

University of Wisconsin-Waukesha
2005-2006 Campus Assessment Final Report

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For the 2005-2006 academic year, the University of Wisconsin-Waukesha (UWW) assessed its “campus common read/theme.”

Overview of Program

2005-2006 was the third year UWW was involved in a common read/theme, and was the first time the program was assessed in light of the strategic mission of the UW Colleges. The 05-06 campus-wide theme, selected in the fall of 2004, was “war.” The common read revolved around two books: *War is a Force That Gives Us Meaning* by Chris Hedges and *The Things They Carried* by Tim O’Brien. In an effort to promote involvement in the program, a series of campus-wide events related to the theme were scheduled. These included:

- Fall and Spring “Day of Discussion” events in which faculty, staff, and students from the entire campus met for an hour to engage in structured discussion forums to discuss the themes of war as presented in the campus read texts.
 - October 4 session focused on *War is a Force That Gives Us Meaning*
 - March 2 session focused on *The Things They Carried*
- October 12 “distinguished lecturer” presentation by author Chris Hedges about his book
- Film series open to campus and community centered on the theme of war that with faculty lead discussion to open and close each of the films. Films showed:
 - Fall: “Platoon,” “Dr. Strangelove,” and “Hotel Rwanda”
 - Spring: “Black Hawk Down,” “Fog of War,” and “Heaven and Earth”
- November 8 panel comprised of veterans from the Waukesha community to share their experiences in Korea, WWII, Vietnam, Persian Gulf War, and the current conflicts in Afghanistan and Iraq with students and faculty.

Additionally, there was an inter-disciplinary course taught during the spring semester that focuses on the campus read theme from an inter-disciplinary perspective. Finally, faculty from all disciplines were encouraged to use one (or both) of the common reads in their classes in both the fall and spring semesters.

Campus Read Committee

In an attempt to ensure greater success of, and participation in, the common read/theme, a committee of faculty members was formed to regularly meet and discuss “best practices” and the coordination and scheduling of events. The committee engaged in on-going online dialogues, and met on nine occasions from May 2005 – May 2006. The committee was made up of the following members: Hurst, Craig (Co-Chair); Gulotta, Ron (Co-Chair); Allen, John; Foy, Joseph; Hankenson, Margaret; Landowski, Anthony; Lococo, Mark; Reinhart, Barbara; Silet, Scott; Taylor, Christel; Thering, Timothy; Zaniczkowsky, Elizabeth; and Zillgitt, Paul.

Mission and Goals of Program

The general goal of the campus common read/theme at UWW is summed up in the “Campus Read Mission Statement,” which reads: “We are a community of scholars. For our community to thrive and flourish we need to have a dialogue between and among ourselves. So we have something in common to dialogue about, get involved in the campus common readings.”

The more specific goals, identified by the campus read committee, of the 2005-2006 common read are:

- Creating a sense of community on campus
- Stimulating dialogue on important issues of scholarly interest
- Promoting a diversity of perspectives on important issues
- Increasing students’ knowledge about the subject of war
- Increasing literacy on campus

Assessment Method and Tools

There are several ways in which the committee assessed the common read/theme. These methods included:

- Creation and collection of data and surveys Joseph Foy,¹ and the results of this data are shared with all faculty, staff, and administration on UWW’s campus, as well as with the Senate Assessment Committee and made available for public viewing
 - The primary methods of assessment generated by the committee took the form of surveys that are to be distributed to faculty and students.²

¹ I would like to thank Christel Taylor and Craig Hurst for their feedback and assistance with the development and distribution of the Student and Instructor surveys.

² To examine copies of the surveys employed by the UWW campus read committee for assessing the program, please see attached questionnaires entitled “Campus Read: Instructor Poll” and “Campus Read: Student Survey.”

- The faculty surveys are to be electronically distributed to every teaching faculty member on the campus of UWW. They are asked to complete the forms and return them for the creation of a dataset of feedback.
 - The student surveys are handed out to each student who is attending the day of discussion, distinguished lecturer, panel, or film series event(s), and data will be tallied for each event and pooled to reflect the campus read/theme efforts as a whole. Finally, every instructor who uses the campus read in their classes is asked to distribute a final survey to students to assess the use of the campus read in courses in both the fall and spring.
- In addition to the collection of survey data, additional numbers were used to assess participation in the campus read program.
 - A “headcount” of each event will occur so as to track numbers of people participating.
 - April 17 and 18 Campus Read Assessment Meetings (see “2005-2006 Campus Read Assessment Meeting Agenda in Appendix)
 - “Open Discussion” (see “4/17/06: Campus Read Assessment Meeting, CAC notes from ‘Open Discussion’” and “4/18/06: Campus Read Assessment Meeting, CAC notes from ‘Open Discussion’” in Appendix)
 - End of the year faculty/staff assessment of program (see “2005-2006 End of the Year Campus Read Faculty/Staff Assessment” in Appendix)

Budget Narrative

05-06 CAC Budget: \$500

Expenses:

- Campus Read Lunch Assessment Meetings (4/17/06 and 4/18/06)
 - Purpose of meeting was to bring UWW faculty and staff together to review the common read outcomes from 05-06 assessment of the program
 - Number of people in attendance
 - Monday, April 17 session = 12
 - Tuesday, April 18 session = 11
 - Lunch provided
 - 23 boxed lunches catered in from UWW Food Service at \$6/lunch
 - 23 cans of soda provided from UWW Food Service at \$1/can
 - *Total expense = \$161*

- Review copies of 06-07 primary reader (*Black on White*) purchased and distributed to faculty members attending lunch meetings to begin to put programming lessons and decisions into action for next year
 - *Total expense = \$253.06*
- Total amount spent on CAC activities for 2005-2006 = \$414.06

Results and Findings

- **Overview of Application of Assessment Results**
 - The purpose for engaging in assessment of the common read/theme at UWW was to improve upon areas of the program that are not working to meet programmatic goals, as well as build upon those aspects of the program that are working.
 - This means that the results of the various assessment tools employed will be analyzed in light of the strategic planning of future campus read endeavors (the planning of which is beginning in October for the academic year of 2006-2007).
 - The campus read committee used the results from the assessment data and analysis in helping to decide the selection of next year's read/theme **Race and Identity**.
 - The campus common read committee used the results from the analysis of the accumulated data to develop planned activities for next year including: a fall and spring film series tied to the read; the selection of a "distinguished lecturer;" the development of deeper community ties by working with local libraries and high schools so that they will use the same texts as part of a community theme and promote activities at UWW; and helping/encouraging faculty to incorporate the common read(s) into their courses.
- **Distinguished Lecturer Chris Hedges**
 - Total number in attendance = 352
 - Total number of students = 203
 - Student attendance driven by: 1. instructors assigning extra credit for attendance (96), 2. student "interest in the subject of war" (59), and 3. required attendance by instructor (40).
 - Encourage faculty to require/offer incentive for attending events to increase student participation in programming
 - Select topics that rate high on list of "student interests" to increase student participation in events
 - Community attendance boosted by UW-WAK professor Craig Hurst setting up an interview with Chris Hedges on WPR the morning of the

lecture in which the event was highlighted. Future attempts at incorporating public radio into planning and promotion encouraged when at all possible.

- Survey Results
 - How did respondents rate the campus read program?
 - Excellent = 16%
 - Good = 69%
 - Mediocre = 12%
 - Poor = 3%
 - How engaged were respondents by event?
 - Very = 26%
 - Engaged = 36%
 - Somewhat = 31%
 - Not at all = 7%
 - What goals were accomplished by event according to respondents?
 - Creating a sense of community on campus = 28%
 - Stimulating dialogue on important issues = 50%
 - Promoting a diversity of perspectives = 52%
 - Increasing knowledge on subject of war = 70%
 - Promoting literacy on campus = 27%
 - Goals were accomplished by campus read?
 - Creating a sense of community on campus = 29%
 - Stimulating dialogue on important issues = 42%
 - Promoting a diversity of perspectives = 52%
 - Increasing knowledge on subject of war = 57%
 - Promoting literacy on campus = 26%

- **Film Series**

- Average attendance at each of 6 films = 17 people (combination of students, faculty/staff, and community members)
- Most people (44%) attended film because they were interested in the subject of war, and because extra credit was offered in a class (22%).
- Survey results
 - How did respondents rate the campus read program?
 - Excellent = 43%
 - Good = 52%
 - Mediocre = 5%
 - Poor = N/A
 - How engaged were respondents by event?
 - Very = 58%
 - Engaged = 29%
 - Somewhat = 5%
 - Not at all = 5%
 - What goals were accomplished by event according to respondents?
 - Creating a sense of community on campus = 35%

- Stimulating dialogue on important issues = 51%
 - Promoting a diversity of perspectives = 38%
 - Increasing knowledge on subject of war = 44%
 - Promoting literacy on campus = 4%
 - Goals were accomplished by campus read?
 - Creating a sense of community on campus = 7%
 - Stimulating dialogue on important issues = 27%
 - Promoting a diversity of perspectives = 24%
 - Increasing knowledge on subject of war = 24%
 - Promoting literacy on campus = 7%
- **Day of Discussion**
 - Total attendance in fall and spring = 90 students, 12 faculty
 - Most attendees indicated that a combination of extra credit and interest in subject of war were the main factors motivating their participation in the discussion events.
 - Survey results
 - How did respondents rate the campus read program?
 - Excellent = 28%
 - Good = 66%
 - Mediocre = 5%
 - Poor = N/A
 - How engaged were respondents by event?
 - Very = 41%
 - Engaged = 39%
 - Somewhat = 20%
 - Not at all = N/A
 - What goals were accomplished by event according to respondents?
 - Creating a sense of community on campus = 53%
 - Stimulating dialogue on important issues = 77%
 - Promoting a diversity of perspectives = 58%
 - Increasing knowledge on subject of war = 61%
 - Promoting literacy on campus = 22%
 - Goals were accomplished by campus read?
 - Creating a sense of community on campus = 41%
 - Stimulating dialogue on important issues = 58%
 - Promoting a diversity of perspectives = 53%
 - Increasing knowledge on subject of war = 54%
 - Promoting literacy on campus = 29%
- **Veteran's Panel**
 - Attendance
 - Moderator = WTMJ Radio Personality
 - 10 faculty
 - 10 community members

- 25 students
- No surveys distributed
- **Instructor Surveys**
 - Only 13 surveys returned, so data analysis extremely limited. However, what stands out is that faculty like the flexibility of multiple film options tied to the read, a slate of speakers related to the theme, and multiple read options.
 - Faculty also indicated that they would like discipline related resources tied to each year's read so as to ease the incorporation of text into courses.
 - Faculty identified the “interdisciplinary” aspect of the campus read as the primary institutional goal met by the program in furtherance of liberal arts education.

Concluding Comments

The UW-Waukesha common read program has been shown to work in furtherance of identified institutional goals of the UW Colleges and the campus. **91% of respondents who attended the day of discussion, Hedges lecture, and/or film series rate the campus read program as a whole as either excellent (29%) or good (62%).** As an invaluable tool in promoting a liberal arts education, the campus common read has been shown to offer an interdisciplinary approach to important subjects that promote a dialogue among a community of scholars, promotes literacy, helps to raise student knowledge and awareness on relevant issues, and assists in creating a sense of community on campus.

Additionally, the UW-Waukesha common read program is helping the campus to further embed itself as a resource and community partner for citizens of Waukesha County, and is making steps to further those ties through the expansion of the community focus of the common read program.

Finally, UW-Waukesha Dean, Patrick Schmitt, has indicated that the campus will be engaging in the development of strategic planning beginning in the summer of 2006 and continuing into the 06-07 academic year. Dean Schmitt has also expressed his desire to have the UW-Waukesha Campus Assessment Coordinator direct assessment planning toward the assessment of the strategic planning activities. As such, the assessment of the campus common read program will likely be continued on a smaller scale by the Campus Common Read Committee. All data and information accumulated in the institutional assessment of the 05-06 read will continue to be built upon in order to further the institutional goals of the campus through this valuable and highly regarded program.

APPENDIX

Campus Read: Instructor Poll

Dear Colleagues,

In our ongoing efforts to assess the impact that campus-wide programs and activities are having in relation to our ability to further institutional goals, you are invited to share your thoughts on this year's common readings that focus on the theme of "America at war." Your comments are both meaningful and important to the campus read program. Based on feedback received last year, steps were taken to open the campus read up to wider participation in and out of the classroom through the creation of a "Day of Literacy" discussion period on October 4, invitations of speakers for panels (including bringing Chris Hedges to campus to discuss his writings), and a film series that cover the essence of war. Your continued insights will help to grow the program even more in an attempt to deepen our community of scholarship here at UW-Waukesha.

Please respond to the ten (10) questions below, and either email your responses (jfoy@uwc.edu) or print up this form and return it to Joe Foy's mailbox by Dec. 16.

1. Please indicate whether or not you are using the following texts in any of your classes in the Fall of 2005.

_____ *War is a Force That Gives Us Meaning* by Chris Hedges

_____ *The Things They Carried*, by Tim O'Brien

_____ I am using both texts. (This could mean that you are using both texts in a single class, or that you are using one text in one course(s) and the other text in a different course(s).)

_____ I am not using either of the common read texts in any of my courses.

2. Please indicate whether or not you are planning to use the following texts in any of your classes in the Spring of 2006.

_____ *War is a Force That Gives Us Meaning* by Chris Hedges

_____ *The Things They Carried*, by Tim O'Brien

_____ I am planning to use both texts. (This could mean that you are planning to use both texts in a single class, or that you are planning to use one text in one course(s) and the other text in a different course(s).)

_____ I am not planning on using either of the common read texts in any of my courses.

3. **I am/am planning on attending and/or participating in _____ of the out of class events designed to promote involvement in the campus read.**

_____ None

_____ 1

_____ 2 or more

4. **If you are planning on participating and attending at least one or more of the out of class events designed to promote involvement in the campus read, please indicate which of the following best describes your involvement. Mark all that apply.**

_____ Attendance/Participation in the Day of Literacy

_____ Attendance/Participation in panel discussions related to the common theme

_____ Attendance to Chris Hedges lecture

_____ Attendance/Participation in any of the three films and the discussion period that follows their viewing

5. **Are you willing to offer some sort of extra credit (or other incentives) to increase student participation in the campus read program and/or events?**

_____ Yes

_____ No

6. **Have you participated in the campus read program before?**

_____ Yes

_____ No

7. **Would you consider some sort of participation in a campus read program in the future?**

_____ Yes

_____ No

8. **What could be done to increase the likelihood of your participating in a campus common reading program in the future? Mark all that apply.**

_____ Better selections

_____ General instructional resources

_____ Instructional resources specific to your discipline

_____ Multiple reading options (such as being able to use the entire book or choose only certain sections of the book)

_____ List of speakers

_____ Professional development workshops related to the book
other (please specify)

9. **Do you have any recommendations for the campus read in the future (Titles? Themes? Events? Etc.)?**

10. **Do you feel that the campus read program helps UW-Waukesha to achieve any of its institutional goals? Please explain.**

Campus Read: Student Poll

1. Why did you attend this event? (please mark all that apply)

_____ Interested in the subject of war

_____ Wanted to be more involved with activities on campus

_____ Required by instructor

_____ Extra credit was offered in one or more of my classes

_____ Other _____

2. How engaged were you?

_____ Very engaged

_____ Engaged

_____ Somewhat engaged

_____ Not at all engaged

3. What goal(s) do you feel were accomplished by today's events? (please mark all that apply)

_____ Creating a sense of community on campus

_____ Stimulating dialogue on important issues of scholarly interest

_____ Promoting a diversity of perspectives on important issues

_____ Increasing your knowledge about the subject of war

_____ Furthering efforts to increase literacy on campus

_____ Other _____

4. What goal(s) do you feel are accomplished by the campus read program overall? (please mark all that apply)

_____ Creating a sense of community on campus

_____ Stimulating dialogue on important issues of scholarly interest

_____ Promoting a diversity of perspectives on important issues

_____ Increasing your knowledge about the subject of war

_____ Furthering efforts to increase literacy on campus

_____ Other _____

5. Overall how would you rate the campus read program at UW-Waukesha?

_____ Excellent

_____ Good

_____ Mediocre

_____ Poor

**2005-2006 Campus Read Assessment Meeting
Private Dining Room
April 17 and 18, 2006
12:00-1:00**

Agenda

12:00-12:05: Welcome and Introduction

12:05-12:15: Assessment surveys about the campus read

12:15-12:45: Open Conversation about the campus read program

- **What are your impressions of the Campus Common Read Program (CCR)?**
- **How do you feel we can increase faculty and staff participation in the CCR?**
- **How do you feel we can increase student participation and engagement?**
- **What ideas do you have to make the CCR more successful in the coming year?**

12:45-12:55: Film series/supplemental text suggestions

12:55-1:00: Handout review copies of books and close

4/17/06: Campus Read Assessment Meeting, CAC notes from “Open Discussion”

In attendance: Foy, Joseph; Kalinka, Sue; Landowski, Tony; Lococo, Mark; Mollendorf, Sara; Reinhart, Barb; Schoenhaar, Cheryl; Taylor, Chris

What are your impressions of the Campus Common Read (CCR)?

- There is a greater variety of programming now than before, which has led to increased vitality in the program. I liked the program a lot more this year [than in the past].
- There was greater student involvement, but a lot more is needed to increase student participation.
 1. Use new student orientation sessions as a vehicle to introduce the read?
 2. Develop an “honors program” that would require the read?
 3. Greater incorporation of read into Learning Communities?
 4. Development of a new IS course that is attached to the theme that would use what is known as the “Women’s Studies Model” wherein faculty from various disciplines handle topics throughout the semester (something along the lines of the ENG 370 course “Responses to War in American Literature and Culture” developed by John Allen)?
- (There was a recommendation to have the English department increase the use of the CCR in Freshman English courses, but the discussion that followed was unfavorable to the idea because 1. it forced members of the English department to adopt and change their courses every semester, and 2. it was mentioned that such a move might make it seem that the CCR was within the providence of the English department, thereby reducing the truly “campus-wide” nature of the program)
- We should start promoting this more in terms of a “campus-wide common theme” rather than just a “common read.” This would mean expanding the advertisement of ancillary programming on their own merits as they relate to the theme rather than just the selected reads.

How do you feel we can increase faculty and staff participation in the CCR?

- War theme seemed to be incredibly successful, but we must be wary of trying to “force” the read on to people
 1. Compare participation to CCR to faculty/staff/student/community participation in other events (athletics, theater productions, etc.); there are only so many classes that can reasonably require attendance, offer extra credit, etc.

- We are too focused on trying to increase participation from faculty and staff. There will never be universal “buy-in” by faculty and staff. We need to focus more on increase *student* engagement and participation.
- Have Dean Schmitt work with CCR committee to increase institutional support

How do you feel we can increase student participation and engagement in the CCR?

- Need to have students on CCR Committee
 1. increase knowledge about the program, as well as raise the level of student advocacy of events and the read
 2. inform student ambassadors and orientation leaders about event
 3. have a more “student-centered” (peer) approach to advertising and promoting events
- Expand variety of programming to increase interest?
- Advertise [read and related events] through professors in the classroom.
- Need to emphasize that **you can participate in events and discussions even if you are not using the book in a class**
- Promote programming through student clubs and organizations
- Bring in “big name” speaker that would be well-known to students (and community) for the Distinguished Lecturer presentation
 1. involve WPR again
 2. increase media exposure of event
- Make the Fall and Spring Day of Discussion activities a truly “campus-wide” event by canceling all other programming, meetings, etc. during the times that the discussions are held
 1. Direct advertising toward student audience (advertise discussions with discussion questions)
- Have something (like bookmark this year) to pass out to student that they might really use that would have dates and times of events listed on them
- Create “talking-points” list for advisors to talk about with advisees
- Have more “interactive” (role-play, simulations, etc.) events included in the programming to increase engagement

How can we increase community involvement?

- Market more to the community
- Work with public libraries, bookstores, and community groups to see if they have reading groups who will use the read and come to events (and participate in Day of Discussion)
- Work in conjunction with local high schools to see if they will use the read in honors courses, English classes, etc.
- Advertise in coffee shops

Additional thoughts about the read and programming

- UW-Barron has a more formalized model for selecting their CCR wherein each division selects a representative to be on the campus read committee that selects the read. Is this a model we would want to adopt for the selection of texts (or theme)?
- Need to formalize the time-table for selecting theme/read so that advanced programming can be arranged and classes can move to incorporate more easily
 1. This is also important for plans to increase community involvement and to engage bookstores, libraries, high schools, etc. as early as possible
- Make sure to tell library about film selections early so they can order copies of the film and have them on reserve

4/18/06: Campus Read Assessment Meeting, CAC notes from “Open Discussion”

In attendance: Bubinas, Kathleen; Current, Tina; Dunn, Tim; Foy, Joseph; Gulotta, Ron; Hurst, Craig; Hankenson, Margaret; Herbert, Eva; Rochwerger, Mike; Schneider, Bill; Thering, Tim

The discussion at this session immediately took a turn to a discussion about the way next year’s theme should be approached. There was discussion about whether or not immigration issues and the immigrant experience should be included in a discussion about race (i.e., we should avoid the trap of racializing the immigration debate when it is not about race), and the debate among disciplines about how to approach the very concept of race itself. A consensus was reached that, although we are unlikely to ever fully agree on precise definitions of all concepts related to race, meaningful discussions about definitions and concepts could be held by faculty so as to raise awareness about how others approach race (and how they will be approaching it in their classrooms).

This could be done over the summer in faculty/staff discussion groups, over the web on a CCR website, or other possible forums.

The discussion then turned towards a dialogue on whether or not the supposed “black/white paradigm” that dominates discussions of race was old, and if the CCR next year might adopt a more “cutting edge” look at race. Responses to this perspective focused on the purpose of the primary text Black on White as being a starter discussion on race from the perspective of black authors commenting on “whiteness.” In this way, the CCR would be introduced not as a predominately white campus analyzing other groups, but having an inter-group discussion about race as a whole and would serve as a vehicle for a broad discussion about race that went beyond a black/white dialogue.

Additional comments on the program and ways to increase engagement were as follows:

- Should we make attempts to have the CCR Committee become a Constitutional Committee as a way of further institutionalizing the program?
 1. if this were to become a Constitutional Committee, the CCR could have SGA members assigned to it as a way of increasing student buy-in to the program
- There needs to be “student ownership” and “creation” in the program
 2. student 50 minute lecture?
 3. student groups setting up and hosting a panel on race?
 4. students designing some of the programming?
 5. students involved in CCR brainstorming sessions?
- We cannot make instructors require students to attend events (or even make them offer extra credit), but we should emphasize to them that (although this method is crude and paternalistic) student participation in events does increase when such steps are taken in classes.
- If we build a good program faculty/staff will participate, and will begin pushing it more in their classes.
- Should we make greater attempts at offering more “balanced programming” (based on student perceptions of the campus read and its ancillary events having a “liberal” or “leftist” bias) as a way of increasing student engagement? If so, how?
- The topic of race is one that is likely to raise feelings of anger, hostility, guilt, etc. among the student body. We need to make sure that faculty and staff are prepared to offer a supportive environment for students who are dealing with the difficulties of a very sensitive subject, and approach the readings and programming in a sensitive manner. What support will be made available to students and faculty/staff next year to help with this?

2005-2006 End of the Year Campus Read Faculty/Staff Assessment

1. Have you ever incorporated any of the campus read selections into any of your classes?
 Yes No

2. Did you incorporate either *The Things They Carried* or *War is a Force That Gives Us Meaning* into any of your classes this past academic year?
 The Things They Carried *War is a Force...*
 Both Neither

3. During the past year, there have been several ancillary programs to the campus common read topic of war that were open to all whether or not they incorporated the text into their classes. Which, if any, of the events or activities did you participate in? Please mark all that apply.
 Campus-wide Day of Discussion (either fall or spring)
 Film series presentations (*Platoon, Hotel Rwanda, Dr. Strangelove, Black Hawk Down, Heaven and Earth, Fog of War*)
 Spring theatre performance of *In Their Own Words*
 Distinguished Lecturer Chris Hedges presentation
 Submission of personal story, poem, art, etc. related to war for public display
 I did not participate in any of the campus common read programming

4. Do you plan on incorporating any of next year's common read selections into any of your classes?
 Yes No Not sure yet

5. Would you be willing to participate in any ancillary programming related to the campus read event even if you are not using the read in any of your courses?
 Yes No Not sure yet

6. If you answered "yes" or "not sure yet" to question number 5, please indicate which of the following activities you would be most likely to participate in or attend. Please mark all that apply.
 Campus-wide Day of Discussion Film series presentations
 Theatre production related to read Lectures related to read
 Submission of personal story, poem, art, etc. related to theme for public display

7. The Campus Common Read Committee has identified several goals for the program. Which, if any, of the following goals do you feel is accomplished by the common read and its ancillary programming? Please mark all that apply.

_____ Creating a sense of community on campus

_____ Stimulating a dialogue on important issues of scholarly interest

_____ Promoting a diversity of perspectives on important issues

_____ Increasing students' knowledge about the subject/theme of the read

_____ Increasing literacy on campus

_____ Other _____.

8. How would you rate the themes that have been chosen for the campus read?

_____ Excellent

_____ Good

_____ Mediocre

_____ Poor

_____ I don't know

9. How would you rate the books that have been used for the campus read?

_____ Excellent

_____ Good

_____ Mediocre

_____ Poor

_____ I don't know

10. How would you rate the ancillary programs used to supplement the campus read?

_____ Excellent

_____ Good

_____ Mediocre

_____ Poor

_____ I don't know

11. Overall, how would you rate the campus read at UW-Waukesha?

_____ Excellent

_____ Good

_____ Mediocre

_____ Poor

_____ I don't know

Campus Read Books For 06-07

Primary Text:

Black on White: Black Writers on What It Means to Be White. Edited by David Roediger. Paperback ISBN 0-8052-1114-4 Schocken Books

Additional Options:

Honky by Dalton Conley Paperback Vintage Books ISBN 0-375-72775-2

The Bluest Eye by Toni Morrison Paperback Penguin Books ISBN 0-4522-8219-5

The Mismeasure of Man by Stephen Gould W.W. Norton Books ISBN 0-3933-1425-1

Why Are All the Black Kids Sitting Together in the Cafeteria: A Psychologist Explains the Development of Racial Identity By Beverly Daniel Tatum. ISBN 0-4650-8361-7

American Dream: Three Women, Ten Kids, and a Nation's Drive to End Welfare, by Jason DeParle. Penguin Books – Paperback. ISBN 0-1430-3437-5

More Than One Struggle: The Evolution of Black School Reform in Milwaukee. Jack Dougherty. U of NC Press. ISBN 0-8078-5524-3

2006-2007 Recommended Films for Campus Read Film Series

The Campus Read Committee is currently discussing possible films to include in next year's film series about race. So far, a few people have offered possible suggestions for movies. However, this list is a long way from being complete. Suggested titles thus far include:

White Man's Burden
Crash
Do the Right Thing
Mississippi Burning
A Time to Kill
Gone With the Wind
Imitation of Life
Birth of a Nation
Higher Learning
School Daze
Get on the Bus
American History X
Guess Who's Coming to Dinner
In the Heat of the Night
Joy Luck Club
Othello
8 Mile
Shaft
I'm Gonna Git You Sucka
Jungle Fever
West Side Story

If you have recommendations or suggestions, please send them to the Chair of the Campus Read Committee, Ron Gulotta (rgulotta@uwc.edu).

If you have "themes" you think the films should address, that would be helpful. For example, this year the Campus Read Committee wanted to show three films each semester that approached the subject of war from the perspective of the soldier (*Platoon* and *Black Hawk Down*), the government (*Dr. Strangelove* and *Fog of War*), and from citizens swept up by war (*Hotel Rwanda* and *Heaven and Earth*). Some possible themes for next year's film series include "Race and Class," "Race, Identity, and Inter-group Conflict," and "Role of Race in the Development of History."