THE UNIVERSITY OF KANSAS

Center for Teaching Excellence

Annual Report

Academic Year 24-25

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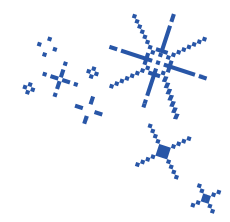
Director's Message

Sustaining Excellence Through Challenge: Reflections on 2024-2025

The 2024-2025 academic year was one of both challenge and resilience for CTE and the KU teaching and learning community. The landscape of higher education shifted significantly. Programs for improving student outcomes, equity, and inclusive learning were paused or discontinued at institutions nationwide in response to executive orders, and external grants for teaching and learning initiatives, including one at KU, ended abruptly. Amid this uncertainty, and growing public skepticism about the value of higher education, CTE's work felt more vital than ever.

Deepening Faculty Engagement

The momentum from last year's expansion continued in AY2024-2025, with faculty engagement sustained and strengthened. Our working groups and faculty learning communities have become valued peer support communities, with our generative AI, online teaching, and alternative grading groups maintaining robust participation. Over 50 faculty members spent a full day at our Reframing Grading Forum. Our Course Design Institute continues to draw large numbers of faculty, including many repeat participants whose interest in working alongside peers outweighs the funding incentive. We also saw strong interest in our COIL Incubator, a partnership with International Affairs to support internationally networked courses, despite its being offered after spring break.

A clear pattern has emerged: while individual workshops have seen variable attendance, our deeper learning and engagement opportunities have sustained consistent participation. Faculty clearly value the peer connection and ongoing support these programs provide. Moving forward, we will explore new "on ramps" and touchpoints to help faculty discover these opportunities.

Advancing University Priorities and Addressing Critical Needs

Our work helped advance some of KU's most pressing institutional priorities in AY2024-2025. Most notably, we, and especially our assessment team led by Josh Potter, played a pivotal role in KU's successful HLC accreditation, a significant institutional milestone. We supported departments in assessment and curriculum mapping, curated exemplary assessment examples, and coordinated faculty and student participation in open forums to showcase the university's commitment to educational quality. Over the last several years, our Ideas to Action program helped department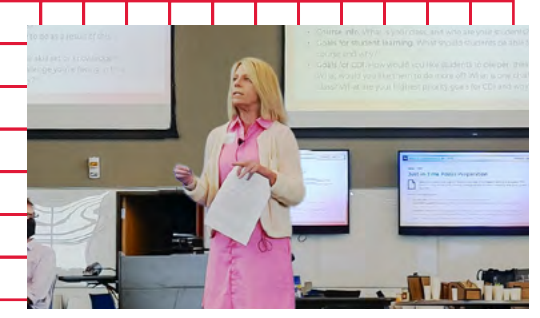s engage in evidence-informed improvements that aligned with HLC criteria while preparing them for comprehensive degree-level assessment and academic program review.

We also addressed the critical need for instructor guidance on generative artificial intelligence in teaching. Doug Ward and our team developed extensive digital resources that became widely used tools for educators nationwide, establishing CTE as a go-to resource for AI guidance in higher education. Locally, we launched an AI mini-grant initiative to support faculty experimentation with student-centered integration of AI tools, with the goal of generating more early adopters and faculty champions. This work extends CTE's national impact, complementing initiatives like our TEval/Benchmarks initiative to transform teaching evaluation.

We provided essential support for realigning KU's general education curriculum around new statewide expectations, working with the University Core Curriculum Committee to realign learning outcomes for Core 34 and lead workshops on assignment design. Additionally, we led capstone course development workshops, continued our partnership with International Affairs to support course internationalization, and continued to advance the uptake of teaching methods that promote student success, retention, and progression.

New Models for Inquiry and Improvement

One of our most novel developments was the launch of the Teaching and Learning Innovation Lab: a multidisciplinary undergraduate student research laboratory in which students engage with learning sciences scholarship, conduct classroom observations, and analyze data. This lab provides students with meaningful research and professional development opportunities while advancing our understanding of KU classroom teaching practices and their associations with student success. We are engaging students as partners in improving their educational experiences while providing them with research experience and generating valuable data to inform campus practice.

We also piloted a new model for knowledge building through our Innovation Lab on Neurodivergence and Disability Inclusion. An interdisciplinary team researched approaches to neurodiversity inclusion and trauma-informed pedagogy, developing practical teaching recommendations and creating a framework for future programming. This model capitalizes on existing campus expertise to address emerging challenges and potentially generate scholarly work and funding opportunities, an approach we hope to replicate for other topics.

Both initiatives represent our commitment to grounding change in scholarly inquiry and collaborative knowledge-building.

Navigating External Challenges

Our Howard Hughes Medical Institute grant supporting cross-departmental coordination and innovation in the sciences and math was canceled in January, as were similar teaching initiatives nationwide. A multi-institutional NSF grant proposal to advance "equity through inquiry" in STEM education, building on our Ideas-to-Action model, was returned without consideration, despite a highly competitive rating by peer reviewers. Shifting federal priorities have made work in this area challenging, as have new state laws affecting inclusion and equity.

Partly because of those challenges, many instructors sought guidance and support through CTE. Our Ambassador meetings drew robust participation from faculty in nearly every department. The annual Teaching Summit again drew more than 300 participants, who joined more than 30 faculty-led breakout sessions. The Student Learning Symposium attracted more than 70 faculty and staff members. CTE staff held dozens of individual or small group sessions with faculty members. Our GTA orientation program helped hundreds of graduate students transition into teaching roles, and year-round support served as a critical lifeline for GTAs throughout their time at KU. Our annual Celebration of Teaching featured 80 posters showcasing ongoing efforts to improve student learning, reinforcing what we've always known: KU's vibrant teaching and learning community is one of our greatest assets and we remain committed to fostering the collaborative partnerships and sustained engagement opportunities that keep students at the center of our mission.

Andrea Follmer

CTE Director and Professor of Psychology

AY 24-25 CTE Staff

Andrea Follmer
Director and Professor of Psychology

Mark Mort
Associate Director and Professor of Ecology and Evolutionary Biology

Joshua Potter
Associate Director for Student Learning and Analytics

Doug Ward
Associate Director and Associate Professor in Journalism and Mass Communications

Kaila Colyott
Teaching Innovation Program Manager

Judy Eddy
Program Manager

Massa Mafi
Postdoctoral Researcher

Omar Jamil Safir
Data and Assessment Coordinator

Drew Vartia
Documenting Learning Specialist

Mike Welchhans
Communication Coordinator

Faculty Fellows

Four new Faculty Fellows joined the CTE staff in AY 24-25

Jane Barnette, professor of dramaturgy, theatre history

Nisha Fernando, associate professor of interior architectuery

Sheyda Jahanbani, associate professor of history

Dyan Morgan, associate teaching professor of biology

The new Fellows joined CTE's returning Faculty Fellows:

Sarah E. Ngoh, assistant director of First Year Writing

Benjamin Rosenthal, associate professor of visual art

Sara E. Wilson, associate professor of mechanical engineering

Marie Brown, associate professor of history

Brad Osborn, associate professor of music theory

CTE Faculty Fellows have responsibilities in specific areas of CTE programming, actively participate in CTE programs, contribute to the Center's GTA preparation program, and guide individual faculty members through CTE resources for development of their teaching.

Grad Student Fellows

The CTE Grad Student Fellows for AY 24-25 included:

Aaron Beuoy, graduate student in Educational Psychology

Abby Breyer, graduate student in English

Laura Northup, graduate student in English

Beth Potter, graduate student in Anthropology

Sarah Unkel, graduate student in Anthropology

Graduate Student Fellows (GSF) assist staff and participate in CTE programs. The GSF's create posters for the annual Celebration of Teaching which saw an increase in AY 24-25 thorugh grown in the Course Design Institute. The CTE GSF students help with CTE events and build faculty course portfolios for the CTE website.

CTE Mission and Values

The Center for Teaching Excellence (CTE) is KU's teaching and learning hub where educators at every career stage come together to explore effective teaching practices and make student learning visible. We connect faculty across campus to advance student success and create more meaningful learning experiences together.

We organize seminars, working groups, and workshops to help faculty and graduate student instructors innovate, assess, and improve teaching and learning. We support educators in representing their intellectual work as teachers, offer individual consultations on teaching and learning, and partner with departments and schools on learning analytics, assessment, and curriculum transformation initiatives. Through cross-disciplinary intellectual exchange and support for growth and continuous improvement, we advance teaching and learning excellence across the university.

CTE Values Promotion

At our 2024 CTE summer staff retreat, the CTE staff took time to reflect on the past year and identified an opportunity to create a core values statement that would guide our work as a community. This statement aims to capture the essence of our collective commitment to supporting students, faculty, and each other.

Through collaborative discussion and reflection, we crafted a framing statement along with supporting principles that articulate our stance on key issues related to student-centered teaching and community engagement. These values will serve as a beacon for our work, ensuring that every program and initiative aligns with our shared vision.

AT THE KU CENTER FOR TEACHING EXCELLENCE

WE BELIEVE

TEACHING AND LEARNING FORM THE HEART OF HIGHER EDUCATION

STUDENTS WANT TO LEARN

WE ARE EACH UNIQUE AND WORTHY OF RESPECT

EVIDENCE AND EXPERIENCE INFORM OUR PRACTICE

COMMUNITY EMPOWERS OUR WORK

EXCELLENCE AND EMPATHY ARE COMPLEMENTS

GOOD TEACHING IS REFLECTIVE AND ITERATIVE

Annual Teaching Summit Unites Campuses Around Trust and Belonging

More than 400 faculty and staff from KU's Lawrence, Edwards, and Medical Center campuses gathered in Budig Hall on August 22 for the 2024 Annual Teaching Summit.

The event opened with a keynote by Beronda L. Montgomery, professor of biology and vice president for academic affairs and dean of the college at Grinnell College.

Montgomery began the day with a keynote titled "Lessons from Plants: Cultivating Individual and Communal Thriving."

Using metaphors from plant biology, Montgomery challenged attendees to see themselves as "environmental stewards" for their students. She illustrated how genetically identical seedlings thrive or struggle based on their environment (light vs. dark), urging faculty to focus on creating supportive conditions for learning rather than assuming deficits in students.

Following the keynote, attendees participated in 25 breakout sessions led by colleagues from across KU.

These sessions provided practical strategies and fostered collaborative discussions on critical topics, including:

Supporting Student Transitions: Smoothing the path to KU for first-year and transfer students through innovative group work, strategic writing assignments, and fostering stronger classroom connections. Support for Graduate Students: Exploring effective peer mentorship programs, structuring formative exam reviews, and enhancing support for international graduate students.
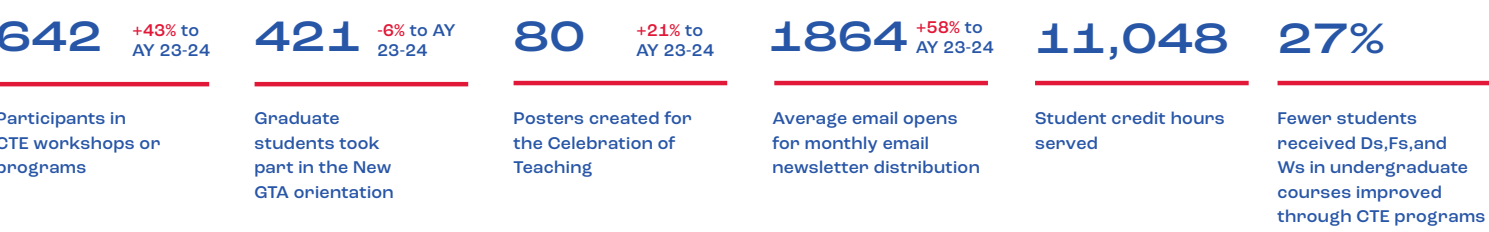
Discussions on the rise of AI, what is it and what you should consider as you prepare for the semester.

The summit successfully brought together a broad cross-section of the KU teaching community to share expertise and reaffirm their shared commitment to creating learning environments where all students can succeed.
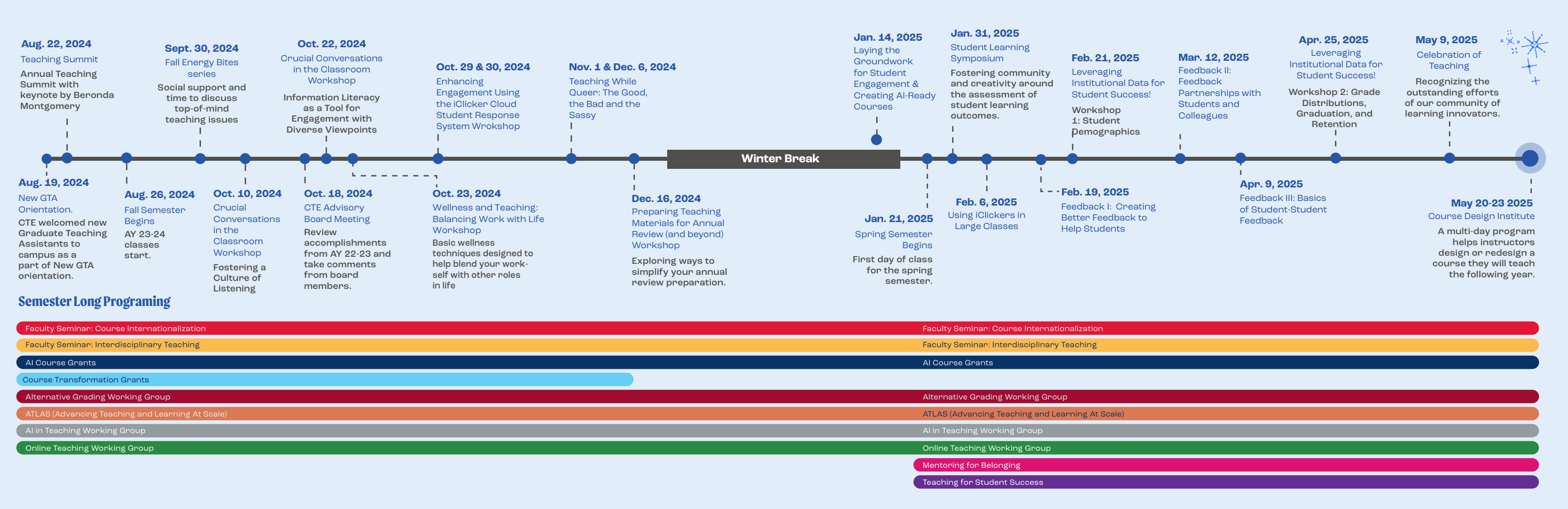
CTE Essential Facts and Timeline

Last academic year we provided $114,370 to faculty and departments in the form of stipends and grants.
The programs that offered funding impacted 11,048 credit hours and involved 75 faculty members.

642 +43% to AY 23-24
Participants in CTE workshops or programs

421 -6% to AY 23-24
Graduate students took part in the New GTA orientation

80 +21% to AY 23-24
Posters created for the Celebration of Teaching

1864 +58% to AY 23-24
Average email opens for monthly email newsletter distribution

11,048
Student credit hours served

27%
Fewer students received Ds,Fs,and Ws in undergraduate courses improved through CTE programs

Comparison to previous years	AY 22-23	AY 23-24	AY 24-25
Participants in CTE workshops or programs	447	552	642
Graduate Students in CTE new GTA Program	441	449	421
Posters created for Celebration of Teaching	60	65	80
Monthly email newsletter message opens	857	1005	1864
Student credit hours served	5,319	11,123	11,048

Timeline

Aug. 19, 2024 — New GTA Orientation. CTE welcomed new Graduate Teaching Assistants to campus as a part of New GTA orientation.

Aug. 22, 2024 — Teaching Summit. Annual Teaching Summit with keynote by Beronda Montgomery

Aug. 26, 2024 — Fall Semester Begins. AY 23-24 classes start.

Sept. 30, 2024 — Fall Energy Bites series. Social support and time to discuss top-of-mind teaching issues

Oct. 10, 2024 — Crucial Conversations in the Classroom Workshop. Fostering a Culture of Listening

Oct. 18, 2024 — CTE Advisory Board Meeting. Review accomplishments from AY 22-23 and take comments from board members.

Oct. 22, 2024 — Crucial Conversations in the Classroom Workshop. Information Literacy as a Tool for Engagement with Diverse Viewpoints

Oct. 23, 2024 — Wellness and Teaching: Balancing Work with Life Workshop. Basic wellness techniques designed to help blend your work-self with other roles in life

Oct. 29 & 30, 2024 — Enhancing Engagement Using the iClicker Cloud Student Response System Wrokshop

Nov. 1 & Dec. 6, 2024 — Teaching While Queer: The Good, the Bad and the Sassy

Dec. 16, 2024 — Preparing Teaching Materials for Annual Review (and beyond) Workshop. Exploring ways to simplify your annual review preparation.

Winter Break

Jan. 14, 2025 — Laying the Groundwork for Student Engagement & Creating AI-Ready Courses

Jan. 21, 2025 — Spring Semester Begins. First day of class for the spring semester.

Jan. 31, 2025 — Student Learning Symposium. Fostering community and creativity around the assessment of student learning outcomes.

Feb. 6, 2025 — Using iClickers in Large Classes

Feb. 19, 2025 — Feedback I: Creating Better Feedback to Help Students

Feb. 21, 2025 — Feedback II: Feedback Partnerships with Students and Colleagues. Workshop 1: Student Demographics

Mar. 12, 2025 — Feedback III: Basics of Student-Student Feedback

Apr. 9, 2025 — Leveraging Institutional Data for Student Success!

Apr. 25, 2025 — Leveraging Institutional Data for Student Success! Workshop 2: Grade Distributions, Graduation, and Retention

May 9, 2025 — Celebration of Teaching. Recognizing the outstanding efforts of our community of learning innovators.

May 20-23 2025 — Course Design Institute. A multi-day program helps instructors design or redesign a course they will teach the following year.

Semester Long Programing

- Faculty Seminar: Course Internationalization | Faculty Seminar: Course Internationalization
- Faculty Seminar: Interdisciplinary Teaching | Faculty Seminar: Interdisciplinary Teaching
- AI Course Grants | AI Course Grants
- Course Transformation Grants
- Alternative Grading Working Group | Alternative Grading Working Group
- ATLAS (Advancing Teaching and Learning At Scale) | ATLAS (Advancing Teaching and Learning At Scale)
- AI in Teaching Working Group | AI in Teaching Working Group
- Online Teaching Working Group | Online Teaching Working Group
- Mentoring for Belonging
- Teaching for Student Success

CTE Program List

Annual Events
Teaching Summit
Student Learning Symposium
Celebration of Teaching

Faculty Programs
Faculty Seminar: Course Internationalization
Faculty Seminar: Interdisciplinary Teaching
AI Course Grants
Course Transformation Grants
Course Design Institute

Working Groups
Alternative Grading Working Group
ATLAS (Advancing Teaching and Learning At Scale)
AI in Teaching Working Group
Online Teaching Working Group
Mentoring for Belonging
Teaching for Student Success

Department Programs
Ideas to Action
TEval/Benchmarks for Teaching Effectiveness
HHMI STEM Initiative: Fostering Excellence through Cross-Disciplinary Alignment and Innovation

Workshops
Crucial Conversations in the Classroom
Wellness and Teaching: Balancing Work with Life Workshop
Enhancing Engagement Using the iClicker Cloud Student Response System Wrokshop
Preparing Teaching Materials for Annual Review (and beyond)

Power Workshop: Laying the Groundwork for Student Engagement & Creating AI-Ready Courses
Using iClickers in Large Classes
Leveraging Institutional Data for Student Success! Workshop 1: Student Demographics
Leveraging Institutional Data for Student Success! Workshop 2: Grade Distributions, Graduation, and Retention

CTE's Role in KU's HLC Reaffirmation

CTE's leadership in KU's reaccreditation effort earned praise from faculty, staff, and the HLC site team.

Over the past five years, the Center for Teaching Excellence has helped hundreds of degree programs prepare their curricula and improve their assessment practices in preparation for a ten-year site visit from the Higher Learning Commission. This involved leading the work of our HLC Quality Improvement initiative, as well as contributing to multiple "criteria committees" which were each tasked with gathering evidence and drafting narratives illustrating how KU was meeting the HLC's five main accreditation criteria.

"The CTE's work was one of the most common themes of the site visit, with praise for their work voiced by faculty, staff, and administration throughout multiple sessions."

— Final HLC Site Team Report, pg 39

During Sept 2024, KU hosted a "mock" HLC site visit wherein CTE staff participated alongside university leadership to learn about the actual visit in March 2025. In the weeks leading up to that visit, the CTE worked to engage, educate, and prepare dozens of individual faculty and students. Our objective was to ensure that many confident, well-informed people were present in every audience at every session with the site reviewers.

During the open sessions in March, many participants took the opportunity to highlight contributions that the CTE had made in their own courses and departments. This captured the attention of the HLC site team, acknowledging the work and mentions of CTE in the final accreditation report.

Ideas-to-Action Drives Departmental Transformation

Empowering departments to grow with collaborative, evidence-informed inquiry.

Since its inception in 2017, KU's Ideas-to-Action (I2A) program has led academic departments in exercises that turn adversity into strategy and data into transformation.

Through the Center for Teaching Excellence, I2A supports faculty teams, asking meaningful questions about student learning, analyzing institutional and student-generated data, and consulting on how to implement evidence-informed changes to reach preset goals.

Participating departments identify a team of at least three faculty members to lead the work with support from their department chair. CTE provides comprehensive support, including consultation and guidance, access to data and analysis tools in partnership with Analytics, Institutional Research, and Effectiveness (AIRE), and connections to an intellectual community of colleagues working on similar challenges. Each participating team also receives a flexible fund of up to $2,500 to support their project.

Case Study - School of Engineering I2A AY 24-25

The Engineering I2A project team, with representatives from each of it's five departments, focused on challenges related to student math preparation. The goal was to understand this problem specific to KU's School of Engineering and develop targeted intervention strategies.

The team identified these initial questions:

1. Is there a gap between the expected mathematics preparation of engineering students and the actual level of preparation that we see in students in our classes?

2. If so, how can we address it?

3. Can we identify reasons for the gap?

64%

Of faculty respondents said students lacked foundational algebra skills for engineering. Calculus preparation actually showed fewer gaps.

Through faculty surveys and a deep dive into grade data, the Engineering I2A team discovered the challenge wasn't necessarily what students had learned, but their ability to retain and apply math concepts long after taking the prerequisite courses.

This insight led to practical solutions, including embedding "math refresher" modules into engineering courses and opening new lines of collaboration with the Math department.

Additional inquiry
The access to data helped the I2A team realize an additional inquiry.

Are students struggling with the math per se, or with applying the math they know to their new engineering work?
In response, the Student Engineering Council, which works to facilitate communication between students and faculty, was enlisted to help disseminate a student survey (next phase of inquiry) to find out whether/how students perceive a preparation gap.

Course and curriculum revisions
DFW rate data suggest students are more successful when taking Engineering courses on-sequence vs. out of sequence. This has spurred conversations among faculty on when courses should be offered.

Cross-department collaboration
This work has brought together faculty from within and between engineering departments to make changes to support students and their learning.

Reshaping Views
The I2A process dispelled myths, showing that math courses were not, in fact, "too easy" and that grade outcomes were consistent with other first- and second-year courses.

Find this case study and others on the I2A web hub at cte.ku.edu

Click the QR Code to read more.

Course Design Institute Continues to Grow

Faculty participating in CTE's programs had many success stories, here we highlight one example

50 +43% to AY 23-34	**30** +36% to AY 23-34	**60**	**6,356**
Participants in CDI for AY 24-25 a	Unique departments represented	CDI Posters created for the Celebration of Teaching	Student credit hours served

Redesigning a course can be challenging, but KU Journalism faculty Gerri Berendzen and Alyssa Appelman found clarity and confidence through the Course Design Institute (CDI). Their reimagined JMC 302: Information Exploration course now features scaffolded assignments that build student skills week by week—leading to stronger performance and fewer failing grades.

"The CDI course gave us direction starting on the first day, and over the course of the three days, we refined the direction and added some new wrinkles."

- Gerri Berendzen, lecturer at the William Allen White School of Journalism and Mass Communications

See how the redesign impacted students and teaching outcomes.

Click the QR Code to read more.

Photo by Mike Welchhans / CTE

Gerri Berendzen (left) and Alyssa Appelman (right) of KU's William Allen White School of Journalism and Mass Communications discuss areas of their JMC 302 Information Exploration course that they would like to redesign during CTE's Course Design Institute.

How Small Steps Transformed Student Learning in COMS 232

In Fall 2024, Anne Kretsinger-Harries redesigned her COMS 232: Introduction to Rhetoric course after participating in KU's Course Design Institute, where she gained tools and peer feedback to backward design the course around enduring "big ideas."

Kretsinger-Harrie implemented scaffolded mini-assignments, formative feedback, and self-reflection tasks to help students build research and writing skills incrementally. Changes made during the course redesign created a new final project which asked students to analyze campus spaces using rhetorical concepts

Q: How did participating in the Course Design Institute influence your approach to redesigning COMS 232?

A: The Course Design Institute equipped me with the tools, frameworks, and space needed to backward design my COMS 232: Introduction to Rhetoric course, with a focus on the "big ideas" that students could take away at the end of the semester.

With the help of peer feedback received at the CDI, I was able to refine my learning goals and brainstorm a plan for scaffolding assignments towards larger projects and outcomes.

I also appreciated the CDI's guidance on assessment, and the focus on question like: "How will I know if students have achieved the desired results of this assignment? Of the course?"

As a result of the CDI, I included more space for student self-reflection and smaller assignments geared towards helping students tackle challenging tasks and goals through small, incremental steps.

Read the full story about the transformation of COMS 232.

Click the QR Code to read more.

Reintroducing COPUS

Improving Teaching through Observation and Reflection

In response to faculty interest in objective, research-based feedback, the Center for Teaching Excellence reintroduced the Classroom Observation Protocol for Undergraduate STEM (COPUS) last academic year. COPUS offers a structured, non-evaluative snapshot of classroom activity, documenting what instructors and students are doing at two-minute intervals. When paired with the Protocol for Advancing Inclusive Teaching Environments (PAITE), the program provides a comprehensive view of both instructional patterns and the learning environment.

"Faculty who participated reported that the process was a valuable and positive experience and it gave them an opportunity to reflect on their teaching in a non-evaluative way and to see concrete data about how classroom time was spent."

— Massa Mafi, CTE Postdoctoral Researcher

Seven trained undergraduate observers conducted multi-session observations for ten faculty members across disciplines. Faculty received detailed reports and met with CTE consultants to reflect on their teaching, identify strengths, and explore opportunities to enhance student engagement. Many used the findings to inform course design and foster more welcoming, participatory classrooms.

This year, a new cohort of seven student observers—four newly trained—has begun coding sessions, and faculty across KU are being invited to participate.

Photo by Mike Welchhans / CTE

Sharona Krinsky, adjunct faculty in mathematics at California State University delivers a keynote to KU faculty at the KU Memorial Union.

Reframing Grading Forum

Helping forward thinking faculty understand alternate ways to assess and help all students.

At the beginning of April, 2024, the Center for Teaching Excellence hosted the Reframing Grading Forum at the KU Union, bringing together 63 KU faculty members for a day of critical reflection and innovation in assessment practices.

The event was initiated by the year-long Alternative Grading Workgroup, which sought to deepen campus-wide understanding and adoption of grading methods that better reflect student learning.

The forum featured a keynote by Sharona Krinsky, adjunct faculty in mathematics at California State University, titled "Grading: The (Mis)use of Mathematics in Measuring Student Learning." Krinsky's address challenged traditional grading systems, highlighting how statistical averages often obscure student progress and penalize late learning. The keynote encouraged faculty to rethink the purpose of grades and explore grading alternatives.

Faculty explored the "PPP" model—Preparation, Participation, and Practice—as a way to assess soft skills,

and engaged with the "Four Pillars" framework: clear standards, meaningful feedback, progress-based marks, and reattempts without penalty.

Forum participants were asked to complete an "exit ticket" before departing. One question was "What did you learn that excites you the most?" Their responses were recorded and then organized into themes with the help of AI.

The emergent themes were:

Conceptual Shifts
Several participants enjoyed the scrutiny of longstanding and little-challenged practices. (Very academic!)

Practical Implementation Ideas
Faculty latched onto ideas that streamline the work of adjusting their grading systems.

Systemic Benefits: Participants appreciated direct and indirect communication about the benefits of alternative grading approaches that help all learners in a course.

CTE Offers AI Grant Program

The AI Grant program gives instructors an opportunity to experiment with incorporating generative AI into a course.

In AY 24-25, the Center for Teaching Excellence launched a new initiative to help faculty experiment with generative artificial intelligence in their teaching. The AI Grants program offered $500 awards to support student-centered, integration of AI tools into course assignments.

The goal of the program sought to encourage innovative approaches that maintain academic integrity while helping students develop critical thinking, creativity, and disciplinary skills.

One standout example from the program comes from Tara N. Marriage in KU's Undergraduate Biology program. Her project, Hydrogen Bonding and Beyond, focused on improving student understanding of hydrogen bonding—a foundational concept in biology that influences topics ranging from DNA structure to water movement in plants.

Marriage implemented a scaffolded, multi-step assignment in BIOL150 during Spring 2025, using Microsoft Copilot and Canvas, tools freely available to KU students.

Students began by identifying a challenging aspect of hydrogen bonding, then generated three AI prompts and compared the responses for accuracy and consistency. They also explored five

AI-generated analogies and critiqued their accuracy followed by evaluating three visual representations of hydrogen bonding and reflecting on which best conveyed the concept.

The assignment effectiveness was measured through pre- and post-assignment surveys developed with CTE staff. Results showed a marked improvement in student understanding, with 53% reporting that the AI-enhanced activity helped them better grasp hydrogen bonding.

The $500 grant supported a graduate student who assisted with implementation and assessment. Because the assignment uses university-supported platforms, it can be easily adapted for future courses without additional cost to students.

The AI Grant project demonstrated that with thoughtful assignment design and scaffolding, students can improve their knowledge using generative AI. Marriage's project not only improved course comprehension but also strengthened students' scientific writing and critical thinking skills.

The program will continue in AY 25-26 with a focus on AI literacy.

AI Working Group Provides Community and Scholary Discussion for Faculty

Lead by CTE Associate Director Doug Ward, professor in Journalism and Mass Communications, the year long AI working group tackled big and small ideas in the AI space.

Weekly topics blossmed into scholary

discussions on the impact and benefits generative AI has created in higher ed. The group provided a peer community for looking at all sides of new ideas and technology as the world of AI unfolds at a rapid pace.

For a second straight year, AI-related content led in views at cte.ku.edu, with the top three articles alone drawing 76,000 views

36K
Views of the **Ethical use of AI in writing assignments** teaching resource

29K
Views of **the Careful use of AI detectors** teaching resource

11K
Views of the **Addressing bias in AI** teaching resource

4
Posters created for the launch of the **CTE AI Grant Program**

20+
Acive members of the **AI Working Group**

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