

Honors in Action Project Award

Chapters may submit one entry which describes one in-depth Honors in Action Project based on a theme of the 2016/2017 Honors Study Topic, *How the World Works: Global Perspectives*.

Definition of Honors in Action:

Honors in Action projects incorporate the following components:

- Academic research and analysis
- Leadership roles and leadership development
- Action (service or advocacy)
- Collaboration
- Reflection

Honors in Action projects require substantive academic investigation of a theme related to the Society's current Honors Study Topic. The theme you select should be directly connected to and provide supporting evidence for the development of the action component of your project. Honors in Action projects require taking on meaningful leadership roles and developing significant leadership skills to address a need in your community that was discovered through your research and analysis. The current Phi Theta Kappa Honors Program Guide is a primary resource to help you develop and implement your Honors in Action Project.

DEADLINE:

Wednesday, January 24, 2018 at 5:00 pm CST

Word Count Limit: The essay responses for the entire application cannot exceed 2600 words. No limit is given for each essay question, but to the application as a whole.

1. Provide a brief abstract or summary of your Honors in Action project including the following components: academic research into the Honors Study Topic and analysis, leadership roles, leadership development, action, collaboration, reflection and outcomes.
2. What theme in the current Honors Program Guide did your chapter focus on?

Theme 1 - Myth and Reality	Theme 5 - Beauty and Vulgarity
Theme 2 - Individualism and Collectivism	Theme 6 - Natural and Engineered
Theme 3 - Rights and Responsibilities	Theme 7 - Innovation and Replication
Theme 4 - Peace and War	Theme 8 - Nostalgia and Pathos
3. Why and by what process did you choose this theme?
4. List the 8 academic/expert sources that were most enlightening regarding multiple perspectives of the Honors Study Topic theme you selected. Briefly explain why these were the most important sources and what you learned from each of them as you researched your theme.

Be consistent with and formal in the way you present the citations for your source. While it is NOT necessary to use APA or MLA formatting for your sources, please be sure to include the author's name, title of publication, publication year, and a brief description. For websites, provide a document title or description, a date (either the date of the publication or the date of retrieval from the Internet), and a web address (URL). Whenever possible, identify the authors of a document as well. For individual or group resources, list contact person's name, email address and/or telephone number, job title, and place of employment. (Example included in the application.) Submitting more than 8 sources is not allowed. Additional ancillary materials and/or links to those materials will not be considered for judging.
5. What conclusions did your chapter reach based on your research into the Honors Study Topic and how did these conclusions guide you to select the action part of your project?

6. Summarize your objectives for all elements of this Honors in Action project and the process by which the chapter set these objectives.
 7. With whom did you collaborate for this Honors in Action project?
 8. Describe the leadership of chapter members that contributed to the planning, preparations, and implementation of this Honors in Action project. The exercise of leadership may come from groups/committees, officers, and non-officers. Leadership roles are not necessarily those that come with "titles."
 9. Describe leadership education and training activities taken to specifically help chapter members be more effective leaders for *this* Honors in Action project.
 10. Describe the service or "action" components of this Honors in Action project that were inspired by and directly connected to your Honors Study Topic research. (Action can also include promoting awareness and advocacy.)
 11. What were the quantitative and qualitative outcomes of your project, including the lessons learned by your chapter members and others?
 12. What is left undone or what opportunities remain for the future?
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The entry will be judged in its entirety based on the following criteria. Maximum score is 105 points. Scores for Academic Rigor of Research, Leadership, Service/Action and Impact will be multiplied by 2.

ACADEMIC RIGOR OF RESEARCH

10 points

The research included 8 academic publications and experts that were wide-ranging and included different points of view on the Honors Study Topic and the chapter's selected theme from the Honors Program Guide. Clear evidence shows the research activities allowed participants to develop critical thinking skills. The in-depth research provided substantial material for the chapter to carefully weigh and consider in determining a project to implement that would clearly address a finding and is directly connected to their research.

7 points

The research included 5-7 resources. The resources were academic and somewhat wide-ranging, and appeared to provide good insight into the Honors Study Topic and the issue. Some evidence given that the research activities allowed participants to develop critical thinking skills. The investigation was sufficient in helping the chapter determine a project to implement that addressed a finding and is directly connected to their research on a theme from the Honors Program Guide.

4 points

Four or fewer research sources were cited. The resources were not necessarily academic and did not necessarily provide much insight into the issue. The inquiries were not explored in depth and the action component of the project was not directly linked to the academic investigation.

RESOURCEFULNESS

10 points

The project was ambitious and required substantial research and inspired resourcefulness to implement the project effectively.

7 points

The project was somewhat challenging and required considerable research and development to implement satisfactorily.

4 points

The project was not necessarily challenging. Minimal research and development was needed in implementing project.

THE EXERCISE OF LEADERSHIP AND LEADERSHIP DEVELOPMENT

10 points

Without question, the chapter members and other project stakeholders were provided substantive opportunities to exercise and advance their leadership skills. There is strong evidence of effective planning and teamwork. The project included clear evidence of effective, intentional, and thoughtful educational and training activities and opportunities that improved the exercise of leadership in multiple areas required specifically for the success of the project.

7 points

The chapter members and other project stakeholders were provided opportunities to exercise and advance their leadership skills. There is evidence of effective planning and teamwork. The project entry included evidence of intentional educational and training activities and opportunities that related to the exercise of leadership specifically required for the success of the project.

4 points

Only the chapter members were provided with limited opportunities to exercise and advance their leadership skills. Not enough details were provided to indicate effective planning and teamwork. The project included only limited examples of educational and training activities or opportunities that related to the exercise of leadership.

SERVICE/ACTION

10 points

Project objectives clearly emphasized the importance of taking action or serving. Solid evidence is given that the participants heightened their awareness of self and community in relation to global issues. The entry provided strong evidence that participants increased their appreciation for the value of informed action and service as a lifelong endeavor, and the project clearly shows how the action developed directly from conclusions reached from research on the chapter's chosen theme from the current Honors Study Topic.

7 points

Project objectives indicated service to others was a motivating factor. Some evidence is given that the participants heightened their awareness of self and community in relation to global issues and the project shows how the action developed from research conclusions. The entry provided some evidence that participants increased their appreciation for the value of informed action and service as a lifelong endeavor.

4 points

Little or no evidence is given that the participants heightened their awareness of self and community in relation to global issues. It is unclear whether chapter members increased their appreciation for the value of informed action and service as a lifelong endeavor. The action component of the project did not appear to be directly connected to academic research into a theme from the current Honors Study Topic.

COOPERATIVE EFFORT/OUTREACH

10 points

The chapter's project reached a wide variety of audiences, including ALL the following: the college, community and others in OR beyond the region. There is clear and compelling evidence that communication among the participating individuals and/or organizations was effective and efficient and that they shared common objectives.

7 points

The chapter's project reached a variety of audiences including TWO of the following: the college, community OR others in or beyond the region. Details indicate that communication among the participants was effective.

4 points

The chapter's project was confined to the chapter and perhaps reached out to one other audience. The response does not provide enough detail to determine if communication was effective.

IMPACT

10 points

The project made a substantial contribution to improving an issue. Without question, the project had significant short-term impact and clear potential for long-term impact. The project's outcomes were exceptional and both quantitative and qualitative. The chapter assessed in an intentional and reflective way what they learned, how they grew as scholar-servant-leaders and clearly stated what opportunities remain to further impact this issue.

7 points

The project made a noteworthy contribution to improving an issue. Short-term impact was impressive and there was some evidence that the project has potential for long-term impact. The project had specific outcomes that were both quantitative and qualitative. The chapter assessed in an intentional and reflective way what they learned OR how they grew as scholar-servant-leaders and what opportunities remain to further impact this issue.

4 points

The project's contribution was not clear. The response didn't provide enough details to assess impact. The chapter's reflection about their impact and the opportunities that remain are minimal.

PRESENTATION

5 points

Spelling and grammar are flawless.

3 points

A few errors in spelling and/or grammar.

1 point

Spelling and/or grammar errors throughout.