L E A D E R S   A R E   R E A D E R S

By "making reading sexy again," we can get our students off Netflix and into the amphitheater where they can hear, discuss, and debate the issues of the day with THE COOL READERS AROUND THEM – faculty members, industry leaders, and their fellow students.

We use passionate leaders to create passionate readers

One size doesn't fit all, so we are proposing several concurrent initiatives, each needing a **passionate, competent faculty sponsor** to lead such **proposed**, bi-monthly clubs/programs as:

(A) Book Club Underground: A book club that chooses REALLY INTERESTING fiction (of ALL kinds) and looks "beneath the surface" in its discussions.
(B) Read To Lead: A book club that focuses on nonfiction books regarding leadership, the arts, sciences, wellness, ethics, justice, public service, etc.
(C) Newsroom: A discussion group that focuses on a recent, one-page newspaper article, analyzing the strengths and weaknesses of the reporting.
(D) Quackshack: A discussion group focusing on misleading ads used to sell products and services of all kinds as well as the scams employed to con people out of their money.
(E) Watson: The re-branded WRC Peer Tutors program in which students help each other to develop their critical reading/thinking/writing/academic skills.
**(F) Connections:** A rotating UHD faculty member OR "Friend of UHD" talks – to a mixed audience of students and faculty – about his/her own research or own business initiatives and about how asking questions, gathering information, and critically reading has fueled that effort.
(G) Readability: A set of self-managed assessments, tools, activities, services, and programs (curated out of the Writing & Reading Center ("WRC") to help students to develop their critical reading skills.

The theme/tagline for all these programs: "We read one great book a month - We aspire to read one great book a week."

Leaders are Readers IMPLEMENTATION:

YEAR 1: Program Design and Initial Staffing: A half-dozen faculty founders would be given a course release during Year 1 in order lead the following activities: (a) designing the initiatives; (b) staffing the initiatives with passionate faculty member sponsors; (c) identifying the venues; (d) designing the calendaring cadence (recurring deadlines/sequencing for book selections, speaker ID, marketing materials prep and release, etc.); and (e) preparing bylaws, operating practices, and performance metrics, complete with a chain of student leader roles for running the programs (with full faculty support of course). Industry leaders, elected officials, book authors, carefully chosen celebrities, and more – ALL READERS – would occasionally be invited to serve as "guest presenters" at these programs.
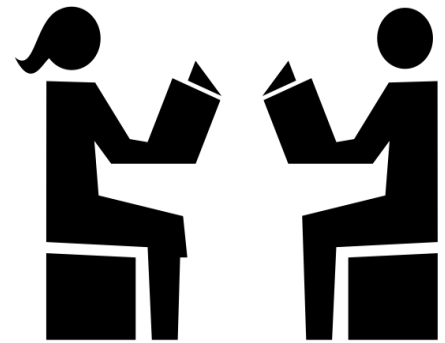
Leaders are Readers IMPLEMENTATION (cont.)

YEAR 2: YEAR 3+:
Launch and Student Engagement / Handover: During Year 2, the programs are launched to the UHD community and the public, baseline metrics are calculated, and student leaders learn by collaborating with the faculty sponsors, so that they quickly take over running the programs (with faculty and administration assistance of course).

YEAR 3+:
– Program Improvement & Research: Performance metrics are tracked and compared to their baselines, and programs are revised in response. Students learn about leadership, and faculty members extract useful research results.

HOW THIS PROPOSAL ALIGNS WITH UHD'S MISSION AND GOALS:

This QEP topic - Leaders are Readers - aligns with the institutional mission as well as Strategic Plan Goals A, B, & C.

Goal A.
4. Inspire students to discover meaningful connections, explore their interests, and participate in experiences while pursuing their degrees in a timely manner.

Goal B.
Cultivate a portfolio of strategic learning partnerships to promote experiential learning.

Goal C.
Cultivate a dynamic learning environment where we nurture students to their fullest potential so that they may better impact their world.