TEACHING AND CREATIVITY CENTER
ANNUAL REPORT HIGHLIGHTS 2019-20

The Teaching and Creativity Center is faculty driven. Faculty from the Brighton, Downtown and Applied Technologies Center serve on the TCC committees to plan and execute much of the TCC's programming with the support of the full-time coordinator. They represent 10 academic departments, the Library and Virtual Campus.

Each year, the TCC offers a variety of professional learning opportunities including:

- Conversations @ noon and the Fall Forum
- First and Second Year Faculty Series
- Reflective Practice Groups
- Faculty Inquiry Groups
- Reading Groups
- One-on-one Consultations
- Adjunct Faculty Workshops
- Open Classrooms Week
- Winter Teaching Institute
- June Teaching and Learning Conference
- Multi-day Institutes

2019-20 at a glance:

Number of TCC events: **227**

Number of hours of programming: **271**

Number of facilitators: **83**

Number of academic departments represented by facilitators: **18**

Number of individual attendees: **430**

Total attendance: **1630**

MISSION STATEMENT

The Teaching & Creativity Center's mission is to increase teaching effectiveness, inspire innovation, and improve student learning within a diverse community. The TCC works to foster a supportive environment where we continue to work to improve our teaching practice throughout our careers. We promote the scholarship of teaching and learning, helping all who teach to engage in reflective dialogue, and apply current research to actual practice. Our Center strives to meet the following goals:

TCC Strategic Aims	Hours of programming/goal
Goal 1: Create a supportive environment that meets individuals where they are, helps them improve and recognizes teaching excellence	253.5
Goal 2: Create a culture of critical reflection, continual growth, and faculty collaboration	127.5
Goal 3: Support the scholarship of teaching & learning for all	86
Goal 4: Promote evidence-based, high-impact, innovative teaching strategies to faculty and professional staff and support them in course design and implementation to improve student retention and learning.	201
Goal 5: Value diversity and promote inclusivity.	163.5
Goal 6: Contribute to institutional initiatives involving teaching & learning	205.5

Some examples of programs that address these goals are:

Adjunct Faculty Suppers for Success
These workshops are held on the Brighton Campus three times per semester from 5 - 6:30. Following dinner, MCC faculty and staff lead informative workshops. Recent topics have included: responding to racist and/or homophobic remarks, working with students on the autism spectrum, and building classroom community. Presenters anticipate that some participants may need to arrive late or leave early.

TCC Conversations @ Noon
In support of our annual theme, colleagues gather for informative hour-long conversations on the Brighton Campus during each semester. Conversations are also hosted at the Downtown Campus during the Spring semester. This year's conversations focused on our shared read: *Bandwidth Recovery* by Cia Verschelden.

Reflective Practice Groups (RPGs)
For those looking for sustained professional development with a group of colleagues, try an RPG. Led by trained facilitators, RPGs offer opportunities to openly discuss equity through curriculum, teaching dilemmas, student work, and pivotal moments and provide each other with specific and actionable feedback.

The TCC is an established faculty development center. This is evident in that there is a lot of consistency from one year to the next in terms of amount of programming and participation..

	16-17	17-18	18-19	19-20
Number of events	89	90	95	227
Number of hours of programming	148	212	219	271
Number of facilitators	81	76	82	83
Number of individual attendees	342	405	400	430
Total attendance	1196	1536	1448	1630

This year showed an increase in programming and attendance because of the emergency switch to virtual teaching and learning. The TCC responded with virtual drop-in hours and more formal workshops and discussions.

Overall, participants continue to be satisfied and to reflect on how their participation in TCC programs will impact their teaching and work at MCC:

> *Presentation comments made me aware of these negative tendencies… I'm now more aware when I slip back into these bad listening habits*

> *I have seen an increase in students helping each other during class time.*

> *I have tried to go back into my own forgotten tool box of teaching strategies, and add new tools to the box through FYFS. I went astray initially at MCC by being overwhelmed with the quantity of material I was to go over and resorted to slide-whipping powerpoints…I am trying to allow the students to receive the material in a manner more suited to them actually learning and enjoying and connecting the learning to their careers. I had some success with this so far.*

> *The overall concept of Bandwidth is really helpful in thinking about why things can be hard…I also like the idea of remembering that students come to class with different bandwidths and that impacts their learning. I plan to add more hope in my syllabus and think about how I can give students more certainty. I will also do what I can to make MCC a place where students see themselves and have a real sense that success is possible.*

> *I keep thinking about the discussion about building relational trust…This was striking because it really clarified for me why in some groups/workshops/situations I feel comfortable talking about topics that make me feel vulnerable and in others I don't. More importantly, as a facilitator, I have been wondering how to get my RPG group out of "low risk" mode into "encouraging risk" mode, and now I think the key is spending some focused time in the "inviting risk" stage this coming year.*