Communities of Practice Outcomes
2020-2021 Academic Year

- 22 Groups
- 225 Participants
  - 88 Arts and Sciences
  - 39 Business Administration
  - 14 Communications, Fine Arts and Media
  - 43 Education
  - 16 Library
  - 13 Public Affairs and Community Service
  - 12 Administration / Staff
- 42 Departments
- Topics include
  - Best Practices for Teaching General Chemistry
  - Executive MBA Open Enrollment and Certificate Program
  - Shut Up and Write
  - Women in Educational Leadership
  - Writing Accountability Groups
  - CBA Online Teaching
  - Business Communication Teaching
  - Teaching English to Speakers of Other Languages (TESOL)
  - Women’s Book Collective
  - Music as Self Care
  - Queer and Feminist Pedagogies
  - Medical Humanities Literary Journal
  - Pre-Tenure Library Faculty
  - Identity and Agency in Cultural Worlds
  - Transforming, Renewing, Achieving, and Connecting Higher Education in Prison
  - Best Practices for Successful and Engaging Online Foreign Languages Courses
  - Spurious Orgs and The Dependents
Communities of Practice Outcomes
2020-2021 Academic Year

• Outcomes
  o 26 Courses Created or Redesigned
  o 14 Assessments or Surveys
  o 66 Publications
  o 17 Grants Submitted
  o 50 Presentations/Conferences

CoPs BY CATEGORY

A total of 22 Communities of Practice were formed during 2020-2021. Participation in these groups grew from last year in spite of difficult challenges. 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.
# Communities of Practice Outcomes
## 2020-2021 Academic Year

<table>
<thead>
<tr>
<th>Title</th>
<th>Reported Measurable Outcome</th>
<th>Created or Redesigned Courses</th>
<th>Assessments or Surveys</th>
<th>Publications</th>
<th>Grants Submitted</th>
<th>Presentations/Conferences and Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Best Practices for Successful &amp; Engaging Online Foreign Language Courses</td>
<td>This group provided great support for confronting challenges in current practices in Foreign Language instruction. They were able to read and discuss two books pertaining to teaching online, specifically teaching languages online.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Best Practices for Teaching General Chemistry</td>
<td>Faculty members from Chemistry, Physics, Biology, and Teacher Education came together to discuss recent curriculum development, course format, and conference presentations. A number of abstracts were accepted for conference presentations for the Summer.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Business Communication Teachers</td>
<td>The most significant outcome this year was redesigning courses and all content. A challenge was looking for and evaluating materials to replace the publisher content in book and online activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>CBA Online Teachers</td>
<td>The CBA Online Teachers had helpful professional development components to the meetings including multiple brown bag presentations, video tutorials on online teaching tips, and Canvas information.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>
# Communities of Practice Outcomes  
*2020-2021 Academic Year*

<table>
<thead>
<tr>
<th>Title</th>
<th>Reported Measurable Outcome</th>
<th>Created or Redesigned Courses</th>
<th>Assessments or Surveys</th>
<th>Publications</th>
<th>Grants Submitted</th>
<th>Presentations/Conferences and Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive MBA – Open Enrollment &amp; Certificate Creation</td>
<td>Continuing efforts to roll out a certificate degree in the Executive MBA program.</td>
<td>5</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identity and Agency in Cultural Worlds</td>
<td>This group of Teacher Education faculty designed a study that included written testimonials, interviews, and a survey. They also worked together to write and provide feedback on several publications.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Tenure Library Faculty</td>
<td>This year, the Pre-Tenure Library Faculty’s focus was exploring collaborative opportunities for projects and proposals and assessing internal workflows and technologies to better serve their user base.</td>
<td>3</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Queer &amp; Feminist Pedagogies</td>
<td>At each meeting they discussed an article or portion of a book and reflected on either how they were already using its theories or techniques or how they might do so. They have built a shared idea of the value and potential implementation of queer and feminist pedagogies, and plan to write a research article about queer and feminist pedagogies in online teaching spaces.</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
## Communities of Practice Outcomes
### 2020-2021 Academic Year

<table>
<thead>
<tr>
<th>Title</th>
<th>Reported Measurable Outcome</th>
<th>Created or Redesigned Courses</th>
<th>Assessments or Surveys</th>
<th>Publications</th>
<th>Grants Submitted</th>
<th>Presentations/Conferences and Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shut Up and Write</td>
<td>New this year, they had two members serve in professional writing capacities, one as Editor-At-Large (dh+Lib) and one as Deputy Editor (Science and Technology Libraries Journal).</td>
<td></td>
<td></td>
<td>18</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Spurious Orgs &amp; The Dependents</td>
<td>Spurious Orgs and The Dependents members collaborated to help with research, teaching, and adding content to courses. Group members shared PDFs and articles appropriate to each other’s research and current student’s independent research.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Teaching English to Speakers of Other Languages (TESOL)</td>
<td>They read various articles related to second language writing instruction theories, practices, and technologies. The group focused on online teaching and learning for ESL learners, and found it tremendously helpful and practical. Many ideas were suitable to incorporate directly into teaching, and many that can apply to future semesters.</td>
<td></td>
<td></td>
<td>6</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>
## Communities of Practice Outcomes
### 2020-2021 Academic Year

<table>
<thead>
<tr>
<th>Title</th>
<th>Reported Measurable Outcome</th>
<th>Created or Redesigned Courses</th>
<th>Assessments or Surveys</th>
<th>Publications</th>
<th>Grants Submitted</th>
<th>Presentations/Conferences and Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music as Self Care</td>
<td>This community of practice explored mindfulness techniques to improve faculty wellbeing and reduce burnout. Surveys were conducted throughout the academic year that support the notion that reducing burnout among faculty members relates to a better mood at the end of the academic year.</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Humanities Literary Journal</td>
<td>The goal of this community was to develop a detailed inventory of current health humanities literary journals at several peer institutions, create a vision for the UNO-led health humanities literary, and to develop a comprehensive list of prospective partners and collaborators.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women's Book Collective</td>
<td>In addition to supporting and encouraging each other’s research and writing, they serve as a collective to support each other in our academic lives, brainstorming solutions to challenges in academic life, and celebrating accomplishments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women in Educational Leadership</td>
<td>This group offered a space for critical group reflection, course updates, and commitment to symposium.</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
Communities of Practice Outcomes
2020-2021 Academic Year

<table>
<thead>
<tr>
<th>Title</th>
<th>Reported Measurable Outcome</th>
<th>Created or Redesigned Courses</th>
<th>Assessments or Surveys</th>
<th>Publications</th>
<th>Grants Submitted</th>
<th>Presentations/Conferences and Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Accountability Group (Jenna Yentes)</td>
<td>The Writing Accountability Group reviewed multiple papers, abstracts, and grants. They were able to provide feedback on writing on a regular basis and have works still scheduled for submission.</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Writing Accountability Group (Chris Wilcoxen)</td>
<td>This group was able to provide valuable feedback and professional guidance for members of TED. Works are continuing to be revised and submitted with the assistance of group members.</td>
<td></td>
<td></td>
<td>1</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Transforming, Renewing, Achieving, and Connecting Higher Education in Prison</td>
<td>The Community of Practice for TRAC served as the committee on the whole for the administration of the UNO Prison Education Program at Omaha Correctional Center. They also participated on a two-part symposium focusing on women’s health and the impact of COVID-19 within the Nebraska DCS facilities. They were able to develop a network across the NU system to collaborate on statewide prison education.</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Writing Accountability Group (Kelly Gomez Johnson)</td>
<td>This group was able to meet frequently to give feedback on writing for grants, publications, conference proposals, and more. They were able to work to work together and separately on submitting pieces for review.</td>
<td></td>
<td></td>
<td>13</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>
## Communities of Practice Outcomes
### 2020-2021 Academic Year

<table>
<thead>
<tr>
<th>Title</th>
<th>Reported Measurable Outcome</th>
<th>Created or Redesigned Courses</th>
<th>Assessments or Surveys</th>
<th>Publications</th>
<th>Grants Submitted</th>
<th>Presentations/Conferences and Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Accountability Group (Lissette Aliaga-Linares)</td>
<td>This group was able to come together from multiple disciplines to write and share ideas for research and grants. They look forward to continuous learning and growth in each other's work.</td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Writing Accountability Group (Adam Rosen)</td>
<td>Each member of this writing accountability community made significant steps in individual research and grant proposals. They are excited to expand on the progress they have made and continue to work together.</td>
<td></td>
<td>1</td>
<td>10</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Writing Accountability Group-History (Martina Saltamacchia)</td>
<td>Reviewed course offerings to determine areas for improvement and alignment of teaching strategies and student engagement activities.</td>
<td></td>
<td></td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

The University of Nebraska does not discriminate based on race, color, national origin, sex, pregnancy, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, marital status, and/or political affiliation in its programs, activities, or employment.

UOT/VP/ST/17