

Life of the Mind: Common Read Program Review

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FIRST-YEAR STUDIES

First-Year Studies

The Office of First-Year Studies is a unit in the Division of Academic Success and Transitions at the University of Tennessee, Knoxville. The mission of First-Year Studies is to work in partnership with students, staff and faculty to accomplish more successful transitions for all students.

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Author Biographies

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Her experience in higher education extends over 16 years as she has progressed from academic advisor to associate director managing programs that provide academic support to students. She enjoys assisting students in their academic careers and watching them become the leaders of tomorrow. In her spare time, she enjoys reading.

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Executive Summary

This report is the culmination of an internal review of the University of Tennessee, Knoxville's common read program, Life of the Mind (LOM) requested by Interim Provost, John Zomchick. Created in 2003, the common read program has evolved over the past fifteen years in an organic fashion following educational best practices and responding to campus needs. Recognizing that none of the originators of the program on this campus were still involved, the program was put on hiatus for the 2018-19 academic year to conduct a program review. However, as the organizers we realized that there is no nationally accepted standard for the review of a common read program, and thus, we would need to create a process.

The review began in March 2018 with the convening of the review committee who represented various facets of the institution. Half of the committee had previously served on the book selection committee. Two were students from different years of the program. Six were staff and four were faculty, one of whom happened to be our 2016 common reading author. Their names and titles are as follows:

- ◆ Kirsten Benson, English
- ◆ Stella Bridgeman, First-Year Studies
- ◆ Margaret Lazarus Dean, English and 2016 Author
- ◆ Stan Guffey, Undergraduate Biology
- ◆ Shea Kidd Houze, Dean of Students
- ◆ Brent Lamons, College of Agricultural and Natural Sciences
- ◆ Jason Mastrogiovanni, First-Year Studies
- ◆ Tara McWhorter, New Student and Family Programs
- ◆ Ingrid Ruffin, University Libraries
- ◆ Ashley Williams, First-Year Studies Peer Mentor Coordinator
- ◆ Mark Willoughby, Haslam College of Business
- ◆ Lawand Yaseen, First-Year Council

The process consisted of the creation of a historical document that chronicled the first fifteen years of the program. Next, the committee co-created a literature review of common read programs. Simultaneously, the First-Year Studies department conducted a benchmark study which was shared with the committee during the process. Finally, the committee deliberated and determined that we would form writing groups to summarize our discussion on four key areas; learning outcomes and assessment, campus integration, programming and engagement, and the selection, planning, and implementation process.

As a result of this process, three recommendations were made to support the continuation of the common read program:

1. Clearly Define Outcomes and Assessment
2. Greater Partnership through Curricular and Co-Curricular Engagement
3. The Common Read Program Should Be Owned by the Campus

The remainder of this report documents the process described above. Our hope is that this report will serve as a way forward for our campus and will also serve as a similar roadmap for our colleagues at other institutions who might be interested in conducting a similar internal review of their common read program.

Stella Bridgeman

Jason Mastrogiovanni

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Program Goal

The Life of the Mind program provides a gateway academic experience that engages students with their peers, promotes academic accountability, exposes students to international and intercultural perspectives, and helps them express their viewpoint on the ideas presented in the book.

Background

The Life of the Mind program was created in 2003 out of the Provost's Office. In 2005, the program secured recurring funding from the University's first Quality Enhancement Plan (QEP), Ready for the World - <https://rftw.utk.edu/>. In 2010, Life of the Mind was added to the academic content of the FYS 100 course. In 2013, the University created the First-Year Studies department, and formally situated the Life of the Mind program under its administration.



Book Selection Process

A book selection committee of faculty, staff, students, and Knoxville community members has been responsible for selecting the book. Committee members review upwards of 50 books each cycle to assess their feasibility in meeting the criteria, narrowing to a set of finalists. Some members of the committee attend national conferences that showcase authors of recently published books. Additionally, each year this process has expanded to include new elements that allow more individuals to have a voice in the selection process. Most recently external input has been solicited through an online form, focus group/student leader course feedback, and an open campus vote of finalists choices (advertised through VolUpdate). Following these proceedings the selection committee makes a final recommendation to the Provost for approval of the next common read book.

In recent cycles, the selection committee has worked to lengthen the time between the approval process and the program implementation to ensure ample planning time. The preferred cycle would have the search committee process to take place between September and March for approval of a book to launch the following Summer. (e.g. September 2017 to March 2018 for a launch in Summer 2019).

Book Selection Philosophy

Our philosophy has been to select a book that has an author who is alive, available, and affordable. In practice, we have found it more advantageous to select a book and let the theme emerge from there. In terms of criteria, the book is rated on the following attributes:

The selected book's ability to...

Global

...expose students to international cultures, people, or issues.

Transition

...represent some aspect of transition that students can draw from.

Current

...have some element of relevancy to current events in our society.

First-Year

...be appealing to first-year students.

Community

...be appealing to the greater Knoxville and UT communities.

Program

...create potential programmatic opportunities in the Knoxville and UT communities.

Selection Committee

The Life of the Mind selection committee is made up several members of the UT and Knoxville Community.

- ◆ First-Year Studies Director & Associate Director
- ◆ Student Life Staff: Dean of Students, New Student and Family Programs
- ◆ English Department: Freshman Composition, Creative Writing, Writing Center
- ◆ UT Academic Departments: Psychology, Social Work, Library
- ◆ Other UT Departments: Office of Communication, McClung Museum
- ◆ Knoxville Community: Knox County Library, Mayor's office, Community Member

Author Contract

Prior to finalist determination, author's speaking agencies are contacted to determine feasibility and availability for presentation. Once the selection has been determined and approved by the Provost, the First-Year Studies department initiates contract proceedings with the author's speaking agency. Author engagement with students is negotiated at this time and is expected to be honored as so agreed upon.



Book Acquisition and Format

Unlike some institution's common read program, Life of the Mind does not include funding to purchase the book for students. Thus, the selection committee takes this factor into account when selecting a book. Generally, the committee will not select a book over twenty dollars, which often means the book must be a paperback edition. Books in recent years have averaged around ten dollars. We have also explored multiple formats including audiobooks, digital books, and alternative formats to accommodate both for cheaper cost and disability needs. These options are sometimes subject to availability.

Student Engagement

Once a book is approved, staff and faculty begin the process of planning curriculum and events that will integrate the Life of the Mind book into the first-year student experience. Special events and programming are highly determined by the topic(s) of the book selection. As such, the aforementioned lengthening between approval and implementation is critical to allow planning time for affiliated activities.

Curricular Engagement

Every LOM book since 2010 has had a formal curricular component in FYS 100, an online first-year seminar required for all students. Although the exact assignment differs depending on the theme and issues raised in each title, the assignment has typically consisted of a written or creative response to the book submitted by each student individually. Following submission, students are provided with a structured opportunity to assess their peer's work online via Canvas. This activity teaches students how to appropriately provide feedback to peers in a college environment. Finally during Welcome Week, students participate in an academic discussion led by faculty and staff across campus regarding the book.

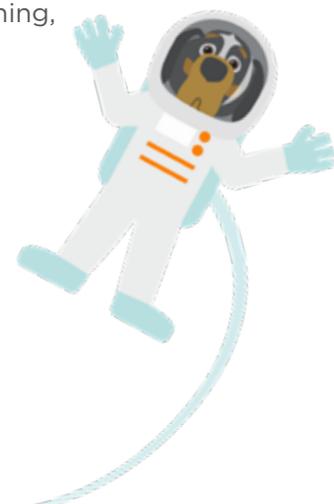
Although not a formal requirement of any other course, many faculty have also utilized the book selection in their course work. Most notably, the English department typically has a number of faculty use the book in English 101. Faculty in this department do have the freedom to choose text and prompts for these courses, but we have been fortunate that many have chosen our selection. Additionally, instructors of FYS 101, an in-person seminar during the fall semester, will occasionally include elements of the book. At this time, inclusion has remained optional for FYS 101 instructors.

Co-Curricular Engagement

Since 2010, almost every author has visited campus during Welcome Week to participate in a variety of events with students. Typically, the author addresses all incoming first-year students in lecture or interview format. In 2014, when the authors were unavailable, arrangements were made for an alum in the same industry to speak with students about the topic. Additionally, as a surprise to students, the authors participated in a Skype interview for the entire first-year class. In 2016, the author invited astronaut alum Scott Kelly to speak about his involvement in the space program which was the topic of that year's selection. In addition to the main lecture, authors have participated in book signings and smaller events for upperclassmen and interested faculty and staff. Starting in 2017, exemplary written and creative responses were selected and showcased at a special luncheon with the author and students.

Since 2015, a partnership with the Knoxville community was forged through the City Mayor's office and has resulted in several programs. Immediately following the author lecture and book signing, community organizations and campus organizations related to the topics in the book have been available for students to extend their learning. In 2017, the Knox County Public Library collaborated with the Life of the Mind program to receive the National Endowment for the Arts Big Read grant in the amount of \$13,000 which enabled the creation of over 30 additional events on and off-campus.

The program has also enjoyed a long partnership with the University Libraries. In past years, library faculty have hosted film showings related to the book. They have created a generous display in common spaces of the library reflecting the book selection and related works. Finally in 2017, library faculty collaborated with First-Year Studies staff to design a book-selection-themed escape room in a library meeting room that ran for over two weeks and saw 600 visitors.



Past Accomplishments

- ◆ 2014 - Featured alum and IDEO partner, Michael Hendrix
- ◆ 2015, 2016 - Mayor Madeline Rogero addresses first-year class at LOM event
- ◆ 2016 - Featured faculty author of *Leaving Orbit: Notes from the Last Days of American Spaceflight*, Margaret Lazarus Dean
- ◆ 2016 - Featured alum and astronaut, Scott Kelly
- ◆ 2017 - Created innovative program in partnership with the UT Library, Station Eleven Escape Room. Nearly 600 participants
- ◆ 2017 - Partnership with Knox County Public Library for the National Endowment of the Arts \$13,000 grant, featuring 33 programs in the city and on campus

Gaps & Challenges

- ◆ The program is not connected to a holistic first-year experience.
- ◆ Limited campus-wide engagement
- ◆ Primary curricular engagement is only online and pre-matriculation.
- ◆ Programming efforts have been historically focused and concluded in Welcome Week.

Literature Review

The literature review for this process was approached as an activity to familiarize campus committee members with the national debate and academic research surrounding common read programs. It was expressly not created to be a thorough review for academic publication. Our methodology consisted of providing our committee members with a listing of 21 articles and publications, from which each of them would choose one item for review. Additionally, we offered members the opportunity to review materials on common reads that we had not provided.

Following a two week review period, each committee member would provide a written summary and a brief verbal summary in our next meeting. After all verbal summaries were heard, the themes below emerged. It was important for us to allow each member the choice in selecting an article to review. This helped us enable member positionality toward this review process by avoiding the provision of sources that only reflected the departmental bias. Of note on this issue, none of our reviewers chose a review piece that we had previously identified as wholly critical of common read programs. We believe this indicates that the committee members who were chosen from staff, faculty, and student perspectives were all genuinely committed to the idea of a common read program.

Overview of Findings

Despite common read programs' existence on campuses for over three decades (Soria, 2015), relatively few empirical research studies exist. However, what the literature does provide is many documents on effective implementation, program assessment, and criticism of common read programs. Our process highlighted additional program goals and the implementation of effective assessment programs. For information on criticism of common read programs which was outside our study focus, see Appendix The exploratory nature of this literature review process, as it relates to successful common read programs suggests:

The importance of building partnerships across campus and fostering a sense of community.

- ♦ Well designed common read programs can create an ongoing and engaging academic experience for students when they are supported by the campus community. Identifying key stakeholders to support and sustain the common read program will benefit the student experience (Laufgraben, 2006). Incorporating programming through the campus library provides an opportunity to promote lifelong reading literacy among college students (Boff, Schroeder, Letson, & Gambill, 2007). The literature suggests using the common read book in courses as a way to extend community discussions beyond orientation and welcome week activities (Ferguson, 2006; Sanger, Ramsey, & Merberg, 2008). Additionally, including faculty and students in the selection process can create greater buy-in to the program (Ferguson, Brown, & Piper, 2014).

Program goals should align with curricular and co-curricular outcomes

- ♦ Common read programs can and should bridge support for existing campus outcomes in and outside the classroom. Daugherty & Hayes (2012) suggest that in addition to facilitating campus engagement, common book programs may also help students develop effective study skills and self-regulation skills that are also critical for success in college. Setting expectations for college early in their experience will help prepare students for the academic environment, in which, they will be engaging (Laufgraben, 2006). By combining curricular and co-curricular programming students will have a deeper and enriching experience related to the common read book. Programs that achieve this combination, can allow students to better understand complex learning outcomes such as, critical thinking skills (Goldfine, Mixson-Brookshire, Hoerrner, & Morrissey, 2011). Additionally, common read programs have shown the potential to impact negative stigma around social issues, such as mental illness (Feeg, Prager, Moylan, Smith, & Cullinan, 2014).

Integration into the first-year experience and institutional infrastructure tend to be more impactful and sustaining

- ◆ Successful common read programs are intended to enhance the student experience while supporting the transition to college. Common read programs most commonly provide a thematic structure to first-year experience initiatives (Ferguson, 2006). For the programs to be taken seriously, it is strongly recommended that activities related to the common read program be integrated into courses or other support systems that provide a “pay-off” or expectation of participation from students (Ferguson, Brown, & Piper, 2014). Additionally, a lack of integration into institutional structures may prove challenging for the sustainability of programs long term (Delmas & Harrell, 2015).

Implement an effective assessment program

- ◆ Common read program assessment should support agreed upon program outcomes from all stakeholders (Laufgraben, 2006). Developing a successful assessment program provides clarity concerning the effectiveness of common read programs (Soria, 2015). However, designing an assessment proves to be a difficult task. Expectations of program outcomes are socially constructed in each campus culture. Program assessments have historically focused on either academic elements, institutional outcomes, or community building elements, while comprehensive examples of common reading assessments have remained elusive (Mallard, Lowery-Hart, Andersen, Cuevas, & Campbell, 2008). In order to be effective, common reading assessments should balance what matters most, builds goodwill between stakeholders, and represents the multidimensional nature of the program (Laufgraben, 2006).

Benchmarking

In line with the Journey to the Top 25 and the VOL Vision, 27 institutions were benchmarked to identify schools with common read programs. Several institutions were highlighted that have established programs that align with the evaluative report of the literature review. Based on the findings the highlighted institutions integrated the common read into courses or partnered on and off campus.

Partnerships

- ◆ University of California Santa Barbara: UCSB Reads is an award-winning campus-wide and community-wide “one book” program started by the UCSB Library. University Library distributes free books to UCSB students in the Library. A variety of UCSB Reads events (book clubs, film screenings, exhibitions, and faculty panel discussions) exploring the book and its themes are held on the UCSB campus. The program culminates in a live appearance by the author. Events are generally free and open to the public.
- ◆ Indiana University: All undergraduate business majors at the Kelley School of Business on the IU Bloomington campus can participate by reading the chosen book during the summer before classes begin. Participation is not required, but it is strongly encouraged.

Universities with Common Read Programs

Auburn University
Clemson University
Indiana University
Michigan State University
North Carolina State University
Pennsylvania State University
Purdue University
Rutgers University
Texas A&M University
The Ohio State University
University of California Santa Barbara
University of Illinois Urbana Champaign
University of Michigan
University of North Carolina Chapel Hill
University of Texas Austin
University of Virginia
University of Washington
University of Wisconsin Madison

Integrated with course(s)

- ◆ North Carolina State University: Each college within the institution sets different expectations of their students regarding the Common Read.
- ◆ University of Washington, Seattle: Incorporates the Common Read into their 100-level English Composition courses.
- ◆ University of Virginia: The Common Read is incorporated into different courses. Faculty are highly involved with the Common Read.
- ◆ University of Wisconsin, Madison: The Common Read program is built on partnerships throughout campus and the Madison community.
- ◆ Pennsylvania State: The First-Year Seminar course includes academic expectations based on the content of the common reading selection.
- ◆ Michigan State University: The selected book is widely read on and off campus and is a required reading for all incoming freshmen. The book is used in numerous classes and residence hall activities and is the subject of a variety of city-campus programs and special events. The One Book, One Community program is one of the first community reading programs to bring together the students of a major university and the residents of its surrounding community.

For websites and more information, see appendix.

Writing Groups

Following a discussion of our historical document, literature review, and benchmarking the Life of the Mind review committee broke into writing groups to contextualize the lessons learned into different aspects of the program. The committee came up with four dimensions of exploration that will be used as a guide toward the formation of recommendations for this review; 1.) Learning Outcomes and Assessment, 2.) Campus Integration, 3.) Programming, 4.) Selection Timeline and Communication. Writing was conducted using Google Docs, which all committee members had access to throughout the process. All committee members reviewed and approved a final copy of these writing groups before completion.

Learning Outcomes and Assessment

The impetus and outcomes for the Life of the Mind program were created over fifteen years ago. Additionally, the committee found that different areas on campus had different expectations about what those outcomes should be. In order to clarify these expectations, the committee proposed reflecting these different expectations with the formation of new student learning outcomes. These are reflected below.

Stated Outcome #1:

The student will cultivate authentic intellectual engagement.

Stated Outcome #2:

The student will be able to contribute to critical dialogue about the role of diverse perspectives on campus and in the community.

Stated Outcome #3:

The student will begin establishing a network of students, faculty and staff.

Learning Outcomes and Assessment continued

The following rubric was developed to clarify the quality and intent of each learning outcome. The rubric has been calibrated to reflect the outcomes of first-year students in particular, but review committee discussion included the possibility of outcomes for other individuals, including continuing students and the community. Finally, the rubric has been actualized into potential assessment measures in a document in the appendix to demonstrate their measurability and hypothesize avenues for assessment.

Programmatic Learning Outcome Rubric for First-Year Students				
Outcomes	Unacceptable	Developing	Accomplished	Exceptional
#1	Student did not read the book. Student did not engage in discussion and other academic activities. Student did not utilize the common reading as an introductory process toward collegiate intellectual engagement.	Student read a portion or most of the book, but may not have known how or did not fully participate in discussion and other academic activities. Student may need to better prepare for collegiate intellectual engagement, but may still be developing the skills to do so.	Student read all of the book and participated in discussion and other academic activities. Student actively engages in intellectual activities. Engagement may not always be deep, but the student makes attempts to fully participate.	Student read all of the book and participated in discussion and other academic activities. Student fully engages in intellectual activities.
#2	Student resists the opportunity to engage in dialogue with diverse perspectives raised in the book/theme.	Student engages passively or one-sidedly with opportunities to dialogue concerning diverse perspectives in the book/theme. The quality of that dialogue may indicate that the student is not fully engaging with differing viewpoints.	Student engages with opportunities to dialogue concerning diverse perspectives in the book/theme. The quality of that dialogue may not be critical in nature, but the student is taking in information from differing viewpoints	Student seeks opportunities to dialogue concerning diverse perspectives in the book/theme. The quality of that dialogue is one of critical reflection with personal and different viewpoints.
#3	Student fails to connect with any individuals as a result common reading activities.	Student connects with at least one individual as a result common reading activities. The duration of that connection may not extend beyond common reading activities.	Student connects with at least two individuals as a result common reading activities. The duration of that connection extends beyond common reading activities.	Student connects with three or more individuals as a result common reading activities. The nature of the connection connects meaningfully to another activity.

See appendix for sample assessments of these rubric items.

Campus Integration

Shared Missions

Collaborative, cross-functional campus engagement and connections are integral to the success of the LOM experience for FY students. The LOM program, all Colleges, and various campus offices and organizations are committed to similar purposes and engage in shared missions.

Connections with the Colleges

One way in which the colleges can connect with LOM is by encouraging departments to incorporate the book selection into their courses. Potential curricular connections include:

- ◆ FYS courses
- ◆ English Department
- ◆ Other large enrollment first-year courses in any college, as appropriate to the selected book
- ◆ Departmental honors courses
- ◆ Honors and Scholars Programs
- ◆ Infuse the book in Living & Learning Communities.
- ◆ College programming

Any college-specific communications that could include information about LOM Programming and activities

- ◆ Haslam College of Business: *Haslam Headlines*
- ◆ The College of Arts and Sciences: *Higher Ground*

Connections with campus offices, organizations and community members

There are numerous campus offices, organizations and community members whose missions overlap with those of the Life of the Mind Program and are heavily involved with first-year students. Many campus offices could be helpful in disseminating information about the common read book and participating in or leading associated programming. Depending on how the discussion sections and semester programming are structured, different organizations could be involved in varying ways over time. A list of some of the campus offices and organizations is below.



College of Arts and Sciences • Haslam College of Business • Tickle College of Engineering • College of Communication and Information • College of Education, Health and Human Services • Hebert College of Agriculture • College of Social Work • College of Nursing • College of Art and Architecture • Experience Learning • Libraries • Ready for the World • Teaching and Learning Center • First-Year Studies • Student Success Center • Office of National Scholarships and Fellowships • Student Support Services • New Student and Family Programs • Center for Leadership and Service • Multicultural Student Life • University Housing, Living & Learning Communities • Center for Student Engagement • The Office of Sorority and Fraternity Life • Center for Health Education and Wellness • SGA • International House • Office of Student Media • Knox County Public Libraries • Mayor's Office • Volunteer East TN

See Appendix E for complementary organizational mission statements.

Engagement and Programming

The program review committee created a list of current and potential future curricular and co-curricular programs that should be considered to engage first-year students with the common read book selection. Curricular and Co-Curricular engagement in the LOM program are keys to its success.

The following are examples of current curricular engagement.

- ◆ FYS 100 Written or Creative Response (students are given a prompt to respond to)
- ◆ Guided discussions based on book themes (held during welcome week)

The following are examples of potential future curricular engagement.

- ◆ Poster session, launched in FYS 101, HON, BUAD, and English courses (select the best written or creative responses to the book and students will present a poster surrounding their response)
- ◆ Diagnostic writing samples (English instructors can create a prompt surrounding the theme of the selected book and use it as a first draft)
- ◆ Academic Accountability (incorporating the selection in FYS 101, HON, BUAD, and ENGL)
- ◆ Book of essays and creative work as evidenced by the book project with the libraries
- ◆ Develop a support grant for faculty and staff who want to host LOM themed programming

The following are examples of current co-curricular engagement and programming.

- ◆ Author Visit (lecture or panel discussion)
- ◆ Community Fair (based on book selection--UT orgs, departments, Knoxville Community)
- ◆ Escape Room in collaboration with Escape Game Knoxville
- ◆ Book of creative responses to Station Eleven published by UT Libraries including essays and artworks created by students in First-Year Studies 100
- ◆ Collaboration with Knoxville Public Libraries

The following are examples of potential future co-curricular engagement and programming.

- ◆ Speaker Series (surrounding the theme of the book)
- ◆ Film Series (surrounding the theme of the book)
- ◆ College and departmental events tied to the book or theme of the book
- ◆ Programming that connects returning students to new students
- ◆ Collaboration with Torch Night or Convocation
- ◆ Interactive activities set around the book
- ◆ Future editions of UT Libraries "Reflections" based on common read selection

Selection, Planning and Implementation Process

To effectively implement the continuation of the common read program with the above recommendations in mind, the life cycle of the common read book must include ample time for selection, planning, and programming. Additionally, that life cycle needs to be aligned with the academic calendar to ensure equal participation from faculty, staff, and students. The result of holding these standards is a three-year life cycle of the common read book as seen below.

COMMON READ BOOK LIFE CYCLE



It is important to note that to implement a new book every year, this three year cycle will always be overlain with two additional cycles from adjacent years. For example, the selection process for the 2021 common read title will overlap with the planning year for the 2020, and the implementation of the 2019. This overlap means that different working groups may need to be established for each of these cycles.

Year 1 (Selection Year):

The process for selecting a single book to meet institutional criteria is a difficult one that requires feedback from many areas of campus. In order to achieve this a number of strategies are employed in the selection year. The first has to do with timing. In order to involve faculty and staff, who often are not present on campus in the summer, the process must begin in September to allow the full fall and spring semester for their involvement in the selection process. Next, the selection group needs to allow for open solicitation of titles to the committee through an online recommendation process. The online recommendation process, committee member recommendations, and materials researched by the committee via various publishing houses serve as the basis for the creation of a starting pool of titles in a given life cycle year. Each of these titles will be reviewed by at least one member of the committee.

Following the initial review, committee members will recommend titles for secondary review by another committee member. Once all secondary reviews are completed, the committee will deliberate to determine the top 10 titles that best meet the selection criteria (see below) and UT/Knox community programming opportunities. This process should conclude by the end of fall semester, at which point all committee members will review any of the 10 titles they have not already read.

Early in the spring semester, the committee will narrow the selections to three following additional deliberation and verification of author availability. The top three selections will be announced via Vol Update/Tennessee Today and voted on by the campus community. This broad step, helps identify any potential conflicts of interest with a particular title before an official selection is made. The committee will examine the campus vote and feedback before making a final recommendation to the Provost, no later than April.

Year 2 (Planning Year):

Following approval by the Provost, the committee will immediately begin the process of coordinating a contract with the author's speakers agency. Once the contract is secure, the selection will be announced to the campus and Knox community. This announcement should come at the beginning of the academic year to allow ample time for faculty, staff, student, and community collaborators to come forward and plan.

Many would-be collaborators need this year of planning in order to partner with the common read program for implementation. In 2017, partnership with the Knox county Public Library included application to the NEA Big Read grant, which augmented our common read program by 33 events (see appendix). Other entities, such as the McClung Museum and Clarence Brown Theatre, often set their calendars out more than a year in advance. Lastly, student organizations thrive in the mid Fall to late Spring time frame. Announcing in early Fall, allows the planning group to actively court involvement from all of these constituents.

Year 3 (Implementation Year):

Traditionally, events for the common read program implementation have been sequestered to the Fall semester or Welcome Week. However, we believe the implementation of the common read program should extend through the first full academic year of the first-year student. This allows for more flexibility in scheduling common read program events and curricular tie-ins.

Selection Group Make-up

It is important that any members placed on the selection group are able to make themselves available to review books throughout the academic year. The process is fairly rigorous and benefits from the perspective of multiple constituents on campus. Traditionally, the committee has also included members of the Knox community, as well.

The exact members may change from year to year, but the general committee make-up should remain consistent to ensure that program quality is maintained. It is recommended that academic and student affairs staff in areas such as, First-Year Studies, New Student and Family Programs, and the Dean of Students have membership on the selection committee every year. Additionally, at least one Librarian and a member of the English Composition faculty should be involved. Next, a wide sampling of faculty and students from different disciplines should be selected to join the committee. Lastly, if time and interest allow, the committee should include one member from the Knox community.

Planning and Implementation Groups

The members of the planning and implementation groups will likely change dramatically from year to year due to the differing topics explored in each years' selection. However, a core group of members of the planning group will need to persist each year to re-initiate the process. The first task of the core group will be to build the remainder of the group through exploring curricular and co-curricular implementation opportunities. The core group should consist of at least one member from the following groups; First-Year Studies, Student Life, Libraries, and English.

The planning group should be convened in early to mid-Fall of Year 2 and meet regularly through the academic year. However, as key collaborators are identified and sign-on for the common read program they should be invited to these meetings. The planning group will naturally be complete once Year 3 begins, but the work of that group will continue into the implementation year as a the team designated for the program.

Selection Criteria

The review affirmed the rubric that had previously been used for selection. However, the committee did acknowledge a preference to select titles that allowed the university to tackle social justice issues. The thought process behind this was to connect with other ongoing community initiatives.

Criteria for Selection	
Global	...expose students to international cultures, people, or issues.
Transition	...represent some aspect of transition that students can draw from.
Current	...have some element of relevancy to current events in our society.
First-Year	...be appealing to first-year students.
Community	...be appealing to the greater Knoxville or UT community.
Program	...create potential programmatic opportunities in the Knoxville or UT community.

Recommendations and Conclusion

Following an extensive review that consisted of a historical document, literature review, benchmarking study, four committee meeting deliberations, and asynchronous writing groups, the review committee's findings have been summarized into three recommendations.

- ◆ **Clearly Define Outcomes and Assessment**

Historically, the common read program at the University of Tennessee has had many expectations impressed upon it from various constituencies in the institution. Given the campus-wide nature of the program, outcomes need to be developed that reflect the shared interests of the institution. Pending approval, the learning outcomes in this document should serve as that institutional shared interest.

- ◆ **Greater Partnership through Curricular and Co-Curricular Engagement**

It is imperative for the common read program to implement a more expansive integration of partnership through curricular and co-curricular engagement. Curricular partnerships have been forged each year with colleagues in the Library and the English department, but more attention is needed to establish regular curricular involvement from other academic departments. For example, establishing the common read book as a curricular element in every in-person, first-year seminar (FYS 101, BUAD 100, AGNR 101, UNHO 101, ENGL 101, etc.) could establish stronger investment from other academic departments. Similarly, co-curricular partnerships need to be strengthened with Student Life departments, such as New Student and Family Programs, the Center for Leadership and Service, and the Dean of Students office. Aside from Welcome Week coordination, there are no co-curricular events conducted in partnership with areas of Student Life.

- ◆ **The Common Read Program Should Be Owned by the Campus**

If the common read program is to be sustained, it must be owned by the campus and not only the First-Year Studies department. As a department, the staff of First-Year Studies are happy to continue to convene and administer elements of the program as deemed necessary. However, this statement implores campus leaders to take significant interest and investment of energy toward seeing the program be a success.

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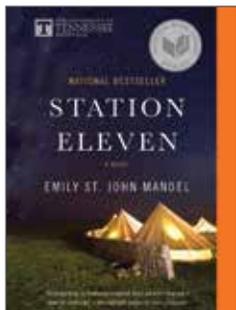
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Appendix A: Past Selections

2003-2017

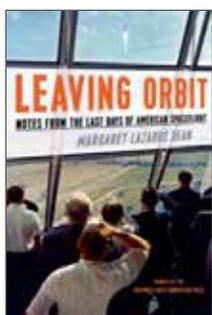


2017: *Station Eleven*

An audacious, darkly glittering novel set in the eerie days of civilization's collapse, *Station Eleven* tells the spellbinding story of a Hollywood star, his would-be savior, and a nomadic group of actors roaming the scattered outposts of the Great Lakes region, risking everything for art and humanity.



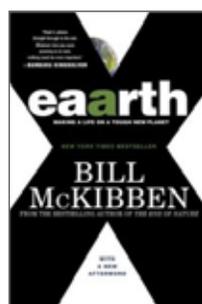
2014: *Daytripper* pulls readers into the vibrant, lovingly-detailed landscapes of the authors' home country of Brazil while depicting pivotal moments central to the human experience regardless of nationality. First kiss, first love, first heartbreak, first job, first child . . . these are the moments upon which life turns.



2016: *Leaving Orbit*

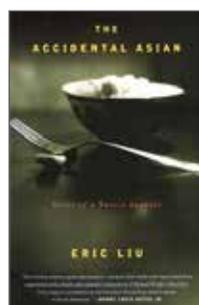
In the 1960s, humans took their first steps away from Earth, and for a time our possibilities in space seemed endless. But in a time of austerity and in the wake of high-profile disasters like Challenger, that dream has ended. In early 2011, Margaret Lazarus Dean traveled to Cape Canaveral for NASA's

last three space shuttle launches in order to bear witness to the end of an era. With Dean as our guide to Florida's Space Coast and to the history of NASA, *Leaving Orbit* takes the measure of what American spaceflight has achieved while reckoning with its earlier witnesses, such as Norman Mailer, Tom Wolfe, and Oriana Fallaci. Along the way, Dean meets NASA workers, astronauts, and space fans, gathering possible answers to the question: What does it mean that a spacefaring nation won't be going to space anymore?



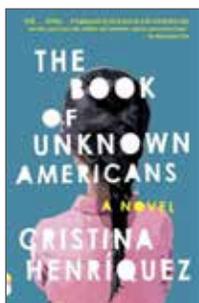
2013: *Earth: Making a Life on a Tough New Planet* is an impassioned plea from a journalist and environmentalist regarding climate change. McKibben asserts, the world is “melting, drying, acidifying, flooding, and burning” because of destructive environmental changes, and we must alter our ways if we want to keep the planet habitable

for ourselves and future generations.



2012: *The Accidental Asian: Notes of a Native Speaker* is a collection of memoirs around second-generation Chinese American Eric Liu's search for identity. It touches upon a range of themes from identity to race, family, and what it means to be American and was used to highlight both the election year and UT's campus-wide Civility & Community

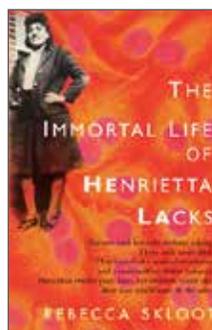
initiative.



2015: *The Book of Unknown Americans*

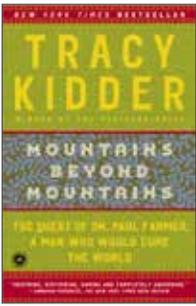
Here Henríquez seamlessly interweaves the story of two star-crossed lovers, and of the Rivera and Toro families, with the testimonials of men and women who have come to the United States from all over Latin America. *The Book of Unknown Americans* is a stunning

novel of hopes and dreams, guilt and love—a book that offers a resonant new definition of what it means to be American.



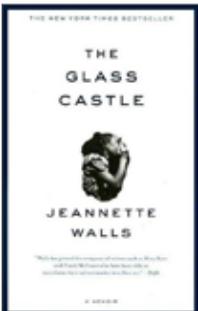
2011: *The Immortal Life of Henrietta Lacks* is about Henrietta Lacks and her immortal cell line, known as HeLa, that came from her cervical cancer cells in 1951. The book is notable for its accessible science writing and dealing with ethical issues of race and class in medical research. It is Skloot's first book and was used to highlight undergraduate research

at the University.

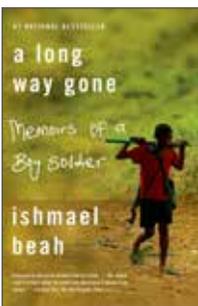


2010: *Mountains Beyond Mountains* Listed on The New York Times' 2003 Notable Books list, *Mountains Beyond Mountains* is the story of physician and anthropologist Dr. Paul Farmer and his work to relieve the suffering of some of the poorest people on earth while revolutionizing international health. In

keeping with Life of the Mind's goal to foster international and intercultural awareness, the book's themes included health, poverty, science, and religion.

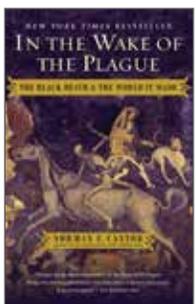


2009: *The Glass Castle*, an autobiographical memoir that recounts Walls' and her siblings' unconventional, poverty-stricken upbringing at the hands of their deeply dysfunctional parents. The memoir spent over 260 weeks on the New York Times Bestseller list and has been translated into over 22 languages.



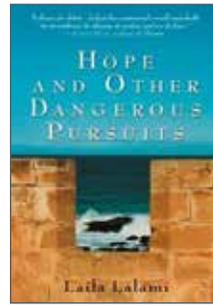
2008: *A Long Way Gone: Memoirs of a Boy Soldier* This absorbing account by a young man who, as a boy of 12, gets swept up in Sierra Leone's civil war goes beyond even the best journalistic efforts in revealing the life and mind of a child abducted into the horrors of warfare. Told in clear, accessible language by a young writer with a gifted literary

voice, this memoir seems destined to become a classic firsthand account of war and the ongoing plight of child soldiers in conflicts worldwide.



2007: *In the Wake of the Plague* The author, currently an emeritus professor at New York University, has had a distinguished career as a medieval historian, and his textbook *The Civilization of the Middle Ages* has been popular with many students over many years. Here Cantor produces a popular account of one of the greatest disasters ever to befall

the people of Europe.

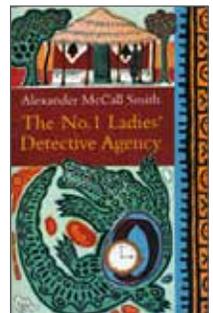


2006: *Hope and Other Dangerous Pursuits* The four main characters of this linked series of fictional profiles are connected by a single goal: the desire to emigrate from Morocco to Spain, where there are jobs. Lalami, author of the literary blog moorishgirl.com, gives outsiders a glimpse of some of Moroccan society's strata and the desperation that underlies many ordinary lives.

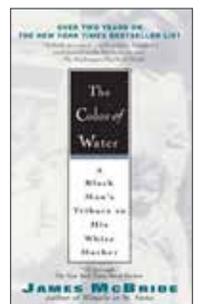


2005: *The Curious Incident of the Dog in the Night-time* *The Curious Incident of the Dog in the Night-time*, by Mark Haddon, is recounted by 15-year-old Christopher Francis Boone, a child living with autism. After finding his neighbor's dog slain in her front yard, Christopher unveils a series of truths not only of the murder but also about himself. This murder mystery novel is an

eccentrically written tale that calls for a new way of thinking.



2004: *The No. 1 Ladies' Detective Agency* A series of vignettes linked to the establishment and growth of Mma Ramotswe's "No. 1 Ladies' Detective Agency" serve not only to entertain but to explore conditions in Botswana in a way that is both penetrating and light thanks to Smith's deft touch. Mma Ramotswe's love of Africa, her wisdom and humor, shine through these pages as she shines her own light on the problems that vex her clients.



2003: *The Color of Water: A Black Man's Tribute to His White Mother* is the autobiography of James McBride and also a tribute to his mother. The chapters alternate between descriptions of his early life and first-person accounts of his mother Ruth's life. McBride depicts the conflicting emotions of struggling to discover who he truly was, as his mother narrates

the hardships that she had to overcome as a white, Jewish woman who chose to marry a black man in 1942.

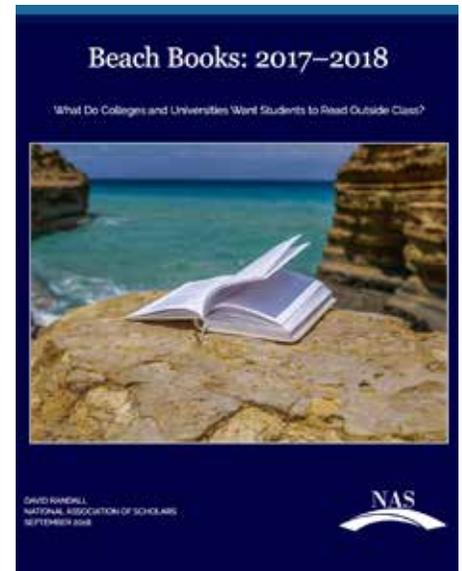
Appendix B: Criticisms

The National Association of Scholars (NAS) is a network of scholars and citizens united by a commitment to academic freedom, disinterested scholarship, and excellence in American higher education.

NAS regularly publishes studies that examine curricula and other aspects of higher education policy and practice. These studies document trends in contemporary academia.

For criticism of common book programs, see following NAS report.

https://www.nas.org/images/documents/beach_books/2018/NAS_beachBooks2018_fullReport.pdf



Appendix C: Bench Marking Grid

Institution	Common Read Program	Common Read in College or Program	Program Name & Website
Auburn University	Yes		The Common Book: One Book. One Auburn http://aucommonbook.auburn.edu/
Clemson University	Yes		Common Reading Program https://www.clemson.edu/summer/summer-reading/
Michigan State University	Yes		One Book One Community http://www.onebookeastlansing.com/
North Carolina State University	Yes		Common Reading Program https://newstudents.dasa.ncsu.edu/commonreading/
Pennsylvania State University	Yes		Common Reading Program https://berks.psu.edu/common-reading-program-2
Purdue University	Yes	College of Liberal Arts (Department of English)	Big Read https://cla.purdue.edu/english/bigread/index.html
University of California, Santa Barbara	Yes	UC Santa Barbara Library	UCSB Reads https://www.library.ucsb.edu/ucsbreads
University of Illinois Urbana-Champaign	Yes		One Book One Campus https://union.illinois.edu/see-and-do/bookstore-information/one-book-one-campus
University of North Carolina at Chapel Hill	Yes		Carolina Summer Reading Program http://summerreading.web.unc.edu/
University of Washington	Yes	Health Sciences	Health Sciences Common Book Series http://sph.washington.edu/students/commonbook.asp
University of Wisconsin-Madison	Yes		Go Big Read https://gobigread.wisc.edu/
Indiana University	Yes	Kelley School of Business	Common Read https://kelley.iu.edu/programs/undergrad/campaigns/student-life/common-read/index.cshtml
Rutgers, The State University of New Jersey	Yes	School of Arts and Sciences Honors Program	SAS Honors Program https://www.sashonors.rutgers.edu/student-life/summer-reading/2582-summer-2017-reading-program

Bench Marking Grid continued

Institution	Common Read Program	Common Read in College or Program	Program Name & Website
Texas A&M University	Yes	College of Liberal Arts	Common Ground
The Ohio State University	Yes	First Year Experience	Common Book
University of Michigan	Yes	College of Engineering	Michigan Engineering Common Reading Experience https://commonread.engin.umich.edu/
University of Texas at Austin	Yes		Freshman Reading Round-Up https://ugs.utexas.edu/frr
University of Virginia	Yes	Curry School of Education	Curry Common Read https://curry.virginia.edu/about-us/diversity-curry/curry-common-read
Iowa State University	No		
University of California, Berkeley	No		
University of California, Davis	No		
University of California, Los Angeles	No		
University of Georgia	No		
University of Maryland, College Park	No		
University of Pittsburgh	No		
University of Florida	No		
University of Minnesota	No		

Appendix D: Example Assessment Measures

- 1.1 - Reading the book - Assessed through self-reported survey
- 1.2 - Participation in academic activities - Assessed through assignment completion and activity attendance
- 1.3 - Participation quality - Assessed through peer reflection and discussion leader/instructor feedback
- 2.1 - Diverse viewpoint engagement - Assessed through discussion leader/instructor feedback and student self-reported survey
- 2.2 - Dialogue quality - Assessed through discussion leader/instructor feedback
- 3.1 - Connection level - Assessed through self-reported survey
- 3.2 - Connection duration/quality - Assessed through self-reported survey

In order to flesh out intent/ proof of concept for assessment measures, the following questions/ assessment tools have been hypothesized. (We are not necessarily bound to these.)

Student Self-Reported Survey Questions

Assessment Measure	Question Timing	Sample Survey Text
1.1	Immediately following Welcome Week	<p>How much of the common read book did you actually read?</p> <ul style="list-style-type: none"> ◆ 100% - I read the whole thing ◆ I read most of it, but never finished ◆ I started reading it, but crammed at the last minute to complete my assignments ◆ I did not read the book
2.1	Immediately following Welcome Week	<p>Which statement best describes the impact the common read program had on your knowledge of perspectives different from yours?</p> <ul style="list-style-type: none"> ◆ I learned nothing, I did not already know ◆ I learned a little about the topics raised in the book, but I do not know how useful this knowledge is to me personally ◆ I learned some amount of new information about the topics raised in the book and they have affirmed perspectives I have held ◆ This program opened me up to ideas and perspectives I did not know previously
3.1	End of first term or year	<p>Which statement best describes how willing you are to engage in dialogue about viewpoints that may differ from your own?</p> <ul style="list-style-type: none"> ◆ Not willing ◆ Willing, but I am not really interested in what anyone else has to say ◆ Willing ◆ Very willing, I would love to hear different perspectives
4.2	End of first term or year	<p>Which statement best describes the nature of your discussions about the common read book or topics addressed in the common reading?</p> <ul style="list-style-type: none"> ◆ I had none ◆ Only in assigned settings (Welcome Week, class, etc.) ◆ Before and after assigned settings (Welcome Week, class, etc.) ◆ It has come up in a variety of places

Peer Reflection Feedback

Assessment Measure	Question Timing	Assessment Description
1.3	In Canvas, as a part of FYS 100/101	<p>Students will craft a creative or analytical response to the common read book prompt.</p> <p>Each student submission will be peer reviewed by another classmate using Canvas. An evaluative rubric will be created that allows for both a quantitative and qualitative response from peers.</p>

Discussion Leader/Instructor Feedback

Assessment Measure	Question Timing	
1.3	Immediately following Welcome Week	<p>Which scale on the rubric, best describes the average participation of your discussion group:</p> <ul style="list-style-type: none"> ◆ Student did not utilize the common read book as an introductory process toward collegiate intellectual engagement. ◆ Student may need to better prepare for collegiate intellectual engagement, but may still be developing the skills to do so. ◆ Engagement may not always be deep, but the student makes attempts to fully participate ◆ Student fully engages in intellectual activities.
2.1	Immediately following Welcome Week	<p>Which scale on the rubric, best describes the average willingness of your group to engage in diverse perspectives:</p> <ul style="list-style-type: none"> ◆ Not willing ◆ Willing, but not really interested in what anyone else has to say ◆ Willing, because you made them ◆ Very willing, great discussion with different perspectives
2.2	Immediately following Welcome Week	<p>Which scale on the rubric, best describes the average critical thinking of your group when engage in diverse perspectives:</p> <ul style="list-style-type: none"> ◆ Refuses to hear other viewpoints ◆ Gives opinions, doesn't listen to others or passively listens ◆ Contributes, but not sure what to say ◆ Actively engages and reflects on own viewpoints

Appendix E: Complementary Organizational Mission Statements

Center for Leadership and Service

<https://leadershipandservice.utk.edu/>

The Center for Leadership and Service is dedicated to facilitating meaningful experiences that expose students to diverse cultures through community involvement in a broad array of activities that extend learning, foster leadership skills, and promote civic responsibility. We strive to promote a culture of inclusion and a community where diverse opinions, backgrounds, and practices have the opportunity to be voiced, heard, and respected. We are a welcoming, safe, affirming, and nurturing environment based upon cherishing the dignity of each individual. As an office, we celebrate individuals who represent different groups as defined by race, ethnicity, gender, sexual orientation, socioeconomic background, age, disability, national origin and religion.

International House

<https://ihouse.utk.edu/about/>

As the University of Tennessee International House, we aspire to educate and engage all students in order to help them participate as members of a global society.

Multicultural Student Life

<https://multicultural.utk.edu/>

Multicultural Student Life contributes to an inclusive learning environment by enhancing institutional efforts in retaining and graduating students prepared for a diverse global society. We promote the academic success, equality, and leadership development of students through programs and services that holistically address cultural, educational, and civic growth.

New Student and Family Programs

<https://parents.utk.edu/>

The Office of New Student and Family Programs, in partnership with the University community, will foster student success by engaging students and families in the Volunteer Experience.

Ready for the World

<https://rftw.utk.edu/>

The University of Tennessee helps students gain the international and intercultural knowledge they need to succeed in today's world.

Internationally and interculturally competent undergraduate students of the University of Tennessee Knoxville will:

- ♦ be knowledgeable of their own culture
- ♦ be knowledgeable of domestic and international cultures other than their own
- ♦ be knowledgeable of world geography, global economics, international politics, various religions, philosophies, histories, languages, literatures, or arts
- ♦ be knowledgeable of sustainable practices
- ♦ be able to demonstrate intercultural communication concepts
- ♦ be able to evaluate the impact of historical forces on the modern world
- ♦ be able to explain the causes of domestic and global social problems
- ♦ be able to identify and summarize concepts of interdependence
- ♦ be able to identify and describe significant global agricultural issues
- ♦ be able to recognize and give examples of significant global and domestic health issues
- ♦ be able to recognize global systems, processes, social constructs, trends, and issues

Division of Student Life/Assessment

<https://dslassessment.utk.edu/about/#mission-vision-values>

The Division of Student Life is committed to enhancing student engagement and quality of learning that occurs beyond the classroom.

Complementary Organizational Mission Statements continued

Center for Student Engagement

<https://go.utk.edu/>

The Center for Student Engagement fosters campus community through programs, resources, and involvement opportunities that advance student learning and prepares students for success in the global community.

Office of Student Media

<https://studentmedia.utk.edu/our-purpose/>

The Office of Student Media provides resources in support of a positive and professionally-oriented co-curricular environment that supports student learning and development and produces quality media for the campus community.

The Office of Sorority and Fraternity Life

<https://gogreek.utk.edu/>

The Office of Sorority and Fraternity Life strives to provide students with a wholesome learning experience that facilitates growth in the areas of scholarship, leadership and personal development, service, and intercultural experiences.

Experience Learning

<https://experiencelearning.utk.edu/>

Give students more opportunities to be involved in civic engagement, solve complex real-world problems, and contribute to the welfare of their communities as part of their regular course work.

BIG READ EVENTS

All events are free and open to the public unless otherwise noted.

KICK-OFF CELEBRATION

Wednesday, October 4, noon
The Stage on Market Square



Join Knox County Public Library and UT's Office of First-Year Studies for a kick-off celebration of the Big Read featuring Guest Speakers by Emily St. John Mandel, Daniel Squires, Jason Manjrekar, and Knox County District of Court Dean Rick and County Public Library Director Wynette Black with music by UT's a cappella ensemble and a book scavenger hunt by UT's Tennessee Design Company. We will give out 100 copies of Station Eleven on a first-come, first-served basis.

WALL-E (6-2016)

Friday, October 6, dusk
Movies on Market Square



Station Eleven has the spirit of the afterlife. Criticism has criticized it as a romance. WALL-E presents the after-the-collapse from a different point of view. Join us for a night under the stars in honor of the afterlife.

SHAKESPEARE IN DYSTOPIA: SURVIVING WITH THE HELP OF THE BARD

Monday, October 23, 6:00 p.m.
Lawson McGhee Library
500 W. Church Ave.



Presented by Dr. Jennifer Horn of the Tennessee Stage Company. After the collapse of civilization, will great art ever make you turn to for comfort? In Station Eleven, it's the Bard. Why does 18th-century wisdom make sense in the post-modern world?

"THE FEVER THAT WAS FATAL TO SO MANY"

Wednesday, November 8, noon
East Tennessee History Center
601 S. Gay Street
Presented by Jack Knealy of the Knoxville History Project. Explore deadly epidemics in Knoxville history, from the plague of 1838 to the Spanish Flu of 1918-1919. Sponsored by the East Tennessee Historical Society.

WHAT'S ART GOT TO DO WITH IT?

Wednesday, October 18, noon
Entrium Center
100 S. Gay St., Knoxville, TN
Pre-ordered lunch available at knox.entrium.com or bring your own!

In Station Eleven, the main characters were part of a traveling symphony and disappeared though that brought them "at least down to earth because survival is real." What is the importance of art in our lives? How do we, as individuals, want to discuss the impact of art in our daily lives?

PANELISTS:

- | | |
|--|---|
| David Butler
Executive Director of Art
Development | Jennifer Wirtad
Co-director, artist of the
Art, Fiction Theater |
| Aaron Domingan
Executive Director | Lisa Zornell
Art & Culture Advisor,
Entrium Center |
| Christina Marie Casner
Cultural Manager | Christine Thomas
Artistic Director |

HELP! S.O.S! MANDY!

MAINTAINING & TALKING TO AKA CONWARD
Friday, October 27, 4:00 p.m.
Knoxville-Knox County Emergency
Management Agency
605 Bernard Street
LIMITED SPACE - RSVP Required at
knox.entrium.com or by calling
865-215-8767

Many experts talk about the worst-case scenarios and try to deal with it - from pandemics to tsunamis, gas leaks, or worse. Join local emergency management professionals to learn how we are prepared for disasters in our own backyard.

PANELISTS:

- | | |
|--|---|
| Coan Drake
EM, Lincoln | Dr. Sam Rappas
UT Medical Center,
Vascular Disease Expert |
| Charity Mendle
Knox County Health
Department - Emergency | Moderator:
Angela Abled
Knox County Health
Department |
| Emergency Preparedness | Emergency Preparedness |



APOCALYPSE WORKSHOPS

Thursday, October 12 -
November 2, 6:30 p.m.
The Central Collective
923 Central Ave

Not sure what you would do if civilization collapsed? Without electricity, you couldn't Google it, join us for a series of workshops on how to survive an apocalypse. From shelter to food preservation, learn how to thrive in a post-robotic world. Tickets available at thecentralcollective.com



FIRST FRIDAY OPENING RECEPTION FOR THE MUSEUM OF LOST CIVILIZATION

November 3, 6-9 p.m.
The Central Collective
923 Central Ave

What would you miss if civilization as we know it were to disappear? Join us for the work of local artists exploring what they would treasure in a post-apocalyptic museum.



THE BIG READ IN EAST TENNESSEE

In Blount County: Blount County Public Library
508 N. Chick St., Maryville, TN

Dr. Ready...

Station Eleven is Coming
September 23, 6:30-1:30 p.m.
Maryville Farmers Market
pick up a free copy of Station
Eleven (while supplies last)

This Doesn't End Well!

Dystopian Lit and Why it's
Important
October 1-2

Survival!

Thursday, Oct. 3, 7:00 p.m.
Come join us for the night
Learn how 5 strategies needed
to survive alone in nature.

Perennial Board Game &
Fundraiser: The Cure
Saturday, Oct. 14, 2:00 p.m.
at the Home of Appalachia
and rescue humanity from our
disasters that have broken out
and are breaking the world
Part of the Tennessee 512&AM
Festival.

Station Eleven Adult Coloring

Friday, October 12, 7:30 p.m.
Station Eleven - a non-
survival dystopian - non-
survival dystopian - non-
survival dystopian. So, come down
to survive alone in nature.

East Tennessee and the
World: TVA's Global Center
Monday, Oct. 22, 7:00 p.m.
Station Eleven Room
For many, being captured is
like an apocalypse. But TVA
can also be seen as a niche
for regional spirit and has an
impact across the globe. Learn
about TVA's new development
program and its work,
agriculture, food, travel, and
regional development.

In Sawyer County:

King Family Library
406 High St.
Sawyerville, TN
Post-Apocalyptic Party and
Book Discussion
Monday, Oct. 30, 5:30 p.m.
The Blackboard Room has
been transformed into
Station 002 where survivors
will gather to enjoy post-
apocalyptic food and drink.
Don the one you'd want
to wear in a post-apocalyptic
world, and bring one item you
would keep to re-evaluate
civilization.

BOOK DISCUSSIONS IN KNOX COUNTY

Saturday, Oct. 8, 2:00 p.m.
Lawson McGhee Library
500 W. Church Ave.

Thursday, Oct. 12, 6:30 p.m.
Knoxville Zoo
301 Church Ave.
Books available to K&T rooms,
while supplies last.

Thursday, Oct. 17, 6:00 p.m.
Friends of the Library
301 Church Ave.
If you're not seated, a number
477-0130, join today.
RSVP for post at 215-8773

Wednesday, Oct. 18, noon
YMCA with Union Ave Books
417 N. Campbell Street, Room 142

Thursday, Oct. 17, 2:00 p.m.
Hill Station Library
4218 E. Trinity Road

Thursday, Oct. 17, 6:00 p.m.
Friends of the Library
301 Church Ave.
If you're not seated, a number
477-0130, join today.
RSVP for post at 215-8773

Thursday, Oct. 24, 10:00 a.m.
Sawyer County Library
100 Oak Club Road

Thursday, Nov. 2, 6:00 p.m.
L&L STEU Academy
Experience the water-cooled
escape con.
Open to the community
at 11:00 a.m.

Thursday, Nov. 7, 6:30 p.m.
Powell Branch Library
200 W. Emory Road

