



2025 Legal Symposium Using Generative AI in Your Daily Work: Legal and OneIT Perspectives

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*Take this simple poll while you wait.
bit.ly/4m9U0SV*

**Log into
MS Copilot or
Google Gemini:**
copilot.charlotte.edu
gemini.google.com
*Sign in using your
NinerNet credentials!*

Our Objective

To inspire you to be more comfortable using AI in the workplace.



Agenda

1 AI Overview

2 Using AI Responsibly: Ethics, Privacy, & Policy

3 Everyday AI in the Workplace

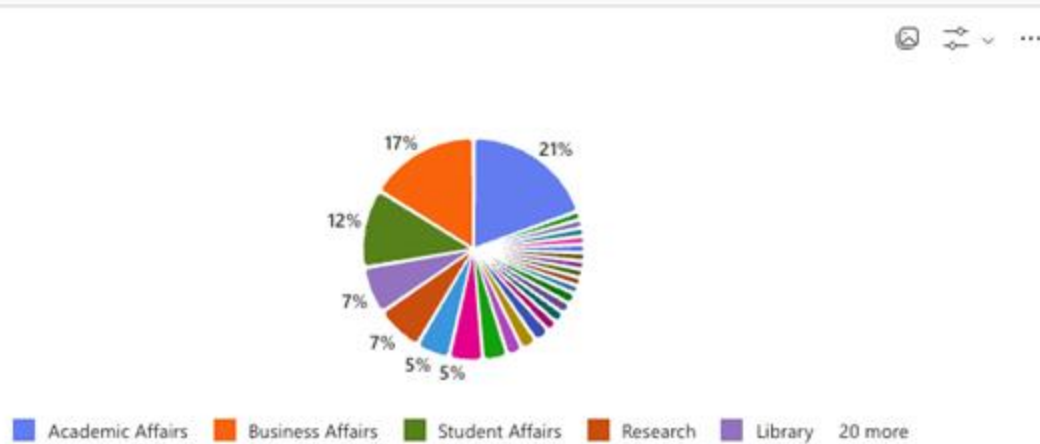
4 Closing Thoughts

Who is Here?

Prompt 1: analyze the data on the attached spreadsheet to identify how many people have registered for Session 2A and create a pie chart showing what colleges/unit/divisions they are in

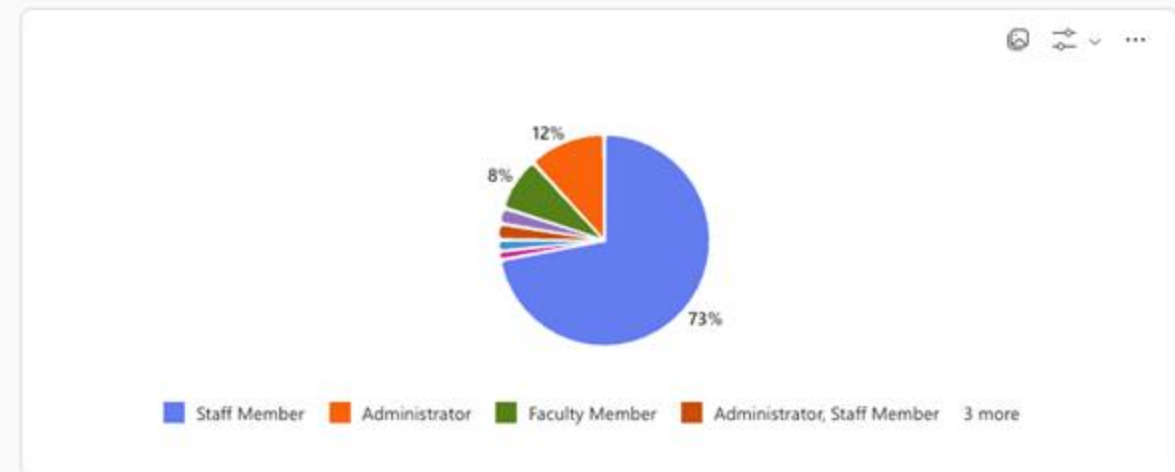
A total of 136 people have registered for Session 2A of the 2025 Legal Symposium.

Here is a pie chart showing the distribution of their affiliated colleges, units, or divisions:



Prompt 2: break down by position type in a pie chart

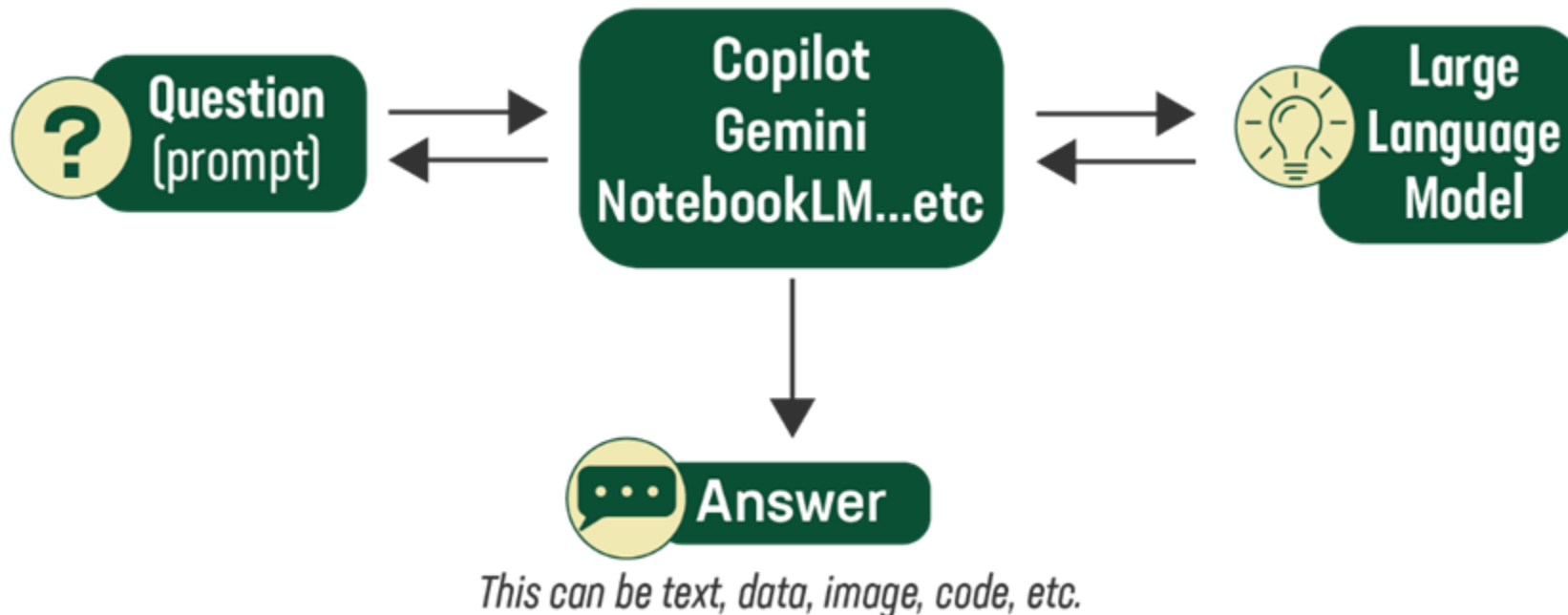
Here is the pie chart showing the breakdown of Session 2A registrants by position type at UNC Charlotte:



Used MS CoPilot and uploaded an Excel spreadsheet of registrants on 10/22.

What is Generative AI?

Software that creates new content (text, images, code etc) based on instructions.



Charlotte's AI Vision



UNC Charlotte is committed to the ethical and responsible use of artificial intelligence to enhance academic and administrative endeavors.

Our vision is to create an institutional environment where faculty, staff and students can engage with AI technologies to enhance teaching, learning, research and operations, while upholding the highest standards of responsibility and integrity.

[**ai.charlotte.edu**](https://ai.charlotte.edu)

Guiding Principles



Research and Innovation

Foster a culture of AI research and innovation including the range of societal impacts and ethical use. Embrace opportunities for operational efficiency.

Privacy and Data Protection

Safeguard personal data and adhere to data protection regulations.

Inclusivity and Accessibility

Ensure AI is accessible to all members of the university community, regardless of background or ability. Identify and mitigate biases in AI systems to promote equity and fairness.

Ethical Use and Integrity

Commitment to standards that promote fairness, transparency, and accountability.

Transparency

Ensure AI processes and decisions are transparent and understandable to all stakeholders.

Accountability

Establish clear lines of accountability for the deployment and outcomes of AI.

Continuous Learning

Provide continuous learning opportunities for students, faculty and staff about AI technologies, ethical considerations, and best practices.

Performance

Assess progress through relevant measures to ensure continuous improvement.

Using AI Responsibly

Review the following University policies, guidelines, and resources that will help you ensure you are using AI responsibly.

1

Use University-approved tools that provide data protections.

2

Follow University procurement guidelines including Software & IT-Related Requests process for AI software for individuals and departments.

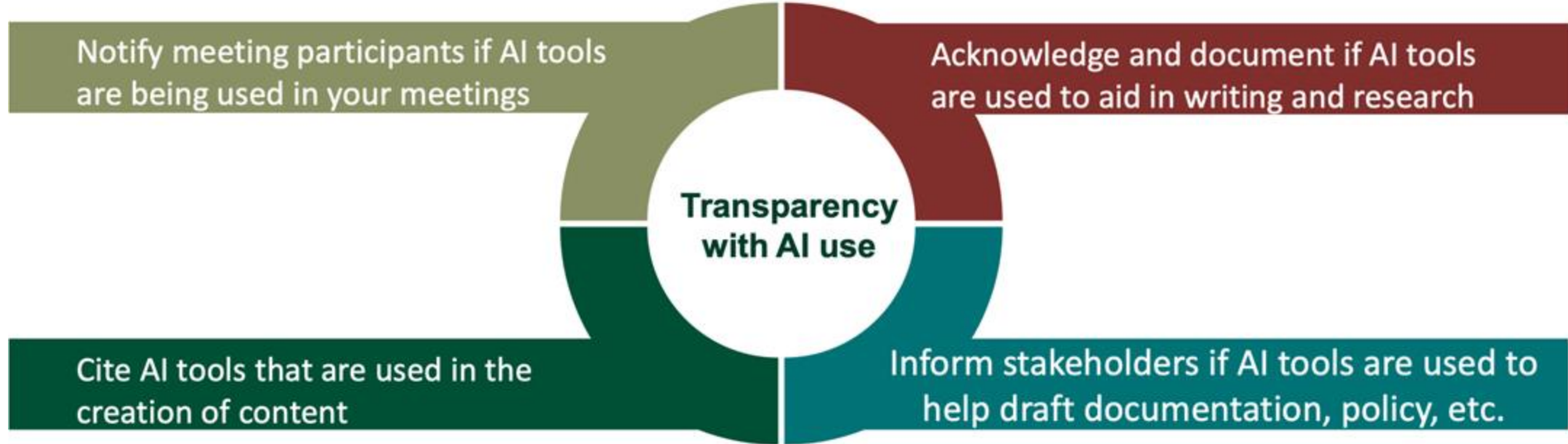
3

Know University data retention policies.



Be Transparent When Using AI

Be mindful when using AI that can impact decisions, have ethical or legal ramifications, or infringe on the privacy of others.



Ethics & Privacy

- Use campus-wide tools since they provide data protection
- You are responsible for content!
- **Don't use** with FERPA or HIPAA data, sensitive HR/financial content, sensitive research data
- Be alert for bias and inaccuracies



Data Classification

Level 0 = Public

Level 1 = Internal

Level 2 = Confidential/Sensitive

Level 3 = Highly Restricted

AI Software Guidance



Provides guidance on using campus-wide, specialized, and popular AI software with university data

- **Green** indicates the software is approved for use; a campus agreement is in place with approved data security and privacy policies.
- **Yellow** indicates use with caution; a campus-wide agreement is NOT in place. Even if the software is on this list, new users must submit the [Software & IT-Related Request Form](#) through Purchasing.
- **Red** indicates do not use. No agreement is in place to protect university data.

Users of all non-campus-wide software, including free and research-related requests, must submit the [Software & IT-Related Request Form](#).

AI Security Checklist

- ☐ **Protect UNC Charlotte's confidential information and your own.**

Do not enter confidential or legally restricted data (e.g., personnel records or data protected by FERPA, HIPAA, PCI etc.) or any data that Charlotte's data classification policy identifies as level 3 into an AI tool.

- ☐ **Assume all information shared will be made public.**

Treat all information shared through an AI tool as though it will become public. Do not share information that is personal or sensitive, and be mindful that the information you input into an AI tool may be retained by the vendor.

- ☐ **Follow all procurement guidelines when purchasing or using free tools.**

All AI purchases, including enhancements to existing licenses, must follow UNC Charlotte's established purchasing procedures.

- ☐ **Use enterprise campus-wide tools whenever possible.**

Use solutions that have been reviewed and approved by the University whenever possible.

- ☐ **Be alert for bias and inaccuracy.**

AI-generated responses can be biased, inaccurate, inappropriate, or may contain unauthorized copyrighted information. We are each responsible for the content of our work product. Continually review and verify outputs generated by AI tools to ensure accuracy.

AI Policies and Guidelines

- No official University Policies around the use of AI
- AI included in some subject-specific policies
- To use AI responsibly pay attention to:
 - [Guiding Principles](#)
 - [Security Checklist](#)
 - [AI Software Guidance](#)
 - [Software & IT-Related Requests](#)
 - [University data retention policies](#)



AI in Academic Integrity

Use of AI addressed in [Code of Student Academic Integrity](#) prohibited behaviors

- **Cheating:** *Use of Unauthorized Materials* – using materials or equipment in connection with an assignment, examination, or other academic exercise which **have not been authorized** by the faculty member, including but not limited to, notes, calculator, websites, Artificial Intelligence and/or other technology;
- **Plagiarism:** *Inadequate/Uncited Paraphrasing* – Failure to cite the rewording of another person's original text, and/or presenting another person's concepts or ideas as one's own without proper attribution. This can include, but is not limited to, changing only a few words or altering the sentence structure from the original source and/or **using Artificial Intelligence without citation.**
- **Plagiarism:** *Failing to properly acknowledge a source* – Giving incorrect and/or not including information about a source in accordance with the citation style. This may include, but is not limited to, missing in-text citations, missing or omitted sources, and/or **using text generated by Artificial Intelligence without attribution.**

Syllabus Policies

Policies have been updated to include guidance regarding AI use in teaching and learning, specifically related to academic integrity.

See: legal.charlotte.edu/legal-topics/classroom-policies-and-practices/suggested-syllabus-policies-notice/#academicintegrity



The screenshot shows the 'Office of Legal Affairs' website. The header includes the university name and a search bar. The main navigation menu lists 'About Legal Affairs', 'Legal Services', 'University Policies', 'Legal Topics', and 'Who We Are'. The breadcrumb trail indicates the current page is 'Suggested Syllabus Policies & Notices'. The page title is 'Suggested Syllabus Policies & Notices'. Below this, the section 'Policies Related to Academic Integrity' is displayed. A list of five policies follows, each with a green checkmark icon to its right. Two red arrows point to the third and fifth items in the list.

Policies Related to Academic Integrity	
To address academic integrity violations, including plagiarism	✓
To distinguish violations of syllabus policies from academic integrity violations	✓
→ Policies on the use of generative artificial intelligence (AI)	✓
To prohibit the use of unauthorized materials (CourseHero, Chegg, etc.)	✓
→ If you plan to use a plagiarism or AI detection tool in your class	✓

Syllabus Policies

Policies on student use of generative AI

- As a best practice, faculty members should notify students how and when generative AI tools (such as ChatGPT, Gemini, etc.) may be used in their assignments, exams, and other course work.
- Suggested syllabus policies may be used or adapted, depending on the level of generative AI use the faculty member wants to permit.

Syllabus Policy Option 1: Permitting generative AI use in all assignments, with the requirement that students disclose any AI assistance.

Syllabus Policy Option 2: Permitting generative AI use in specific designated assignments, but not all. Students must disclose any AI assistance. Faculty members should specifically indicate on each assignment whether generative AI is permitted, and the way in which it may be used.

See suggested syllabus language at: legal.charlotte.edu/legal-topics/classroom-policies-and-practices/suggested-syllabus-policies-notice/#academicintegrity

Syllabus Policies

Using a plagiarism or AI detection tool in your class

- Generative AI detection tools (such as ZeroGPT, etc.) are [designated as DO NOT USE](#) by OneIT.
- If an instructor chooses to use a generative AI detection tool against University recommendations, it is important to obtain signed [consent](#) from each student.

- *Both free and paid products available on the market are prone to error and do not meet reliability standards.*
- *AI detection tools do not sufficiently ensure the privacy of any data or content that is input into them.*
- *Such tools should not be relied on as presumptive of the use of generative AI in completing an assignment*
- *[Consent form](#) is necessary because both copyright rights and FERPA rights of students may be violated by disclosure and use of their works by submitting them to plagiarism detection services or AI detection tools.*

See suggested syllabus language at: legal.charlotte.edu/legal-topics/classroom-policies-and-practices/suggested-syllabus-policies-notice/#academicintegrity

Using AI in the Workplace



Why AI Matters for **Everyone@Charlotte**

Ease Workloads

Gain New Insights

Operational Efficiency

Institutional Reputation
& Competitiveness

Be Role Model for Students



If you save 15 minutes a day using AI, you will save over 60 hours of time in a year!

Generative AI Tools at Charlotte

For a full list of supported tools, please review the OneIT [AI Software Guidance](#) page.



Do not use unsupported tools

Free tools such as ChatGPT are not supported. The University does not have a campus-wide agreement in place. Follow the [Software & IT-Related Request process](#).

 **Microsoft Copilot via @charlotte.edu**
Text-based tool for generating content
[Copilot FAQs](#)

 **Google Gemini via @charlotte.edu**
Text-based tool for generating content
[Gemini FAQs](#)

 **NotebookLM via @charlotte.edu**
Used for research and document analysis
[NotebookLM FAQs](#)

 **Adobe Firefly via @charlotte.edu**
Used to create images
[Firefly FAQs](#)

The Easiest Way to Get Started



When you start to perform a task think about whether or not AI can help...

compare Copilot & Gemini to see which one you prefer.



DISCUSSION: Everyday AI

In a small group of 3-4, discuss how you use everyday AI in your work.

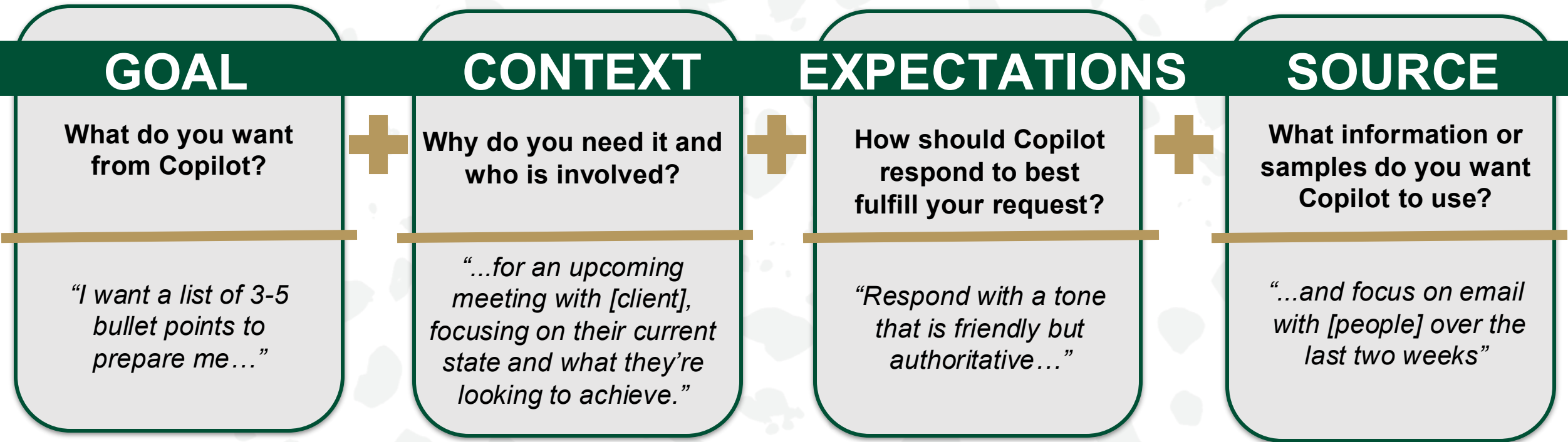
5 : 00

AI as an Assistant

- Drafting email
- Note taking
- Creating reports
- Writing proposals / executive summaries
- Developing course materials
- Editing and proofreading
- Peer review
- Generating content for newsletters
- Idea generation / brainstorming
- Performance reviews



Writing Effective Prompts



Tone

Dear Faculty,

To ensure a smooth and efficient academic environment, it's crucial for all faculty members to be familiar with the university's policies and procedures. Understanding these guidelines helps us maintain compliance, support student success, and uphold the integrity of our institution. We encourage you to review them regularly.

prompt: *I work for Legal Affairs. Draft an email to faculty telling them they need to know our policies and procedures. Write 2-3 sentences and include why.*

Dear Staff,

To ensure robust administrative efficiency and compliance, it's crucial for all staff members to be thoroughly familiar with the university's policies and procedures. A comprehensive understanding of these guidelines is essential for effective risk mitigation, consistent decision-making, and optimizing our operational workflows. We encourage you to review them regularly to support our collective institutional goals.

prompt: *I work for Legal Affairs. Draft an email to staff telling them they need to know our policies and procedures. Write 2-3 sentences and include why.*

Hey Students,

Just a friendly reminder that knowing the university's policies and procedures is super helpful! Understanding these guidelines can really make your life easier by clarifying expectations, helping you navigate campus resources, and ensuring a fair and positive experience for everyone. Take a moment to check them out when you can!

prompt: *I work for Legal Affairs. Draft an email to students telling them they need to know our policies and procedures. Write 2-3 sentences and include why.*

Alright, listen up, everybody! We gotta talk about something crucial: policies and procedures!

Now, I know, it sounds dry, but these aren't just rules; they're the cheat code to make sure this whole university experience runs smoother than my stand-up!

Understanding these guidelines ain't just about avoiding a "whoopsie"; it's about keeping us all safe, fair, and thriving without confusion. It's for your benefit, our benefit, everybody's benefit! Let's keep this place legendary, together! You got this!

prompt: *I work for Legal Affairs. Draft an email to all employees and students telling them they need to know our policies and procedures. Use Kevin Hart's tone.*

Email Replies

Subject: Urgent: Registration Failure – Legal Action Considered

Dear [Registrar's Office / Dean / Academic Affairs],

I am writing as the parent of [Student Name], an incoming senior. [Student Name] was unable to register for their required courses due to what appears to be a **system failure** or administrative oversight.

This issue is not just inconvenient—it is **unacceptable**. My child is now at **risk of delaying graduation**, which has serious academic and financial consequences for our family. We followed all instructions and deadlines, yet the registration portal was either inaccessible or malfunctioning during the designated time.

If this matter is not resolved immediately, we will be forced to **explore legal options**. We expect a prompt explanation and resolution, including priority registration access and a formal apology.

Sincerely,
[Parent Name]

prompt: *I work in Legal Affairs. The Registrar's Office received this email. Help me draft a response for the Registrar's Office to send.*

Subject: Re: Registration Concern for Incoming Senior Student

Dear [Parent Name],

Thank you for reaching out and **sharing your concerns** regarding [Student Name]'s registration experience. I **sincerely apologize for the frustration** and stress this situation has caused your family.

We **understand how critical** it is for incoming seniors to secure the courses they need to stay on track for graduation. We are actively investigating what may have caused the registration issue and are committed to resolving it as quickly as possible. We will follow up with you no later than [specific time/date] with a resolution or next steps.

We appreciate your **patience and advocacy** on behalf of your student. Our goal is to support every student's academic success, and we take these matters very seriously. You may also contact me directly at [phone number] if you'd prefer to speak in person.

Warm regards,
[Your Name]
[Your Title]

Self Assessment

My 1:1 Personal Meeting Notes - Role: Administrative Assistant, Academic Affairs
Manager: Director of Academic Programs

Week of January 6, 2025: Key Tasks/Discussions:

- Finalized spring semester faculty meeting schedule; sent out calendar invites to 45 faculty members.
- Assisted with preparation for Curriculum Committee meeting: compiled agenda, distributed 15 proposals, and took minutes.
- Responded to 12 student inquiries regarding course registration and add/drop procedures.
- Discussed upcoming accreditation visit logistical support needed.

Week of January 13, 2025: Key Tasks/Discussions:

- Managed updates to the Academic Affairs departmental website; uploaded 3 new policy documents and revised 5 faculty bios.
- Coordinated travel arrangements for Dr. Lee (guest lecturer) including flight, hotel, and campus transportation.
- Processed 8 faculty expense reports, ensuring compliance with university guidelines.
- Began organizing files for the accreditation review, focusing on faculty credentialing.

prompt: *I am a new employee. Write my self assessment using my 1:1 meeting notes from the last 2 weeks. Focus on these performance metrics: expertise and accountability.*

Self Assessment

My Self-Assessment: Administrative Assistant, January 6 – January 13, 2025

Expertise

I efficiently **finalized the spring faculty meeting schedule** and **managed website updates**, demonstrating strong administrative and organizational skills. My expertise in preparing meeting materials was clear when I **compiled and took minutes for the Curriculum Committee**.

Accountability

I consistently owned my tasks, promptly **responding to student inquiries**. My follow-through was evident in **coordinating Dr. Lee's travel arrangements**. I demonstrated commitment to accuracy by addressing feedback to **double-check expense reports** and proactively **began organizing accreditation files**.

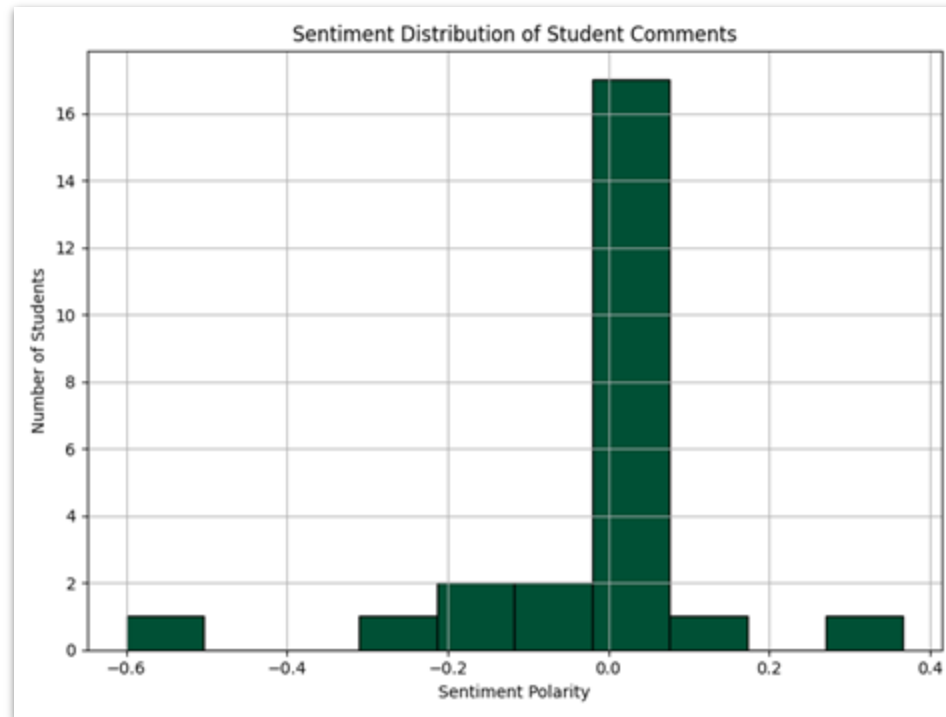
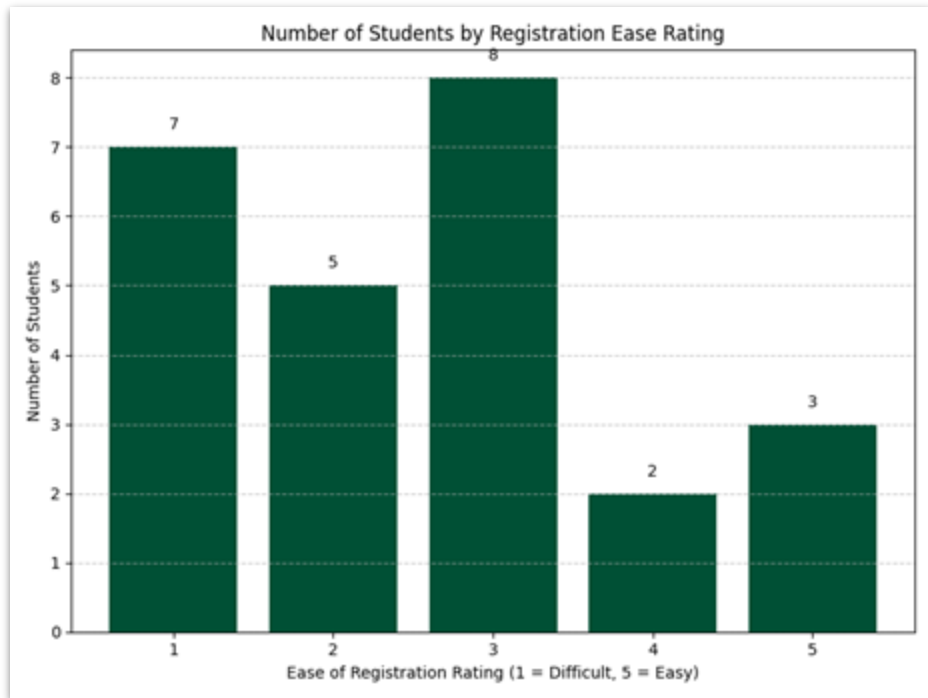
Student Feedback

You work in Registrar's Office and were made aware that rising seniors had problems with registration. You surveyed students to understand impact. The raw results are in this table.

prompt: *analyze student feedback data.*

Student ID	Ease of Registration (1-5)	Comments
S1000	3	Had to manually enter course codes.
S1001	1	Received error messages while submitting.
S1002	2	Could not find required courses.
S1003	1	Interface was not user-friendly.
S1004	1	Technical support was slow to respond.
S1005	5	System crashed during registration.
S1006	3	Advisor was unavailable for guidance.
S1007	3	No confirmation email received.
S1008	1	Time slots for classes were overlapping.
S1009	2	Course prerequisites were unclear.
S1010	5	Had to contact support multiple times.
S1011	2	Advisor gave incorrect information.
S1012	3	Registration portal was confusing.
S1013	3	Could not register due to financial hold.
S1014	5	Limited course options available.
S1015	3	Classes filled up too quickly.
S1016	2	Mobile access was not supported.
S1017	1	Could not register due to missing documents.
S1018	1	System did not save my selections.
S1019	3	Could not access registration page on deadline.
S1020	3	Waitlisted for all preferred courses.
S1021	2	Registration opened at inconvenient time.
S1022	4	Had to refresh multiple times to access portal.
S1023	4	No clear instructions provided.
S1024	1	System logged me out repeatedly.

Student Feedback Data Analysis



2.56:5

Average
Registration
Ease Rating

-0.03

Sentiment Score
(slightly
negative)

Student Feedback Data Analysis

Executive Summary: A recent survey of 25 senior students revealed significant challenges during the course registration process. The average ease-of-registration rating was **2.56 out of 5**, and sentiment analysis of open-ended comments indicated a **neutral to slightly negative tone** (average sentiment score: **-0.03**). The most frequently cited issues include system errors, limited course availability, lack of advisor access, and confusing registration interfaces.

Key Findings

Systemic Issues Identified:

- Frequent system crashes and login failures.
- Overlapping class schedules and limited course options.
- Poor user experience with the registration portal.

Student Impact:

- Risk of delayed graduation due to inability to enroll in required courses.
- Erosion of trust in institutional processes.

Recommendations

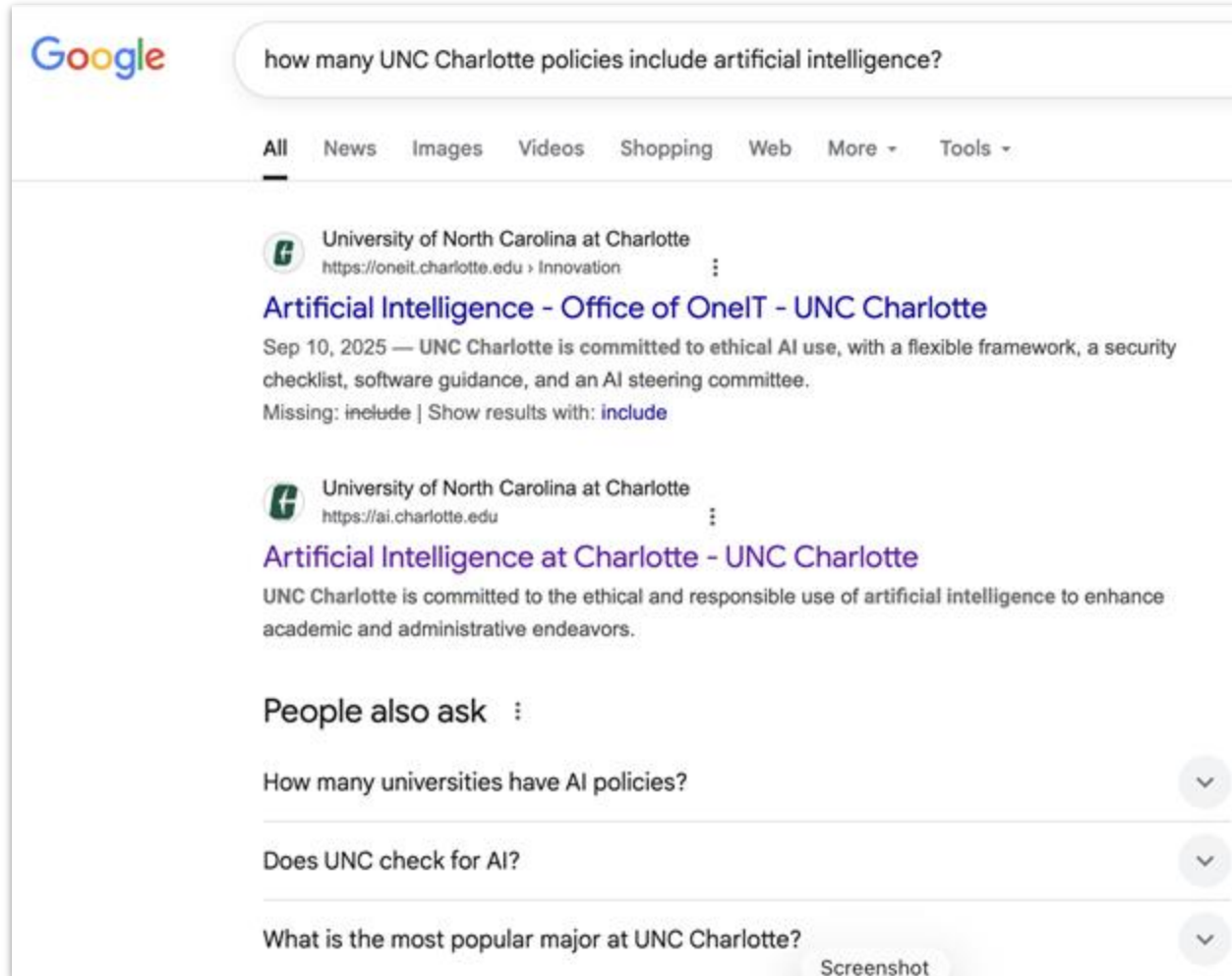
1. **Immediate Technical Audit:** Conduct a full review of the registration system's performance and stability.
2. **Priority Enrollment for Seniors:** Implement a priority registration window for students nearing graduation to ensure access to required courses.

Next Steps: Assign a cross-functional task force to implement recommendations.

Prepared by:

AI Assistant – Institutional Effectiveness

General Information

A screenshot of a Google search results page. The search bar at the top contains the text 'how many UNC Charlotte policies include artificial intelligence?'. Below the search bar, there are tabs for 'All', 'News', 'Images', 'Videos', 'Shopping', 'Web', 'More', and 'Tools'. The 'All' tab is selected. The first search result is from the University of North Carolina at Charlotte, with the URL 'https://oneit.charlotte.edu › Innovation'. The title of the result is 'Artificial Intelligence - Office of OneIT - UNC Charlotte'. The snippet below the title reads: 'Sep 10, 2025 — UNC Charlotte is committed to ethical AI use, with a flexible framework, a security checklist, software guidance, and an AI steering committee. Missing: include | Show results with: include'. The second search result is also from the University of North Carolina at Charlotte, with the URL 'https://ai.charlotte.edu'. The title is 'Artificial Intelligence at Charlotte - UNC Charlotte'. The snippet below the title reads: 'UNC Charlotte is committed to the ethical and responsible use of artificial intelligence to enhance academic and administrative endeavors.' Below the search results, there is a section titled 'People also ask' with three questions: 'How many universities have AI policies?', 'Does UNC check for AI?', and 'What is the most popular major at UNC Charlotte?'. Each question has a dropdown arrow to its right. At the bottom right of the screenshot, there is a 'Screenshot' button.

General Info

Based on UNC Charlotte's official policy listings and legal affairs documentation, **only one formal university-wide policy explicitly references artificial intelligence (AI):**

✓ 1. Code of Student Academic Integrity (University Policy 407)

- **Reference to AI:** AI is mentioned in the context of **academic misconduct**, particularly regarding the **ethical use of generative AI tools**.
- **Purpose:** To uphold academic integrity and clarify what constitutes misconduct, including inappropriate use of AI in coursework.
- **Effective Date:** Updated as of **July 7, 2025**.
- **Policy Link:** [Code of Student Academic Integrity](https://legal.charlotte.edu)
[\[legal.charlotte.edu\]](https://legal.charlotte.edu)

prompt: *how many official UNC Charlotte policies refer to artificial intelligence?*



Additional Mentions (Not Official Policies):

While not formal policies, the following **guidelines and notices** also reference AI:

- **Suggested Syllabus Policies & Notices**
Includes **recommended language** for faculty to address AI use in classrooms.
[View here \[legal.charlotte.edu\]](https://legal.charlotte.edu)
- **Syllabus Guidelines on the Use of AI Tools**
Offers **course-level guidance** for ethical AI use, but explicitly states it is **not a university policy**.
[View here \[teaching.charlotte.edu\]](https://teaching.charlotte.edu)

Meeting Planning

Agenda:

- **9:00 AM - 9:15 AM:** Welcome & Opening Remarks (15 min)
- **9:15 AM - 9:45 AM:** Review of Current Year Performance (30 min)
- **9:45 AM - 10:30 AM:** Brainstorming: Key Objectives for Next Year (45 min)
- **10:30 AM - 10:40 AM:** Break (10 min)
- **10:40 AM - 11:10 AM:** Team Building Activity: 30 min)
- **11:10 AM - 11:40 AM:** Strategy & Action Planning (30 min)
- **11:40 AM - 11:55 AM:** Wrap-up & Next Steps (15 min)

Team Building Ideas

Two Sides of the Coin: Teams debate different perspectives on a company challenge to foster critical thinking and understanding.

Blindfolded Obstacle Course: Pairs navigate a simple course with one person blindfolded, guided by their partner, to improve communication and trust.

Desert Island Scenario: Teams collectively prioritize survival items in a hypothetical scenario to enhance group decision-making and consensus.

prompt: *I am planning a half day, in person retreat for my managers to plan out the next year. Give me 3 ideas for a team building activity. Create an agenda.*

Closing Thoughts



KEY TAKEAWAYS

- What's one AI task you'll try next week?
- AI is a tool to enhance, not replace
- Start small with familiar tasks
- Stay curious and responsible
- Always verify for accuracy

Use AI as a copilot not autopilot.



Resources



Accessing Some Popular AI Tools on Campus

Adobe Firefly

Go to:
firefly.adobe.com
or via Adobe
Creative Cloud

Sign in using your
ninernet@charlotte.edu
email.

Or, within Adobe Creative
Cloud, look for **Firefly**
and **Generative AI**.

Copilot and Gemini

Copilot:
copilot.charlotte.edu
Gemini:
gemini.google.com

Sign in using your
ninernet@charlotte.edu
account to access Copilot
with Data Protection

NotebookLM

Go to:
[https://notebooklm.
google.com/](https://notebooklm.google.com/)

Sign in using your
ninernet@charlotte.edu
account to access

Zoom AI Companion

Access via:
Zoom Meeting

Meeting hosts can turn on
Zoom AI Companion using
the **AI Companion** button
in the meeting toolbar.

Review the [Standard for
Zoom AI Companion](#)

Resources

- [UNC Charlotte AI web page](#)
- [OneIT AI web page](#)
- [AI Software Guidance](#)
- [AI Security Checklist](#)
- [Suggested Syllabus Policies](#) *(related to the use of generative AI)*
- [Code of Student Academic Integrity](#) *(related to cheating and plagiarism with AI)*
- [OneIT Workshops](#)
- [CTL workshops](#)
- [Generative AI Usage Guidelines at UNC Charlotte](#) *(online course)*
- [Getting Started with Prompts for Generative AI at UNC Charlotte](#) *(online course)*
- [Training Resources](#) FAQ
- [Guideline for Data Handling](#)
- [IT Software & related request process](#)
- [Higher Ed Prompt Examples](#) *(generated by Copilot)*

Thank *you*!



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