I. Philosophy
To increase student engagement and success, Florida Gulf Coast University fosters a common intellectual experience across the entire campus. The experience, which focuses on first year students but includes a broader array of undergraduate and even graduate students, formally and informally connects faculty, staff, administrators, and students and integrates a variety of programs, activities, and offices. At the heart of the common intellectual experience is a reading project, the “One Book, One Campus” project, that reinforces key learning values of the institution (such as civic engagement, ecological perspective, or diversity) and that provides the foundation for fostering an intentional learning community.

Research has demonstrated a strong connection between student success (defined as retention and persistence) and an integrated, campus-wide approach to engaging students. Several elements of such an approach are reiterated in the research (Laufgraben, 2006; Ishler and Upcraft, 2005; Barefoot, 2005; Martin and Hurley, 2005):
• Modeling of intellectual and social habits, such as curiosity, critical and creative thinking, open-minded discussion and listening;
• Emphasis on out-of-class interactions between faculty and students (and between staff and students);
• Modeling of academic behaviors, such as taking responsibility for learning and seeking assistance when needed;
• Creation of learning communities, both within the curriculum and outside the curriculum;
• Inclusion of service learning activities that engage students and that connect them to the campus, to faculty and staff, and to each other;
• The use of upper level students (peers) to engage lower level students through such things as supplemental instruction, peer mentoring, etc.

The common intellectual experience at FGCU emphasizes all of these elements and others by building on and connecting the work already being completed at Florida Gulf Coast University. Through connecting the programs, activities, and offices that are already focused on student success, the common intellectual experience will bring coherence to our work and make it—and the learning that occurs as a result—more intentional.

II. One Book, One Campus
Research has demonstrated that “Common reading programs contribute to student success because they emphasize reading as an intellectual skill central to student achievement and promote learning with and from others” (Laufgraben, 2006). Campus reading projects model academic behavior, emphasize critical thinking and reading skills, and close the gap between student expectations of college and actual academic experiences, all necessary components to student success. Those projects that are most successful become infused in the campus culture, reaching into all areas of the institution and offering students multiple pathways to become engaged. Most importantly, they offer the opportunity to create a community of intentional learners.

The committee for the selection of the book will be comprised of faculty, staff, administrators and students from across the campus. At least one faculty member from each college and one student will be
invited to join the committee. In addition, administrators and staff from across the university who work with first year student issues will be part of the committee. The committee, in its constitution and its operation, will invite and support multiple perspectives.

Membership will be on a rotating basis, with membership lasting for two years; members can hold successive terms. Members must be willing to read all the selected potential texts and attend meetings to discuss these readings in a collaborative manner. In order to maintain the curricular integrity of the courses that require the book, faculty from those areas will be represented on the committee and the Chair of the Committee will be the Composition Program Director. In addition, these faculty will be responsible for selecting the 6-8 books that will be read by the committee over the summer and for making the final selection of the book. The following is suggested membership:

- Composition Program Director
- First Year Humanities Seminar Coordinator
- College of Arts and Sciences In-Unit Faculty Member
- Lutgert College of Business In-Unit Faculty Member
- College of Education In-Unit Faculty Member
- College of Health Professions In-Unit Faculty Member
- U. A. Whitaker College of Engineering In-Unit Faculty Member
- Library In-Unit Faculty Member
- Composition Faculty Members (2)
- First Year Humanities Seminar Faculty Members (2)
- Faculty Senate Leadership
- Council of Deans
- Council of Chairs
- General Education Council
- Undergraduate Admissions Office
- First Year Advising Office
- Housing and Residential Life Office
- Teaching, Learning, Assessment Initiative Director
- Alumni and Foundation Office
- Athletics
- Student Representatives (1-3)

Individual members may fulfill more than one of these positions. Members are responsible for acting as liaisons between the committee and their respective areas, keeping their units informed, engaged, and involved in the project. Other members may be added depending on specific features of the reading project in a given year. The Composition Program Director, with support from the Dean of Undergraduate Studies, will facilitate the committee.

III. Process for Selecting a Book for the Reading Project
Faculty and staff from across the campus may nominate potential books in the Spring semester, with information explaining how the book fits into the parameters of the reading project for that year, along with ISBN, cost, etc. The faculty who will be teaching the book, facilitated by the Chair of the Committee, will review all suggestions and select 6-8 books to be read by the One Book, One Campus committee. Books will be purchased through the office of Undergraduate Studies and will be shared across the committee.

The committee will recommend 2-3 books to the Chair of the Committee who, working with the faculty teaching the book (Composition faculty and FY Humanities Seminar faculty) and in consultation with the
Dean of Undergraduate Studies and the Chairs of the relevant departments, will make the final selection of the book. The selection of this book will constitute the basis for the summer reading project and courses taught in the Fall semester.

Timeline:

February 10 – Chair of the Committee and Dean of Undergraduate Studies announces FY Book for upcoming year
   • call for nominations for the following year (due March 1)
March 1 -- Chair collates nominations and sends out to faculty who teach the book
April 1 -- Chair and faculty who teach the book review suggestions and select 6-8 books to read
May 1 to September 15 -- Committee reads selected books
October 15 -- Committee recommends 2-3 books to Chair of the Committee
February 1 – Chair of the Committee and faculty who teach the book, in consultation with the Dean of Undergraduate Studies and the Chairs of the Departments, make final decision
   • announcement sent out to the university community
   • call for nominations for the following year (due March 1)

IV. Previous Reading Project Books

2004 Jim Fergus, *One Thousand White Women* and Terry Tempest Williams, *The Open Space of Democracy* (Community Awareness and Involvement)
2005 Julia Butterfly Hill, *The Legacy of Luna* (Ecological Perspective)
2006 Tracy Chevalier, *Girl with a Pearl Earring* (Aesthetic Sensibility)
2007 Khaled Hosseini’s *The Kite Runner* (Ethical Responsibility)
2009 Greg Mortenson and David Relin, *Three Cups of Tea: One Man’s Mission to Promote Peace...One School at a Time* (Community Awareness and Involvement)
2010 Susan Cerulean, *Tracking Desire: A Journey after Swallow-tailed Kites* (Ecological Perspective)
2012 In process based on current practices
2013 One Book, One Campus process (under these guidelines)

V. References


Laufgraben, Jodi Levine. 2006. Common Reading Programs: Going Beyond the Book.


National Resource Center for the First Year Experience and Students in Transition. 

http://www.sc.edu/fye/.
Florida Gulf Coast University

Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability. Florida Gulf Coast University continuously pursues academic excellence, practices and promotes environmental sustainability, embraces diversity, nurtures community partnerships, values public service, encourages civic responsibility, cultivates habits of lifelong learning, and keeps the advancement of knowledge and pursuit of truth as noble ideals at the heart of the university’s purpose. The success of FGCU’s student-athletes on the playing field and in the classroom will be a force for generating school spirit and furthering institutional identity: regionally, statewide, and nationally. Most undergraduate education (other than the University of Buckingham and BPP University College, both private institutions) is state-financed with some tuition fees to cover costs. Those who study in England know of the hierarchy within the universities. The Russell Group, which is a network of 24 British public research universities, contains some of the most prestigious universities in the country. This prestigious group includes universities such as the University of Birmingham, the University of Oxford, the University of Cambridge, and the University of York. All of these are well-known. The five-day summer schools in July and August allow students to explore their interest in one of 26 subjects and gain an insight into what it is like to live and study as a first-year undergraduate student at Cambridge. Find out more. Subject Masterclasses. Subject-specific events offering students in Year 12 (or equivalent) a flavour of undergraduate study and an introduction to the University of Cambridge. Find out more. The Subject Matters. Events for students in Year 10 and Year 11 (or equivalent) which highlight the importance of suitable A Level (or equivalent) subject choices for appli