1. Programs, courses, research: what is the range of interactions that constitute interdisciplinary computing?
2. Comment and give examples: Whoever is going to teach the curriculum has to own it. It has to be organically grown. Is there a way to facilitate this from the top down?
3. Sustainability: how do we sustain an interdisciplinary culture.
4. Can we really create change to support interdisciplinary computing without focusing on curriculum first? How do you manage the “rearrangement” of content, when specific knowledge “falls out” or “moves elsewhere.”
5. Shift from a list of content to learning goals and outcomes? Is this necessary? How does this impact accreditation for example?
6. What does this really mean: Its not “what do they need to know: what is that should be able to DO.”
7. Rather than creating new majors, can infusion across the curriculum be sustained? Examples?
8. How do you create an interdisciplinary culture:
   1. If computing is central to the institutional culture.
   2. If computing is accepted in the institutional culture.
   3. If computing is marginalized in the institutional culture.
9. Do you need team teaching to facilitate interdisciplinary computing? Examples?
10. Catalyzing the conversation, getting faculty in other departments to infuse computation into their courses. Does this or could this work at your institution? How? Give examples.
11. Creating a flow of ideas in computing – does this happen at your institution and if so how, if not brainstorm how it might. Give examples.
12. To what degree is there reciprocity in the relationship between the computing and “other”? That is, do the economists ask the computing faculty to infuse economics into their courses? Or do the Spanish faculty request Spanish be infused within computing?
13. How can we bring more design-thinking to CS students and faculty? (is this part of computational fluency, or does it complement it?