Welcome to the Pavlis Honors College — a community of student scholars who learn, grow and have fun together while sharing common interests and passions. Our goal is to prepare you for the unique environment that you will encounter when you graduate — a world of constant and often disruptive change, where knowing who you are, what you believe, and how to build relationships will give you a competitive edge.

Events are scheduled throughout the year where you can share what you are learning and doing, and learn from others. We bring together students from across campus to share perspectives that can enhance your maturity and understanding across differences, and provide you with a community where you can discuss and solve real problems together. As an honors student, you should expect to be challenged to step outside of your comfort zone while being authentic, building relationships and opening yourself up to new experiences — the foundation for the Honors Abilities the college seeks to develop and instill in all our students.

We don’t ask you to do more (Michigan Tech students already do a lot). We help you get more out of what you do as you build a bridge between your major and your career and life after graduation.

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Section 1. What makes the Pavlis Honors College unique?

The Pavlis Honors College at Michigan Tech is unique among honors colleges across the country. We are approaching honors education in a whole new way. Rather than only providing opportunities to students with high GPAs, we recognize that every student should have access to opportunities that enhance their classroom education. So, while GPA is one measure of potential future success, we value other things like motivation, passion, integrity, balance, and a willingness to step out of your comfort zone and really learn.

While courses in your major will give you the foundational knowledge and skills that you will need to be successful in your chosen field, we provide a place for you to develop the competencies necessary to put that knowledge to work in a way that uniquely reflects your personal interests and goals. We give you a community where you will challenge yourself, build relationships with others, and advance your potential for success after graduation through the development of what we call the Honors Abilities.

The Honors Abilities

The Honors Abilities are a set of competencies that you will develop as an honors student. They were established by the college in collaboration with individuals from industry, small business, academia, public service, non-profits and startup companies who are alumni, entrepreneurs, innovators, coaches, corporate executives, artists, and humanitarians. We all agreed that to prepare yourself for life after graduation and to excel in whatever role you imagine for yourself, these nine abilities are the key. We all know that the world is changing rapidly and sometimes disruptively. As you enter this world, these competencies are what you need to be truly successful, to lead others, and to always land on your feet.
We’ve arranged the abilities into three key imperatives:

- **Be Authentic** by building self-awareness and choosing your own path;
- **Build Relationships** by engaging deeply in the lives of others; and
- **Be Open to New Experiences** by challenging yourself to step outside of your comfort zone and learn deeply.

These three imperatives tie directly into the educational theory that the honors college is built upon. The theory is called *self-authorship* and is explained in the next section.

**Design Thinking**

As an honors student, you will learn to apply concepts of *design thinking* to your education and your future. *Design thinking* consists of a set of tools and a process that are used to solve complex, open-ended problems. The process looks like this:

![Design Thinking Process Diagram]

The tools include methods and practices that will serve you while a student at Michigan Tech and in the future — whenever you encounter complex challenges where the defining variables are shifting with time and data is scarce. Stay tuned — this is what the seminars are for!! Practice!

> *Design thinking has been around a long time (since the 60’s). The particular process, methods, and practices employed here are drawn from Stanford’s d.school.*

**Pavlis is Your College**

Think of Pavlis as your college. A place where every student plays an important role in shaping its future. All of the seminar courses were designed by students and continue to be affected by your insights and knowledge. If at any time you see an opportunity for positive change, share it and make your lasting impact on the college and the community!
Section 2. Now that I’m an honors student, what should I expect?

As a new honors student, we will help you identify an advisor from the college who will work with you as you complete the program components in alignment with your chosen pathway. Your advisor will have expertise and knowledge in the area on which you are building your honors college experience and will provide invaluable insight and direction to help you make the most out of your engagement with the college. During your first seminar, HON 2150, we will help you identify an advisor to begin working with as you start your program in earnest.

Through the seminar courses, in addition to the skills and tools associated with design thinking, you will learn about self-authorship and transformative learning. Unlike a typical college class, the honors seminars are aimed at developing you in three important ways: in your power to be true to yourself, in your ability to foster meaningful relationships, and in your openness to new experiences (aka: the Honors Abilities imperatives). By developing in these three ways, you will build your capacity for something called self-authorship — your ability to internally define your beliefs, identities, and relationships. When you do this, you will increase your aptitude for leadership, your ability to manage change, and your preparation for success after graduation.

We do this by introducing you to a transformative learning environment (an environment first described Mezirow, 1997). Here’s what this looks like:

```
Concrete Experience
(What happened)

Reflective Observation
(What did I experience?)

Abstract Conceptualization
(Why did this happen?)

Active Experimentation
(What will I do)
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*Wait, that kind of reminds me of the design thinking process... There are some similarities between these two processes because design thinking is about learning enough through interaction, creativity, and experimentation to address a challenging problem. When you’re in a transformative learning environment, you’re gathering information about your surroundings and those you interact with to build a deeper understanding of who you are, who they are, and what you know. Similar and parallel...*
In the *transformative learning* environment, you encounter new experiences, evaluate what happened, assess what you’ve learned, develop a plan for putting this new learning into action, and then test the plan, starting the cycle again (Kolb, 1984). In this way, you begin to transform your world view from seeing yourself as an object upon which the world acts, to an agent of change in the world. This cycle also prepares you to share your honors experiences with others — articulating the value of your learning both in terms of what you’re learning and in terms of what you will bring to your next school, job, career, venture...

This all ties into *adult development*. When you push yourself in a supportive and challenging environment, you mature. Development during and after college looks something like this:

![Diagram showing stages of adult development]

The words below the stages are some key characteristics of people at this stage of development. Most honors students, when asked, want to be in stage 4 or 5. But, most of us start college in stage 3. In fact, 58% of adults remain in stage 3 — they simply haven’t matured to their potential. That’s because college isn’t actually designed to advance your maturity — it’s designed to teach you stuff. This is where the Pavlis Honors College and the Honors Abilities come in – in a *transformative learning* environment, where you are pushed, challenged, and supported, you mature and grow into the independent, problem-solving, balanced, and centered individual that you have the potential to become.

Another important aspect of our program is that you are not alone on your journey. Our faculty join you in the classroom as equal partners — learning as much from you as you are learning from each other and from them. We value what you bring with you to the classroom and the program and provide ample opportunity for you to share your experiences and knowledge. This is called the *learning partnership model*, and we sometimes refer to this partnership when we talk about what we do.
If you’d like to dig deeper into design thinking, self-authorship, transformative learning, adult development, or the learning partnership model, there’s a nice set of resources at the end of this document for you to explore.

Upon successful completion of the Pathways Program, you will receive written recognition on your transcript, diploma, and in the commencement booklet. You will also be invited to the Pavlis Honors College Medallion Ceremony and receive a special medallion to be worn at commencement to demonstrate your achievement.

Section 3. What’s this thing about reflection?

You may have noticed in the transformative learning environment, there is a reflection component. A reflection is a careful and thoughtful re-examination of your experiences, beliefs, and knowledge from a fresh perspective. It is a personal response made by you and should reflect (haha, get it?) your thoughts, feelings, and insights. When sharing a personal reflection, you are offering your own experience, and also acknowledging what you might have learned about the experiences of others. You are also demonstrating that you have thought about the issue carefully and from multiple perspectives, so you often share the development of your thoughts and focus on how you may have changed as a result of your experience. The purpose of reflection is to provide the opportunity to think critically about and make meaning of your diverse learning experiences.

Reflection can take many forms. Often we think of writing in a journal, but we also reflect in pairs, small groups, through art or other forms of making. It can be in written form, or in audio, video, or thought. As you experience these different ways of reflecting, you will probably find one or two that work better for you.

Reflection is a key part of the honors experience and is incorporated into all components of every pathway. Sometimes students are apprehensive about this aspect of what we do, but after a little practice, you will find that it begins to flow naturally, honestly, and authentically. Reflection prepares you to tell your story, which will set you apart when it’s time to share that story, especially with future employers, colleagues, and partners.

In class, you will find us taking time to engage, reflect and storytell as we navigate transformative learning together.
Section 4. What are my pathway options?

The Pavlis Honors College has developed six flexible pathway options for you to consider and individually tailor to fit your goals. There are five themed pathways, and a sixth custom pathway if none of the existing themes fits your vision for your honors focus.

The Pathway Disclaimer:

As part of the application process, you were asked to select a pathway option that you intend to pursue. You are not bound to this pathway choice. If you decide at a later date that you would like to change to another pathway, you can discuss your interests in shifting pathway with your honors advisor who will help you transition to your new pathway in the most seamless way possible.

Here are the pathways:

**Community Engagement** prepares students for a career in public and professional service, international and community development, and/or a lifelong commitment in any profession to be an engaged and responsible citizen.

**Enhanced Enterprise** provides a pathway for students engaged in Enterprise to develop as leaders for a successful career in industry and beyond.

**Leadership** will inspire and prepare students to become leaders who challenge themselves, work effectively in teams, and achieve their distinct goals.

**Research Scholars** connects research-minded students with faculty to collaboratively conduct cutting-edge research. In this pathway, you are uniquely prepared for graduate school or work in research and development.

**New Venture** networks innovative students with other like-minded students and university staff with expertise in concept and product development, entrepreneurship, and intrapreneurship.

**Custom** is your opportunity to tailor your honors experience to your unique personal learning goals. To utilize this option, you will work with your assigned honors advisor to define your specific area of focus, name your pathway, and develop a plan and timeline to meet each of the required components your way.
Section 5. What are the program components?

No matter how you choose to complete your Pavlis Honors College experience, the five major components required for each pathway are the same. The difference lies in how you choose to complete each requirement which will be driven by the pathway you select and your personal vision.

In this section, we provide detailed descriptions of each component with examples of how the requirements for each component can be met by students in each pathway. At the end of this section is an approximate timeline showing how you might navigate your honors components over the next few years.

Component 1: Seminars

Three 1-credit seminars will help you develop your professional skills, focus on and refine your honors experiences, and provide guidance to successfully complete the other components in a timely and orderly way. Two of the three seminars can be used to fulfill HAAS requirements.

HON 2150 – Honors Seminar I. This course introduces you to the Pathways Program and the honors community, and prepares you for your honors experience. We focus on skills related to teamwork, interpersonal communication, and design thinking, and guide you towards your immersion experience (see below).

HON 3150 — Honors Seminar II. This course builds on Seminar I by guiding you towards your honors project. Here you will develop and refine your world view and begin to actively prototype your project concepts.

HON 4150 — Honors Seminar III. This seminar continues your honors journey by focusing on leadership and mentorship, while also exploring topics related to decision-making and ethics.

Component 2: Academic Enhancement

An Academic Enhancement builds your knowledge base in an area that complements the focus of your honors experience.

Typical Academic Enhancements include completing a minor, second major, pre-professional program, ROTC, accelerated masters, or a series of 8 credits of coursework beyond your core major requirements.

Alternatively, you may identify a different but comparable learning opportunity to propose as your Academic Enhancement. You, along with your honors advisor, will discuss your options and identify an Academic Enhancement to advance your goals. Below are suggested and often used minors to fulfill this requirement based on the different pathways. These are only suggestions and are not meant to form a comprehensive list of options. Your Academic Enhancement is up to you (with advisor approval).
Community Engagement:  
- **Minor in Global Community Development Partnerships** (Peace Corps Prep) 
- Minor in Diversity Studies 
- Minor in Leadership 
- Minor in Law and Society 

Enhanced Enterprise:  
- Minor in Enterprise 
- Minor in Global Business 
- Minor in Leadership 
- Minor in Aerospace Engineering 
- Minor in Rail Transportation 
- Minor in Manufacturing Engineering 

Leadership:  
- Minor in Leadership 

New Venture:  
- Minor in Leadership 
- Minor in Global Business 
- Minor in Enterprise 

For **Research Scholars** and **Custom** pathway students, the options are as broad as the opportunities.

**Component 3: Immersion Experience**

Your Immersion Experience is your deep dive into prototyping a possible future career and exploring the many possibilities that exist for you as you develop your own world view. The immersion should be both deep and broad, meaning that it must be of sufficient **depth** that you become familiar with the culture of the organization/community that you are involved with, and sufficiently **broad** that you spend time allowing the culture to affect you and your world view. We recommend a minimum of 5 weeks spent immersed in this new context. The immersion includes a series of reflections over the course of the immersion and a debrief meeting when you return.

You can build your Immersion Experience using a variety of opportunities, including an internship/co-op, global experience, service, research, or development of an entrepreneurial idea, just to name a few. You will be required to develop an immersion plan that includes not only what you will do but also how you will satisfy your broader interests as you undertake the immersion. (Not sure what this means? Don’t worry – we’ll walk you through this process.)

Below are some experiences that students have used to build their immersion for each pathway. Again, this is not a comprehensive list, just a set of examples. The actual experience you choose is up to you based on your unique and evolving interests and goals.

**Community Engagement:** Volunteer to work for an organization (domestically or abroad) that feeds your interest in community service, become a Community Ambassador...

**Enhanced Enterprise:** Intern or co-op with a company or organization that you are interested in learning more about as you consider, plan, and develop your future career goals...
Leadership: Shadow a leader on campus, in the community or in industry/business for a semester, work with a local organization's leadership (non-profit or community-focused organization), take on a project-lead role through an internship...

Research Scholars: Conduct a research project in a laboratory (on- or off-campus) during the academic year or over the course of a summer...

New Venture: Participate in an internship at a company that complements your entrepreneurial interests, intern at a startup, or work as an intrapreneur with a small company facing change...

Custom: Any of the above and more. More unique immersions have included working at a summer camp (teaching pathway), volunteering abroad in a health clinic (pre-health pathway)...

Component 4: Honors Project

As an honors student, you will design, plan, and complete an Honors Project, including selection of a project mentor and development of a project plan that builds towards your goals and reflects your experiences. The Honors Project should take about 50 hours from start to finish and result in a product that is presented in a public forum of your choice. Below are guidelines for selecting an Honors Project mentor as well as examples of Honors Projects that have been completed by others in each of the pathway options.

Community Engagement: Collaborate with a local non-profit to create an oral history of someone who made a difference in the lives of others, design interpretive signs on a nature trail, develop a STEM mentoring program in a public school...

Enhanced Enterprise: Identify an Enterprise team need, develop a solution to address the need, and develop a plan to implement an improvement with long-term benefits to enhance the overall operation of your Enterprise team...

Leadership: Take on a lead role on a project or research team, take on the leadership of a special project within a student org, create a new student org, identify and lead a passion project...

Research Scholars: Present your research at a university or national conference, publish a paper on your research project...

New Venture: Develop a product idea and present it at a competition, conference or exposition event, use your experience as a University Innovation Fellow to identify a campus change project...

Custom: The possibilities are myriad and can be whatever you and your honors college advisor deem appropriate. Some examples from Custom Pathway students are training and onboarding of new students for an Enterprise team and documenting activities and processes for a university service organization...

Selecting Your Honors Project Mentor

The selection of your Honors Project mentor is very important. The mentor should serve as a resource as you execute your project and will be asked to evaluate your project when it is finished. When you submit your Honors Project proposal, your mentor will have to sign the mentor contract affirming their role in your project.
As you begin to define your project, consider what gaps exist in your knowledge, and who in your network might guide you to an individual who could fill this gap. Your honors advisor can be helpful here, but so will your honors classmates, your instructors, and the Pavlis alumni network.

**Component 5: Leadership/Mentorship Activity**

The Leadership/Mentorship component is your opportunity to give back to your community of Pavlis Honors College stakeholders by taking on a mentorship or leadership role. This should involve a minimum of 15 hours of engagement. Below are examples of activities used by honors students to fulfill this requirement. This activity should focus on leading or helping others with interests or goals similar to your own.

**Any Pathway:** Serve as a peer mentor in an HON course, take on a leadership role in a student organization, become an Honors Ambassador, or join the Pavlis Pathways Undergraduate Student Advisory Board...

**Community Engagement:** Lead a group in a non-profit organization, mentor an elementary school child or group...

**Enhanced Enterprise:** Take on a leadership role on your Enterprise team, mentor new members on the team to help them learn about the team and adapt to the team’s culture and operation, become a meta-leader and join the Enterprise Student Advisory Board...

**Leadership:** Lead an organization that you’ve started through one of their first semesters, mentor others through a leadership program such as LeaderShape, serve as a peer mentor in Pavlis...

**Research Scholars:** Encourage and/or assist someone new to research as they explore and get involved in research, assume a leadership role in your lab or in a professional student organization, engage in STEM outreach and teach others about your field...

**New Venture:** Mentor a student new to innovation or preparing for a competition, teach design thinking to others, lead an SYP session on entrepreneurship...

**Custom:** You guessed it — all of the above and more...

**Proposed Timeline**

Here is a proposed timeline for you to consider.
Section 6. Why should I complete the program components sequentially?

Program components are designed to build upon one another, with seminar courses structured to address and facilitate component completion in a timely and orderly way.

By adhering to the recommended timeline, you will complete all requirements prior to graduation without adding any time or expense to your undergraduate education and maximizing the value of your participation in the Pavlis Honors College.

Seminar courses (HON 2150, 3150, and 4150) are intentionally designed to focus on different program components, and will help you define how you will complete your unique honors college experiences. Because each seminar builds upon previous ones, you are required to sequentially enroll in these courses. Ideally, students will enroll in one seminar course each year. Enrolling in multiple seminar courses in any semester will not be allowed.

Your Academic Enhancement should be identified as soon as possible to allow sufficient time for you to plan, incorporate needed classes into your course schedules, and complete all coursework prior to graduation. The Academic Enhancement form should be completed during the first year of enrollment in the Pathways Program. For transfer students, this must be completed during the first semester of enrollment. All requirements of the Academic Enhancement must be completed by graduation. If utilizing an accelerated masters as your Academic Enhancement, you must declare the masters and begin the coursework towards the masters prior to your undergraduate graduation. Changes are allowable upon approval by your honors advisor up to 3 semesters before graduation.

You must complete HON 2150 prior to beginning your honors Immersion Experience. This is because time is spent in 2150 preparing you to design a meaningful Immersion Experience and providing you with essential skills for reflection. The Immersion Experience must be completed at least eight months prior
to graduation to allow time for you to use the information gained from this experience to build the remainder of your honors program components.

The **Honors Project** can begin any time after your enrollment in HON3150. This course is designed to prepare you to begin the process of identifying prospective Honors Projects and preparing your Honors Project proposal.

The final program component of your honors experience is the **Leadership/Mentorship activity**. Ideally, this activity will be completed during your final year as an undergraduate, after or concurrent with your enrollment in HON4150.

Special caveats: In some cases, with approval from your honors advisor, components may be completed simultaneously when there is a justifiable and logical reason to do so.

**Section 7. How do I make my pathway a global pathway?**

Pavlis is all about taking opportunities to challenge yourself. Making your pathway a global pathway is one great way to do this. Through a global experience (study abroad, an international internship, research overseas, an international community service project), you will have the opportunity to see the world, discover yourself while gaining knowledge of another culture, and in many cases, hone your language skills. AND you will stand out among your peers as you apply for jobs or graduate programs. In Pavlis, we are continuously developing new ways for you to have a global experience that will fit your interests, your course schedule, and your budget.

The Study Abroad office is located in the Pavlis Collaboration Space and offers weekly information sessions as well as drop-in advising. We also offer 5-week international community service project opportunities in countries in Africa, Asia, Central and South America. And, at Michigan Tech, there are more programs like International Senior Design and Engineers Without Borders...

If staying closer to home is more your style, we can explore Study Away experiences around the US, where you live and learn in a setting that is culturally different from your home.

To assist you with your planning, Pavlis offers travel scholarships exclusively for Pathways students, and we can help you identify other resources to assist with the cost of your global experience.

Be sure to mention your interest to your Pavlis advisor and we will connect you with opportunities that align with your goals.

**Section 8. Where can I find Pavlis Honors College Pathways Program forms?**

There are several Pavlis Pathways Program-specific forms used to document your progress and provide information to simplify and record your experiences. You will find the forms on the Pathways Program Canvas Site.
Section 9. How can I get more involved?

We’re so glad you asked!! The Pavlis Honors College offers many ways for you to get more involved directly in the college and with our community. Below is a list of opportunities that you may wish to consider:

Honors Learning Facilitators – lead other students in HON 1150 and HON 2150

Honors Ambassadors – take an active role in recruiting activities for the college – share your story and inspire others to join!

Honors Events Committee – help plan and execute events to bring the Pavlis community together to celebrate the success of our fellow students, welcome new students, share information, and foster community within the college.

Pavlis Pathways Undergraduate Student Advisory Board – meet regularly with the Dean to share your perspective on how we might continue to grow and improve the Pavlis Pathways program

If any of these opportunities is of interest, email honors@mtu.edu and get connected!

Have an idea for a new group you’d like to start in Pavlis? Email us and let us know! We’re always excited to work with students and design new opportunities and community experiences.

Section 10. How can I dig in deeper to this theoretical stuff?

Here are several papers and books that will take you on a deep dive into the topics discussed in this handbook:


You may also want to check out the following web pages (we use some of these in class):

https://dschool.stanford.edu/resources/design-thinking-artifacts
https://dschool.stanford.edu/resources-collections/a-virtual-crash-course-in-design-thinking
http://lifedesignlab.stanford.edu/
https://www.simplypsychology.org/learning-kolb.html