

Artificial Intelligence Governance: UNC System Framework and Elizabeth City State University (ECSU) Policies

Executive Summary

Artificial intelligence (AI), particularly generative AI tools, is reshaping teaching, learning, and research in higher education. Within the University of North Carolina (UNC) System, governance of AI is developing through a distributed framework rather than a single comprehensive regulation.

At Elizabeth City State University (ECSU), AI use is managed primarily through:

- Academic integrity policies
- Student conduct rules
- Faculty-level syllabus policies
- Library and instructional guidance
- Information technology and data-security practices

The UNC System provides strategic direction and shared instructional guidance, while ECSU and other campuses implement policies locally. This layered approach reflects broader trends in higher education governance of emerging technologies.

1. UNC System-Wide Framework for Artificial Intelligence

1.1 Responsible Integration Rather Than Prohibition

Across UNC institutions, the prevailing philosophy is to integrate AI responsibly rather than prohibit it. UNC-Chapel Hill faculty guidance encourages instructors to define appropriate uses of AI in their courses and embed expectations in their syllabi (University of North Carolina at Chapel Hill, *Developing AI Guidance for Faculty*).

This approach reflects an understanding that AI tools are already in use and must be addressed through structured policy rather than bans.

1.2 Faculty Learning Communities and System Initiatives

The UNC System Office sponsors a Generative AI in Teaching and Learning Faculty Learning Community (FLC) to support cross-campus collaboration and responsible integration of AI (University of North Carolina System Office, *Faculty Learning Communities*).

The FLC:

- Brings together faculty and instructional professionals
- Explores responsible uses of generative AI
- Develops teaching resources
- Shares best practices across institutions

This demonstrates a governance model focused on professional development and shared learning rather than centralized mandates.

1.3 Instructional Governance and Course-Level Policies

UNC-Chapel Hill provides structured guidance encouraging faculty to:

- Reflect on learning goals
- Define acceptable and prohibited AI uses
- Require disclosure of AI use
- Clearly communicate expectations in syllabi

(University of North Carolina at Chapel Hill, *Developing AI Guidance for Faculty*)

This model reinforces faculty authority at the course level.

1.4 Core Principles in UNC Teaching Guidance

Human Accountability

UNC teaching guidance states that instructors are “100% responsible” for their teaching materials and must verify AI-generated content before use (University of North Carolina at Chapel Hill, *Teaching Generative AI Usage Guidance*).

Similarly, students are responsible for evaluating AI outputs and ensuring the accuracy of their final submissions (UNC-Chapel Hill, *Developing AI Guidance for Faculty*).

Transparency and Documentation

UNC guidance encourages transparency about AI use in both instructional materials and student assignments (UNC-Chapel Hill, *Teaching Generative AI Usage Guidance*).

Privacy and Data Protection

UNC guidance explicitly cautions users to avoid entering confidential or personal data into AI tools (UNC-Chapel Hill, *Teaching Generative AI Usage Guidance*).

Pedagogical Adaptation

UNC recommends redesigning assessments to address AI capabilities, including process-based learning and in-class assessments (UNC-Chapel Hill, *Teaching Generative AI Usage Guidance*).

2. Elizabeth City State University (ECSU): Institutional Policies and Framework

2.1 Academic Integrity as the Primary Regulatory Framework

At ECSU, AI use is governed primarily through existing academic integrity policies. The Student Code of Conduct defines plagiarism as using another’s work without acknowledgment (Elizabeth City State University, *Student Code of Conduct*).

This definition applies to AI-generated material submitted without attribution.

ECSU Library guidance reinforces proper citation practices and explains plagiarism standards (Elizabeth City State University Library, *Academic Integrity and Citation Guidance*).

2.2 Faculty Governance and Syllabus Policies

Like UNC-Chapel Hill, ECSU relies on faculty to define course-level AI policies through syllabus statements and assignment design (ECSU Student Code of Conduct; UNC-Chapel Hill, *Developing AI Guidance for Faculty*).

2.3 Data Privacy and Operational Considerations

While ECSU does not publish a standalone AI privacy policy, institutional conduct and IT policies require responsible use of university systems and protection of student information (ECSU Student Code of Conduct).

This aligns with UNC guidance cautioning against entering sensitive data into AI systems (UNC-Chapel Hill, *Teaching Generative AI Usage Guidance*).

2.4 Workforce Preparation and AI Literacy

The UNC System supports AI literacy through Faculty Learning Communities and instructional guidance (UNC System Office, *Faculty Learning Communities*).

ECSU aligns with this priority through participation in AI-related educational initiatives and instructional programs integrating emerging technologies.

3. Alignment of Core Principles

Across UNC guidance and ECSU practice, the following principles consistently appear:

- Human responsibility for AI outputs
- Transparency and disclosure
- Protection of confidential and student data
- Faculty authority at the course level

- Workforce preparation and AI literacy

These shared themes demonstrate that ECSU's approach aligns with UNC System expectations even without a standalone AI policy.

Works Cited

Elizabeth City State University. *Student Code of Conduct*.

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