



FACULTY GUIDEBOOK · VERSION 4.0 · 2026

Teaching and Learning at SFBU

*A guide to teaching practice for SFBU
faculty, with examples from SFBU
courses.*

Center for Empowerment and Pedagogical Innovation

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SFBU's Philosophy of Teaching and Learning

1.1 The Purpose of a University Education

For much of the twentieth century, the research university set the pattern for American higher education. Faculty were hired and promoted chiefly for disciplinary scholarship, and teaching skill was assumed to follow from command of a subject.



A faculty member receives a CEPI Teaching Excellence Award. SFBU recognizes teaching in public, at the same ceremonies that mark student achievement.

An institution's reward system shows its working theory of what education is for. Ernest Boyer's report for the Carnegie Foundation, *Scholarship Reconsidered* (1990), argued that this system left the scholarship of teaching undervalued.

San Francisco Bay University starts from a different premise. Its vision is to be a model of "engaged and transformative higher education in service of the common good." A university education, on this view, exists to change how a student sees the world and what they believe they can do in it.

Teaching is the means by which that change happens, so SFBU places teaching at the center of the institution. The faculty role reflects this. Teaching is the whole of a faculty member's work at SFBU, with no division of effort across research, teaching and service.

Academic knowledge remains the foundation of this work.

A degree builds intellectual capital, and it also needs to build social capital, because knowledge seldom turns into opportunity by itself. When information is abundant and human connection is scarce, social capital is often the harder of the two to build. Knowledge reaches opportunity through people: a mentor who makes an introduction, a classmate who becomes a collaborator, a professional who takes a student's question seriously. Over time both forms of capital become financial capital, and they give a graduate some say over the life they lead. Section Eight applies this idea to the design of assignments.

A student can master the content of every course and still leave unchanged. They may think, collaborate and judge under uncertainty no better than on the day they arrived. At SFBU, that outcome counts as a gap between what a course delivered and what it was designed to do.

The premise has three consequences for teaching at SFBU.

- 1 A course is a designed environment in which a student practices being a certain kind of person. That person can stay with complexity and engage with views unlike their own. They produce work that matters to someone beyond the instructor, and they reflect on what they do not yet know.
- 2 Faculty design the conditions for learning. They create the situations in which learning becomes possible, and they stay present to support students through those situations.
- 3 The student experience is part of academic quality. What it feels like to sit in an SFBU classroom affects how much a student can learn. A student who feels unsafe, unseen or unable to contribute spends mental effort on managing threat, and that effort is lost to learning. No course design can make up for a classroom climate that signals, even implicitly, that some students do not fully belong.

1.2 Teaching as Professional Knowledge

Teaching rests on a body of knowledge of its own. Lee Shulman named a central part of it **pedagogical content knowledge** (1986, 1987). It is the knowledge of how to represent a particular idea so that students can grasp it. It also covers where students tend to misunderstand the idea and the order in which to teach it.

University faculty build deep disciplinary expertise in doctoral study, and most receive little formal preparation for teaching. Golde and Dore (2001) surveyed doctoral students across the United States. Many reported that their programs prepared them poorly for the teaching work they would do as faculty.

The knowledge base is also still growing. Freeman and colleagues (2014) analyzed 225 studies of undergraduate science, engineering and mathematics courses. Students in traditional lectures were 1.5 times more likely to fail than students taught with active learning. Generative AI, new research on how people learn and the changing lives of students keep revising what good teaching requires.

SFBU therefore treats teaching as professional practice that requires training. Training in teaching and learning is mandatory for SFBU faculty. It begins at onboarding and continues for as long as a faculty member teaches at SFBU. The box beside this text shows the path. The training changes as the evidence and the students change. No one can learn to teach once and then deliver the same course unchanged for a career.

Every CEPI training is a workshop. The format follows the bias to action in the Experiential dimension of PERS. Faculty build a practice during the session and apply it in their own course.

CEPI leads this work. It developed the frameworks in this guidebook and revises them as the field changes. They include PERS, Think, Do, Create and the Pyramid After AI. As faculty try these approaches in their own courses, new experiences will emerge. CEPI brings those experiences into conversation, places them in the context of the evidence and works with faculty to shape them into high-impact teaching.

FACULTY DEVELOPMENT

The Training Path



ON ARRIVAL

Onboarding with CEPI

Every new faculty member trains with CEPI as part of onboarding.



FIRST YEAR

One-to-one check-ins

CEPI meets with each faculty member through the first year.



FIRST SEMESTER

CEPI Academy

Asynchronous certification courses in CEPI's core pedagogical skills, taken at your own pace.



YEAR-ROUND

Workshops

Some of these workshops are required, so every faculty member keeps adding to their vocabulary of teaching and learning.

Each workshop is built for doing: faculty leave with a practice ready to use.

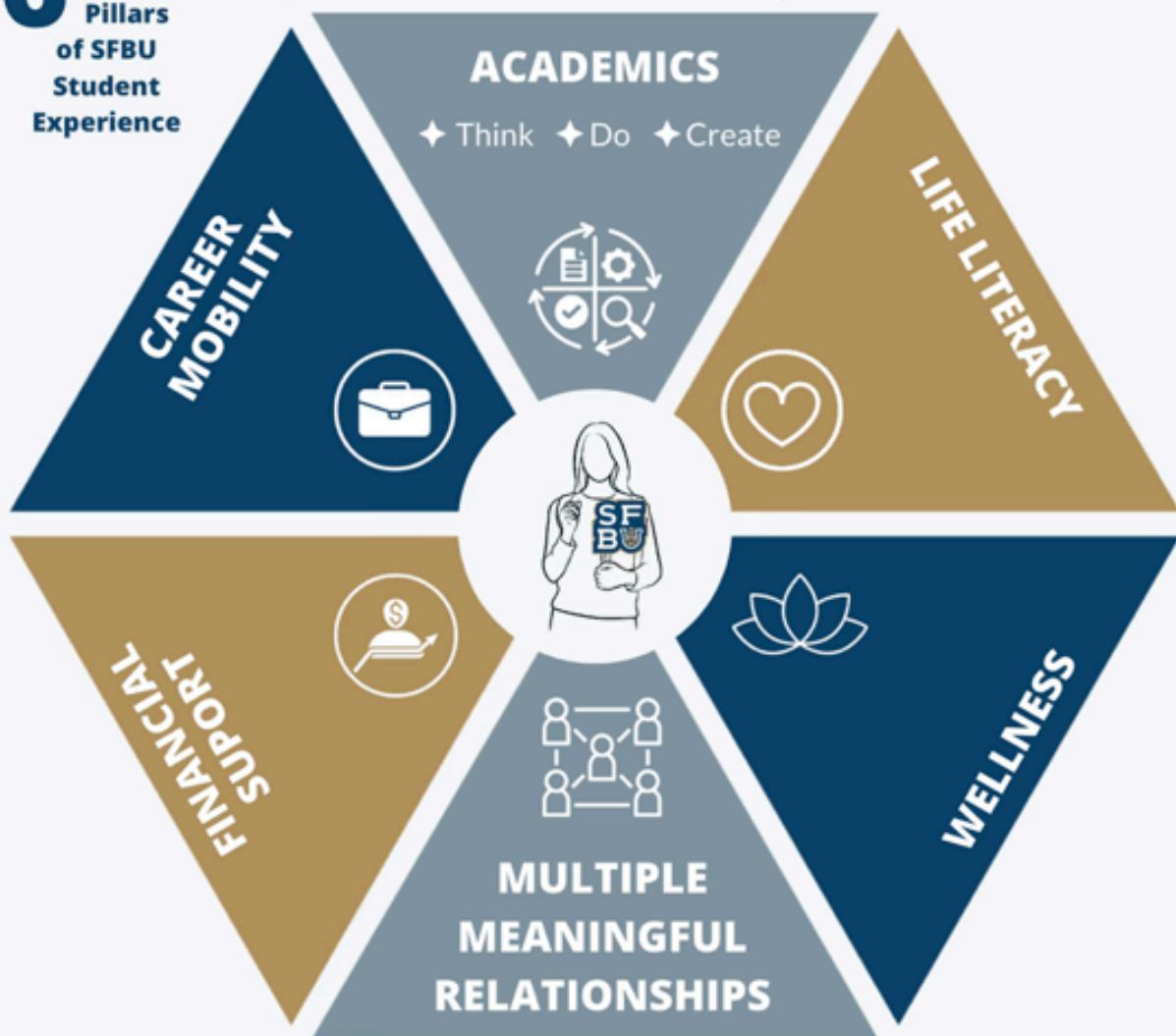
1.3 The Six Pillars of the SFBU Student Experience

SFBU organizes its commitments to students around six pillars: Academics, Career Mobility, Life Literacy, Wellness, Multiple Meaningful Relationships, and Financial Support. The pillars overlap and describe one student experience, and faculty teaching choices shape all six.

6

Pillars of SFBU Student Experience

SFBU values each pillar of the student experience as **equally** vital for student success.
SFBU places **students** at the center of the learning conversation.



SFBU treats each pillar of the student experience as equally important to student success, and it places students at the center of the learning conversation.

One course design decision can advance several pillars at once. Suppose a course gives students real access to the instructor, builds in feedback loops and ties the content to students' professional contexts. That course advances Academics, Career Mobility and Life Literacy together. Now suppose the instructor also knows students by name, treats their questions as serious contributions and structures peer work with care. The same course then advances Wellness and Multiple Meaningful Relationships as well.

THE FACULTY SHARE OF THE PILLARS

Faculty do not own all six pillars. Student services, advising and financial aid carry large parts of this work. Teaching choices still touch all six, and a course designed with that in mind does more for students without adding a single assignment.

1.4 How the Frameworks Fit Together

This guidebook draws on several frameworks. PERS is the organizing model, and each of the others does most of its work inside one PERS dimension. Think, Do, Create is the design unit that carries all four dimensions at once. The map shows where each framework sits and which section explains it.

SFBU's premise. A university education exists to change how a student sees the world and what they believe they can do in it (Section One).

Personalized

- Community Cultural Wealth
Section 5.3
- Feedback on each student's own work
Sections 2.2 and 9.3
- Reflection pauses and self-assessment
Sections 5.2 and 9.3

Experiential

- Active learning practices
Section 5.2
- Teaching across disciplines
Section 5.4
- The new learning cycle
Section 4.3
- The Pyramid After AI
Section 7.2

Relational

- Regulate-Relate-Reason
Section 6.2
- Trauma-aware practices
Section 6.3
- Relational intelligence and the relationship-rich assignment
Sections 8.2 and 8.3

Student-Centered

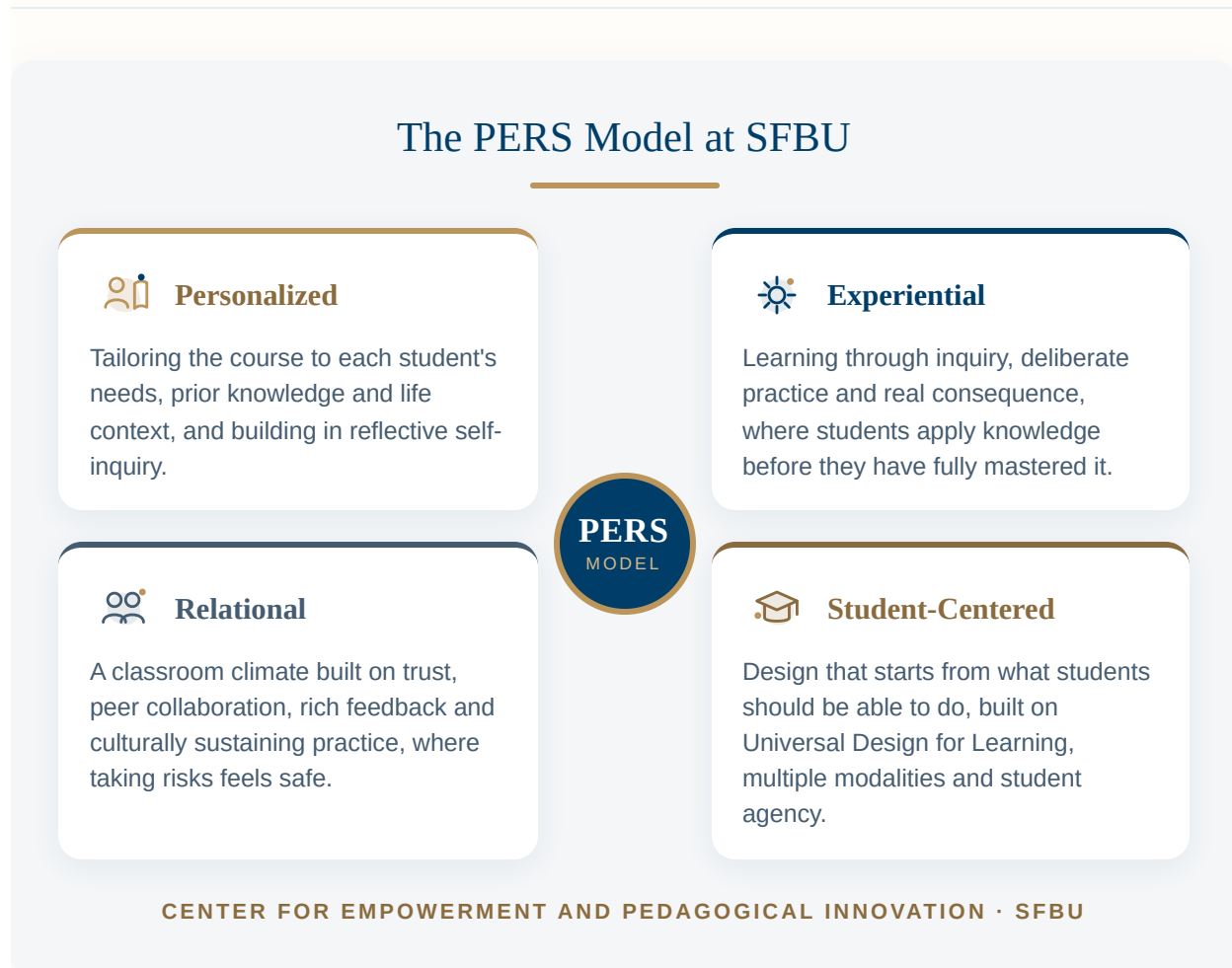
- Backward design
Section 4.1
- Bloom's Taxonomy
Section 4.3
- Universal Design for Learning
Section 4.4
- TILT and neurodiversity-affirming design
Sections 6.3 and 6.4
- Observable, demonstrable skills
Section 9.2

Think, Do, Create is the design unit for every session, unit and course, and it carries all four dimensions (Section Three).

How the frameworks in this guidebook relate to PERS. Most frameworks touch more than one dimension, and the map places each one where it does most of its work.

A faculty member new to SFBU can begin with two tools. Backward design (Section 4.1) sets the destination for the course. The Think, Do, Create audit (Section 3.3) then shows how each week travels toward it. The other frameworks refine the design once those two are in place.

The PERS Framework



The PERS Model describes SFBU's approach to teaching as a whole. Each of its four dimensions is designed to improve how students learn, and each works better alongside the other three.

2.1 Using a Framework

A framework gives you words for noticing what is missing. Take a faculty member teaching business analytics who asks, *"Where is the experiential dimension in this unit?"* That question produces more specific answers than *"Is this a good class?"*

The PERS framework is SFBU's main vocabulary for teaching. The letters stand for Personalized, Experiential, Relational and Student-Centered. Each dimension has four sub-principles, so the framework has sixteen elements in all. Together they describe the parts of teaching that most often decide whether students learn deeply or simply complete courses.

All four dimensions are present in every class session, assignment and piece of feedback. Faculty decide whether each one is intentionally designed or left to chance.

2.2 Personalized

Personalized teaching means the course is built for the students enrolled in it. Students arrive with different prior knowledge, life contexts and ways of processing information. They also relate to the discipline in different ways. These differences matter for teaching, and a course designed around them produces better learning for everyone.

IN PRACTICE · SUPPLY CHAIN MANAGEMENT

A unit on logistics disruption could open with the same textbook case for every student. It could also invite students to bring disruptions they have seen or read about in their home regions, family businesses or past jobs. The concepts taught stay the same, and the discussion gains more entry points and more depth. Consider a student who grew up watching a family business deal with port closures in South Asia. That student brings knowledge to a disruption analysis that no textbook case can supply.

Personalization also shapes feedback. When feedback responds to the specific argument a student wrote, the student can see that their thinking was read with care.

SUB-PRINCIPLES

Relevant and connected

Reflective self-inquiry

Scaffolded

Adaptive to student needs

2.3 Experiential

Experiential teaching asks students to do something with knowledge. Learning tends to last longer when students work on real problems with real stakes. It also deepens through productive struggle, when students must apply what they know before they have mastered it.

Many faculty assume experiential teaching needs field components or industry partners. These can help, and the central principle is simpler. Consequence deepens learning. A student who must defend an analysis to a skeptical peer has to stand behind their thinking. That social consequence makes the student care about the quality of the analysis.

IN PRACTICE · COMPUTER SCIENCE

A unit on database design could end with a problem set. It could also end with students presenting a schema to peers who play a client who will use the system. The peers push back. They ask what happens when data volumes grow, and they question design choices. A student who answers those questions in real time learns the material at a deeper level than one who submits a correct answer.

SUB-PRINCIPLES

Inquiry and exploration

Experimental and bias to action

Deliberate practice

Transdisciplinary

2.4 Relational

Relational teaching treats the classroom as a social environment that faculty create on purpose. Research links the quality of teacher-student relationships to how much students learn. A meta-analysis of 119 studies, mostly in schools, found strong associations with participation, motivation and achievement (Cornelius-White, 2007). Students who feel known and respected by an instructor take more intellectual risks. They ask more candid questions, and they persist through difficulty.

How you respond to a wrong answer in front of the class teaches students whether the room is safe for thinking. It teaches them more than any policy statement on the syllabus. A review of research on college classrooms found that supportive instructors draw more participation (Rocca, 2010). The same review found that fear of peers' judgment keeps many students quiet. A student who is gently redirected after a wrong answer in week two has reason to keep speaking. A student who is embarrassed in front of peers may carry that moment for the rest of the course.

IN PRACTICE · ORGANIZATIONAL BEHAVIOR

An instructor opens each class with one check-in question: *"What is one thing from the reading that you found yourself disagreeing with?"* The answers tell her what students are thinking. The question also shows that intellectual disagreement is a legitimate part of the class. Asked every week, it signals that she wants to hear students' own views.

SUB-PRINCIPLES

Peer collaboration

Responsive and empathetic

Feedback-rich

Culturally relevant and sustaining pedagogies

2.5 Student-Centered

Student-centered teaching organizes course design around one question. What should students be able to do by the end, and which experiences will build that ability? The instructor's expertise is put to work for student learning.

The question has concrete consequences. You design assessments before lectures, because assessments show what you value. When you plan a session, you ask what students will be doing for most of it. You also build in feedback that informs your teaching while the course is running.

IN PRACTICE · DATA SCIENCE

An instructor decides that by the end of the course, students should select a suitable model for a real business problem. They should also defend that choice to a non-technical stakeholder. Working backward from that outcome, each unit builds one part of the ability. Lectures cover only what students need in order to practice, and practice uses realistic problems. The final assessment asks students to do what the outcome describes, with a real dataset and a peer panel playing the stakeholder.

SUB-PRINCIPLES

Designed through Universal Design for Learning

Multimodal

Intentional design for neurodivergent students

Student agency

Think, Do, Create



3.1 The Three Phases

Learning often stalls at understanding. A student can explain a concept and pass the examination, and still be unable to use the idea in a real setting.

Alfred North Whitehead called these inert ideas in 1929. Later research points the same way. The ICAP framework finds that students learn more when they construct and interact with material than when they only receive it (Chi and Wylie, 2014).

PERS describes what a learning experience should feel like. Think, Do, Create is the framework that makes such an experience buildable. It is the smallest design unit CEPI has found that still carries all four PERS dimensions. It works at three scales: a single session, a unit and a whole course.

Most learning experiences involve all three phases in some combination. Students meet and process an idea (Think). They work with it through action or application (Do). Then they produce something that did not exist before they met the idea (Create).

● THINK

A unit that asks students only to read, watch and absorb leaves the experiential and creative dimensions to chance.

● DO

A unit that asks students only to complete exercises and apply formulas may build procedural fluency without conceptual understanding that transfers.

● CREATE

A unit that starts with Create, before any Think or Do, asks students to build without materials.

Think, Do, Create is simple enough to use at the session, unit and course levels at the same time. It is also flexible enough to fit very different disciplines.

FIGURE · SECTION THREE



Think, Do, Create in action: the mindset, classroom experience and outcomes of a PERS-embedded classroom at SFBU.

3.2 Examples Across Disciplines

The following examples apply the same three phases in four of SFBU's core disciplines. Each is concrete enough to use as a model for course redesign.



Psychology

● THINK

Read and discuss theories of cognitive bias, and identify three biases with real-world consequences.

● DO

Conduct a structured observation of decision-making in a real setting, such as a workplace, a dining hall or an online forum, and document three examples.

● CREATE

Design a brief intervention for one setting that would reduce the effect of one identified bias, then present it to peers for critique.



Business

● THINK

Study three cases of market entry failure and identify the common strategic errors.

● DO

Interview one professional who has worked on a market entry or product launch, and document what they would do differently.

● CREATE

Develop a revised market entry proposal for one of the case companies, using the interview findings, and pitch it to a panel.



Computer Science

● THINK

Analyze three real AI systems for bias in training data, model design or deployment context.

● DO

Test a publicly available model with a set of prompts designed to surface bias, then document and categorize the results.

● CREATE

Produce an ethical AI checklist for one deployment context, such as healthcare, hiring or education, with a justification for each criterion.



Engineering

■ THINK

Study structural failure cases and identify the decision points where the outcome could have changed.

■ DO

Conduct a load analysis on a simple structure using real materials, and document the failure point.

■ CREATE

Redesign the structure with one added constraint, such as cost, material availability or accessibility, and present the trade-offs.

3.3 The Design Audit

The simplest use of the framework is as an audit. Take any week of your course and mark each activity as Think, Do or Create. A week of only Think activities will likely leave students passive by Thursday. A week with no Think activities may keep students busy while they build procedural fluency without conceptual grounding.

BALANCE ACROSS UNITS

Different units will lean toward different phases. A unit that introduces a new conceptual framework may need a lot of Think before students can Do. A studio or lab course may be mostly Do and Create. The audit shows whether each imbalance in your course is intentional or accidental.

Designing Your Course

4.1 Backward Design

Faculty most often begin course design with one question: *what content do I need to cover?* The starting point makes sense. Faculty are hired for disciplinary expertise, and that expertise lives in the content of the field. Courses built this way follow the logic of the discipline, and that logic seldom matches the order in which students learn.

Backward design starts from a different question. What should students be able to do by the end of the course that they cannot do at the start?

A clear answer names an ability a student can demonstrate, such as *"evaluate whether a machine learning approach suits a given business problem."* Once the outcome is that clear, the assessments, activities and content follow from it.

A course designed backward from clear outcomes holds together. Every assignment is checked against one question: *does it assess what I said students should be able to do?* Every class session is checked against another: *does it help students build toward that outcome?* When both answers are yes, the course is coherent.



Backward design at CEPI workshops. Left, two faculty members work through a course design rubric. Right, faculty design an APP course on futures thinking, starting from the outcomes students should reach. Assessments show what a course values, so CEPI recommends designing them first.

4.2 Six Design Decisions in Order

Many course design problems come from making decisions in the wrong order. The six decisions below appear in the order CEPI recommends. The estimated times are CEPI's rough figures for redesigning an existing course, and they will vary from course to course.

1 The Destination

Write three to five sentences that begin "By the end of this course, my students will be able to..." Use action verbs such as analyze, design, evaluate, construct and defend. Every later decision answers to these sentences.

Estimated time: about one hour.

2 Evidence Before Teaching

Decide how a student will demonstrate each outcome, and build that assessment first, since it shows what you value.

Estimated time: two to four hours for each major assessment. Section Nine covers assessment design in detail.

3 The Unit Structure

Structure each unit as Think, Do, Create. Then mark your draft schedule against the three phases and check the balance.

Estimated time: about one hour for each unit.

4 Access from the Start

Offer more than one reason to care, more than one format for the material and more than one way to show the same outcome. Access designed in at the start costs little. Adding it later usually means a redesign.

Estimated time: about two hours for an existing course.

5 The Place of AI

State what AI does in each major assignment and what the student must supply. Treat this as a design decision, and write it into the assignment itself.

Estimated time: about thirty minutes for each major assignment. Appendix A.2 offers a syllabus statement.

6 The Feedback Loop

Put low-stakes practice before every high-stakes assessment. Add a point at mid-semester where you ask students what is working.

Estimated time: about one hour.

4.3 Bloom's Taxonomy After Generative AI

Bloom's Taxonomy has been the dominant framework for cognitive complexity in course design since 1956. Its revised form (Anderson and Krathwohl, 2001) runs from remembering and understanding at the base to analyzing, evaluating and creating at the top. The hierarchy gave faculty a scaffold for raising the challenge of a course step by step.

WHAT TO KEEP

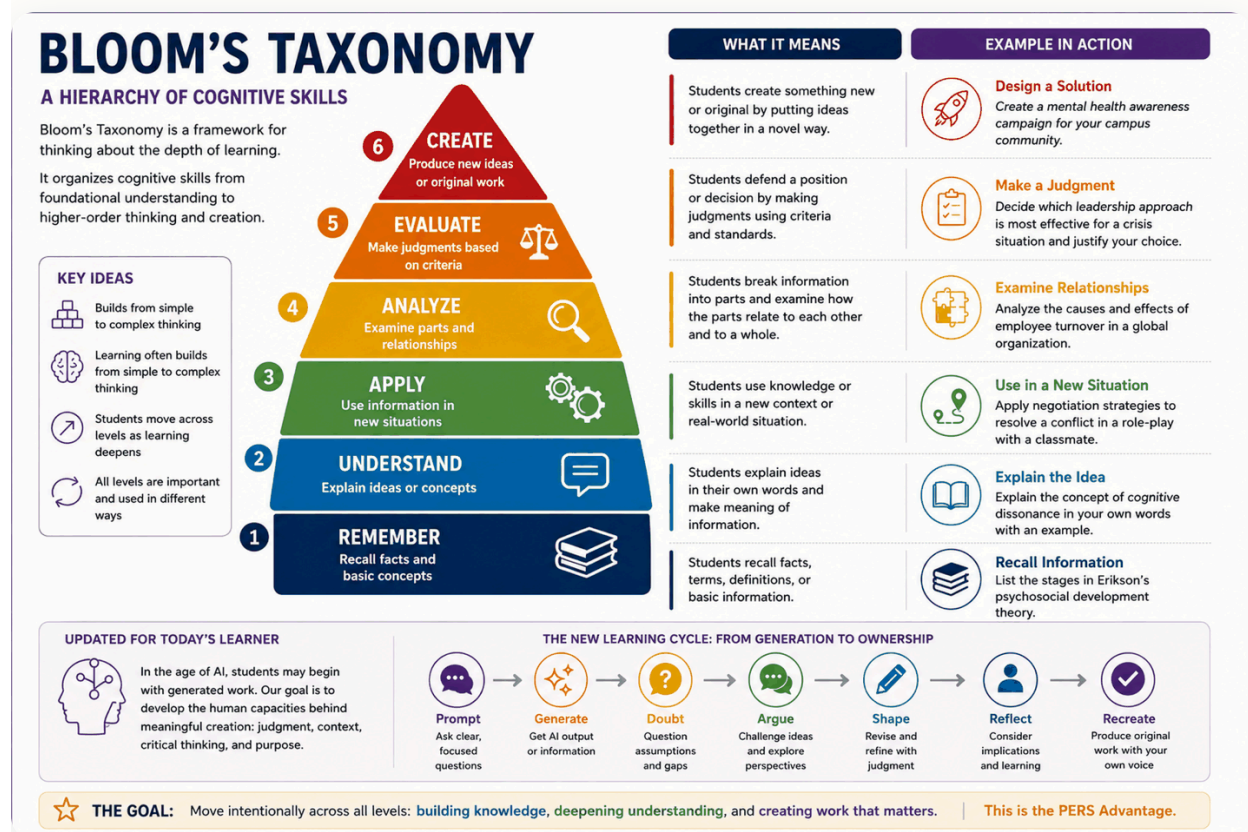
Bloom's gives faculty a vocabulary for writing learning outcomes at the right level of cognitive challenge. Take *"students will identify the causes of X,"* which is a lower-order outcome. *"Students will evaluate competing explanations for X and defend a position"* is a higher-order one. The action verb lists from Bloom's remain practical tools for writing outcomes. Its point about sequence also holds. A student who does not yet know what a derivative is cannot analyze the rate of change in a real system.

WHAT TO UPDATE

Bloom's was designed for a world where producing written output was a reliable sign of thinking. Generative AI has broken that link, as Section 7.1 explains.

Creating sits at the top of Bloom's, and it is now where students begin their work. Assessment therefore needs to shift from the product to the judgment behind it. That judgment includes the choices a student made, the options they rejected and the reasoning they can defend with the output in front of them.

FIGURE · SECTION FOUR



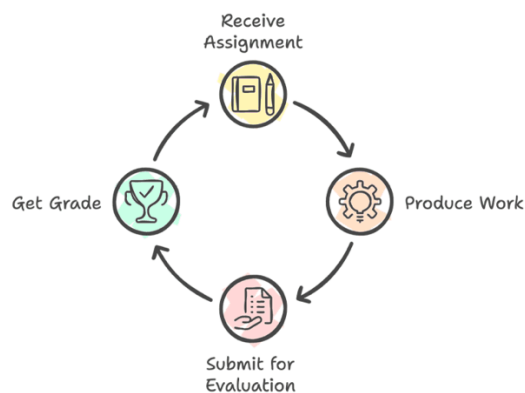
Bloom's Taxonomy, updated for today's learner. The pyramid shows the levels of cognitive complexity to design toward. The new learning cycle at its base shows the path students now take to reach them.

The New Learning Cycle

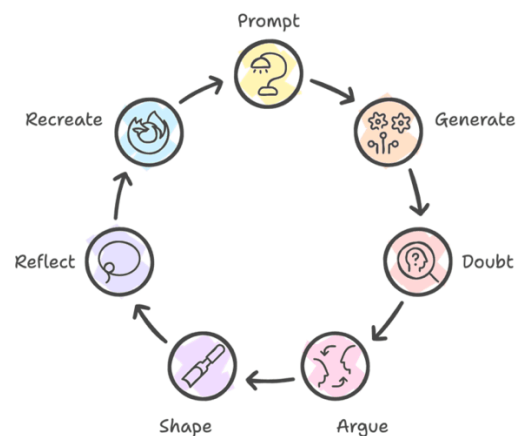
The figure below shows the learning cycle for students in a course where AI is part of the work. The older cycle ran from receiving an assignment to producing the work to submitting it for a grade. The new cycle has seven steps, and students often repeat them.

It begins with **Prompting**, which means stating a question or task clearly enough to get useful AI output. The next steps are Generating, Doubting, Arguing, Shaping, Reflecting and Recreating. Each step asks the student for something the AI cannot supply. The student exercises judgment, takes a position, questions assumptions and brings knowledge of the context. In the end the student produces work that reflects their own thinking.

THE OLD LEARNING CYCLE



THE NEW LEARNING CYCLE



The old and new learning cycles, side by side.

This cycle has large consequences for course design. A writing assignment now exists to build the capacities the Pyramid After AI describes (Section 7.2). Students take AI-generated output, examine it critically, shape it to the context and bring their own authorship to it. Design assignments around the steps of the cycle, and assess the process along with the product.

4.4 Universal Design for Learning

Universal Design for Learning (UDL) is a way of designing a course so that it works for the full range of students from the start. It comes from universal design in architecture and from disability studies, and CAST (2024) maintains its current guidelines. The founding observation was that a building designed for wheelchair users is easier for everyone to use. Course design works the same way. A course designed for students who learn differently tends to be a better course for all students.

UDL organizes its guidance around three principles, each tied to one question about learning.

1 Multiple Means of Engagement (the *Why* of learning)

In a data analytics course, students might choose a dataset from a domain they care about. Examples include their home country's economic indicators, a former employer's financial results or health data from their own community. The analytical skills are the same for every dataset, and students invest more in data that matters to them.

2 Multiple Means of Representation (the *What* of learning)

In an organizational behavior course, psychological safety might be introduced through a short case study of a healthcare team. A diagram could then show how psychological safety relates to team performance. A short video of a real post-incident debrief could ground the idea. Each format reinforces the others, and together they serve most learners.

3 Multiple Means of Action and Expression (the *How* of learning)

In a computer science capstone, a student might submit a written technical report, a recorded code walkthrough with audio or a live demonstration. The outcome is the same in each format, and the student chooses which format to use. In every case the student shows design reasoning and implementation skill.

4.5 Course Design Checklist

Use this checklist before a semester begins to find where the design is strong and where it has gaps. By CEPI's rough estimate, working through it for one existing course takes about ninety minutes.

BACKWARD DESIGN

- ☐ The course has clear, measurable learning outcomes that state what students can do by the end of the course.
- ☐ Assessments match the outcomes. If an outcome says "evaluate," the assessment asks students to evaluate.
- ☐ Class sessions are designed to help students build toward those outcomes.

COGNITIVE COMPLEXITY AND THE NEW LEARNING CYCLE

- ☐ Assessments at higher cognitive levels appear throughout the semester.
- ☐ Some assignments take students through the Doubting, Arguing and Shaping steps of the new learning cycle.
- ☐ Some assignments build the Decode, Judge, Shape and Author capacities of the Pyramid After AI.
- ☐ Higher-order tasks are scaffolded, so students practice the component skills before they are assessed on them.

UDL PRINCIPLES

- ☐ Students have meaningful choice in at least some aspects of how they engage with material and demonstrate learning.
- ☐ Core content is available in more than one format.
- ☐ Assessment options let students demonstrate the same learning in different ways.
- ☐ Course materials are accessible, with screen reader support, captioned media and a clear Canvas course structure.

INCLUSIVE AND NEURODIVERSITY-AFFIRMING DESIGN

- ☐ Assignment instructions are detailed and explicit.
- ☐ Students get structured formative feedback before high-stakes assessments.
- ☐ The course schedule is predictable, and any change comes with a clear explanation.
- ☐ Participation is structured to serve students who need processing time or who experience social anxiety.

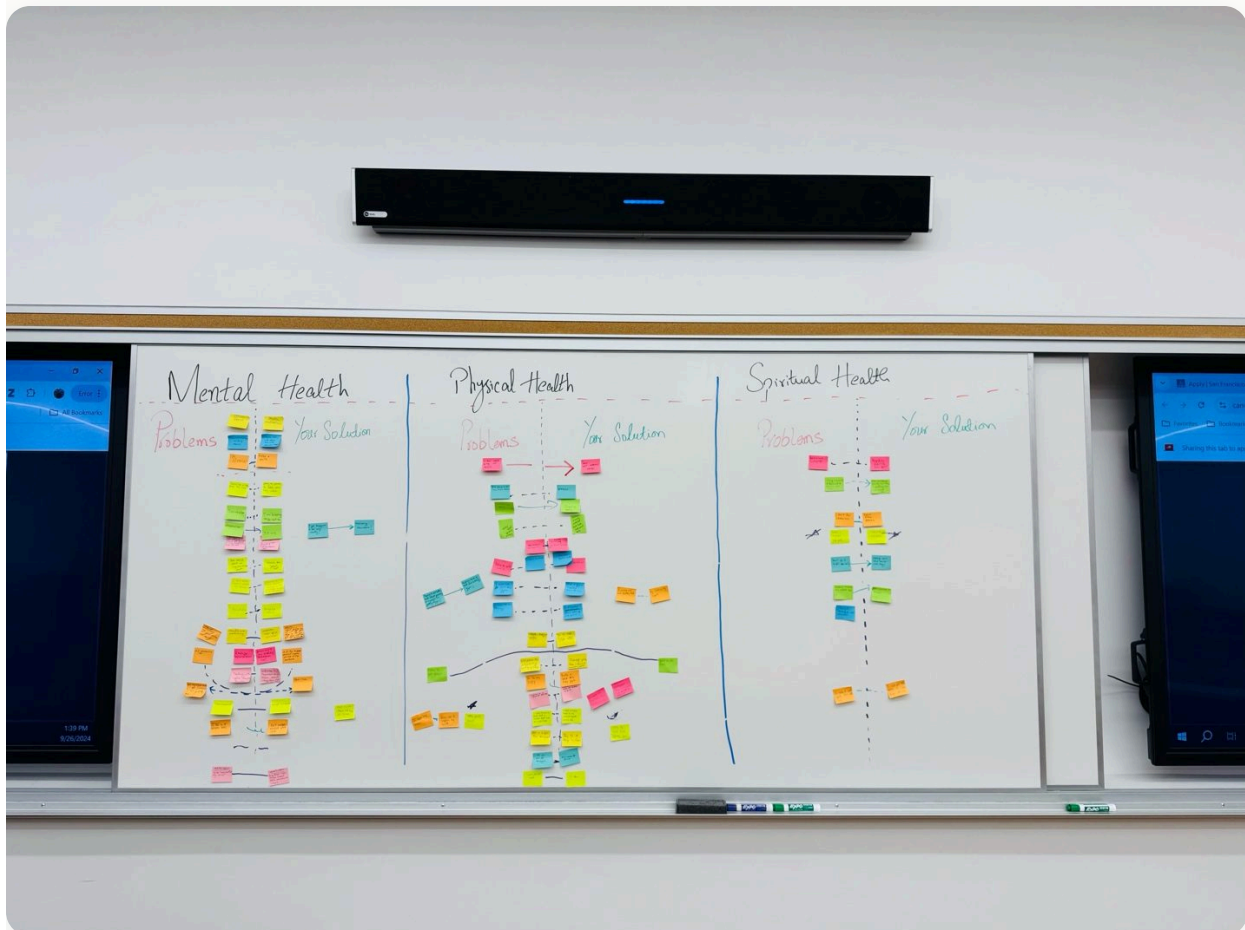
CULTURALLY RELEVANT PRACTICES

- ☐ Course examples and case studies represent more than one cultural or geographic context.
- ☐ Students have opportunities to bring their own knowledge and experience into the academic conversation.
- ☐ Discussion structures invite multiple viewpoints.

REFLECTION AND ITERATION

- ☐ The course gathers student feedback at mid-semester.
- ☐ Assessment rubrics describe what success looks like, with specific performance descriptions.
- ☐ The course builds in moments for students to reflect on their own learning process.

Teaching in the Classroom



Students use a whiteboard as a shared space for ideas, mapping problems and solutions across areas of life in an APP course at SFBU.

5.1 Active Learning at SFBU

SFBU classrooms run on active learning. Students spend most of a session working with ideas themselves.

SFBU does not use the sage-on-the-stage model of teaching. Most faculty learned to teach by sitting in lectures as students. In a lecture, an expert stands at the front of a room and passes organized knowledge to people who write it down. The model made sense when organized knowledge was expensive and hard to reach. Learning then depended on finding reliable information and recording it accurately.

Today an expert adds most to a classroom by designing situations in which students work with content in ways that build understanding. The expert then stays present to see what students do with it.

5.2 Active Learning Practices

1 Short Lectures

A focused framing of 10 to 15 minutes, followed by a structured activity, produces different engagement from a 75-minute lecture. In the activity, students apply, question or extend the concept. In a financial accounting course, the instructor might briefly explain the matching principle. Small groups then analyze a real company's income statement to find where the principle was applied or violated. That approach is more likely to produce lasting understanding than a long lecture on the same concept.

2 Opening Questions

People remember information better when they want to know the answer (Gruber, Gelman and Ranganath, 2014). Opening a class with *"today we are discussing supply chain resilience"* invites passive listening. Opening with *"here is a real procurement failure from 2021: what caused it, and what could have prevented it?"* invites investigation.

3 Think-Pair-Share

Think-pair-share is a simple structure in wide use since Frank Lyman introduced it in 1981. Students think alone first. Each student then explains their thinking to one other person before the idea reaches the whole class. The structure gives processing time to students who need it and lowers the social risk of being wrong in public. Whole-class discussion usually improves because students have had a chance to refine their ideas. The structure helps multilingual students and students who experience social anxiety in particular.



Active learning in SFBU classrooms. Left, students sort their ideas on shared boards. Right, students compare notes in a small group before the whole class discusses them.

4 Multisensory Teaching

In a technology strategy course, the concept of network effects might first be explained in words. A diagram could then show how a network's value changes as users join, and a live simulation could demonstrate it. Finally, students could join a network in a brief exercise and notice their own behavior change as it grows. Each format reinforces the others, and students meet the concept four times in four forms.

5 Reflection Pauses

Ask students to spend two minutes writing what made sense to them and what still confuses them. These brief pauses consolidate learning. They also tell you in real time where the class is. Over a semester they build the habit of reflection that professionals in every field develop.

6 Scaffolded Participation

Speaking in class is one form of participation among many. Anonymous polls, written contributions to a shared document, small-group discussion before whole-class sharing and structured partner work all count. These options serve students who need processing time and students working in a second or third language. They also serve students for whom the raised-hand model creates barriers.

5.3 Community Cultural Wealth

Tara Yosso's Community Cultural Wealth framework (2005) questions an assumption common in academic culture. The assumption is that students come to university to receive knowledge, and that the knowledge worth having lives mainly in academic institutions.

Yosso's framework names the knowledge students already carry, in six forms of capital.

Aspirational capital is the ability to hold on to hopes for the future in the face of barriers.

Linguistic capital is the ability to work in more than one language and cultural setting. **Familial**

capital is the values, histories and wisdom carried in family and community networks. **Social**

capital is the network of people and community resources a student can draw on. **Navigational**

capital is the ability to find a way through institutions that were often designed without students like

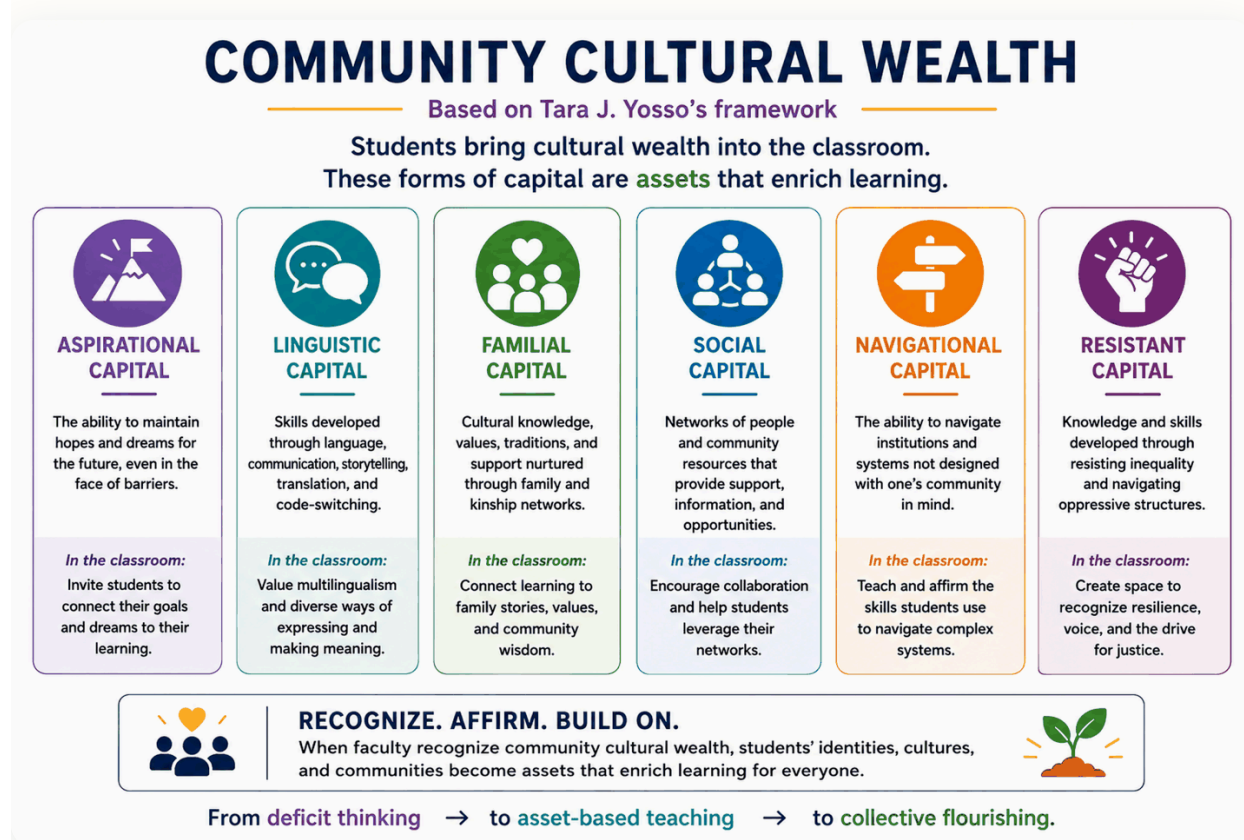
them in mind. **Resistant capital** is the set of strategies and insights built through facing and challenging systemic barriers.

IN PRACTICE · INTERNATIONAL BUSINESS AND ETHICS

In an international business course, ask students what trade friction looks like from inside the countries they come from. Use their answers alongside the textbook cases. In an ethics course, ask students to bring the moral reasoning frameworks they knew before university. Discuss those frameworks next to the ones on the syllabus.

When what students already know is treated as evidence, the class has more knowledge to work with.

FIGURE · SECTION FIVE



Tara Yosso's Community Cultural Wealth framework applied to the SFBU classroom. Each student arrives with forms of capital that improve the learning environment for everyone when faculty recognize and build on them.

5.4 Teaching Across Disciplines

Real problems arrive without disciplinary labels. A cybersecurity breach is at once a technical, legal, organizational and ethical problem.

University study can build the ability to work across disciplinary lines, and the three practices below build it directly.

1 Multiple Disciplinary Lenses

When you teach a concept, name what other disciplines would notice that yours might miss. In a human-computer interaction course, you might point out how a psychologist, an anthropologist and an economist would each approach a study of user behavior. Students then see why design decisions matter beyond the interface.

2 Zooming In and Out

Ask students to examine one concrete instance of a phenomenon in close detail. Examples include one patient's experience of a healthcare system or one transaction in a supply chain. Then ask them to zoom out and describe the larger system around that instance. Shifting between levels of analysis is a thinking skill that transfers across fields.

3 Cross-Disciplinary Scenarios

In an entrepreneurship capstone, business students can work with software developers and designers on a business plan and a prototype. The project prepares students for professional life, where problems arrive without department labels.

Teaching in a Trauma-Aware and Neurodiversity-Affirming Classroom



6.1 Trauma and Learning

A student sits in the corner behind a laptop and arrives a few minutes late most weeks. The student never speaks unless asked, and then only briefly. Their work comes in late or almost complete.

Many instructors would read that student quickly as uninterested and unwilling to do the work. Other explanations are often closer to the truth. Sitting at the edge of a room can be how a person manages a nervous system that treats a crowded space as a risk. Lateness can come from a bus route, a night shift, a caregiving handover or the minutes it takes to feel ready to walk in. Silence can mean processing time or a second language. It can also come from a memory of being humiliated for a wrong answer in another course.

BEHAVIOR AS A SIGN OF LOAD

Many behaviors that faculty read as poor classroom conduct are signs of load. Safety comes first in teaching, and every other goal in this guidebook depends on it.

Students arrive from complex lives. Some carry **acute trauma** from recent events, such as a family crisis, a sudden loss or an experience of violence or threat. Others carry **chronic trauma**, the built-up cognitive and physical load of years of stress, poverty, discrimination or family instability. Others carry **historical trauma**, the effects of systemic oppression passed down through communities and families. Historical trauma shapes a student's relationship to institutions such as universities before they enter a classroom.

Trauma exposure among college students is high. In one study of undergraduates, most had experienced at least one potentially traumatic event (Frazier and colleagues, 2009). Some of those students bring active trauma responses into the classroom.

THE FACULTY BOUNDARY

Trauma-aware teaching is a matter of environmental design. It does not involve clinical intervention, and faculty are not expected to provide therapy. Its aim is a classroom where learning stays possible despite the stress students carry.

At the neurological level, stress can impair the functioning of the prefrontal cortex, which supports complex reasoning, executive function and learning. It can also increase activity in threat-response systems such as the amygdala (Arnsten, 2009). A student under strong stress may have less capacity available for higher-order thinking. Trauma-aware practices reduce this interference by creating safety, predictability and agency.

6.2 The Regulate-Relate-Reason Sequence

The Regulate-Relate-Reason sequence comes from Bruce Perry's Neurosequential Model (Perry and Winfrey, 2021). It states a condition for learning. The brain must feel safe before it can connect with others, and it must connect before it can reason at a complex level.

■ REGULATE · FIRST

Before a student can learn, their nervous system needs to be in a state that allows learning. A class with a consistent structure is easier to settle into. The instructor says what is coming, explains any change and keeps a predictable rhythm from week to week.

■ RELATE · SECOND

Students engage more deeply with content when they are taken seriously even when they are wrong. They need an instructor who sees them as individuals and a class culture built on cooperation.

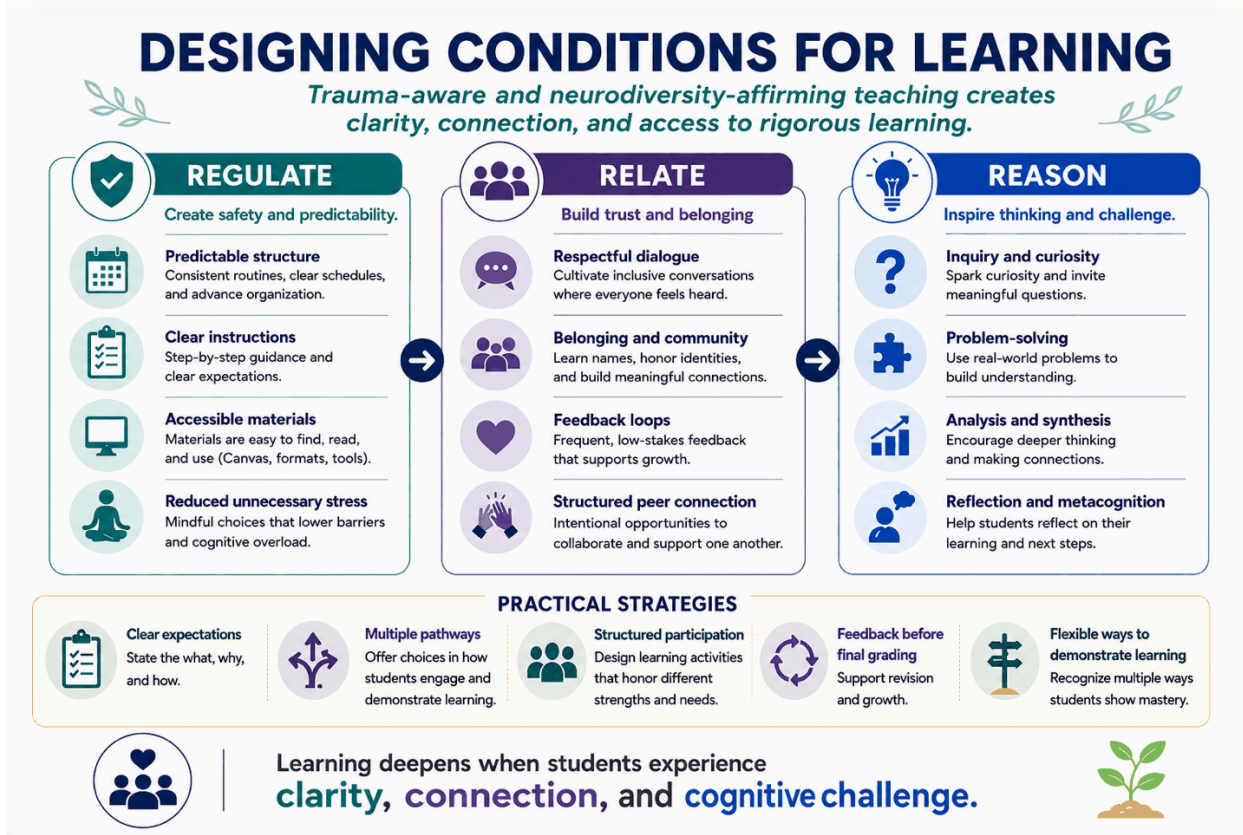
■ REASON · THIRD

Once a student is regulated and connected, the higher-order work of a university course becomes fully available to them. Complex reasoning depends on the first two steps being in place.

SURPRISE QUIZZES AND SHIFTING REQUIREMENTS

Consider what a surprise quiz communicates, or a change to assignment requirements after submission. Small unpredictable events cause outsized anxiety in students who already carry a stress load.

FIGURE · SECTION SIX



Designing conditions for learning at SFBU. Students need to feel regulated and connected before they can reason at the level a university course demands. Trauma-aware and neurodiversity-affirming teaching creates the conditions for all three.

6.3 Trauma-Aware Teaching Practices

1 TILT and Predictability

The Transparency in Learning and Teaching (TILT) framework, developed by Mary-Ann Winkelmes, asks faculty to state three things for every assignment. The **purpose** says why the assignment matters for learning. The **task** says what students are expected to do, step by step. The **criteria** say what success looks like and how it will be assessed. An assignment that answers all three reduces anxiety about the hidden curriculum for every student. Appendix A.1 gives a template. The gains are larger for first-generation students (Winkelmes and colleagues, 2016). They may not know the unstated expectations that peers from academic households learned at home.

2 Trust and Consistency

Learn your students' names. A student who is never called by name experiences the class as a place where they do not fully exist. When something a student said in an earlier session connects to today's discussion, mention it. These steps take little effort and build a great deal of trust.

3 Student Choice

Give students meaningful choices in how they engage, what they submit and how they show understanding. Such choices counter the loss of agency that trauma can produce. The options do not need to be unlimited, and even a few real options show students they have agency in the course.

4 Trauma-Aware Teaching and Rigor

A common concern is that trauma-aware teaching lowers academic standards. Trauma-aware practices reduce hyperarousal, and that frees cognitive capacity for the higher-order thinking that rigor requires. Clear scaffolding lets students meet the same standards through supported steps. The aim is to remove barriers that keep students from reaching their own capacity, such as unpredictability, unstated expectations and punitive assessment structures.

REFERRAL TO COUNSELING

When a student is in acute distress, connect them with SFBU's counseling and support services. Faculty are not trained for clinical intervention, and attempting it without training can cause harm. Faculty can notice, acknowledge and refer. They can also build enough trust with students that a referral feels like care.

6.4 Neurodiversity in the Classroom

Neurodiversity is the natural variation in how human minds work. Some students are autistic, and some have ADHD, dyslexia, dyscalculia or other differences in cognitive style. Their learning may need different conditions to reach the same outcomes.

The useful question asks what the learning environment needs to provide for each student.

1 Clarity and Structure

Detailed, explicit assignment instructions help every student. They describe what to do, how to approach it and what success looks like. A rubric that describes a proficient analysis lets all students direct their effort toward what matters.

2 Different Ways of Working

Margaret Price's research on disability in academic life offers an example (Price, 2011). A writing tutor worked with a student named Jeff, who wrote polished essays after long thought and without drafts. The tutor considered iterative drafting normal and spent months trying to change Jeff's process. In the end the tutor conceded that Jeff's approach worked for Jeff. A prescribed process can become a norm that excludes students whose minds work differently.

3 Group Work Design

Group work is a useful structure, and it creates real challenges for some students. They include students with social anxiety, autistic students who find unspoken social coordination hard and students excluded from peer groups in the past. Good group design sets a structure for how groups communicate. The instructor watches group dynamics and keeps an individual option open when group work creates barriers that accommodation cannot remove.

Regulation Behaviors

A student may doodle, jiggle a leg, use a fidget tool or avoid eye contact during a lecture. That student may be engaging more fully than one who looks attentive. Norms of "appropriate classroom behavior" can become barriers for neurodivergent students. Examine these norms carefully before you enforce them.

HIDDEN CURRICULUM REVIEW

Review one major assignment for hidden curriculum. Look for anything students need to know to succeed that the instructions do not say. Write those things down and add them to the assignment description.

Questions students often cannot ask

- 1 What does "analyze" or "evaluate" mean in this course, and what does a strong example look like?
- 2 Which sources count, how many are expected, and which citation style applies?
- 3 How long should the work be, and roughly how many hours should it take?
- 4 Where and how may AI be used, and what must be recorded about that use?
- 5 How is participation judged, and what counts as taking part?
- 6 Where can a student get help before the deadline, and from whom?

Answering these in writing costs a few minutes per assignment. It gives every student the information that some students would otherwise have to guess.

Teaching After AI



7.1 Generative AI in Higher Education

AI belongs at the start of course design and assessment design, because every student you teach already has it.

Generative AI reached students between 2022 and 2026, before most universities had time to think through what it meant for teaching. A faculty guidebook published in 2026 has to address that change directly.

Writing an essay used to require synthesis, and producing an argument used to require building one. The link between producing work and doing the thinking behind it held for a long time. A whole assessment tradition was built on that link, and the link is now broken. Syllabi, assignment banks, rubrics, exam formats and integrity policies were all designed around it. These tools are now dated. They will keep producing confident grades that measure the wrong thing until faculty redesign them.

SFBU AS A YOUNG UNIVERSITY

SFBU is a young university, and its age is an advantage now. It has no century of practice to retrofit, and it is building for the new situation directly. CEPI's work is to design learning experiences for this situation.

A common institutional response elsewhere has treated AI as an academic integrity problem. It asks how to detect AI use, how to design assignments AI cannot complete and how to protect unaided work. These concerns are real, and detection alone cannot answer them.

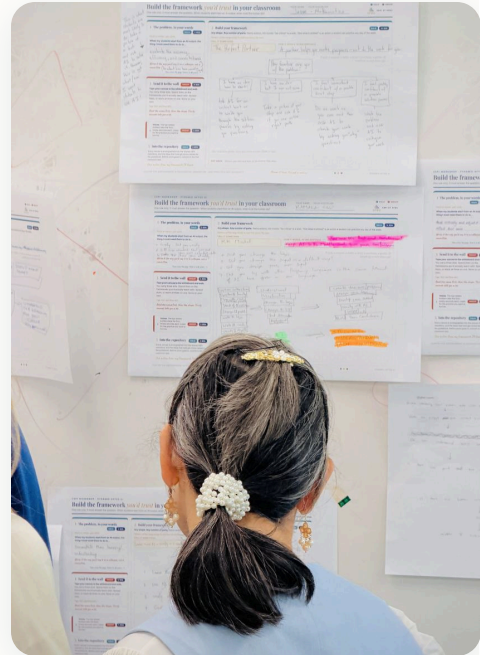
AI can now produce competent first drafts of almost any text-based task universities use to assess learning. Which human capacity are we trying to develop, and do current assignments develop it?

Many traditional assignments were always about the thinking needed to produce the product. Students wrestled with sources and struggled to state something they only partly understood. Through writing, they found out what they thought. That thinking still matters, and the open question is whether assessments still require it.

7.2 The Pyramid After AI

CEPI developed a framework for the human capacities that stay essential when AI handles much of what used to be the work of learning. CEPI calls it the **Pyramid After AI**, and it complements Bloom's Taxonomy. Bloom's describes the cognitive complexity a student builds toward. The Pyramid After AI describes the human capacities a student uses along the way, starting from the first moment AI enters the work.

In the diagram that follows, the Pyramid sits inverted above Bloom's. The two meet at the point where AI output becomes the starting point for human work. Six capacities rise from that point: Decode, Judge, Shape, Author, Transfer and Become. Students use them in cycles. A student starts to Judge before finishing Decoding and returns to earlier capacities as understanding grows.

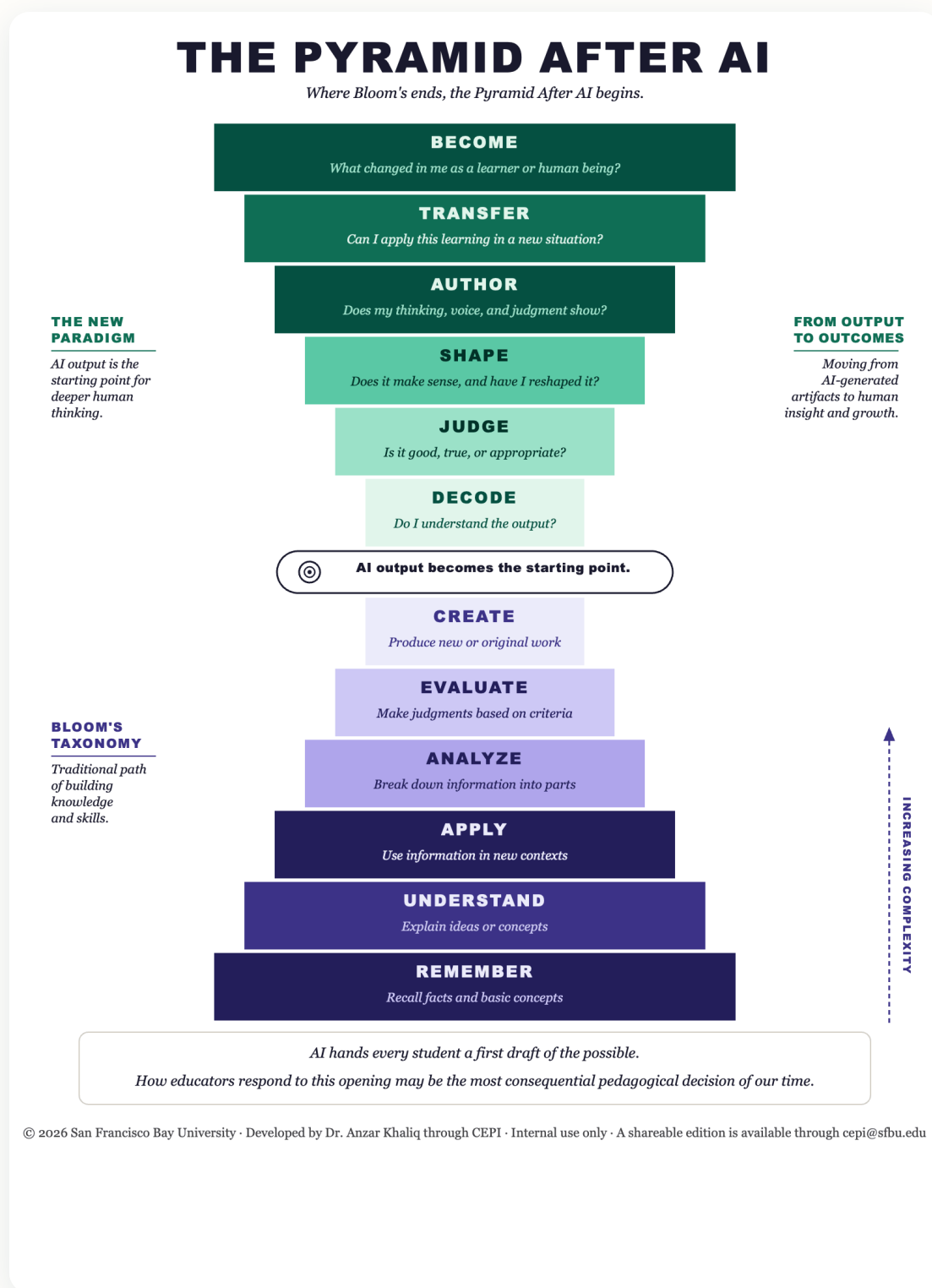


At a CEPI Pyramid After AI workshop, faculty build their own frameworks for student AI use in their discipline. They then pin them up to compare.



Building frameworks for assessment after AI. Faculty draft a framework for their own discipline, test it with a colleague, and then walk the wall to compare frameworks across disciplines.

FIGURE · SECTION SEVEN



The Pyramid After AI. AI output becomes the starting point at the top of Bloom's, and six human capacities carry the student from that output to learning outcomes.

WHAT THE SIX CAPACITIES SHARE

All six describe work that only a person can do. AI can produce fluent, plausible, well-structured output in almost any field. It cannot read that output with real skepticism or test it against lived knowledge of a context. It cannot reshape it for a particular human situation or give it an individual intellectual identity. It cannot carry it into an unfamiliar context, and it cannot be changed by working with it. The Pyramid asks education to develop these six abilities.

The Six Capacities

1 Decode

Guiding question: Do I understand the output?

Before a student can do anything useful with AI output, they need to understand what it produced. That includes what it says, what it assumes and what it leaves out. It also includes where its confidence outruns its accuracy. Decoding is the first act of critical AI literacy.

A psychology student reads an AI-generated summary of trauma research. The student notices that the model has merged acute and chronic trauma, a distinction that matters for clinical work. The summary reads as authoritative, and catching the error takes domain knowledge the AI lacks.

2 Judge

Guiding question: Is it good, true or appropriate?

Decoding tells you what the output did. Judging tells you whether it is accurate, appropriate, fair and useful for the purpose at hand. Disciplinary knowledge and ethical awareness do most of this work.

A business student asks an AI for a market entry strategy for a retail brand entering Indonesia. The model returns a confident, well-structured plan that ignores the role of informal retail networks in Indonesian consumer behavior. A student who has lived there, or read widely in the field, notices the gap.

3

Shape

Guiding question: Does it make sense, and have I reshaped it?

AI output is almost always generic, because it is written for a general case. Shaping is the ability to see the gap between that general case and a real one, and to close it. The student adapts the output to the people, organization and moment where it will be used.

An engineering student uses AI to generate a materials specification for a structural component. The output is technically correct for standard conditions. The student sees that the site is in a seismically active region with specific load requirements. That fact changes the specification, so the student rebuilds it with those constraints throughout.

4

Author

Guiding question: Does my thinking, voice and judgment show?

Authoring addresses a serious risk of learning with AI. Individual voice and intellectual identity can wear away when students accept AI content without adding their own mark. To author is to produce work that is recognizably yours. It carries your thinking, your judgment and your way of seeing the problem.

A business communications student takes an AI-generated stakeholder memo and rewrites it from the ground up. The new version reflects the relationship history between the parties and the organization's cultural norms for communication. Its strategic framing could only come from someone who knows the context. The final memo belongs to the student in a way the AI draft did not.

5

Transfer

Guiding question: Can I apply this learning in a new situation?

A long-standing test of learning asks whether a student can apply an idea from one context to a different problem in a different setting. AI does this poorly outside well-defined domains. Students who understand an idea well can make the transfer.

A student spends a semester analyzing power in historical political campaigns. The student is then asked to analyze power in a startup's founding team. The concepts transfer, and the transfer requires understanding, since pattern-matching alone gives the wrong answer.

Become

Guiding question: What changed in me as a learner or human being?

Become is difficult to assess, and CEPI treats it as a central aim of course design. Every course should be able to answer one question about it. Did the student leave different from how they arrived? The change CEPI means goes beyond skill, to how a student sees, asks questions and holds uncertainty.

A student enters a global health course with confident assumptions about what "development" means. The student leaves unsure about those assumptions, and better able to work in complex settings because of that doubt.

7.3 Course Design After AI

PROCESS-BASED ASSESSMENT

Assignments that assess only the final output can be completed with AI in ways that teach nothing. Other assignments ask students to document their thinking, defend their choices, revise after specific critique or explain their reasoning orally. These assignments produce evidence of the capacities that matter.

THE ROLE OF AI IN EACH ASSIGNMENT

For most courses, CEPI recommends defining what AI should do and what the student must do. Then design assessments that require the student's part to be present. For example, students use AI to produce a first draft and then write a documented critique of it. The critique names what the AI got right, what it missed and what only a person with lived knowledge of the context would understand. An assignment like this teaches the Decode and Judge capacities directly.

ORAL AND LIVE DEMONSTRATION

The Author capacity is hard to assess through written work alone. A student can submit polished text that shows none of their own thinking. Brief oral defenses, in-class presentations, live problem-solving and structured Q&A put the student's own voice and judgment at the center of the assessment.

AI AS A THOUGHT PARTNER

CEPI recommends using AI in a course as a conversation partner. Students use it to test ideas, generate counterarguments, find gaps in their reasoning and explore implications they had not considered. This use builds the Judge, Shape and Author capacities of the Pyramid directly.

Worked example · A supply chain recommendation

- 1 A student writes a one-paragraph recommendation that a retailer should add a second supplier for a critical component.
- 2 She gives an AI tool this prompt: *"Act as a skeptical operations director. Give me the three most serious objections to this recommendation."*
- 3 She answers each objection in writing, with evidence from the course case and her own research.
- 4 She revises the recommendation and notes which objection changed her thinking, and why.

The student submits the original paragraph, the AI's objections, her responses and the revision. The instructor assesses the quality of the responses and the reasoning behind the revision. The AI supplies the objections, and the grade rests on what the student does with them.

Relational Intelligence and the Relationship-Rich Assignment



8.1 The Evidence on Relationships

Section Seven showed that AI changes what assignments can measure. When a competent draft is always available, the evidence points to human relationships as the thing that matters more.

The Harvard Study of Adult Development has followed the same people for more than eighty years. It is one of the longest-running studies of adult life. Its directors summarize the main finding this way: the quality of our relationships is the strongest predictor of a good life. It predicts a good life better than wealth, fame or social class (Waldinger and Schulz, *The Good Life*, 2023).

In 2021, Making Caring Common at the Harvard Graduate School of Education found that 61 percent of young adults reported serious loneliness. That was the highest rate of any age group. Since 2020, loneliness has come to be treated as a measured health risk. Holt-Lunstad's work treats connection as a health factor that can be changed (*Annual Review of Public Health*, 2022). The U.S. Surgeon General's 2023 advisory named schools as part of the response. In 2025, the WHO Commission on Social Connection reported that roughly one in six people worldwide are lonely.

WORKPLACE LONELINESS DATA

In Workday's Human Connection Workplace Index (2026), 33 percent of employees said they rarely or never have a conversation with a colleague beyond the transactional. Seventy-six percent had asked AI for advice in the past year, and 37 percent had sought companionship from it. The youngest employees were eight times as likely to feel lonely at work, and SFBU's graduating class belongs to that group. The index is one vendor's survey and should be read with caution. Its findings are consistent with the peer-reviewed record.

For these reasons, CEPI treats relationships as part of what a university is for and as part of a rigorous course.

8.2 Relational Intelligence

CEPI gives relationships the same treatment as anything else it takes seriously: a name, a definition and a place in course design. **Relational intelligence** is the ability to build and keep working relationships, including across disagreement and difference. CEPI's working claim is that faculty can teach it and assess it.

■ BUILD TRUST

Earn the benefit of the doubt from someone who has no obligation to give it.

■ HOLD DISAGREEMENT

Stay in the conversation when ideas collide, without withdrawing and without trying to win.

■ REPAIR

Return to a relationship after a rupture and rebuild it, a skill many people never learn.

■ WORK ACROSS DIFFERENCE

Collaborate with people formed by contexts unlike your own, where the norms you rely on do not transfer.

■ URGENCY

These capacities are hard to automate and easy to neglect. A syllabus does not develop them by accident.

Isabelle Hau makes a larger claim in *Love to Learn* (2025). She argues that connection is part of how learning works. The claim fits Section Six, which describes what a nervous system under threat cannot do.

Relationship-rich education can be designed. Felten and Lambert (2020) and Felten and colleagues (2023) document how institutions build it on purpose. In one trial across 22 institutions, a brief belonging intervention raised first-year persistence (Walton, Murphy and colleagues, *Science*, 2023).

8.3 The Relationship-Rich Assignment

Faculty shape relationships most directly through the assignments they set.

The design question for every course: who will this student know at the end of the course that they do not know today?

Every assignment already creates interactions, for example between the student and a search bar, a rubric or a midnight deadline. A relationship-rich design redirects one of those interactions toward a person. The deliverable is built so that students cannot complete it without that person.

Every partner falls into one of three kinds. Naming the kinds helps faculty see options they might otherwise miss.

■ NEW

Someone the student would never otherwise meet.

■ RENEWED

A relationship that lapsed and could start again.

■ DEEPEMED

An existing bond, deepened by a question it has never been asked.

Three worked designs from three disciplines show how ordinary this can be.

The Family Story Engine

First-year programming, a deepened relationship. Students record the stories their parents and grandparents tell at home, in any language. They then build an interactive game in which those voices form the world. The programming outcomes stay the same: object-oriented design, audio handling and branching logic. AI handles transcription, translation and scaffolding. The family receives the game and the recordings, which last long after the December grade.

The First Deal Archive

Graduate strategy, a renewed relationship. Students contact a professional they have lost touch with, such as an internship supervisor or a former manager. They ask for one hour and one thing: walk me through the hardest decision of your first years in business. The student practices case analysis, decision frameworks and interviewing. The result is a named case in a shared SFBU collection, with the mentor's name on it, and the professional tie becomes active again.

The Friendship Distance Study

Psychology and other fields, a renewed relationship. Students reconnect with a school friend they have drifted away from. They record two conversations about how the friendship survived distance, and they analyze them through one theoretical lens from the syllabus. Students practice interviewing and qualitative coding, and they produce a podcast episode or a field guide. The same pattern works in almost any course if the friend is replaced with an aunt, a coach or a client.

THE COLLAPSE TEST

Remove the relationship from the design, and the assignment should fail. If the assignment still works without the conversation, the relationship was doing none of the work. In that case the course has added a chore, and students gain no new connection.

8.4 Features of Strong Designs

Faculty built many designs at the 2026 institute, Roots & Branches. Five features separated the designs that worked from those that only added an interview.

1 **The Relationship as Method**

The deliverable cannot be completed without the conversation.

2 **Reciprocity**

The partner receives an artifact of real use to them, and a thank-you note does not count.

3 **An Artifact That Lasts**

The artifact outlives the course. Someone outside the class would miss it if it disappeared.

4 **AI for Mechanical Work**

Transcription, formatting and first-pass coding go to AI. Students spend their hours with the people they are working with.

5 **Choice of Partner**

Every student has a real choice of partner. A student with no one to call must still be able to complete the assignment.

The work carries two required duties. First, partners must consent to being recorded and must know where the artifact will go. Second, the choice of partner must be wide enough that no student is exposed by their own circumstances. A design that assumes an intact family, a professional network or an easy friendship will hurt someone in the room.

A FIRST REDESIGN

Take one existing assignment and ask where a person could carry part of the work. Then apply the collapse test. If the assignment still stands without that person, keep redesigning until it does not.

Assessment and Feedback



9.1 Grades as a Signal

A grade compresses a detailed, many-sided record of a student's learning into one symbol. The compression is convenient for administration. When the grade becomes the main thing students aim for, it damages learning.

■ OPTIMIZING FOR GRADES

What do I need to do to get the grade I want?

■ OPTIMIZING FOR LEARNING

What do I need to do to understand this?

The two questions lead to different behavior. Courses built mainly around grade attainment tend to produce the first question.

GRADES AND STUDENT BEHAVIOR

When grades are the main signal a university sends about performance, students respond rationally to that signal. The design response is a course in which the path to a good grade runs through the behaviors that produce learning.

9.2 Observable, Demonstrable Skills

CEPI's direction for assessment at SFBU centers on observable, demonstrable skills. An **observable, demonstrable skill** is something a student can do in a real or realistic setting that a knowledgeable observer can assess.

■ OBSERVABLE AND DEMONSTRABLE

"Can analyze a financial statement to identify early indicators of liquidity risk."

■ NEITHER

"Understands financial analysis."

Demonstrable skills matter because employers look for them and graduate programs test them in interviews. Students also need them after they leave university.

Assessment built on demonstrable skills tends to produce rubrics that describe performance. Such a rubric states what a proficient response looks like, what a developing response looks like and what separates the two. Students can use these rubrics to plan their next attempt.

9.3 Formative Feedback

A meta-analysis of 435 studies found that feedback has a medium-sized effect on learning (Wisniewski, Zierer and Hattie, 2020). Feedback that carried more information had larger effects. Feedback that arrives only on final, high-stakes assessments comes too late to use. Students who get feedback during the work, while they can still revise and apply it, have a chance to improve.

1 Low-Stakes Practice

Before a major paper, give students a drafting activity, a peer review or an outline workshop. Each one lets students work on the task before a grade is attached. A software engineering course might ask for a design rationale two weeks before the final implementation is due. Students then get feedback while they can still use it.

2 Specific Feedback

"Good analysis" tells a student they succeeded. A specific comment tells them what they did and how to do more of it. For example: *"The analysis in paragraph three is strong because you connect the evidence directly to the theoretical claim. Paragraph five makes the same point without that connection."*

3 Peer Feedback

Students who must explain what makes a piece of work effective or ineffective build the judgment they need for their own work. Structure makes peer feedback useful. A peer review form might ask students to name the clearest argument, the least supported claim and one specific suggestion. That form produces more useful feedback than *"this was good overall."*

4 Self-Assessment

Students who can judge the quality of their own work accurately have the metacognitive awareness behind continuous improvement. Build structured self-assessment into the course. For example, ask students to name their most successful and least successful work and explain why.

9.4 Assessment and AI

For any assessment, ask what completing the task requires of the student that AI cannot provide.

For many traditional written assessments, the answer is very little, for the reasons set out in Section 7.1. The designs in Section 7.3 apply to every assessment in a course. They include documented process, oral defense of choices, revision after specific critique and application to the student's own work context. The example below combines several of them, and Appendix A.3 gives its rubric.

IN PRACTICE · GRADUATE STRATEGIC MANAGEMENT

An instructor asks students to write a competitive analysis of a company. Each student then records a 10-minute video that explains three choices they made in the analysis. The video also names one thing the AI draft they used got wrong. A student can make that video only after making real choices.

Templates



These templates turn three of the guidebook's recommendations into documents you can adapt for your own course.

A.1 TILT Assignment Sheet

Use this structure for any major assignment (Section 6.3). The worked example applies it to the database design presentation in Section 2.3.

Purpose

Skills you will practice. Knowledge you will gain. Why this work matters beyond the course.

Task

The steps, in order. What to submit, in what format and where. How much time to expect.

Criteria

What successful work looks like. How it will be assessed. A link to an annotated example.

Worked example: Purpose

You will practice turning a client's requirements into a relational schema, and defending your design decisions under questioning. Database designers do this with every client.

Worked example: Task

Read the client brief. Draft an entity-relationship diagram and a schema, then write a one-page design rationale. Present the schema to a peer panel playing the client, and answer their questions for ten minutes. Submit the diagram, schema and rationale in Canvas before class. Expect about six hours of work across two weeks.

Worked example: Criteria

The rubric assesses whether the schema is correct, how it handles growth in data volume and how clearly you justify your choices under questioning. *Link an annotated schema here.*

A.2 AI-Use Statement for a Syllabus

Adapt this statement for your syllabus, then mark each major assignment with one of its three levels (Section 4.2, decision five).

Use of AI in this course

Generative AI tools are part of professional work, and this course treats them as part of learning. Each major assignment states one of three levels of AI use.

Level 1, without AI. You complete the work without AI, because the assignment builds a skill you need to own yourself.

Level 2, named steps. You may use AI for the steps the assignment lists, such as brainstorming or checking grammar. Record which tool you used and how.

Level 3, integrated. The assignment asks you to use AI and to critique its output. Submit your prompts, the output and your critique with your work.

At every level, the thinking you submit must be your own, and you should be ready to explain and defend it in conversation. SFBU's academic integrity policy applies to all work in this course. If you are unsure whether a use is allowed, ask before you submit.

A.3 A Complete Rubric

This rubric fits the competitive analysis assignment in Section 9.4. Share it when you set the assignment, so that students read the Proficient column as a description of the target.

Criterion	Beginning	Developing	Proficient	Advanced
Competitive analysis	Describes the company and its rivals, with little analysis of position or advantage.	Identifies the company's position and main rivals, and explains some sources of advantage.	Explains the company's position and sources of advantage, and supports each claim with market evidence.	Meets Proficient, and tests the conclusion against a plausible counter-case.
Use of evidence	Uses few sources, and several claims have no support.	Uses relevant sources, and some claims still rest on assertion.	Supports each major claim with a relevant, credible source, and cites every source.	Weighs sources against each other, and explains which is more reliable where they conflict.
Judgment about the AI draft	Accepts the AI draft largely as written, or names no errors.	Names an error in the AI draft, without explaining why it matters.	Names a specific error in the AI draft and explains its effect on the analysis.	Explains the cause of the error, such as missing local context, and shows how the final analysis corrects it.
Explanation of choices in the video	Describes the analysis without explaining any choices.	Explains three choices, and the reasoning for some stays unclear.	Explains three choices, the options considered and the reason for each decision.	Explains three choices with their trade-offs, and says what evidence would change each decision.

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Left, faculty at Roots & Branches 2026, CEPI's annual faculty institute, where faculty design, develop and share new teaching practices. Right, faculty in conversation about practices that worked in their own classrooms, so that one instructor's result can inform another's design.

About This Guidebook

We wrote this guidebook to make SFBU's teaching commitments explicit and usable for the faculty who put them into practice. The current edition is version 4.0, published in September 2026. It adds the faculty training path, a framework map, templates and references. We will update it as practice develops.

Some parts of it may not match your experience of teaching at SFBU. Others may raise a question you want to think through with colleagues. In either case, write to us at cepi@sfbu.edu.

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