

Oct 5, 2025

To: Ken Barish, Chair
Riverside Division of the Academic Senate

From: Jerayr Haleblan
Chair, School of Business Executive Committee

Re: (Consultation): *UC Adaptation to Disruptions (2025)*

The Business School Executive committee discussed the UCAD report. We express several concerns:

1. The Adoption of Achievement Relative to Opportunity (ARO) principles within the document shows sensitivity to equity and disruption but there is risk that lowering or “modifying” evaluation standards could be perceived as diluting rigor (and the timeline where evaluation will return to “normal” is not specified). In high-caliber settings (like UC), we need to stress maintaining research productivity and publication standards in top journals, even when accounting for disruptions. Typically, we compare a faculty productivity to “peers” and since all peers are facing the same external environment, the principle of peer comparison should be maintained.
2. The report frames disruption as long-lasting and structural, which might seem to normalize reduced productivity rather than setting strategies to sustain excellence.
3. The document discusses Program Resizing and Restructuring by discussing shrinking graduate programs, and the need for faculty leadership in redesign programs. That is, the document emphasizes defensive actions (downsizing programs, reducing cohorts) but spends less time on offensive initiatives such as launching new self-supporting graduate professional degree programs, and industry-aligned graduate programs.
4. The document should consider not only direct costs such as NSF grant cuts, but also indirect costs such as travel limitations and reductions in PhD program sizes, both of which may be due to visa issues, as well as limited database subscriptions.

5. Regarding career path flexibility, the document should clarify whether job descriptions can be modified, at least temporarily, and how such temporary shifts can be accounted for so that the impacted faculty members receive appropriate credit.
6. Flexible course modalities, including online and hybrid formats, require clear guidelines for maintaining academic standards, because instructors face conflicting pressures to offer flexibility to students while upholding fair grading practices and avoiding GPA inflation, as seen during and immediately after the pandemic.