

**College of the Canyons Academic Senate
Statement on Faculty Use of Artificial Intelligence
in Grading and Feedback**

Approved by the Academic Senate on February 26th, 2026

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Academic integrity is not limited to students. It is a professional obligation that extends to every member of the academic community, including faculty. Just as students must demonstrate honesty and accountability in their academic work, instructors must uphold those same principles in their evaluation of student learning.

The use of generative artificial intelligence (AI) tools to grade or provide feedback on student work, without human agency, constitutes a potential breach of academic integrity. AI systems must function only as tools that support faculty judgment, not as autonomous evaluators. Evaluating student performance is a core faculty responsibility that depends on disciplinary expertise, professional judgment, and ethical stewardship. When an instructor relies on an AI system to perform these evaluative duties—especially without disclosure or verification—it undermines the authenticity of assessment and compromises the trust that is fundamental to the teaching–learning relationship.

AI tools are not capable of human judgment or contextual understanding. They may introduce bias, hallucinated content, and errors; they may also store or transmit identifiable student data in ways that risk violating FERPA or other privacy protections. Uploading student work to external AI platforms not vetted by the institution may result in a breach of confidentiality and professional ethics.

While faculty may experiment with AI tools to improve workflow or explore new pedagogical methods, the evaluation of student learning must remain a human act—grounded in expertise, fairness, and transparency. Faculty bear full responsibility for any feedback or grades issued under their name.

In short, academic integrity requires that instructors complete the intellectual and evaluative work that defines their professional role. Artificial intelligence can assist in peripheral tasks, but it must never replace the informed, ethical, and accountable judgment of a qualified educator.