

Scholarship Hallmark

- 1. Summarize your chapter's goals for involvement in the primary and secondary focuses of the Scholarship Hallmark and describe the process by which the chapter set these goals.

Our chapter goal for involvement in the primary focus of the Scholarship Hallmark is to increase awareness of unpreparedness of reality within our campus, community, and region. Reflection on recent local, national, and international disasters such as the 2007 mudslides and harsh 2008 winter in Oregon, hurricane Katrina, and our current economic recession inspired our chapter officers to address these issues. Involving the student body, community members, and leaders in open discussion, we realized the need for education relating to advanced preparation and relief planning of natural disasters.

Primary?
Be sure to make it
Secondary?

clear which goals relate to the HST & which goals relate to Scholarship, but not the HST.

How do these goals relate directly to the Honors Study topic?
What issue or issues are you studying?
By what process did you determine your goals? How did you review your goals during the year?

- 2. Using no more than four total examples, please describe your chapters Honors Study projects (related to The Paradox of Affluence) that contributed to fulfilling your chapters goals for Scholarship Hallmarks.

As a chapter we have taken the challenge to raise awareness to students, faculty, staff, community and other Phi Theta Kappans. Our first projects in September to host an Awareness Fair entitled "How prepared are you?" At the fair we had different posters, presentations, educational forums, fliers, and videos of being prepared during natural disasters such as earthquakes, tornadoes, hurricanes, and floods. We researched Hurricane Katrina, America Samoa, wild fires of California, and Northwest Snow storm of last year and the unpreparedness of residents to cope and survive during these events. Some unpreparedness is due to the lack of resources. They can't afford to be prepared. While others may believe that "This will never happen to me." We found that one of the solutions would be in Survival Kits. The survival kits would consist of first aid kits, flashlight, dry foods, can opener, batteries, and transistor radio. In order to raise funds for the Survival Kits we advertised to host a Haunted House in October and we raised \$450.

Be there is no specific info related to the HST as a service or leadership activity and not counted.

As the Rocky Mountain Cascade region we assembled 200 Survival Kits at the Fall Honors In Action as the service project component of the conference. While at the conference we provided educational pamphlets, had a speaker to elaborate on the importance of these Survival kits. In our research we discovered that if each family had a survival kit of some type would be calmer and more

How is this related to the HST? Service :)

likely to live through the disaster. We were proud as a region to share this with people in our community.

After the Awareness Fair we realized many people lacked the skills to be able to react to medical emergencies. One of our officers was eating breakfast and she began to choke. She around a table of 20 people but no one knew what to do and they proceeded to do nothing. That was a scary revelation of the ignorance of most people in these situations. The desire to help is there but the knowledge of how to do so falters. We invited Red Cross to come and give free CPR training and tips on emergency procedures. They even performed mock emergencies to give real life training.

Finally, as a response to the national need to recover and survive in this economy. So as a chapter we decided to reach out to local high schools to teach them about financial preparedness and how to deal with credit, budgets, and scholarships to avoid debt. Through worksheets, partnerships with banking institutions, and financial counselors as speakers we teach students to avoid and eliminate debt.

3. Discuss up to three projects unrelated to the Honors Study Topic that recognize and encourage scholarship. Include in your response projects relating to your intentions and overall purpose for the Scholarship Hallmark.

Our chapter initiated three projects unrelated to the Honors Study Topic that recognized and encouraged scholarship. Using direct discussion with the student body, it was determined that many students were unsure of their desired future careers and goals. Our chapter officers provided guidance on possible career options after graduation for students involved in a specific degree program to help students determine their best interest paths. Secondly, our chapter provided educational workshops on utilizing technologies such as Google Documents and Google Calendar to allow the students to more effectively balance their academic, business, and personal lives.

Additionally, chapter officers and members directly involved themselves on an individual basis tutoring students in various subjects, specifically during crunch times on campus where traditional tutors were unavailable such as midterms, and dead week.

4. What were the specific outcomes of your chapter's involvement with the Scholarship Hallmark, including the impact your projects had on chapter members and others?

Secondary Scholarship or Service

If you highlight how this project came from your issue examination of the HIST, this could be a strong primary Scholarship project. Otherwise it may be read as a Leadership project and not counted.

How so?
What exactly did you do?

What subjects did you tutor? Who did you tutor?

Our chapter's projects reached a wide variety of audiences including victims of local natural disasters, many of whom are members of our student body, community leaders, and high school students. The large turnout and enthusiastic reception at our presentations of our awareness fair and community events provides strong evidence that many received useful education relating directly to our chapter projects. We were able to put together 200 survival kits which benefitted underprivileged members of our community. This was not nearly enough to fill the need of our community and our chapter learned that a much larger community involvement is required when dealing with large scale disaster relief. Additionally, we discovered that the average person is totally uneducated and unprepared for unexpected events and disasters within their life. Our scholarship workshops were able to help 60 students receive scholarships to help reduce their debt.

This is definitely a good start, but it is more service and/or leadership-related than scholarship-related.
This is where you should answer the "So what" questions:
1) What lessons did you learn
2) How did you grow as scholars?