



320 STEPHENS HALL  
UNIVERSITY OF CALIFORNIA

March 5, 2025

**REVISED**

Joseph Gonzalez (EECS) – Co-chair  
Zsolt Katona (Business) – Co-chair  
Jenae Cohn (Center for Teaching & Learning)  
Sonia Katyal (Law)  
Shreeharsh Kelkar (Interdisciplinary Studies Field)  
Massimo Mazzoti (History)  
Line Mikkelsen (Linguistics)  
Erfan Mojaddam (Research, Teaching, & Learning)  
Narges Norouzi (EECS)  
Kathleen Ryan (PMB) - *Spring 2025*  
Alex Saum-Pascual (Spanish & Portuguese) - *Spring 2025*  
David Skolnick (Continuing Lecturer, College Writing Programs)  
Tim Tangherlini (Scandinavian)

**RE: Academic Senate Work Group on Generative Artificial Intelligence (AI) in Teaching and Learning**

Dear Colleagues,

Thank you for agreeing to serve on this important and timely work group. As noted in the letter of invitation, the use of generative AI in teaching and learning is a top issue on the Berkeley campus and across the UC system. This work group is a collaboration between the Senate and both Research, Teaching and Learning (RTL) and the Center for Teaching and Learning (CTL). As you can see above, the work group consists of 8 Senate members representing various disciplines on campus to ensure a diversity of perspectives and expertise: Arts & Humanities, Social Sciences, STEM, and professional schools. RTL and CTL are also represented on the work group and will play a pivotal role given their campus- and nation-wide perspective of the pedagogy landscape, in general and as it relates to AI. They will also serve as liaisons between the work group and the Provost's Advisory Council on Artificial Intelligence (PAC-AI), which consists of six issue areas, one of which is instruction.

We plan to convene the work group for an initial meeting before winter break. Academic Senate Administrative Assistant Dory Hashimoto will contact you shortly to schedule this initial meeting.

As noted in the letter of invitation, the goal of the work group is to assess the opportunities and challenges of generative AI in the classroom and develop guidance for faculty. The charge of this work group is to explore the questions below. I anticipate that the group, and the questions driving

your deliberations, will evolve naturally. Thus, the questions below are not prescriptive, but intended as prompts to generate ideas and open discussion:

1. What are the opportunities and challenges related to generative AI in teaching and learning (both broadly and more specifically for instructors at Berkeley)?
2. What does generative AI mean for a new age of teaching and learning (e.g., what does it mean epistemologically?, how does it help or hinder essential educational skills for future Berkeley grads?)
3. What are the greatest needs for instructors in using generative AI in teaching and learning?
4. Do the AI resources available on campus (e.g., via CTL) meet the needs of Berkeley instructors and best position them for the effective and responsible use of generative AI in teaching and learning?
5. What are the resource gaps/needs to support Berkeley instructors and students for a range of options related to the use of AI in the classroom?
6. How can gen AI be leveraged to support student learning outcomes?
7. What are the next steps for meeting any resource/guidance/policy needs to support the effective and responsible use of generative AI in teaching and learning?

To help provide some initial perspectives from faculty across campus, the Fall meeting of the Berkeley Division of the Academic Senate included an agenda item on generative AI in the classroom. Faculty were split into small groups to address a set of probing questions:

1. What are major opportunities and challenges of using GenAI in the classroom?
2. How can we differentiate between when GenAI should be a tool for learning versus when it could undermine academic integrity?
3. What strategies can we adopt to teach students how to use GenAI effectively without undermining their learning process?
4. What ethical implications arise from the use of GenAI in education, and how can we ensure GenAI use promotes equity and fairness in the classroom?
5. How do we assess student learning in a world when GenAI can be used?
  - a. How should we handle the temptation to use AI tools for assignments where its use is prohibited?
  - b. Should instructors be asked to include an AI use policy on each syllabus?

Group responses will be captured on a shared slide deck. The slide deck will be shared with you. I ask that you please review the deck prior to the initial work group meeting.

I am thrilled that you have all accepted the invitation to join this work group. I look forward to seeing what comes of your deliberations. If you have any questions, please don't hesitate to email me at [aschair@berkeley.edu](mailto:aschair@berkeley.edu).

Sincerely,



Amani Nuru-Jeter

Chair, Berkeley Division of the Academic Senate

Professor of Community Health Sciences and Epidemiology, School of Public Health

cc: Mark Stacey, Vice Chair, Berkeley Division of the Academic Senate

Jocelyn Surla Banaria, Executive Director, Berkeley Division of the Academic Senate