Commitment to Student Success

1. For photo department, MFA program has the challenge this year there has been a lack of support for international students at the graduate level: housing, visa issues, etc.
2. We need to provide structures for international students at undergraduate and graduate level, making sure students are capable (language wise, written and verbal communication).
3. The college does not do a good job of monitoring the success of its alums. What are they achieving on a professional level post graduation? How is the college tracking those students/achievements, and how is Columbia promoting that?
4. Graduate students face different financial situations than undergraduate students. In terms of student success, is there a way to streamline that process? We need a dedicated person in SFS to address graduate students.
5. How can we redefine the goals, manage expectations, and introduce postgraduate realities to students? How can we broaden the definition of what an arts education means and include educating students to be entrepreneurs early on?

21st Century Curriculum

1. Redefining the core? What is the basis of education for all of our students at the graduate level?
2. If we define alums and their achievements, it can show them what in possible within their disciplines. Placement office?
3. Idea of globalism and how out students can function in a global environment; we have the programs in place, but how are we building bridges with the curriculum?
4. Building more ties to the professions in the field in Chicago?
5. Many programs have external advisory boards. Can these be reinvigorated? Do we have any feed back from internship supervisors for our students?
6. How are we giving students opportunities to work in disciplines outside of their field? Making students more employable and life long learners.
7. Sometimes it is difficult to know the state of employment in a particular field. Where can that conversation live and who can be responsible for keeping us updated with current possibilities?

Diversity and Inclusion
1. Beginning next fall, the first post-graduate fellowship is being offered through the Photography department (in partnership with Heartland Alliance). Can this set a model for CCC to attract other entrepreneurs to create a similar program/begin to reach out to alumni?
2. There are special topics offered in programs, can students step up and help craft a course? Giving a voice to students that felt under represented?
3. How have the recruitment and financial offices encouraged diversity? How are we encouraging a diverse student body, as well as faculty and administration in the college's hiring process?
   a. Remembering all the culture identifiers that we do not see.

Community Engagement

1. How can we immerse ourselves in the lives and culture of the community? It comes down to funding and the willingness of the students, and how can it be sustainable (long-term engagement) and beneficial to the community?
2. Can we include more outside professionals at reviews, capstones, etc.? A way for students to make connections and job opportunities before graduation? Also, how can we bring students out into the active community?
   a. Engaging with both the artistic/professional community and the community at large
3. Do we have a plan to bridge more class/cultural divides in the community at large?
4. How separable is this from commitment to student success? Can we improve the infrastructure of our community engagement and help feed into that goal?
5. How do we invite arts partnerships into the mix?

Optimizing Enrollment

1. The quality of brochures and printed materials for graduate programs – how we advertise and promote, both with language and images – how can we improve in these areas? How are we sending our message out in the world?
2. The current website does not reflect the climate and/or content of some departments.
3. How can we improve and create new graduate programs with the current resources/financials?
4. Can we create an infrastructure for meaningful distance learning (i.e. certificate programs)? A way to target adult students/professional learners?
5. Are we talking about more tuition dollars, or more students that succeed and graduate? We need to be clear when we discuss enrollment.
6. Once a program plateaus at a certain enrollment number – should this number be grown, or is there a finite enrollment for a program?
   a. Right-sizing for certain programs?
b. Looking at the implications of enrollment decreases and teaching assignments

7. Possibilities for better students if we could offer them graduate studio space? Maybe combining a building space for 24-hour graduate student access?

8. How do we optimize the students that are already here? On the other hand, when do we tell a student that this may not be the graduate field for them?
   a. Can you run a low residency program simultaneously with a long term residency program?
   b. Moving toward a more dynamic academic model?

Aligning Resources with Goals

1. How can we figure out a way for faculty to be more fluid in where they are teaching, potentially teaching in different programs or departments (in places where there are intersections)?
2. More access to the buildings and the facilities?
   a. Collective graduate lab? Students across disciplines to exchange ideas and collaborate?
   b. A place for students and faculty to interact/build relationships?
3. Courses a faculty member is qualified to teach on the graduate level? Looking at faculty that have the same skillsets across disciplines
4. How can we measure what is successful and where to allocate resources? Do we have a method for this? Not always about a large program, but the right sized program?
5. To develop a collective culture, getting over academic zenophobia (i.e. when it comes to transfer students)?
6. Allocation of resources vs. administration salaries
7. Cross-listing courses – it’s possible but it’s a systems issue here