
URI AI Marking

URI CYPHER AI Use Marking System” (also known as “URI AI Marking”) is a lightweight and flexible marking language that helps creators clearly describe AI’s role in a work product.

Please visit www.uri.edu/cypher/ai-marking for examples, Q&A, and the full PowerPoint presentation.



Part 1 — Introducing URI AI Marking: Motivation and Design (12 slides)

Part 2 — Examples and Discussion (6 slides)

Part 3 — Q&A, co-created by faculty, staff, students, and leaders in higher education and industry.



Situation 1 – Calibrating Communication Signals

You receive a very long email from a student (or a colleague): polished, emotionally compelling, and built around a strong argument or request.

You may pause and wonder: **am I reading the person's own words, judgment, and effort, or am I reading something largely generated by AI?**

We need a quick signal to remove this uncertainty

- If human-written, the writing itself may reveal something: care, effort, expertise, urgency, emotion, or judgment.
- If largely AI-generated, the message may still be important, but the polish, length, structure, and tone convey weaker signals.



Situation 2 – Evaluating Work Product

A student submits a project report or a thesis proposal.

You wonder:

- How much original human thinking and judgment is behind this work?
- Even if the student said, “AI-assisted”. You want to know exactly how AI is used.

We need a way to distinguish between the quality of the work and the human judgment and effort behind it, so we can evaluate it appropriately.

Situation 3 – Ambiguity about Authorship

You receive a document that has a real impact on you, your project, or the people you serve.

Something feels “off” in content

You use an AI detection tool that suggests the document may be AI-generated

But:

- Detection tools are often unreliable
- Raising the issue is professionally sensitive
- Providing meaningful feedback to an AI-generated document is time-consuming and frustrating.

Your natural writing style includes features often associated with AI-generated text, including em dashes, bold formatting, and highly polished phrasing.

As a result, your writing may be easily perceived as AI-generated.

You worry that others may assume or suspect your work is AI-generated.

We need to shift from detection → self-disclosure to reduce ambiguity



Situation 4 – The One-Click Misconception

- You are fluent in the use of AI tools and use them effectively to generate a high-quality document. The process requires hours of critical thinking, thoughtful prompting, iteration, and refinement.
- However, you hesitate to share the document. You are worried that others may assume it was generated in a single click. Some may even hold negative views against any AI usage.

We need a way to recognize and value responsible AI usage.

Important Context for URI Community

URI Guiding Principles: <https://its.uri.edu/ai-at-uri/>, including

Transparency: Clearly disclose when AI tools are used to create content or inform decisions.

- We are seeing more and more AI-assisted or AI-generated (A3 & A4) documents in professional settings. Unfortunately, marking tools are not yet (conveniently) available to our faculty and staff.
- Tools for detecting AI-generated text are widely available.
- AI-assisted or AI-generated content can be of high quality. However, its usage needs to be transparent to maintain trust and reduce institutional and personal reputation risk.



URI AI Marking

The next two slides describe the marking system and can be printed as double-sided flyers.

URI AI Marking

A0 — Human Authored

Content created entirely by a human author.

A1 — AI-Edited

AI tools were used for grammar, clarity, and formatting.

A2 — AI-Assisted Ideation

AI tools were used for brainstorming and outlining.
The document was written, reviewed, and approved by the human author.

A3 — AI-Assisted Drafting

AI tools were used to generate portions of the draft.
The human author verified and revised the content.

A4 — AI-Generated

AI tools generated most or all of the content.
Human review was performed at a high level.

A5 — Fully AI-Generated

The document was generated entirely by AI tools, with minimal or no human review. It should be treated as one of multiple possible information sources.

Email Signature:

Yan (Lindsay) Sun, Ph.D., IEEE Fellow
Professor & Chair, Electrical, Computer, and Biomedical Engineering
University of Rhode Island
Co-Director, CYPHER Center (Cyber-Physical Intelligence & Security)
email AI Marking (A1) | uri.edu/cypher/ai-marking

ECBE APR Action Plan

Ideation and Outline (A0) | Drafting (A1) | Formatting (A3)
Figure Illustration (A4) | Faculty Review and Revision (A0)

ISE 572 Final Project

Ideation	A2
Data Decisions	A0
Coding	A3
Debugging	A3
Interpretation	A0
Writing	A4

Technical Innovation (A0)
Literature Review (A2)
Coding (A3)
Exp. Design/Result Interpretation (A0)
Writing (A1)
PPT Organization (A2)
PPT Formatting (A3)

MS Thesis

URI AI Marking



Lightweight label for transparent AI contributions, supporting a shared AI-usage norm.

What it is

- **Shared language** (A0 – A5) for consistent AI usage discussion and disclosure, reducing guesswork and misinterpretation.
- **Learning tool** to build AI literacy: what AI is, what it can and can't do, and when to use it (or not).
- **Reader-facing cue** that signals how AI was used in the creation of the work product.
- **Community trust** building by shifting from detection and speculation to self-disclosure
- **Transparency tool** aligned with URI's guiding principle of clearly disclosing AI use

What it is not

- **Not a policy** or requirement
- **Not a restriction** on how AI tools are used
- **Not a ranking**, as all levels can yield good or poor work
- **Not a detection or surveillance** tool

Important reminder:

AI-use level ≠ human effort level

≠ quality and reliability

Examples

Examples of A3 and A4 emails

Draft 1 - Pilot of CYPHER AI Usage Marking Guideline



Yan Sun <yansun@uri.edu>
to Pine

11:22 PM (0 minutes ago) ☆ 😊 ↶ ⋮

Dear Colleagues,

I would like to introduce a draft framework, CYPHER AI Usage Marking, designed to provide transparent labeling of AI use in our professional environment.

Why? AI-assisted or AI-generated content can be of high quality, but its use needs to be transparent to maintain trust and reduce institutional and personal risk.

This marking tool helps us follow URI Guiding Principles: <https://its.uri.edu/ai-at-uri/>, including: *Transparency: Clearly disclose when AI tools are used to create content or inform decisions.*

How to use it:

If you choose to participate, you may begin applying the marking when the primary audience includes ECBE or CYPHER faculty, staff, or students. The framework is intended to be lightweight and flexible, allowing you to indicate the level of AI involvement (A0 to A5) in a way that best fits your work.

CYPHER will host a reference page on its website with definitions for each marking level.

ECBE Pilot:

ECBE is a pioneer in responsible AI usage. Our pilot could set up a foundation for college-level adoption.

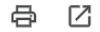
Thank you for considering participation.

Best regards,

Yan

(A3)

Draft 2 - Pilot of CYPHER AI Usage Marking Guideline



Yan Sun <yansun@uri.edu>
to Pine

11:22 PM (2 minutes ago) ☆ 😊 ↶ ⋮

Dear Colleagues,

I would like to introduce a draft framework, *CYPHER AI Usage Marking*, designed to provide transparent and consistent labeling of AI use in academic and professional materials. The goal is to support clarity, trust, and shared understanding as AI tools become more integrated into our work.

I am proposing a pilot of this framework within ECBE and CYPHER. Participation is entirely optional, and I welcome your feedback as we explore its usefulness in practice.

How to use it:

If you choose to participate, you may begin applying the marking when the primary audience includes ECBE or CYPHER faculty, staff, or students. The framework is intended to be lightweight and flexible, allowing you to indicate the level of AI involvement (A0 to A5) in a way that best fits your work.

At a later stage, CYPHER will host a reference page on its website with definitions and examples for each marking level. In the meantime, if questions arise, I am happy to provide clarification or share the draft guidance.

This is an exploratory effort, and your input will be valuable in determining whether and how we refine or expand its use.

Thank you for considering participation.

Best regards,

Yan

(A4)



How did I get draft 2

My Prompt:

CYPHER AI Usage Marking (Draft)

A0 — Human Authored

Content created entirely by a human author.

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AI tools were used for grammar, clarity, and formatting.

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It should be treated as one of multiple possible information sources.

I introduce this as a tool. How should I communicate with faculty members on how to use it? (a) I would like to pilot this in ECBE and CYPHER. Participation is totally optional. (b) How? Start using it when the recipient is primarily ECBE and CYPHER faculty, staff, and students. (c) Later, CYPHER can add this to its website. If people ask, you can always refer to the CYPHER website for the specific meanings of the marking.

Draft 2 - Pilot of CYPHER AI Usage Marking Guideline



Yan Sun <yansun@uri.edu>

11:22 PM (2 minutes ago)



to Pine

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Thank you for considering participation.

Best regards,

Yan

(A4)

Draft 1 - Pilot of CYPHER AI Usage Marking Guideline




Yan Sun <yansun@uri.edu>
to Pine

11:22 PM (0 minutes ago)



Dear Colleagues,

I would like to introduce a draft framework, CYPHER AI Usage Marking, designed to provide transparent labeling of AI use in our professional environment.

 GPTZero AI Detection Model 4.4b

We are highly confident this text is entirely **human** ⓘ

Chance this entire text is...

AI 2% ▾ Mixed 0% ▾ **Human 98%** ▲

Human written ⓘ

This result isn't the percentage of human text, it's the model's confidence in the classification of the entire text as human.

[How does AI detection work?](#)

Thank you for considering participation.

Best regards,

Yan

(A3)

Draft 2 - Pilot of CYPHER AI Usage Marking Guideline



Yan Sun <yansun@uri.edu>
to Pine

11:22 PM (2 minutes ago)



Dear Colleagues,

I would like to introduce a draft framework, *CYPHER AI Usage Marking*, designed to provide transparent and consistent labeling of AI use in academic and professional materials. The goal

We are highly confident this text was **AI generated** ⓘ

Chance this entire text is...

AI 100% ▲ Mixed 0% ▾ Human 0% ▾

100% chance AI Generated ⓘ

0% chance AI Paraphrased ⓘ

This result isn't the percentage of AI text, it's the model's confidence in the classification of the entire text as AI.

[How does AI detection work?](#)

Thank you for considering participation.

Best regards,

Yan

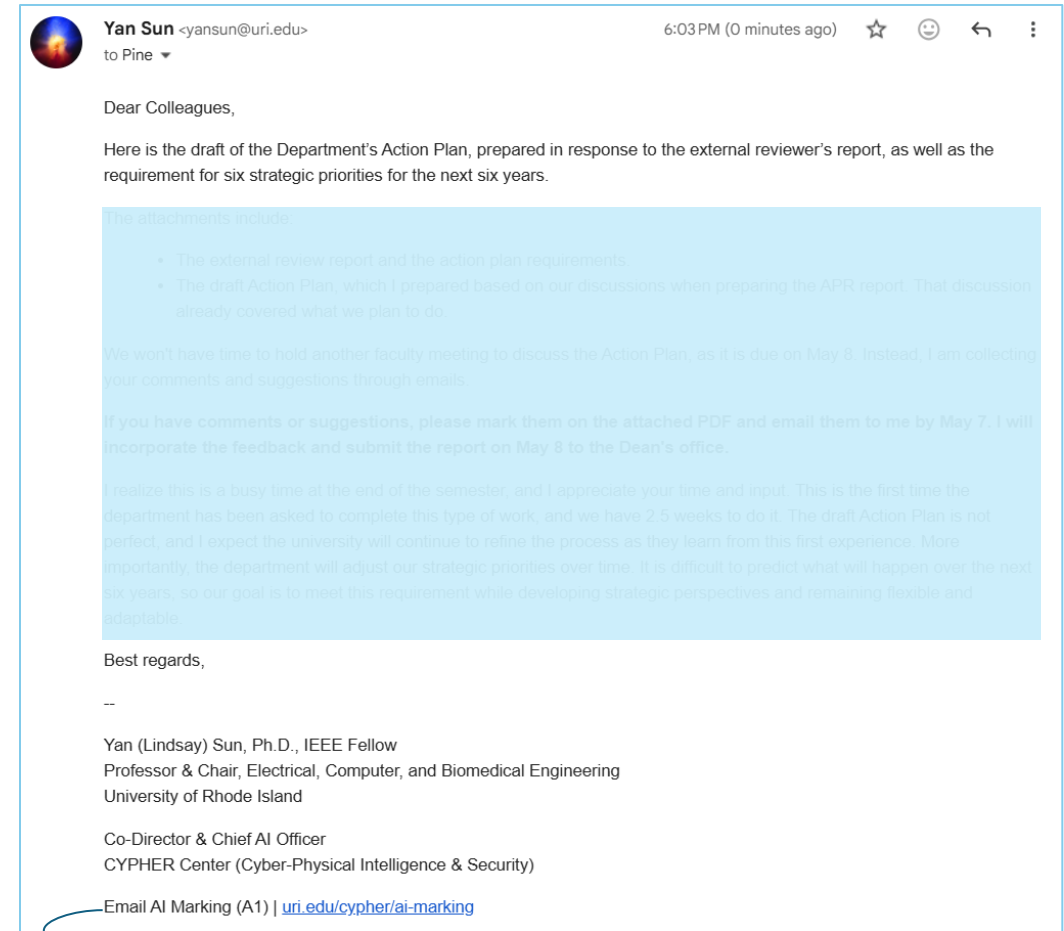
(A4)

Scenario A - Drafting a memo-like email (serious, longer than a few lines)

Scenario A –

- **A0** – I wrote this email as I would have before the release of ChatGPT3.0.
- **A1** – I wrote a draft and then used AI for grammar, clarity, or formatting improvements.
- **A2** – I used AI for brainstorming or outlining ideas, but wrote the email myself.
- **A3** – I used AI to generate a draft and then carefully reviewed and edited it.
- **A4** – I used AI to generate most of the content, performed a quick review, and sent it.
- **A5** – I used an AI agent to draft and send this email with minimal or no review.

Email AI Marking (A1) | uri.edu/cypher/ai-marking



Scenario B – A work product with complex Human-AI collaboration

Department of Electrical, Computer, and Biomedical Engineering

Academic Program Review Action Plan

May 7, 2026

1. Overview of the Self-Study and External Review

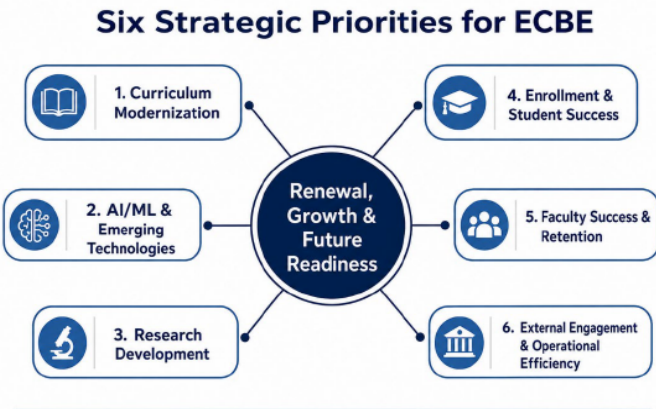
The Department of Electrical, Computer, and Biomedical Engineering is moving into a new phase after a major generational transition. Over the past five years, ECBE experienced more than 60% faculty turnover, including retirements, departures, and one tragic loss during the COVID period. During that period, the department maintained strong teaching, graduate education, external engagement, and responsible resource stewardship while rebuilding departmental culture.

AI Marking: Ideation and Outline (A0) | Drafting (A1) | Formatting (A3) | Figure Illustration (A4) | Faculty Review and Revision (A0)

www.uri.edu/cypher/ai-marking

strengthen research development. The reviewer also noted that advocacy for graduate tuition waivers for students whose stipends are fully supported through external grants would be consistent with national norms for graduate recruitment and retention.

Accordingly, this six-year Action Plan focuses on six strategic priorities:



Aligned with FOCUS URI and the Academic Program Review Action Plan

AI Marking: Ideation and Outline (A0) | Drafting (A1) | Formatting (A3) | Figure Illustration (A4) | Faculty Review and Revision (A0)

www.uri.edu/cypher/ai-marking

Scenario C – Brainstorming ideas with colleagues (collaborative, early-stage work)

- **A0** – We developed ideas entirely through human discussion without using AI tools.
- **A1** – We developed ideas ourselves and used AI to organize notes, improve clarity, or summarize discussions.
- **A2** – We used AI for brainstorming and literature search, and we refined, selected, and expanded the ideas as a team.
- **A3** – We used AI to generate potential proposal concepts or outlines, and we reviewed, selected, and revised them carefully.
- **A4** – We used AI tools to generate a report, reviewed it for alignment and high-level quality, and treated it as one source of information.
- **A5** – We used AI tools to generate a report with minimal or no review, and clearly marked it as A5.

Note: Using AI to generate a high-quality report takes time. Sharing A4 or even A5-level documents with clear marking can save collaborators' time.

Case	What happened	Main evidentiary problem	Would disclosure likely have prevented it?	A5
Adelphi University	A New York court annulled an AI/plagiarism finding, holding the violation and denial were “without valid basis and devoid of reason.” News reporting described the accusation as involving detector output and an instructor’s belief the work was “too advanced.” ¹⁶	Weak basis, questionable reasoning, possible mismatch between accusation and proof	Unclear, but probably not by itself. Better records could have helped, but the court’s concern was the validity of the institution’s basis.	
University of Michigan lawsuit	Student alleges her anxiety/OCD-related writing traits were misread as AI use; complaint says there was no university-wide policy, the accusation relied on “subjective judgments” and AI comparison outputs, and OCR complaints were filed. The case is pending. ¹⁷	Subjective style judgments, non-neutral process allegations, disability implications	Only marginally. If she used no AI, disclosure would not solve the core issue; accommodation-sensitive review would matter more.	
Yale lawsuit	Student alleges he was flagged for unusually long, elaborate answers and near-perfect grammar; faculty used ChatGPTZero; he alleges discrimination as a non-native English speaker and process-based unfairness. The case is pending; an injunction was denied. ¹⁸	Detector use, language-based inference, restricted access to evidence	No in the core sense. The central problem is inference from style and tool output in a prohibited exam context.	
University of Minnesota	In a closed-internet exam that expressly banned AI, faculty concerns were reviewed through a formal hearing. The appellate court upheld the decision, emphasizing substantial evidence and noting the panel did not rely on AI-generated comparison evidence alone. ¹⁹	Mixed evidence, but stronger process and multiple indicators	Mostly irrelevant. This was a prohibited-use exam. Disclosure would not be the operative safeguard; process and evidence quality were.	

The pattern is clear. **Disclosure helps most when AI use is permitted and the dispute is about scope, attribution, or documentation. It helps least when the student denies any AI use at all, or when the work occurred in a setting where AI was prohibited outright.** In those settings, the institution’s burden is not to collect disclosures; it is to develop a fair, contestable, non-arbitrary evidentiary process. ²⁰

Google AI Overview is A5

A Northeastern University senior demanded a tuition refund after discovering a professor used ChatGPT to generate course materials, including lecture notes and feedback, while simultaneously banning students from using AI. The student, Ella Stapleton, noted AI-generated errors and prompts, prompting a formal complaint. The New York Times +2

Key Details of the Incident:

- **Professor Involved:** Rick Arrowood, an adjunct professor in the business school, reportedly used ChatGPT, Perplexity, and Gamma to "give [materials] a fresh look".
- **Student Discovery:** Students reported seeing "stray prompts," distorted AI-generated images with extra limbs, and repeated, nonsensical typos in lecture materials on Canvas.
- **The Conflict:** The professor had explicitly prohibited students from using AI tools, creating a perceived double standard where students were expected to produce original work, while course materials were AI-generated.
- **Outcome:** The student requested a reimbursement of over \$8,000, which the university denied. The professor stated he would be more cautious and transparent about using AI in the future. Chat GPT Is Eating the World +3

Northeastern's Position:

Northeastern University stated it embraces AI to enhance teaching and research, providing resources for appropriate usage across the enterprise. However, this case has sparked broader conversations about ethical AI usage and transparency within the institution. Community College Daily +2

ChatGPT verifies this AI Overview A5

Thought for 8s >

Mostly accurate, but it overstates or muddies a few points.

Verified core facts: Ella Stapleton, a Northeastern senior, filed a formal complaint and sought a refund of more than \$8,000 after finding signs that business professor Rick Arrowood used AI in course materials while the syllabus prohibited student AI use. Reporting says she noticed an apparent ChatGPT prompt in lecture notes, AI-like image errors, misspellings, and other flaws; Northeastern denied the refund request.

Entrepreneur +1

Professor details: Rick Arrowood was identified as the professor and Entrepreneur reports he was an adjunct professor who admitted to the NYT that he put class files and documents through ChatGPT to refine them.

Entrepreneur

The "ChatGPT, Perplexity, and Gamma" detail is reported by secondary outlets citing the NYT/Fortune, but I could not directly access the NYT article through the browser. Treat that part as likely but one step removed unless you have the original article.

Potentially inaccurate or unsupported wording: The summary says he used ChatGPT for "feedback." The sources I found support lecture notes, slides/presentation materials, and online resources; they do **not** clearly support that he used ChatGPT to generate feedback for Stapleton's course. TechSpot mentions another separate case involving professors leaving ChatGPT prompts in essay comments, which may be getting conflated here. TechSpot

Important nuance: The Huntington News says Arrowood told the Times the materials Stapleton found were **not used in class**, but were online resources. That nuance is missing from the AI summary and matters because "generated course materials" is broader than "lecture content delivered in class." The Huntingto...

Northeastern's position: The statement is accurate: Northeastern said it embraces AI to enhance teaching, research, and operations and provides resources for appropriate use. The Huntingto... Its official AI policy also says AI can enhance teaching/research/administration but must be used consistently with law and university policy, with attention to accuracy and risk. Northeastern Un... Later teaching standards explicitly say instructors may use AI to design academic materials, but remain responsible for quality, accuracy, and revising outputs before sharing them with students. Northeastern Pr...

Verdict: Accurate in broad outline, but not bulletproof. I would revise it to remove "feedback," soften "generate course materials" to "help prepare/refine course materials," and add the caveat that Arrowood reportedly said the disputed materials were online resources rather than in-class materials.

URI AI Marking for this document

The CYPHER AI Marking Design and this PPT, take

1. Critical Thinking:

- We are facing a complex and challenging problem.
- I am not in a position to develop a complete solution, but CYPHER and ECBE can take a critical step toward the solution and address immediate needs.
- The marking system must be executable, scalable, support progressive implementation, have a meaningful impact, and be relatively easy for the community to adopt.

2. Expertise: Department Chair, CYPHER-codirector and CAIO

3. Judgement: is not only based on Dr. Sun's judgement, but also feedback collected at ECBE faculty meeting, CYPHER ONR project all-hands meetings, and input from many colleagues and friends.

4. AI Assistance:

- (A1) formatting and editing;
- (A2) searching for practices at peer institutions;
- (A2) brainstorming on issues related to hesitation toward adoption.
- (A3) some Q/A questions

5. Time: significant

AI-use level

≠ Human effort level

≠ Quality and reliability

Q & A

Currently, the Q&As are ordered according to the orders we received them.

Highlights:

Q15 – By the President of the University of Rhode Island

Q14 – A question from the Engineering Manager at a major international manufacturing company

Q5 – What makes URI AI Marking different?

Q2 – Links to the classroom adoption examples

Q12 – The benefit of having multiple courses use the same A0-A5 language

Q1: Can I use an email signature disclaimer to 'capture all'?

Answer: Yes, this is recommended if you choose to mark your emails, especially when most of them can be covered by a single marking.

Here is an example, feel free to adapt or improvise.

--

Yan (Lindsay) Sun, Ph.D., IEEE Fellow
Professor & Chair, Electrical, Computer, and Biomedical Engineering
University of Rhode Island

Co-Director & Chief AI Officer
CYPHER Center (Cyber-Physical Intelligence & Security)

This email's AI Marking (A1) | uri.edu/cypher/ai-marking

Q2: Beyond the scenarios described on earlier slides, can I use it for other scenarios?

Answer: Yes, and

- Please align the usage with established guidelines from the university, professional societies, funding agencies, and other relevant organizations.
- **If you are considering using this in your class**, please refer to the examples (www.uri.edu/cypher/ai-marking), which illustrate how the URI AI Marking can be adapted to specific assignments.

Q3: How do I mark a PPT re-formatted by Claude?

Question: I have a PPT created in 2019, and I used Claude to reformat it. How should I mark it?

Answer: You may use

Technical content (A0) | Formatting (A4) or **Technical content (A0) | Formatting (A3)**

Furthermore, we could imagine seeing the following disclosure at an **MS thesis defense**

Technical Innovation (A0) | Literature Review (A2) | Coding (A3) | Experimental Design and Result Interpretation (A0)
Thesis Writing (A1) | PPT Organization (A2) | PPT Formatting (A3)

Q4: Can I invite others to use this marking system?

- You can share the URI AI Marking with others. A description is available on the CYPHER website: <https://web.uri.edu/cypher/ai-marking>
- If a URI academic unit plans to recommend it as a common practice or guideline, **training is recommended**. The training will prepare key personnel in the unit to
 - explain and implement the marking system
 - fully understand what it is and what it is not
 - create a constructive space for stakeholders to share questions, concerns, and use cases.
- If people outside the university plan to recommend the marking system as a common practice or guideline, please go to www.uri.edu/cypher/ai-marking and fill out the “request for information” form. Zoom Q&A sessions may be arranged based on interest.

Q5: What makes URI AI Marking different?

Answer: Besides its well-known **5-minute learning curve**, URI AI-Marking has several distinguishing features

A0: Explicit human authorship

Most original

Explicitly labels work with no AI use, removing ambiguity and establishing a clear human authorship claim.

Easy to use

Most distinctive

Can extend AI disclosure beyond formal assignments to everyday communication and professional work products.

Granularity in disclosure

Most effective

Can explain how AI was used in different aspects of work, such as ideation, coding, writing, experiment design, results analysis, and formatting.

Q6: When does A0 become A1 when getting spelling and grammar assistance embedded in the editor?

Answer:

Fixing spelling, adding correct use of commas, and adding missing words like 'the/and' is still A0.

A1 applies when an AI or automated writing tool edits the author's language beyond mechanical correction, including grammar improvement, clarity revision, sentence polishing, tone adjustment, formatting improvement, or stylistic rewriting.

For example, **Grammarly is not automatically A0 or A1**. It depends on what function was used. Spellcheck is A0, sentence-level editing is A1, paragraph-level rewrites can be A3.

Q7: Does applying the CYPHER AI Marking (A0-A5) require a highly precise measurement of AI use in the work?

Answer: The CYPHER AI Marking provides **qualitative** categories of AI involvement, but it is not intended to provide an exact measurement or be treated as a quantitative score.

Q8: Is URI AI Marking a detection tool?

Answer: No. The URI AI Marking provides a subjective self-reporting framework, not an objective measure of AI's role in generating the work products. It is a disclosure framework, not a detection tool.

Q9- Do you have specific examples of students using URI AI Marking?

Answer: URI ISE 572 - Industry 4.0 Machine Learning — Final Project, Spring 2026

Project - 1

AI Writing Disclosure

Dimension	A0	A1	A2	A3	A4	A5
Ideation				YES		
Data Decisions			YES			
Coding				YES		
Debugging				YES		
Interpretation			YES			
Writing				YES		

Project - 2

Dimension	A0	A1	A2	A3	A4	A5
Ideation		YES				
Data Decisions			YES			
Coding					YES	
Debugging					YES	
Interpretation				YES		
Writing		YES				

Project - 3

Dimension	A0	A1	A2	A3	A4	A5
Ideation	Yes					
Data Decisions					Yes	
Coding				Yes		
Debugging			Yes			
Interpretation				Yes		
Writing				Yes		

Project - 4

AI Disclosure Table

Dimension	A0	A1	A2	A3	A4	A5
Ideation	YES					
Data Decisions	YES					
Coding				YES		
Debugging			YES			
Interpretation			YES			
Writing					YES	

Q10

Question: How will this tool help creators navigate the ethical challenges of AI-assisted content while protecting their relationship with their audience?

Answer: This is a language designed to help authors and creators disclose the role of AI in their work.

Transparent communication about AI usage is the first step toward navigating the ethical challenges, and building long-term trust between the creator and the audience.

The URI AI-Marking is a **grassroots initiative**. It is designed to help start conversations and foster collaboration as we navigate the rapidly changing role of AI in higher education.

Q11- What would be the mechanism for an organization, such as IACR, to support CYPHER Marking?

Answer: We would appreciate it if you could send an email to your members with a brief introduction to this AI marking and encourage them to try it. You may also add a link to URI AI Marking (www.uri.edu/cypher/ai-marking) on your organization's website, where relevant to AI usage.

Q12- What is the benefit of having multiple courses use the same A0-A5 language?

Answer:

1. **Reducing ambiguity:** the same language is used to describe AI use across different courses.
2. **Helping students clearly communicate their professional and AI-related skills.**

For example, in a job interview, a student could describe their coding experience as:

“During my freshman and sophomore years, I completed all coding assignments at the A0 level.”

“In EGR 441, I used AI tools to assist with coding and debugging at the A3 level.”

“In EGR 404, I built AI agents operating at the A4 or A5 level, automatically completing tasks with minimal human oversight.”

3. **Creating a developmental learning pathway:** students see AI usage as a progression rather than a binary choice of “using AI” versus “not using AI.”

Q14 – Career Readiness

Question: As I interview job candidates, I want to understand their ability to use AI effectively and responsibly. Coursework may provide some evidence, but candidates should also be able to demonstrate how they have applied AI in projects or professional work, including when to use it, when not to use it, how to verify results, and how to critically evaluate AI's role in the workflow.

Answer: CYPHER Marking does not replace a strong AI/ML education. However, it can help students build a transparent record of how they use AI across their coursework and projects, while also encouraging them to develop more intentional human-AI collaboration practices.

Q15 – Does the *URI CYPHER AI Use Marking System* have a nickname?

I recommend the nickname “URI AI Marking”.

Marc B. Parlange, Ph.D., P.Eng
President
University of Rhode Island
May 14, 2026

Q16 – your contribution

Answer:

Q17 – your contribution

Answer:

Q18 – your contribution

Answer: