

Honors in Action Project Award - Application

Chapter, Upsilon Pi Chapter1

Provide a brief abstract or summary of your Honors in Action project including the following components: academic research and analysis, leadership roles, leadership development, action, collaboration, reflection and outcomes.

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.

Upsilon Pi chapter members benefited greatly from this project. We took a small seed of an idea and it turned into a project that we could not have foreseen. In the beginning, we started going through the Honors Study Guide and we all agreed on Theme 5. Recent weather events drew us to Question 14. On our minds were the recent natural disasters in our area. We started the process with an idea of where our research was going to take us, so we were pleasantly surprised that it took us in a completely opposite direction. Our project truly came from the research. We thought that we would be educating people on how to get the government to help out the poor and lowly people of southern Illinois, but it turns out that we were now empowering people with information that could help them survive a natural disaster. We learned a great deal that can help us personally and help our community.

What theme in the current Honors Program Guide did your chapter focus on?

Theme 5 - It's a Small World: Competition and Geography

Why did you choose this theme?

We chose this theme for several reasons. First, on February 29, 2012, an EF4 tornado ripped through southern Illinois destroying part of a local town, Harrisburg. Our Phi Theta Kappa chapter was personally affected - one of our members had lost their house in the disaster. Through local newspapers and news broadcasts, we later found out that Harrisburg was denied help from FEMA and we were curious if our rural location played a role in that. Second, in the state of Illinois we have everything from major cities to long stretches of farmland to a national forest. Illinois also has a wide range of income levels. We wondered if the lower income people were more adversely affected in disasters, such as in Harrisburg. What if Harrisburg was a larger, wealthier city, would that have made a difference in the response and aid that they received? Third, our area has been hit with a derecho, flooding, drought, and tornados all within the last five years; plus southern Illinois is near the New Madrid Fault which leaves us at a greater risk for having an earthquake. We wondered if living in a rural, wooded area would affect any government help that we may need in the future. If it is a competition for resources, what could we do to ensure that we could get access to them if the need arose.

List the 8 academic/expert sources that were most valuable to you in your examination 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.

Example:

St. Amant, Mark. *Committed*. 2005.

St. Amant discusses fantasy football, a competitive activity for some 20 million people. He tracks progression of the hobby from its beginnings in the early 1960s to what is now a multibillion dollar business. St. Amant explains why fantasy sports capture people's attention in a culture of competition and helped us better understand their appeal.

Be consistent with and formal in the way you present the citations for your sources. 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.

a. The Power of Place: Geography, Destiny, and Globalization's Rough Landscape. Harm de Blij. 2010. b. The World is Flat 3.0: A Brief History of the Twenty-First Century. Thomas Friedman. 2007. c. How Countries Compete: Strategy, Structure, and Government in the Global Economy. Richard Viator. 2007. d. Judy Vineyard, Associate Dean for Library Services at John A. Logan College. 618-985-3741 Ext 8404, judyvineyard@jalc.edu e. Steve Land, Williamson County Emergency Management Agency Coordinator. 618-998-2123, steve@wcema.com f. www.fema.gov g. www.ready.gov h. www.redcross.gov and personal contacts at American Red Cross i. K. Nigel Holderby, Chief Communications Officer, Southern Missouri Region ii. Sandra Webster, Director on Little Egypt Branch, Murphysboro, IL i. Jim Rasor, Chief Meteorologist at WSIL TV. 618-985-2333, jrasor@wsiltv.com

What conclusions did your chapter reach based on your research?

As we got into the research, our focus changed away from getting help to helping ourselves. From our research, the main theme seemed to be lack of preparedness. Steve Land said that most people believed that the government owed them, so they just assumed that the government would take care of them. But he said that sometimes other people, places, or things were of a higher priority than individuals. Jim Rasor said that he receives emails and calls all the time from viewers who did not see the weather reports and asks how bad are things going to get. He wished that people would be more watchful and take all watches and warnings seriously, no matter how small the chances are. Because of these examples and more, we decided that making people more aware and prepared would be our goal.

Summarize your objectives for this Honors in Action project and the process by which the chapter set these objectives.

Our objectives were to a) continue researching and find out what individuals can do to be more prepared b) figure out a way to gather the information from our research and make it easier for those wanting to learn more about preparedness c) get the word out to others.

With whom did you collaborate for this Honors in Action project?

We collaborated with Jim Rasor for a preparedness video from a professional. Some active members of our chapter (Christina Boyce, Misty Anderson, Allisa Lanier, and Ashlee Sanders) all worked putting together a preparedness kit presentation video. The webmaster at John A. Logan College, Phillip Lane, helped us get a spot on our college's website to host our collection of research and videos all in one place.

Describe the leadership roles undertaken by the chapter that contributed to the development and implementation of this Honors in Action project. Leadership roles are not necessarily those that come with "titles."

Several members took on specific topics to research. They all took the lead in researching, setting up meetings and interviews, and reporting back to chapter on their findings. Misty Anderson researched the local emergency management resources and made contact with Steve Land. She made arrangements for him to come in and give a presentation to our chapter. Misty also took the lead in organizing the disaster preparedness kit. Christina Boyce contacted the American Red Cross. She contacted Nigel Holderby who works for ARC in Missouri and interviewed her about the tornado that happened on May 22, 2011, in Joplin, MO. Christina also contacted the local ARC office to find out how citizens could get training so they can help during disasters. Allisa Lanier contacted several of the local news media outlets including radio stations, newspapers, and TV stations. She set up a meeting with Jim Rasor. He offered to record a video to encourage people to be mindful of the weather and how they should be willing and able to change their plans if they need to. Ashlee Sanders has a background in video editing. She helped record, edit and post our disaster kit video.

Describe specific leadership development actions taken that helped chapter members be more effective leaders for this Honors in Action project.

Our college's research librarian, Judy Vineyard, came in and spoke with us about the resources that were available to us through the college. This helped all the members be more confident in beginning the research for this project. Once we were assigned our specific areas to research, we all learned to be more self-assertive. We contacted professionals in our area and learned that if we ask for help, we can get it. It helped us realize that we can make a difference in our community. Everyone working on the project developed better communication skills between other chapter members and with those that they were contacting for research purposes. Each member realized the importance of dependability, follow through, organizational skills, and team work. We did work together as a team and collaborated well together.

Describe the service or "action" components of this Honors in Action project that were inspired by your Honors Study Topic research. (Action can also include advocacy.)

The service part of the Honors In Action project that we decided on was gathering all of our research into one place and putting it on the internet. John A Logan College was gracious enough to let us use their website. We gathered information about several different kinds of disasters, the disaster plans for local, state and federal agencies, and listed preparedness plans, including a disaster kit list. We also have links to the preparedness video from Jim Rasor and our own disaster kit video. Here is the link to our website: http://www.jalc.edu/activities/clubs/ptk/disaster_preparedness.php

What were the quantitative and qualitative outcomes of your project, including the lessons learned by your chapter members and others?

The quantitative outcomes can be measured by keeping track of who visits the website. The qualitative outcomes can be measured by the accuracy of the information. The information on the website is up-to-date and relevant to our area. Most of the information can be useful to others around the country as well. They may have slightly different risks in their area but they can use this information as a starting place. The chapter members working on this project learned a lot. We started out wondering how we can get the government to step in and help us but we learned that we need to help ourselves first. Having a disaster kit laid out in front of us, really helped us see just how much preparation is actually needed. Everyone that was involved in the project came away from this project with a real sense of what it means to be prepared for a disaster. Some members have even signed up for the ARC disaster training classes.

What is left undone or what opportunities remain for the future?

We had a lot of plans and ideas that we did not have time to implement. One thing is safety on our campus. We would like to work with administration to practice emergency drills on campus when students are present. We would also like to have done more presentations on campus regarding our findings as well.

Chapter Advisor Certification

Certifying the application should be the final step after all parts of the application are complete. The person responsible for certifying the application must log in to certify. Choose your name below and press "Save without submitting." A check box to affirm the statement below will appear. Check this box and click "Save without submitting." Once the application has been certified, edits can no longer be made unless the certification is un-checked. Once the application has been completed and certified, a "Submit All and Finish" button will appear to submit the final application.

I certify that the award application is the work of our chapter's members and that only supervision and/or assistance was provided by chapter advisors, faculty members or alumni in the preparation of this award entry. The activities represented in this entry are, to the best of my knowledge, an accurate portrayal of the work the chapter has completed.

Jennifer Rose: Certified