Communities of Practice Outcomes
2019-2020 Academic Year

- **23 Groups**

- **128 Participants**
  - 68 Arts and Sciences
  - 13 Business Administration
  - 5 Communications, Fine Arts and Media
  - 20 Education
  - 5 Library
  - 7 Public Affairs and Community Service
  - 10 Administration / Staff

- **34 Departments**

- **Topics include**
  - Best Practices for Teaching General Chemistry
  - Creating "Wicked" Students
  - Curriculum Exploration and Development for Medical Humanities 3000: A Multidisciplinary Course
  - Executive MBA Certificate Creation
  - Improving professional writing productivity
  - International Collaborative Gerontology Education Community of Practice
  - Managerial Communications Teachers
  - Medical Humanities Research
  - Psyched Up at UNO
  - Shut Up and Write
  - Spanish and healthcare
  - Teaching European Cinema Online
  - UNO Nebraska Post-Secondary Prison Education Project
  - UNO TESOL CoP 2019-2020
  - Women in Security Studies
  - Women's Book Collective
  - Writing Center-Language Lab
  - TED Writing Accountability Groups
  - Popcorn & Pedagogy
  - Creative Nonfiction Studies
Communities of Practice Outcomes
2019-2020 Academic Year

- Outcomes
  - 32 Courses Created or Redesigned
  - 13 Assessments or Surveys
  - 33 Publications
  - 22 Grants Submitted
  - 65 Presentations/Conferences

CoPs BY CATEGORY

A total of 23 Communities of Practice were formed during 2019-2020. In reviewing their activities, CoPs were categorized into areas of focus associated with faculty roles: Teaching, Research / Creative Activity, and Service. The following chart provides a breakdown of the alignment of the groups with these areas.
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### 2019-2020 Academic Year

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<tr>
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</thead>
<tbody>
<tr>
<td>Best Practices for Teaching General Chemistry</td>
<td>Explored course-based undergraduate research experiences and other strategies for supporting learning experiences in General Chemistry courses and labs.</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Creating &quot;Wicked&quot; Students</td>
<td>Using the book Creating Wicked Students as a basis of conversation, group members examined student engagement strategies for adaption to individual courses.</td>
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</tr>
<tr>
<td>Creative Nonfiction Studies</td>
<td>Conference presentations and scholarly articles highlighting themes from creative nonfiction studies were delivered and created. Course redesign efforts incorporated new ideas for assessment and engagement.</td>
<td>2</td>
<td>5</td>
<td></td>
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<td>6</td>
</tr>
<tr>
<td>Curriculum Exploration and Development for Medical Humanities 3000: A Multidisciplinary Course</td>
<td>Gathered information from faculty to identify areas of content to be addressed in newly created Medical Humanities course.</td>
<td>4</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Executive MBA Certificate Creation</td>
<td>Continuing efforts to roll out a certificate degree in the Executive MBA program.</td>
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<tr>
<td>Improving professional writing productivity</td>
<td>Continuing support for scholarly output across a variety of disciplines through peer feedback and support.</td>
<td>5</td>
<td>3</td>
<td>3</td>
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</tr>
<tr>
<td>International Collaborative Gerontology Education Community of Practice</td>
<td>Course design / redesign of a Gerontology course in which faculty and students are collaborating with international partners to address issues in aging across the globe.</td>
<td>1</td>
<td></td>
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<td>3</td>
</tr>
<tr>
<td>Managerial Communications Teachers</td>
<td>Group continued reviewing assessment data to make improvements to teaching and learning experiences in Managerial Communications courses. In addition, instructors are implementing a large-scale adoption of Open Educational Resources (OERs) to better address student needs.</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>Medical Humanities Research</td>
<td>Furthering research on medical humanities topics, including the development of a research symposium to share scholarship while networking with other researchers.</td>
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<tr>
<td>Popcorn &amp; Pedagogy</td>
<td>Using the Community of Inquiry (CoI) framework, participants explored teaching strategies and student engagement techniques that could be adapted for individual courses.</td>
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<td>5</td>
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<tr>
<td>Psyched Up at UNO</td>
<td>After gathering feedback from students, a psychology course was redesigned for more effective engagement. Improvements were also made to other teaching and students supports within the department.</td>
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<tr>
<td>Shut Up and Write</td>
<td>Multiple manuscripts, reports, book drafts, and grant proposals addressing topics across many disciplines were drafted and submitted.</td>
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<tr>
<td>Spanish and healthcare</td>
<td>Course design and development for Spanish language courses targeting those entering the healthcare profession.</td>
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<tr>
<td>Teaching European Cinema Online</td>
<td>Course redesign to create more engaging experiences in an online course devoted to European cinema.</td>
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<td>2</td>
<td>1</td>
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<td>UNO Nebraska Post-Secondary Prison Education Project</td>
<td>Continuing efforts to share strategies and scholarship in the area of providing higher education opportunities for prison inmates in Nebraska.</td>
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</tr>
<tr>
<td>UNO TESOL CoP 2019-2020</td>
<td>Teaching techniques and strategies for supporting English language learning were explored and implemented into TESOL courses.</td>
<td>5</td>
<td>3</td>
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<tr>
<td>Women in Security Studies</td>
<td>Created scholarly report and explored the creation of an interdisciplinary graduate program to support security students and Department of Homeland Security workforce development.</td>
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<td>2</td>
</tr>
<tr>
<td>Women's Book Collective</td>
<td>Through peer feedback, drafts of papers, conference proposals, and other writing projects are created and submitted to scholarly publications and conference outlets. Scholarship represents many disciplines from across campus.</td>
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<tr>
<td>Writing Center-Language Lab</td>
<td>Conference proposal and articles were submitted to Teaching English to Speakers of Other Language (TESOL) journal and writing center organization.</td>
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<td>Faculty Discussion Group for Best Teaching Practices</td>
<td>Connected faculty teaching HUMN 1110 course and aligned course materials. Improved collaboration with guest educators from other departments and the community.</td>
<td>1</td>
<td>1</td>
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</tr>
<tr>
<td>Autism Spectrum Disorder Research</td>
<td>Created research project and delivered presentation on the project to national conference. Prepared materials to support grant application for developing supports for at-risk students with autism spectrum disorder</td>
<td></td>
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<td>1</td>
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</tr>
<tr>
<td>Multi-College Review of the Latin/Latino Course Offering and Tools</td>
<td>Reviewed course offerings to determine areas for improvement and alignment of teaching strategies and student engagement activities.</td>
<td>2</td>
<td></td>
<td>1</td>
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<td></td>
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<tr>
<td>Environmental Sustainability COP</td>
<td>Assembled materials and resources to create a new course on sustainability. Also created expertise map of faculty so that others could identify local sustainability resources</td>
<td>1</td>
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