UFV School of Kinesiology

Artificial Intelligence (AI) Guidelines for Faculty

1. Introduction

This guiding document discusses the use of artificial intelligence (AI), especially generative AI, by faculty and students in the School of Kinesiology. A standard definition of artificial intelligence is "the ability of a digital computer or computer-controlled robot to perform tasks commonly associated with intelligent beings." (https://www.britannica.com/technology/artificial-intelligence). IBM defines generative AI as a system "that can create original content such as text, images, video, audio, or software code in response to a user's prompt or request." (What is Generative AI? | IBM).

The following foundational goals should ultimately direct the school's use of AI (especially generative AI). We should ensure that:

- Faculty and students use AI in ways that support learning and strengthen student–faculty relationships, rather than undermining them. This includes avoiding the de-skilling and erosion of instructor expertise (i.e. any skill related to academia that requires critical thinking, practice, and intentional development – e.g. exam preparation) due to an overreliance on AI.
- Faculty clearly articulate what form AI use will take in the course syllabus and will provide explicit instructions regarding AI use on the first day of class.
- Students maintain academic integrity in their work by not falsifying data, cheating, plagiarizing, and/or fabricating data.
- Faculty will equip students with the knowledge and skills to use AI technologies ethically, safely, and thoughtfully, while preparing them to meet the evolving demands of an AI-driven workforce. Faculty maintain the integrity and authenticity of their own teaching and research, modeling best practices for students, shaping the curriculum, and sustaining public trust in academia.

- Faculty comply with the relevant privacy laws, copyright legislation, UFV academic integrity policies (Policy 70), and the Tri-Council Policy Statement on Research Ethics (TCPS2).

This guiding document is meant to support faculty in achieving these aims by:

- Outlining AI uses that are not recommended.
- Providing ideas and examples of how AI could be used to support our goals.
- Provide templates that ease instructors' workload and promote consistent (or harmonized approaches) AI integration in the classroom. Providing an annually updated document that reflects new technological, legal, and policy related developments.

Scope: Applies to all faculty members, supporting consistency while allowing flexibility.
Alignment: Reflects UFV's mission, vision, and values, and is consistent with UFV-wide AI principles (2025).

2. Guiding Principles

- The guiding principle for AI use in the School of Kinesiology is **deliberate and responsible use:** faculty and students should pause to ask whether AI use in a particular circumstance is necessary, beneficial, and consistent with our core values, and consider whether non-AI tools, which avoid the costs and risks of AI, are sufficient for a particular task.
- **Uphold Integrity**: uphold academic integrity, professional ethics, accountability, and transparency in all uses of AI.
- **Prioritize student learning**: AI should enhance—not replace—the human dimensions of teaching, learning, and mentorship.
- **Promote equity & inclusion**: ensure accessibility and fairness, mindful of systemic biases and diverse learning needs.
- **Protect privacy & data sovereignty**: protect personal, health, and Indigenous data; comply with FOIPPA and ethical protocols.
- **Be adaptable:** recognize AI as a rapidly evolving tool; remain flexible and critical in its adoption.

3. Practical Guidelines

A. Actions that are not recommended

- **Inputting 3rd party personal, health, or Indigenous data into public systems without prior permission.**

  Why: Doing so violates relevant privacy laws (**FOIPPA**, **PIPEDA**) and Indigenous data sovereignty principles (**OCAP**). Public AI tools may store or repurpose inputs, leading to an ability to manage risk.

- **Generating or altering research data using AI tools without both transparency and justification.**

  Why: This constitutes **data fabrication or falsification**, which breaches the **Tri-Council Policy Statement (TCPS2)** and undermines the credibility of research.

- **Misrepresenting AI-generated content as original human work.**

  Why: Failing to disclose AI involvement is dishonest, undermines academic integrity, and can damage public trust in academia.

- **Replacing human grading or substantive feedback with unreliable AI methods.**

  Why: Faculty are responsible for evaluating student work. AI-generated grading can be unreliable and biased, which can undermine fairness. Furthermore, inputting student assignment data, where the student's identity is apparent, into public AI systems, where the data may be stored and repurposed, could violate the student's copyright. These actions can harm the faculty–student relationship and present a legal risk.

- **Relying on unreliable AI detection software.**

  Why: AI detection tools can produce false positives and negatives, leading to unfair accusations. Online detection tools may also store and repurpose input data. Diligence is needed to select appropriate tools. An alternative approach is to set clear expectations, require disclosure, and design assessments that prevent the inappropriate use of AI.

B. Teaching & Learning

- Classroom Practices: Integrate AI where it supports engagement and outcomes.

- Academic Integrity: Clearly define what constitutes acceptable and unacceptable AI use (e.g., brainstorming vs. completing assignments). Align with Policy 70: Academic Misconduct.
- Introduction to AI: Provide basic definitions and examples of relevant tools (e.g., large language models, prompt engineering tools, virtual assistants).
- Benefits of AI: Use AI to enhance efficiency, personalize learning (adaptive study tools), and provide resources (summarization, assessment, and tools).
- Accessibility: Leverage AI for inclusive teaching (speech-to-text, translation, closed captioning).
- Accountability: Intended use by students and faculty in the classroom via wording in course syllabi, web content, and introductory lectures.

C. Research & Scholarship

- Ethics Approvals: If participant data is to be analyzed using AI software, pertinent information about data storage and retention should be disclosed to the HREB and to candidate participants.
- Data Integrity: Maintain accuracy and transparency in AI-assisted analysis. Document and clearly state how tools are to be used.
- Responsible Tool Use: Evaluate AI platforms for reliability, security, and ethical standards before adoption.

D. Community & Professional Engagement

- Practicum Sites: Model professionalism when students and faculty interact with health or community partners. Do not share sensitive practicum information with AI tools.
- External Partners: Communicate openly about AI's role in collaborations. Use tools that are compliant with privacy and security standards.
- Public Discourse: Be transparent and responsible when using AI-driven platforms (blogs, social media) to represent the School of Kinesiology.

E. Collegial Responsibilities

- Collaboration and Communication: AI-powered project management and scheduling tools may support teamwork—but should not replace interpersonal dialogue.
- Workload Balance: Consider using AI to streamline routine tasks (meeting notes, scheduling), ensuring equitable workloads across faculty.

4. Ethics and Responsible Use

Even when AI is used appropriately, faculty and students must remain attentive to the following ethical issues:

- **Hallucinations and Artificial Data**: AI systems can generate factually incorrect or entirely fabricated information. Users must verify accuracy and avoid relying on fabricated data in scholarship, teaching, or professional contexts. When you choose to use AI, you are responsible for the product.
- **Deception:** AI systems can sometimes mislead users intentionally, pretending to have capabilities that they do not, or sycophantically agreeing with the user. Faculty and students must recognize this risk, use sources outside the model, and weigh AI feedback appropriately.
- **Bias:** AI reflects the biases of its training data. Users must remain alert to systemic or cultural biases, cross-check outputs, and help students critically evaluate AI responses. Faculty and students should be aware of and avoid confirmation bias.
- **Disclosure and Citation:** Any substantive contribution from AI must be acknowledged. Students and faculty should cite AI tools using discipline-appropriate formats (APA, MLA, Chicago, etc.).
- **Privacy and Consent:** Beyond prohibitions, faculty and students must carefully consider when consent is required, whether data are truly anonymized, and how Indigenous data sovereignty principles apply.
- **Equity of Access:** Some AI tools are behind paywalls or require technical skills. If faculty design assignments assuming access, they risk disadvantaging students with fewer resources.
- **Environmental Impact:** Large-scale AI systems consume significant energy and water. Faculty and students should weigh the benefits of AI use against its ecological costs and adopt tools appropriate to the task.

5. Implementation & Review

- **Faculty Support**: Thorough training sessions, peer support, and access to UFV Teaching & Learning Centre resources will help faculty adopt AI responsibly.
- **Feedback Loop**: Annual review of this document by a faculty working group to ensure relevance and responsiveness.

- **Shared Commitment**: Emphasize that responsible AI use is a collective effort that protects students, faculty, and UFV's reputation.

6. Sample to Include in Course Syllabi

Artificial Intelligence (AI) Use in This Course

The School of Kinesiology supports the **deliberate and responsible use of AI tools** in teaching and learning. In this course, students may use AI tools (e.g., ChatGPT, Grammarly, coding assistants, translation software) under the following conditions:

Guiding Principles for AI Use

- **Deliberate and Responsible Use**
  Consider whether AI use is necessary, beneficial, and aligned with our core values. Non-AI methods may be preferable when they better support learning or reduce risks.
- **Uphold Integrity**
  Maintain academic integrity, professional ethics, and transparency. Misrepresenting AI-generated work as your own is a violation of academic conduct.
- **Prioritize Student Learning**
  AI should support—not replace—the human aspects of education, including mentorship, collaboration, and critical thinking.
- **Promote Equity and Inclusion**
  Be mindful of systemic biases and diverse learning needs. Ensure AI use is accessible and fair.
- **Protect Privacy and Data Sovereignty**
  Do not input personal, health, or Indigenous data into AI tools. Comply with FIPPA and relevant ethical protocols.
- **Be Adaptable and Critical**
  AI is rapidly evolving. Stay informed, flexible, and critical in its use.

Course-Specific Expectations

- AI use must be disclosed when used to assist with assignments (e.g., in a footnote or appendix).
- Some assignments may restrict or prohibit AI use; always follow specific instructions provided by the instructor.
- Students are responsible for verifying the accuracy and appropriateness of any AI-assisted work.

Resources

AI Tools (From Sameena Karim Jamal (Adult Education))

Chatbots

- https://chatgpt.com/
- https://gemini.google.com/app
- https://copilot.microsoft.com/
- https://www.perplexity.ai/
- https://goblin.tools/Professor
- https://claude.ai/new
- https://duckduckgo.com/?q=DuckDuckGo+AI+Chat&ia=chat&duckai=1

Image generation tools

- https://gemini.google.com/
- https://www.craiyon.com/
- https://www.canva.com/ai-image-generator/
- https://deepdreamgenerator.com/
- https://deepai.org/machine-learning-model/text2img
- https://firefly.adobe.com/generate/images
- https://creator.nightcafe.studio/studio
- https://www.fotor.com/images/create/
- https://labs.google/fx/tools/image-fx
- https://www.freepik.com/ai/image-generator
- https://magicstudio.com/ai-art-generator/
- https://openart.ai/image/create
- https://app.leonardo.ai/image-generation
- https://stablediffusionweb.com/app/image-generator
- https://chatgpt.com/
- https://copilot.microsoft.com/

Song creation

- https://suno.com/
- https://suno.com/explore
- **Suno tutorials**
  - Suno AI: Everything You Need to Know (Ultimate Guide)
  - Https://www.youtube.com/watch?v=HEsLVSN7aPo
  - A Complete Guide to Making AI Music with Suno v4
  - Https://www.youtube.com/watch?v=u2pYNRNdcNc
  - How to Master Suno AI | PRO TIPS for AI Music Creation
  - Https://www.youtube.com/watch?v=a_4rndEDoas
  - 8 Suno AI Tricks for Pro Music Production
  - Https://www.youtube.com/watch?v=0OtnCEwA19U

Digital avatar:

- Https://app.heygen.com/

Storybook creation:

- Https://gemini.google/overview/storybook/
- Here are a couple of videos that show you how to do this:
  - Https://www.youtube.com/watch?v=3_oY8XQy2Qc
  - Https://www.youtube.com/watch?v=lopaL5Di5TE

Game creation:

Https://claude.ai/ (You can also use Gemini)

ChatGPT Assignments to Use in Your Classroom Today

- https://stars.library.ucf.edu/oer/8/

AI Hacks for Educators

- https://stars.library.ucf.edu/oer/9/

Coach for the Approach: The Educator's New Role in the Age of AI

- https://stars.library.ucf.edu/oer/10/

101 creative ideas to use AI in education: A crowdsourced collection

- https://doi.org/10.5281/zenodo.8072949 (Download the latest version)

Free Short AI courses (<= 6 hrs to complete)

- Microsoft learn: “AI for educators”, 4.5 hrs , AI for educators - Training | Microsoft Learn
- Google: “Generative AI for Educators”, 2 hrs, Generative AI for Educators - Grow with Google
- AI for Education (Baisc), 6 hrs, Kennesaw state University, AI for Education (Basic) | Coursera
- AI for Education (Intermediate), 5 hrs, Kennesaw state University AI for Education (Intermediate) | Coursera
- AI for Education (Advanced), 5 hrs, Kennesaw state University, AI for Education (Advanced) | Coursera
- Ethics and governance of artificial intelligence for health , UNITAR (United Nations Institute for Training and Research), 4 hrs Ethics and Governance of Artificial Intelligence for Health | UNITAR
- Integrating ethics and governance into the design of artificial intelligence tools for health. Case study: Cervical cancer screening, UNITAR (United Nations Institute for Training and Research), 3 hrs, Integrating ethics and governance into the design of artificial intelligence tools for health. Case study: Cervical cancer screening | UNITAR

Free Longer AI courses (>6 hrs to complete)

- Artificial Intelligence Education for Teachers (Macquarie University & IBM via Coursera) (>20 hrs) Artificial Intelligence (AI) Education for Teachers | Coursera
- Ethical Issues in AI and Professional Ethics, University of Colorado, 4 weeks, Ethical Issues in AI and Professional Ethics | Coursera
- Ethics and Governance in the Age of Generative AI, Northeastern University, 30 hrs, Ethics and Governance in the Age of Generative AI | Coursera

Free Reports

- Ethics and governance of artificial intelligence for health, World Health Organization, Ethics and governance of artificial intelligence for health
- Foresight on AI Policy considerations, Public Horizons Canada, Government of Canada, PH4-210-2025-eng.pdf
- The state of AI ethics report, The Montreal Ethics Institute (Not for profit organization), The State of AI Ethics Report | Montreal AI Ethics Institute
- International AI safety report (the product of the 2023 AI safety summit), International AI safety report