

## 2019 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 2018/2019 Honors Study Topic, *Transformations: Acknowledging, Assessing, and Achieving Change*.

Definition of Honors in Action:

Honors in Action projects incorporate the following components:

- Academic research and analysis
- Action (service or advocacy and collaboration)
- Impact

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 you to address a need in your community that was discovered through your research and analysis into the Society's current Honors Study Topic. 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 16, 2019 at 5:00 pm CST**

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***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 and analysis of sources related to the Honors Study Topic, action that addresses a need in your community that was discovered through your research and analysis into the Society's current Honors Study Topic, and the impact of your project. (NOTE: Recommended word count for the abstract is no more than 300 words.)
2. What theme in the current Honors Program Guide did your chapter focus on?
  1. Theme 1 – Networks of Life
  2. Theme 2 – Economies of Everything
  3. Theme 3 – Politics of Identity
  4. Theme 4 – Dynamics of Discovery
  5. Theme 5 – Channels of Creativity
  6. Theme 6 – Visions of Justice
  7. Theme 7 – Powers of Connection
  8. Theme 8 – Worlds of Work
  9. Theme 9 – Systems of Belief

3. Summarize your project objectives. In other words, what did your chapter set out to accomplish in terms of its research, collaborations, and action?
  4. Describe your academic research into the Honors Study Topic, your research question(s), your analysis of your research findings, and your research conclusions.
  5. 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. (NOTE: Please use formal APA citations for your entry.)
  6. 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.) Be sure to include information about the people and/or groups with whom you collaborated, why you chose these collaborators, and the impact they had on the outcomes of the project.
  7. What are the quantitative and qualitative outcomes of your project? What impact did your project have on the problem addressed and on opportunities for chapter members and others to grow as scholars and leaders
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*The entry will be judged in its entirety based on the following criteria. Maximum score is 100 points.*

## **ACADEMIC RIGOR OF RESEARCH – 34 points**

### **RESEARCH QUESTION**

**5 points** - The chapter developed a thoughtful, answerable research question to guide its academic investigation of the Honors Study Topic through one of the themes in the 2018/2019 Honors Program Guide.

**4 points** - The chapter developed a research question to guide its academic investigation of the Honors Study Topic.

**3 points** - The chapter developed a research question that minimally guided its academic investigation of the Honors Study Topic.

**2 points** – The chapter conducted research without a clear research question to guide its investigation into the Honors Study Topic.

**1 point** – The chapter conducted research without a research question.

### **PROJECT OBJECTIVES**

**5 points** - Project objectives clearly emphasized the importance of intentional research as the cornerstone of the Honors in Action project.

**4 points** - Project objectives included the importance of intentional research as the cornerstone of the Honors in Action project

**3 points** – Project objectives minimally included the importance of intentional research as the cornerstone of the Honors in Action project.

**2 points** – Project objectives about the importance of intentional research were unclear.

**1 point** – Project objectives did not include the importance of intentional research.

## ACADEMIC RESEARCH

**5 points** - The entry clearly conveys in-depth academic research into the Honors Study Topic through one of the Themes in the current Honors Program Guide.

**4 points** – The chapter conducted substantive research into a theme in the current Honors Program Guide, though the direct connection to the Honors Study Topic is unclear.

**3 points** – The chapter conducted research into a Theme in the current Honors Program Guide, but there is no explicit connection to the Honors Study Topic

**2 points** – The chapter conducted minimal research into one of the Themes in the current Honors Program Guide and did not explicitly connect its research to the Honors Study Topic.

**1 point** – No evidence to indicate chapter conducted academic research into a Theme in the current Honors Program Guide.

## RESEARCH CONCLUSIONS

**5 points** - The in-depth academic research clearly provided substantial material for the chapter to carefully weigh and consider in determining an action component to implement that clearly addressed a finding and is directly connected to their research conclusions. Clear, compelling evidence shows the research activities allowed participants to strengthen critical thinking skills.

**4 points** - Academic research provided material for the chapter to consider in determining an action component to implement that addressed a finding and is connected to their research conclusions. Evidence shows the research activities allowed participants to develop critical thinking skills.

**3 points** - The entry shows some evidence of academic research into the Honors Study Topic, and the team’s research provided material for the chapter to consider in determining an action component to implement that addressed a finding.

**2 points** – The entry shows minimal evidence of academic research into the Honors Study Topic, and the action component of the project is not clearly and directly connected to the research and/or the action component of the project was decided before the chapter conducted its research into the Honors Study Topic.

**1 point** – The entry shows no evidence of academic research into the Honors Study Topic and no explicit connection between the research and action components of the project.

## BIBLIOGRAPHY/CITATIONS

### A. ACADEMIC SOURCES

**3 points** - The chapter’s research included 8 sources that were clearly academic publications, academic interviews with expert sources conducted in the past year by the chapter team.

**2 points** - The research included 8 sources, at least 6-7 of which were from academic publications or academic interviews with expert sources conducted in the past year by the chapter team.

**1 point** – The chapter’s research included sources that only included 5 or fewer from academic publications or academic interviews with expert sources conducted in the past year by the

chapter team.

## **B. SOURCES' RANGE OF VIEWPOINTS**

**3 points** - Expert sources are clearly wide-ranging and clearly represent different points of view about the Honors Study Topic and the theme selected by the chapter from the current Honors Program Guide.

**2 points** - Expert sources are somewhat wide-ranging and represent some different points of view about the Honors Study Topic and the theme selected by the chapter from the current Honors Program Guide.

**1 point** – There is little evidence that sources are wide-ranging and represent different points of view about the Honors Study Topic and the theme selected by the chapter from the current Honors Program Guide.

## **CITATIONS**

### **A. APA CITATIONS STRUCTURE**

**3 points** - The APA citations are formal, full, and consistent in structure.

**2 points** - Citations are formal and consistent in structure, but not all citations show full information about the source.

**1 point** – Citations are not formal, full, and consistent in structure.

### **B. BIBLIOGRAPHIC ANNOTATIONS**

**3 points** - Bibliographic annotations of academic sources provide robust evidence supporting why the source was significant to the chapter's research and how the evidence clearly related to the chapter's research conclusions.

**2 points** - Bibliographic annotations of academic sources provide some evidence supporting why the source was significant to the chapter's research and how the evidence related to the chapter's research conclusions.

**1 point** - Bibliographic annotations of academic sources provide little or no evidence supporting why the source was significant to the chapter's research and how the evidence related to the chapter's research conclusions.

## **SPELLING AND GRAMMAR**

**2 points** - Spelling and grammar are faultless.

**1 point** - There were a few errors in spelling and/or grammar.

**.5 point** - There were spelling and/or grammar errors throughout.

## SERVICE/ACTION – 33 points

### ACTION OBJECTIVES

**5 points** - Project objectives were clearly measurable and clearly emphasized the importance of taking action or serving AND emphasized the clearly-defined proposed scope of the project.

**4 points** – Project objectives were measurable and emphasized the importance of taking action or serving and defined the scope of the project.

**3 points** – Project objectives were minimally related to the action part of the project and minimally defined the project’s scope.

**2 points** – Project objectives were unclear and/or did not relate to the action part of the project or define the scope of the project.

**1 point** – Project objectives were unclear and the scope of the project was not defined.

### ACTION’S CONNECTION TO PTK’S HONORS STUDY TOPIC

**6 points** – The chapter clearly shows with specific evidence how the action was developed from the chapter’s Honors Study Topic research conclusions.

**5 points** – The chapter shows how the action was developed from the chapter’s Honors Study Topic research conclusions.

**4 points** – The chapter implicitly shows how the action was developed from the chapter’s research conclusions.

**3 points** – The chapter conducted Honors Study Topic research, but the action did not appear to develop from the chapter’s research conclusions.

**2 points** – The chapter developed the action piece of the project without strong connections to academic research into the Honors Study Topic.

**1 point** – The chapter engaged in action/service with little or no Honors Study Topic research to support the need for the project.

### OUTREACH/COLLABORATION

**5 points** - The chapter’s project (Academic Investigation and/or Action) reached a variety of audiences including BOTH the college and the community, and the role(s) played by collaborators were substantive and stemmed from the chapter’s research conclusions.

**4 points** - The chapter’s project (Academic Investigation and/or Action) reached a variety of audiences including BOTH the college and the community, and the collaborators were selected as good fits for the action selected as a result of the chapter’s research conclusions.

**3 points** – The chapter’s project (Academic Investigation and/or Action) reached a variety of audiences including BOTH the college and the community.

**2 points** – The chapter’s project (Academic Investigation and/or Action) reached at least one of the following: the college or the community.

**1 point** – Little or no evidence that the chapter worked with outside collaborators from the college or community.

## COMMUNICATION

**5 points** - There is clear and compelling evidence that communication among the participating individuals and/or organizations was effective and efficient and that they explicitly shared common objectives.

**4 points** - There is substantive evidence that communication among the participating individuals and/or organizations was effective and efficient and that they shared common objectives.

**3 points** - There is evidence that communication among the participating individuals and/or organizations was effective and that they shared common objectives.

**2 points** – There is some evidence that communication among the participating individuals and/or organizations was effective.

**1 point** – There is little or no evidence that communication among the participating individuals and/or organizations was effective.

## HEIGHTENED AWARENESS OF SELF AND COMMUNITY IN RELATION TO GLOBAL ISSUES

**5 points** – Solid, specific evidence is given that chapter, college, and community participants heightened their awareness of self and community in relation to global issues.

**4 points** – Solid, specific evidence is given that chapter participants heightened their awareness of self and community in relation to global issues.

**3 points** - Evidence is given that participants heightened their awareness of self and community in relation to global issues.

**2 points** – Minimal evidence is given that participants heightened their awareness of self and community in relation to global issues.

**1 point** – There is no evidence given that participants heightened their awareness of self and community in relation to global issues.

## INCREASED APPRECIATION FOR VALUE OF INFORMED ACTION AS LIFELONG ENDEAVOR

**5 points** – The entry provided clear, strong, and specific evidence that participants increased their appreciation for the value of informed action/service as a lifelong endeavor.

**4 points** - The entry provided clear evidence that participants increased their appreciation for the value of informed action/service as a lifelong endeavor.

**3 points** – The entry provided evidence that participants increased their appreciation for the value of informed action/service as a lifelong endeavor, though the evidence could have been more specific.

**2 points** – The entry provided minimal evidence that participants increased their appreciation for the value of informed action/service as a lifelong endeavor.

**1 points** – The entry provided little or no specific evidence that participants increased their appreciation for the value of informed action/service as a lifelong endeavor.

## SPELLING AND GRAMMAR

**2 points** - Spelling and grammar are faultless.

**1 point** - There were a few errors in spelling and/or grammar.

**.5 point** - There were spelling and/or grammar errors throughout.

## IMPACT – 33 points

### CONTRIBUTION TO UNDERSTANDING OF THE HONORS STUDY TOPIC

- 6 points** - Without question, the project made substantial, specific contributions to participants' understanding of a theme as it relates to the current Honors Study Topic.
- 5 points** – The project made a strong contribution to participants' understanding of a theme as it relates to the current Honors Study Topic.
- 4 points** – The project contributed to participants' understanding of a theme as it relates to the current Honors Study Topic.
- 3 points** – The project made some contributions to participants' understanding of a theme as it relates to the current Honors Study Topic.
- 2 points** – The project made minimal contributions to participants' understanding of a theme as it relates to the current Honors Study Topic.
- 1 point** – **Little or no evidence to support the project's** contribution to participants' understanding of a theme as it relates to the current Honors Study Topic.

### CONTRIBUTION TO UNDERSTANDING OF THE IMPORTANCE OF LIFELONG INTENTIONAL SERVICE

- 5 points** – Without question, the action piece of the project made a substantial, specific, and measurable contribution to improving an issue determined from the chapter's Honors Study Topic research conclusions and within the clearly-defined proposed scope.
- 4 points** – The action piece of the project made a strong contribution to improving an issue determined from the chapter's Honors Study Topic research conclusions and within the defined proposed scope.
- 3 points** – The action piece of the project made a contribution to improving an issue determined from the chapter's Honors Study Topic research conclusions and within the defined proposed scope.
- 2 points** – The action piece of the project made a contribution to improving an issue within the defined proposed scope.
- 1 point** – The contribution to improving an issue of the action piece of the project is unclear and/or the scope of the project is unclear.

### CONTRIBUTION TO IMPROVING AN ISSUE WITHIN THE CLEARLY-DEFINED PROPOSED SCOPE

- 5 points** – Without question, the project had significant, specific short-term impact and clear potential for long-term impact.
- 4 points** – The project had strong short-term impact and clear potential for long-term impact.
- 3 points** – The project had some short-term impact and potential for long-term impact.
- 2 points** – The project had minimal short-term impact and minimal potential for long-term impact.
- 1 point** - The short-term impact and potential for long-term impact of the project is unclear.

## RESEARCH QUANTITATIVE AND QUALITATIVE OUTCOMES

**5 points** – Without question, the project’s research outcomes were exceptional and specific for the Honors in Action time frame, addressed the chapter’s objectives, and were both quantitative and qualitative.

**4 points** – The chapter addressed the project’s research outcomes for the Honors in Action time frame, addressed the chapter’s objectives, and included both quantitative and qualitative evidence.

**3 points** – The chapter addressed the project’s research outcomes for the Honors in Action time frame and included both quantitative and qualitative evidence.

**2 points** – The chapter addressed their project’s research outcomes for the Honors in Action time frame and included quantitative OR qualitative evidence.

**1 point** – The project’s research outcomes were unclear for the Honors in Action time frame though the entry may have included quantitative and/or qualitative outcomes.

## ACTION QUANTITATIVE AND QUALITATIVE OUTCOMES

**5 points** – Without question, the project’s action outcomes were exceptional and specific for the Honors in Action time frame, addressed the chapter’s objectives, and were both quantitative and qualitative.

**4 points** – The chapter addressed the project’s action outcomes for the Honors in Action time frame, addressed the chapter’s objectives, and included both quantitative and qualitative evidence.

**3 points** – The chapter addressed the project’s action outcomes for the Honors in Action time frame and included both quantitative and qualitative evidence.

**2 points** – The chapter addressed the project’s action outcomes for the Honors in Action time frame and included quantitative or qualitative evidence.

**1 point** – The project’s action outcomes were unclear for the Honors in Action time frame though the entry may have included quantitative and/or qualitative outcomes.

## REFLECTION

**5 points** – Without question the chapter assessed in an intentional, consistent, and reflective way throughout the project what they learned, how they grew as scholars and leaders, and how they met their proposed project objectives.

**4 points** – The chapter assessed in an intentional and reflective way what they learned and how they grew as scholars and leaders.

**3 points** – The chapter assessed in a reflective way what they learned and how they grew as scholars and leaders.

**2 points** – The chapter assessed in a minimal way what they learned and how they grew as scholars and leaders.

**1 point** – The chapter did not appear to assess what they learned and how they grew as scholars and leaders.

## **SPELLING AND GRAMMAR**

**2 points** - Spelling and grammar are flawless.

**1 point** - There were a few errors in spelling and/or grammar.

**.5 point** - There were spelling and/or grammar errors throughout.

## 2019 College Project Award

Chapters may submit one entry featuring their College Project, described in Level Three of the Five Star Chapter Plan. The purpose of the College Project is to establish and/or strengthen a supportive relationship between the chapter and the college administration. The chapter should meet with the college president (or other appropriate administrator) to determine the College Project, which can be anything that supports the college's mission.

### **DEADLINE:**

Wednesday, January 16, 2019 at 5:00 pm CST

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***Word Count Limit: The essay responses for the entire application cannot exceed 1200 words. No limit is given for each essay question, but to the application as a whole.***

Project Topic (include a short project topic heading)

1. Briefly describe your College Project and who from the chapter and the college administration was involved in determining it?
  2. Summarize your objectives for the College Project and the process by which the chapter and college administration set these objectives.
  3. Describe the planning process and strategies developed to complete the College Project.
  4. What were the quantitative and qualitative outcomes of your project, including the lessons learned by your chapter members and others?
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***The entry will be judged in its entirety based on the following criteria. Maximum score is 85 points.***

### **PREPARATION – 20 points**

8 points – Chapter made it a top priority to meet with appropriate administrator(s) to discuss College Project objectives before project was determined.

4 points – Clear, compelling evidence that the chapter leaders researched the college's mission and/or strategic priorities prior to meeting with college administrators to determine project.

4 points – Strong evidence that the project was a JOINT decision between chapter and college. (Chapter did NOT implement their own project without input/approval from college.)

4 points -- The entry provides explicit details of how this project helps fulfill college's mission/priorities.

### **LEADERSHIP DEVELOPMENT – 20 points**

8 points – Substantive details provided of intentional teamwork between chapter and college officials. Details show members were strategic and thorough in organizing and implementing the project.

4 points - Clear evidence of intentional activities to improve members' leadership skills. (What skills or abilities were necessary to carry out College Project and how did chapter members prepare themselves for these? (workshops, collaborating with experts, researching issue, etc.)

4 points – Compelling examples given with specific details of members fulfilling significant leadership roles in implementing the project.

4 points – Explicit details given of chapter's most important planning steps to ensure successful project. Evidence shows members were strategic and thorough in organizing and implementing the project.

### **COOPERATIVE EFFORT/COMMUNICATIONS – 20 points**

12 possible points - Strong evidence members communicated effectively and continuously with college administration/officials (details on how communication was carried out -- through advisor, through email updates, monthly meetings, follow-up with another administrator/department, etc.)

4 points - **Before** the project began to reach agreement on project goals/strategies

4 points - **During** the project (progress updates)

4 points - **After** the project was completed (results of project)

4 points – Strong evidence of chapter members' flexibility and/or creativity in addressing any opportunities, challenges or obstacles in implementing project

4 points – Specific details provided of chapter seeking college's input in addressing any opportunities, challenges or obstacles in implementing the project

### **IMPACT – 20 points**

4 points – Clear, compelling evidence of project's outcomes through quantitative data. (Examples could be amount of scholarship created, money donated, number of people reached through a project, number of audience members at an event, etc.)

4 points – Clear, compelling evidence of project's outcomes through qualitative data. (intangible benefits/outcomes that can be through meaningful interactions such as survey comments, reactions by those who benefited from a project, description of how project filled a need/wish list item, personal growth experienced by participants, etc.)

4 points – Clearly articulated how these outcomes addressed the college's goals for the project

4 points – Clearly articulated how chapter's relationship with college was strengthened

4 points – Details provided meaningful reflection of how chapter members grew in knowledge and as scholar-servant-leaders throughout the project

### **PRESENTATION – 5 points**

5 points

Spelling and grammar are faultless.

3 points

A few errors in spelling and/or grammar.

1 point

Spelling and/or grammar errors throughout.