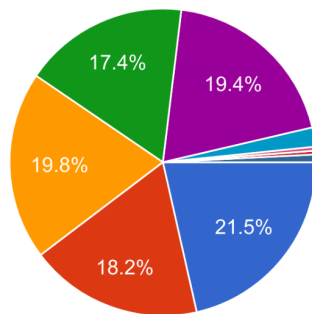
247 responses



- In-State Student
- Out-of-State Student

Classification

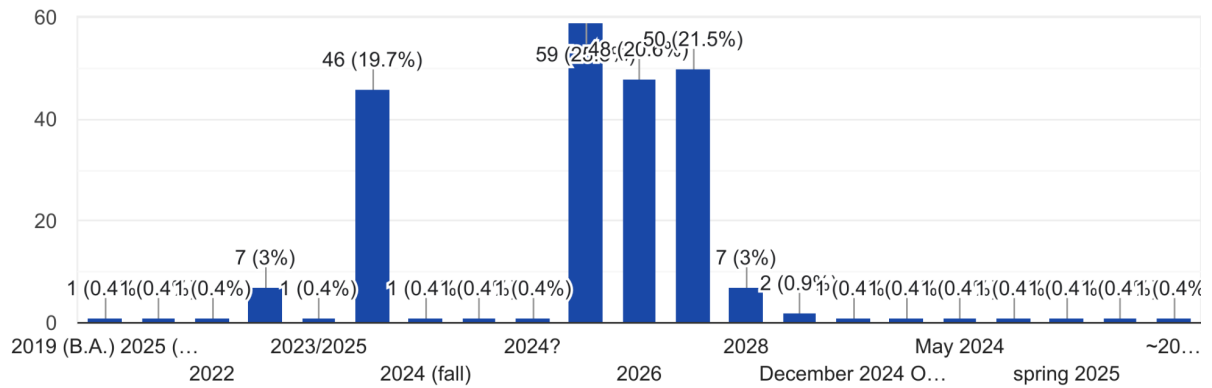
247 responses



- Freshman
- Sophomore
- Junior
- Senior
- Graduate
- Law
- Medical
- Faculty

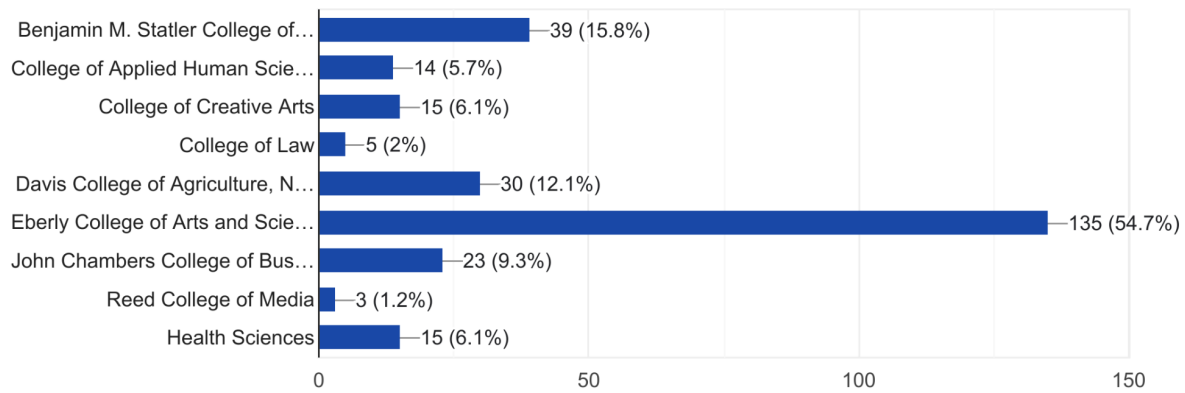
Graduation Year

233 responses



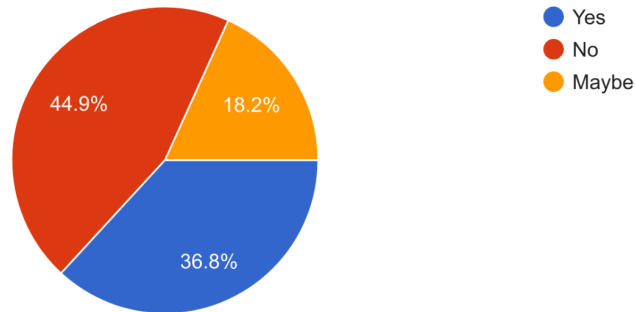
What College(s) are you in?

247 responses



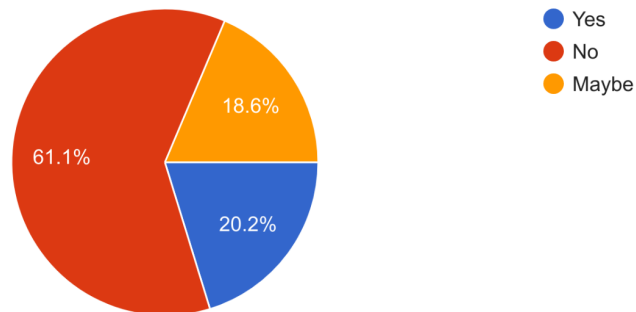
Is your major(s) potentially affected by Academic Transformation?

247 responses



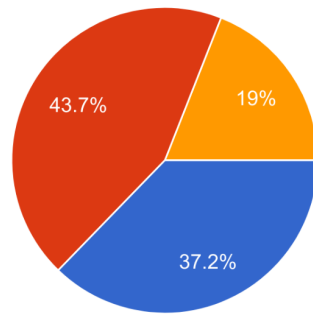
Is your minor(s) potentially affected by Academic Transformation?

247 responses



How well do you understand the decision-making process that lead to the results of the Academic Transformation?

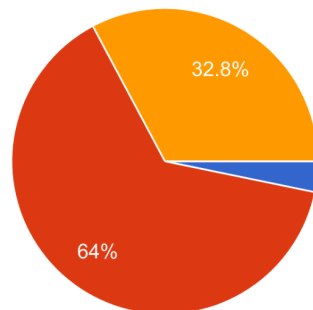
247 responses



- I understand the process.
- I understand somewhat and need more clarification.
- I do not understand the process.

If the proposed changes had been implemented before you chose WVU, how likely would you have been to attend the University?

247 responses



- More likely to attend
- Less likely to attend
- No more or less likely to attend