Roundtable Discussion, Session 2: Community Engagement  
Tuesday, November 11, 11:00 am-12:30 pm  
1104 S. Wabash, Film Row Conference Center, 8th floor

Question 1: Why do you think community engagement is important to the future of Columbia College Chicago? What makes a community engagement practice successful in the context of teaching-focuses institution of higher learning?

Lott Hill
Hi, folks. Lott Hill from the Center for Innovation in Teaching Excellence. So just a couple of thoughts on this. I think many of us in the room, and tuned in online, recognize that community engagement and civic engagement are core to the mission of Columbia College Chicago. Particularly when it talks about how we serve that vital reality of Chicago and that our students will author the culture of their times. Compared to a lot of institutions, I think Dr. Kim has talked about this and Dr. Wearden has talked about this, we have a civic mission and that is part of who we are as an institution and always have been. In relation to community engagement practice in the context of teaching and instruction is that to engage our partners, and truly see them as partners, it forces an instructor, a faculty member, an educator, to expand their teaching practice, diversify their teaching practice. There is no way you can teach like you might in a traditional classroom where no one comes in and no one goes out but the knowledge and information exists within that classroom and I think that there are faculty members, some of them who are in the room today, that speak to how their teaching practices have been transformed through engaging community partners and through various pedagogues of civic engagement.

Paul Teruel
Good morning. I’m Paul Teruel with the Center for Community Arts Partnerships. Community engagement, and to follow up on what Lott Hill was saying, I think is integral to what Columbia College is and the fabric of what the College has stood for just hearing about our civic mission and our urban mission. And I think community, the word community has many different contexts to it, many different circles, and universes that it lives in. What makes a community engagement practice successful in the context of a teaching focused institution? There are a lot of things that go into this. Experiential classes take the shape of many different sizes, forms bringing community into the classroom, bringing the classroom out into the community. One of the things I think is important is developing a cohort of partners that are ready to partner with this type of institution, with this type of classroom and faculty and students.

Dirk Matthews
Hi, everybody. Dirk Matthews from the Portfolio Center. To Paul’s point about community, I think it is important to understand and think about what the communities are and define those because if we are not defining them. I mean, it is such a wide range the things that we have. We have existing communities, we have a lot of holes in where communities don’t exist that should be and I think that by
identifying those is the first step that we have to do. And then we really have to identify their stakeholders as Paul had said. And I am obviously from the Portfolio Center coming from a place of student employability, both in classroom and out of the classroom connectedness to communities, both student based educational based communities, as well as professional organizations. And I think this is a key that we been really working towards in the Portfolio Center to try and bring this professional experience to students and build communities around that. So I just think that an important thing to think about is the stages of how we are identifying community and who are stakeholders are and looking forward to where are holes are and how we can start coming together as an institution to look at building community where, strengthening communities that are, and building communities that don’t currently exists.

May Lou Wade
Hi. May Lou Wade in the English department. I’m going to talk about community exposure because I think of community as in the area of where Columbia College has a campus. I teach a class called Oral Expression. I expose the students to some known places in Chicago for example the opportunity to go to the Cultural Center and to see exhibits there and then talk about the building and the history of Chicago. Also to the Architecture Foundation the same day we go on the tour of the Cultural Center. So I don’t know if that is really talking about community engagement but to my mind it is exposing the community, the students to their community where their campus is. That’s it.

Kim Hale
Hello. My name is Kim Hale. I’m from the Library. The Library, well in fact my department that I represent is community engagement and special initiatives, and one of the ways is that we promote community engagement is within the college through the many programs that we are involved with on campus. But we also participate every two years in the Big Read, which is an National Endowment for Arts initiative, and through that we connect with libraries, high schools, all kinds of institutions around the state in order to... We select a book and we talk about the book for six weeks and through that we partner with high schools, libraries. We have even worked with children who are in prison. All in ways to not even get the communities to talk about a certain issue but to also talk about the book and also, importantly, to make sure that Columbia is know to these many organizations because through that they lean about the kinds of things that we are interested in. But also we are helping that through Columbia parents who are involved think of Columbia as a place to send their children, high school students might think of Columbia as a place to go after they have graduated from high school. So I think it is very import that the efforts that we have in community engagement are essential to getting Columbia, our mission and what we stand for out in the greater public.

Question 2: Are there alternative models to developing our students’ sense of personal responsibility, citizenship, and social justice that Columbia College Chicago doesn’t currently offer?
Amy Mooney
Thank you. I am Amy Mooney I teach in Art + Design. I think before we can address this question I think actually it would be really helpful to have a survey, institutionally, of what models we are in fact effecting. I think especially since the dismantling of Critical Encounters it has been really challenging to have an awareness across the college of the different courses or the different opportunities that faculty, students, and staff have been engaged in. And so I think that although we are always interested in developing new and the optimal opportunities it is a bit of a challenge now to even know what is going on with one another.

Peter Carpenter
I wonder if I could, I think, I really appreciate your point Amy and one thing that occurs to me is going back to our committees discussion on the formation of this question. What I am hearing is that there might be community engagement practices going on throughout the college that we don’t know about. And I think that this, and I’m hearing a lot of affirmation for that also. I also think that this question, what we are trying to get at is that there might be ways, that there are core values that we identified in terms of community engagement was developing our students relationship to citizenship, for a lack of a better word. And how might community engagement practices, broad that they are, intersect with other models for the building of a citizen within a teaching focused institution? I wondered if that sparked anything else for you or anyone else responding to this question.

Norma Green
Hi. Norma Green, Journalism. As was mentioned last week in the first roundtable, we’re proposing a, to build on the common core that students would have, tying in with what Lott talked about, our mission and citizenship, to offer a news and information literacy course that all our students would take here at the college to understand about how important it is to be an informed citizen in a democracy. There is a movement afoot across the country. It started in the el-high world. We partner with students with Columbia Links already and we are talking about partnerships with some of our, we used to call them feeder institutions until last week and we were told to call them partner institutions now, linking with them helping them to teach this course at their institution and to also have our grad students with a masters degrees who can also teach this. We are working with a lot of outside foundations on this and hope that it goes forward. So that is one thing that we are proposing to do.

Soo La Kim
Hi. Soo La Kim, Center for Innovation in Teaching Excellence. I wanted to talk about one comment that I saw in the forums from Fereshteh Toosi who is a lecturer in the First Year Seminar program. She talked about way to help students connect with each other as a community on-campus so that we don’t have to think about community partners just as outside organization off campus. It can be about creating connections to student with each other and to faculty. And one of the things
that she talked about was have students create their own courses, create their own courses, curriculum, maybe with a faculty advisor to guide them. And this made me remember a similar experience that I had at an undergraduate institution where we did just that thing and it was really powerful and impactful for me and it was on nonviolence and social change. Upperclassmen that I knew were interested in the topic and I was interested and knew nothing about it so it was this interesting opportunity to explore a topic within this kind of classroom that is kind of not a classroom. That we got to kind of be the agents of learning. I share that, I wanted to draw attention to that comment because I thought that it was a really interesting idea.

Carol Rozansky
Hi. I'm Carol Rozansky. One of the things that I think is really important is that we survey what it is that we are already doing but have discussions about what those words mean. They are very complex and I think it would behoove us to talk about what that means and what areas. There are a lot of assumptions in there. I don’t think that we are all thinking the same way. What if our students have different definitions of what it means to be a citizen for example. There are just many different layers there that I hope that we would also discuss those.

Hilary Sarat-StPeter
And building on Fereshteh's Comment. I think that in addition to having students interact with the campus community, we also want students to interact with the online communities that are relevant to their creative practice. And no just engage with the sense of posting and getting information but seeing them selves as the gardeners of those communities.

Sage Morgan-Hubbard
Hi. I'm Sage Morgan-Hubbard. I’m the academic program coordinator in the Dance department and I really appreciate this question and this community right now. I think that there are many models that we can draw upon. One that I also appreciated in my undergr institution was being able to be in an advising community with folks who were practitioners in community engagement such as here we have CCAP. I had an advisor who lead the Swear Center for Public Service at Brown University and that community we just had dinners and just talked about the issues that we had going on in our classes and how we were going to craft our programings and careers. It was folks from around the campus. We formed friendships and real critical engagement. Relationship that we weren't able to do just in our classes and other spaces. I think there are great models such as the One Tribe Scholars but I think just starting off in your freshman year that that is such a formative time and helps with retention as well.

Robert Biedrzycki
Hey, everybody. I’m Bobby Biedrzycki in Creative Writing and First Year Seminar and I feel like any, in any way that we are looking toward developing students begins with a really honest sense of who we are as a faculty, an administration, and
a staff. And how we reflect dominate culture in our classrooms, in our
administration, the narratives of white supremacy, heteronormativity, patriarchal
culture that are out there and how are we reinforcing those because I feel like for
partnerships to be ethical and the tremendous responsibility and opportunity that
we have for these partnerships with this institution with folks in Chicago and
beyond. If we are not taking a good hard look at ourselves and how we are
reinforcing those narratives in our classrooms, staff wise, administratively. How can
we go out and be sure that those narratives are not going to be reinforced with our
partnerships and in the way that our students interact in those partnerships? And
that’s where I think I always being to look is inward.

Question 3: How does Columbia College Chicago currently support its faculty, staff,
and students in pursuing community engagement activities? What support should
we continue to provide, and what should be discontinued or significantly altered?

Megan Stielstra
Hi. I’m Megan Stielstra in the Center for Innovation in Teaching Excellence also. I
also want to echo what Amy was saying earlier about surveying our faculty to find
out about the many many things that are happening because they are going on
across the College in many exciting ways. Prior to Prioritization we had a position in
our office that was the associate director of civic engagement and we lost that
position at that time and it is still frozen. And that position was really trying to find
out where these places are and how we can sustain and support them. I also wanted
to think in terms of a fellowship that we offer through our department the Timothy
Densmore Community Engagement fellowship, which gives financial support to
faculty who are doing this work because it is an incredible amount of work and we
want to be able to recognize those efforts financially. We offer three of those
scholarships every year and support the faculty members, many of whom, many of
our fellow are in the room today and it is so nice to see you and thank you for your
work. And again that needs to be sustained. When we do exit interviews with them
one of the main things that they talk about is some of the challenges within the
infrastructure of the College of how to make that happen so I would love to continue
this dialogue in a kind of the how the upper administration is supporting some of
those challenges. But I also think this needs to be much wider than cross-curricular
and cross-college than just these isolated pockets. I’m really interested in having
these conversations cross-faculty and cross-departments about how questions of
civic engagement come in all of their curriculum not just “Hey! This over here is a
civic engagement class.” How are these conversations in all of our classes and
college-wide it is going to take discussions on a departmental level and that is going
to take again administrative support financially. And just one more thing to bounce
off what Bobbie was saying, with the ethics of this work I think it’s important to talk
about building sustained relationships within the community rater than just a
teacher goes in for a class and then boom they are out. That really isn’t a good model
in so far as building trust.

David Valadez
Hi. David Valadez, office of Academic Affairs. I actually kind of want to actually combined a little bit from what I see here and a bit on the last question in terms of what Bobby was saying in the end and what we do for faculty and staff of community engagement and how we practice and how we work as a community. I’m relatively new so I don’t know how much we have done and talked about more global service learning types of things for faculty and staff to work together to do things in a group and again in terms of emulating what we want to do in the community for students as well as creating additional partnerships in ways for us to come together.

Ramona Gupta
Hi. I’m Ramona Gupta from Multicultural Affairs. I apologize if this sounds repetitive but I’m hearing things that I have been thinking a lot about and that really resonate with me and I would just like to reiterate some of the viewpoints. One, I think about doing a survey in the College to find out what is happening around civic engagement. Examples that I look to is UIC’s social justice initiative. One of the things that they did was an entire survey of the college to find out who is doing civic engagement, social justice work and you can literally go to their website and see a list of what is going on around the college and I believe what happened out of that is a great fertile ground for folks around the college to create collaborations. So I think that would be a really great thing to happen here at Columbia. In terms of the type of support, certainly echoing Bobby said around examining what we are doing here at the college, the systems that we have in place at the college, and the types of patriarchal normative systems that we perpetuating here at the college. And then echoing what Megan is saying, it would be great to have some kind of central hub for civic engagement where faculty and staff can go and learn about the types of models that are available and then be in spaces together where they can learn how to collaborate. Of course doing that from a student centered perspective. All the work that I do, since I’m in Student Success, starts with the students and meeting them where they are at. I don’t do anything without 99% student input first. The last thing I will say is that things that exist around the college already that are trying to promote civic engagement and social justice work, I would like to just see more support in general for them around the college. Sage, thank you for mentioning the One Tribe Scholarship. I’m the advisor for that program. It’s not perfect. It’s always a work in progress based on the students who are part of it but it is in danger of being on the chopping block. I have no rational for that. I don’t know why it is on the chopping block. Not to make a personal plug for the work that I do, but yes to make a personal plug for the work that I do because I believe that it is a place where students can really come together and have these really deep and meaningful experiences and conversations. I don’t think enough people around the college know about it so it is not getting the support that it needs and I would hate to see that kind of a program end especial when we are having these kinds of conversations as a component of our strategic plan.

Jee Yun Lee
I’m Jee Yun Lee from the Center for Community Arts Partnerships. So all of what we do a CCAP is community engagement and on the Civic Commons website I tried to list at least some of the major strategies that we do so I’m not going to repeat all of that. You can look at our website if you want details and I’ll just say a couple of things. One is that when I started a CCAP six years ago one the things that I was most impressed about how we approach working with the community is that it is a, that we try to make it a real partnership. That it is about two entities coming together, creating goals together, planning the work together, doing the work together, evaluating the work together. That all parties not just benefit from the relationship and the project but learn together. The main project at CCAP that does that work does that in a way that it is a cohort of folks at the college as well as a cohort of community based partners. That is the program that Paul does. I think he can talk more about that. But that is what I love about how we do it’s a community, it’s an ongoing community of partners. Who may or may not be involved in a project at any one time but they come together in meetings and build relationships and it is from the relationships that projects are born. So that is one thing. And the other thing is that my role at CCAP is fundraising. It is very, I have found, that it is very hard raise money from outside entities for this community engagement work. A lot of what we do and a lot of what we get outside funding for is work public schools and some of that work engages Columbia faculty and students, but right now we employ a lot of teaching artists folks to do that work. I think it is because people look at us and say, “Well, community engagement work is something that the college should be supporting. That is your mission. That is what you do so why should we give you the money and support to do that? We will be partners with you but where is the college’s skin in the game?” And that is not to obviously the college offers a ton of support for what we do in all kinds of ways. But I will say that I can’t argue with them when they come to us with that argument.

Question 4: What new ways do you imagine Columbia College Chicago supporting faculty, staff and students in pursuing community engagement activities?

Peter Carpenter
I’d like to put into the notes right here now that there is a lot of energy in the room around some sort of surveying of what is currently happening. I see lots of heads nodding.

Paul Teruel
Hi. I think I will do the political answer and answer the previous question first. I do want to echo there are a lot of ways that Columbia supports community engagement, experiential learning within the college. It does happen in pockets though. CCAP is one area, CITE is another, Multicultural Affairs. And then departments as well. I look at the Dance department which had Onye Ozuzu and Sage Morgan-Hubbard and Peter Carpenter leading that charge and care taking that kind of partnership. It does take a lot of care to create that type of community engagement. One word that we use to define what we do at CCAP is reciprocity. It really needs to make sense in the full sphere. Not just us going out to do some
charitable work in the community. That is not what it is about. We are looking at our community partners as thought partners, as educational partners the meet us on this plane. We look at ways with partnering with other departments like Dance Movement Therapy that concentration or with Early Childhood with the Teaching Artist minor. And how we can partner with these academic units and provide really deep thoughtful internships, practicums, and experiential courses. I think there are a lot of way we can support faculty and one way we can do this is really designating experiential courses in our course catalog. They can be at times hard to fill. I know students are looking for this type of course.

Robert Tenges
Hi. I’m Robert Tenges. I’m the executive director of Sherwood which is a center that offers classes for children, teens, and adults in music, dance, and theater. I look at this question and the first question in my mind goes toward employment. We have, our staff is made up of about 70 teaching artists and a huge contingent are Columbia College alumni. I think that Columbia College Chicago could support its students by preparing for what it means to piece together a life in the arts. Because it is not just a matter of emerging from the institution an gaining employment from one place. There is an art to being able to weave your way through the community and take work here and take work there and if there is a way to bake into the curriculum what that means for them I think that would really be valuable. It is how many of these fine folks will be making their living and it is often times, usually not the picture you see in your head when you are in college.

Lyn Pusztai
Hi. I’m Lyn. I’m the internship and industry coordinator for Cinema Art + Science and I love what you just said. One of the things that I think would really support the faculty, staff, and students is crystalize a line of communication with requests coming in from the community for engagement activities. One of the things that I run into a lot is, and part of my job when determining what is worthy of an academic credit for an internship, I also get a ton of calls from the public seeking volunteers and I will have to determine if it is an academic credit or a volunteer for experience or paid opportunity and when those calls come in whoever is answering the phone if we could create structures between the internship coordinators the Portfolio Center and all of the faculty and staff so that we can capitalize and streamline so that we can make sure that requests from the community for this type of engagement get to the correct person. I think the more work we can do on that the more we can really expand upon how we respond. Another thing that I want to say on this point is when determining these opportunities coming in I encourage, before student are actually ready for these an internship for academic credit which is some time down the road when they have some of their core requirements and different things complete there are tons of opportunities that are fabulous for freshman and sophomores just incoming from the community that are volunteer experiences before they are ready for an academic internship and the closer we can work together with the faculty, the other internship coordinators, and the Portfolio Center to get the word out to the students about these opportunities they can not only be
building their resume, but we can also be communicating and holding the carrot for some of these academic internships that come later down the road when they are prepared. Serving the community and creating these relationships is just a really great cycle so anything crystallizing that path of communication to capitalize on those requests from the community when they are asking us to come and help on these things I think would be great.

Neyssa Page-Lieberman
Hi. I’m Neysa Page-Lieberman from the department of Exhibitions, Performances and Student Spaces. A very very specific way that I find that we and are partners around campus can use support is researching grants, writing the proposals, and managing the grants when we have received them. Amy posted about a project that we did last year that was extremely civilly engaged. We had 100 partners around campus and we pushed our student work way beyond campus to venues an spaces all around the city. And we were lucky enough to receive a sizable grant but it nearly killed us and it is daunting to think about doing again. Our partners around campus come to us all the time with fantastic ideas and we start adding up the costs for either hosting external partners on-campus or engaging our students around the city and it is usually more than our own budgets can support. So yes. Just very specifically some support in researching these grants, help writing the proposals, and managing them once we have the funds on-campus.

Lott Hill
Lott Hill from the CITE again. I’m probably going to be echoing the comments of the last three or four folks here. In terms of kind of crystalizing or creating a pathway for external partners who are interested in working with students and faculty at Columbia College Chicago, we have those structures in place. We have a Center for Community Arts Partnerships which is renowned in the world of civic engagement and community engagement and has been now for many years at Columbia. What they need in order to provide those pathways is resources. Those resources have largely been cut from that office over the past several years. We do not have a shared understanding of what this means. We have heard a couple of folks talk about the language that we use. Some of us are saying community engagement. Some of us are say in civic engagement. Some of us, sorry Dr. Kim, say service learning. And some of us use these various words that are of the lexicon of the national dialogue that are surrounding these issues. But we do these things and folks have mentioned there are pockets around the institution doing this and faculty who are invested in bringing this work into their classroom and to their students. We don’t have a shared understanding of what this means. We don’t have learning outcomes for the institution around community engagement. We do not have makers for students to identify which classes they can take in order to continue a path that involved community engagement and when students are in community engagement classes, experiential, service learning classes they tend to look for more but they can’t find them so word of mouth tends to be the way we connect students through that curriculum. Ultimately I think part of this is about the resources that we are putting towards this. There is also some structural pieces like just identifying
Hi. My name is Laura Daniels. I do external relations for the Interactive Arts and Media department. And I think we have talked a lot about different unique learning opportunities that we have been able to give our students through different coursework and I think it is important to keep two things in mind. Since I do external relations the things that I think about are how to give our students internships and make them employable outside school so that the actually have the skills and experience to put on their portfolio, put on their resumes so that they are able to get jobs and such like that whether it is doing a booth in a conference and showing off their work or having a company come in an be part of a collaboration. I think those are really important. So to think about recruitment how do we use these community engagement opportunities to bring in more students whether it’s more promotional opportunities to things like open house or these events that we go to I
think it is really important to consider those two ends of the spectrum coming in and students leaving and seeing how we can help with that.

Megan Stielstra
Hi. Megan again. I was really happy to hear Carol bring up Critical Encounters. Though our work in the CITE we presented the past few years at AACU and CCA and South by Southwest EDU and when it says Columbia College Chicago on my badge I have been approached with people from around the country saying wait you are from Columbia College Chicago you guys did Critical Encounters and its fascinating to me that this amazing model that we created for the work of civic engagement and connected in multiple ways around the city and with multiple different partners is a model that is being used and looked at all around the country and in various ways and I would love to see as we look forward for new things that we want to create that we can look back at so much of the work that was done by so many people in this room to create really outstanding work along the same lines what might it look like if we think about that again. I also wanted to bring into this room on the Civic Commons one of our students in the diversity and inclusion conversation brought up the question of often the faculty and staff that need to be a part of the conversation are not the ones in the room and I think that that pertains to the discussion that we are having now and to me what the means is that the training then and the discussions that we have across faculty and are these discussions that we have at a departmental level? Are they mandatory? And then what is again, like Lott said resources, what is the support for that. Like many of our part-time faculty are doing amazing amazing work along these lines and they do need to be compensated for that amazing work.

Rober Tenges
My observation is, and dovetails a little off what was already said, I don’t know what we mean by partnerships at all. I mean our faculty are engaged. They do work in the field. I do work with Steppenwolf. So is that a partnership even though there is not an official relationship with the institution? And I would say further that our faculty are doubtless bringing that experience in the field into the classroom whether that it is a partnership or not so I guess moving forward I just, that word to me I’m not sure what it actually means.

Marcelo Caplan
Good morning. My name is Marcelo Caplan. I’m in the department of Science and Mathematics and I am running a program that is called Scientist for Tomorrow that has partnerships all around the city but its a very good secret. And this is one of the reasons that this meeting that we can share what we are doing but here also we are looking for a way in which this kind of work that we are doing around in all of the departments are helping the college to accomplish its mission. My point of view is that we have to first define if this community engagement is our priority. If it is our priority then we need to invest accordingly. That is my point.

Alyssa Sorresso
Hi. My name is Alyssa Sorresso. I’m with CCAP. I’m the manager for project AIM which is an integration program within CCAP as well as the manager for the Teaching Artists Development Studio and I’m also an adjunct faculty in the Theatre department where I teach the teaching practicum course. And I feel I am in a kind of, I have a triad of perspectives because not only am I looking at working with teaching artists who are in the field of arts integration and community engagement but also in terms of being involved with the teaching artist development studio I’m also looking at teaching artist who are looking for further professional development and thirdly I am actually encountering students who are encountering teaching artistry for the first time most of them and it is just an interesting perspective to have in terms of how, and this kind of goes back to the kind of employability conversation, how we support our students in making a living in the arts and the. I feel like teaching artistry is a big component in how artist make their living especially in Chicago which has a really vibrant community of teaching artists. I’m not saying it’s the only way. but I have offend wondered especially with my students why there isn’t some kind of requirement at least in the Theatre department, why they are not encountering, every single one of our Theatre students encountering some kind of course like this that takes them out into the community and engages them with students or community partners and shows them what it is like to actually do this work out in the community and as well looking from a teaching artistry perspective who that ends up informing their own artistic work and connects it to the civic engagement makes their artistry blossom and grow.

Question 6: Are there alternative models to engaging with community partners that Columbia College Chicago doesn’t currently offer? What are they?

Hope Daniels
Hope Daniels, Radio, School of Media Arts. Student success is fundamental to community engagement, working with community partners. I’ve watch students change their dynamic with education because they have had the opportunity to go out into the community, bring back that work, uses experiential leaning working with CCAP and to see them flower and grow is a remarkable experience. Because they are now empowered. It would be nice to think that Dr. Kim had a big pot of gold sitting in his office some place that we could just pull money from. Partnerships was the word in the previous question and as cochair of the All College Faculty Forum coming up in August. Mark your calendars. I have discovered a model watching, looking at the MIT website. They are using corporate money to do all kinds of wonderful things on-campus. So to work with the Development office to find pathways to the corporate money would be a nice thing to do.

Ramona Gupta
Ramona Gupta from Multicultural Affairs again. As somebody who is not in CCAP I just want, because I feel like CCAP is having the burden of having to toot their own horn and I feel like you deserve some credit. What I have seen in Multicultural Affairs is a lot of students that are looking more and more to becoming teaching artists or engaging with that work through CCAP and the Big Art program. It is very
valuable. It is very good. I don't even know fully about those models but I can see from the students, I hear raves from the students all of the time that are going through that and I am really happy that more of us in Multicultural Affairs are trying to funnel more students over to the folks in CCAP because I feel like that is where some of that really valuable work is happening. So thank you to the folks in CCAP for doing that.

Hilary StPeter
Hilary StPeter, Professional Writing, department of English. Establishing a ready cohort of community partners is important and we also want to teach students how to strategically cultivate their own community partnerships as part of their arts entrepreneurship so we know from technical writing pedagogy that students can make contact on their own cold with a site and negotiate a project with that site. We want our arts students to be able to do that in order to lay the foundation for students to be able to strike up these partnerships on their own. We need to make sure across the college whenever we are teaching professional or business communication we are teaching it in a reciprocal and dynamic way so that we are not just teaching students to unilaterally present their ideas thought power points and reports but to manage complex negotiations with a partner.

David Noffs
David Noffs with the CITE and also teaching in Interactive Arts and Media. And I just think looking at alternative models, we have somewhat dabbled in terms of virtual learning communities and another speaker talked about online potential. I think that there is much more that we could do with development online communities and linking with social media and certainly the idea of a Critical Encounters online community really intrigues me.

Ashley Spell
Hi. My name is Ashley Spell. I’m an enthusiastic member of the Admissions team as well as a parent and a member of our community here. I am speaking more as of a parent to celebrate the fact of the existence of ArtStart which is a camp for little kids here on campus. I don’t know if many of you know about it but the reason that I bring it up is that it establishes this amazing foundation for little kids who start to love Columbia College. I would really love to see the program get a bucketful of resources in order that it can more deeply connect with the elementary schools in the area and the middle schools in the area because it is a phenomenal experience.

Julie Redmond
Well this is a little awkward, but thank you Ashley. I was going to speak before you spoke. My name is Julie Redmond and I am with the Learning Studio and Educational Engagement Programs. I’ve worked for CCAP. I’m very familiar with their work. I’ve also taught here at the college. I’m speaking today as a staff member at the college and I feel very strongly as staff members at the college we also have to have opportunities to engage with the community. If we are not faculty and we are not students often it’s hard for staff members to know how to engage. And there are
well meaning folks in Student Financial Aid offices and in the Learning Studio and places on campus that want to do this and we have in Academic Affairs done a number of things in a service kind of capacity but not in a real sustainable way. We are actually sending volunteers out into the community, bringing people into our space. So I don’t have the answer to this question but speaking from engaging staff at the college we can find sustainable ways to do that as well or ways we can meaningfully engage. We have done Greater Chicago Food Depository. We have done sandwiches for the homeless. A wide variety of things. Something a little bit more than just a one off, something more sustainable, because I believe that we have to model the behavior that we want to see in others.

Dirk Mattews
I’m still Dirk from the Portfolio Center. Just to dovetail off of what Julie just said, I do think that when I was looking up their earlier that staff, faculty, and students that really they are three separate communities in a lot of ways and I think we are all trying different ways to bring them together but they are not really coming together. I can talk from a perspective of employability and working in the Portfolio Center. We always have these grand ideas and they are great that we need to continue pursuing them but we also have some very difficulty fundamental things that are not getting to our students from a career perspective when we have seniors walking into our office and the want to find a job and they don’t have a resume. They have never heard about the processes to find jobs they don’t even know where they would want to work in their specific industry there is a serious disconnect at the point between what is going on in the classroom and what is going on in the outside and I think that has to be a priority for our students future. If we look at everything that we are doing from the perspective of partnerships with the community how does that translate to employability of our students and basic foundational skills that they can walk out the door upon graduation we saw, last academic year we saw I think almost 8 thousand students provided services to I don’t have percentages as to how many of those student were not prepared at the time that they are walking out the door but that is a serious disconnect that we really need to make a priority in order to move things forward because then everything that we are talking about with community partnerships and experiential learning all kind of ties in to the broader story of the students careers and what they are going to do in college and after college.

Question 7: What curricular opportunities currently exist to position Columbia College Chicago as an animating force in our city and community? What should we continue to support? Are we currently supporting community-focused curricula that we should discontinue or radically alter in the future?

Ramona Gupta
One thing that I don’t want to loose in this conversation that I think that we take for granted some times is students capacity to take on community, what some of us think of as community engagement. I’m definitely interested in thinking how we connect the Career Center and the Portfolio Center to getting our students more
involved in community engagement. What I don’t want to loose is that we have a very large percentage of students that need to work for money and we have to be every mindful about how we incorporate civic engagement into our curriculum and our co-curriculum in a way that doesn’t overburden them make it feel like I have to do this not something that I want to do. It is just a very real reality for our students. And then also just real quick, I sort of hear whispers of this as part of surveying what is happening at the college, we do have a ton of students that are already in the community doing work and they should be part of this conversation of what is already happening. Very likely there are many students who are doing amazing work that we have no idea about and work that is probably deeper or socially more just then work we might come up with as faculty and staff. So they are also great resources for us.

Sage Morgan-Hubbard
I want to say that there is something that is going on with the Wabash Arts Corridor and I think this is an opportunity right here very locally because lots of our students work and have very difficult schedules. Really working with folks like Jones College Prep whose part of the corridor. We have been really trying to tie into our curriculum with our pedagogy students using their space and working with their students and special needs populations as well as after school programs they have. The have a wonderful dance studio that they have that is not being utilized and they are always looking for more tutors as well as the Chicago Park District. They have dance events just across the street from our buildings and we really want to tie it into our class and summer opportunities. I know Loyola, DePaul make sure that there is like at least two internships every year that deal with community partners can really embed it and make specific arrangements so that our talented students get to have really wonderful opportunities to grow that are right around the corner and don’t restrict their other jobs and things that they have going on in their lives.

Lott Hill
Lott Hill. And you might think that I have a few things to say about this topic and you would be correct. In 2010 the college successfully applied for and received the Carnegie Foundation for the advancement classification for community engagement. We wrote a very extensive report documenting all of the activities at the college. That was a survey that we conducted. We brought together a committee of faculty, staff, and students from across the institution to document what we were doing on our campus. A very highly competitive process. In which we successfully achieved that classification that goes until next year. That is when we would need to reapply for that. I would really recommend that the committee look at that report and I can provide it for the committee if that is not available elsewhere. Because it does document a lot of what was going on at the time it may also provide some sense of a roadmap for what we might want to do next. Because Critical Encounters has been mentioned a few times I do feel like I need to also comment on that so for folks in the room who were not here when Critical Encounter existed at Columbia that was a college-wide collaborative faculty-led and provost initiative that brought together faculty, staff, students, and community partners around a global social issue that
was designated by faculty, staff, students, and community partners in advance of a focused year focused on issues like HIV and AIDS, fact and faith, poverty and privilege, rights, radicals, revolutions, and ultimately what we discovered though that process is that when you talk about community engagement there are really only a handful of folks who are motivated just by that language alone. Folks do not necessarily, especially incoming students right now are not necessarily thinking about how can they engage with their communities when they are just starting college or just coming to Chicago for the first time. But when you ask students if they have knowledge about something like HIV or AIDS, what their relationship is to poverty and privilege what they want to do is as activists in the world, they have a lot of things to say about that, so do faculty, and so do staff, and community partners. The very act of designating these focal topics allowed folks to come to the work of community engagement, civic engagement and these other things we have been talking about from where ever their hearts were whether they were actually motivated to do this work as opposed to the concept of civic engagement or community engagement. I do recommend that we look at what that produced though those six years of Critical Encounters.

Corinne Rose
Hi. Corinne Rose, Museum of Contemporary Photography and I run, we have programs with Chicago Public Schools. Two quick points. In thinking of positioning media as an animating force in our communities. The City of Chicago Arts Plan as well as the Arts Plan for CPS both call on us, the community too. There were many of us who were pulled into, were involved in the meetings that went into that plan. We should look to those documents, to those groups for possible future collaborations. I think there is a general agreement across the college that there is a need to break down silos and we have heard a lot about Critical Encounters but I have after many years of working here that was incredibly generative that was on of the few places where faculty from around the college and across the various institutions came together at the same table. And not only did work related to Critical Encounters come out of that but the conversations that came out of that made people teach co-taught courses across the curriculum. There was so much generative activity that happened just from having a forum where people could gather and have conversations across departments.

Question 8: Are there other ways that our curriculum could position Columbia College Chicago as an animating force in our city/community that we haven’t offered?

Amy Mooney
Amy Mooney again from Art + Design. I want to pick up on a couple of threads that both Sage and Corinne offered. Yes, many of us in this room were part of the civic plan, arts and media plan that the City has put forth and Corinne mentions a number of organizations that we could and should still reach out as did Kim Hale so as we think about our Chicago Public Libraries, the Park District, also let you know that I’m trying to work with our Department of Cultural Affairs and Special Events to
Hi. Paul Teruel. I do feel the need to take about our program since it was brought up a couple of times, Urban Missions was the pilot programs that founded CCAP. It was really built with faculty member and community arts partners sitting around a table talking about what co-curricular activities, what community engaged projects, how should a program like this exist. It still exists to this day we have over thirty community based core partners and partners that have vetted and are ready to partner with Columbia in many different capacities and also with departments as well talking with different key individuals within departments to represent their department so we could find out what temperature or where is that department at right now. Columbia is a beautiful place. It is a beautiful institution and a varied institution in the south loop. One of the things that we have to do, I think, in order to tackle this issue is build a better sense of community within Columbia. That is why we keep hearing about Critical Encounters. Critical Encounters was a thematic approach to develop the whole college and where ever we where at what ever point we were in the college we could grab on to this and feel a bigger sense of community. It may sound funny but one of the things that I think we miss at this college, institution is a cafeteria, a sense where we feel like we can all come together. Or students can come together and be that community. There are other institutions that we have partnered with on a collegiate level, Illinois Campus Compact and Imagine In America. Helps connect us to other higher ed institutions that are thinking in this same mindset. And I will end with a plug, community takes the shape of many different forms. Today we are happy to cosponsor an event with the Veterans Society at Columbia College and it is a growing student base at the college we have over 400 students that are coming to Columbia College that are veterans. They reached out to us saying we want to partner with the Center for Community
Arts Partnerships because they see what we do and they were really helping to educate us about the need, the wants, and the desires of a veteran student.

Corinne Rose
To tag on to what Amy was saying, to think about curricular development for the MOCP and other sites around the college thinking about meaningful ways to integrate our resources into the curriculum of Columbia College and meaningfully engage students in our collection and but there is also an opportunity to, and Amy participates in this as well, for creating curriculum for Chicago Public Schools which we have been doing to work with teachers in schools and students showing how the resources, the natural treasures within our institution can be shared and learned from and taught from. So I think there is a lot of that work happening too. Wider curriculum within the college as well as outside the college that then those students would come to us. So the museum has been working at being a center for visual literacy, of working on a more broad sense of literacy and teaching.

Ramona Gupta
Ramona Gupta, Multicultural Affairs. I just wanted to remind folks that one of the key hubs that we had at the college were the centers which over the last ten, fifteen years been gutted or just completely dismantled. The Center for Asian Arts and Media, The Center for Arts Policy, we use to have Dance Africa here, the Institute for the Study of Women and Gender in Arts and Media, thorough the Prioritization process CCAP was gutted. This treasure that everyone keep raving about was gutted. I mean that, and I am not advocating one way or the other for the value of the centers to the college but what I do know is that they were public facing, they were the face of Columbia College to a larger community that doesn't know much about the college. So what I would like to see is some sort of analysis of the value of those centers even thought they are gone and hopefully CCAP is back on the upswing and holding and that is wonderful to see but, to understand why the college chose to get rid of some of those centers and understand what value we can take from what they were doing and maybe bring some of that back to the college.

Lynne Pace Green
Hi. I'm Lyn Pace Green the Director of Teaching Artist Development at CCAP. Earlier one of the questions asked who are the partners that we need to continue to focus on and maintain and sustain, I wanted to say at that point but it is just coming back I think that our relationship with the Chicago Public Schools at CCAP is fundamental to so many of the programs that we do and absolutely in the programs that I do. And I feel that, you just said Ramona, and I think it is true. When we are out in the community as we regularly basis doing programming that involves students and Columbia faculty, we are a huge face and presence in the community for students who are potentially future Columbia students who don't know about Columbia until they meet our faculty members, our teaching artists and hear about what Columbia is and career paths that are offered and available to students in the arts that students aren't even exposed to outside of the programming happening in the schools and in the community. And Also someone else mentioned this, and maybe it
was Amy, the opportunity to expand resources. We know the Chicago Public Schools need resources. Phenomenal amounts of resources but we also need the resources that are offered to through the Chicago Public Schools, the opportunity to engage with students, the opportunity to engage with educators who have an impact on students in the community we live in and the opportunity to feed or see Columbia as a resource for learning and forming shaping career paths for potential future Columbia students.

Question 9: What extra-curricular and co-curricular community engagement activities should we continue to support at Columbia? Are there any practices that we should discontinue or radically alter?

Karen Olson
I’m not sure this is gonna fit in right but my name is Karen Olson again. You know I keep thinking about the students and the organizations they have created their little groups and how much are we doing to help them because I’ve done some work with those students and they in themselves have put together some amazing functions and fundraisers. Sometimes they are looking for ways to incorporate their groups, like the veterans, into coordinating and I would just like to wonder if there is more to look at with them to get them and help them help the students like in my class get involved sometime the are just freshman they are hesitant to get to that level of things that they don’t know about. I don’t know. That is just what is crossing my mind so when you said that came.

Ramona Gupta
Sorry I am talking so much. I’m just very passionate about this stuff. Going back to some stuff that was mentioned in the beginning. I think I would like to see an expansion, so going back to Dr. Kim talking about models of service learning and about being these patriarchal white saviors to go into communities and tell them what is good for them. Being able to examine those models and educate students around those models but to tie that to the larger around the large discussion of diversity and inclusion, I would like to see an expansion of programming at the college that interrogates what we are doing here at the college and interrogates...that encourages dialogue, that before we can say, I’m sorry but I don’t want to say this in a way that is condescending to students, I think that we have a lot of students who are ready to go out into the community and do great work and not do it in the model that Dr. Kim speaks eloquently about us not doing but I would also like students to us do more work with them to prepare them around these ideas of engaging meaningfully to understanding how you support marginalized communities in opposition to going out and assuming that you know what is good for them and just offering services without understanding what is happening in Chicago communities. I don't know if that made sense but I’m going to stop talking.

Andrea Egle
Hi. Andrea Egle I work with the Conaway Achievement Project in the Learning Studio. I’m fairly new to Columbia so pardon me if some of the things that I
reference are being done successfully or have already been done and need to have life breathed into them but, I think Ramona touched on this, but to piggyback, we shouldn't ever under estimate the power of these introductory things that the first year students are exposed to. Things like the First Year Seminar and the value of learning communities and things like that specifically for our students living in the resident halls. A lot of the first year students who I worked with were really really active with a lot of community engagement activities in their high schools or their transfer institutions that they've come to and they want to continue that here and so, I think it was Lott that said they may not know how to eloquently say that you know if you ask them their person mission statement on poverty they are not sure what they would say but the can say to you, “Hey. I want to give back to my community because this is where I came from. Or this is what I did in high school and I really enjoyed it.” And so, playing upon that and instilling them with the capability to engage in that here at Columbia early on is important. And the second to last thing that I will say is that, I think that also directly is connected to the idea of cohorts at a college that some student are finding within their major or departments but are equally important in outside extra curricular activities spaces like the residence hall or student organizations or things like that and so and all of that I understand requires resources, it needs resources, but places like First Year Seminar and learning communities are a good place to start if we are looking to new ways to invest in things like that.

David Flatley
Good morning everyone. David Flatley, CCAP. I think that this question for me circles back to the first one, around the why, which I don’t know how deep we got into that. What I like about the why question for us is that there are so many answers to why this work is really important it is multi pronged and we have been talking about it much during this conversation today, the social justice piece, and expanding students world view of what is out there and that’s all about building good citizenship, it’s how to piece livelihood and career readiness, and that has been brought up several times, how we create our lives as artists out in the working world. The biggest one for me though is the leaning piece. I think some of the richest learning opportunities happen when it’s real world, experiential learning, out in the community. We write a lot of grants at CCAP so we have to stay current on the jargon and the lingo and the research and what’s big today is the terms connected learning and deeper learning and there is nothing rocket science about that is really logical and thoughtful about what makes effective learning, teaching and learning in the classroom, and a lot of that has to do with collaboration and critical thinking, but a piece of that has to do with relevance in making the context and the content of your learning relevant in your own life. We feel that arts is a real catalyst for that in general. but if learning and work can become socially relevant then it is much more effective. Being engaged in the community, and the students have seen this, we’ve seen it over and over with the students engaged in Big Art is that they find that relevance and it is so powerful. I am just going to close by saying, I think that, so I don’t know if we all go through the criteria of whether we should be continuing and investing in community engaged projects and partnerships, but I think by in large
everyone here that is doing the work, and everyone else that has been speaking, at MOCP, the list is large, that we are doing that. We are hitting at least one, if not more of those whys. And so, in the spirit of prioritization is trying to find out what we do right as an organization, what we are not doing right as an organization. This whole question and everything about community engagement, Columbia does right across the board and I think Eric Booth, some of you know Eric Booth who is the grandfather of the teaching artist moment to some extent and he is a guru and educator and is affiliated with the Kennedy Center and Julliard in New York. He was here at Columbia and he gave us this really remarkable speech where he said, spoiler alert, I put a comment on the Civic Commons this morning so I am going to repeat what I said there, he said that, “I’ve rarely seen as much amazing things happening in one institution as I have at Columbia. It’s really remarkable what you all do. What I haven’t been able to see, or what I think you haven’t done yet is figure out how to connect those dots. That it is cohesive, that it is integrated, structurally makes sense. And I think if you can do that you are going to take the institution to new heights because the whole is better than the some of its parts.” And I think that is the piece that is what this is about.

Question 10: What extra-curricular and co-curricular community engagement activities have we neglected to imagine and/or implement thus far?

Peter Carpenter
I’m going to point out that several of the questions have had a tag, “Are there any programs or models that we are doing that we should radically alter or discontinue,” and both here and on the Civic Commons website we have been met with silence on that and I just can’t believe that’s true. That with all of the critique we’re offering current models that I’m just noticing that silence. I’m not saying that we have to weigh in on that but I am noticing it.

Ramona Gupta
I don’t think we know enough about what is happening. Maybe that’s why.

Peter Carpenter
Interesting. And given all that you have to say, I’m surprised that that is true.

Marsha Sanchez
Hi. I’m Marsha Sanchez. I’m the assistant to the chair in the Interactive Arts and Media department. I’ve only been at this, Columbia College for about 6 months. I’m a new bee. So forgive me again if I don’t know everything. So I thought it was interesting, this conversation because since I’m kind of the outsider kind of looking in right now, kind of just learning as I go. And I realize that, I was wondering about the difference between partners as like departments and relationship that we build or are we building relationships for the whole college? And some times I feel there are like these property wars. Like, “No, no. He is my partner. No, no. This is my person that I know from this.” And I feel like that’s a shame. I think it is a shame because it doesn’t help us. I think it hurts the students most because when ever we
do build partners or relationships with others I’m totally free to give you that person. They are not mine. I don’t own them. I think that the students can benefit from that too.

Lott Hill
Hi. Lott again and yes to that. Thank you for saying that. I think that’s very important for us to consider. A lot of institutions offer alternative spring breaks. We have a J-term, or a J-session at Columbia which is a perfect opportunity for students to conduct civically engaged work whether that be under a service learning academic model or another model of engaging communities. There are always questions around what do our first year students’ experience. We are looking at how do we become more connected to the City. This idea of cohorts, or perhaps hubs or whatever it might look like, students working outside of the disciplines, working outside of the curriculum of their classrooms but in their first year at Columbia. Connecting around issues and ideas that are happening both in our city and state and our nation, across the globe. These are opportunities there are plenty of solid models out there for us to look at that sometimes don’t require that whole pot of gold, maybe a few pieces of gold to be put towards those, but looking at how we engage our students from the moment they step foot on our campus and to build pathways for them within the classroom and outside thorough out their entire time at Columbia can really help us connect a lot of the very issues we are discussing through the strategic planning process.

Sage Morgan-Hubbard
And I want to echo, going back to that student centered model of the student initiated classes, that we do have Art + Activism grants that are small mini grants of $500. I find that students have a difficulty writing the grants. They have not done a grant proposal before and then having continued support. So can we really encourage our students that are starting these great ideas to have long-term sustaining programming and instead of the work that they are doing just outside in their jobs that we really have that incorporated into Columbia College? I think that there’s ways that having more grant opportunities that are similar to the CITE model for faculty and staff as well as encouraging, we have a great group, I see many many staff members here that are doing a lot of community engagement but that’s not part of their job and they also, with the current contracts we are not really teaching. I think if we could really support their teaching as well in some of these classes or giving them some more time to engage with the students directly and having these partnership, I think that could help.

Natasha Egan
Hi. I’m Natasha Egan from the Museum of Contemporary Photography. Corinne has spoken about what we do for the community and we have partnered for many years with CCAP on teaching artist programs. We have separated from CCAP, teaching our programs. So I think about why nobody is talk in about all of the programs that should be cut is because everyone is territorial. I agree with the partners. We are territorial of our spaces. So by learning about what everybody is doing, I think this
goes for internships with students, so streamlining the Portfolio Center. I love what that has become developed over the years. Much more streamlined. That students from all over the college are coming to one place. Or if it’s about teaching artist in the Chicago Public Schools there are multiple departments across this campus that are doing that, and maybe redoing it with each other. We have our programs. CCAP has their programs. Maybe there needs to be one space that everyone know that is who goes to that for that type of partnership, for teaching artist and that like other departments like the museum can also be used for a different type of partnership with a school. Maybe it’s not necessarily the teaching artist model. A model to work with Jones. A model to work with Chi Arts in a different way for recruitment, for enrollment. Working with schools so that it is not always about, keeping, I mean we have this here in our department, working with CPS and teaching artists and that helps bring students to Columbia. Many of those students can never attend Columbia. So working with partners, schools that are our feeder schools, I think that is a word at the last forum we changed, but in a way it does answer, as a true partner school what can we do with schools that isn’t always about working with the underserved. Keeping those of course. But where can we integrate those.