ADVISING FOR TODAY'S HONORS STUDENTS

Erin E. Edgington, EDITOR

ADVISING FOR TODAY'S HONORS STUDENTS

ADVISING FOR TODAY'S HONORS STUDENTS

Edited by Erin E. Edgington

Series Editor | Jeffrey A. Portnoy
Perimeter College, Georgia State University
National Collegiate Honors Council
Monograph Series

Manufactured in the United States

National Collegiate Honors Council
Knoll Suite 250
University of Nebraska-Lincoln
440 N 17th Street
Lincoln, NE 68588
www.nchchonors.org

Production Editor | Mitch Pruitt
Wake Up Graphics LLC

Cover and Text Design | 47 Journals LLC

International Standard Book Number
978-1-945001-22-2

TABLE OF CONTENTS

ACKNOWLEDGMENTS

I would first like to acknowledge each of the authors for their thoughtful contributions. Since responding to the initial call for proposals for an NCHC Monograph on advising in 2018, and since I took over as editor of the project in 2021, they have been both incredibly patient and unshakably good natured as I have returned to them again and again with requests for edits both major and minor. Special thanks are due to Philip L. Frana. He generously agreed to pen an overview of advising that introduces the opening section of this volume and acquitted himself of the task swiftly and admirably.

Thanks are also due to Melissa L. Johnson, the original architect of this monograph, who recognized the need for a volume dedicated to honors advising and solicited an excellent group of proposals. I would also like to thank Angela D. Mead for agreeing to take on the role of co-editor with me and for all her help during the time she occupied that role.

Jeffrey A. Portnoy has been a constant champion of this project in his role as General Editor of the NCHC Monograph Series. Always reassuring, Jeff guided me through more than one difficult moment with this project. Together with his tireless support, he also infused some of his well-known editorial magic into this volume, increasing its stylistic coherence and readability considerably. I would also like to thank the members of the NCHC Publications Board for their support of this project over the long years of its development and execution.

I am grateful, too, for the support and friendship of colleagues past and present in the University of Nevada, Reno Honors College. Although I no longer work with them every day, I strive to carry their dedication to serving students with me.

Finally, thanks are due to my friends and family, who listened to my grumblings about a seemingly never-ending volume I was editing over the last several years. Thanks, as always, to my partner in crime and sounding board, M, who listened early and often, *comme d'habitude*.

Erin E. Edgington

The Elective System, Honors Degrees, and Academic Advising

Erin E. Edgington
University of Nevada, Reno

Until the mid-nineteenth century, higher education was a repetitious business in which all students followed a prescribed curriculum in order to earn a bachelor's degree. Over the course of the roughly two centuries that separated the founding of Harvard College in 1636 from the beginning of the modern era in American higher education, "both the curriculum and teaching method were standard. Students had little or no choice of courses, and recitation by students was the only teaching method faculty used" (Frost, 2000, p. 5).[1] Under this system, students generally received guidance from a tutor who "worked with one or more classes in all subjects" (Frost, 2000, p. 5). Given the inflexibility of the curriculum, the profession known today as academic advising was not needed. Surprising though it may be to academics used to students arriving in their offices with very particular ideas about which courses they would and would not like to take, the notion that students should have any agency in designing their courses of study is little more than a century old.

FROM ENGLAND TO GERMANY

In order to understand this sea change in American higher education, it is imperative to recognize the ways in which the professoriate and, with it, the guiding principles of curricular and institutional design changed over the course of the nineteenth century. As indicated above, tutors rather than professors were once the norm in colleges. This nomenclature derived from the modeling of

the first colonial colleges on the residential colleges of Oxford and Cambridge, the educational institutions with which English colonists were most familiar (see Snyder, 2023; Guzy, 2003). Colonial college founders valued the Oxbridge residential college as "a place for teaching" rather than as a site of knowledge creation (Lowell, 1938/1969, p. 27). In the decades prior to the adoption of the tripartite teaching, research, and service missions to which a majority of twenty-first-century institutions continue to hew, non-academic considerations such as "local and personal pride, denominational ambition, the vast expanse of the country . . . and . . . the length of the time to travel to a central point" (Lowell, 1938/1969, pp. 27–28) predominated in the founding of new American institutions. David F. Labaree (2017) has equally associated these considerations with the "civic boosterism" (p. 25) function of American colleges and universities.

Staffing this heterogenous array of new schools were tutors who functioned primarily as disciplinarians *in loco parentis*. As Nancy Burton Bush (1969) noted, until roughly the middle of the nineteenth century, the faculty "not only supervised the student's lodging and board but directed his worship and recreation with the same severity that it did his studies" (p. 593).[2] The life of a tutor in the early to mid-nineteenth century, characterized by antipathy toward students and marked not infrequently by open and violent student rebellion (Burton Bush, 1969), was a far cry from the cloistered life of the mind that came to be a stereotype of employment as a college professor beginning in the late nineteenth century.

In order for American institutions of higher education to transition away from their colonial roots and to move beyond the residential college calqued on Oxbridge, though, it would take more than the sharp increase in the number of colleges and universities highlighted by Labaree (2017): the functions of these institutions would also have to change. Once again, institutional leaders would take their inspiration from abroad, this time from Germany, where universities had been "remade in the nineteenth century around the ideals of scientific research and advanced graduate education" and where many of the educational luminaries of the late nineteenth century including Harvard president Charles William Eliot and Johns Hopkins president Daniel Coit Gilman were trained,

continuing "the line which began with Everett, Ticknor, Bancroft, and Woolsey" (Gilman, 1898, p. 84; Labaree, 2017, p. 53).[3] William H. Cowley (1938) summarizes the development of the "so-called 'new education' of the [eighteen] seventies and eighties" with reference to the growing tendency toward specialism (p. 473):

> The professors in all countries of the world had for centuries been men of broad general learning[, u]nder the impact of science and machine technology, . . . knowledge grew with such staggering rapidity that professors of necessity became specialists. As specialists they devoted all their attention to their subjects, and they objected to giving time to proctoring students in dormitories or to struggling with them over their personal problems. That had been the style of the old-type American professor, but the new-type professor soon discovered that under the prevailing German system his promotions in salary and rank were chiefly determined by the number of his scholarly books and articles. Quite naturally, therefore, he refused to spend his time on students outside of class. (Cowley, 1938, p. 473)

Although already approximating the lingering stereotype of the aloof sage sacrificing student learning for intellectual prestige, Cowley aptly highlights the real professional pressures faced by the professor of the 1870s and the fundamental undesirability of prolonging the *in loco parentis* authoritarianism of the colonial colleges. At the same time that "criticism of the impersonal attitude of professors and their neglect of students built up" (Burton Bush, 1969, p. 601), the increasing level of specialization of the professoriate made unprecedented curricular innovation possible.

THE ELECTIVE SYSTEM TAKES HOLD

As Lowell (1938/1969) noted, one key nineteenth-century change was the shift among "the older and stronger colleges" to offering degrees in a wider array of disciplines and adding "professional schools of Theology, Law, Medicine, Engineering, etc." (p. 29). Harvard University, the institution that Lowell helmed in

the early twentieth century, led the charge and pioneered the elective system, which did away with required courses and empowered students to select the specific courses that would make up their degrees. While Lowell's predecessor Charles W. Eliot "framed the [shift to the elective system] as a response to the growing specialization of knowledge in the emerging university and the need to abandon a narrow core of studies for all students," the decision to "[allow] students to choose from an array of courses" also served to reorient the very concept of a college education, which began to be perceived more as "a useful investment for a future career" that would assist students "in acquiring useful cognitive skills" than as an exercise in "building character" (Labaree, 2017, p. 52). Significantly, when Harvard abandoned its set curriculum, it "also stopped combining conduct and scholarship in calculating student rank, choosing instead to grade students only by academic performance" (Labaree, 2017, p. 52).

Eliot's radical reform was premised on the notion that students who had some choice in their studies would perform better and learn more than their strictly regimented peers:

> The primary object of the elective system is to enable the serious student to select his studies in accordance with his tastes and capacities. He is enabled to select those studies which interest him, or those teachers who interest him, with the result that he works much harder than he would on subjects which do not interest him, makes more rapid progress, and arrives sooner at the satisfactory stage of real intellectual achievement. (Eliot, 1908, p. 134)

Anyone who has taught a required general education course will readily acknowledge the appeal of Eliot's logic. Equally apparent to contemporary critics of the system, however, was the risk of college becoming a free for all or, in Eliot's (1908) vividly ironic rendering, "a wide-open, miscellaneous bazaar at which a bewildering variety of goods is offered to the purchaser, who is left without guidance, and acts without any constant or sensible motive" (pp. 131–132).

In response to the naysayers who doubted the practicality and efficacy of the elective system, Eliot (1908) focused precisely

on the systematic qualities of the new, freer curriculum. First, he highlighted the "natural and easily intelligible" sequences of courses within each discipline, noting that students must progress from elementary courses to more advanced ones (Eliot, 1908, p. 132). Second, he introduced two administrative barriers to chaos that remain mainstays of American higher education today: prerequisites and phased scheduling. In order to prevent any student tempted to subvert the natural ordering of courses from taking them out of order, Eliot (1908) noted that "department announcements contain numerous prescriptions concerning the sequence of courses" and "the time-tables may [also] be systematically used to prevent unwise combinations of courses" (pp. 133–134). Whatever legitimate concerns may have been raised in response to Eliot's elective system, though, "when . . . Harvard dropped all required courses in its complete surrender to the elective system, hardly a college failed in some degree to follow her lead" (Cowley, 1937, p. 225). A mere quarter century after Harvard's first experiments with electives, Albert Perry Brigham (1897) gave an indication of how checks and balances were used to regulate the rapidly expanding elective system at "a group of 25 higher schools which all will concede as representative" (p. 362).[4] Some of these institutions, including "Columbia, Yale, Williams, Hamilton, Colgate, Rochester, Rutgers, and Union," relied on set requirements in the first and second years with considerable freedom for upper-division students; "Amherst, Bowdoin, Brown, Oberlin, Syracuse, Trinity, Vermont, and Wesleyan" allowed for significant choice as early as the second year; New York University and the University of Pennsylvania subscribed to the group system;[5] California, Northwestern, Michigan, and Chicago offered the second-most flexible curricula with requirements falling into thirds and quarters of total degree credits; and, finally, Harvard, Cornell, and Stanford offered students the most freedom, imposing only a few required subjects during the course of the bachelor's degree (Brigham, 1897, pp. 364–366).

Although its few requirements marked Harvard's curriculum as one of the nation's least structured regimens, the systematicity that Eliot underlined had, indeed, coalesced into a well-developed elective system; Brigham (1897) summarized:

> The Harvard Freshman must elect out of a group of 18 subjects, of which 6 are languages and 8 are mathematics or elementary science. Only 2 courses can be taken in 1 department without special permission, and the choice of studies must be submitted to the adviser. Beyond the Freshman year, certain courses can be chosen only with the consent of the instructor, and in all cases, sequence of courses in a given department, fitness to pursue a course, and conflict of hours between courses, must be regarded. It thus becomes evident that the student cannot do anything he pleases, even in a university whose name is a synonym of liberty. (p. 366)

The mention of the role of the advisor here is significant.[6] While administrative barriers like restrictions on the number of courses a student could take in a given department functioned as invisible hands keeping students on track, "developing an academic advising process was [another] answer to those critics . . . who feared that the elective system used unwisely by students would result in a less focused education" (Terry L. Kuhn, 2008, p. 5). According to Eliot (1908), "the main function of the adviser [was] to interpret the printed announcements, time-tables, and regulations, and to show [the student] how to lay out his own course with due regard to the fences of the elective system" (p. 148). A definition of academic advising apt to cause today's professional advisors to grow hot under the collar, Eliot's concise role statement is somewhat less reductive than it seems, especially in the context of honors advising.

SUPPORTING HIGH-ACHIEVING STUDENTS

Eliot's assertion that advisors should serve a primarily logistical function was not a limitation placed on the role but rather a call to support talented students in making the best use of the freedom the elective system afforded them. In fact, while the emergence of the elective system was in no small part a response to the specialization of the professoriate, Eliot believed that it would serve faculty and high-achieving students alike. According to Eliot (1908), mediocre

students only ever accomplish the bare minimum to obtain their degrees, but gifted students might take advantage of the elective system to tailor their studies to their exact professional needs. Such exceptional students were also the candidates he had in mind for honors degrees. "The rules for obtaining honors at graduation," Eliot (1908) wrote, "afford guidance for students who desire to make a judicious specialization in their studies" (p. 149). These rules, which, in the case of Honors in Literature, required interested students to demonstrate mastery of one ancient and one modern literature via both examination and research, provide "good guidance to any real student throughout his entire college course, not only in the selection of individual courses, but in the grouping of those he selects" (Eliot, 1908, p. 149). The honors degree, then, was the carrot Eliot offered to those students who accepted the responsibility attending the freedom of the elective system.

Of course, honors education was by no means the only lasting innovation to be spurred on by the introduction of electives. Thomas J. Denham (2002), articulating the broad impact of the elective system, explicitly connected the introduction of electives with a host of significant curricular innovations including "concentrations, distributions, majors, minors, tutorials, preceptorials, honors, independent study, reading periods, seminars, field studies, general education, and comprehensive exams" (pp. 8–9). Nevertheless, the expansion of the curriculum to embrace electives at Harvard—and the subsequent trickle-down effect of that expansion on other American colleges and universities—influenced the development of honors education and can inform the practice of advising honors students today.

In the first place, the concurrent expansion of the curriculum and faculty led to a perception that higher education was becoming depersonalized to the detriment of students (Cowley, 1937). Compared to the extreme intimacy of the colonial college setting, of course, education at growing and diversifying colleges and universities was significantly less personalized. Already by the end of the nineteenth century, concerns over the lack of personal attention paid to college students by their teachers were coming to a head.

Cowley (1937) reported on the effects of these concerns on personnel within institutions:

> As early as 1889 the Board of Freshmen Advisers appeared at Harvard, and in 1890 the deanship at Harvard College, which had been essentially an academic office, was separated into two deanships providing an academic dean and a dean of student relations. Other colleges followed rapidly in the same direction. Counselors of all varieties began to appear in large numbers after the war: deans of freshmen, junior deans, student counselors, deans of men, deans of women, directors of placement bureaus, clinical psychologists, psychiatrists, religious counselors, deans of chapel, and any number of others. (p. 224)

Among these varied roles, that of student counselor was the most closely linked with the curriculum. Already in 1937, Cowley's explanation of the role much more closely approximated the aims of modern academic advising than did Eliot's (1908). Cowley (1937) wrote:

> It is an important responsibility of the counselor to discover the student's talents and motivations and to put the resources of the institution at his service and to develop and to carry them forward. It is similarly a responsibility of the counselor to integrate the student's instructional program not only to meet his personal needs but also to see that in a broad sense he becomes an educated man. (p. 229)

In order to counteract students' tendency to "wander miscellaneously through the curriculum" left to their own devices, then, advisors were a necessary personnel addition (Cowley, 1937, p. 229). If educational leaders like Cowley (1937)—who tellingly entitled his article "A Preface to the Principles of Student Counseling"—recognized that much refining of the role of the academic advisor remained to be done, the staffing developments of the early twentieth century nevertheless signaled the advent of the profession yet to come.

With regard to high-achieving students, the ways in which the advisor role as summarized by Cowley (1937) could help modern colleges and universities fulfill what Gilman (1898) had earlier identified as one of their chief functions, that is, "the discovery and development of unusual talent" (p. 93), are equally apparent. Not surprisingly, Gilman was an early advocate of academic advising at Johns Hopkins. Attributing the idea to a faculty member of English extraction, Gilman (1906) quickly endorsed "the appointment of advisers to small groups of students, so that every one of them might be guided in the choice of his studies by a qualified friend" (p. 53). According to Hugh Hawkins (1960), "the adviser of this early period was far more than the faculty member who signed the students' new schedules" and, with an advisor to student ratio of less than 1:2, there were enough "advisers to guarantee personal attention" (p. 248). While Kuhn (2008) posited that the system of academic advising at Hopkins and other similar systems such as the Board of Freshman Advisers at Harvard were not as effective as the respective institutions' presidents claimed, he nevertheless credits Eliot and especially Gilman with having ushered in the "second advising era" during which a coherent philosophy of academic advising emerged (pp. 5–6).

THE SPIRIT OF EMULATION IS LACKING

As calls for students to receive more personalized attention from their respective institutions were answered in the early twentieth century by the introduction of academic advisors and other support staff, back at Harvard, Lowell had become sensitive to a different change in student attitude that he believed also derived from the interaction of specialization and the elective system.[7] Having solicited feedback from students to inform his planned modifications to the wide-open elective system pioneered by his predecessor, Lowell discovered among them, to his chagrin, "a widespread contempt for . . . high scholars whom [the students] considered 'greasy grinds'" (Henry Aaron Yeomans, 1948/1977, p. 126). Based on the negative perception of serious students, Lowell concluded "that the respect

for intellectual achievement among undergraduates had fallen to the deplorable level [he] feared" and set about restoring respect for scholarship among the college's students (Yeomans, 1948/1977, p. 126). Appealing to students' competitiveness by encouraging them to earn degrees with distinction quickly proved to be an effective method.

At the outset of his administration in 1909, it was Lowell's "hope that carefully selected, systematic programs of study, coupled with greater recognition of intellectual power in the award of degrees with distinction would increase respect for scholarship" (Yeomans, 1948/1977, p. 133). With the introduction of his signature initiative, concentration and distribution requirements that allowed students to concentrate roughly half of their credits in a single field and to distribute the rest among electives, students did in fact begin to pursue degrees with distinction in higher numbers. In 1934, in keeping with a trend in evidence since 1927, "an increase in the number of Harvard undergraduates applying for scholastic honors [was] shown in statistics on candidates for distinction at Harvard College made public by the Committee on the Choice of Electives" with 50.2% of graduates earning distinction ("Scholastic Honors," p. 867). The specific steps these students took to achieve degrees with distinction bear a marked similarity to those our own students take to earn degrees with honors:

> The award of honors in special subjects [cf. departmental honors] is made on the basis of high course records, individual research, usually in the form of an honors thesis, and a high showing in the general examinations given at the end of the senior year to show the student's mastery of his field of concentration. Award of general honors is made on the basis of a specified number of high course grades. ("Scholastic Honors," p. 867)

While it is possible to discern the contours of twenty-first-century honors education's emphasis on undergraduate research developing in this excerpt, Cowley (1937) argued that a whole host of variations on Eliot's original elective curriculum including "the preceptorial plan at Princeton, the [eventual] tutorial program at

Harvard, [and] the honors courses at Swarthmore . . . were all efforts from the instructional point of view to meet . . . protests against the mechanization and de-humanization of higher education" (p. 224).

To the extent that honors education since Frank Aydelotte's introduction of the first integrated honors program at Swarthmore has been a continuation of these efforts, honors educators can see clearly the debt that honors education owes to the hybrid English-German tradition of American higher education, to Eliot's liberating elective system, and to Gilman's formalized academic advising model. They ought also to recognize the ways in which American higher education's embrace of the meritocratic orientation—which Lowell exploited so expertly in encouraging honors work at Harvard—alongside these innovations conditioned the development of honors.[8] In his 1921 inaugural address, Aydelotte succinctly made the case for the honors program he envisioned at Swarthmore, deploying an argument very similar to those used by Eliot to justify the introduction of the elective system several decades earlier: "We are educating more students up to a fair average than any country in the world, but we are wastefully allowing the capacity of the average to prevent us from bringing the best up to the standard they could reach" (as quoted in Rinn, 2003, p. 33). Like Eliot, Gilman, and the many other leaders who were their contemporaries and successors, Aydelotte subscribed to the notion that the sheer abundance of American colleges and universities would necessarily result in a well-educated society. All of these leaders, however, recognized that the goal of a broadly educated citizenry need not exclude educational programs targeted to talented, high-achieving students and that, in fact, such programs promised considerable return on investment.

A PREFACE TO THE PRINCIPLES OF (HONORS) STUDENT COUNSELING

Still, the delicate question of how much help such students needed in order to reach their potential remained unanswered. If Eliot and Gilman recognized the need for advice in the selection of courses as being common to all students, the pernicious notion that academically talented students needed less help was

already ascendant in the decades before academic advising became professionalized. Even Aydelotte, who speculated that "we could give these more brilliant students greater independence in their work, avoiding the spoon-feeding which makes much of our college instruction of the present day of secondary-school character," must be given his share of the blame (as quoted in Rinn, 2003, p. 34). Naturally, then as now, the fact that students were talented did not guarantee that they knew how to go about navigating the newly expanded college curriculum to meet their needs. As Blane Harding (2008) noted, talented students who "enter colleges and universities with advanced academic skills, lofty career expectations, focus, dedication, and a drive to succeed" only appear to be "the least-demanding group to advise" (199). In fact, as American higher education grew exponentially more complex during the nineteenth and twentieth centuries, so, too, did the advising needs of talented students expand and change.

In the twenty-first century, as students' advising needs continue to evolve, and as honors programs and colleges work continually to reimagine what honors education can be, we would do well to remember Gilman's wise admonition that "the history of civilization declares that promising youth should have the most favorable opportunities for intercourse with other minds, living as well as dead, comrades as well as teachers, governors as well as friends" (Gilman, 1898, p. 93). Honors advisors, charged as we are with helping to guide the studies of immensely and multi-talented students, have an opportunity to harness the residual energy of one of the most enduring reforms in the history of American higher education in support of our work. Armed with a deeper understanding of the historical factors that contributed to Eliot's introduction of the elective system in the late nineteenth century and of the responses to that system that developed over the course of the next century—honors education among them—honors advisors should feel empowered to help honors students connect their unique educational experience with the historical foundations of the American college curriculum. Although taking inspiration from both contexts, contemporary honors education is neither

an Oxbridge simulation nor a precocious form of graduate study, but something unique. And while we may or may not be able to convince all twenty-first-century honors students that they should not simply check off the requirements of their degrees as if they were still bound by a fixed curriculum—or angle to take only those courses that they want to take—emphasizing early and often the counterintuitively flexible nature of the American bachelor's degree may be a useful strategy for empowering them to seek our guidance as they pursue one or more of the many avenues open to them.

BEYOND THE TIMETABLES

Of course, as honors advisors, we are often students' second or third line of defense; many honors students benefit from having several academic advisors during their time as undergraduates. While we remain intimately familiar with questions and discussions around course schedules—all the more so because honors student standing often carries special registration benefits—we are also uniquely positioned to move beyond the standard academic advising function and to assist students in maximizing their time in our honors programs and colleges and at our institutions. Curiously, then, we find that we have come nearly full circle and that we operate in the nebulous space between the too intimate *in loco parentis* role of the earliest American tutors and the too distant bureaucratic posture of the first academic advisors hired to help students navigate class schedules. The essays that make up this monograph likewise explore the productive space between these two extremes.

Part I begins with Philip L. Frana's chapter on "How Honors Advising Is Different." It provides an overview of a number of advising philosophies and techniques commonly used in the honors context. Crucially, the essay considers how each of these approaches must be adapted to the unique needs of honors students. A concise and practical resource for anyone beginning their honors advising journey and a reaffirming manifesto to experienced practitioners, the essay previews many of the theoretical and philosophical approaches to advising that are explored in the chapters that follow.

The next three chapters are devoted to advising strategies that are broadly applicable to twenty-first-century honors populations. Delving into the nuts and bolts of the advising encounter, Stephanie Veltman Santarosa provides a useful set of strategies for assessing and leveraging student motivation derived from the Motivated Strategies for Learning Questionnaire (MSLQ) and related research in her theoretically rich, yet eminently readable, chapter, "Advising with Purpose: Utilizing the Motivation for College Success Model." Matthew T. Best, Kenneth E. Barron, Jared Diener, and Philip L. Frana also consider the power of motivation as an advising tool in "Motivation in Honors Advising," which presents the expectancy-value-cost model together with sample advising scenarios. Chelsea McKeirnan makes further additions to the advisor's toolkit by introducing Motivational Interviewing techniques in "Advising Honors Students: Motivational Interviewing as a Tool for Identity Building and Development," a chapter that urges advisors to empower students to make decisions for themselves within the context of the advising encounter.

Finally, two chapters provide insight into helping honors students navigate the unique challenges and opportunities that arise from their multipotentiality. Alan Sells addresses a ubiquitous, yet delicate, scenario for honors advisors—a stressful change of major experience—in "Intellectual Humility, Honors, and Appreciative Advising: Exploring with Students that Changing Their Mind Does Not End the World." Kristy Spear then introduces and models intention setting as an advising practice in "Advising to Support Meaning Making and Purpose: Helping Honors Students Focus on Priorities and Evaluate Opportunities Through Intention Setting," which she co-authored with two of her own students, Ron Cahlon and Katherine McCall, who describe their intention-setting process and its positive effects on their well-being as honors students.

Building upon the theoretical and philosophical foundations of the essays in Part I, the essays in Part II examine the practical work of advising and offer quantitative and qualitative data that may inform honors advising programs across a variety of institutional contexts. In "Honors Advising for Large Programs," Art L. Spisak and Holly

B. Yoder present encouraging findings on the effectiveness of peer advising as a supplement to professional advising—welcome news for honors programs and colleges (and institutions, for that matter) struggling to manage large advising caseloads. Kathryn Butler-Valdez, Hailey Silver Rodis, and Audrey Cerfoglio maintain focus on the power of peers in their chapter, "Mentoring in the Mix: Building Mentoring Capacity Intentionally in a New Honors College," which describes a two-tiered mentoring program that serves students throughout their undergraduate careers. Angela D. Mead's "Advising First-Generation and Socioeconomically Diverse Honors Students" provides workable strategies for advising students who belong to these two interrelated—and rapidly growing—sub-populations of honors students and for bringing advisor voices into the conversation.

The final chapter of the monograph examines the role and the effectiveness of advising interventions in the context of specialized honors programs and colleges. Eileen Makak, Douglas A. Medina, and Harmony D. Osei present case studies of honors students in distress within CUNY's Macaulay Honors College and Baruch College Honors Program in "Exploring the Relationship Between Mindset, Mental Health, and Academic Performance Among College Students," which equally provides insight into advisors' expanding role in supporting students' mental health.

This monograph has been a long time coming, not only because advising is a crucially important aspect of our work in honors education that, to date, has not received the attention it deserves, but also because its contributors have followed a tortuous path to publication through a yearslong public health crisis whose impact has been and continues to be significant within the context of higher education. The authors of chapters focused on qualitative and quantitative data on advising suddenly found themselves working in different modalities with limited access to the students and facilities they sought to describe in their work. Some authors found themselves displaced from the honors context altogether as they heeded calls to triage one student program or another during the last three years. Inevitably, some of the gaps created by this

cataclysm are visible here, in data sets with a couple years' lag, in notes that allude to processes and procedures since modified, and in hopeful gestures to the future of honors advising practice.

Demonstrably, we find ourselves at yet another inflection point in American higher education and, indeed, in higher education globally—and advising is by no means above the fray. The COVID-19 pandemic first necessitated a rapid pivot to remote learning and advising. In the intervening years, that pivot has also occasioned broader reflection on the nature and, especially, the value of higher education in a changed world. At the end of this introduction, I am confident that, as readers, you are reassured by the knowledge that cataclysm has always been one of the primary mechanisms for change and innovation in this landscape. Although ulterior to the brief history of academic advising I present above, the influx of veterans into American colleges and universities following the passage of the GI Bill in 1944 is a perfect example of the positive change that can be occasioned by cataclysmic events in our context.

In this instance, we are only beginning to know how our students'—and our own—needs have changed. Today, we spend time thinking about how to serve hundreds or thousands of students efficiently and well. We consider the relative merits of retaining remote and/or hybrid advising models in order to reach our students; we seek training and professional development in order to support students who are, increasingly, in distress; and we continue to refine our processes in hopes of reducing our administrative burden. We also necessarily think about how we can attract and recruit ever more students to our honors programs and colleges even as another predicted cataclysm—the so-called demographic cliff—nears. If the rise of professional academic advising, which, as we have seen, is intimately connected with the rise of honors education, reveals anything, it is that it takes a village to ensure the success of even the brightest, best-prepared college students. In this metaphor as in life, advisors are one resource among many. As the chapters that follow amply demonstrate, however, the work of advising is critical to the success of our honors programs and colleges, and it should be touted just as vocally as our uniquely designed classes, dynamic

professors, and active student organizations are. As we all work to give advising its due on our campuses, this monograph offers numerous ideas and strategies that will affirm and inspire both emerging and experienced honors advisors.

ENDNOTES

[1]The legacy of this method of instruction persists in the designation of some classes as lectures and others as recitations, or, somewhat less archaically, discussions.

[2]The presentation of quotations that use only male gender pronouns in this chapter is not intended as an endorsement of gender-exclusive language. The gender pronouns supplied by the respective authors are preserved here because amending these quotations would introduce anachronism.

[3]Edward Everett, Harvard professor and statesman; George Ticknor, Harvard professor; and George Bancroft, scholar and statesman, all studied at the University of Göttingen. Not surprisingly, Theodore Woolsey, who served as president of Yale University, also studied in Germany. See Cowley (1938) for a discussion of this trend.

[4]In fact, the sample is fairly eclectic. Although in 1897 there was necessarily less variety in American higher education than there is today, this sample is notable for its inclusion of both public and private institutions as well as institutions located beyond New England.

[5]George Herbert Palmer (1886) defined the group system as one that "demands a fixed quantity and quality of study with variable topic" and noted that the system "permits choice in everything, but at the same time prescribes everything" as "all the studies of a group must be taken if any are" (pp. 16–17). A contemporary analog of this model might be academic majors that allow (or require) students to select emphases. For example, students in the public health emphasis must take courses *x*, *y*, and *z,* but students in the epidemiology emphasis must take courses *a*, *b*, and *c*.

[6]It is important to note that, in this context, the term refers to an academic faculty member rather than to a professional academic advisor. The role played by such advisors is comparable to that of faculty advisors in contemporary American colleges and universities as well as to the ongoing practice in the United Kingdom of assigning students to a specific faculty member who acts as their personal tutor.

[7]The notion that, under Eliot's original elective system, two students could graduate with the same degree without having had any commonality in their programs of study, and, therefore, no reason to compare their academic performance, was an objection to the system that fueled Lowell's emphasis on degrees with distinction (Yeomans, 1948/1977). The emphasis on personalization in contemporary honors education provides another point of comparison.

[8]The ideological orientation toward meritocracy in American higher education—as in other sectors of American society—does not (always) translate to operating according to meritocratic principles. See Labaree (2017) for an in-depth discussion of this issue. Honors education is, of course, increasingly sensitive to the ways in which it has historically relied on meritocracy.

REFERENCES

Best, M. T., Barron, K. E., Diener, J., & Frana, P. L. (2023). Motivation in honors advising. In E. E. Edgington (Ed.), *Advising for today's honors students* (pp. 55–71). National Collegiate Honors Council.

Brigham, A. P. (1897). *Present status of the elective system in American colleges*. Henry Holt & Co. <https://hdl.handle.net/2027/loc.ark:/13960/t3zs3gw76>

Burton Bush, N. (1969). The student and his professor: Colonial times to twentieth century. *The Journal of Higher Education*, *40*(8), 593–609.

Butler-Valdez, K., Rodis, H. S., & Cerfoglio, A. (2023). Mentoring in the mix: Building mentoring capacity intentionally in a new

honors college. In E. E. Edgington (Ed.), *Advising for today's honors students* (pp. 141–157). National Collegiate Honors Council.

Cowley, W. H. (1937). A preface to the principles of student counseling. *The Educational Record*, *18*(2), 217–234.

Cowley, W. H. (1938). Intelligence is not enough. *The Journal of Higher Education*, *9*(9), 469–477. <https://www.jstor.org/stable/1974074>

Denham, T. J. (2002). *The elective system or prescribed curriculum: The controversy in American higher education*. <https://eric.ed.gov/?q=The+elective+system+or+prescribed+curriculum%3a+The+controversy+in+American+higher+education&id=ED471740>

Eliot, C. W. (1908). *University administration*. Houghton Mifflin. <https://hdl.handle.net/2027/uc1.$b305899>

Frana, P. L. (2023). How honors advising is different. In E. E. Edgington (Ed.), *Advising for today's honors students* (pp. 3–30). National Collegiate Honors Council.

Frost, S. H. (2000). Historical and philosophical foundations for academic advising. In V. N. Gordon & W. R. Habley (Eds.), *Academic advising: A comprehensive handbook* (pp. 3–17). Jossey-Bass.

Gilman, D. C. (1898). *University problems in the United States*. The Century Co.

Gilman, D. C. (1906). *The launching of a university and other papers: A sheaf of remembrances*. Dodd, Mead & Company. <https://babel.hathitrust.org/cgi/pt?id=hvd.32044010468437&view=1up&seq=17&skin=2021>

Guzy, A. (2003). *Honors composition: Historical perspectives and contemporary practices*. National Collegiate Honors Council.

Harding, Blane. (2008). Students with specific advising needs. In V. N. Gordon, W. R. Habley, T. J. Grites, et al. (Eds.), *Academic*

advising: A comprehensive handbook (2nd ed., pp. 189–203). Jossey-Bass.

Hawkins, H. (1960). *Pioneer: A history of the Johns Hopkins University, 1874–1889*. Cornell University Press. <https://hdl.handle.net/2027/mdp.39015012312206>

Kuhn, T. L. (2008). Historical foundations of academic advising. In V. N. Gordon, W. R. Habley, T. J. Grites, et al. (Eds.), *Academic advising: A comprehensive handbook* (2nd ed., pp. 3–16). Jossey-Bass.

Labaree, D. F. (2017). *A perfect mess: The unlikely ascendancy of American higher education*. University of Chicago Press.

Lowell, A. L. (1969). *What a university president has learned*. Books for Libraries Press. (Original work published 1938)

Makak, E., Medina, D. A., & Osei, H. D. (2023). Exploring the relationship between mindset, mental health, and academic performance among college students. In E. E. Edgington (Ed.), *Advising for today's honors students* (pp. 173–203). National Collegiate Honors Council.

McKeirnan, C. (2023). Advising honors students: Motivational Interviewing as a tool for identity building and development. In E. E. Edgington (Ed.), *Advising for today's honors students* (pp. 73–91). National Collegiate Honors Council.

Mead, A. D. (2023). Advising first-generation and socioeconomically diverse honors students. In E. E. Edgington (Ed.), *Advising for today's honors students* (pp. 159–172). National Collegiate Honors Council.

Palmer, G. H. (1886). *Possible limitations of the elective system*. Houghton Mifflin. <https://hdl.handle.net/2027/uc2.ark:/13960/t8nc5vk6f>

Rinn, A. N. (2003). Rhodes Scholarships, Frank Aydelotte, and collegiate honors education. *Journal of the National Collegiate Honors Council*, *4*(1), 27–39. <https://digitalcommons.unl.edu/nchcjournal/127>

Santarosa, S. V. (2023). Advising with purpose: Utilizing the motivation for college success model. In E. E. Edgington (Ed.), *Advising for today's honors students* (pp. 31–53). National Collegiate Honors Council.

Scholastic Honors at Harvard University. *School and Society*, *40*(1044), 867–868.

Sells, A. (2023). Intellectual humility, honors, and appreciative advising: Exploring with students that changing their mind does not end the world. In E. E. Edgington (Ed.), *Advising for today's honors students* (pp. 93–101). National Collegiate Honors Council.

Snyder, C. A. (2023). "Oxbridge and core curricula: Continuing conversations with the past in honors colleges." In R. Badenhausen (Ed.), *Honors colleges in the 21st century* (pp. 3–22). National Collegiate Honors Council.

Spear, K., Cahlon, R., & McCall, K. (2023). Advising to support meaning making and purpose: Helping honors students focus on priorities and evaluate opportunities through intention setting. In E. E. Edgington (Ed.), *Advising for today's honors students* (pp. 103–117). National Collegiate Honors Council.

Spisak, A. L. & Yoder, H. B. (2023). Honors advising for large programs. In E. E. Edgington (Ed.), *Advising for today's honors students* (pp. 121–140). National Collegiate Honors Council.

Yeomans, H. A. (1977). *Abbott Lawrence Lowell, 1856–1943*. Arno Press. (Original work published 1948)

ADVISING FOR TODAY'S HONORS STUDENTS

Part I: Theoretical and Philosophical Approaches

CHAPTER ONE

How Honors Advising Is Different

Philip L. Frana
James Madison University

Like so many Americans, I absorbed new responsibilities during the COVID-19 pandemic. One opportunity proffered by my dean involved devoting time to undergraduates who have temporarily withdrawn from college because of poor academic performance; conflicts between school, work, and family; health emergencies; or financial struggles. Students who leave college prior to finishing their credential or degree requirements are described in the education research literature as stop-out; stopped-out; or some college, no degree (SCND) students. Stop-out suggests an intent to return and—as opposed to dropout—more accurately reflects students' own perceptions, as well as their expectations for the future (Belzer, 1998).

While transitioning to work with these students, I became acutely aware of the value of my two decades of teaching and advising in honors. Stopped-out students are exceptional in many of the ways that honors students are exceptional: stopped-out students' course plans demand serious and comprehensive advising efforts.

Each stop-out has uniquely varied interests and seeks broad-based understandings of the world. Each also wants to acquire advantageous competencies within a custom-tailored pathway. Establishing a clear path to graduation for stop-outs requires matching professional goals with existing coursework and experiential learning opportunities and creating space for personal reflection. Individual plans may involve concentrations, minors, special seminars, or capstones. Degree-related courses for these students tend to emphasize diversity, cultural awareness, creativity and self-motivation, transferable skills, and individual responsibility.

This vision will sound familiar to anyone who has advised in an honors program or college. Honors similarly empowers students to cultivate and direct their own academic and professional interests in ways that foster the ability to comprehend and to contribute uniquely and innovatively to a wide array of topics, questions, and problems. Honors delivers compelling and powerful curricula and activities that prepare students to develop feasible, coherent, and integrated academic plans that combine coursework, research, and non-traditional learning experiences. An honors education encourages introspection, mind-mapping and visualization exercises, vicarious learning experiences through close reading of texts and consultation with authorities, professional development, integrative thinking, and intellectual and real-world independence. The advising moment equally encourages these attributes: introspection, mental visualization, professional development, integrative and diverse thought, and intellectual and real-world independence.

Honors advising is important but sadly undervalued. How else can one explain the many situations in which advisors are responsible for the care and feeding of more than a thousand students? Observers can only conclude that college and university administrators believe that underresourced honors programs and colleges represent a "free lunch" by luring prospective students who are well adjusted and have few academic deficiencies. Now that I am helping stop-outs, I am on the receiving end of comments such as the following: "Finally, you can help the students who *actually* need your help." I would not describe honors advising as an extravagance. Honors advisors are on the front lines: engaging, challenging, and inspiring

extraordinary students. Many also have difficult administrative and teaching roles. Some double as honors program directors. Still, they distinguish themselves as first-rate collaborators: they approach advising in interdisciplinary, integrative, and imaginative ways, and they negotiate a welter of competing motivations, approaches, and practices in service to a wide variety of student outcomes and institutional goals. Honors advising is extremely important, and we should be grateful for advisors' tireless and substantive efforts on behalf of others. Moreover, honors advising is good preparation for all sorts of other academic advising roles on the college or university campus.

HOW HONORS ADVISING IS DIFFERENT

Honors advisors encourage bright, curious undergraduates to encounter a multiplicity of subjects in a variety of ways. They are conscious of academic approaches, methods of perspective taking, and questions of power. Their advising is grounded in epistemological methods and practices designed to help students grapple with and bring clarity to their lives. Their approaches to ways of knowing are rooted in and build interdependencies between what the social scientists John Heron and Peter Reason (1997) once called practical knowing (taking action using acquired skills), presentational knowing (communicating, sharing, and making meaning for others), experiential knowing (directly participating in the activities of the world), and propositional knowing (thinking about and sharing ideas, claims, and theories). New and seasoned advisors may add other elements to this framework that derive from their own personal narratives and academic passions, such as Indigenous or artistic wisdoms, or familiarity with the natural world. Their questions provoke students to think in ways they had not thought before, and they challenge students to grow.

Advisors also demonstrate for students the value of crossing campus boundaries. They show students how to talk across the lines between disciplines and to draw together ideas from across the institution to examine, communicate, and respond to the crying needs and felt difficulties of the world. Honors advisors learn

how to use interdisciplinary and intercultural inquiry to interrogate values and power relations and to bend wise action toward desired outcomes. They demonstrate their value to multiple academic units of the institution by stepping in at critical moments to design, build, administer, and assess intersecting programs.

Honors advisors' methods and practices also effect meaningful social change. They are committed to making a difference by engaging with underrepresented communities and providing meaningful opportunities for all students. The strong and supportive justice focus of advisors' work has only grown in recent years, as has their role in producing the strongly positive results reflected in students' research and scholarship. It makes perfect sense that students who join honors from underrepresented populations and unique perspectives will require more advising time and effort.

The honors advisor's role includes significant responsibility to connect students to other campus and community resources. As connectors, advisors are often the first to identify university stakeholders who can help their honors programs to locate resources, reexamine embattled management structures, and develop new tactics for academic support. Indeed, advisors are valuable sources of leadership and inspiration through their commitment to the highest standards of interprofessional practice. They may have roles on national steering committees that make them responsible for a large share of the growth and continuity of national honors organizations. As lateral thinkers they often find themselves making innovative contributions in a time of profound change for higher education.

Honors advising is different from other kinds of campus advising. Honors advising is special advising, and it is not mundane work. Truly broad in scope, honors advisors are as interdisciplinary as the programs they serve. Honors advisors at their best, explains educator Kathryn Dey Huggett (2004), focus on the big picture and holistic perspective taking. They manage student expectations. They are attuned to the daily rhythms and happenings on campus because of the diverse stream of students with various majors and minors passing through their offices.

Honors advising is also supplemental advising. Honors advisors respond to queries from students, faculty, and staff. They work closely with administrators in a variety of departments. Melissa L. Johnson, Cheryl Walther, and Kelly J. Medley (2018) describe this as "One-Stop Shop" honors advising (pp. 110–112). Because honors is a multidisciplinary community integrating students from programs and colleges of every stripe and flavor, academic planning and requirements vary widely. Honors advisors help students to integrate honors with other curriculum distributions in majors, minors, and concentrations. Some academic departments have majors requiring unique advising interactions. Some programs have extensive lists of scaffolded prerequisites. Other programs have specific professional demands. Building relationships with honors liaisons or champions in other departments is, thus, crucially important.

Honors advising encounters help students to think about and to make decisions regarding their life, education, and career goals. The range of advising interactions can be great. Advisors meet with students who need quick answers ("Help me find a class."); they meet with students who need affirmation ("Did I make the right decision?"); they seek out students who do not visit but should ("I don't know how you can help me."); they advise students who chose the wrong path or feel pressured by others ("My parents really want me to be a pharmacist."); they commiserate with students who reject or play into the cultural Zeitgeist ("I don't need a degree to make money."); they help students who lack direction or are multipotentialites ("Why do I have to choose?"); and they are on the front lines of personal, economic, and health crises ("I feel overwhelmed."). Beyond these moment-to-moment concerns brought to the table by students, it is important to think about honors advising in terms of (a) broad institutional motivations, (b) specific philosophical approaches, (c) actual practices in the field, and (d) goals and outcomes.

Institutional Motivations

Imagine asking a room full of honors advisors, "Why does your position exist?" The responses would be detailed and impassioned.

Honors advisors are often the first point of contact for prospective students and their families. They help to recruit special populations of students to campus that otherwise would not be present. Honors advisors also help their programs manage enrolled students' perceptions of honors on campus as well as the institution itself. They set the tone in their management of co-curricular and student affairs activities. They provide course plans and career counseling that are cross-disciplinary, critical, and intellectually challenging.

A major feature of honors advising these days is enrollment management (i.e., admissions, persistence, and completion). Advisors monitor progression within honors and manage reviews for good standing. They track academic requirements, file course directives, and conduct degree audits. They may also undertake regular surveys of students for program assessment purposes. Proprietary and homebrew tools may be available to honors advisors to help them build and retain unique communities of co-learners, document student successes and misfortunes, and ration scarce academic resources.

Advisors do as much to advance the institution's strategic priorities as any personnel. They address campus climate issues, ensure equity in student outcomes, expand opportunities for community engagement, foster a sense of belonging and inclusion, encourage global learning and high-impact experiences, support student well-being, and prepare students for long-term career success. They are simultaneously challenged by assaults on the liberal arts, the so-called unbundling of higher education, financial constraints, external policy pressures or mandates, and persistent inequalities.

Some of their tasks are truly awesome. Honors advisors engage in capacity building for institutional transformation. They encourage research by students and the development of their expertise. They help their states to reach workforce readiness goals, stanch brain drain, and reach satisfactory post-baccalaureate program enrollments. They grow citizens who enrich their local communities. They nurture alumni referral networks and connections. Honors advisors are crucially important when universities want to take things to the "next level"—whatever that may be. Honors

succeeds in advancing its interests when advisors inculcate universal values like community and empathy for others. Advisors value friendship and fellow travelers. Care and commitment, as well as immersion and collaboration, are of tangible and symbolic importance. They help students to develop personal connections, find their support systems, trust one another, and build intentional communities.

Happiness and life satisfaction rank high on the list of values promoted by honors advisors. We come to college not only to prepare to make a living, but also to learn to live a life. Advisors encourage students to talk about, historicize, and honor the past, contextualize the present, and prepare to take control of the future. As poet Debra Marquart (2002) wrote in "Palimpsest":

> It is possible
> to create a life, doors opening to other
> doors, the fresh breeze of tomorrow
> rushing in to make the world new
> each day. (p. 72)

Philosophical Approaches

Joan Digby (2007) has said that advising an honors student is akin to training a thoroughbred racehorse. Thoroughbreds are spirited and fast but also temperamental and tenderfooted. If honors students are thoroughbreds when they enter our paddock, we should encourage them to be less fragile and more focused when they exit. In truth, if we accept only students exhibiting some native agility and an established work ethic, our programs will be quite one-dimensional. We should want an array of students in our academic stables at both two-year and four-year institutions.

If we assume that advisors are chasing, discovering, and supporting a wide variety of students, it follows that advisors should carry more than one arrow in their advising quiver. Helping students to develop their independent learning attitudes and strategies requires understanding the theoretical frameworks applicable to advising and a broad selection of philosophical approaches. The

three main theoretical frameworks for advising are psychosocial, cognitive-developmental, and typological. The psychosocial conceptual framework views individuals from the perspective of psychological factors and social environments. Students' mental and physical wellness, purpose, and ability to function are understood through this lens. The cognitive-developmental framework suggests that human intelligence changes as we grow. Jean Piaget's (1936) theory of cognitive development includes four stages of intellectual development in children. Honors courses often operate on a level that engages students in a process of cognitive development following the work of psychologists such as William G. Perry Jr. (1970) and Carol Gilligan (1982) and feminist scholars like Mary F. Belenky and her colleagues (1986). The typological framework is not really a theory, but rather a vast collection of ways of measuring and categorizing individuals. One example of a typology is DiSC personality profile assessment; a second is the Myers-Briggs Type Indicator; a third, and less well-known example, is Burton R. Clark and Martin Trow's (1966) classification of undergraduates into four categories: collegiate, vocational, academic, and nonconformist.

William James described a person in terms of flow or current. Like a stream, he says, we pool into eddies or curdle at various points in our lives, and we often mistake these curdles for outcomes when in fact they are just spots where we pause and rest (James, 1896). In other words, developmental plateaus are abstractions we pace around that lend solidity to what is really an ongoing process. From the three theoretical frameworks flow several advising approaches and strategies: prescriptive advising, intrusive and proactive advising, developmental advising, appreciative advising, strengths-based advising and coaching, and advising as teaching and learning.

Prescriptive advising is the easiest to understand and the most direct. Here, the advisor is the authority figure dispensing information that students should follow (or ignore at their peril). Honors freshman advising is typically of this kind, in part because the venues for sharing information with new students generally consist of orientation sessions and first-year seminars. Communicating the basics of course plans, check sheets, and honors requirements is

an important responsibility of honors advisors that is often accomplished in the prescriptive mode. This sort of advising is sometimes called involuntary because student attendance is required. Intrusive or proactive advising is somewhat related: it involves deliberate, structured interventions for students who are unlikely to take initiative in accessing advising services. In some places, and particularly where retention rates are low, intrusive advising is the standard academic advising intervention for all students. It is proactive in the sense that it identifies key areas for growth or other unique factors in each learner, discerns when and how to make critical interventions, monitors and documents improvements, conducts outreach and follow-ups, and provides direct support or referrals.

Developmental academic advising is the most written about because it involves integrated thinking, holistic practices, and nuanced performances. A precondition for productive developmental advising is a close, ongoing relationship between advisor and student. It is student-centered and aspirational by nature. It engages the whole student along intellectual, emotional, physical, social, economic, and vocational ranges. Indeed, developmental advising forms the bedrock of institutional student affairs while simultaneously representing an "elusive ideal" (Gordon, 2019, p. 72).

Appreciative advising is a relatively recent model created by Jennifer L. Bloom and Nancy Archer Martin (2002). It is described as an "intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials" (Bloom, 2011, p. 179). Appreciative advising is directed at struggling, probationary, or discouraged students; thus, it is less well known among honors advisors where the pressures of retention are not as great. It may be advantageous, though, where retention rates in honors are low. The focus of appreciative advising is a six-phase core built from organizational development theory, positive psychology, social constructivist theory, and choice theory. Briefly, the six phases help students to relax into the advising encounter, build affinities by directed discussion of student strengths and dreams,

design a plan to "make their dreams come true," deliver on the plan, and develop to the fullest (Bloom & Martin, 2002, n.p.).

Strengths-based advising is similar: it is planning-centered, goal-directed, and optimized by inventories of students' potentials, passions, and skills. Strengths are formed when natural talents are combined with appropriate knowledge discovered in college or unlocked in non-traditional learning experiences. The strengths-based approach leans heavily on the intrinsic motivation and self-efficacy of the student, builds from this original position using positivity, problem solving and success strategies, coping skills, and a repertoire of creative capacities. In application, the strengths-based approach begins from an inventory of a student's current strengths, affirmation of these strengths (in part through awareness), connecting strengths to attainable goals, developing plans for reaching those goals, and considering how strengths can be used to tackle obstructions in their path. The popular CliftonStrengths from Gallup is a commercial example of this approach. CliftonStrengths helps students filter through 34 talents or themes and several domains of leadership strengths. Similar to the strengths-based approach, advising as executive or leadership coaching is inquiry based and quite new to honors education. It focuses on active listening, communication, and reflection (group or self-evaluation), identifying desires and dreams, selecting options, and making persuasive pitches and plans.

Differentiating advising from other services, such as counseling and career planning, is crucially important. Honors advising incorporates elements of telling, teaching, learning, and praxis. Advising as teaching and learning is a diffuse approach that compares the values of the teaching professor to those of the academic advisor. The practitioner in each case asks two questions: What do we want students to learn? And how do we want our students to be different? In advising for teaching and learning, the advisor develops a curriculum that helps students to draft coherent educational plans and assessments of those plans. Advisors identify learning outcomes in ways that mirror the construction of student learning outcomes and develop learning activities to achieve the intended outcomes.

Actual Practices

Access to specialized honors advising is widely perceived as one of the top benefits of enrollment in an honors program or college. Sharing those benefits with students is a responsibility of effective honors advisors. An early advising connection is important. Effective honors advisors build warm, trusting relationships with students. An advisor, through good listening and powerful generative questioning, inspires respect. Despite the pressures of avaricious colleges and universities, honors is not a factory, and the advising interaction is not a commercial transaction. Gleaning insights about students requires mutual empathy, authenticity, and breathing room. Advisors need to get to know the student, and the student needs to get to know the advisor as a person. Paying attention to relationship building will elicit important information not only about students' learning styles and cognitive capacities, but also about their domestic obligations, work responsibilities, and co-curricular involvements.

By encouraging flexibility, advisors help students to develop learner-centered plans that still balance concrete elements with the ability to incorporate options that arise. It is important that they provide truthful, incisive feedback in discussing passions and interests and goals, particularly where they contrast with individual strengths and weaknesses. Advisors also provide recommendations about available resources. They are often the primary conduits to information about scholarships, study abroad opportunities, career training, mental health counseling, tutoring services, résumé reviews, recruiters, and graduate school information sessions. Advisors should provide messaging in multiple formats, including in-person appointments and class visits. Newsletters are also back in fashion. Scheduling advising appointments and office hours in alternative locations may be critically important in reaching students who lead busy lives on and off campus.

Honors advising is also a gateway to academic and soft-skill development. Advisors offer advice, in both didactic and dialogic fashion, on course selection, honors options, contract courses, and independent study opportunities. Not surprisingly, registration is a

particularly busy time of year for honors advisors. Advisors at four-year institutions—and increasingly at two-year institutions—also provide timely introductions to research, faculty mentor interests, and available capstone topics. Advisors help students to choose among different project types; to find mentors; to cope with stress and living situation difficulties; and to manage insecurities, time, and finances. They may offer programming with exercises on study habits, well-being, values clarification, self-reflection, and development of personal narratives.

Honors advisors sometimes have direct classroom responsibilities. They may coordinate first-year seminars or recruit undergraduate teaching assistants. Honors advisors are also sometimes responsible for managing honors councils. Other responsibilities may include coordinating special events such as summer academic camps or community service learning trips. Honors advisors may work with honors students who use alternative entry points or follow secondary tracks into the program.

Articulating a set of honors advising outcomes and mapping those outcomes to overall student learning outcomes are important activities that even the busiest honors programs or colleges should undertake. For example, if we accept, as many honors programs and colleges do, that the role of advising is helping students align their academic goals to values like purpose in life, self-acceptance, global understanding, autonomy, and interdisciplinarity, then advisors should design programming, activities, and assessments that facilitate the efforts of students to understand, practice, and master these foundational elements. Early-stage advising outcomes could include simply helping students to understand the honors curriculum and the role of the faculty. Some progress could also be made in embracing complexity and appreciating diverse communities; or students might grow in their understanding of the importance of developing confidence in their individual paths and an active and independent scholarly identity, including the drive and desire to solve problems and identify questions that intrigue them in their disciplines. Other advising programming could advance identification with honors culture and practices, development of interpersonal relationships, and willingness to engage in campus life.

Specific honors activities led by the advisor are mapped to these outcomes. Activities that build understanding of the honors curriculum might include preparing a curriculum draft or course plan, meetings with honors faculty liaisons in home departments, or sessions where students hear from administrators about the purpose and importance of honors. Embracing complexity and diversity could be advanced in off-campus retreats, special guest lectures, and honors residence hall programming and by informally interviewing faculty members. Developing academic confidence and an active scholarly identity could be advanced in gateway seminars, stories shared by members of more advanced cohorts, and invitation-only gatherings with esteemed scholars or community leaders. In subsequent semesters, students could practice how life-skills training and expertise entail critical reading, writing, professionalism, research and statistical skills, and public speaking. Honors-led workshops and informal clubs, often sponsored by advisors, would also help students grow in these areas.

Who does the advising is an important axiological consideration. Honors advising may be shouldered by administrators, faculty members, professionally trained staff, and peers. It is not unusual for honors students to have two, three, or even more advisors. This variety also brings some challenges: dueling advisors may provide contradictory advice. Peer and collaborative advising has limitations, too. Group and peer advising may gravitate toward the lowest common denominator, perhaps resisting personalization. But in truth, honors advising is everyone's business. Even where there is a professional advisor on staff, that person should be meeting with faculty to learn about expectations and communicate honors values as well as encouraging peer mentorship and constructive interpersonal relationships.

HOW HONORS STUDENTS ARE DIFFERENT

Knowing what an honors student will look like in the 2030s and beyond is uncertain at best. The basic characteristics of an honors student are being questioned as never before. Test-optional, test-flexible, and test-blind admissions processes are taking hold. New,

inclusive definitions are on the table. Invitation-only pathways are being reimagined (National, 2020). Perhaps the only thing we can know with confidence in 2023 about the future is that honors will comprise uniquely selected populations of students on every campus. It might be worthwhile to think not about the characteristics of honors students at all, but rather to consider each of them as a unique bundle of life experiences and potentialities.

Yet stereotypes of honors students abound, and these stereotypes impact students' self-image. Traditionally, honors students are thought of as high achieving and academically motivated. They test well, maintain sterling GPAs, and, because of accelerated tracking, are enrolled in advanced course offerings with compressed timetables to graduation. These students are more likely to seek out the advice and support of their professors, persist to graduation, and pursue admission to post-baccalaureate programs. They tend to be self-directed in their learning, earnest, and curious about the world and a wide variety of subjects. Honors students want to be the lifeblood of their campuses, inspiring community wherever they go. They seek leadership roles in organizations, create new clubs, and attend campus events in great numbers. Their excitement over ideas and new possibilities is palpable.

Honors students have also been defined by less flattering characteristics. They are cautious, introverted, and grade focused. They avoid crowds and teams and the judgment of others. These students are often plagued by the paralysis of self-consciousness and high expectations. Subjected to population bottlenecks of wealth, inequality, and unjust power structures, their diversity on a variety of scales, including race and gender identities and class, is low.

Honors advisors are acutely aware of these stereotypes (Achterberg, 2005; Cognard-Black & Spisak, 2019). And there are, of course, partial truths behind the stereotypes of these students as serious, hardworking, motivated, over-committed, fearful of failure, skeptical, homogeneous, and too broadly focused. Advisors know, however, that a principal motivation of these students (and/or their parents) is simply to be recognized as honors worthy, which is a euphemism for successful. More than their confidence

or preparation, honors students are motivated by trust in the advice of others, especially family, teachers, counselors, and leaders in their own communities (Clark, et al., 2018). They also trust other extrinsic motivators: rankings and rigor, scholarships, and campus qualities like beauty, student spirit, or housing.

These networks of established authorities and standards may be shaken by the transition to and experiences of college life. Here, honors advisors will encounter students who wall themselves off from the normal pressures of the peer-identity formation process and inconveniences of questions about settled career aspirations. They conflate and struggle with decisions involving extrinsic and intrinsic motivation. These students, like so many young people, possess minds full of possibilities moving with unusual velocity. This nimbleness is an asset in many situations but may interfere with keeping plans in focus. They may also face more pressure to please parents and families. Some of the pressures they face are self-induced, but tangible concerns like career success, paying the bills, and a desire to help others are also burdens.

From the literature, we learn that honors students tend to be open-minded, forgiving, and accepting of humanity (Shepherd & Shepherd, 2001; Kaczvinsky, 2007). Many, if not most, want to engage globally through travel and cross-cultural experiences to gain a deeper understanding of and appreciation for people, cultures, and differences (Kem & Navan, 2006). But they are hard on themselves, often struggling to adjust to personal changes in the two-year or four-year college environment. Because they tend to be perfectionists—an adaptive, but sometimes maladaptive, response to academic challenges—honors students can also appear indecisive and unwilling to set aside peripheral interests (Gerrity, Lawrence, & Sedlacek, 1993; Parker & Adkins, 1995; Neumeister, 2004; Cross et al., 2018). They often are very good at many things and do not want to feel that they are abandoning these pursuits; they may want to chase both broad and narrow interests (Ender & Wilkie, 2000). This multipotentiality can manifest itself in advising sessions where one student, fearing potential opportunity costs, wants to select multiple majors and minors, another caroms from

major to major, and a third struggles to make a decision on any major at all; a few of these students will coast along unnoticed by faculty or advisors until they disappear altogether from the rolls. Amanda Cuevas' (2015) dissertation, *Thriving in College: Predictors of Honors Student Academic, Psychological, and Social Well-Being*, provides an excellent portrait of the honors student who is "plagued with multipotentiality" (p. v).

Honors students are driven to succeed but confront hostility and mistrust of intellect, science-based facts, and institutional authorities. While some honors students are gregarious and have full social calendars, others are reticent or bored. For every student who is over-confident about their academic abilities, nine others fear failure. Some honors students are deep learners and accept risks in their learning and experiences; others stick to tried-and-true surface learning techniques in completing their degrees. Skeptics compete with those who passively absorb content and idealists who launch causes and seek the best in others.

Generation Z students, who have their own unique experiences, face special challenges. A superior, evidence-based analysis of this generation is presented in Jean Twenge's *iGen* (2017): born into an age of smart phones and social media, they are comfortable with technology. They are also more comfortable with online learning and virtual meeting software than any previous generation. They are less likely to express a religious preference or an interest in religion at all. They seek security and comfort in their education and careers and tend to be safety-conscious in their personal lives. While some are accepting, others tend to be exclusionary, especially viewing authorities as obstacles or roadblocks in their paths. They are unusually resistant to growing up, even deploying the neologism "adulting," in part because of the generation's diminished economic prospects and rapidly eroding environmental sustainability.

Honors students commonly want to do too much or to tackle things that are beyond the scope of what is possible during their time at the institution. This inclination leads them to ask advisors insightful and probing questions. Although some of this over-investment of energies stems in part from sheer conscientiousness

and people-pleasing behavior, some of it results from the positive advising encounters that shift barriers around immobile thinking and identity foreclosure (Dougherty, 2007).

In practice, honors advisors must justify whether and how to offer personal, pedagogical, and curricular advising experiences that are markedly different from those offered to other students on their campuses (Kaczvinsky, 2007). Still, students who are predisposed to seek adult guidance in high school are primed to look for more of the same in college. In most cases, honors students want to be treated as equals, albeit with safety rails, partaking in a shared relationship with considerable give and take that makes them feel special and confident while protecting them from some of the pressures, anxieties, and realities of adult life. That these students will remain voracious consumers of advising resources is likely.

HOW HONORS GOALS AND OUTCOMES ARE DIFFERENT

Several trends will shape the future of honors advising, including changes affecting the demographics of honors. Honors students are more career-focused and anxious than ever before. The era of COVID-19 has disrupted their already fragile sense of belonging. The video teleconferencing embraced by honors during the pandemic and the mechanics grasped during this colossal, unplanned experiment have now been adopted as standard practice. The pandemic and its aftermath, especially shortages of labor and attention, also blurred boundaries between academic advisors, mentors, professors, and counselors and redoubled the belief of many educational authorities that learning in small-scale settings is better than any large-scale equivalent where students are easily lost.

Moreover, the Black Lives Matter movement revealed that honors shares the sins of American society, with its systematic racial inequalities, exceptionalism, exaggerated privileging of private goods, unreflective instrumentalism, economic barriers to participation, and excessive bureaucratic burdens. In too many places, honors residence halls recreate the patterns of segregation we see in the world. Honors privileges the upper classes, cosmopolitan backgrounds, and socially connected families. It also has growing

gender discrepancies, both binary and non-binary, which is noticeable in such things as student leadership.

Honors advising can recapitulate the blind spots of society. As Jeffery P. Hause (2017) says, "In the contemporary university, the injustice of unwarranted assumptions based on race, ethnicity, religion, gender, sexual orientation, and economic status is now well-known. . . . [F]ailing to live up to the egalitarianism we sincerely believe in is sometimes shockingly easy" (p. 156). Sometimes honors advisors are too focused on students who are traditionally successful and can be celebrated. National recognition, awards, and notability are powerful motivators. At other times, advisors are distracted by heavy flows of students who are struggling academically. First-generation, transfer, nontraditional, and culture-shocked students can also expose advising weaknesses. Too much well-meaning focus on purpose and passion can even cause personal distress.

On the other hand, honors advisors have become crucial supporters of first-generation and underrepresented students. They have also become central to diversity, equity, and inclusion initiatives. Honors in many places is an anchorage for LGBTQIA communities and for exploration of countercultural mores. Advising as praxis, or critical advising, is a fresh approach that contains wisdom for honors programs and colleges (Puroway, 2016). Advising as praxis takes as its starting point the notion that the twin goals of advising are to uplift the oppressed and to transform the world. These are not insignificant goals, but advocates argue that advisors are well situated to change the reality and are, like their students, primed to believe that they are capable of doing so. Indeed, Martha K. Hemwall and Kent C. Trachte (1999) argue that a praxis view "allows advising to be consistent with actual mission statements of colleges" (p. 8). Critical self-reflection breaks the chains of the spoonfed banking model of education so common in teaching and learning. Advisors facilitate a process of conscientization (movement away from naïveté and toward awareness) by helping students to understand themselves as historical beings who are only dimly aware of the radical truth regarding the power and plausibility structures that surround them, make meaning, and produce unspoken

hegemonies and alienating assumptions. Puroway (2016) believes that every advisor should consider questions like these before giving students direction and guidance: "What are my dreams for the future of humanity and the planet? What dream do I have for each student I advise? How do I advise for compassion?" (p. 9).

As noted at the beginning of this chapter, during the recent pandemic I developed a new program on my campus to help stop-out students.[1] Several dedicated colleagues from across the university assisted me with this work. Since 2020, my thinking about and experience with stopped-out students—generally perceived as the opposite of the honors spectrum—has led me to group them alongside an established program of honors-eligible, self-design majors called Independent Scholars. I work with students in both tracks: former stop-outs are now completers and reframers of their educational journeys; the more traditional individualized major students remain explorers and innovators.

And yet, the two types have much in common. Both tracks of students design, implement, and complete focused, flexible, and comprehensive plans of study leading to a bachelor's degree that meets the students' personal and professional educational goals. These plans are based on existing coursework and establishing clear pathways to graduation. They all take advantage of interdisciplinary and multidisciplinary bundles of courses or develop themed concentrations, often concerned with enduring human problems, creative intersections of areas of inquiry, or complex questions of social justice and social change.

The future belongs to advisors who transcend the typical perks of honors membership, that is, extrinsic rewards like early registration, special housing, and free printing. These idealists will want students to go beyond looking good on paper. They will want to reinforce the belief that living is learning and learning is living. The ancient Greek word *eudaimonia*—commonly translated as human flourishing, happiness, or prosperity—is a central concept in Aristotelian ethics and political philosophy. It should also be a central concept in honors education. In Aristotle's works, *eudaimonia* characterized instances of the highest human good (Aristotle, 2009).

Advisors must discuss our core values with one another, think about our collective and individual missions, develop our goals, and define strategies to attain those goals. We must understand our home institutions better, find out where we fit in the larger structures of higher education, and learn how to make meaningful connections with the people around us. In honors, we expect students to discover higher learning. We stress that college is not something that happens to students: students need to be actively involved. We want students to integrate learning into their daily lives, and that enterprise often requires seeking guidance and expertise from colleagues, mentors, and professors. We want advisees to find the connections and deeper meanings in what they learn, do, and experience by combining a liberal arts education with high-impact practices developed through research, internships and service, global learning, and collaboration. Honors values learning and doing: the life of the mind and the production of meaningful work. We encourage students to transcend narrow definitions of academic success and to develop their identities as active and engaged scholars and stewards of the world.

As advisors committed to the goals of honors and the academy, we are also expected to discover ourselves. One of our most important activities is to know ourselves better. Socrates called this the examined life. Colleges encourage people to discover what they are good at, what they like and do not like, and what they want from their lives. Education is about more than great books, research discoveries, or creating art. It is about personal growth, developing authentic selves, and finding purpose. Human flourishing takes place not in isolation but in relationships with others. We find fulfillment in the meaningful connections we make with people and communities. The challenge is to learn our purpose and to make conscious choices that benefit ourselves and the many other people with whom we share the planet.

Finally, our students should be encouraged to discover community. We live in an interconnected world. Our ideas and our endeavors affect those around us: our families, neighbors, fellow citizens, the global community. When we act together, we make

far greater impact than when we go it alone. When we recognize our diversity, we combine our strengths and overcome our weaknesses. We expect honors students to contribute to and learn from our communities. We ask them to consider what they will do with the knowledge they attain and how their education will make a difference in the world. Students must hone their intercultural competencies, engage in interdisciplinary learning, and look for opportunities for civic engagement in the local area and beyond.

One important next step might be to define operationally the student learning outcomes for advising, curricular, and co-curricular activities and to develop qualitative, quantitative, or rubric-based performance measures. In other words, what does "knowing/thinking/doing/feeling/asking _____ look like?" How can the evidence of learning be captured? And then, much further down the road, what will they do with this information? If advisors determine that students are not meeting particular early-stage outcomes, what might they put in place to try to encourage students' learning? Or, if students show high levels of knowledge/skills/affect in an area, what will advisors do with that information? Answering these questions in tandem with operationally defining the outcomes will make the information more useful to honors programs and honors colleges.

In truth, I believe that all advising—including honors advising—should be more like andragogy than pedagogy. Andragogy as advanced by educator Malcolm S. Knowles consists of strategies focused on adult learning. Andragogy pays allegiance to six pillars of lifelong learning: learning to know, learning to do, learning to live, learning to be, learning to change, and learning for sustainability (Knowles et al., 2020). Although it is often interpreted as the process of engaging non-traditional students within a structure of unique learning experiences, andragogy can help us determine what motivates and inspires honors alumni to continue interdisciplinary learning and relationship-building with each other and interact with current honors program students. We can use andragogy to keep the conversation going by integrating alumni into class projects, academic rites of passage, speaker series, and online community discussions.

Andragogy asserts that we should not advise young adults as if they are children: do not lecture, but instead appeal to curiosity; do not be a content planner or transmitter, but instead a process designer or relationship builder. Advisors should allow students to participate actively in the advising encounter. Advisors should convey to their students that they themselves have more questions than answers and are committed to a lifetime of inquiry and learning. We must role-model the openness and criticism of our own ideas that we want to see in students. For this reason, it is important that honors advisors take advantage of professional growth opportunities offered by national, regional, and local honors organizations, workshops, and conferences.

We must guide students into experiences that enable them to develop their potentialities. The emphasis must be on the new and changing nature of life as lived in the twenty-first century. Advisors are fellow travelers with students in the pursuit of lifelong learning and communities of interest, practice, and commitment. Together we struggle to find meaningful, relevant work; to achieve autonomy and intellectual independence; and to develop empathy, humility, and gratitude. Advising as andragogy encourages students to be producers of culture and social interventions rather than consumers of the status quo. Advising as praxis, *eudaimonia*, and andragogy create civically engaged adults who are well-prepared to be mentors to others.

ENDNOTE

[1]Several dedicated colleagues from across the university assisted me with this work. The other committee members were Carole Nash, Scott Paulson, Johnathan Walker, and Bill White. The unpublished report is entitled "Meeting Students Where They Are: Retaining JMU Students at Risk of 'Stopping Out.'"

REFERENCES

Achterberg, C. (2005). What is an honors student? *Journal of the National Collegiate Honors Council*, *6*(1), 75–83. <https://digitalcommons.unl.edu/nchcjournal/170>

Aristotle. (2009). *The Nicomachean Ethics*. Trans. D. Ross, L. Brown. Oxford University Press.

Belenky, M. F., Clinchy, B. M., Goldberger, N. R., & Tarule, J. M. (1986). *Women's ways of knowing: The development of self, voice, and mind*. Basic Books.

Belzer, A. (1998). Stopping out, not dropping out. *Focus on Basics: Connecting Research and Practice*, *2*(A). <http://www.ncsall.net/index.php@id=417.html>

Bloom, J. L. (2011). Moving on from college. In V. N. Gordon, W. R. Habley, T. J. Grites, et al. (Eds.), *Academic advising: A comprehensive handbook* (2nd ed., pp. 178–188). Jossey-Bass.

Bloom, J. L., & Martin, N. A. (2002). Incorporating appreciative inquiry into academic advising." *The Mentor: An Academic Advising Journal*, *4*. <https://journals.psu.edu/mentor/article/view/61701>

Clark, B. R., & Trow, M. (1966). The organizational context. In T. M. Newcomb & E. K. Wilson (Eds.), *College peer groups: Problems and prospects for research* (pp. 17–70). Aldine.

Clark, C., Schwitzer, A., Paredes, T., & Grothaus, T. (2018). Honors college students' adjustment factors and academic success: Advising implications. *NACADA Journal*, *38*(2), 20–30. <https://doi.org/10.12930/NACADA-17-014>

Cognard-Black, A. J., & Spisak, A. L. (2019). Creating a profile of an honors student: A comparison of honors and non-honors students at public research universities in the United States. *Journal of the National Collegiate Honors Council*, *20*(1), 123–157. <https://digitalcommons.unl.edu/nchcjournal/623>

Cross, T. L., Cross, J. R., Mammadov, S., Ward, T. J., Neumeister, K. S., & Andersen, L. (2018). Psychological heterogeneity among honors college students. *Journal for the Education of the Gifted*, *41*(3), 242–272.

Cuevas, A. (2015). *Thriving in college: Predictors of honors student academic, psychological, and social well-being* (Publication

number: 1708942472) [Doctoral dissertation, Azusa Pacific University]. ProQuest Dissertations and Theses Global.

Digby, J. (2007). Advising honors students. *Academic Advising Today*, *30*(3). <https://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Advising-Honors-Students.aspx>

Dougherty, S. B. (2007). Academic advising for high-achieving college students. *Higher Education in Review*, *4*, 63–82. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.132.5866&rep=rep1&type=pdf>

Ender, S. C., & Wilkie, C. J. (2000). Advising students with special needs. In V. N. Gordon & W. R. Habley (Eds.), *Academic advising: A comprehensive handbook* (pp. 118–143). Jossey-Bass.

Gerrity, D. A., Lawrence, J. F., & Sedlacek, W. E. (1993). Honors and non-honors freshmen: Demographics, attitudes, interests, and behaviors. *NACADA Journal*, *13*(1), 43–52. <https://doi.org/10.12930/0271-9517-13.1.43>

Gilligan, C. (1982). *In a different voice: Psychological theory and women's development*. Harvard University Press.

Gordon, V. N. (2019). Developmental advising: The elusive ideal. *NACADA Journal*, *39*(2), 72–76. <https://doi.org/10.12930/NACADA-19-201>

Hause, J. P. (2017). Two neglected features of honors advising. *Journal of the National Collegiate Honors Council*, *18*(2), 151–162. <https://digitalcommons.unl.edu/nchcjournal/595>

Hemwall, M. K., & Trachte, K. C. (1999). Learning at the core: Toward a new understanding of academic advising. *NACADA Journal*, *19*(1), 5–11. <https://doi.org/10.12930/0271-9517-19.1.5>

Heron, J., & Reason, P. (1997). A participatory inquiry paradigm. *Qualitative Inquiry*, *3*(3), 274–294. <https://journals.sagepub.com/doi/10.1177/107780049700300302>

Huggett, K. D. (2004). Advising in undergraduate honors programs: A learner-centered approach. *NACADA Journal*, *24*(1-2), 75–87. <https://doi.org/10.12930/0271-9517-24.1-2.75>

James, W. (1896). *The will to believe.* Longmans Green.

Johnson, M. L., Walther, C., & Medley, K. J. (2018). Perceptions of advisors who work with high-achieving students. *Journal of the National Collegiate Honors Council*, *19*(1), 105–124. <https://digitalcommons.unl.edu/nchcjournal/571>

Kaczvinsky, D. P. (2007). What is an honors student? A Noel-Levitz study. *Journal of the National Collegiate Honors Council*, *8*(2), 87–95. <https://digitalcommons.unl.edu/nchcjournal/49>

Kem, L., & Navan, J. L. (2006). Gifted students in college: Suggestions for advisors and faculty. *NACADA Journal*, *26*(2), 21–28. <https://doi.org/10.12930/0271-9517-26.2.21>

Knowles, M. S., Holton, E. F., Swanson, R. A., & Robinson, P. A. (2020). *The adult learner: The definitive classic in adult education and human resource development*. Routledge.

Marquart, D. (2002). Palimpsest. *From sweetness* (p. 72). Pearl Editions.

National Collegiate Honors Council. (2020). *Honors enrollment management: Toward a theory and practice of inclusion.* <https://cdn.ymaws.com/nchc.site-ym.com/resource/resmgr/docs/resourcecenter/diversity_inclusion/nchc_enrollmentmanagement9.2.pdf>

Neumeister, K. L. S. (2004). Factors influencing the development of perfectionism in gifted college students. *Gifted Child Quarterly*, *48*(4), 259–274.

Parker, W. D., & Adkins, K. K. (1995). The incidence of perfectionism in honors and regular college students. *Journal of Advanced Academics*, *7*(1), 303–309.

Perry, W. G., Jr. (1970). *Forms of intellectual and ethical development in the college years: A scheme*. Holt, Rinehart, and Winston.

Piaget, J. (1936). *La naissance de l'intelligence chez l'enfant*. [The birth of intelligence in the child]. Delachaux & Niestlé.

Puroway, A. W. (2016). Critical advising: A Freirian-inspired approach. *NACADA Journal*, *36*(2), 4–10. <https://files.eric.ed.gov/fulltext/EJ1135326.pdf>

Shepherd, G., & Shepherd, G. (2001). Liberal tolerance among honors college students: A regional comparison. *Free Inquiry in Creative Sociology*, *29*(2), 101–114. <https://ojs.library.okstate.edu/osu/index.php/FICS/article/view/7072>

Twenge, J. (2017). *iGen: Why today's super-connected kids are growing up less rebellious, more tolerant, less happy—and completely unprepared for adulthood—and what that means for the rest of us.* Atria.

APPENDIX A

Further Reading

Crookston, B. B. (1972). A developmental view of academic advising as teaching. *Journal of College Student Personnel*, *13*(1), 12–17.

Cuevas, A., Schreiner, L. A., Kim, Y., & Bloom, J. (2017). Honors student thriving: A model of academic, psychological, and social wellbeing. *Journal of the National Collegiate Honors Council*, *18*(2), 79–119. <https://digitalcommons.unl.edu/nchcjournal/597>

Harding, B. (2008). Students with specific advising needs. In V. N. Gordon, W. R. Habley, T. J. Grites, et al. (Eds.), *Academic advising: A comprehensive handbook* (2nd ed., pp. 189–203). Jossey-Bass.

Johnson, M. L., Podjed, S., & Taasan, S. (2013). Engaging honors students in purposeful planning through a concept mapping assignment. *Honors in Practice*, *9*, 73–84. <https://digitalcommons.unl.edu/nchchip/180>

Kim, J. (2019). *Academic talent development process of students with gifts and talents in honors college: A comparative study of achieving and underachieving groups* [Doctoral dissertation, Purdue University]. Purdue University Graduate School. <https://doi.org/10.25394/PGS.8020175.v1>

Klein, J. R. (2006). Extreme millennial students: Advising strategies for working with honors students. NACADA. <https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advising-honors-students.aspx>

Klein, J. R., French, L., & and Degotardi, P. (2007). More than an ID number or a GPA: Developmental advising in honors. *Honors in Practice*, *3*, 101–109. <https://digitalcommons.unl.edu/nchchip/45>

Kool, A. (2016). *Excellence in higher education: Students' personal qualities and the effects of undergraduate honours programmes* [Doctoral dissertation, Utrecht University]. National Academic Research and Collaborations Information System. <https://dspace.library.uu.nl/handle/1874/342101>

Labinger, A., Schwarze, M., Emerson, G., Minnick, A., Campbell, M., Spurrier, R., & Harrington, A. (1996). The nuts and bolts of honors advising. *National Honors Report*, *17*(3), 13–16.

McIver, M. C. (2008). *Differences in academic success and honors participation between advised and not advised first and second year honors students* (Publication number: 1454260) [Master's thesis, University of Nebraska at Omaha]. ProQuest Dissertations and Theses Global.

Moon, J. L. (2012). *Honors and high-ability students: Factors that predict academic efficacy, critical thinking skills, and academic goals* [Doctoral dissertation, Iowa State University]. Iowa State University Digital Repository. <https://lib.dr.iastate.edu/etd/12412>

O'Banion, T. (1972). An academic advising model. *Junior College Journal*, *42*(6), 62–69.

Otero, R. C. (2005). What honors students are like now. *Journal of the National Collegiate Honors Council*, *6*(1), 51–53. <https://digitalcommons.unl.edu/nchcjournal/160>

Rinn, A. N. (2005). Trends among honors college students: An analysis by year in school. *Journal of Advanced Academics*, *16*(4), 157–167. <https://doi.org/10.4219/jsge-2005-479>

Scager, K., Akkerman, S. F., Keesen, F., Mainhard, M. T., Pilot, A., & Wubbels, T. (2012). Do honors students have more potential for excellence in their professional lives? *Higher Education*, *64*(1), 19–39. <https://link.springer.com/article/10.1007/s10734-011-9478-z>

Schwartz, M. (2007). Advising first-year honors students. In M. S. Hunter, B. McCalla-Wriggins, & E. R. White (Eds.), *Academic advising: New insights for teaching and learning in the first year* (pp. 174–184). University of South Carolina Press.

Schwartz, M. (2015, December 3). Advising special populations: Honors students. NACADA. <https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advising-Special-Populations-Honors-Students.aspx>

Shushok, F. X. (2002). *Educating the best and brightest: Collegiate honors programs and the intellectual, social, and psychological development of students.* [Doctoral dissertation, Virginia Tech]. <https://works.bepress.com/frank_shushokjr/9/download>

Smith, A. Z. (2017). Designing an honors peer advising center. *Journal of the European Honors Council*, *1*(2), 1–4. <https://www.jehc.eu/index.php/jehc/ article/download/15/13>

Spurrier, R. (2001). Honors advising at NCHC institutions. *National Honors Report*, *22*(2), 55–57.

Spurrier, R. (2007). Honors Growth and Honors Advising. *Journal of the National Collegiate Honors Council*, *8*(2), 69–78. <https://digitalcommons.unl.edu/nchcjournal/42>

Walker, M. (2012). *The relationship of factors of academic success and psychological well-being for college honors students* (Publication number: 3525657) [Doctoral dissertation, Oklahoma State University]. ProQuest Dissertations and Theses Global.

CHAPTER TWO

Advising with Purpose: Utilizing the Motivation for College Success Model

Stephanie Veltman Santarosa
University of Utah

Good advising begins with good listening. Active listening workshops often direct participants to reflect back to speakers what they are saying and to practice using the "what I hear you saying is . . ." tag in roleplay situations. Reflecting back is also an important listening skill in advising that helps to build rapport, to enable students to see their situation more objectively, and to keep the ownership of the decision-making process in students' own hands. Because of the limited time an advisor sometimes has with students, purposeful listening to assess their level of motivation for learning and success can lead to more focused advising conversations and to meaningful growth outcomes for the students. In particular, honors students, who are often described as highly motivated but also prone to higher levels of anxiety and perfectionism, can benefit

from this approach to advising to build on that motivation and to manage anxieties that may become barriers to their success.

A knowledge of motivation theory equips advisors for such purposeful listening and motivational advising. Studies of motivation applied to college student learning focus on why and how students begin, continue, and develop in their use of learning strategies and their ability to learn. Wilbert McKeachie (Duncan & McKeachie, 2005) began exploring this area in the 1960s, seeking to discover which variables would predict college students' behavior and which factors motivated students to achieve. In the 1980s, Paul R. Pintrich et al. (1991) developed an instrument based on motivation theory called the Motivated Strategies for Learning Questionnaire (MSLQ). The MSLQ is comprised of two sections, the first measuring six motivational constructs that have a demonstrated impact on students' achievement and success in college: intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, self-efficacy for learning and performance, and test anxiety. The second section of the MSLQ instrument measures use of learning strategies that have been linked to success in college. In this chapter, I focus exclusively on the Motivation Scales. Table 1 lists the six Motivation Scales in the instrument, provides a definition of the scale, and the range of scores possible for that scale. The Motivation Scales section of the instrument is included as Appendix A.

The MSLQ has been used extensively in research to understand how students are motivated and the impact of various motivational constructs on their college experience and outcomes (Duncan & McKeachie, 2005). Based upon previous work with the MSLQ instrument, I developed The Motivation for College Success Model (see Figure 1; Santarosa, 2011). The model graphically represents the contribution of each construct to student success and the interrelationship of the constructs to one another. The larger the box or oval, the more influence that construct has on college student achievement. The dotted lines on either side of test anxiety and extrinsic goal orientation represent the way in which these two constructs often form a barrier to success in college. Two-way arrows connect constructs that were shown to positively correlate with one another, that is, to rise and fall together.

In this chapter, for each of the six constructs included in the model, I discuss the following four elements: (a) its definition; (b) its impact on the student experience; (c) ways to assess its presence in a student; and (d) suggestions for responding to the presence of each construct in order to build up those that are positive indicators of student success and to manage or lessen those that are negative.

Before I examine these motivational constructs, it is important to note that, tempting though it may be to try to create a how-to guide to motivational advising, each advising situation is unique.

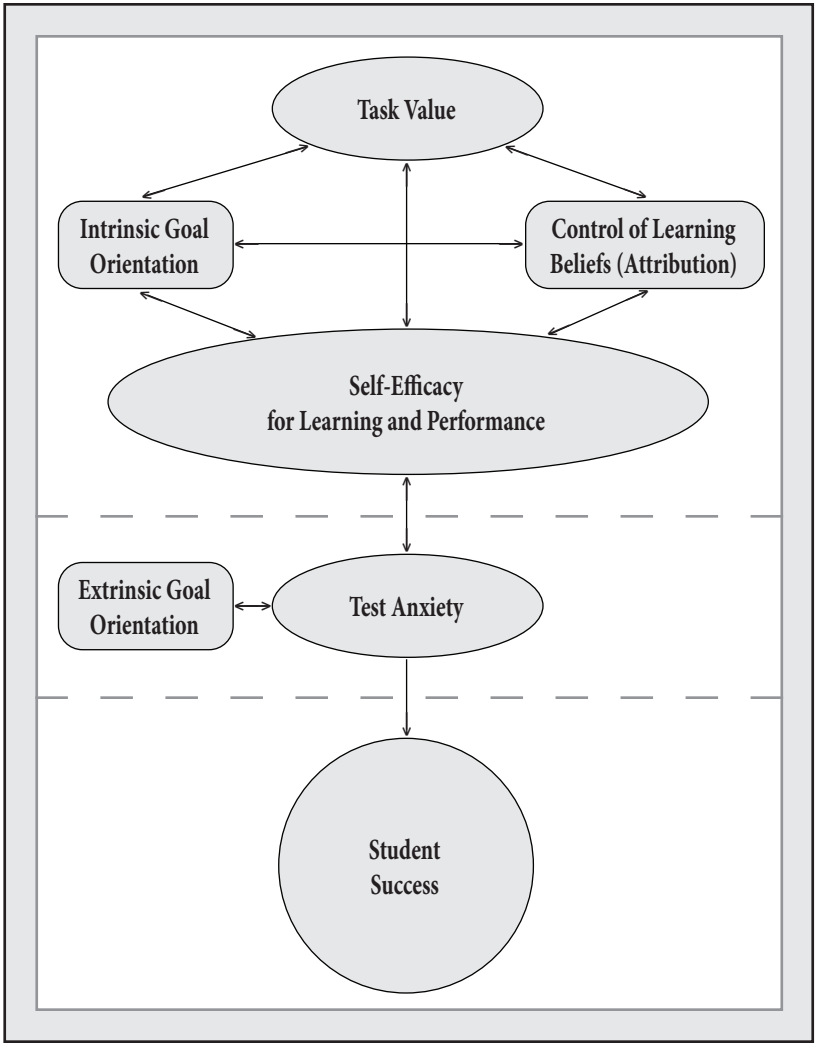
Table 1. Motivated Strategies for Learning Questionnaire Scales

Section	Scale	Definition	Number of Items in Scale	Possible Range of Scores
Motivation Scales	Intrinsic Goal Orientation	"The desire to work because you enjoy the challenge of learning, you are genuinely curious, or you enjoy the feeling of understanding"	4	4–28
	Extrinsic Goal Orientation	"The desire to work because you appreciate the external rewards"	4	4–28
	Task Value	"The extent to which tasks are perceived as interesting, important, useful and worthwhile"	6	6–42
	Control Beliefs about Learning	"The extent to which you believe your efforts will result in positive outcomes"	4	4–28
	Self-Efficacy for Learning & Performance	"Self-appraisal of one's ability to master a task"	8	8–56
	Test Anxiety	"Nervous or anxious feelings during an exam or test; related to poor performance"	5	5–35
Totals	6 scales		31 items	

Note: Definitions in the table above are taken from S. W. VanderStoep and P. R. Pintrich (2003, pp. 275–278).

The reason for the advising session, the needs of the student, the time in the academic cycle when a conversation is occurring, the personality of the advisor and the student, and myriad other variables impact the outcome of an advising session. For that reason, advising is an art that cannot be mechanically performed or succeed through the consistent application of fixed, cookie-cutter techniques. Nevertheless, advisors need tools, and knowing how to

Figure 1. The Motivation for College Success Model



identify a students' motivation and how to build motivational skills will be among the most valuable tools in the advisor's toolbox.

Although these constructs are neatly organized in separate boxes and ovals in the model, they co-exist in reality as a messy bunch of interrelated entities in students' minds and psyches. Discussing them separately is merely a way of calling attention to various student motivators so that advisors can begin to notice how they present themselves in advisees' comments, conversation, affect, and experience and how they can assist advisors in crafting a helpful response.

Finally, these motivational constructs are not fixed traits but rather malleable characteristics. Some researchers refer to them as motivational skills, implying that they can be learned, fostered, and developed. A skilled advisor, then, can influence students' motivations with an eye toward increasing student success and achievement. Knowledge of these constructs is, therefore, particularly practical and valuable.

INTRINSIC AND EXTRINSIC GOAL ORIENTATION: LEARNING AS REWARD

A student's response to the question "why participate in this learning task?" reveals that student's goal orientation. When students engage in a learning task, they do so for a reason; they seek to achieve a goal. Researchers categorize goal orientation as either intrinsic or extrinsic, mirroring work on mastery goals—goals related to increasing understanding, competency, or appreciation—and performance goals—goals related to outperforming others and displaying one's own ability. These constructs are frequently studied together. Scott W. VanderStoep and Paul R. Pintrich (2003) describe students with these goal orientations as follows: students with an intrinsic goal orientation spend time on learning tasks because they enjoy the challenge of learning, are curious, and enjoy understanding. They learn for learning's sake to master a skill, to improve their knowledge, and to realize their potential. In other words, they find value in the task itself. Students with an extrinsic

goal orientation, on the other hand, work for the external rewards: to get a good grade, to receive or to keep a scholarship, or to enjoy the approval of a valued other. They are performing in a particular way to achieve a goal other than the learning itself (VanderStoep & Pintrich, 2003).

Ironically, despite the emphasis on performance associated with extrinsic goal orientation, higher levels of performance as well as a variety of other positive outcomes are associated instead with intrinsic goal orientation. The work of Heidi Grant and Carol S. Dweck (2003), Peggy Hsieh et al. (2007), and Christopher A. Wolters (2004) established that, while intrinsically motivated students do not focus on their performance—they seek to master a body of knowledge or a new skill—they often end up performing at higher levels as well, particularly when they encounter obstacles or challenges. Moreover, a study by Yi Guang Lin et al. (2003) found that intrinsic goal orientation was also associated with higher levels of self-efficacy and more frequent use of learning strategies. Put another way, intrinsically motivated students develop confidence as they persist in a learning process and are willing to find and use new strategies that will assist them along the way. Because they are not focused on performing to receive positive feedback from others, seeking help and using strategies do not compromise their view of themselves as competent individuals. Instead, anything that helps them to learn is welcome because learning is the goal.

Extrinsic goal orientation, on the other hand, can lead students to avoid challenging tasks. If the goal is to receive the reward and if students see that reward as difficult to attain, then they are more likely to avoid engaging in that task with its increased risk of failure. Alternatively, they may choose a less challenging task where there is greater likelihood of achieving the reward. In extreme cases, students may develop learned helplessness: they will expend less effort and decrease strategy use when pursuing a goal to avoid seeing themselves as poor performers should they not reach the goal. Additionally, extrinsically motivated students, who are more prone to evaluating their success through their performance, can frame their success as outperforming others and set themselves up

in competition with other students rather than viewing them as co-learners in a supportive community.

While intrinsic and extrinsic goal orientation are often seen as opposites, they are not mutually exclusive. Instead, it is possible for students to have multiple goals for the same task (Grant & Dweck, 2003; Wolters 2004). For example, a student may research a particular topic both because it is inherently interesting and because extensive research will lead to an excellent grade on a paper. Furthermore, although extrinsic goal orientation is often seen as maladaptive, it is not inherently negative. In fact, Lin et al. (2003) found that, while intrinsically motivated students received high grades, the best grades were obtained by students with a high level of intrinsic motivation coupled with a moderate level of extrinsic motivation. So, while an extrinsic goal orientation is motivating, it needs to be outweighed by intrinsic motivation in order for students to achieve the most positive outcomes.

Honors students, in particular, may experience a complicated relationship with intrinsic and extrinsic goal orientation. Because they were often rewarded for their efforts in high school by appearing on the honor roll or by receiving scholarships, beginning college and hearing the message that they should learn for learning's sake or welcome feedback for its learning value, even when it comes in the form of B or even C grades on papers, assignments, and quizzes, can be confusing for these students. By recognizing and acknowledging this tension, an advisor can help students to resolve it and balance multiple goals.

Because students associate intrinsic motivation with so many positive outcomes, an advisor who can build this kind of motivation in students significantly contributes to their success. A savvy advisor is able to recognize indicators of intrinsic or extrinsic goal orientation. For example, in determining a course schedule, a student may ask "how hard is this class?" revealing a desire to take classes in which the extrinsic reward of an A is attainable. Another student may express a desire to take a class that does not fill a requirement just because it seems interesting, that is, intrinsically rewarding. The purposeful advisor affirms intrinsic motivation where it is

found while acknowledging extrinsic motivation as a fact—sometimes harmful but sometimes helpful—of human existence. That a student wants a high GPA or to fulfill the requirements for a degree is not problematic; in fact, advisors are tasked, in part, with helping students do these very things. Something is lost, however, when such extrinsic concerns outweigh the desire for learning or become a student's primary focus. Thus, before going over the requirements for a degree or reviewing what went wrong last semester to land a student on academic probation, advisors should activate students' intrinsic motivation. For example, an advising session might begin with questions: "What do you want to learn this year?" "What are you curious about?" or "What's the most interesting class you've taken or book you've read?" When working with students on major selection, advisors can share their observations about the subjects that seem to resonate most with students. If a student is clearly more excited to talk about the properties of ceramic glazes in an art class than the activities in the anatomy class that is required for a nursing degree, then that student may have stronger intrinsic motivation toward art than toward nursing. Moreover, advising conversations about the role and purpose of feedback can support the development of intrinsic goal orientation and a growth mindset. Advisors who coach students into seeing instructors' comments on their projects as valuable opportunities to learn instead of as evidence of their failure to perform perfectly set their advisees up to perform better the next time around.

TASK VALUE: A REASON TO LEARN

Students also benefit from advisors who listen for clues regarding what they value in the learning tasks they are undertaking. The construct of task value refers to the extent to which tasks are perceived as interesting, important, useful, and worthwhile (VanderStoep & Pintrich, 2003). Not surprisingly, Dale H. Schunk et al. (2008) found that students are more likely to undertake learning tasks or to choose courses that they perceive as having value

in any one of these ways. The value that students place on a learning task is a predictor of their motivation to complete that task, their likelihood of persisting when the task gets difficult, and their performance on the task (Patall et al., 2008). For example, Jenefer Husman et al. (2004) found that students increased their time spent studying when they connected that time with the achievement of an important future goal. In this example, task value led to an increase in a behavior that is known to contribute to student success.

At first glance, this finding suggests an obvious strategy for advisors. If students are more likely to choose challenging courses, to develop positive habits, or to persist in difficulty when they see value in doing so, then why not simply expound on the value of various courses and tasks? The difficulty is that values are deeply personal. They vary widely between and even within individuals at different points in their lives. Many college students are only beginning to understand, form, shape, and establish their personal values and identities. Traditional-aged students (aged 18–25) are often learning to distinguish their own values from those of their parents and high school communities, and they rarely benefit from another set of values being thrust upon them. A best practice with these students is listening closely for indicators and asking good questions to discover students' values. Honors students, in particular, might struggle with finding their own values because they have often adopted those of others.

Rather than seek to persuade students to value a learning task, then, an advisor contributes to students' identity development process by helping them to clarify their own values. Jeffrey P. Hause's (2017) discussion of attention in honors advising is helpful here. Hause emphasized the need for advisors, first, to develop a thorough understanding of their advisees' learning needs, challenges, and current and emerging values. The next step is to draw connections between the values that students articulate and the learning task at hand. To the extent that a learning task connects or disconnects with students' values, their motivation rises and falls. In the cases of students whose GPA has placed them on academic probation, for example, advisors might help them to articulate whether and why a college education

matters to them. If they are in college merely because it was the next thing to do after high school, then they may find it difficult to choose studying for an economics exam over playing video games until 3:00 A.M. with their roommates. In other words, they need a reason to choose the more difficult option. Conversely, if they can articulate what a college degree will do for them, such as open the door to a particular career, help them to gain critical thinking skills, or connect them to a supportive community, then they have a reason to get up for that 8:00 A.M. class and a clearer idea what is at stake if they fail to turn in an assignment. When honors students can articulate what they hope to gain from an honors program or college curriculum, they are more likely to persist when the challenge stretches them in uncomfortable ways.

The same principle applies to smaller tasks or tasks that hold low interest. The more that such tasks connect to a valued outcome, the more motivated students are to accomplish them and the more likely they are to persist. For example, students may struggle to see the value in taking a required general education course when they could take more interesting courses in their major. Helping them to define what it is that they can gain from the required course and connecting it to a larger task they value can provide them with the motivation they need to engage and invest in that task.

Values-clarification exercises, such as values or list of pros and cons, can effectively make students aware of what is important to them. And, once clarified, their values can guide their decision making. In major exploration advising, or even in course selection, advisors can guide students through comparisons of various options in light of their expressed values. Questions such as the following can advance this effort: "What would making that choice do for you?" "If you made that choice, what would you be giving up?" or "How would this option lead you closer to _____ [a stated value]?"

CONTROL OF LEARNING BELIEFS: EFFORT MATTERS

The next construct, control of learning beliefs, is based on attribution theory and refers to students' beliefs about their own ability

to control the outcome of their efforts at learning. Here, an advisor is listening for student answers to this question: "to what do I attribute my success or failure?" Attribution theorists maintain that students will be more likely to expend effort to use study strategies and, thus, to perform better on academic tasks when they believe that positive outcomes are linked to effort rather than to luck, ability, or task difficulty. Conversely, if students believe that their effort will make little difference in the outcome, they will not be motivated to expend effort on utilizing resources or learning strategies known to enhance achievement (VanderStoep & Pintrich, 2003). For example, students who link their failure on a math test to being bad at math are attributing the outcome to ability. In this scenario, students have little reason to believe that visiting the tutoring center or spending more time studying is worthwhile and cannot see why they should try new strategies or expect different outcomes in the future. Similarly, if students believe that they did well on an assignment because it was easy (task difficulty) or aced a test because they made some lucky guesses or happened to study the right material (luck), then such students also feel no control over the learning outcome and have little motivation to engage in behaviors that would ensure learning and result in future success.

Advisees benefit when advisors take every opportunity to affirm their expenditure of effort on their academic tasks and to challenge or deconstruct students' beliefs that their grades or learning are outside of their control. By supporting and challenging students in this way, advising goes beyond course scheduling and registration and becomes what Jacqueline Klein et al. (2007) would call developmental advising, a process in which students grow and learn. When students share either a success experience or a failure experience, advisors can help them to break it down into the action steps that led them there. If students successfully write a paper, then their advisor is able to affirm actions like planning ahead for writing time, visiting the writing center, consulting with the instructor, or choosing a writing environment that worked for them. This affirmation helps students own their success and to identify specific ways in which their effort mattered. Conversely, if

a student presents a failure narrative, conversation might highlight action steps that could have been taken, emphasizing that different efforts can lead to different outcomes.

Language matters here. References to earning good grades, rather than getting or being given them, value effort expended. Likewise, referring to honors students as high ability or even high achieving can be counterproductive in motivating students to achieve. When our language leads students to believe that their success is due to high intelligence or unchangeable personal qualities outside of their control, we risk setting them up to devalue their efforts and to overidentify with their ability as the source of their success. These labels become identities, and grades become a marker of whether or not a student fits a fixed identity. When grades become a marker of identity, expending effort is dismissed as a possibility because that identity is fixed. Thus, if straight-A high school students earn a B in an honors class, they may reconsider whether they belong in honors.

Interestingly, some research on control of learning beliefs has focused on links to student affect. Jodi Patrick Holschuh et al. (2001) conducted research on college students' beliefs about the causes of failure in a course. They found that sadness, guilt, and shame about failure were experienced most often when students attributed failure to a lack of effort on their part. In essence, students felt poorly about themselves when they did not try. Another tool for an advisor, then, is listening for indicators of student affect and recommending ways for students to apply effort and to change their study strategy.

SELF-EFFICACY: LEARNING AND PERFORMING

The next construct, self-efficacy for learning and performance, also has to do with students' affect and feelings about themselves.[1] It is also the most important of the six constructs in influencing student success. Answers to the question "to what extent do I believe I can do this task?" provide clues to students' level of self-efficacy.

Self-efficacy refers to students' self-appraisal of their ability to master a task (VanderStoep & Pintrich, 2003). A measure of self-efficacy is specific to a particular task and is unrelated to a person's actual competence or likelihood of mastering that task. Students who believe that they can write good essays would have high self-efficacy for that task whether or not they have the experience and related skills to succeed. At the same time, those same students might have low self-efficacy for mathematical problem solving even if they do possess that ability. Their confidence in their abilities matters, and this confidence can vary between tasks.

Intriguingly, studies of self-efficacy reveal that expecting success predicts success. Frank Pajares and John Kranzler (1995) found that self-efficacy has as much influence on academic performance as general mental ability or intelligence. Frank Pajares (1996) provides a summary of research findings on self-efficacy, painting a picture of how far-reaching the influence of this construct can be for students:

> Efficacy beliefs help determine how much effort people will spend on an activity, how long they will persevere when confronting obstacles, and how resilient they will prove in the face of adverse situations—the higher the sense of efficacy, the greater the effort, persistence, and resilience. Efficacy beliefs also influence individuals' thought patterns and emotional reactions. People with low self-efficacy may believe that things are tougher than they really are, a belief that fosters stress, depression, and a narrow vision of how best to solve a problem. High self-efficacy, on the other hand, helps to create feelings of serenity in approaching difficult tasks and activities. As a result of these influences, self-efficacy beliefs are strong determinants and predictors of the level of accomplishment that individuals finally attain. (pp. 544–545)

From the time the concept of self-efficacy was named, a number of studies have focused on discovering how this construct can be built and influenced. Albert Bandura (1977) identified four main influences on self-efficacy: enactive attainments, vicarious

experiences, verbal persuasion, and physiological states. Enactive attainments are past success experiences. The idea is that past success leads to future success. Students who successfully pass the first physics exam, for example, are more likely to pass the next one. Students who successfully participated in honors programs in high school are more likely to seek and participate in a college-level honors program or college because they have reason to believe that they can replicate that success. An advisor, upon hearing a student talk about a success experience, would do well to ask the student to stop and dwell on that success or to elaborate on this narrative because doing so can build self-efficacy.

Vicarious experiences also build self-efficacy. Students who see another student like them achieve success are more likely to believe that, if that person can do it, they can as well. For this reason, peer mentoring programs are a powerful tool for building self-efficacy insofar as they offer relatable models of success to newer students. At my institution, for example, our honors orientation programs are implemented almost entirely by peer mentors—honors students who have completed a year or more of college and who have volunteered to share the ups and downs of their honors experience with incoming students. In this way, from the very beginning of their honors experience, students are connected with others who have persisted and thrived despite setbacks and difficulties and who can serve as models to build their own confidence. Whether or not a peer mentoring program exists on a campus, a purposeful advisor can build self-efficacy by helping doubting students to make connections with others who have been successful in comparable situations. Referring students to more advanced peers for real-time conversation, asking them to call to mind others they know who have successfully completed the task, or sharing the story of someone who has done so can all be effective strategies. No matter which strategy is employed, the message is "you are not alone; others have done this and you can, too." Verbal persuasion builds self-efficacy by expressing a similar message: "I believe you can do this; you can believe it, too!" Acknowledgments sections of books and theses consistently include tributes to verbal persuaders who have cheered authors and scholars along and helped them to believe they could

accomplish those tasks. Advisors can be such verbal persuaders for students.

Finally, physiological states also impact self-efficacy, but they do so in a negative way. The more that people experience a negative physiological state when working on a task, the less efficacious they will believe themselves to be. Students who tremble and feel their hearts racing during public speaking are less likely to believe they are effective public speakers and to feel self-efficacy for that task. Upon detecting clues revealing low self-efficacy, such as words like "can't" in an advisee's dialogue or patterns of procrastination linked to doubting one's ability, an advisor can employ enactive attainments, vicarious experiences, or verbal persuasion to build self-efficacy and contribute to that advisee's future success.

TEST ANXIETY: MANAGING INTERFERENCE

The sixth motivational construct measured by the MSLQ is test anxiety. This construct is so well known as an obstacle to students' achievement and success that it has its own scale on the MSLQ. Students experience test anxiety as nervous or anxious feelings during a test or exam to the point where their performance is negatively compromised (VanderStoep & Pintrich, 2003). These apprehensions interrupt students' ability to perform well by decreasing self-efficacy. And, of course, the less students expect to succeed, the less likely it is that they will. Furthermore, Mark S. Chappell et al. (2005) found that a higher level of test anxiety correlates to a lower GPA. This construct, then, is one that can potentially sabotage a student's success.

Therefore, when advisors encounter struggling students, time is well spent exploring sources of interference and barriers to their success. Test-taking may be only one source of the anxiety students experience. By guiding students through an analysis of the sources and effects of anxiety on both their well-being and their academic performance, advisors can assist students in learning to manage that stress and to regulate the associated emotions. Improving

study skills and learning test preparation techniques are effective strategies in managing text anxiety.

For all types of anxiety, though, students can learn to differentiate between motivating and debilitating stress, to identify whether a source of stress is within or outside of their control, and to brainstorm about utilizing campus resources to learn coping skills and to solve problems. Often, students need acknowledgment that stress is a fact of life and reassurance that they are not alone in experiencing or dealing with anxieties. By recognizing and affirming the connection between students' bodies and minds, as Samuel Schuman (2013) does in *If Honors Students Were People: Holistic Honors Education*, advisors can then recommend modifications to sleeping or eating habits, encourage participation in exercise classes and mindfulness practices, and, more generally, emphasize healthy lifestyles during time management discussions and exercises with students.

CONCLUSION

Whether or not advisors choose to use the formal MSLQ instrument as a tool in advising, they can contribute to their advisees' academic success by listening for the presence or absence of the motivational constructs it measures in advisee comments and conversation and by responding in ways that develop positive motivations and encourage management of those constructs that may present barriers to success. Because intrinsic goal orientation, task value, control of learning beliefs, and self-efficacy can be learned, and extrinsic goal orientation and test anxiety can be lessened and managed, advisors equipped with the knowledge and tools to evaluate motivation can contribute to honors students' educations in important and meaningful ways.

ENDNOTE

[1]My goal is in this section is to introduce the concept of self-efficacy and its role in motivating student success. Because self-efficacy plays, arguably, the most important role of the six motivational constructs unpacked in this chapter, interested readers will benefit

from the further discussion of expectancy-value theory in the next chapter. Matthew T. Best, Kenneth E. Barron, Jared Diener, and Philip L. Frana (2023) build on this discussion and provide case studies of this concept at work in the minds and behaviors of honors students.

REFERENCES

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, *84*(2), 191–215.

Best, M. T., Barron, K. E., Diener, J., & Frana, P. L. (2023). Motivation in honors advising. In E. E. Edgington (Ed.), *Advising for today's honors students* (pp. 55–71). National Collegiate Honors Council.

Chappell, M. S., Blanding, Z. B., Silverstein, M. E., Takahashi, M., Newman, B., Gubi, A., & McCann, N. (2005). Test anxiety and academic performance in undergraduate and graduate students. *Journal of Educational Psychology*, *97*(2), 268–274.

Duncan, T. G., & McKeachie, W. J. (2005). The making of the Motivated Strategies for Learning Questionnaire. *Educational Psychologist*, *40*(2), 117–128.

Grant, H., & Dweck, C. S. (2003). Clarifying achievement goals and their impact. *Journal of Personality and Social Psychology*, *85*(3), 541–553.

Hause, J. P. (2017). Two neglected features of honors advising. *Journal of the National Collegiate Honors Council*, *18*(2) 151–162. <http://digitalcommons.unl.edu/nchcjournal/595>

Holschuh, J. P., Nist, S. L., & Olejnik, S. (2001). Attributions to failure: The effects of effort, ability, and learning strategy use on perceptions of future goals and emotional responses. *Reading Psychology*, *22*(3), 153–173.

Hsieh, P., Sullivan, J. R., & Guerra, N. S. (2007). A closer look at college students: Self-efficacy and goal orientation. *Journal of Advanced Academics*, *18*(3), 454–476.

Husman, J., Pitt Derryberry, W., Crowson, H. M., & Lomax, R. (2004). Instrumentality, task value, and intrinsic motivation: Making sense of their independent interdependence. *Contemporary Educational Psychology*, *29*(1), 63–76.

Klein, J., French, L., & Degotardi, P. (2007). More than an ID number or a GPA: Developmental advising in honors. *Honors in Practice*, *3*, 101–109. <http://digitalcommons.unl.edu/nchchip/45>

Lin, Y. G., McKeachie, W. J., & Kim, Y. C. (2003). College student intrinsic and/or extrinsic motivation and learning. *Learning and Individual Differences*, *13*, 251–258.

Pajares, F. (1996). Self-efficacy beliefs in academic settings. *Review of Educational Research*, *66*(4), 543–578.

Pajares, F., & Kranzler, J. (1995, April). *Role of self-efficacy and general mental ability in mathematical problem-solving: A path analysis* [Paper presentation]. Annual Meeting of the American Educational Research Association, San Francisco, CA, United States.

Patall, E. A., Cooper, H., & Robinson, J. C. (2008). The effects of choice on intrinsic motivation and related outcomes: A meta-analysis of research findings. *Psychological Bulletin*, *134*(2), 270–300.

Pintrich, P. R., Smith, D. A. F., Garcia, T., & McKeachie, W. J. (1991). *A manual for the use of the Motivated Strategies for Learning Questionnaire (MSLQ).* National Center for Research to Improve Postsecondary Teaching and Learning.

Santarosa, S. R. (2011). *Motivation and strategies for learning in traditional-aged college students: An exploratory study* (Publication number: AAT 3492634) [Doctoral dissertation, University of Akron]. ProQuest Dissertations and Theses Global.

Schuman, S. (2013). *If honors students were people: Holistic honors education*. National Collegiate Honors Council.

Schunk, D. H., Pintrich, P. R., & Meece, J. L. (2008). *Motivation in education: Theory, research, and applications* (3rd ed.). Pearson Education.

VanderStoep, S. W., & Pintrich, P. R. (2003). *Learning to learn: The skill and will of college success.* Prentice-Hall.

Wolters, C. A. (2004). Advancing achievement goal theory: Using goal structures and goal orientations to predict students' motivation, cognition, and achievement. *Journal of Educational Psychology*, *96*(2) 236–250.

APPENDIX A

Motivation Scales

The questions in this section ask about your motivation for and attitudes about this class (*insert name and number of class when finalized*). Remember that there are no right or wrong answers, just answer as accurately as possible. Use the scale below to answer the questions. If you think the statement is very true of you, select 7; if a statement is not at all true of you, select 1. If the statement is more or less true of you, find the number between 1 and 7 that best describes you.

1. In a class like this, I prefer course material that really challenges me so I can learn new things.

	1	2	3	4	5	6	7	
Not at all true of me	☐	☐	☐	☐	☐	☐	☐	Very true of me

2. If I study in the appropriate ways, then I will be able to learn the material in this course.

	1	2	3	4	5	6	7	
Not at all true of me	☐	☐	☐	☐	☐	☐	☐	Very true of me

3. When I take a test, I think about how poorly I am doing compared with other students.

	1	2	3	4	5	6	7	
Not at all true of me	☐	☐	☐	☐	☐	☐	☐	Very true of me

4. I think I will be able to use what I learn in this course in other courses.

	1	2	3	4	5	6	7	
Not at all true of me	☐	☐	☐	☐	☐	☐	☐	Very true of me

5. I believe I will receive an excellent grade in this class.

	1	2	3	4	5	6	7	
Not at all true of me	☐	☐	☐	☐	☐	☐	☐	Very true of me

6. I'm certain I can understand the most difficult material presented in the readings for this course.

	1	2	3	4	5	6	7	
Not at all true of me	☐	☐	☐	☐	☐	☐	☐	Very true of me

7. Getting a good grade in this class is the most satisfying thing for me right now.

	1	2	3	4	5	6	7	
Not at all true of me	☐	☐	☐	☐	☐	☐	☐	Very true of me

8. When I take a test, I think about items on other parts of the test I can't answer.

	1	2	3	4	5	6	7	
Not at all true of me	☐	☐	☐	☐	☐	☐	☐	Very true of me

9. It is my own fault if I don't learn the material in this course.

	1	2	3	4	5	6	7	
Not at all true of me	☐	☐	☐	☐	☐	☐	☐	Very true of me

10. It is important for me to learn the course material in this class.

	1	2	3	4	5	6	7	
Not at all true of me	☐	☐	☐	☐	☐	☐	☐	Very true of me

11. The most important thing for me right now is improving my overall grade point average, so my main concern in this class is getting a good grade.

	1	2	3	4	5	6	7	
Not at all true of me	☐	☐	☐	☐	☐	☐	☐	Very true of me

12. I'm confident I can learn the basic concepts taught in this course.

	1	2	3	4	5	6	7	
Not at all true of me	☐	☐	☐	☐	☐	☐	☐	Very true of me

13. If I can, I want to get better grades in this class than most of the other students.

	1	2	3	4	5	6	7	
Not at all true of me	☐	☐	☐	☐	☐	☐	☐	Very true of me

14. When I take tests, I think of the consequences of failing.

	1	2	3	4	5	6	7	
Not at all true of me	☐	☐	☐	☐	☐	☐	☐	Very true of me

15. I'm confident I can understand the most complex material presented by the instructor in this course.

	1	2	3	4	5	6	7	
Not at all true of me	☐	☐	☐	☐	☐	☐	☐	Very true of me

16. In a class like this, I prefer course material that arouses my curiosity, even if it is difficult to learn.

	1	2	3	4	5	6	7	
Not at all true of me	☐	☐	☐	☐	☐	☐	☐	Very true of me

17. I am very interested in the content area of this course.

	1	2	3	4	5	6	7	
Not at all true of me	☐	☐	☐	☐	☐	☐	☐	Very true of me

18. If I try hard enough, then I will understand the course material.

	1	2	3	4	5	6	7	
Not at all true of me	☐	☐	☐	☐	☐	☐	☐	Very true of me

19. I have an uneasy, upset feeling when I take an exam.

	1	2	3	4	5	6	7	
Not at all true of me	☐	☐	☐	☐	☐	☐	☐	Very true of me

20. I'm confident I can do an excellent job on the assignments and tests in this course.

	1	2	3	4	5	6	7	
Not at all true of me	☐	☐	☐	☐	☐	☐	☐	Very true of me

21. I expect to do well in this class.

	1	2	3	4	5	6	7	
Not at all true of me	☐	☐	☐	☐	☐	☐	☐	Very true of me

22. The most satisfying thing for me in this course is trying to understand the content as thoroughly as possible.

	1	2	3	4	5	6	7	
Not at all true of me	☐	☐	☐	☐	☐	☐	☐	Very true of me

23. I think the course material in this class is useful for me to learn.

	1	2	3	4	5	6	7	
Not at all true of me	☐	☐	☐	☐	☐	☐	☐	Very true of me

24. When I have an opportunity in this class, I choose course assignments that I can learn from even if they don't guarantee a good grade.

	1	2	3	4	5	6	7	
Not at all true of me	☐	☐	☐	☐	☐	☐	☐	Very true of me

25. If I don't understand the course material, it is because I didn't try hard enough.

	1	2	3	4	5	6	7	
Not at all true of me	☐	☐	☐	☐	☐	☐	☐	Very true of me

26. I like the subject matter of this course.

	1	2	3	4	5	6	7	
Not at all true of me	☐	☐	☐	☐	☐	☐	☐	Very true of me

27. Understanding the subject matter of this course is very important to me.

	1	2	3	4	5	6	7	
Not at all true of me	☐	☐	☐	☐	☐	☐	☐	Very true of me

28. I feel my heart beating very fast when I take an exam.

	1	2	3	4	5	6	7	
Not at all true of me	☐	☐	☐	☐	☐	☐	☐	Very true of me

29. I'm certain I can master the skills being taught in this class.

	1	2	3	4	5	6	7	
Not at all true of me	☐	☐	☐	☐	☐	☐	☐	Very true of me

30. I want to do well in this class because it is important to show my ability to my family, friends, employer, or others.

	1	2	3	4	5	6	7	
Not at all true of me	☐	☐	☐	☐	☐	☐	☐	Very true of me

31. Considering the difficulty of this course, the teacher, and my skills, I think I will do well in this class.

	1	2	3	4	5	6	7	
Not at all true of me	☐	☐	☐	☐	☐	☐	☐	Very true of me

CHAPTER THREE

Motivation in Honors Advising

Matthew T. Best
Motivate Lab
Kenneth E. Barron
James Madison University
Jared Diener
Credential Engine
Philip L. Frana
James Madison University

Academic advisors face a number of unique challenges when advising honors students. Past research on advising has attempted to respond to challenges through approaches like developmental advising (Crookston, 1972) and appreciative advising (Bloom et al., 2008). A relatively novel way, however, of advising in the honors context may enhance these approaches. This new approach involves a deeper understanding of motivation, which is what moves people into action or inhibits them from moving into action. Motivation has been studied in various contexts, and researchers have collected data that support the importance of motivation for an individual's

success and well-being (Dweck et al., 2014; Farrington et al., 2012). For example, growth mindset—the belief that one's intelligence and abilities are not fixed and can grow through effort—has been shown to positively affect student success in the classroom (Dweck, 2006). Growth mindset interventions have also shown positive effects in addressing inequities in educational outcomes (Paunesku et al., 2015). Although the importance of motivation for gifted students has been investigated in K–12 education (e.g., Makel et al., 2015), motivation and its relationship to academic success and well-being lack extensive study in the context of university honors education. Developing an empirical understanding of student motivation would be particularly useful for advisors working with honors students because they could apply this knowledge of motivation in their day-to-day work to improve student success and well-being, which are the ultimate goals of quality academic advising. Given the potential of student motivation interventions for addressing inequities, this process would also help in recruiting and retaining honors students from traditionally underserved populations as well as facilitating their success.

Although a number of factors under the umbrella of motivation are relevant to student success and well-being, a framework exists that effectively synthesizes and packages these factors and is easily understandable to practitioners: the expectancy-value-cost model of motivation (Barron & Hulleman, 2015; Eccles & Wigfield, 2002). One way to define these three elements of the model is to frame them in terms of the questions with which they are associated. Expectancy addresses this question: "Can students do the task?" Expectancy encompasses students' beliefs about their abilities and their confidence in successfully accomplishing a particular endeavor. An example of expectancy is a success experience, which is when students personally succeed or witness someone in a similar position succeed in a specific task; these circumstances increase their belief in their own ability to do the task (Bandura, 1997). Value asks a different question: "Do students want to do the task?" Value covers students' beliefs about the worth of an activity in terms of the value that it provides. An example of a factor of motivation within value is intrinsic value, which is when students participate in a

certain activity because the activity itself is enjoyable to them (Deci & Ryan, 2000). Finally, cost addresses the final question: "Are there barriers preventing students from having time, energy, or resources for engaging in the task?" Although students may be confident in themselves to do a task and see great value in it, certain factors can still inhibit them from doing so. An example of a cost factor is the effort and time needed for other competing demands that students are engaged in (e.g., working and going to college at the same time), which can occur even when students have high expectancy and see great value in pursuing an honors degree (Flake et al., 2015). The COVID-19 pandemic introduced and exposed various sources of cost for students and advisors alike. These sources of cost manifest themselves structurally in the form of students lacking access to food, housing, and/or a reliable internet connection and motivationally in the form of increased uncertainty about belonging because of an inability to interact with peers and instructors as closely as they would in a face-to-face learning environment. (More examples of expectancy, value, and cost can be found in Tables 1, 2, and 3.)

HONORS ADVISING AND STUDENT MOTIVATION

This chapter proposes that each element in the expectancy-value-cost framework plays an important role in informing academic advising in an honors context throughout students' undergraduate careers, just as it plays an important role for academic advisors' own motivation in their work. For example, expectancy can shape the experience of prospective students who wonder if they have the aptitude for honors work. In terms of value, honors students may struggle to see the relevance of various honors courses to their career goals and aspirations. Lastly, honors students may face cost barriers that prevent them from engaging with and succeeding in honors. An example of these barriers are feelings of missing out on valued alternatives and negative emotional states associated with challenging honors coursework.

As every academic advisor has observed, students encounter a range of challenges impacting their motivation, such as poor academic performance, competing curricular and co-curricular

interests, external factors related to personal relationships, or mental health and wellness issues. To date, limited studies address advising issues that are specific and common to honors students. Although we have strong intuitions of what an honors student looks like based on experience, recent work has begun to present a student profile based on quantitative data (Cognard-Black & Spisak, 2019). Part of the challenge in discussing common academic, interpersonal, and psychological characteristics is recognizing distinct differences between subsets of students who are likely to enroll in an honors program or college.

Because there is no one kind of honors student (Cross et al., 2018), we present several honors advising scenarios that are

Table 1. Sources of Expectancy

Label	Sources of Expectancy	Students Are More Likely to Experience Higher Expectancy When:
E1	Ability	They have a high level of ability and/or skill in an activity.
E2	Growth Mindset	They believe that their effort and strategy use will lead to learning.
E3	Success Experiences	They are successful at an activity or watch similar others succeed.
E4	Improvement Experiences	They experience growth in an activity.
E5	Authentic Encouragement	Others communicate that students can succeed (rather than doubt or suggest they can't succeed).
E6	Goal Setting	An activity is broken down into smaller, short-term goals that will help accomplish a bigger, long-term goal.
E7	Clear Expectation	They know what is expected of them for an activity.
E8	Appropriate Challenge	The difficulty of the activity matches students' skill levels.
E9	Feedback	They receive feedback that is specific (rather than general) and task-focused (rather than ability-focused).
E10	Support	They are appropriately supported in completing an activity and know where they can seek help.

Note: Adapted from Christopher Hulleman et al. (2016), from the Motivation Research Institute (2020) at James Madison University.

common in our program and likely recognizable to practitioners elsewhere. In each example, we apply the expectancy-value-cost (EVC) framework to diagnose the problem and formulate interventions. Particularly for honors programs and colleges that require significant research or creative endeavor, such as ours, understanding the expectancy-value-cost model of motivation can help with mentoring students through a process that demands high levels of expectancy and value while potentially also carrying a high cost.

Table 2. Sources of Value

Label	Sources of Value	Students Are More Likely to Experience Higher Value When:
V1	Intrinsic Value	An activity is personally interesting and enjoyable.
V2	Situational Interest	An activity is designed to "catch" their interest in a given situation (e.g., using variety, novelty, demonstrations, activities).
V3	Utility Value	An activity is perceived to be useful and relevant.
V4	Identity Value	An activity affirms an important aspect of who they are and is something they want to be good at.
V5	Prosocial & Communal Value	An activity allows them to make a difference in the world or a difference for their family and friends.
V6	Context & Rationale	They understand what the purpose and meaning of an activity is.
V7	Enthusiastic Models	They interact with teachers and students who are enthusiastic and passionate about learning.
V8	Autonomy	They feel a sense of choice and control.
V9	Competence	They engage in activities that help them grow and improve.
V10	Belonging	They experience meaningful relationships and connections with others (e.g., student-to-student and student-to-instructor).
V11	Extrinsic Value	They receive external rewards and incentives for learning (but be careful: extrinsic rewards for learning can undermine students' development of intrinsic interest and overall quality of work).

Note: Adapted from Christopher Hulleman et al. (2016), from the Motivation Research Institute (2020) at James Madison University.

After reading each scenario below, we challenge readers to pause and identify the specific motivational issue that the student is facing (expectancy, value, or cost) and how they would advise the student based on that identification. Then, we offer our interpretation through an EVC lens. We also include three reference tables that are adapted from Christopher Hulleman et al. (2016), who comprehensively review different sources that promote or undermine expectancy, value, and cost (see Tables 1, 2, and 3, respectively). In our interpretation of each scenario, we also include references to specific sources of expectancy, value, and cost from Tables 1, 2, and 3 in parentheses. Feel free to refer to these

Table 3. Sources of Cost

Label	Sources of Cost	Students Are More Likely to Experience Higher Cost When:
C1	Effort & Time Needed for the Activity	The effort and time required by an activity becomes too much.
C2	Competing Activities	They have too many other activities competing for their time and energy.
C3	Loss of Valued Alternatives	They feel like the learning activity is not worth their time compared to other things they might do.
C4	Psychological Reactions	They feel negative emotions toward an activity (e.g., anxiety, stress).
C5	Identity-Related Threats	They worry about a perceived stigma associated with their identity (e.g., stereotype threat due to race or gender).
C6	Belonging Uncertainty	They feel unsure if they fit in a social or academic setting.
C7	Physical Reactions	They lack physical energy or are physically uncomfortable when doing an activity (e.g., tired, sick).
C8	Scarcity	They lack key resources (e.g., food, shelter, money) or have the perception of lacking key resources that distract them from doing an activity

Note: Adapted from Christopher Hulleman et al. (2016), from the Motivation Research Institute (2020) at James Madison University.

tables when completing the exercise. This exercise is intended to allow readers to immediately roleplay and experience the benefits of applying the expectancy-value-cost model in their practice.

Scenario 1

David is a first-year student in his fourth week of classes. He comes to the advising office distraught, reporting that he studies constantly, feels burnt out, and thinks his work is not good enough to make A grades in his classes. He has not received grades for any assignments in any of his classes. He says he received straight A's in high school.

Grade anxiety and perfectionism are common characteristics of honors students (Cross et al., 2018; Long & Lange, 2002). For first-year students transitioning not just to college coursework but to the heightened expectations of an honors program or college, these characteristics can manifest in ways that impact sources of expectancy. David's experience of academic success in high school is not translating to his college experience. He is working hard but thinks his courses are more difficult than what his academic background has prepared him for (E8). Moreover, he has yet to experience success in this new environment that could instill confidence that he can succeed at the college level (E3).

An advising interaction with David could reinforce the notion that he does possess the necessary background and skills to perform well in his courses (E5). He fits the profile of a successful honors student and should feel confident in that. And given that he has yet to receive any graded feedback on his work, encouragement to take a wait-and-see approach could help contextualize his situation (E8). In the event that David does not perform to his expectations on some early assignments, an advisor could acknowledge that adapting to college-level academic work is a challenging process for many honors students (E10). His grades can certainly improve through continued hard work and effort (E2). Encouraging a growth mindset (Dweck, 2006) could help him to overcome challenges now and in the future (Yeager et al., 2016).

Scenario 2

Louis is in his first semester, majoring in biology with a pre-pharmacy concentration. He comes from a wealthy suburban community and chose pharmacy early in high school as his future career. He is discovering, however, that he dislikes his science classes. He does not find them interesting and is second-guessing his choice of major and career. This doubt is causing an identity crisis for him. Louis has always envisioned his future self as a pharmacist, and he is experiencing significant anxiety about who he is and where he belongs. He is also worried about his career prospects. His favorite classes in high school were government and Spanish, but he worries about a loss of prestige back home should he pursue these fields. He feels trapped between the narrow expectations of his family and community and his own personal interests.

Honors students often bring social and familial expectations for career success with them to college. They are high achievers whose success may be valued in the context of delimited expectations regarding major and career. Louis is discovering significant value and cost issues regarding major and career selection. He clearly does not find intrinsic value in his current courses; they neither interest nor engage him in any significant way (V1). In considering alternatives, however, he faces limitations related to the identity value he places on certain majors (V4) and the perceived external identity costs to choosing them (C5). He fears that selecting a course of study more closely aligned with his intrinsic interests will not promote an identity that he, or those close to him, will value. Knowing this, an advisor could address his identity value by promoting government and Spanish as disciplines worthy of study, using examples of former students in those majors who have had success in college and beyond (E3 and V4). An advisor could also draw out his own values and draw connections to them within these potential majors (V2 and V3). One could also attempt to uncoil the major/career knot by deemphasizing the importance of major choice in future career success, again using examples. Finally, the advisor could try to reduce the identity cost by encouraging Louis to focus on himself and not others (C5).

Scenario 3

Kirsten is a first-year honors student from a rural part of the state. Neither of her parents attended college. She is excelling in her courses, making straight A's. She is confident academically and has already made important connections with professors in her major and is developing future research interests. Still, she is struggling to find her place in a campus community that seems dominated by wealthier students from the suburbs, and this feeling is particularly acute within her honors living learning community. She has friends and she is not unhappy, but she feels like a fish out of water and has a difficult time identifying with many of her peers. She wonders whether this place is right for her.

Lack of diversity within honors programs and colleges is gaining recognition as a serious problem. Recent data indicate significant homogeneity among honors populations, with noticeable underrepresentation of Latinx/Hispanic and Black/African American students and, especially, first-generation and low-income students (Cognard-Black & Spisak, 2019). On the whole, honors communities are likely to be whiter and wealthier than the rest of campus. For students from diverse backgrounds, this tendency can lead to uncertainty about belonging or fitting in with their honors peers (C6 and V10); this uncertainty may, in turn, negatively affect academic performance and health. In Kirsten's case, she is succeeding in the classroom and connecting with faculty, but the social environment of our honors college is causing her to consider other options. The honors college is at risk of losing an excellent student.

An advising intervention could start to normalize her feelings of belonging uncertainty by explaining that many students initially struggle with issues of fitting in and that this struggle is usually temporary (C6). As she grows into her college experience, she will find her own communities of belonging. An advisor could then ask her to recount examples of times when she has felt valued and made positive connections to others, especially academically and with professors (V5), and boost those experiences as valid and important (Harackiewicz et al., 2014). Finally, the advisor could ask Kirsten about her interests outside of academics and help her to

identify individuals and groups that might share or support these interests. Helping her find her people on campus can amplify her sense of belonging at the university and reduce the likelihood that she will leave (V10).

Scenario 4

Gabriela is a second-year student. She excels in her courses. She is deeply engaged in honors and has high expectations for her education. She cannot decide what she wants to major in and worries that she will be limited if she has to choose only one discipline. Her interests are broad. She is a strong-willed individual who seeks the intellectual freedom to pursue her own course of study; however, she needs to pick a focus soon in order to graduate on time.

Multipotentiality—the interest in and ability to excel in multiple fields—is a common characteristic of honors students. This characteristic can make choosing academic programs of study particularly fraught for some students (Carduner et al., 2011). When students are faced with the large number of opportunities open to them, multipotentiality can manifest in a genuine inability for students to select a major. For a student like Gabriela, it can also lead to resentment at the limitations placed on her intellectual curiosity.

Using an EVC framework, an honors advisor could help Gabriela, first, by addressing the low level of value she places on individual fields and disciplines of study. After diving deeper into the particular classes she has enjoyed and identifying three or four possible majors or minors, or several combinations of these, an advisor could help Gabriela gain a stronger appreciation of the utility value (V3) of each program by discussing the breadth of possibilities available in each one. She may not fully understand the nuances of certain majors, so using a course catalog to look closely at subfields and course topics could help her realize that the limitation she attributes to major selection is less real than imagined. A deeper understanding of the academic disciplines most closely aligned to her interests could also increase her autonomy (V8), giving her a stronger sense of control over her decisions and diminishing the feeling that she must give up some interests (C3).

Finally, it is worth emphasizing that choosing a major is not necessarily a life-changing decision and that a person with her aptitude and curiosity will have opportunities to pursue multiple interests over the course of her life (Sells, 2023).

Scenario 5

Reggie is a second-semester sophomore. He has an ambitious academic program with two majors, two minors, and honors. He loves his classes and is committed to his studies. He is enrolled in 18 credit hours this semester. He also has leadership roles in two student organizations and a job. Four weeks into the semester, he is feeling overwhelmed by his workload.

Most honors advisors will recognize a student like Reggie: ambitious and driven to succeed, strengths and interests in several fields, strong work ethic, welcomes challenge, and engaged in multiple co-curricular activities. He wants to do it all and, as a result, has overcommitted himself. The related costs of too much work (C1) and too many competing activities (C2) are taking a toll on Reggie. An advising response could begin by cataloguing how much time he commits to each activity and then asking him to indicate which activities he feels are the most essential to his current and future well-being. Are there ways he can scale back on the non-essentials while still making meaningful progress in a number of areas? If he is determined to stick with all of these commitments, then a focus on increasing his confidence could be a high-leverage approach. His advisor could ask him to identify where he is being supported to succeed in each of these areas (E10) and to articulate why he believes that his skills will meet the challenges associated with each activity (E8). Goal-setting exercises (E6) could also increase Reggie's overall confidence. Working to set incremental goals that are specific, measurable, attainable, realistic, time bound, and tied to long-term future plans can raise his confidence in his ability to manage a heavy workload on a daily and weekly basis, especially at such an early stage in his life (Huang et al., 2017; O'Neil & Conzemius, 2006).

Scenario 6

Laura is a junior political science and pre-law student. Her number one goal in college is to achieve summa cum laude, a distinction based on GPA. She worries about taking on the challenge of an honors thesis because it might negatively affect her grades, and she needs to spend time studying for the LSAT. She plans to apply to law school next year.

Honors programs and colleges often attract students so focused on grades and career goals that they avoid taking on risky, or perceived-to-be-risky, activities (Freyman, 2005). Students often perceive an honors thesis or capstone in this way: time-consuming; high expectations from professors; a distraction from other, more important activities; and a threat to their GPA. While a thesis undoubtedly requires commitment, hard work, and time management, students like Laura misunderstand the fundamental expectancies, values, and costs associated with it. An advisor could help Laura gain a clearer expectation (E7) of the thesis by explaining the scope and scale of the project and the process required to complete it. With a better understanding of the task, she may realize that it is more manageable than she had thought. Laura also needs to value the activity itself. Explaining the utility (V3) of a thesis in the context of her career plans for law school (V6) might help her appreciate its significance to her future. Drawing on examples of pre-law students whose theses paved the way for future success in law school could help (E3). Finally, with a better understanding of how expectancy and value connect to a thesis, Laura may be able to mitigate the cost factor. Rather than viewing the thesis as a non-relevant activity that will prevent her from focusing on more important things, she can see it as fundamentally in alignment with her goals and, with appropriate planning and time management, not as a threat to her GPA or preparation for the LSAT (C3).

IMPLICATIONS FOR HONORS ADVISING

We propose that the EVC model can serve as a useful framework for advisors to connect and understand the motivational issues

affecting honors students. It provides a common language for discussing common problems both within our own honors programs and colleges and, potentially, across institutions. For new advisors, EVC can be a useful tool for introducing challenges and opportunities that they are likely to encounter when they begin working with students. For experienced advisors, this framework can help with diagnosing issues that may be especially prevalent among honors students and in our programs. If we notice, for example, recurring issues with growth mindset, utility value, and belonging uncertainty among our students, then we can develop specific advising strategies and interventions to help them to move forward. As referenced earlier, various motivational interventions exist that will support students' growth mindset, utility value, and belonging. These interventions are associated with improved academic and well-being outcomes for students, along with addressing inequities in supporting the academic outcomes of traditionally underserved students in higher education (Cronin et al., 2021).

Beyond the immediacy of working individually with students, EVC could be incorporated into program-level advising initiatives. For example, EVC assessment surveys could be administered at key points during a student's career. These surveys would provide valuable information about individual students, perhaps serving as an early warning system for students who need immediate attention. They would also aggregate data about the needs of students as a group. These surveys also present an opportunity for programs to disaggregate their data by different student groups, allowing them to see if there are differences in students' experiences based on their different group identities. Indeed, one of the most promising applications of EVC is as a programmatic assessment tool.

Finally, EVC also can play an important role in understanding and addressing the motivation of academic advisors. For example, in terms of expectancy, honors advisors may lack critical training to help them feel that they can support their students. In terms of value, honors advisors may want more autonomy in supporting their students or in trying out more creative solutions. In terms of cost, honors advisors may have too many competing demands on their

time because they often balance administrative roles and teaching on top of their individual work with the many students they serve, which Philip L. Frana (2023) highlights in this monograph.

CONCLUSION

Equipping advisors with a motivation toolbox to be used in regular interactions with prospective and current students, including formal office visits, open houses, and sidewalk conversations, makes our advising interactions more purposeful and relevant. Introducing honors motivation in advising encounters and first-year experience courses will help students gain a better sense of who they are both individually and as a group. This approach also helps students to be curious about finding their purpose, vocation, ideas, and curricula. The EVC model allows honors advisors to understand and help students more quickly. It also promotes self-assessment, reflection, and action planning by the students.

Future directions for our work involve program-level changes that can be pursued in honors advising, curriculum planning, and assessment. By observing advising trends through the EVC framework, we can better understand common characteristics among the honors students enrolled in our universities, diagnose structural impediments in honors, and then make data-driven improvements. Advising is a prime way to navigate diffuse interests and coordinate values across program elements. We can help high-performing students develop optimal motivation while simultaneously developing maps and tools to measure learning outcomes and student success. We can help students better see the value we are providing to them today and in the future. Moreover, advising may ultimately drive grassroots efforts at program-level innovation.

REFERENCES

Bandura, A. (1997). *Self-efficacy: The exercise of control*. Freeman.

Barron, K. E., & Hulleman, C. S. (2015). Expectancy-value-cost model of motivation. In J. D. Wright (Ed.), *International*

encyclopedia of the social & behavioral sciences (2nd ed., Vol. 8, pp. 503–509). Elsevier.

Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Stipes.

Carduner, J., Padak, G. M., & Reynolds, J. (2011). Exploratory honors students: Academic major and career decision making. *NACADA Journal*, *31*(1), 14–28.

Cognard-Black, A. J., & Spisak, A. L. (2019). Creating a profile of an honors student: A comparison of honors and non-honors students at public research universities in the United States. *Journal of the National Collegiate Honors Council*, *20*(1), 123–157. <https://digitalcommons.unl.edu/nchcjournal/623>

Cronin, M. R., Alonzo, S. H., Adamczak, S. K., et al. (2021). Anti-racist interventions to transform ecology, evolution and conservation biology departments. *Nature Ecology & Evolution*, *5*, 1213–1223.

Crookston, B. B. (1972). A developmental view of academic advising as teaching. *Journal of College Student Personnel*, *13*(1), 12–17.

Cross, T. L., Cross, J. L., Mammadov, S., Ward, T. L., Neumeister, K. S., & Anderson, L. (2018). Psychological heterogeneity among honors college students. *Journal for the Education of the Gifted*, *41*(3), 242–272.

Deci, E. L., & Ryan, R. M. (2000). The "what" and the "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, *11*(4), 227–268.

Dweck, C. S. (2006). *Mindset: The new psychology of success*. Ballantine.

Dweck, C. S., Walton, G. M., & Cohen, G. L. (2014). *Academic tenacity: Mindsets and skills that promote long-term learning*. Bill and Melinda Gates Foundation. <https://ed.stanford.edu/sites/default/files/manual/dweck-walton-cohen-2014.pdf>

Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values and goals. *Annual Review of Psychology*, *53*, 109–132.

Farrington, C. A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T. S., Johnson, D. W., & Beechum, N. O. (2012). *Teaching adolescents to become learners: The role of noncognitive factors in shaping school performance: A critical literature review*. University of Chicago Consortium on Chicago School Research. <https://consortium.uchicago.edu/sites/default/files/2018-10/Noncognitive% 20Report_0.pdf>

Flake, J. K., Barron, K. E., Hulleman, C., McCoach, B. D., & Welsh, M. E. (2015). Measuring cost: The forgotten component of expectancy-value theory. *Contemporary Educational Psychology*, *41*, 232–244.

Frana, P. L. (2023). How honors advising is different. In E. E. Edgington (Ed.), *Advising for today's honors students* (pp. 3–30). National Collegiate Honors Council.

Freyman, J. (2005). What is an honors student? *Journal of the National Collegiate Honors Council*, *6*(2), 23–29. <https://digitalcommons.unl.edu/nchcjournal/154>

Harackiewicz, J. M., Tibbetts, Y., Canning, E., & Hyde, J. S. (2014). Harnessing values to promote motivation in education. *Advances in Motivation and Achievement: A Research Annual*, *18*, 71–105. <https://doi.org/10.1108/S0749-742320140000018002>

Huang, S., Jin, L., & Zhang, Y. (2017). Step by step: Sub-goals as a source of motivation. *Organizational Behavior and Human Decision Processes*, *141*, 1–15.

Hulleman, C. S., Barron, K. E., Kosovich, J. J., & Lazowski, R. A. (2016). Current theories, constructs, and interventions within an expectancy value framework. In A. A. Lipnevich, F. Preckel, & R. D. Roberts (Eds.), *Psychosocial skills and school systems in the twenty-first century: Theory*, *research*, *and applications* (pp. 241–278). Springer.

Long, E. C., & Lange, S. (2002). An exploratory study: A comparison of honors and non-honors students. *National Honors Report*, *23*, 20–30.

Makel, M. C., Snyder, K. E., Thomas, C., Malone, P. S., & Putallaz, M. (2015). Gifted students' implicit beliefs about intelligence and giftedness. *Gifted Child Quarterly*, *59*(4), 203–212.

Motivation Research Institute (2020). *A formula for motivating students and list of research-based sources*. James Madison University.

O'Neil, J., & Conzemius, A. (2006). *The power of SMART goals: Using goals to improve student learning*. Solution Tree.

Paunesku, D., Walton, G. M., Romero, C., Smith, E. N., Yeager, D. S., & Dweck, C. S. (2015). Mind-set interventions are a scalable treatment for academic underachievement. *Psychological Science*, *26*(6), 784–793.

Sells, A. (2023). Intellectual humility, honors, and appreciative advising: Exploring with students that changing their mind does not end the world. In E. E. Edgington (Ed.), *Advising for today's honors students* (pp. 93–101). National Collegiate Honors Council.

Yeager, D. S., Romero, C., Paunesku, D., Hulleman, C. S., Schneider, B., Hinojosa, C., Lee, H. Y., O'Brien, J., Flint, K., Roberts, A., Trott, J., Walton, G., & Dweck, C. (2016). Designing social-psychological interventions for full-scale implementation: The case of growth mindset during the transition to high school. *Journal of Educational Psychology*, *108*(3), 374–391.

CHAPTER FOUR

Advising Honors Students: Motivational Interviewing as a Tool for Identity Building and Development

Chelsea McKeirnan
Northern Arizona University

Even though honors students are academically successful, they are a college population facing unique challenges related to stress management, identity, and the setting of realistic expectations (Clark et al., 2018). The identification of students as talented or gifted, while seemingly positive, can carry with it a necessity to perform above the norm, which may contribute to a sense of maladaptive perfectionism within the student. Additionally, Clark et al. (2018) note that admission to an honors college does not necessarily provide students with the skills or dispositions to navigate through a college environment with ease.

These challenges become acutely problematic when honors students compete with one another for coveted opportunities and some lose their sense of achievement vis-à-vis their peers. As the

need to achieve individual perfection increases, the standards of the community intensify, and fewer students are able to attain their own definition of academic success. Robert W. Baker and Bohdan Siryk (1984) refer to the myth-versus-reality phenomenon in which the unrealistically high expectations that students set are unattainable, resulting in a disappointing reappraisal of their goals and a lack of adequate adjustment to the higher education institution. This lack of appropriate adaptation to a new environment can lead students to question their own sense of self. When students' self-efficacy and identity are linked to their academic achievement and success is not attained, their identities are challenged.

Alan M. Schwitzer's (2005) research on at-risk undergraduate student populations revealed that students are more likely to succeed if they have accurate self-appraisals and understand institutional resources. Advising honors students requires that special attention and time be devoted to identity building and self-efficacy. Moreover, advisors may need to build student autonomy and identity within the academic advising setting itself (Simon & Ward, 2014) because honors students have a tendency to rely on the input and guidance of parents and other authorities rather than their own autonomy (Kampfe et al., 2016). These complexities necessitate a change in the scope and direction of advising practice for honors students.

This chapter describes a new advising model for meeting the needs of the honors student population. Motivational Interviewing (MI) is a directive-counseling approach that utilizes person-to-person interactions and enhances motivation for change (Iarussi, 2013). While MI has historically been used in clinical counseling to support adults with substance abuse and other problem behaviors, it has also been found to have broader applications (Frey et al., 2011). On the continuum of styles for facilitating helping conversations, MI is a guiding style that "lives in the middle ground between direction and following, incorporating aspects of each" (Miller & Rollnick, 2013, p. 5). MI's collaborative conversation style fosters a person's own motivation and commitment to change through person-centered care. The primary purpose of MI is to "strengthen a person's own motivation for change" and to celebrate the autonomy

of an individual (Miller & Rollnick, 2013, p. 4). Given the special struggles and needs of the honors population—especially the necessity for identity building outside of academics, managing emotions and stress levels, developing purpose, and establishing individual autonomy—MI's spirit, required skills, and processes can provide a thorough and workable advising model.

This chapter will explore common challenges advisors face when working with honors students, particularly the difficulties students have with identity building related to academic achievement. It also highlights the spirit, skills, and processes of MI and its practical use as a tool for special populations. Finally, it presents a new advising model for honors students that incorporates the skills and processes of MI practice. MI skills and processes represent a promising solution to meeting the specific needs of honors students and can be effectively implemented in an advising setting. Specifically, MI enables advisors to reach students in meaningful ways and to empower students to be active agents of change in their own education.

ADVISING NEEDS OF THE HONORS POPULATION

The transition to college represents one of the most challenging developmental periods that a student may face. The increased rigor of academics coupled with changes to students' support systems can leave new college students feeling isolated and inadequate. It is vitally important that people involved with helping students construct new support systems recognize these changes and provide meaningful care.

Christina Clark et al. (2018) found that honors students "expressed less academic and personal self-confidence than their peers outside of the Honors College" (p. 24); they also noted that honors students were also less likely to reflect their own personal autonomy in their college selection, relying more heavily on external factors such as school counselors or family input. Unfortunately, self-efficacy, or one's belief in one's own ability to succeed, is often tied to academic achievement for honors students; nevertheless,

students' belief in their ability to succeed academically does not necessarily affirm their overall identity and self-confidence. Thus, the honors student population may benefit from attention to identity building and positive self-efficacy outside the realm of academics.

In Baker and Siryk's (1984) study of college adjustment and the myth-versus-reality phenomenon, they noted that students' unrealistically high self-evaluations and self-expectations caused them to assess their environment inaccurately. Such inaccurate perceptions of their own abilities made students' adjustment to college life more difficult. Conversely, students who had accurate self-appraisals and understanding of their own academic achievement had better personal adjustment to the college experience (Jackson et al., 2006). Anne N. Rinn (2007) noted that students may struggle when they discover that they are not the top performer they had been previously in high school. Therefore, honors students must have a supportive advising model that encourages them to self-reflect accurately and to build a positive self-image.

In developing their identity and a positive self-image, honors students need to view themselves accurately beyond their academic pursuits. Honors students may appear to be successful when rated using metrics such as GPA or graduation rate, but further research is needed on the population's psychological and social health. Amanda Cuevas et al. (2017) delineated the difference between succeeding and thriving in an academic institution. They noted that "thriving measures malleable psychosocial factors—including academic determination, engaged learning, positive perspective, diverse citizenship, and social connectedness," which enable students to engage fully and to get the most out of their experience (p. 80). Conversely, succeeding had more to do with GPA and other quantifiable academic metrics. In order for honors students to thrive rather than simply succeed, attention and time need to be devoted to supporting their psychological health and self-image.

Mary Walker (2012) explained that one common characteristic of honors students—a desire for perfection—can impede their psychological well-being. Honors students who let the stress of academic obstacles control their lives may experience their own

negative qualities as defining their identity and self-image (Walker, 2012). Students who struggle with perfectionism and allow it to become maladaptive could suffer from illnesses such as headaches, disorders, substance abuse, depression, and anxiety (Flett & Hewitt, 2002). Gordon L. Flett and Paul L. Hewitt (2002) likewise remarked that honors students' perfectionist tendencies can interfere with their positivity and cause them to experience increased anxiety and depression. While academic achievement is a driving factor for most honors students, it needs to be separated from the students' self-identity. Advising settings that support personal autonomy and accurate self-reflection and help to build a positive self-image are an important venue for honors students.

In addition to academics and self-image, honors students often look to advising for vocational support and motivation (Hause, 2017). While university academic advising typically addresses degree planning and coursework, it does not necessarily help advisees to discern their vocation or larger life goals (Hause, 2017). Vocations represent a deeper calling and understanding of self-purpose than does a traditional job. Jeffrey P. Hause (2017) noted that many students "appear to have their futures mapped out with well-formulated, multi-year plans for college, and can articulate in detail what they want to pursue after graduation" (p. 152). This illusion of certainty, however, does not account for the continuing need to reevaluate and provide support to students pursuing vocational goals. The appearance of having everything planned out is often misleading, and students can experience a crisis when their concept of the future is challenged. Jon C. Dalton (2001) discussed the importance of students having a link between "head and heart," such that they are encouraged to think beyond academics to a broader vocational calling (p. 22). This concept of vocational advising encourages students to think beyond the traditional degree plan and coursework to what really inspires and motivates them. Furthermore, many honors students also struggle with long-term vocational goal setting because of the multipotentiality represented by their variety of interests (Carduner et al., 2011). In this volume, Philip L. Frana (2023) underscores the variety of questions that

advisors field because of their students' multipotentiality. Having so many areas of curiosity and talent can overwhelm students, especially when they feel conditioned to choose a specific path early in their academic career. The stress and anxiety related to changing a major or minor can be navigated more successfully by students when their degree choice is only one facet of their larger life goal. There is a need for students to be able to look inward and to reflect on their abilities and passions. "People's vocations," Hause (2017) argues, "largely constitute their identity, and discernment of a vocation begins with reflection on their values . . ." (p. 159). This process of reflection and discussion may help students to find greater self-meaning. Advising does not typically ask students to engage in thorough self-reflection and discussion about larger goals; however, such vocational discernment and discussion are important for the honors student population and should be a common practice in advising settings.

A final advising need for honors students relates to their connectivity to the host institution and resources of that community. David W. McMillan and David M. Chavis (1986) noted that a sense of community is the greatest contributor to students' ability to thrive in college. Students who have connections to others and who have a valued sense of purpose are most likely to be retained by the institution (Cuevas et al., 2017; Tinto, 2017). When asked about the value of advising and the relationship students have with their academic advisor, a student at Macaulay Honors College noted, "'The biggest benefit of having a full-time designated honors advisor is a psychological one. To know that there is someone on campus who knows me by face, someone to whom I can come and ask any question, someone who genuinely cares about me and my academic endeavors . . .'" (Klein et al., 2007, p. 103). Students realize the value in having a personal connection to their advisor and the community. Students maintained higher GPAs, as Cuevas et al. (2017) noted, when they had a reasonable amount of campus involvement rather than too much or too little. Part of an advisor's role is to help students regulate their co-curricular activities and find meaningful interactions. Furthermore, James H. Young III et al. (2016) noted that honors

students highlighted experiencing connectedness and community as one of the most important benefits of participating in honors and sought out that resource. Honors students see the value in the connection to campus involvement and community, and advising provides an outlet to connect and accommodate student needs.

MOTIVATIONAL INTERVIEWING

The spirit, skills, and processes of Motivational Interviewing (MI) represent a viable advising model to engage with the struggles of honors students. MI is used in many different clinical counseling settings and operates on the belief that personal interactions influence motivation for change. Although MI's roots were in substance abuse counseling, the practice has translated well to other settings such as school counseling and peer mentorship because of its demonstrated ability to "remove motivational barriers and produce desirable changes in adult behavior" (Frey et al., 2017, p. 86). MI's goal-oriented, collaborative communication style fosters self-evaluation and focuses attention on the language of change. MI "elicits and explores the person's own reasons for change within an atmosphere of acceptance and compassion" (Miller & Rollnick, 2013, p. 29). MI provides both a relational understanding and a technical process to move forward.

The Spirit of Motivational Interviewing

MI is not a set of technical interventions; it requires a mindset shift to an underlying perspective on the part of the practitioner. This mindfulness is known as the spirit of MI. The spirit of MI maintains that externally driven methods for motivating change can be coercive and may require people to accept changes that are incongruent with their own beliefs. According to William R. Miller and Stephen Rollnick (2013), "MI is not a way of tricking people into changing; it is a way of activating their own motivation and resources for change" (p. 16). The four key elements that comprise the spirit of MI are partnership, acceptance, compassion, and evocation (Miller & Rollnick, 2013).

Partnership includes an active collaboration where the client is the undisputed expert and the practitioner is a helper. Acceptance means that the practitioner accepts whatever the client brings, regardless of the interviewer's personal approval. Acceptance includes valuing absolute worth, autonomy, accurate empathy, and affirmation (Miller & Rollnick, 2013). Compassion is a "deliberate commitment to pursue the welfare and best interests of the other . . . and to give priority to the other's needs" (Miller & Rollnick, 2013, p. 20). In this way, MI requires that one's heart be in the right place. Lastly, the spirit of MI requires evocation, which challenges the practitioner to avoid a "righting reflex" by providing answers; instead, evocation focuses on the clients' strengths and resources (Miller & Rollnick, 2013 p. 5). People already have within them what is needed, and the practitioner's role is to evoke rather than provide.

The Four Processes of Motivational Interviewing

While the spirit of MI can be thought of as relational, the process of Motivational Interviewing is the technical aspect. MI can best be understood through four processes: engaging, focusing, evoking, and planning.

Engaging. Just as most relationships require a period of rapport building and engagement, MI uses the engaging process to establish a connection, create a working relationship, and foster a shared understanding (Miller & Rollnick, 2013). A productive engagement requires more than exchanging pleasantries and being friendly. The engaging process emphasizes exploring values and goals related to the client and should result in a mutually trusting relationship grounded in respect. The practitioner wants to know what is important to the client. Furthermore, fully embracing the spirit of MI wherein the client is the expert, the practitioner needs to avoid assessment, labeling of problem behaviors, and expert-driven directing (Miller & Rollnick, 2013, p. 47).

Focusing. As a natural next step after engagement, a focus will emerge to clarify the direction for the rest of the conversation. Focusing is the "process by which the practitioner develops and

maintains a specific direction in the conversation about change" (Miller & Rollnick, 2013, p. 27). Focusing might require developing and evaluating an agenda of hopes, fears, expectations, goals, and more. The goal of focusing is to find one or more specific goals or outcomes that the client wants to work on, which may arise from the client, the context, or the clinician (Miller & Rollnick, 2013 p. 101).

Evoking. Perhaps the most important process in MI, evoking requires the client's active participation. Evoking is "eliciting the client's own motivation for change. . . . And having the person voice the argument for change . . ." (Miller & Rollnick, 2013, p. 28). Another key feature of the evoking process is resolving ambivalence and having clients talk themselves into change. Miller and Rollnick (2013) note that people are more committed to what they hear themselves saying. Ambivalence—the presence of conflicting motivations—is normal for most people. Spending time in evoking includes asking evocative questions that cultivate change while softening language that does not.

Planning. The last process of MI is planning: in this phase the client develops a commitment to change and creates a plan of action to move forward (Miller & Rollnick, 2013). This involves a conversation about future action that includes autonomy in decision-making, developing solutions, and anticipating setbacks. The planning phase does not begin until a client has reached a certain "threshold of readiness" from the other three processes (Miller & Rollnick, 2013, p. 29). Planning provides an opportunity for the practitioner and the client to share ideas, and the practitioner can share advice, provided the client is interested in it.

The four processes of MI—engagement, focusing, evoking, and planning—are not static: MI is often recursive. Depending on the conversation, reverting to an earlier process may be necessary. The four processes of MI are powerful because they frame all change, motivation, and progress around the client. Rather than being given external options or told which choices are the most meaningful, the client is the agent of transformation

MOTIVATIONAL INTERVIEWING WITHIN AN HONORS ADVISING MODEL

Because many of the advising needs of honors students relate back to psychosocial growth, including motivational and psychological processes, there is a need for an advising model that is predicated on supporting student development. Steven B. Robbins et al. (2004) noted that psychosocial factors are malleable and can be influenced through interventions. Therefore, an advising model that encourages student growth and intervention is key. MI spirit, processes, and skills provide a strong foundation for understanding the role of the advisor and student within interactions and provide a workable framework for hosting an advising session that emboldens students to participate in self-reflection, challenges the status quo of their identities, and strengthens the rapport between student and advisor. By reframing advising through the spirit of MI, utilizing MI skills, and including the four processes within advising sessions, advisors can improve the practices and strategies of honors advising to meet the needs of this special population.

HONORS ADVISING AND THE SPIRIT OF MOTIVATIONAL INTERVIEWING

The spirit of MI in advising involves a significant mindset shift: the advisor will no longer occupy the driver's seat in the conversation with the student. Typically, in advising settings, the advisor is the expert on degree requirements, course selection, and future planning. Embracing the spirit of MI, however, requires the advisor to assume the role of guide rather than director or follower. Because the spirit of MI relies on evocation, the student should speak more in a session than the advisor. The advisor must accept the student without conditions, even if that acceptance is at odds with the advisor's goals for the student.

For example, in a recent interaction with an advisor, the honors student shared the feeling of being overwhelmed with honors requirements, managing a difficult academic course load, and

balancing a full-time job. The student expressed a desire to withdraw from the honors college and to focus on major requirements. In an MI advising setting, the advisor avoided the desire to evaluate the student's desire as wrong or misguided (a retention-oriented approach); rather, the advisor used the spirit and skills of MI to guide the student toward self-expressed goals for attending to the student's own motivations and well-being. Rather than providing solutions, the advisor allowed the student to talk through obstacles, ambivalence, and ultimately the student's motivation to reduce some of the workload. The student's goal to withdraw from the honors college was at odds with the advisor's retention goals; however, the advisor accepted and supported the student's autonomy to make a qualified decision. That student became much more likely to confide in the advisor and seek further guidance because the advisor did not pressure the student into a decision.

HONORS ADVISING AND THE FOUR PROCESSES OF MOTIVATIONAL INTERVIEWING

MI processes used in advising would include spending time on building rapport (engagement) and understanding and letting the student drive the change-making process (focusing, evocation, planning). MI can assist in resolving students' ambivalence and enhancing their intrinsic motivation for change (Iarussi, 2013). Utilizing the four processes in student advising interactions includes helping students to come to their own conclusions about their current behaviors. Rather than telling students what the advisor sees or thinks, the advisor assists students in examining the relationship between their behaviors and larger goals. This orientation represents a significant mindset shift for advising because the advisor has typically been an advice-giver.

In an academic advising setting, many students arrive feeling overwhelmed and confused about their major selection. Perhaps students always thought they would become a doctor, but they were not performing well in their freshman year chemistry and biology classes and realized they hated the content. Utilizing the

four processes of MI, the advisor would encourage the students to explore their goals and interest areas. They might verbalize what makes them passionate and what subjects they enjoy, thus identifying a discrepancy between their major and their overall interest area. They might also articulate a discrepancy between their current major and their past expressed identity in the medical field. The students would direct the conversation toward potential changes and goals. Thus, the advisor is not directly eliciting change but is supporting the student's autonomy to make that choice. At the same time, the advisor is using the processes of MI to facilitate an important conversation about vocation. These types of advising conversations are difficult to have without an established framework.

Including the four processes within an advising encounter might include asking students questions about broader ambitions or motivations during the engagement process. For example, an advisor might ask students about what sort of life they would find worthwhile in the absence of financial constraints. This question may bring to light an incongruity between the real passion of students and their current major. Such questioning helps to facilitate a discussion about a larger vocation or calling. Similarly, an advisor might ask students about their favorite quality in themselves, which may reveal a discrepancy in how students see themselves and the profession toward which they are working. In this way, the students are generating the content of and dominating the discussion that will lead to them coming to their own conclusions. The advisor is merely a guide who helps to direct the students toward internal reflection without offering advice, opinion, or motivation.

Honors Advising and the Skills of Motivational Interviewing

Implementing MI in an advising setting would include the use of core communication skills; these skills include asking open-ended questions, affirmations, reflections, and summarizing. Advisors should use them throughout an advising conversation. Together, they form the mnemonic OARS.

Asking Open-Ended Questions. An open-ended question provides plenty of latitude for a variety of answers and encourages the student to share. While closed questions collect specific short answers to questions, open-ended questions elicit more information and can initiate conversation about a particular topic (Miller & Rollnick, 2013, p. 64).

Affirming. The process of affirming has the advisor focusing on the positive and accentuating the worth and autonomy of students. An advisor utilizing affirmations communicates important attitudes: "what you say matters, and I respect you. I want to understand what you think and feel" (Miller & Rollnick, 2013, p. 64). The advisor should celebrate and affirm students' autonomy and self-efficacy. Honors students in particular struggle with establishing their confidence and identity outside of academics, and allowing students to initiate positive change is the first step toward progress. The advisor serves as a support system and can suggest plans for change when prompted by students.

In one recent example, an honors student shared a readiness to implement some new time management strategies to better organize classes and other responsibilities. The student had considered options and decided this change was the best way to meet goals. The advisor celebrated the autonomy exercised by the student to determine this change and partnered with the student to develop a plan to move forward. The advisor also affirmed the student's strengths and values that had led to success in past endeavors and that would surely support achieving this goal.

Reflecting. When working with students, the advisor can utilize reflective listening strategies, specifically showcasing understanding to build rapport with students. This strategy is especially important because it can help to clarify what the student means when speaking to an advisor, ensuring that the advisor has a clear understanding of the student's needs. Additionally, reflecting a student's statements demonstrates concern and empathy and suggests that the advisor wants to learn more about the student and the student's struggles. Because MI is a specific interpersonal style, advisors must meet students where they are, both mentally and emotionally, and seek to understand them in the moment.

For example, in a recent advising conversation a student shared, "I am just so worn out. I haven't seen my family in a month, my professors are all giving me big assignments at once, and I hate having to take classes on Zoom." The advisor could reflect what the student is saying by acknowledging the weariness and stress: "You are feeling overwhelmed and fatigued without the support of your family and in-person connection." This comment validates the student's feelings and creates the opportunity for a dialogue that will explore the situation more fully. It also demonstrates empathy and understanding.

Summarizing. Summaries help connect conversation points and pull together several ideas a student has mentioned. They "help students to hold and reflect on the various experiences they have expressed" and encourage students to continue sharing because the advisor has demonstrated a keen listening ear (Miller & Rollnick, 2013, p. 67). Summaries can serve several functions including linking and transitioning to new areas of conversation. For example, an advisor might remark: "You feel a disconnect between your major and your interests, but you aren't sure if you can make any big changes in your life right now. You would like to think about some classes you can take to explore new options. It would be helpful for you and me to explore the course catalog together. Is that correct?" In this way, the advisor is reflecting what the student has shared, confirming that the information was understood correctly, and shifting the conversation to an actionable item. Summaries also provide an opportunity for the advisor to reflect back what is helpful while softening talk that might not motivate change.

MOTIVATIONAL INTERVIEWING RESOURCES

This chapter outlines the theoretical perspectives guiding MI and identifies the possible positive outcomes of an MI advising framework. Becoming proficient in MI requires significant training, feedback, communities of practice, maintenance, and years of experience. Interested honors programs and colleges should first evaluate how this model fits in with existing program goals and objectives. Then, they should seek further information and training

before moving forward. One resource that universities can look to is the Motivational Interviewing Network of Trainers (2021). The MINT website includes calendars of training events, training expectations, exercises, videos, and more. Additionally, those interested in MI will learn a great deal about the spirit, method, skills, and practice of MI from MI founders William R. Miller and Stephen Rollnick's (2013) *Motivational Interviewing: Helping People Change*. (The fourth edition of this book is forthcoming in 2023.)

CONCLUSION

Arthur W. Chickering and Linda Reisser (1993) noted that "to be effective in educating the whole student, colleges must hire and reinforce staff members who understand what student development looks like and how to foster it" (p. 44). Advising an honors student requires spending more time on the whole student rather than focusing on academics and degree requirements. Advising conversations should ideally involve looking at vocational goals and objectives, identity and self-image outside of academics, connections to the community and larger university, and building autonomy and self-efficacy. These conversations, while necessary, are difficult to have with students and require a great deal of rapport and trust between student and advisor. In addition, trusting relationships take time to build; consequently, it is essential that each advising interaction be meaningful.

Motivational Interviewing provides a mindset shift for advising that enables advisors to gain their students' respect and trust with each meeting. MI provides advisors with four processes for supporting change and growth and for guiding difficult conversations on problematic behaviors such as perfectionism and negative self-efficacy. Finally, it provides a set of four core communication skills that advisors can use during their interactions with students. Implementing the spirit, skills, and processes of MI can help advisors to navigate difficult conversations on stresses related to academic pressures and connection to a community. Although these needs are common within the honors student population, traditional advising models do not address them. Guided by MI,

however, academic advisors can meaningfully address problematic areas during an advising session. Most importantly, the changes brought about by MI are enacted by the students, so advisors are never fixing a situation; instead, students are always the agent of positive change. MI represents a deviation from standard advising practice but is flexible enough to allow for nuance and personal style.

Honors advising can often become transactional and focused on a style where advisors provide solutions and answers to students. This directive and retention-focused model fails to empower students to dig deeper into their own autonomy, which is a central need of the honors population (Clark et al., 2018). MI spirit, skills, and processes empower students to be agents of change in their own education and provide a workable advising model for the honors population.

REFERENCES

Baker, R. W., & Siryk, B. (1984). Measuring adjustment to college. *Journal of Counseling Psychology*, *31*(2), 179–189. <https://doi.org/10.1037/0022-0167.31.2.179>

Carduner, J., Padak, G. M., & Reynolds, J. (2011). Exploratory honors students: Academic major and career decision making. *NACADA Journal*, *31*, 14–28.

Chickering, A. W., & Reisser, L. (1993). *Education and identity* (2nd ed.). Jossey-Bass.

Clark, C., Schwitzer, A., Paredes, T., & Grothaus, T. (2018). Honors college students' adjustment factors and academic success: Advising implications. *NACADA Journal*, *38*(2), 20–30.

Cuevas, A., Schreiner, L. A., Kim, Y., & Bloom, J. (2017). Honors student thriving: A model of academic, psychological, and social wellbeing. *Journal of the National Collegiate Honors Council*, *18*(2), 79–119. <https://digitalcommons.unl.edu/nchcjournal/597>

Dalton, J. C. (2001). Career and calling: Finding a place for the spirit in work and community. *New Directions for Student Services*, *95*, 17–25.

Evans, N. J., Forney, D. S., Guido, F. M., Patton, L. D., & Renn, K. A. (2010). *Student development in college: Theory*, *research*, *and practice* (2nd ed.). Jossey-Bass.

Flett, G. L., & Hewitt, P. L. (2002). Perfectionism: Theory, research, and treatment. *British Journal of Clinical Psychology*, *44*(2), 301–302.

Frana, P. L. (2023). How honors advising is different. In E. E. Edgington (Ed.), *Advising for today's honors students* (pp. 3–30). National Collegiate Honors Council.

Frey, A. J., Cloud, R. N., Lee, J., Small, J. W., Seeley, J. R., Feil, E. G., Walker, H. M., & Golly, A. (2011). The promise of Motivational Interviewing in school mental health. *School Mental Health*, *3*, 1–12.

Frey, A. J., Lee, J., Small, J. W., Walker, H. M., & Seeley, J. R. (2017). Motivational Interviewing Training and Assessment System (MITAS) for school-based applications. *Report on emotional & behavioral disorders in youth*, *17*(4), 86–92.

Hause, J. P. (2017). Two neglected features of honors advising. *Journal of the National Collegiate Honors Council*, *18*(2), 151–162. <https://digitalcommons.unl.edu/nchcjournal/595>

Iarussi, M. M. (2013). Examining how Motivational Interviewing may foster college student development. *Journal of College Counseling*, *16*(2), 158–175.

Jackson, L. M., Pancer, S. M., Pratt, M. W., & Hunsberger, B. E. (2006) Great expectations: The relation between expectancies and adjustment during the transition to university. *Journal of Applied Social Psychology*, *30*(10), 2100–2125. <https://doi.org/10.1111/j.1559-1816.2000.tb02427.x>

Kampfe, J. A., Chasek, C. L., & Falconer, J. (2016). An examination of student engagement and retention in an honors program.

Journal of the National Collegiate Honors Council, *17*(1), 219–235. <https://digitalcommons.unl.edu/nchcjournal/515>

Klein, J. R., French, L., & Degotardi, P. (2007). More than an ID number or a GPA: Developmental advising in honors. *Honors in Practice*, *3*, 101–109. <https://digitalcommons.unl.edu/nchchip/45>

McMillan, D. W., & Chavis, D. M. (1986). Sense of community: A definition and theory. *Journal of Community Psychology*, *14*(1), 6–23.

Miller, W. R., & Rollnick, S. R. (2002). *Motivational Interviewing: Preparing people for change* (2nd ed.). Guilford Press.

Miller, W. R., & Rollnick, S. (2013). *Motivational Interviewing: Helping people change* (3rd ed.). Guilford Press.

Motivational Interviewing Network of Trainers (MINT). (2021). *Motivational Interviewing training.* <https://motivationalinterviewing.org/motivational-interviewing-training>

Rinn, A. N. (2007). Effects of programmatic selectivity on the academic achievement, academic self-concepts, and aspirations of gifted college students. *Gifted Child Quarterly*, 51(3), 232–245. <https://doi.org/10.1177/0016986207302718>

Robbins, S. B., Lauver, K., Le, H., Davis, D., Langley, R., & Carlstrom, A. (2004). Do psychosocial and study skill factors predict college outcomes? A meta-analysis. *Psychological Bulletin*, *130*(2), 261–288. <https://doi.org/10.1037/0033-2909.130.2.261>

Schwitzer, A. M. (2005). Self-development, social support, and student help-seeking: Research summary and implications for college psychotherapists. *Journal of College Student Psychotherapy*, *20*(2), 29–53. <https://doi.org/10.1300/J035v20n02_04>

Simon, P., & Ward, N. L. (2014). An evaluation of training for lay providers in the use of Motivational Interviewing to promote academic achievement among urban youth. *Advances in School Mental Health Promotion*, *7*(4), 255–270. <https://doi.org/10.1080/1754730X.2014.949062>

Tinto V. (2017). Reflections on student persistence. *Student Success*, *8*(2), 1–8. <https://doi.org/10.5204/ssj.v8i2.376>

Walker, M. (2012). *The relationship of factors of academic success and psychological well-being for college honors students* (Publication number: 3525657) [Doctoral dissertation, Oklahoma State University]. ProQuest Dissertations and Theses Global.

Young, J. H., III, Story, L., Tarver, S., Weinauer, E., Keeler, J., & McQuirter, A. (2016). The honors college experience reconsidered: Exploring the student perspective. *Journal of the National Collegiate Honors Council*, *17*(2), 177–189. <https://digitalcommons.unl.edu/nchcjournal/524>

CHAPTER FIVE

Intellectual Humility, Honors, and Appreciative Advising: Exploring with Students that Changing Their Mind Does Not End the World

Alan Sells
Ohio State University

Advising honors students has always presented unique challenges for academic advisors, and honors advising has often been described in paradoxical ways: honors students are difficult to work with but also the most prepared students; honors students are constantly in the advisor's office, taking up time, but they are a joy to have around; they are both confident and unsure, bold yet tentative. One area of engagement that highlights this duality is changing majors. According to the U.S. Department of Education (2017), 30% of students change their major within three years of enrollment, and honors students, however sure they seem to be about their future, are not immune from this tendency. Many of them come to the realization that the major that they have declared,

or the career path that they have dreamed of, may not be right for them and that they must make a change. This realization can cause students to question their self-worth and identity, and academic advisors often provide the support structure that helps students to tackle this seemingly earth-shattering event.

HONORS AND THE FORECLOSURE STUDENT

Honors students often seem completely sure of the path that they wish to follow, whether in selecting classes for the next semester or in planning their future careers. They are often quick to answer the question "what do you want to be when you grow up?" And they have had practice giving the answer over and over again. Yet, many of them have never challenged this deeply held belief, which can cause them to have feelings of insecurity and cognitive dissonance (Shaffer & Zalewski, 2011). These students are often referred to as foreclosure students.

A foreclosure student can be described as "a student whose certainty of commitment to a major and career may mask an illusory and unsatisfactory state of identity development" (Shaffer & Zalewski, 2011, p. 62). The term was originally coined by Erik Erikson, who "introduced it in reference to an undesirable—and typically unsuccessful—approach taken by adolescents to address their problems in forming a personal identity" (Shaffer & Zalewski, 2011, p. 62). Erikson also introduced the concept of the identity crisis, focusing specifically on the definition of crisis that describes a thoughtful and active struggle to form an identity fully. James E. Marcia's (1966) and Virginia N. Gordon's (1998) models of identity development also describe how—due to deciding very early on what they want to become and never challenging that decision—foreclosure students delay the development of identity and may even be described as developmentally stunted. Honors students are just as likely to fall into this developmental pattern as other students and are arguably more susceptible to it. As they grow and develop, students who are labeled honors, gifted, or high achieving often feel more pressure than their non-honors peers to know what they will become once they complete high school.

Honors students are no strangers to pressure. Because of their heavy courseloads, volunteerism, clubs and activities, leadership, and work, honors students find themselves facing pressure both externally and internally. External pressures come from a variety of sources, including but not limited to the above list. They also face social and familial pressure based on expectations of performance, or, as examined here, what they will eventually become. They also live with a high level of self-imposed pressure to do well, be it academically, socially, or in co-curricular activities. This pressure can become compounded when students are forced to reflect critically on their own desires and plans.

When initially challenged to reflect on their career/major choices, honors students often push back; many do not see the value in reflection. They believe that their path is not only clearly laid out before them but that they also have the roadmap that they need to follow. Reflection is critical, however, in order for students to achieve their true potential and to recognize their own inner desires. One of the greatest challenges that foreclosed students face is the separation of ideas and desires in their minds. They must learn to identify where these ideas and desires originate and whether they are internal or external.

Another issue that needs to be addressed with foreclosed students—but only in certain cases—is fear of failure. Defining with the student what failure actually means and what it means to the student is important. Each student will have a very different definition of failure, some of which may seem unreasonable at first blush. Supporting the students and helping them to come to terms with how they have been defining failure allow advisors to engage honors students in intellectual humility. Moreover, presenting the reality of the situation that changing one's mind after gaining new information is not failure and not giving up; instead, it is moving to a different path that will serve the student better.

MAJOR CHANGING AND INTELLECTUAL HUMILITY

One of the most stressful moments for honors students is when they realize that the major that they have been pursuing is not for

them. Many of these students have never critically examined or reflected on their life paths, having fallen prey to the foreclosure mindset. As described above, students can fall into identity crises when faced with having to change their established plans. The concept of intellectual humility can provide support to such students. In essence, intellectual humility is understanding that one's knowing is fallible while accepting the corollary that this is not an inherent flaw (Cooke, 2015). Kathy J. Cooke (2015) writes:

> Despite the initial unpleasant feelings that arise in the anterior cingulate and that accompany the questioning of our feelings of knowing, experience as well as scientific studies show that raising our awareness does contribute to a better foundation for reliable knowledge and critical thinking. (p. 198)

This concept can be applied in multiple realms and, in the context of honors advising, on the metacognitive level. Honors students tend to be loath to admit that they are wrong, and to think that they may have been wrong about something that they perceive to be important—like a major—is inconceivable. Engaging students in intellectual humility can alleviate some of the stress that can accompany changing a major.

INTELLECTUAL HUMILITY AND APPRECIATIVE ADVISING

One of the ways that advisors can engage students in intellectual humility is by using the Jennifer L. Bloom et al. (2008) model of appreciative advising. By focusing on the six stages of appreciative advising (disarm, discover, dream, design, deliver, and don't settle), an advisor can integrate aspects of intellectual humility into each phase, but especially the discover phase (Bloom et al., 2008). Typically, honors students bypass the discover and dream phases and go straight into the design phase (Braunstein, 2009). They come to their advising appointments already prepared to design the dream that they have created before they ever arrived at college. The appreciative advising model is useful because it can operate in a cyclical, recursive fashion, with stages being repeated as needed

(Bloom et al., 2008). Such repetition can be perceived as regression by honors students, however, because they may believe that they have wasted time by pursuing a path that they cannot or will not complete (Braunstein, 2009). It is often vital for honors students to move back into the discover phase. Academic advisors can pull them back into the discover phase, where they can assist students in evaluating their strengths, recognizing their weaknesses, and firmly deciding what they are interested in but not necessarily exactly what they want to do. Some techniques that are useful in the discover phase include asking the students to write down a list of the things that they have found the most interesting during their classes (Braunstein, 2009) or asking them to do a brief reflective exercise imagining what they are doing when they finish college but specifically not thinking about what their major would be.

By integrating intellectual humility with appreciative advising, advisors can assist students in thinking about themselves in a different light. First, advisors should assure students that changing majors is a completely normal and common occurrence. Sharing data supporting this phenomenon may provide comfort to students, offering reassurances that they are not the only one going through this process. Second, advisors can share the concept of intellectual humility with students by asking them to perform reflective exercises about times when they had incorrect information and what they did about it. (How did that experience change their perspectives? How did they reconcile the false information with the true information?) It is also beneficial to have students reflect on times when they have failed in the past. (What did they fail at? What were the consequences of the failure? What did they learn from that failure?) These reflective exercises should also include defining what failure is and what it is not. Changing majors is not failing, nor is reexamining and ultimately changing career paths. Often, I remind my students that failing—when applied to people—is a verb, not a noun. People can fail, but just because they fail, failure does not define them as a person. Discussion of cognitive dissonance, or the idea of having two competing ideas form in the mind (McGrath, 2020), can also be helpful to students in learning how to manage

what they think they want to do vis-à-vis the growing realization of what they actually want to do. Going through all the phases of the appreciative advising model with students can be incredibly helpful: it allows them to track the progress of their academic and career journey. Working through each of the stages individually with students pushes them toward critical reflection.

Mindfulness exercises can be helpful when working with students who are stressed about changing their major. Having students focus on the current moment, deemphasizing the decision and how it will impact their future, can lead to students being able to make a more informed decision about what they want to do. Especially because this decision is emotionally charged (Marade & Brinthaupt, 2018), offering them some time to breathe and to think about what they want to do can be useful. To some extent, this decision is dependent on how close the student is to graduation, but, regardless, these exercises become much more important the further along in their academic career the students are. These exercises can help students who are close to graduating to affirm the path that they have chosen, or they can help students to avoid moving into a career or educational path that they are not actually interested in pursuing.

CONCLUSION AND FINAL THOUGHTS

Honors students who change majors often find themselves faced with an identity crisis. Our job as advisors is to support these students by guiding them through this difficult transition. It is easy to look at these students and to regard them as having all of their plans in order and to believe they do not need extra attention (Robinson, 1997). Nothing could be further from the truth. Honors students are, in many ways, like any other student, and they should be given the same amount of care and attention as their non-honors peers. Treating the identity crisis that students are undergoing as a true crisis and being empathetic with the students as they work through walking away from an older, underdeveloped identity and forging a new one are of vital importance.

By combining appreciative advising, intellectual humility, and mindfulness, advisors can help honors students who are foreclosed in their identities move toward identity achievement, which is defined by Marcia (1966) as having "experienced a crisis period and [becoming] committed to an occupation and ideology" (p. 551). Using the appreciative advising framework, advisors can help break down the walls that students have built to protect their identity, and in so doing, expose the identity as fraudulent. They can then revisit the stages of appreciative advising, allowing students more time to reflect on who they are and what they want, as opposed to what someone else wants for them. Then, working within the concepts of intellectual humility and mindfulness, advisors can help students move past the fraudulent identity and confront the gaps in their own knowledge of themselves while reminding them that it is perfectly fine to not know things and that it is also normal for them to change their mind. This reassurance allows students to begin to synthesize a new identity and to be much more comfortable in their decisions regarding the future.

REFERENCES

Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Stipes.

Braunstein, M. (2009). Advising honors students within the appreciative advising framework. *The Mentor: An Academic Advising Journal*, *11*. <https://doi.org/10.26209/mj1161494>

Cooke, K. J. (2015). Cultivating awareness in honors: First-person noting and contemplative practices. *Honors in Practice*, *11*, 189–201. <https://digitalcommons.unl.edu/nchchip/234>

Gordon, V. N. (1998). Career decidedness types: A literature review. *The Career Development Quarterly*, *46*(4), 386–403. <https://doi.org/10.1002/j.2161-0045.1998.tb00715.x>

Marade, A. A., & Brinthaupt, T. M. (2018). Good and bad reasons for changing a college major: A comparison of student and faculty views. *Education*, *138*(4), 323–336.

Marcia, J. E. (1966). Development and validation of ego identity status. *Journal of Personality and Social Psychology*, *3*(5), 551–558. <https://doi.org/10.1037/h0023281>

McGrath, A. (2020). Bringing cognitive dissonance theory into the scholarship of teaching and learning: Topics and questions in need of investigation. *Scholarship of Teaching and Learning in Psychology*, *6*(1), 84–90. <https://doi.org/10.1037/stl0000168>

Robinson, N. M. (1997). The role of universities and colleges in educating gifted undergraduates. *Peabody Journal of Education*, *72*(3-4), 217–236.

Shaffer, L. S., & Zalewski, J. M. (2011). "It's what I have always wanted to do." Advising the foreclosure student. *NACADA Journal*, *31*(2), 62–77. <https://doi.org/10.12930/0271-9517-31.2.62>

U.S. Department of Education. (2017). *Beginning college students who change their majors within 3 years of enrollment*. <https://nces.ed.gov/pubs2018/2018434.pdf>

APPENDIX A

Further Reading

Hutson, B. L. (2010). The impact of an appreciative advising-based university studies course on college student first-year experience. *Journal of Applied Research in Higher Education*, *2*(1), 4–13. <https://doi.org/10.1108/17581184201000001>

Palmer, E. (2009). Using appreciative advising with international students. *The Mentor: An Academic Advising Journal*, *11*. <https://doi.org/10.26209/mj1161523>

Redfern, K. (2008). Appreciative advising and the nontraditional student. *The Mentor: An Academic Advising Journal*, *10*. <https://doi.org/10.26209/mj1061577>

CHAPTER SIX

Advising to Support Meaning Making and Purpose: Helping Honors Students Focus on Priorities and Evaluate Opportunities Through Intention Setting

Kristy Spear, Ron Cahlon, and Katherine McCall
University of Florida

Advising in higher education has evolved dramatically in recent years. Whereas prior advisor-student conversations focused heavily on academic scheduling and registration concerns, advisors today, particularly honors advisors, wear multiple hats and engage students in a variety of teaching and life-coaching activities. In a single encounter, an advisor and honors student may discuss courses, multiple academic pursuits, time-management strategies, academic (major) and professional (career) decision-making, finding and procuring meaningful involvement, seeking personal and professional support structures, skill development and career

readiness, as well as a host of other topics. The importance and gravity of these issues and the pressure to make confident decisions can cause strain on students' well-being and ability to perform to their full potential. Personalized touchpoints like advisor-student interactions, which often span students' academic tenure, can be rare on today's college campuses. The advising praxis provides a direct avenue to support students' quest for meaning-making and purpose in their pursuit of academic, personal, and professional achievement.

Honors advising requires agility, resourcefulness, and a deep understanding of the characteristics of the population. According to Cheryl Achterberg (2005), they are notoriously eager, ambitious, motivated, and constantly on the hunt for the next great opportunity. The students' tendency to be highly motivated, academically talented, curious with a broad range of interests, and passionate for learning drives their success, but constant achievement may also cause them to lose sight of priorities. Advisors who work closely with honors students know that busyness is often the name of the game. The desire to achieve may stem from intrinsic sources like a love of challenges, personal drive, or a thirst for knowledge; it may also originate from extrinsic sources including familial or societal pressure, awards and recognition, the prestige of an opportunity, or merely competition. Regardless of the source, this push for achievement keeps many honors students striving for more, and it can create additional anxiety, depression, and mental-health concerns. A pattern of constant busyness is a motivator for many, but it can leave little time for reflection and meaning-making. Without a guiding force to drive the busyness, some honors students find themselves saying yes to anything without considering the toll this response takes on other aspects of their lives. The additional and constant stressors of our society compound those challenges. In a society that seems to provide evidence that more is better and that busyness is a badge of honor, the focus shifts from the quality of the experience and the meaning behind it to sheer quantity. Moreover, multipotentiality and early foreclosure are prevalent within this high-achieving population; sometimes a slight change in direction can reveal that students are keeping busy with activities that no longer align with

their passions and goals. Being busy at a pace that is healthy for the individual student is possible, but it takes time—something many honors students find themselves short on. Enter advisors.

Adequately supporting today's high-achieving undergraduates requires a keen ability to inventory emerging needs and to adopt new techniques that support each unique student's success holistically. By engaging honors students in the mindful process of seeking and setting an intention, today's advisors can provide a systematic means for students to sort through the chaos and to focus on meaningful and purposeful academic, co-curricular, and social endeavors that align with their intentions. This chapter proposes an advising approach to address competing priorities by helping students to explore and to understand their intentions. The process of seeking, setting, and continually acknowledging an individual's intention can serve as a powerful guide and decision-making tool to support mental health and students' ability to flourish.

As discussed in depth by Eileen Makak, Douglas A. Medina, and Harmony D. Osei (2023), mental health issues in higher education are on the rise. As a result, teaching mindfulness and coping strategies that support mental well-being is becoming more prevalent in higher education. Evidence supports the idea that mindfulness programs and teachings hold promise as behavioral interventions in young adults (Loucks et al., 2021). From counseling centers to classroom instruction, scholars are exploring how mindfulness-focused interventions can be incorporated to support the challenges faced by today's students. Psychology researchers at the University of Washington have explored the impact of incorporating mindfulness programs into residence halls (Eckart, 2021). The Mindfulness Center at Brown University offers a host of well-researched activities to support mental and physical health during this transition period in life (Brown, 2023). The current lack of literature on the application and success of using mindfulness in an advising setting represents an opportunity to discover how these approaches could be meaningfully and impactfully incorporated into this space.

In this chapter, we explore the basics of the mindful approach of intentions and intention setting, examine the value of intention setting, and discuss how advisors can play a critical role in

supporting this process with honors students. The chapter highlights how this technique has been used to support reflection and meaning-making, and it showcases how this tool can be incorporated into conversations to support students' busy journey toward a path of focus and self-care. Teaching and helping honors students to identify priorities and evaluate opportunities through mindful intention setting are valuable lessons that carry broader implications for the decisions they will make as undergraduates and for the rest of their lives. Before processing how to help honors students set an intention and use it as a guide, this essay will explore some basic principles of intention setting.

WHAT IS AN INTENTION?

"Intention" is a seemingly simple word that we hear often but that we may not have thought about much. Intentions surround us: they drive our actions, engagement, and responses. Whether or not we realize it, our actions are driven by intentions. For individuals who have not read about mindfulness or engaged in guided meditation, the concept of setting and noticing intentions may be foreign. In mindful practice, an intention is a single word, phrase, wish, or mantra that an individual wants to align with and to embody in all aspects of life. It is a commitment to oneself that can serve as a guide; it is something one is, rather than something one achieves. A meaningful, well-aligned intention should be an aim, outlook, or attitude one is proud to commit to and focus on. It should be individualistic and tied to its creator's core values, thoughts, and desires. Noticing and focusing on an intention contribute to a mindfulness approach to living in the moment.

An intention is a simple and clear focus for the present—a tool for giving meaning to an individual's actions. In its purest form, an intention should serve as motivation and inspiration to find happiness and acceptance. Examples may include the desire for social connection, leading by example, embracing vulnerability, maintaining openness to opportunities, or reflecting then reacting.

An intention should not be tied to an expectation or a finished product; it should not be an accomplishment that requires a

checklist. Goals are external and designed to be measured based on something we as individuals feel we need or are missing; intentions are internal sources of awareness and require no results. Ed Halliwell (2015), mindfulness teacher and author of several acclaimed books on mindfulness, articulates the clear distinction between intentions and goals: "An intention cannot fail, because it happens right now. With an intention there is no required result—we are simply connecting to our chosen course."

An intention does not need to be constructed for life although that may be appropriate for some individuals and some intentions. It can be used to guide a busy week, a semester, or an academic year. Regardless of the duration, intentions must be evaluated regularly to ensure that they continue to align with present values and priorities; as the world changes so might an individual's intention. Many practitioners encourage individuals to start each day with a mindful practice of acknowledging and taking note of one's intentions.

THE VALUE OF SETTING AN INTENTION

In the busyness of life, taking time to notice the intentions behind one's actions is not something that most people, particularly busy honors undergraduates, make time to do. Students spend considerable time focusing on the future and next steps rather than the present. Society has conditioned them this way, and breaking the cycle can feel impossible. Advisors can play a critical role in positively disrupting this norm. Encouraging honors students to shift the focus to the present, to live life more conscientiously and consciously, and to engage with the world with a focus on intention can support that effort. Asking students about their intentions and whether they are acting with intention can begin a conversation about focus, purpose, and overall well-being.

Intention setting provides the opportunity to generate a roadmap for who students want to be and how they want to engage with the world. It is an opportunity for growth and personal change. It is a means for students to examine current involvement, to focus their ambition when exploring future endeavors, and to discontinue pursuits that are no longer aligned with their passions or goals.

Setting an intention and making note of it throughout the day or when making decisions can be a powerful guide for high-achieving students. Teaching students the value of channeling their intention and saying no when opportunities do not align can be life changing. It provides a means for students to see actions not as selfish but centered on purpose. Creating a broad mantra to live by can make that difficult task a little easier for individuals with seemingly endless possibilities. Advisors can create space for this simple but meaningful activity that has the potential to carry a lasting impact on the way students approach and evaluate their life's work.

The intention-setting practice is versatile. Guiding students through the process can take place in several settings. From honors classrooms with large groups to one-on-one advising sessions, the steps to setting an intention remain similar and will be described in detail in the next section. Intention setting can also be used with students at different moments during their academic careers. Incoming students eager to engage in all that the institution and college life have to offer can benefit from the process of reflection, exploration, and setting an intention to help sift through countless possibilities. Upper-division students deciding between graduate or professional school and industry can channel their intentions to make sure decisions align with their values, who they want to be, and how they want to live. Advisors themselves can also benefit from engaging in this process as they practice their craft. By setting an intention for their professional advising interactions with students and making an effort to align actions with those intentions, advisors may provide a greater purpose to their work. This activity can be beneficial in a broad range of advising situations.

SETTING AN INTENTION WITH HONORS STUDENTS

Guiding students through the process of setting an intention may seem nebulous, but this simple exercise can have a profound impact on honors students' often busy existence. One of the easiest ways to guide the intention-setting process is to discuss areas where the student lacks focus or needs to change. For some students, this protocol may originate from an academic-based challenge

like selecting majors; for others, it might be prioritizing academic involvement outside coursework. Co-curricular activities, though, are where many honors students often find themselves overcommitted. Encouraging examination of what they are doing, the time commitment required, and how each endeavor fits into the bigger picture is an important but overlooked process. Considering intentions for college may have occurred as students graduated high school, but for many, motivation is not continually assessed. The further students travel in their academic careers, the more involved they become and the easier it is to overlook the intentions driving their actions. Busyness can be perpetual and, without focus, meaningless. As reflective educators, advisors play a critical role in encouraging students to examine the reasons why they are committed to and involved in particular activities.

Once students have a grasp of all that they are doing and all that they hope to accomplish, advisors may ask what they are gaining or what they hope to gain from these experiences. Some students may be able to distill their involvement down and identify a common theme or driving force guiding their decisions. If one does not exist, advisors should supply follow-up questions to students to help them explore their motivations, the why behind what they do. "Through the process of critical self-reflection," observes Andrew W. Puroway (2016), "advisors develop an understanding of the lived experiences of their students and use that knowledge to ask probing questions that advance the dialogue" (p. 7). Sometimes this conversation requires students to detach from the criticism and expectations of others, be they societal or familial. Ultimately, exploring the why should be a self-motivating and continual work in progress, an action or a way of being that transcends a singular goal. Examining the motivations informing past and current involvement is just the start. After these reflections, students should shift their focus to the present and to setting an intention that guides their actions moving forward.

The next step of this process requires a clear headspace, and multiple approaches can be used to achieve this task. Advisors can help students transition to this state of mind by focusing inward on the body: paying attention to feeling their feet on the floor or

concentrating on breathing. Focusing on the breath is a particularly useful technique that taps into the rich historical connection to many meditative traditions. Advisors can encourage students to take several deep breaths, inhaling like they are smelling a flower and exhaling like they are blowing out a birthday candle. Students may want to sit in a stable or comfortable position or perhaps even close their eyes. For some students, a few moments of silence may be the best course of action. What individual students do to center themselves will vary, and some may require more support and guidance than others. The key is to check in with individual students to help them find a headspace where they feel comfortable, open, and accepting of their thoughts. Advisors should never enforce a one-size-fits-all model for helping students to align with the present.

Once students have been given a chance to clear their mind, the next step is to guide them through the process of exploring intentions. By having the students use what they know about themselves, they can identify a word, phrase, wish, or mantra they want to align with and embody in all aspects of life. Advisors should encourage students to think about how the intention makes them feel because many students want to set an intention that helps them to feel productive, healthy, calm, loved, or powerful.

Some students will require little guidance and prompting while others may need to talk through ideas. For those who seek support, discussing what an intention is and the purpose of setting an intention or providing examples can jump-start the process. (See Appendix A.) Visual learners or processors may require a more creative outlet to organize their thoughts. A blank sheet of paper, colored pencils, or collage supplies could be incorporated into the conversation at this point. Some students may want to create a list of potential words or intentions while others choose to remain in a comfortable position with their eyes closed. Again, there is no prescriptive approach to this enterprise; advisors should follow the student's lead. Eventually, the student's intention may manifest into a drawing, word art, or symbolic image of a meaningful word or phrase. This exercise can be a valuable homework assignment as well. Students who produce a tangible rendering of their intention

should be encouraged to keep it visible on a refrigerator or bathroom mirror. This gentle reminder can help students to call on the intention for support and motivation with regularity.

For students still struggling or for those not comfortable with mindfulness or meditative practice, this process can be adapted and simplified. Setting an intention can begin with a series of questions as a starting point: Who do you hope to be? How do you want to be perceived by yourself and others? Advisors may need to probe deeper with their questions because students may jump to material possessions, salary goals, or life accomplishments like attending a prestigious medical school. Guiding questions and student responses should always focus on the big picture and life qualities that offer connection, purpose, and inspiration. Another approach for students struggling with this process is to narrow the scope and ask for a mantra or motivational phrase the student might use at a specific time. In a recent encounter with an overwhelmed honors student who was struggling with the stress of the end of the semester and felt paralyzed by the workload that awaited her in the next few weeks, she was encouraged to connect with counseling services. The conversation also led to her creating a motivational phrase she could use for support when she felt discouraged. The student settled on a saying: "This is temporary." Reminding herself that the end of the semester was just around the corner and that this transitory period of stress would soon be past her served as a guide and a simple pep talk she could give herself when the desire to persist felt low. While not the traditional form of an intention, this strategy reassured the student, helping her find focus and make meaning of the world in the present moment.

Throughout the intention-setting process, students must understand the purpose of the activity. Again, an intention is not a goal to be achieved or a box to be checked; it is a conscious work in progress and something the student should always be striving toward. Students may have days when they fully embrace their intention as well as days when it gets lost in the shuffle. Encouraging reflection, acceptance that we are all human, and a simple refocus can be a strong motivator for helping students to recalibrate and to live

more intentionally in the future. Knowing the intention students set for themselves is valuable for future advising sessions; following up with students on how they are using their intention and how it inspires or informs their actions can enhance the student-advisor relationship.

Setting intentions is a wonderful way to help honors students stay focused and reconnect with what matters most to them. Many positive outcomes can result from the intention-setting activity. Through this process, students engage in self-reflection, self-authorship, and a means to approach future involvement in a positive, focused manner. Below are two comprehensive examples, in the students' own words, of successful intention setting guided by an honors advisor.

Ron's Intention

As a first-generation student, I believe my college experience has been shaped by both external pressures and intrinsic motivation. Trying to balance the expectations of my parents along with my desires to live out the college lifestyle caused my first few months to be filled with havoc and confusion. One thing that I knew was that getting involved on campus was the key to a successful undergraduate experience, so I did just that. I joined every club that I thought was applicable to my long-term goal. Whether it was design teams, financial investment clubs, social groups, professional societies, or cultural organizations, it seemed as if I was always busy with something, but I failed to complete anything.

This all changed, however, after I attended an involvement conference. Little did I know the significant influence that the conference would have on my undergraduate experience as well as on my long-term goal-setting strategies. Toward the end of the conference, an honors faculty member gave a very impactful speech. She spoke about the importance of intention setting and gave time throughout the speech for listeners to reflect upon their own experience. It was in this moment that I realized that college is not about the final destination, but about the journey. After this event, I wrote a letter to myself describing my newly found determination. This

letter would serve as a reminder that I could re-read and use to harness the same passion that I felt that morning. In the letter, I wrote about my intention to make an impactful change and to participate in activities that benefited the local community.

Constantly referring to my letter, I discontinued my involvement in several clubs and began the search to find activities that aligned with my passions. I no longer worried about what looked best on a résumé, but rather what gave me the most joy and excitement. This mentality led me to get involved in sustainable materials management research, working to incorporate sustainable practices into construction processes. I also spend time volunteering with a local organization that works with young students to promote STEM in the classroom. My passion for these organizations propels my hard work and has led me to be successful in my pursuits.

While having written my intention in a letter to myself keeps this passion alive, sometimes I need to reignite the flame. Speaking about my successes and failures with advisors enables me to reflect upon what I have done and to understand whether it aligns with my goals. Reflecting upon my past has illuminated my future, and I plan to incorporate this concept of intention setting into my educational and professional career.

Katherine's Intention

I came to college knowing how to be successful at school, but with no true understanding of how to live. In college, my co-curricular involvement has swung between the extremes of overcommitted to isolated. I have sought groups for a sense of community, then drifted away once I started to feel disconnected. I could manage my classes, but I found I had trouble forging meaningful relationships with my peers, even when we shared interests.

While some struggles seem obvious in hindsight, it rarely seems to be the case that people can identify them for what they are in the moment. It was not until a year and a half into college, when I was encouraged to reflect on my life and to set an intention for my year, that I stopped to consider the common thread. Many of my experiences in college, including the clubs that I had stopped attending

and my subconscious choice to disengage, were made from a place of fear. It was only possible for me to see this dynamic through the act of self-reflection. Reflection would seem a simple enough act for someone to do on their own. However, in this circumstance, the extra encouragement of someone telling me to truly examine my past pushed me to dig deeper.

Once I realized that social anxiety had somehow managed to pervade my life, the act of setting a simple mantra, as a reminder, was easy. For this mantra, I chose the phrase "Love, not fear" to remind myself that, when I make decisions, I should make them from a place of love, and not from a place of fear. The act of setting an intention helped me to confront the problems I had previously chosen to ignore. Instead of allowing anxiety to keep me from engaging with my peers, I began to participate selectively in activities that brought me joy and a sense of well-being. Decisions now had a much larger conscious component to them.

Reflection and intention setting is now an activity that I strive to incorporate into my daily life. Sometimes it takes the form of conscious attention to the reason I feel or think a certain way, but generally I use journaling to reflect on my day and check in on my intention. In doing so, I am living a more intentional life, rather than one where I am ruled by fear or anxiety.

FINAL THOUGHTS

The experiences provided are just two examples of how, with the guidance of an advisor, honors students might formulate and incorporate an intention into their lives. This simple yet profound technique is a useful addition to the advisor's toolbox; it presents the opportunity to help students examine their values, who they are, who they want to be, and how they want to live their lives. This critical reflection can result in a clear focus and systematic means for prioritizing actions in the future. Setting an intention is a deeply personal process and a valuable activity for college students. The unique and evolving role of the honors advisor provides the ideal situation to engage in this meaningful guided exercise with students.

The intention-setting process can be boiled down to a few quick, but thought-provoking steps:

1. Reflect on prior experiences and consider personal aspirations and priorities.
2. Create a quiet space to draw the focus to the present and allow the mind to wander unassumingly and without criticism.
3. Brainstorm ideas, phrases, and words to help set an intention; be creative with the process.
4. Set an intention and find a useful way to commit it to memory.
5. Focus regularly on the intention for support and guidance.
6. Evaluate the significance of the intention on a recurring basis.

When intention setting is incorporated into a larger discussion with students about their ambitions and definition of success, advisors create rich and useful pathways for understanding students' educational, personal, and professional goals. Advising encounters and the powerful one-on-one exchange that they entail are an ideal environment to support meaning-making and living life with purpose.

REFERENCES

Achterberg, C. (2005). What is an honors student? *Journal of the National Collegiate Honors Council*, *6*(1), 75–83. <https://digitalcommons.unl.edu/nchcjournal/170>

Brown University. (2023). *Mindfulness Center at Brown*. <https://www.brown.edu/public-health/mindfulness/home>

Chopra, D. (2020, July 1). *5 steps to setting powerful intentions*. Chopra. <https://chopra.com/articles/5-steps-to-setting-powerful-intentions>

Eckart, K. (2021, March 11). *Mindfulness program in campus dorms, groups improved students' mental health*. University of Washington. <https://www.washington.edu/news/2021/03/11/mindfulness-program-in-campus-dorms-groups-improved-students-mental-health>

Halliwell, E. (2015, December 15). *Meditate with intention, not goals.* Mindful. <https://www.mindful.org/meditate-with-intention-not-goals>

Loucks, E. B., William, N. R., Gutman, R., Saadeh, F. B., Li, Y., Vago, D. R., Fiske, L. B., Spas, J. J., & Harrison, A. (2021). Mindfulness-based college: A stage 1 randomized controlled trial for university student well-being. *Psychosomatic Medicine*, *83*(6), 602–614.

Makak, E., Medina, D. A., & Osei, H. D. (2023). Exploring the relationship between mindset, mental health, and academic performance among college students. In E. E. Edgington (Ed.), *Advising for today's honors students* (pp. 173–203). National Collegiate Honors Council.

Puroway, A. W. (2016). Critical advising: A Freirian-inspired approach. *NACADA Journal*, *36*(2), 4–10. <https://files.eric.ed.gov/fulltext/EJ1135326.pdf>

APPENDIX A

Intention Examples

Below is a list of intentions that advisors may share with their students or use for inspiration:

Create deeper connections.

Focus on creativity.

Embrace the unknown.

One step at a time.

Prioritize mental and physical health.

Maintain a sense of peace and calm.

Take every opportunity to learn.

Keep an open mind.

Cultivate an attitude of optimism.

I am stronger than I think.

Listen more, assume less.

Seize the moment.

Focus on what I can control.

Embrace positive people and experiences.

Release all fears and limiting beliefs.

Pushing beyond my comfort zone will allow me to grow.

Trust my abilities and intuition.

Make a difference in the lives of others.

Share your gift.

Be present.

Show your gratitude.

Accept help.

Knowledge is power.

I am where I should be.

ADVISING FOR TODAY'S HONORS STUDENTS

Part II:
Applied Approaches

CHAPTER SEVEN

Honors Advising for Large Programs

Art L. Spisak and Holly B. Yoder
University of Iowa

This study was conducted within the Honors Program at the University of Iowa, which is the flagship public research university of the State of Iowa. Its Carnegie classification is Doctoral University with Highest Research Activity (R1), and it is a member of the Association of American Universities. Its current student population is about 21,600 undergraduates and about 9,600 graduate and professional students.

Serving students across all six of the university's undergraduate colleges, the University of Iowa Honors Program (UIHP) is a large program of over 2,599 students. First-year honors students at Iowa in the past several years had an average high school GPA of 4.12 and an average ACT of 31.3. In order to remain in the program, honors students must maintain a minimum 3.33 GPA, and they must complete 12 units of honors coursework by the end of their fourth semester in the program. Nearly all lower-level honors courses are also general education courses. Honors coursework accounts for

half of the 24 units required for graduation from the UIHP. The other 12 units of honors credit are earned through experiential learning opportunities, such as undergraduate research, departmental honors, study abroad, and internships. Students choose the experiences that best fit their career path and personal goals.

Prior to 2016, we had no dedicated honors-specific advising for our honors students. Instead, the university's academic advising center was responsible for advising first-year honors students on their UIHP requirements and on the requirements of their majors. As well intentioned and competent as they were, advisors from the university advising center did not always have the time for honors-specific advising amidst the advising they were doing for their students' majors, nor were they always well informed on all the benefits of honors classes and the requirements of the UIHP. Making honors-specific advising even more of a challenge, our students, upon attaining sophomore status, moved to their departments or colleges for their academic advising. Advisors in those units—sometimes faculty, sometimes staff—were typically even less informed about the benefits, opportunities, and requirements of the UIHP.

Because of our less-than-ideal advising situation and a correspondingly high number of students not completing their honors course requirements, in fall 2016, we implemented required honors-specific advising. We instituted advising that focused only on our students' honors requirements and opportunities. For advising in their major, students continued to use the university advising center in their first year and then moved to advisors in their colleges and departments in subsequent years. Since we did not have sufficient professional staff to advise our large honors student population, we implemented peer advising to supplement the work of our professional staff. We also anticipated that peer advisors would be more approachable and have more recent experience with the opportunities offered by the UIHP curriculum. We required that honors students first meet with honors peer advisors before seeking appointments with UIHP professional staff to address more complex situations, such as exceptions to UIHP requirements.

Because our honors student population is so large, we chose to focus our advising efforts specifically on those students who had yet to complete the honors coursework requirement of 12 units of honors coursework. The primary outcome we were aiming for at this level was, as Philip L. Frana (2023) notes in his essay for this monograph, "simply helping students to understand the honors curriculum" (p. 14). We required these students to meet with a peer advisor once per year. Even with this narrow focus, we immediately had to contend with a significant caseload. In October 2018, for example, almost 500 of the nearly 700 first-year honors students needed a peer advising appointment; 86 of 97 new transfer students needed an appointment; and several hundred continuing honors students who had not yet completed their 12 units of required honors coursework also needed peer advising.

To handle a caseload of this size, the program has annually recruited six to nine peer advisors from among advanced students who have served previously in other UIHP positions, such as honors student administrator, honors outreach ambassador, or honors summer orientation ambassador. Honors student administrators are paid student staff who serve as the first point of contact when students or other interested parties come to the program's offices; they also answer email and telephone queries and carry out various administrative support tasks for the professional staff. Honors outreach ambassadors assist the professional staff with presentations to prospective students and their families; they earn honors academic credit for these duties. Honors summer orientation ambassadors function similarly: they serve as panelists and presenters talking about their honors experience, but they are hired and paid specifically to staff the university's twelve summer orientations that run from late May through early July. We recruit primarily from these three groups in order to fill the peer advisor positions. Most peer advisors, therefore, come to the position with a significant amount of experience in representing the UIHP and in communicating with students about program requirements. Additionally, in hiring peer advisors, we also select students from representative majors, departments, and programs of study—engineering, pre-medicine,

business, political science or another social science, and English or other humanities majors. This coverage allows advisees to select a peer mentor based on shared interests. Peer advisors undergo an application process that includes an interview. Training is provided in weekly 45-minute staff meetings and in one-on-one practice sessions with professional staff or second-year peer advisors. Peer advisors typically work four to eight hours per week.

To aid advisees in selecting a peer advisor and in making an appointment, our program's website features profiles of each peer advisor as well as a direct link to the scheduling tool. Drop-in hours are also offered daily for students who do not have a preferred peer advisor. Professional advisors for other departments as well as the university's advising center also refer students to the honors peer advisors.

The scheduling method used has changed over the course of the first four years of the peer advising program's activity. In the first year, scheduling was done through the university's course management system, Iowa Courses Online (ICON). This system, however, required many steps and proved unsatisfactory. In the second and third years, we used a commercial product called Calendly. In fall 2019, the university's appointment scheduling tool became available. It allowed students to make appointments with their peer advisors in much the same way that they do with their professional academic advisors. We were able to track students' meetings with peer advisors using Swipe, an attendance tracking application that also enabled us to identify as well as contact students who had not yet seen a peer advisor.

Communication with students about the requirement to meet with a peer advisor comes in a variety of forms. Most frequently, if they are faithful readers of their emails, they see the peer advisor drop-in hours and a link to the peer advisor webpage published weekly in the *Honorable Messenger*, the UIHP's email listserv for communicating programming, opportunities, and deadlines to students. In addition, students who have yet to meet the peer advising requirement or who are nearing an important deadline receive an email inviting them to meet with a peer advisor. These emails are

sent out once per semester. Messaging frames peer advising as an opportunity to explore options, but it also lets students know that peer advising can help them to stay on track with their UIHP goals.

When the honors program first instituted peer advising in fall 2016, we required students to meet with a peer advisor once per semester until they completed the required 12 units of honors coursework. After the first year of peer advising, however, the honors program reduced the requirement to once per year at the recommendation of the peer advisors themselves. They felt that our students gained a good understanding of the honors coursework requirement with just one meeting. The requirement of meeting with a peer advisor once per year is enforced indirectly in the sense that students who fail to complete 12 units of honors coursework by the end of their fourth semester in the program lose membership in the UIHP. We do not currently remove students from the program simply for not having met with a peer advisor.

Another change to the peer advising program made after the pilot year was a name change; our peer advisors became peer mentors. Peer advisors realized that students were arriving at appointments with narrow expectations for the meeting focused almost exclusively on registration for classes. As Frana (2023) notes, understanding that honors education was about much more than classes and requirements, our peer advisors wanted to have wider-ranging conversations with advisees that would encompass experiential learning and the program's mission of self-discovery. The honors advising director was ambivalent about the name change, but, following consultation with program staff and administrators, we made the decision to change the name in order to signal to students that they could expect a richer interaction with their peer advisors-turned-mentors. Although the name changed, the purpose of the advising program remained the same.

In the years before the honors program implemented peer advising, student dissatisfaction with their honors advising was evident in responses from graduates of our program to a survey we conducted (Drake & Johnson, 2019). Responding to a question about suggested changes, one UIHP graduate offered: "Make

sure that students receive advising as early on as possible"; another wrote: "I felt as though I was almost on my own once I went into my major" (Drake & Johnson, 2019, pp. 20–21). A third response directly anticipates the system we implemented in 2016: "I wish I would have been forced to be more involved as an underclassman. I never felt the connection to honors like I did to my major, and I wish it would have been required to meet with an honors advisor/faculty/peer at some point to show me everything honors has to offer" (p. 62). Respondents who asked for more and better advising described feeling lost or abandoned by the program and expressed a need for more and better communication about curricular requirements and how to complete them. With the implementation of honors peer advising, calls for changes to advising tapered off.

At the start of the COVID-19 pandemic, in March 2020, our peer mentoring went online just as other advising in the university did, and it continued online for all of the following academic year before transitioning to a hybrid model at the start of fall 2021. We offered virtual and in-person appointments and virtual and in-person drop-in availability. At the beginning of fall 2020, while still in virtual mode, we implemented a new strategy for outreach to mentees. Rather than relying on mass emails from the advising director or announcements in the program's weekly news bulletin, *Honorable Messenger*, each peer mentor was assigned two separate caseloads, one of first-year students and a second of other honors students beyond their first year. We based assignments in part on matching majors and colleges. The advising director or different peer mentors created template emails that peer mentors adapted to their own communication style and then sent out to their assigned mentees. These communications went out roughly every three weeks, inviting mentees to make an appointment, take advantage of drop-in hours, reply with questions, or attend group advising and other honors events. A reminder that peer mentoring was required once per year until completion of the 12-unit coursework requirement was included in most messages to first-year mentees while messages to their other honors mentees, who were not first-year students, encouraged them to explore experiential learning with

their peer mentors and to check in to make sure they were on track with their UIHP requirements.

RELATED RESEARCH

Many studies of paraprofessional staff members, peer educators, or peer mentors, as they are variously termed, have indicated that they play a beneficial role in the success of students. (See Minor, 2007, for numerous references.) Although multiple definitions exist for a peer educator, such a person can generally be defined as a student helping other students. More comprehensively, "Peer educators are students who have been selected, trained, and designated by a campus authority to offer educational services to their peers" (Newton & Ender, 2010, p. 6). Peer educators can serve in many different ways, including in the broadest capacity as resident assistants or, with a narrower focus, as tutors in a specific subject. Our peer educators have a narrow focus: they are second-, third-, and fourth-year honors students trained in our program's curriculum to assist their fellow honors students in fulfilling the program's curricular requirements.

Although there are relatively few empirical studies on peer advising, numerous studies exist on peer educators in general. Vernon G. Zunker and William F. Brown's (1966) study is a good example of the general perception of peer educators in the literature, a perception that has persisted in the decades since. The study, done at Southwest Texas State College, employed test, questionnaire, and scholarship data to evaluate the effectiveness of counseling given to first-year students by professional counselors compared to the counseling given by peer counselors. Both the professional and student counselors received identical training, used the same guidance materials, and followed identical processes, and both were provided equivalent counseling facilities. The specific purpose of the study was to compare the effectiveness of student counselors to that of certified counselors in providing "academic adjustment guidance to beginning college freshmen" (Zunker & Brown, p. 739). The authors considered how well counselors conveyed information on study skills, the impact of the counseling on academic achievement (via

first-semester GPA), and how well students accepted their counselors. The authors found that the student counselors were as effective as professional counselors on all metrics. Moreover, student counselors performed significantly better in variables used to measure the outcomes of counseling, such as retention of information, acceptance of counseling, improved study habits, and first-semester GPA. Zunker and Brown qualified their results, however, by noting that their research "should not . . . be construed to suggest that student-counseling student procedures can be employed to replace the work of professional counselors" (p. 743).

According to Wesley R. Habley (1979, 1984) and subsequent studies, peer advisors score higher than faculty on the interpersonal dimension of the advising relationship (Murry, 1972; Brown & Myers, 1975); peer advisors are equal to faculty advisors in imparting information (Brown & Myers, 1975; Upcraft, 1971); and students advised by peer advisors do no worse on measures of academic success than students advised by faculty (Brown & Myers, 1975; Zultowski & Catron 1976). Habley (1984) also notes four main advantages of using peer advisors:

1. their greater availability and accessibility compared to faculty;
2. their flexibility in shifting hours so that they are available during peak advising periods;
3. their ability to recognize more readily than do faculty the problems and challenges that students face and, then, to convey that information to the advising program's staff; and
4. the fresh perspective and enthusiasm that they bring to the role, which helps to prevent an advising program from becoming closed, stagnant, and ineffective. (38–39)

Several studies also note the benefits that peer advisors themselves gain from the advising experience (Habley, 1979, 1984; Diambra & Cole-Zakrzewski, 2002; Griffin, DiFulvio, and Gerber, 2015).

Although most studies on peer advising present positive results, they also note the disadvantages of using peers. For example, Habley

(1979, 1984) notes that two of the most pervasive disadvantages of peer advisors are, first, continuity—peer advisors are with the program, generally, for no more than two years—and, second, peer advisors' lack of objectivity—they themselves are students and may be tempted to advise students away from challenging classes or professors. Most studies also recommend the use of peer advisors but with the caveat that such programs should only be supplemental to faculty and/or professional advising (Barman & Benson, 1981; Brown & Myers, 1975; Goldberg, 1981; Zultowski & Catron, 1976).

Four empirical studies on peer advisors merit more detailed attention owing to their focus on how peer advising is implemented. M. Lee Upcraft (1971) studied peer advising at the Justin Morrill College at Michigan State University. Because faculty advising was ineffective for freshmen and sophomores, the college decided to use undergraduates to assist in the advising program. Ten academic assistants—students with an exceptional academic record and second-year standing or above—were chosen and hired to assist with advising. Their role was similar to that of faculty advisors: they recommended courses and instructors, helped with enrollment and scheduling, advised students in academic distress, and were available for informal personal counseling.

At the end of the first year, the college evaluated the academic assistant advising program. As part of the evaluation, the entire freshman class was surveyed, with approximately half the students responding. Half of those respondents had taken advantage of the peer advising but only to seek mandatory approval for their schedules. Students who did use the academic assistants, though, were generally satisfied. Areas that generated negative results were "the development of individual potentials, abilities, and interests" (Upcraft, 1971, pp. 829–30). Nearly three quarters of the first-year students who responded recommended that the program continue; thus, the academic assistants became the primary official resource for students seeking help in the college.

Murry (1972) compared the effectiveness of student advising to that by faculty at Kansas State University. Murry's objective was to determine whether upper-level students could "perform routine

advising functions as well as could experienced faculty members" (p. 562). To gauge effectiveness, he used a survey that was designed to measure advisee satisfaction; he also tracked the frequency and length of advising sessions, student success as measured by GPA, semester academic loads, and retention. The results of his study suggested that upper-level students who are given supervision and relatively minimal training are indeed capable of advising their peers. In the case of his own study, peer advisors appeared to be at least equal to faculty advisors, and they were frequently superior to them in advising outcomes.

At Idaho State University, Brown and Myers (1975) compared the academic progress of students advised by students to that of students advised by faculty while controlling for academic potential as assessed by high school grade point average. The study attempted to identify what characteristics of advisors predicted academic success; it also tried to identify frequent criticisms of peer advisors and the advising system. Student advisors were volunteer upper-level students with a minimum GPA of 2.5. They were selected through an interview process that considered their reasons for wanting to become advisors and their concept of what advising entailed. Student advisors had the same role as faculty advisors: acquainting students with general university requirements and requirements for majors; serving as a referral source for the various services that the university offered; helping students to plan their schedules and courses of study; helping with academic (and sometimes personal) problems; and being a general source of help and information.

To evaluate the effectiveness of student advisors, Brown and Myers (1975) used two measures of academic success: advisees' first-year college GPA and their dropout rate for the first semester. They found that students advised by their peers had no significant difference in GPA compared to students advised by faculty, but they did have lower drop rates than students advised by faculty advisees (5.2% versus 11.6%). Additionally, Brown and Myers (1975) found that students had more positive attitudes toward their peer advisors than toward faculty advisors. Thus, in general, the study supports the use of students as curriculum advisors. Yet, the authors found

strong support for the conclusion that liking a student advisor does not—at least over the short term—correlate with the effectiveness of the advisor as measured by advisee academic achievement. For that reason, the authors are cautious in their conclusions, noting that their data suggest that peer advising when compared to faculty advising has little short-term impact on academic achievement, but they also call for a more inclusive, longitudinal study to generate more conclusive results. They also note that offering a variety of advising programs is preferable to supporting any single advising program.

A fourth empirical study on peer advisors, which was done by Zultowski and Catron (1976) at Wake Forest University, also compares the effectiveness of peer advising with faculty advising. As their measures of effectiveness, the authors used questionnaires that asked advisees to evaluate their advisors on qualities such as availability, effectiveness, and interpersonal skills; first-term advisee GPA; and the frequency of peer advising interactions compared to faculty advising interactions. The results of the study indicated that peer advisors may be effective, but in a different capacity than faculty advisors. Specifically, peer advisors seemed to supply subjective and experiential information, whereas faculty advisors were better able to provide factual academic information.

All four data-driven studies qualify their findings on peer advising in various ways. They conclude that peer advising may be effective under certain conditions or in certain ways, but they do not offer assurance that peer advising in general will be effective at any given institution.

CURRENT STUDY

This study compares the academic success of honors students who have met with honors peer mentors with that of honors students who have only used the university advising center and faculty and staff outside of the UIHP for their honors advising. In our overall programmatic assessment of UIHP students, we use completion of the 24-unit University Honors curriculum as the measure of success. In order to remain in and complete the program, honors

students must maintain a minimum 3.33 GPA, and they must complete 12 units of honors coursework by the end of their fourth semester in the program. As a halfway marker, we use completion of the 12-unit honors coursework requirement, which serves as a directly related, early indicator of success. Because the advising program focuses almost exclusively on students who are in the early stages of their journey toward completing the UIHP requirements, our study uses this early measure of student success. Specifically, we examine data showing the 12-unit completion rates of honors students after four semesters in the program. Using this measure, we compare students who experienced some form of peer mentoring with those who were advised only by the university's academic advising center and by professional staff or faculty in the colleges and departments. For the purposes of this study, we count any of the following types of contact as peer mentoring: one-on-one advising by appointment, drop-in advising, group advising as an orientation to the program early in the fall or spring semester, advising sessions in residence halls, and attendance at an honors experiential learning fair.

Beyond using the rate of completion of the required 12 units of honors coursework within four semesters as a measure of the effectiveness of peer mentoring, we also surveyed students who had some type of peer mentoring experience as described above. To assess the effects of peer mentoring, we used nine Likert-scaled questions. (These questions are shown in Table 3.) We also asked two open-ended questions that required a written response: one question on how peer mentoring contributed to the mentee's honors experience and another on ways to improve peer mentoring.

RESULTS

In our tracking of completion rates, the four years for which we have complete data (i.e., four semesters of data for each student) show a marked difference in completion rates between students who met with an honors peer mentor versus those who received their honors advising elsewhere. (See Table 1.) Specifically, students who had some form of peer mentoring experience in the

2016, 2017, 2018, and 2019 cohorts completed the 12-unit honors coursework requirement at, on average, two times the rate (76% completed vs. 36% non-completed) as those who received their advising only from the university advising center and professional staff and faculty in the colleges and departments.

In spring 2020, the University of Iowa Honors Program went virtual in accordance with the university's response to the pandemic. Peer mentoring continued online through fall 2020 and spring 2021. We offered a hybrid format from fall 2021 to spring 2023 with most students continuing to prefer virtual meetings and email correspondence to the one-on-one peer mentoring that characterized the pre-pandemic program. An additional innovation in fall 2021 was that some peer mentors began conducting most of their advising through group meetings, a shift that will require further study to measure its effectiveness against the traditional one-on-one method of delivery.

Table 2 presents preliminary data on the 2020 cohort (i.e., two semesters of data). It shows the number and percentage of students who, after two semesters, have already completed the 12-unit coursework requirement as well as those who are halfway through their honors coursework (6 or more units). Students who had contact with peer mentors once again have a higher rate (about 1.6

Table 1. Comparison of Completion Rates of Students Advised by Peers Across 2016–2019 Cohorts

Cohort Year	Met with Peer Mentor	Number of Students	Completed 12+ Units Honors	Percentage Completion
2016	Yes	646	496	76.78%
2016	No	113	30	26.55%
2017	Yes	539	390	72.36%
2017	No	144	44	30.56%
2018	Yes	285	187	66.61%
2018	No	449	209	46.54%
2019	Yes	442	312	70.58%
2019	No	270	103	38.14%

times higher) of completion of the honors coursework requirement than students who received their advising elsewhere, although the effect is not as pronounced over two semesters.

The data from all cohorts, however, suggest that honors peer mentoring improved students' completion rate of the honors coursework requirement. These results accord with results from other studies that used some form of student success, such as GPA and completion rate, as a measure of the effectiveness of peer advising (Brown & Myers, 1975; Zultowski & Catron 1976). Other factors, of course, influenced the students' completion rate; we discuss them below.

To determine the effectiveness of our peer mentors, we also surveyed students who had received some form of peer mentoring. We sent an electronic survey to over 2,000 students, and, although the response rate was lower than desired (about 9%), we gained insight from the responses, which, in turn, corroborated what we observed with regard to the effect of peer mentoring on our students' course completion rate. Table 3 shows responses from 167 students. The Likert scaling is typical: 7-point, with 1 as Strongly Disagree and 7 as Strongly Agree.

The mean response for all nine questions was above the midpoint (Neither agree nor disagree) and, hence, positive, with moderate to low standard deviation for each question. Peer mentors scored highest on their knowledge of the honors curriculum (question 7); the simple availability of peer mentors (question 8) was the second-highest scored item. We took the latter—students

Table 2. Preliminary Completion Rates of Students Advised by Peers in 2020 Cohort

Cohort Year	Met with Peer Mentor	Number of Students	12+ Units Honors (after 2 semesters)	Percentage Completion (to date)	6+ Units Honors (after 2 semesters)	Percentage Halfway through Coursework (to date)
2020	Yes	349	156	44.69%	293	83.95%
2020	No	234	66	28.20%	145	61.96%

Table 3. Student Responses to Peer Advising Survey

#	Question	Minimum	Maximum	Mean	Standard Deviation	Variance	Count
1	Meeting with a peer mentor helped me to choose honors opportunities that were a good fit.	1.00	7.00	4.85	1.60	2.55	167
2	My peer mentor advised me about honors opportunities that I might not otherwise have considered.	1.00	7.00	4.81	1.77	3.12	167
3	Talking with a peer mentor helped me to plan my next steps in the Honors Program.	1.00	7.00	4.89	1.81	3.29	167
4	My peer mentor offered additional help beyond what I already knew.	1.00	7.00	4.86	1.89	3.58	166
5	Meeting with a peer mentor helped me to complete the University Honors coursework requirement in a timely manner.	1.00	7.00	4.53	1.80	3.24	167
6	Meeting with a peer mentor should continue to be an Honors Program requirement.	1.00	7.00	4.74	1.89	3.57	167
7	My peer mentor was knowledgeable about the University Honors curriculum.	1.00	7.00	5.64	1.39	1.92	167
8	I appreciated the opportunity to meet with a peer mentor.	1.00	7.00	5.35	1.67	2.79	167
9	Interactions with a peer mentor made a valuable contribution to my experience with Honors.	1.00	7.00	4.86	1.82	3.33	167

appreciating the opportunity to meet with peer mentors—as falling within the interpersonal dimension of the peer mentoring experience. We also saw questions 3 and 9 as falling, at least in part, within the interpersonal dimension of peer mentoring. All three of these questions received some of the highest scores, which, once again, accords with what previous studies have found, namely that peer advisors score higher than professional advisors or faculty on the interpersonal dimension of the advising relationship (Brown & Myers, 1975; Habley, 1979 & 1984; Murry, 1972).

Student responses to the two open-ended questions at the conclusion of the survey provide further indication that the peer mentoring experience was especially valuable because students were able to make a personal connection with their mentor. For example, in response to the first question (What is one example of a way that peer mentoring contributed to your Honors experience?), one student wrote: "It was helpful to have someone knowledgeable about the program closer to my age (instead of a faculty member) who could help me plan out my methods of getting all my honors credit." Another student remarked, "I got to see from a student's perspective what they have done, as well as have the opportunity to think about how I want to fulfill each part of my honors curriculum early on." We also saw from the responses that mentees were especially appreciative when their peer mentor's experiences were directly applicable to their own, like when they shared a major: "My honors peer mentor had the same major and was on the same track at the time of our meeting. This allowed me to get some insight early on in my freshman year to plan for what the next steps were and how I wanted to lay things out based on their experiences."

Conversely, we found that mentees were disappointed when their fit with their peer mentor was imperfect. Specifically, a number of responses to our second question (Based on your experience, what recommendations do you have for improving peer mentoring in Honors?) indicated a desire for greater personalization: "I think the system could be improved by making sure that peer mentors speak mainly with students who have the same or a similar area of study." A similar theme among respondents was a desire for more

personalization in matching mentees with mentors whose experiences fit with their aspirations: "Provide additional opportunities to meet with a peer mentor that has experience in areas that you are interested in."

Other responses confirmed what we found with our completion data, namely, the effectiveness of peer mentoring in helping students to stay on track with the curricular requirements. Several respondents spoke to this function directly. Examples include: "Meeting with a peer mentor helped me figure out what honors classes to take in order to fulfill my requirement on time," and, "A peer mentor helped me to figure out opportunities to catch up with honors coursework when I realized I could not finish it in time for the deadline." Another respondent said: "I had questions about the requirements for the program and how to fit the needed coursework into my schedule. My mentor helped me to navigate the requirements." Further, many respondents confirmed that peer mentors pointed them to classes and opportunities that they would not otherwise have found. For example, one respondent said: "They introduced me to the Honors Writing Fellowship for experiential credit, otherwise I may not have applied and would not have gotten the fellowship." Another said, "I learned about IPRO [Iowa Policy Research Organization] from Honors Peer Mentors, and I loved the class a lot."

Amid comments affirming the peer mentoring experience, however, were a clear minority who did not value it, as represented by this response: "I think it should be optional and not mandatory. I already knew what my peer mentor and I discussed. I think honors students are more likely than many to research options and requirements on their own time and don't necessarily need to have a meeting about it." The respondent's concluding sentence, however, recognized that this generalization might not extend to all honors students: "it could be a good option for people who want to opt in."

DISCUSSION

Our data show a strong correlation between peer mentoring and completion of required honors coursework, which is our

study's measure of student success. Yet, other factors likely affected these results. For example, students who chose to use peer mentoring could have already been more motivated and engaged with the program than students who chose not to meet with an honors peer mentor. Hence, their completion of the 12-unit honors coursework requirement may have had little to do with the peer mentoring they received. In other words, some may have been eager rule-followers who would have completed the course requirements at higher rates than their less proactive counterparts even in the absence of honors peer mentoring.

Although we are mindful of the limitations of our study, the findings correspond with what other studies have found. Peer advising under the supervision of professional advising staff can produce results that are at least equivalent in some respects to those achieved by professional advisors and faculty. Additionally, peer advising appears to surpass professional and faculty advising on the interpersonal dimension, which is unsurprising. Most students will naturally feel more comfortable with a peer than with a professional advisor or faculty member.

We do not suggest, however, that peer advising can supplant or, in general, surpass advising done by professional staff. Rather, we recommend peer advising as a supplement to advising by professional staff. We can say with assurance that peer mentoring has markedly broadened the reach of our professional advising staff and has helped bolster student success in our honors program. We have also been able to offer honors-specific advising to our large student population at a cost that is less than half of what we would pay for just one additional professional staff member. As a form of honors-specific advising, peer advising's potential to offer an effective and satisfying advising experience to students is represented by two responses to the question "What recommendations do you have for improving peer mentoring in Honors?" One student answered, "Nothing. My peer mentor answered all my questions and gave me as much information as I needed to move on and do well." A second student responded, "Nothing really, just keep choosing good people that actually care about others." Finally, like previous researchers,

we found that the peer mentors themselves benefit and grow from the experience (Diambra & Cole-Zakrzewski, 2002; Griffin et al., 2015; Habley, 1979, 1984).

REFERENCES

Barman, C. R., & Benson, P. A. (1981). Peer advising: A working model. *NACADA Journal*, *1*(2), 33–40.

Brown, C. R., & Myers, R. (1975). Student vs. faculty curriculum advising. *Journal of College Student Personnel*, *16*(3), 226–231.

Diambra, J. F., & Cole-Zakrzewski, K. G. (2002). Peer advising: Evaluating effectiveness. *NACADA Journal*, *22*(1), 56–64.

Drake, L., & Johnson, E. (2019) *Analysis of the honors program graduate survey AY16–AY18*. Unpublished manuscript, University of Iowa Honors Program.

Frana, P. L. (2023). How honors advising is different. In E. E. Edgington (Ed.), *Advising for today's honors students* (pp. 3–30). National Collegiate Honors Council.

Goldberg, L. G. (1981). Peer advising: A supplement to, but not a substitute for, faculty advising. *NACADA Journal*, *1*(2), 41–43.

Griffin, M., DiFulvio, G. T., & Gerber, D. S. (2015). Developing leaders: Implementation of a peer advising program for a public health sciences undergraduate program. *Frontiers in Public Health*, *2*. <https://doi.org/10.3389/fpubh.2014.00288>

Habley, W. R. (1979). The advantages and disadvantages of using students as academic advisors. *NASPA Journal*, *17*(1), 46–51.

Habley, W. R. (1984). Student paraprofessionals in academic advising. *New Directions for Student Services*, *1984*(27), 37–49. <https://doi.org/10.1002/ss.37119842705>

Minor, F. D. (2007). Building effective peer mentor programs. In B. L. Smith & L. B. Williams (Eds.), L*earning communities and student affairs: Partnering for powerful learning* (pp. 57–69).

Washington Center for Improving the Quality of Undergraduate Education, Evergreen State College.

Murry, J. P. (1972). The comparative effectiveness of student-to-student and faculty advising programs. *Journal of College Student Personnel*, *13*(6), 562–566.

Newton, F. B., & Ender, S. C. (2010). *Students helping students: A guide for peer educators on college campuses*. Wiley.

Upcraft, M. L. (1971). Undergraduate students as academic advisors. *Personnel and Guidance Journal*, *49*(10), 827–831.

Zultowski, W. H., & Catron, D. W. (1976). Students as curriculum advisers: Reinterpreted. *Journal of College Student Personnel*, *17*(3), 199–204.

Zunker, V. G., & Brown, W. F. (1966). Comparative effectiveness of student and professional counselors. *The Personnel and Guidance Journal*, *44*(7), 738–743.

CHAPTER EIGHT

Mentoring in the Mix: Building Mentoring Capacity Intentionally in a New Honors College

Kathryn Butler-Valdez, Hailey Silver Rodis, and Audrey Cerfoglio
University of Nevada, Reno

Since 2020, the Honors College at the University of Nevada, Reno has worked to integrate the philosophy of mentorship into its program of preparing high-potential learners for academic excellence. Founded as a land-grant institution in 1874, the University of Nevada, Reno (UNR) is a Research 1 university with an undergraduate population of 25,869 students. The UNR Honors College began as an honors program in 1962 but, in 2020, went through a review and strategic planning process that granted it an official place among the colleges and schools of the university. In addition to its formal renaming, the honors college redesigned its curriculum to be more holistic and centered on creating professionally, academically, and personally meaningful experiences for students.

Graduation from the UNR Honors College requires the completion of a minimum of four honors-designated courses and a minimum of six co-curricular honors experiences.

The college's approach to mentorship capitalizes on guiding students through a variety of directed activities and experiential discussions to promote critical thinking and the adoption of new, transferable knowledge. Enhancing traditional advising activities such as course selection and discovery of co-curricular opportunities, programming around mentorship additionally provides another avenue for keeping students engaged, encouraging full participation in the honors college, and improving student retention and persistence rates. Because oversight of these common metrics for success in higher education very often falls to advising staff, and because formal academic advising is a kind of mentorship, it makes sense for honors advisors to lead mentorship initiatives. At UNR, honors advisors have become so involved in mentorship that they have dubbed themselves the "Student Actualization and Engagement Team."

Fine (2021) contends that an important factor in ensuring student persistence is social support. This component is described as a connection to an institution because of student interactions with faculty, peers, and the larger academic community. Other researchers note that mentorship positively impacts students' academic outcomes. Positive outcomes include increased persistence, greater satisfaction, and higher grades (Crisp & Cruz, 2009; Rodger & Tremblay, 2003; Wallace, Abel, & Ropers-Huilman, 2000). Fundamentally, the goal of all programming within the honors college is to increase the number of students who persist until graduation. At present, the first-to-second-year retention rate for the honors college is 96% percent while its four-year persistence rate is closer to 69%.

More specifically, researchers have proposed that mentorship can positively influence students' critical thinking and self-efficacy, which are correlated with improving graduation and retention rates, especially for marginalized and underserved students (Finley & McNair, 2013; National Survey of Student Engagement, 2014).

Traditionally, these terms describe students who are racial or ethnic minorities, women, first generation, non-traditional age, or low income (Engle & Tinto, 2008; Finley & McNair, 2013; Smith, 2014). Within UNR's honors student population, 53% of students identify as non-white, 22% identify as first-generation college students, and 58% identify as women. A broader—and positive—trend in honors education, the diversification of the honors population has yielded an increased number of honors students who lack the social and academic capital to make the most of the undergraduate honors experience and the resources offered by honors programs and colleges.

The UNR Honors College has implemented a two-pronged approach to mentorship with two mentoring components housed within a single program known as Honors Beyond: The Mentorship Network (HBMN). The first component, launched in 2020, is the Peer Coaching Program, which matches first-year and new-to-honors students with current upper-division honors students. The intention is to help new students make a successful transition to higher education and to develop intellectual habits and cultural values that support degree achievement. The second component, Career and Community Mentorships, provides students with the opportunity to be matched with members of the Northern Nevada community in three pathways: research, professional, and connect. Within the research pathway, students are matched with postdoctoral scholars at UNR and gain constructive insight into conducting academic research and preparing for graduate school. The professional pathway matches students with individuals in industry so that they may gain hands-on, immediately applicable experience in a professional setting, develop connections, and expand their knowledge and skills in their chosen field. The connect pathway matches students with experienced community members, honors college alumni, and parents of honors students to facilitate student exploration of their career goals and to identify future professional opportunities and options. The components of the mentorship programs focus on extending strategic guidance to students and reducing attrition rates. Because most honors programs and

colleges share a desire to increase retention and persistence among their students, incorporating elements of UNR's mentorship programs into their advising philosophies and practices may help them to achieve these goals.

PEER COACHING FOR FIRST-YEAR AND NEW-TO-HONORS STUDENTS

The Peer Coaching Program has two interconnected objectives: to create initiatives that directly benefit both first-year and new-to-honors students and their counterparts—the current honors students who serve as peer coaches. Multiple channels of communication and assistance to students are vital in ensuring their successful transition to the higher education environment and in elevating their performance within the honors context. Previous research has found that, when mentees participate in peer mentor programs, they have positive outcomes in the areas of well-being, self-esteem, and self-efficacy (Baptiste, 2001; Collings et al., 2014; Detsky & Baerlocher, 2007; Ferrari, 2004; Hall & Jaugietis, 2011). Developing self-efficacy in students at institutions of higher education means more knowledgeable students and less work for advisors, leaving room for them to build more meaningful relationships with students and to provide more individualized advising sessions. Additionally, related inquiry indicates that first-year honors students "are more likely to have advisors and staff with increased knowledge of their needs and might also feel a sense of community among peers with similar academic ability" (Miller & Dumford, 2018, p. 232). A sense of belonging and building community is a key tenet in the UNR Honors College's Peer Coaching Program, which aims to connect students deeply with honors early on in their university experience. Further, continual contact builds awareness of other honors-specific programs and services and encourages student participation and, ultimately, retention.

Leveraging older honors students who are already well integrated is key. Plaskett et al. (2018) explain that slightly older students can be valuable peer mentors without seeming like authority

figures. Therefore, students may feel more comfortable asking questions or sharing their concerns directly with other students, rather than with professional staff members, such as their honors advisors (Colvin & Ashman, 2010). By providing direct access to other honors students, Peer Coaching aims to increase the amount of insight and assistance readily available to new students who have questions about the honors curriculum and requirements, transitioning to higher education, or any other areas of concern that may arise when learners enroll at a new institution.

Peer Coaching also provides a constructive avenue for students who volunteer as mentors to build skills necessary for their future ambitions, including career development and attending graduate school. Many UNR peer coaches report that the promise of developing leadership skills and gaining practical experience working in an educational setting is an incentive to remain active in the program. This anecdotal result is substantiated in the literature. Related research indicates that students derive meaningful benefits while serving as peer mentors, in particular, elevating their capabilities within the areas of interpersonal communication skills, patience, compassion, and maturation (Hall & Jaugietis, 2011; McLean, 2004; Scandura & Williams, 2004). Ana, who served as one of the lead peer coaches during the 2021–2022 academic year speaks to the skills she learned in her role: "Leading a group of busy students when you are a student yourself is very challenging . . . patience here is key . . . and effectively communicating means that you get a task done quicker." Ultimately, while the primary goal of Peer Coaching is to provide support to new honors students, the program also provides the mentors with valuable experiences.

Ideation and Implementation

Envisioned in 2019, and implemented in 2020, the Peer Coaching Program has evolved tremendously during its first three years of operation. Adjustments have been made based on student feedback, and curriculum changes are ongoing to ensure attainment of desired outcomes for participants. For example, during the first year of the Peer Coaching Program, peer coaches were matched

with mentees based on affinity groupings and/or area of study. This approach intentionally matched first-generation students with other first-generation students, or paired students studying engineering with other students studying the same subject. In this iteration, Peer Coaching was also associated with the honors first-year experience (FYE) course, which was recommended but not required for all first-year and new-to-honors students. Additionally, instructional capacity issues at that time meant that there was only one section of the FYE course, which, owing to its larger size, rendered Peer Coaching more difficult to access. Outside of the classroom, peer coaches were expected to meet online each week with their mentees to discuss strategies for communicating with their mentees and to exchange reflections on how they were developing as leaders. Advisors, however, were not always able to assure the frequency and quality of these meetings.

In 2021, the second year of the program, the FYE course became mandatory for all new honors students. This change was accompanied by the expansion of available sections to enhance access and allow for more proportional assignments of new students to peer coaches. The peer coaches were primarily accountable for this course and recruited various content experts as guest speakers to discuss university resources and the honors college's curriculum and requirements. Additionally, student-led (advisor-guided) program committees were introduced. This approach encouraged students to implement changes they wanted to see based on their experiences as peer coaches or mentees enrolled in previous versions of the FYE course. Committees were charged with several significant projects including the development of a handbook for peer coaches, the creation of a series of professional development events, and the planning of several community-building functions.

In 2022, additional refinements were made to the structure of the Peer Coaching Program. Prior student feedback indicated that large sections of the FYE course reduced the ability to interact with peers, thus a cohort-based learning model was launched. Having fewer students in the classroom cultivated stronger discussions and functioned as an avenue for culture-building activities

that developed unique learning communications. In 2022, the college opened nine sections of the FYE course—as compared to the single section offered in 2020 and the two sections offered in 2021. Each section had a capacity of 25 students, and peer coaches were matched with individual sections based on schedule availability and, in some cases, their prior connection to an instructor or familiarity with section-specific content. For example, peer coaches could elect to be attached to a section of the FYE course for students residing in the honors living learning community focused on global perspectives and contexts. In addition to their role as a peer coach, these students served as teaching assistants for their assigned FYE sections and were responsible for taking attendance and leading discussions, among other tasks.

The third year of the program also saw the introduction of a specialized course exclusively for peer coaches. Taught by advisors, the course focuses on leadership development and incorporates various trainings related to field theory and practical application. This course replaced weekly planning meetings and provided peer coaches an opportunity to earn academic credit in addition to the co-curricular experience credit they were eligible to receive through their structured interactions with their mentees. The course components expanded peer coaches' personal and professional competencies through units on leadership theories, styles, and behaviors, distinguishing operational from philosophical leadership, and critically reflective discussions that guided participants in drawing conclusions about their own leadership journey, their progress, and next steps.

The Future of Peer Coaching

Within the UNR Honors College, program refinements are made based on student assessment. Peer Coaching is built upon the needs and wants of the honors students, and the utilization of evaluations generated by peer coaches provides experiential insight into how learning outcomes were achieved and what changes might add value for coaches and mentees. Every year, the advisors who administer the program implement strategic modifications based

on the data gathered from all participants. Over the next two years, the honors population at UNR will expand to include more than 1,000 students. This growth will necessitate additional structural changes to ensure consistency and quality as the program scales up.

Currently, the Peer Coaching Program relies upon students volunteering for coaching positions. This reliance is an area of concern: as the student population served by the honors college continues to grow, changes in peer mentor recruitment and preparation must be anticipated. Further, administrators must remain alert to shifts in student interests—both professionally and academically—because they may play a role in how student mentors are selected and trained. While, historically, students have chosen to serve as peer coaches for a variety of reasons including the potential to improve their leadership skills and build relationships with others, future students may have different goals—and the program must appeal to an increasing number of coaches if it is to serve incoming honors students effectively. The ability to earn honors credit is a key motivator, of course, but many students also choose to volunteer because of a sincere interest in being of help to others. Ryan, a 2022–2023 peer coach and first-generation student, addressed this motivation, explaining that he volunteered his time because "I believe to grow myself I should help other people grow and prosper. Through that outreach, I will gain more experience and add to my arsenal. I learned from the people I coach and use what I learned to better coach and help others." Gafni Lachter and Ruland (2018) drew similar conclusions, explaining that peer mentors "desire to share their knowledge and help others" rather than being motivated solely by personal gain (p. 282). While advisors' previous experience with this program indicates that students are interested in volunteering to be peer coaches, it is nevertheless difficult to recruit enough students to be peer coaches to serve a growing number of new students every year. At UNR, work is underway to simplify peer coach recruitment by emphasizing the benefits that peer coaches gain through community building and the ways in which they can leverage their peer coaching experience in the future. For honors programs and

colleges seeking to implement peer coaching programs, simplicity and scalability are key.

As UNR's Peer Coaching Program expands, we are actively exploring ways to increase program effectiveness in 2023 and beyond. For instance, advisors and peer coaches plan to experiment with the role of peer coaches in the FYE course, encouraging them to operate as true teaching assistants partnered with the instructors. Peer coaches will play a core role in sharing information about a wide array of opportunities available to students within and beyond the honors college. The peer coaching committees will also be reformulated. Each peer coach will chair or co-chair one of the committees, and the various committees will be open to all honors students. Ultimately, the goal of the Peer Coaching Program is to positively impact students so that they feel genuinely welcomed and well informed from their first day on campus. Peer Coaching will no doubt evolve in the coming years as the honors college continues to operate with an eye to implementing improvements that value student feedback and empower student-led change.

CAREER AND COMMUNITY MENTORSHIP

The Career and Community Mentorship Program comprises three different tracks, each designed to support student development in a particular area by connecting specially qualified mentors with sophomore, junior, and senior honors students. As mentioned above, the research track connects students with postdoctoral scholars and the professional track connects them with local professionals. The connect track is envisioned slightly differently from the other two tracks. It is intended to create a more personal mentorship relationship by connecting students with experienced community members, honors college alumni, and parents of honors students who can help them to set goals and provide assistance with professional and personal identity development. The outlined goals for this track are necessarily fluid and dependent on the relationship developed through the mentorship itself; broadly speaking, this track aims to assist students in building their personal and professional networks.

Previous research indicates that students have certain expectations for college mentorship programs in the areas of challenge, authenticity, commitment, and community (Lakin Gullan et al., 2016). This component of the honors college's mentorship program attempts to engage all aspects of these expectations by pushing students to reach goals through their mentorship relationship (i.e., challenge), establish a personal connection between the mentor and mentee (i.e., authenticity), maintain focus on the mentor-mentee relationship throughout the program and into the future (i.e., commitment), and encourage mentees to engage in activities outside of academics (i.e., community) (Lakin Gullan et al., 2016). In combination, the three tracks are designed to meet all of these student expectations through different structural implementations (i.e., goal setting, orientations, and experiences outside of meetings). This program aims to build on the model of mentorship programs that highlight experiential learning rather than focusing on graded work connected to the clasroom (Kitutu et al., 2016).

Program Structure

For the professional and research programs, mentors are expected to assist in the professional development of mentees through activities such as allowing mentees to be privy to important work or research meetings and conversations, inviting them to work or research alongside a professional within their field, and even allowing the mentee to share in some of the mentor's work or research. This type of college mentorship program has provided mentees a realistic view into their potential future workplaces as well as improved their self-efficacy when searching for a job (Hamilton et al., 2019). When the mentor-mentee relationship is positive, mentees also report feelings of connection and support vis-à-vis both the mentor and the university (Hamilton et al., 2019).

The connect track offers a unique mentorship experience because it focuses on identity-based relationships. Emerging adulthood, characterized as the period between the late teens and mid-twenties, is a time of increased identity development as young adults explore their place in the world (Arnett, 2010). Many times,

students are leaving their childhood homes for college campuses, immersing themselves in an increasingly diverse environment. Despite universities becoming cultural hubs for students, though, the faculty within higher education has remained dominated by white men across all fields, leaving little chance for students of color to learn about how that identity intersects with their fields of study, for example. Based on the funds of knowledge framework (Moll, Amanti, Neff, & Gonzalez, 1992), the connect track recognizes the value of students' cultural knowledge and its potential effects on their success in higher education.

Students and mentors are matched through mutual selection. Prospective mentors submit a questionnaire explaining their interest in the program, their background, and their preferred track. Mentors' information is then shared with students in order to pique student interest in the program. Students submit a similar questionnaire noting their interests and supporting information depending upon which track they are pursuing. They also are given the option to recommend a specific mentor to the program if they have an existing mentoring relationship with someone who has not yet applied to serve as a mentor through the honors college's recruitment questionnaire. Mutual selection is important in establishing a successful mentorship relationship (American Psychological Association, 2012). If mutual selection is not practical, however, then mentees may be matched with mentors according to their professional interests and to their shared identities that may benefit the mentorship relationship (American Psychological Association, 2012). The matching process is designed with an eye to the community and authenticity goals, recognizing that like-minded individuals have a better chance to establish a positive and supportive mentorship relationship (Lakin Gullan et al., 2016).

After mutual selection occurs, mentors and mentees attend separate orientation sessions where they receive an overview of the program and a specific outline of expectations as well as discuss practices such as relationship formation (Sinek, 2021), dealing with difficult conversations or failure (Sutton, 2015; Boland, 2016), and SMART goal setting (Rubin, 2002). In addition to learning more

about the program, mentors and mentees alike are exposed to the broader mentorship community by way of these orientations. These connections enable them to reach out for support from peers when they face difficult situations.

A preliminary meeting between the mentor and mentee occurs following the orientation and focuses on mutually defining the mentor-mentee relationship through goal setting and discussing perspectives on how the relationship should proceed. Mentors and mentees are expected to create SMART goals. One of the leading researchers on SMART goals, Robert S. Rubin, suggested that the SMART acronym could be elongated to include Efficacy—that is, having the ability to achieve a goal—and Rewarding—that is, establishing why the goal is important—to yield SMARTER goal setting (2002). As long as mentors and mentees have a meaningful and useful conversation concerning goals, they are not required to use these acronyms, but they can be powerful tools for pairs struggling to set goals (Rubin, 2002). It is important that goals be pitched appropriately in a mentorship program so that a challenge is created for both the mentor and mentee to reach them; a goal that is too easy might not support the skills development that the mentorship relationship is meant to foster, while a goal that is too hard might be overwhelming to mentors and mentees (Lakin Gullan et al., 2016).

The program runs over the course of one academic semester. In the first seven weeks after matching, mentors and mentees are expected to engage in opportunities specific to their program (i.e., professional mentees engaging in work-related activities with their mentor, research mentees helping to process independent research with their mentor, connect mentees engaging in personal and professional development activities with their mentor) and have weekly meetings to discuss goal progress. After seven weeks, mentors and mentees fill out a midpoint review and reflection regarding their goal progression and relationship. The midpoint review reflects the importance of the intersection between commitment and community: any problems within the mentor-mentee relationship are addressed after turning in this document (Lakin Gullan et al., 2016). Over the final seven weeks of the semester, the pair continues their work together, referencing the midpoint review. A final

review and reflection by both mentor and mentee occur following the conclusion of the program.

CONCLUSION

Three years after the implementation of the Peer Coaching Program and two semesters into the Career and Community Mentoring Program, honors advisors are witnessing the positive impacts of these two components of Honors Beyond: The Mentorship Network. Practically speaking, a key outcome of the Peer Coaching Program has been a reduction in advisor time spent covering basic information about the honors college and its requirements and an increase in time available to engage deeply with advisees, providing the kind of guidance and value that students, especially honors students, expect from professional advising staff. Although advisors oversee the program, the peer coaches have also demonstrated extraordinary agency in moving the program forward via their work on various committees, in the FYE course, and, of course, with their mentees. As hoped, many of those mentees have already opted to become peer coaches following their first year in the honors college, thus establishing a pipeline from mentee to mentor. That pipeline is extended by way of the career and community mentoring program, which, although it is still new and developing, will afford students who served as peer coaches opportunities to seek out additional mentoring relationships as mentees even as they continue to mentor other honors students.

While the college's mentoring programs have already paid dividends within the college, advisors clearly recognize that their new identity as facilitators of student actualization and engagement has attracted notice from beyond the college. Historically, some friction has existed between various advising units in terms of the role of students' honors advisors vis-à-vis their major/minor/pre-professional advisors, but as the role of honors advisors at UNR becomes increasingly specialized, other professional advisors understand more clearly what it is that honors advisors do. Students' expectations, too, are accordingly streamlined. No longer expecting simply to reconfirm their class schedule with their honors advisors, honors

students can instead seek out their honors advisors for specific guidance related to honors initiatives. By incorporating peer and community mentors into the honors advising equation the Honors College at the University of Nevada, Reno has taken great strides toward serving its large and growing student body effectively while keeping advisor caseloads manageable and professional advisors accessible.

REFERENCES

American Psychological Association. (2012, January 1). *Introduction to mentoring: A guide for mentors and mentees*. <https://www.apa.org/education-career/grad/mentoring>

Arnett, J. J. (2010). Oh, grow up! Generational grumbling and the new life stage of emerging adulthood—Commentary on Trzesniewski & Donnellan. *Perspectives on Psychological Science*, *5*(1), 89–92.

Baptiste, S. (2001). *Mentoring and supervision: Creating relationships for fostering professional development.* Canadian Association of Occupational Therapists.

Boland, P. (2016, January). *Failure and the importance of mentors* [Video]. YouTube. <https://www.youtube.com/watch?v=-o-uGCPnHCw>

Collings, R., Swanson, V., & Watkins, R. (2014). The impact of peer mentoring on levels of student wellbeing, integration and retention: A controlled comparative evaluation of residential students in UK higher education. *Higher Education*, *68*(6), 927–942. <https://doi.org/10.1007/s10734-014-9752-y>

Colvin, J. W., & Ashman, M. (2010). Roles, risks, and benefits of peer mentoring relationships in higher education. *Mentoring & Tutoring: Partnership in Learning*, *18*(2), 121–134. <https://doi.org/10.1080/13611261003678879>

Crisp, G., & Cruz, I. (2009). Mentoring college students: A critical review of the literature between 1990 and 2007. *Research in*

Higher Education, *50*(6), 525–545. <http://dx.doi.org/10.1007/s11162-009-9130-2>

Detsky, A. S., & Baerlocher, M. O. (2007). Academic mentoring—How to give it and how to get it. *JAMA*, *297*(19), 2134–2136. <https://doi.org/10.1001/jama.297.19.2134>

Engle, J., & Tinto, V. (2008). *Moving beyond access: College success for low-income, first-generation students*. The Pell Institute. <https://files.eric.ed.gov/fulltext/ED504448.pdf>

Ferrari, J. R. (2004). Mentors in life and at school: Impact on undergraduate protégé perceptions of university mission and values. *Mentoring & Tutoring: Partnership in Learning*, *12*(3), 295–305. <https://doi.org/10.1080/030910042000275909>

Fine, L. E. (2021). Fostering development in honors student peer mentors: Mentoring's effects on leadership outcomes. *Journal of Leadership Education*, *20*(2), 63–76.

Finley, A., & McNair, T. (2013). *Assessing underserved students' engagement in high-impact practices*. Association of American Colleges and Universities. <https://files.eric.ed.gov/fulltext/ED582014.pdf>

Gafni Lachter, L. R., & Ruland, J. P. (2018). Enhancing leadership and relationships by implementing a peer mentoring program. *Australian Occupational Therapy Journal*, *65*(4), 276–284. <https://doi.org/10.1111/1440-1630.12471>

Hall, R., & Jaugietis, Z. (2011). Developing peer mentoring through evaluation. *Innovative Higher Education*, *36*(1), 41–52. <https://doi.org/10.1007/s10755-010-9156-6>

Hamilton, L. K., Boman, J., Rubin, H., & Sahota, B. K. (2019). Examining the impact of a university mentorship program on student outcomes. *International Journal of Mentoring and Coaching in Education*, *8*(1), 19–36. <https://doi.org/10.1108/IJMCE-02-2018-0013>

Kitutu, J., McCall, M., Findle, R., Mahmoud, K. F., & Greene, W. B. (2016). Beyond one term of mentoring: A new approach to the

research mentorship of undergraduate students. *International Journal of Nursing Sciences*, *3*(1), 63–70. <https://doi.org/10.1016/j.ijnss.2016.02.004>

Lakin Gullan, R., Bauer, K., Korfiatis, P., DeOliveira, J., Blong, K., & Docherty, M. (2016). Development of a quantitative measure of the mentorship experience in college students. *Journal of College Student Development*, *57*(8), 1049–1055. <https://doi.org/10.1353/csd.2016.0099>

McLean, M. (2004). Does the curriculum matter in peer mentoring? From mentee to mentor in problem-based learning: A unique case study. *Mentoring & Tutoring: Partnership in Learning*, *12*(2), 173–186.

Miller, A. L., & Dumford, A. D. (2018). Do high-achieving students benefit from honors college participation? A look at student engagement for first-year students and seniors. *Journal for the Education of the Gifted*, *41*(3), 217–241. <https://doi.org/10.1177/0162353218781753>

Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into practice*, *31*(2), 132–141.

National Survey of Student Engagement. (2014). *Bringing the institution into focus: Annual results 2014*. <https://scholarworks.iu.edu/dspace/bitstream/handle/2022/23405/NSSE_2014_Annual_Results.pdf?sequence=1&isAllowed=y>

Plaskett, S., Bali, D., Makkula, M. J., & Harris, J. (2018). Peer mentoring to support first-generation low-income college students. *Phi Delta Kappan*, *99*(7), 47–51.

Rodger, S., & Tremblay, P. F. (2003). The effects of a peer-mentoring program on academic success among first-year university students. *Canadian Journal of Higher Education*, *33*(3), 1–17.

Rubin, R. S. (2002). Will the real SMART goals please stand up? *The Industrial-Organizational Psychologist*, *39*(4), 26–27.

Scandura, T. A., & Williams, E. A. (2004). Mentoring and transformational leadership: The role of supervisory career mentoring. *Journal of Vocational Behavior*, *65*(3), 448–468. <https://doi.org/10.1016/j.jvb.2003.10.003>

Sinek, S. (2021, September). *How great mentor relationships are formed* [Video]. YouTube. <https://www.youtube.com/watch?v=fATAT6L9o5k>

Smith, L. D. (2014). Academic mentoring and how it can support personalised learning [Unpublished doctoral dissertation]. University of Nottingham.

Sutton, S. (2015, August). *Mentor-mentee interaction: How to have a difficult conversation* [Video]. Society for Neuroscience. <https://neuronline.sfn.org/professional-development/mentor-mentee-interaction>

Wallace, D., Abel, R., & Ropers-Huilman, B. (2000). Clearing a path for success: Deconstructing borders through undergraduate mentoring. *Review of Higher Education*, *24*(1), 87–102. <http://dx.doi.org/10.1353/rhe.2000.0026>

CHAPTER NINE

Advising First-Generation and Socioeconomically Diverse Honors Students

Angela D. Mead
Appalachian State University

Honors programs and colleges increasingly consider socioeconomic status as a form of diversity by actively recruiting first-generation and low-income college students. Supporting this movement, the National Collegiate Honors Council's "Shared Principals and Practices of Honors Education" (2022) highlights the need for inclusive excellence from across all communities. First-generation and low-income students are often high-potential students, and their inclusion into honors communities enhances the whole. The challenge, though, is retaining and graduating these students at rates similar to their more advantaged peers. Academic advising can be an effective tool in these efforts.

First-generation college students, defined as students from households where neither parent has a baccalaureate degree (Davis, 2010), make up 58% of college enrollments nationwide (Redford & Hoyer, 2017). Students from a low-income background, as indicated

by eligibility for a Pell grant, represent 33% of the American higher education student population (Baum, 2015). Approximately 24% of college students are both first generation and low income (Engle & Tinto, 2008). There is certainly room for growth in honors programs and colleges for first-generation and low-income students (Smith & Zagurski, 2013). As Phillip L. Frana (2023) mentions in this monograph, honors advising has recently increased its work in supporting underrepresented populations in honors. This work in supportive justice would demand that honors programs and honors colleges increase enrollments of these diverse populations until honors demographics approximate or even exceed those at the institutional level.

FIRST-GENERATION AND LOW-INCOME COLLEGE STUDENTS

First-generation college students are more likely to be female, older, and married with dependents (Nunez & Cuccaro-Alamin, 1998) and also to work while in college (Pascarella et al., 2004). They are also more likely to attend two-year institutions (Bui, 2002; Engle, 2007). Like first-generation college students, low-income students are more likely to be female, older, ethnically diverse, first generation, married, or to have dependents such as children (Berkner et al., 2002).

Only 10% of first-generation college students who started at a two-year institution earned a bachelor's degree compared with 40% of those who started at a four-year institution (Bui, 2002). Similarly, low-income college students are more likely to delay beginning post-secondary education and to begin at two-year colleges (Berkner et al., 2002). Overall, only 47% of first-generation college students earned a degree compared with 78% of continuing-generation students (Engle, 2007). By age 24, only 12% of low-income college students had graduated from college compared to 73% of wealthier students (Mortenson, 2007).

The transition to college itself is more difficult for first-generation college students. Janet M. Billson and Margaret B. Terry (1982) noted that "they are making a longer jump from the social status of their parents than are second-generation students. *And* they are

making that jump with fewer resources and less support" (p. 18). Other researchers have explained: "Those who were the first in their immediate family to attend college were *breaking*, not continuing, family tradition" (Terenzini et al., 1994, p. 63) and describe college as "a 'leap of faith' for these students because no one in their families has done it before" (Engle et al., 2007, p. 5).

Nor is this a new phenomenon. Data from the 1988 National Education Longitudinal Study found that 47% of all students in higher education were first-generation college students, and that first-generation college students comprised 73% of students at less-than-two-year institutions, 53% of students at two-year institutions, and 34% of students at four-year institutions (Choy, 2001; Engle, 2007). Sixty-eight percent of first-generation college students planned to enroll in college immediately after high school, but only 24% actually enrolled and graduated from college within 8 years, compared with 91% of continuing-generation college students who planned to enroll and 68% who earned a degree within the same period of time (Engle, 2007).

Socioeconomically diverse college students were more likely to be female (Berkner et al., 2002; Chen, 2005; Ishitani, 2006), an ethnic minority (Berkner et al., 2002; Bui, 2002; Choy, 2001; Ishitani, 2006), from lower-income families (Berkner et al., 2002; Bui, 2002; Chen, 2005; Housel & Harvey, 2010), and to have spoken a language other than English at home (Bui, 2002). When they did enroll in college, socioeconomically diverse college students were more likely to enroll at two-year institutions (Berkner et al., 2002; Chen, 2005; Engle, 2007; Engle et al., 2007) than at four-year institutions, and they typically choose less academically selective institutions (Berkner et al., 2002; Pascarella et al., 2004).

Many researchers have recommended intensive advising programs specifically for socioeconomically diverse college students (DiMaria, 2006; Engle & Tinto, 2008; Thayer, 2000). Clifford Adelman's (2006) analysis found that college students as a whole were less likely to persist or to graduate if they earned fewer than 20 units in their first year or if they had several repeated or withdrawn courses on their record, and he recommended academic advising to help students to make appropriate course selections. Kathleen

Cushman (2007) recommended programs that connect students with faculty members outside of large and impersonal classes.

ACADEMIC ADVISING

Because academic advising is an emerging field of scholarly inquiry (Hagen et al., 2010), there is a paucity of research on advising specific student populations, including first-generation college students. Angela R. Sickles (2004) provided a list of suggestions for advisors of first-generation college students. Since not all students have had experience with TRIO programs, she stated that many first-generation college students will turn to their academic advisor for advice not just about academics or policies, but also for guidance on navigating day-to-day life in college. Advisors must have comprehensive knowledge of the campus and of campus resources and be prepared to help students to access these resources. While time consuming initially, she explained that "the relationship that the advisor has built with these students will allow the student to feel more at home on the campus and be better equipped to deal with the stresses of being the first in the family to obtain a degree in higher education" (Sickles, 2004, para. 11).

Similarly, Ruth A. Darling and Melissa S. Smith (2007) wrote on the challenges associated with being a first-generation college student, especially during the first year. They suggested that academic advisors team up with others who have a shared interest in first-generation college students to assess institutional data, campus culture, and the needs of first-generation college students on their campus. Advisors are able to advocate for these students more easily by recommending specific programs and policies for supporting these students on campus. Darling and Smith (2007) also recommended comprehensive advising, especially in building a thoughtful first-year schedule that addresses the strengths and weaknesses of the individual student. They also suggested connecting early and often with first-generation college students during the first year, particularly through first-year seminars. This strategy could be equally beneficial for low-income students who need support when facing the challenges associated with financial struggles in college.

Academic advisors can serve as models for socioeconomically diverse college students in understanding higher education's bureaucracies and expectations (Cushman, 2007; Darling & Smith, 2007; Sickles, 2004). Academic advisors may be able to impart some of the information and cultural capital that socioeconomically diverse students lack (Cushman, 2007) by helping them to understand higher education and their role as a college student. Academic advisors have the institutional knowledge that socioeconomically diverse students lack and that more advantaged peers may have learned at home from their parents.

There has been extensive research on first-generation college students during the last several decades that has shown that these students face different challenges than students from more educated families. They do not enroll, persist, or graduate from college at the same rate as students whose parents went to college. Most of this research was quantitative in nature or focused on describing the experiences of first-generation college students. Through qualitative interviews with academic advisors who were both first-generation college students themselves and who advise first-generation college students, this study seeks to understand how academic advising, which is a strategy multiple researchers have endorsed, could help first-generation and socioeconomically diverse honors students succeed in college.

BEST PRACTICES

The researcher interviewed 10 academic advisors who identified as first-generation college students and who currently advise at least some first-generation college students.* All participants were currently academic advisors at public universities in the state of North Carolina. While none of the advisors were honors-only advisors, many had caseloads that included honors students as well as students from first-generation and/or low-income backgrounds. See Table 1 for institutional and demographics data on interviewees.

*This research project was approved by the Institutional Review Board of Appalachian State University and was conducted under the auspices of the Doctoral Program in Educational Leadership.

All 10 participants had unique stories of their experiences as first-generation and, often, socioeconomically diverse college students and now as academic advisors, but many elements were strikingly similar and led to common themes emerging from the transcripts and documents about the characteristics of first-generation college students and the role of an advisor.

Although first-generation and socioeconomically diverse college students share many characteristics, advisors should not assume that all such students are the same. Advisors should consider and use different strategies to effectively advise and assist

Table 1. Institutional and Demographic Data on Interviewees

Name	Institutional Details	Gender	Ethnicity	Years of Experience
John	Medium-sized, inclusive historically Black master's university, urban	Male	African American	4
J. Edward	Medium-sized, inclusive historically Black master's university, urban	Female	African American	5
Shirley	Large, more selective master's university, urban	Female	Caucasian	10
Isabella	Large, more selective master's university, urban	Female	Caucasian	11
Chastity	Large, more selective master's university, urban	Female	Caucasian	6
Sarah	Large, more selective master's, town	Female	Caucasian, Native American	14
Frank	Large, more selective master's, town	Male	Caucasian	5
Don Juan	Large, more selective master's, town	Male	African American	2
Sam	Medium-sized, inclusive historically Black master's university, urban	Male	Caucasian	5
Rose	Medium-sized, selective master's university, rural	Female	African American, Native American	6

individual students, who just happen to be first generation, socioeconomically diverse, or both.

Participants strongly advised other advisors to capitalize on the enthusiasm and pride of socioeconomically diverse students in college by pointing out their accomplishments and focusing on the positives rather than the challenges associated with being first-generation and/or socioeconomically diverse college students. For example, socioeconomically diverse students were often more resilient and more appreciative of the opportunities afforded by higher education. Half of the participants explicitly mentioned pride in their accomplishments, either internally or externally from family and friends. Several advisors also noted that they sometimes find it easier to work with socioeconomically diverse students because these students are more likely than their more advantaged peers to listen to the advisor.

Sarah, who advises pre-health students, including many honors students, said that being a first-generation college student "[c]reates a sense of resiliency. You have to really go out and figure things out on your own, which . . . is an asset because then you aren't having to depend on someone else to tell you what you need to be doing. You go out and figure it out for yourself." She also said that she was more appreciative of the opportunities she had as a first-generation college student. She said: "just having the appreciation of the opportunity that you are being given is a benefit as well, knowing that you are getting an opportunity that other students might take for granted." She appreciates this skill and tenacity in her first-generation college students now because she learned them herself.

Even so, socioeconomically diverse students need to feel invested in the process of college and to understand both the why and the how. They also need to feel like they have a sense of ownership over and independence in their college careers. Don Juan shared that he shows students progress reports from instructors, unless the faculty member requests anonymity, in order to let the students see that his advice is not based on only one opinion, but rather that it is coming directly from faculty members. He also noted that it is important to explain why students need to take

certain courses or to complete certain tasks rather than just telling them to do it.

Similarly, Sam said that he not only tries to cover the broad processes of college, but also the details that students might not understand or might be afraid to ask, like the date when financial aid checks are disbursed or information on applying for financial aid. Because of his own experience of being confused as a student, this advisor is aware that some students may be too embarrassed to ask questions, so he answers them even if they are not asked. Students can ignore the information if they do not need it, but for many, those details can be important in helping them to understand various activities and procedures. For socioeconomically diverse honors students, knowledge of financial aid policies can be key in helping them to qualify for and effectively use their financial aid. That students have earned scholarships does not mean that they know how to access them or retain them.

In addition to all of the other challenges that most college students face in transitioning to college, such as time management and learning new study skills, all of the participants reported that socioeconomically diverse students face unique challenges. One of the major challenges discussed by the participants was that such students, as Frank said, "don't know what they don't know" about college. In some cases, students expected college to be a continuation of high school. Others did not pursue higher education until later in life, which made the transition harder because other life experiences, such as a career in the military or raising a family, left a significant gap between their educational experiences.

Many students who have not experienced college through stories from their parents may cobble together knowledge of college life from friends and media. As Rose said, "It was just a lot of things that TV didn't prepare me for, because what you see on TV is nothing like what you go in and do." Unfortunately, Rose learned that few Hollywood or television representations of college are accurate. Many socioeconomically diverse students glean their knowledge about college from inaccurate media sources because they do not have parents or family members who can explain the realities of

college life. Representations of honors education in film and television are even less likely to be accurate or useful.

Most of the participants also noted that students were not prepared for the financial realities of college, like fees, meal plans, and other expenses they had not anticipated. Many socioeconomically diverse students must also work while in college, which can negatively impact their grades and increase their time to graduation. Several participants reported that working while in college contributed to their mediocre grades during their final semester at their first institution and that those lackluster grades ultimately led to them making the decision to leave that institution. Advisors who understand the financial realities of college can encourage students to pursue jobs, such as on-campus jobs with flexible hours, that will not impact their studies.

Many socioeconomically diverse students, particularly those who are attending their local colleges or commuter schools, choose to live with parents or other family members to reduce costs. For those students, advisors can encourage participating in on-campus activities and engaging with the campus and scholarly community. For students who are members of honors programs or colleges that offer honors residential opportunities, being actively involved can be particularly challenging for non-residential students if they do not make a determined effort. Participation in honors activities for those who are not living in honors residence halls can help to cement a connection with their honors program or college.

One major motif from the interviews was the need for advisors to establish a personal relationship with students early in their academic careers. All ten of the participants strongly emphasized the need for a personal relationship between the advisor and student. Isabella said that advisors "can make a huge difference" when they "make themselves appear more human" and do not "stay on the academic pedestal."

Relationship types and styles varied in this group of advisors. Isabella adopted a maternal tone with most students because she is a mother and grandmother. Other advisors became friendly with their first-generation college students. Rose and Shirley said that

they encouraged students to be casual and forthcoming with them. Rose, who advised student-athletes, gave them her personal cell phone number so that they could call or text her when they had a problem because she wanted them to think of her as their contact person at the university. Shirley decorated her office with Grateful Dead posters and other items that reflect her personality since she found that they often triggered conversations with students about their own musical preference. She used those conversations to establish rapport; she explained: "My students come up and fist bump me all the time, you know? We're down!" The upside of such a relationship is that students are comfortable with their advisor and unafraid to come to them with problems. The downside is potentially learning too much about students. As Rose wryly noted: "I've learned things about my students that, if I'd never known, I'd be okay." The other participants encouraged a relationship that was more strictly academic rather than friendly; J. Edward said she sometimes had to remind students she was their advisor, not their friend. Rose also said that establishing a cycle of trust with students is important because current students will tell new students that she really is there to help and can be trusted. Whatever the preferred dynamic, the key point is to form a relationship early in the academic cycle.

First-generation and socioeconomically diverse college students are a large and integral part of college demographics, and they are a group that honors programs and colleges should seek to recruit, retain, and graduate. While these students may face more challenges than some of their more advantaged peers, research shows that they are capable of excelling in college (Pascarella et al., 2004) and, thus, in honors education. With support, especially via honors advising, first-generation and socioeconomically diverse college students can be successful participants and graduates of these programs, which will, in turn, help to end disadvantageous cycles for these students and their families. For honors programs and colleges, growing the number of first-generation and socioeconomically diverse colleges students will increase diversity as well as contribute positively toward institutional goals of expanding diversity and social justice.

REFERENCES

Adelman, C. (2006). *The toolbox revisited: Paths to degree completion from high school though college.* U.S. Department of Education. <https://files.eric.ed.gov/fulltext/ED490195.pdf>

Baum, S. (2015). The Federal Pell Grant and reauthorization of the Higher Education Act. *Journal of Student Financial Aid*, *45*(3), 22–34.

Berkner, L., He, S., & Cataldi, E. F. (2002). *Descriptive summary of 1995–96 beginning postsecondary students: Six years later.* National Center for Education Statistics. <https://nces.ed.gov/pubs2003/2003151.pdf>

Billson, J. M., & Terry, M. B. (1982). In search of the silken purse: Factors in attrition among first-generation students (ED ED21 4431). ERIC. <https://files.eric.ed.gov/fulltext/ED214431.pdf>

Bui, K. V. T. (2002). First-generation college students at a four-year university: Background characteristics, reasons for pursuing higher education, and first-year experiences. *College Student Journal*, *36*(1), 3–11.

Chen, X. (2005). *First-generation students in postsecondary education: A look at their college transcripts*. National Center for Education Statistics. <https://nces.ed.gov/pubs2005/2005171.pdf>

Choy, S. P. (2001). *Students whose parents did not go to college: Postsecondary access, persistence, and attainment*. National Center for Education Statistics. <https://nces.ed.gov/pubs2001/2001126.pdf>

Cushman, K. (2007). Facing the culture shock of college. *Educational Leadership*, *64*(7), 44–47.

Darling, R. A., & Smith, M. S. (2007). First-generation college students: First-year challenges. In M. S. Hunter, B. McCalla-Wriggins, & E. R. White (Eds.), *Academic advising: New insights for teaching and learning in the first year* (pp. 203–211). NACADA.

Davis, J. (2010). *The first-generation student experience: Implications for campus practice, and strategies for improving persistence and success.* Stylus Publishing.

DiMaria, F. (2006). Keeping our engaged, at-risk kids in college. *Education Digest: Essential Readings Condensed for Quick Review*, *72*(2), 52–57.

Engle, J. (2007). Postsecondary access and success for first-generation college students. *American Academic*, *3*, 25–48.

Engle, J., Bermeo, A., & O'Brien, C. (2007). *Straight from the source: What works for first-generation college students.* The Pell Institute. <https://files.eric.ed.gov/fulltext/ED501693.pdf>

Engle, J., & Tinto, V. (2008). *Moving beyond access: College success for low-income, first-generation students.* The Pell Institute. <https://files.eric.ed.gov/fulltext/ED504448.pdf>

Frana, P. L. (2023). How honors advising is different. In E. E. Edgington (Ed.), *Advising for today's honors students* (pp. 3–30). National Collegiate Honors Council.

Hagen, P. L., Kuhn, T. L., & Padak, G. M. (Eds). (2010). *Scholarly inquiry in academic advising*, *20*, 17–28. NACADA.

Housel, T. H., & Harvey, V. L. (2010). Introduction and overview of the book's objectives. In T. Housel & V. Harvey (Eds.), *The invisibility factor: Administrators and faculty reach out to first-generation college students* (pp. 13–22). BrownWalker Press.

Ishitani, T. T. (2006). Studying attrition and degree completion behavior among first-generation college students in the United States. *Journal of Higher Education*, *77*(5), 861–885.

Mortenson, T. (2007). Bachelor's degree attainment by age 24 by family income quartiles: 1970 to 2005. *Postsecondary Education Opportunity*, *295*, 1–24.

National Collegiate Honors Council. (2022). Shared principles and practices of honors education. <https://cdn.ymaws.com/nchc.site-ym.com/resource/resmgr/docs/shared_principles_&_practices/nchc_shared_principles.pdf>

Nunez, A. (2005). Negotiating ties: A qualitative study of first-generation female students' transitions to college. *Journal of the First-Year Experience*, *17*(2), 87–118.

Nunez, A., & Cuccaro-Alamin, S. (1998). *First-generation students: Undergraduates whose parents never enrolled in postsecondary education*. National Center for Education Statistics. <https://nces.ed.gov/pubs98/web/98082.asp>

Pascarella, E. T., Pierson, C. T., Wolniak, G. C., & Terenzini, P. T. (2004). First-generation college students: Additional evidence on college experiences and outcomes. *Journal of Higher Education*, *75*(3), 249–284.

Redford, J., & Hoyer, K. M. (2017). *First-generation and continuing-generation college students: A comparison of high school and postsecondary experiences*. National Center for Education Statistics. <https://nces.ed.gov/pubs2018/2018009.pdf>

Sickles, A. R. (2004). *Advising first-generation college students*. NACADA. <https://nacada.ksu.edu/Resources/Clearinghouse/View-Articles/First-generation-students.aspx>

Smith, P. J., & Zagurski, J. T. V. (2013). Improving retention and fit by honing an honors admissions model. *Journal of the National Collegiate Honors Council*, *14*(2), 55–71. <https://digitalcommons.unl.edu/nchcjournal/396>

Terenzini, P. T., Rendon, L. I., Upcraft, M. L., Millar, S. B., Allison, K. W., Gregg, P. L., & Jalomo, R. (1994). The transition to college: Diverse students, diverse stories. *Research in Higher Education*, *35*(1), 57–73.

Thayer, P. B. (2000). Retention of students from first generation and low income backgrounds. *The Journal of the Council for Opportunity in Education*, *3*(1), 2–8.

APPENDIX A

Interview Protocol

1. Please tell me about yourself.
    a. Personal and family history
    b. Academic history
2. What was it like for you as a first-generation college student when you were in college?
    a. Benefits
    b. Challenges
    c. Support systems
3. What is it like for you now as an academic advisor of first-generation college students?
    a. Personal connection/empathy
    b. Providing support/resources
4. Because you have experienced being part of this population from both sides (student and advisor), what do you think are the best practices for advising first-generation college students?
    a. Benefits/challenges of being a first-generation college student?
    b. How can academic advisors support first-generation college students?
    c. What other resources on campus do you use or recommend?
    d. What documents (electronic or print) do you use with first-generation college students?

CHAPTER TEN

Exploring the Relationship Between Mindset, Mental Health, and Academic Performance Among College Students

Eileen Makak and Douglas A. Medina
City University of New York

Harmony D. Osei
New York University

In recent years students' mental health has been one of the most discussed topics at colleges and universities throughout the United States. Brad Wolverton (2019) notes in *The New York Times* that students are facing anxiety and depression at alarming rates. More than 60% are suffering from "overwhelming anxiety" and over 40% feel "so depressed they [have] difficulty functioning" (Wolverton, 2019). In this chapter, we explore how mental health impacts one's academic performance and mindset, and vice versa. It is important to acknowledge that the first drafts of this chapter were written prior to 2020, and therefore it does not address, nor focus

on, the extensive mental health implications of COVID-19 and the contemporary discourse surrounding systemic racism. Alyssa M. Lederer et al. (2021) address these particular issues and how they have led to an increase in student's experiencing and reporting mental health problems, which disproportionately impact communities of color. Philip L. Frana (2023) also points out that the Black Lives Matter movement revealed how "honors shares the sins of American society, with its systematic racial inequalities," and continues to privilege "the upper classes, cosmopolitan backgrounds, and socially connected families" (p. 19). As such, it is imperative that honors programs and colleges consider these issues and injustices when evaluating and developing their organizational policies and practices.

Research conducted by Alan M. Schwitzer et al. (2018) on the relationship between the mental health, well-being, and academic performance of college students demonstrates the ways in which early intervention can make a difference in student success. College staff and faculty ought to be aware of the challenges that students face, especially as the percentage of college students suffering from mental health problems continues to increase. While some of the available literature on this topic analyzes the relative impact of mental health problems on distinct populations such as men, women, different ethnic groups, and first-year students (Tammy J. Wyatt et al., 2017), there is a lack of studies that focus on high-achieving students specifically. The demanding and stressful environment that high-achieving students encounter in the college setting may put this demographic at a higher risk of experiencing mental health problems.

As higher education professionals within an urban public institution, we have extensive experience working with high-achieving students and assisting them in effectively addressing a wide range of crises. All students have their own specific set of needs and characteristics. As a result, administrators who develop close-knit relationships with their students can successfully create individualized plans of action and provide appropriate referrals. Academic advisors, in collaboration with faculty, play an important role in the lives of high-achieving students. They are frequently the first to

become aware of student issues and concerns because of their institutional role. Advisors are in a unique position to build trusting relationships with students through one-on-one advising encounters, first-year seminar course interactions, and assigned caseloads.

Advisors who employ a relational and inquisitive approach are promoting an advisement relationship that aims to help students develop strategies to establish and strengthen their agency by encouraging self-efficacy and self-reliance within a broader institutional framework of support. As Frana (2023) explains, "It is proactive in the sense that it identifies key areas for growth or other unique factors in each learner, discerns when and how to make critical interventions, monitors and documents improvements, conducts outreach and follow-ups, and provides direct support or referrals" (p. 11). One particularly effective institutional program is the internationally renowned Mental Health First Aid (MHFA) training. It is an evidence-based training program designed to provide participants with the necessary skills to identify, understand, and respond to the signs and symptoms of mental illnesses and substance use disorders. This eight-hour course, which is now also being offered in a virtual/hybrid modality, certifies individuals to help others who may be experiencing a mental health crisis. The training includes hands-on activities and exercises designed to help participants remember and execute the ALGEE five-step action plan:

- **A**ssess for risk of suicide or harm;
- **L**isten nonjudgmentally;
- **G**ive reassurance and information;
- **E**ncourage appropriate professional help;
- **E**ncourage self-help and other support strategies. (MHFA, 2013)

We apply this action plan whenever necessary during student meetings and interactions. ALGEE is an indispensable tool that has given us the confidence to assist and support students who are in crisis or who may be in the throes of developing a mental health

problem. One of the authors, has conducted numerous MHFA trainings at Baruch College and throughout the City University of New York (CUNY) for students, staff, and faculty to deepen the discussion around mental health and to ensure that more members of our community are aware of the services that are available to them.

In this chapter, we explore the relationship between students' mental health, their mindset, resilience, and academic performance while participating as members of the Baruch Honors Program and Macaulay Honors College. Based on our experiences, which include three case studies presented below, we recommend that faculty and staff utilize a collaborative, holistic, and inquiry-based approach when working with students who are struggling. We suggest that effective advisement interventions should include a relational and intrusive/inquiry-based approach to support students as they develop coping strategies as well as broader, institutional programming to support their developmental and mental health needs. At the forefront of our discussion are students who are at-risk and on academic probation. We place collaboration among staff, faculty and students as well as student social connectedness to their peers and advisors at the center of these interventions to help them succeed in every facet of their college-going experience: emotional, personal, social, academic/intellectual, and professional.

FRAME OF REFERENCE

Our point of reference in this chapter is Baruch College, one of the institutions within the City University of New York (CUNY). The college has an enrollment of over 19,000 students of whom approximately 15,000 are undergraduates (Baruch College, 2021). Almost 40% of students identify as first-generation college students, and the average GPA of admitted students is 3.3 on a 4.0-point scale. The Baruch College Honors Program manages four different scholar groups: Baruch Scholars, Macaulay Scholars, Provost Scholars, and Inquiry Scholars. Here, we focus on Macaulay Scholars and Baruch Scholars. Each year, approximately 20 Baruch Scholars and 100 Macaulay Scholars are admitted as entering first-year students. In addition to the benefits and resources provided by the college,

Baruch Scholars generally receive the following: a dedicated advisor, tuition waiver, priority housing, designated study space, and financial support for study abroad.

Macaulay students are part of an extensive honors community comprised of eight participating senior colleges. Macaulay students have a dual identity as both Macaulay and Baruch students. In addition to their campus resources, these scholars can also utilize all services at CUNY's Macaulay Honors College, which has a central building located about 25 minutes from the Baruch campus. Macaulay students are granted many benefits; they include a tuition waiver, a cultural passport that grants access to various cultural centers in New York City, Opportunities Funding to support activities such as study abroad and internships, and a dedicated advisor. Every Macaulay advisor at Baruch has a caseload of roughly 135 students. Macaulay students also have dual access to a myriad of resources provided by their home campuses. These include career advisors, student clubs, and counseling services.

The Baruch College Honors Program (BCHP) provides a range of enrichment opportunities for its students including touring the on-campus Mishkin Gallery as well as hosting faculty-led forays where students can have in-depth conversations with professors about their latest research in relation to current events. All honors students are able to gain leadership experience by serving as a Peer Mentor, Orientation Leader, Honors Ambassador, or on the Honors Student Council. Students in good standing within the program receive priority registration and have access to an extensive list of honors classes. The department provides scholars with a holistic college experience that incorporates the Honors Puzzle. This model promotes five key components: arts and cultural exploration, academic excellence, leadership and service, global experience, and research and creative inquiry. Scholars are expected to seek out challenges, to take risks, to embrace community, and to experience personal growth (Vaisman, 2019). Students are encouraged to complete a thesis or independent study. To increase participation in these areas, our office co-sponsors an annual Research & Creative Inquiry Expo where students showcase their research.

MINDSET, RESILIENCE, MENTAL HEALTH, AND ACADEMIC PERFORMANCE

To serve honors students effectively, we find it useful to develop an understanding of their common characteristics. Noting that local, institutional, and perhaps even regional variety exists is important in how honors students are defined and in how they self-identify as part of high-achieving communities. Through interacting with students in two different honors programs on our campus, however, we have recognized that the following attributes are common to many of our students:

- *Inquisitive:* Interested in intellectual and enriching activities; eager to obtain knowledge;
- *Active:* Involved on and/or off campus through volunteer work, internships, clubs, etc.;
- *Competitive:* Wants to excel; has high expectations and a fear of failure; compares self to others;
- *Agentic:* Advocates for self and others; is agentive; takes initiative; is resourceful to an extent;
- *Determined:* Has strong work ethic (even to a fault); is persistent; "cannot" and "no" are unacceptable;
- *Individualistic:* Attempts to handle things on their own; avoids asking for help; is private.

A large percentage of the honors students we have encountered at Baruch are curious and self-sufficient, which explains why they tend to be self-directed, involved in campus activities, and seek out admission to graduate programs (Frana, 2023). As a result, they often avoid asking for help. Thomas P. Hébert and Matthew T. McBee (2007) note that compared to the general student population, honors students place more value on studying. They also report "less need for deference, more need for achievement, more persistence, more facilitating anxiety, more orientation toward grades, more demandingness, more competitiveness, and more need for approval" (Hébert & McBee, 2007, p. 137). Many

students within this population likely participated in gifted and talented programs throughout their secondary schooling and took advantage of Advanced Placement (AP) exams and college courses while in high school. For honors students, academic performance and success are directly tied to their identity and self-esteem. Performing well above the average is a standard that high-achieving students have come to expect of themselves. Therefore, they will put in countless hours studying and writing papers to ensure they attain the highest grades possible. For some, a grade of A– or B+ is unacceptable and can potentially result in the student experiencing emotional dysregulation or feeling like they are in a crisis.

According to research conducted by M. Leonor Conejeros-Solar and Marìa P. Gómez-Arízaga (2015), the amount of studying that even gifted students may need to do at the college level can still be overwhelming, and it may affect how they experience this part of their identity within the broader college and honors community. As students transition from high school to college, they are met with new challenges that many adolescents are understandably unprepared to handle. They may have difficulty making friends, dealing with an increased academic workload, and maintaining a healthy emotional state. High-achieving college students often come from being at the top of their class in high school and are therefore accepted into a college honors program where the expectation is that they will continue to achieve top grades and serve as a role model for their peers. From a young age, many of these students displayed a proclivity toward intellectual activities and, as a result, have a tendency to hold themselves to increasingly high standards. Because of the demands that honors programs place on their scholars, in addition to the expectations the students place on themselves, they are at an increased risk of experiencing a variety of mental health issues that can negatively impact their academic performance and overall well-being.

Mindset of Honors Students

A frequently discussed topic relating to honors students is perfectionism. Because of their high standards and keen ability to focus

on a task at hand, many honors students develop a perfectionist mindset at some point in their life. Perfectionism can be defined as striving to be perfect/without flaws and to accomplish one's goals at all times. According to Mary J. Dickinson and David A. G. Dickinson (2015), perfectionism can have both positive as well as negative effects on honors students. Perfectionism can positively influence students by causing them to be more focused, productive, detail-oriented, resourceful, and driven. A perfectionist mindset may lead honors students to have a strong work ethic; however, it can also lead to anxiety, self-harm, depression, suicidal ideation, substance abuse, obsessive tendencies, indecisiveness, academic burnout, social isolation, and unwillingness to put aside peripheral interests (Frana, 2023). Students may never finish a project because they want it to be absolutely perfect, or their best work to date. As a result, they may obsess over every detail and continually make changes; they may begin to doubt themselves and to make even more changes; they may then become anxious, which inevitably makes them incapable of committing to or finishing their work. Although the intention was positive, their drive for greatness may create many obstacles. This pattern can be extremely frustrating and disappointing for a student who wants—or needs—to succeed.

Consistent access to counseling services can help students to tackle feelings of inadequacy and anxiety while exploding the myth of effortless perfection. Caralena Peterson (2019) notes that the idea behind this myth is that perfection is something that is not only attainable but also gives the appearance of being easy to attain. Peterson also acknowledges that more college students are developing eating disorders and experiencing symptoms of depression while masking the endless amount of effort that comes with meeting incredibly high expectations. This phenomenon can be correlated to tendencies of maladjustment like constantly comparing oneself to one's peers with no room to show any sign of struggle. Students, however, need to be able to show their vulnerability in order to connect to one another; Peterson calls this inability to demonstrate vulnerability "self-imposed isolation" (2019). This stark contrast between the desire for effortless perfection and

debilitating depression and anxiety highlights the need to understand the mindset of our high-achieving student population.

Students buried in unhealthy mindsets, including perfectionism and poor perceptions of self, may find these conditions to be a hindrance to their capacity to form connections with peers, administrators, and/or faculty members. In order for students to thrive, they must be able to build healthy social connections and relationships while in college. As Amanda Cuevas et al. (2017) explained, "[t]hriving is comprised of five factors: engaged learning, academic determination, positive perspective, diverse citizenship, and social connectedness" (p. 83). While high academic performance plays an important role in student success, building healthy relationships can foster positive self-perceptions. A constructive perception of self is imperative in order for students to thrive academically, professionally, and personally while in college (Cuevas et al., 2017, pp. 94–96).

Students may not automatically seek out opportunities to create social connections, particularly during their first year of college. Honors students have been singled out from the crowd for their accomplishments for so long that they may have difficulty connecting with others. In some cases, they may intentionally isolate themselves in order to avoid showing any sign of weakness. Richard Badenhausen (2010), after encountering numerous honors students in need, began to wonder "why these students didn't ask for help or only sought assistance when it was essentially too late to dig out of what had become very deep holes" (p. 27). One reasonable explanation, he says, is that "[t]hey have always been told they are the best and brightest, able to leap tall (academic) buildings in a single bound, but such messages may well be part of the problem" (Badenhausen, 2010, p. 27).

To support students in the process of adjusting their mindset, advisors must first be mindful of the way they interact with them during advisement sessions and beyond. Although pushing these students to reach what we view as their full potential may have positive outcomes, it can also result in negative behaviors that may lead to or worsen existing mental health symptoms. There must be

a balance between supporting students in their journey toward success while also reminding them that failure is a normal and healthy part of life. Often, students are aware that they are struggling but do not disclose the complications that they are facing, which usually makes the situation even worse. Honors students may feel a strong sense of shame in asking for help. In asking for assistance, they begin to question their capabilities and perhaps lose or dislodge the only identity they have ever known. They rarely perceive seeking guidance and clarification as a sign of maturity or strength. This mentality may lead honors students to struggle on their own while putting on an act publicly to ensure that others continue viewing them as strong students who naturally succeed in achieving all of their goals. While leading first-year honors seminars, instructors often discover their advisees are struggling when they write about their hopes and goals as college students. Instructors can foster self-reflection, which then enables the instructors to become aware of the students' actual state of mind.

Advisors can contribute to students' mental and emotional resilience by helping them to take responsibility for the choices they make and how they define and process moments of success and failure. States of mind and emotions such as disappointment and sadness may be inevitable when one does not accomplish a goal. The reaction and reflection that come after this result can be immensely transformative. A student's reaction to failure can be a source of empowerment. Alternatively, a student may retreat into an emotionally isolated space. Advisors can encourage students to adapt and be prepared for alternative outcomes instead of expecting that they will always reach their desired result as long as they work hard, or simply because they are intelligent. This common mindset among the honors population may result in unrealistic expectations and distort their sense of identity. As mentioned previously, honors students are accustomed to receiving public praise and the thought of not receiving the usual recognition from their teachers and peers can take a significant toll on them because their self-esteem is often connected to the external responses they receive. Bonnie D. Irwin (2010) helps us to understand that educators working with this

unique population must acknowledge that the journey to excellence includes "both risk and reward, and the discovery of new knowledge may lead to internal and external conflict as students struggle to develop into the productive scholars, socially responsible citizens, and lifelong learners our mission statements promise they will become" (p. 43).

Honors program staff, according to Frana (2023), "are on the front lines engaging, challenging, and inspiring extraordinary students" (pp. 4–5). Therefore, they should work toward incorporating activities and dialogue that prepare students for setbacks and to successfully react to these types of situations. Through a guided reflection process, according to Irwin (2010), one of the useful insights that students can learn and benefit from is that "[s]uccess is valuable precisely because it is not guaranteed" (p. 43). She continues: "just as there are degrees of accomplishment, there are degrees of reward; failure teaches students that intrinsic rewards are more important than public recognition. Recognizing intrinsic rewards requires perspective and maturity; failure helps us acquire those values" (Irwin, 2010, p. 44).

The honors identity can be quite complex, and one's college years can have a significant impact on both personality and self-efficacy. The ways in which people process and interpret information inevitably guides their decisions and actions. Exploring the thought processes of honors students as well as what motivates them is valuable. People have specific motivators influenced by their background, racial/ethnic identity, upbringing, education, family dynamic, and socioeconomic status, among other factors. Students who come from a low-income, single-parent family, for example, may be motivated to go to college and succeed because of their need to obtain economic stability and to provide for their family. When students have a tuition scholarship through an honors program, they may be motivated to maintain the required GPA because they fear losing this financial support, which may be the only way for them to attend college. Anxiety over losing the scholarship may put immense pressure on students, possibly resulting in depression, obsession with grades, and inability to focus on anything else. This

pressure can significantly impact their mental and emotional state and result in symptoms that they may not understand or know how to handle. As college and university professionals, advisors should establish trust and open communication with honors students, which will enable them to learn about their advisees' goals and to better understand their decision-making process. Understanding that identity and motivators may alter over time is also important. Therefore, the interests and actions of students may change from their first year to their senior year if their life circumstances are no longer the same.

According to Kou Murayama (2018), people study information to achieve mastery and performance goals, and the eventual decisions they make are influenced by their motivational state at that time. This theory can be applied to honors scholars who are motivated by the need to outperform others (performance goal) and to obtain extensive knowledge in particular disciplines (mastery goal). By succeeding at their tasks, they validate their identity and therefore receive an internal benefit from their academic accomplishments. At the same time, they seek to continue receiving external recognition and therefore are motivated to make themselves visible and easily identifiable within a group. In a way they are constantly, but nonverbally saying "look at me" in order to ensure that their achievements are recognized. Upon meeting one benchmark, they are commonly encouraged to begin working on their next goal because they are rarely content with the status quo or with being average. Because of this ongoing drive for success, they may be constantly on the move: planning, working, and learning something new without ever relaxing or taking a break.

Maintaining such a busy and focused lifestyle can be mentally and physically draining. We have encountered scholars who have "forgotten" to eat, who are sleep deprived, and who appear physically drained throughout the year, especially during midterms and finals. We have worked with students who simply do not know how to take a break and who fail to recognize that it is okay to put everything to the side in order to focus on their well-being. They are so driven that they perceive taking time to relax and do nothing as

being lazy or unmotivated rather than a respite that can be helpful and beneficial for the mind and body. Taking time for one's self and listening to the signs that one's body is providing are valuable. Honors students often commit themselves to several projects simultaneously, and juggling these inevitably can take a toll, especially when slow periods or breaks do not coincide with each other.

Advisors can work with students to encourage them to make the distinction between their wants and their needs. This reflection process may help them to recognize that they should perhaps scale back on some of their activities and dedicate time to only a few that they have determined are priorities. The ALGEE action-plan, as referenced above, is the default approach we use in this process, particularly when assisting students in crisis. For example, listening nonjudgmentally and validating their concerns can be an effective way to build a trusting relationship with the student.

As noted, honors students are motivated to succeed for a multitude of reasons. Conejeros-Solar and Gómez-Arízaga (2015) report that that the quality of students' high school education was shown to have a greater impact than standardized scores on their success and persistence in college. They may be motivated by various external factors, including social, political, religious, and economic movements in addition to the identities that influence them on a daily basis such as their race, ethnicity, immigration status, sexuality, and ability. Their drive may be affected by their interest in attending graduate school or their commitment to their major. Honors students may also remain persistent because they want to impress and maintain relationships with particular staff, faculty, and/or mentors. Although they may at times feel inadequate or procrastinate, they generally maintain a strong work ethic and are resilient when faced with challenges. Honors students commonly have a strong desire for self-actualization and growth, and they may mask the amount of effort it takes for them to succeed in order to maintain their identity as scholars. They are motivated for the sake of learning (Hébert & McBee, 2007, p. 137) and tend to be flexible thinkers who are independent and willing to take risks (Capretta et al., 1963, p. 269). In addition, they receive numerous benefits through their

honors program, and, as a result, "they typically strive to deserve them by doing well in their classes, being an example for others on campus, and making the university proud" (Cundall, 2013, p. 33). Although these are some general traits of this population, each honors student should be viewed as a unique individual who deals with different circumstances and challenges. All honors programs include students who are extremely involved and successful as well as others who struggle to attain the expected GPA of their program.

Honors Students in Distress

Honors programs and colleges, observe Lynne Goodstein and Patricia Szarek (2013), are often merit based and set high GPA expectations for their students. A majority of our students are in good standing for the duration of their academic career, but approximately 20–25 students are placed on academic probation each term out of the 480 total Macaulay and Baruch Scholars. Students are rarely dismissed from these programs; however, those who are dismissed have not met GPA and/or co-curricular requirements over multiple semesters. When scholars are placed on academic probation within the Macaulay and Baruch honors programs, they are given specific recommendations and requirements; examples include a limit on the number of credit hours the student can register for and mandatory biweekly meetings with an academic advisor who provides guidance and tracks their progress throughout the semester. These students are also encouraged to utilize campus resources such as tutoring and writing assistance and to limit their job commitment and non-academic involvement in extracurricular activities and clubs. Students on honors probation are also given a target GPA for the next term and, depending on their grades in the subsequent semester, they may be placed on continuing probation or final probation, or be dismissed from the program.

For any student, being placed on academic probation can be devastating. This status comes with the realization of not meeting the expectations of the honors program, which can result in feelings of failure and disappointment. In a majority of the situations we have encountered where students were struggling academically,

we discovered the students were facing personal challenges that affected their academic performance. Frequently the failing grade or lack of class attendance was a symptom of struggles that the students were experiencing. As Eric W. Owens and Michael Giazzoni (2010) point out:

> behaviors are the mental health equivalent of symptoms in medical practice. Behaviors manifest and present themselves to us. The student who enters an office to discuss a research fellowship and suddenly, seemingly without warning, begins to speak about his suicidal ideations is *behaving*.
>
> Behavior, though, is the result of a great deal of thought and feeling. . . . Academics find it all too easy to ask "What do you *think* about all of this?" but are often uncomfortable in asking "How do you *feel* about all of this?" (p. 38)

Advisors can help students in crisis to identify both controllable and uncontrollable factors of their education. Brian A. Vander Schee (2007) suggests that by using an insight-oriented, high-involvement advising approach, advisors can enhance their understanding of a student's experience not only academically, but also personally and professionally. This form of advising embraces empathetic listening and an inquisitive approach during advising encounters. Advisors facilitate a sense of agency throughout this process, which helps students take responsibility for their own education. An inquisitive approach to advising, where open-ended, probing questions are asked, can help students to understand the ways in which they attribute their successes and failures to internal factors like motivation and intelligence versus external, uncontrollable circumstances such as financial instability, homelessness, homesickness, struggling with a mental disorder, or dealing with family problems (Demetriou, 2011). In addition to addressing study skills and time management strategies, advisors can focus on students' perception of self to facilitate a better relationship between advisors and students. The relationship that develops from this holistic advising forms an essential connection for students who find themselves in crisis. Other students will, of course, become more academically

successful through this process by forming a healthier perception of self within the context of an academic environment (Demetriou, 2011).

CASE STUDIES

By using insight-oriented, high-involvement advising, advisors work with students to create academic success strategies, plans, and goals. According to Vander Schee (2007), this method of advising embraces discussions that include non-academic components that influence student success in order to better understand the challenges and barriers that students are facing. Frana (2023) states that advisors "help students to develop personal connections, find their support systems, trust one another, and build intentional communities" (p. 9). To elaborate on this method of advising, we demonstrate the internal and external factors that affect our students by offering the following anonymous case studies that connect them to mental health, mindset, and resilience.

Case Study—Jacky

In the spring semester of Jacky's sophomore year, she met with her advisor to discuss her goals and academic plan. The meeting went well: Jacky expressed that she was motivated and doing well in her classes. The next day, Jacky came back to her advisor's office to request a medical leave of absence for the following academic year. Jacky had recently discovered that she was pregnant. Wanting to keep the baby, she decided that taking some time away from college made the most sense. Jacky and her advisor met regularly throughout the semester and over the summer in order to prepare for a medical leave for the academic year. After many conversations, Jacky decided to return from her medical leave a semester early because she wanted to graduate on time with her peers. She also made a plan to take winter classes and summer classes in order to make up for lost time.

Jacky, however, started to struggle academically when she returned to school. With Jacky's grades slipping, she was no longer

in good standing with the honors program. As a result, she was required to meet with her advisor on a biweekly basis. These conversations clearly revealed that tensions at home were growing; her family was no longer supporting her financially, emotionally, or academically. Jacky faced houselessness, hunger, and legal battles for custody of her child. She was quickly connected to emergency funding provided by the college to address some of her immediate needs. She was also connected to the counseling center and Macaulay's student support team.

Despite support from the college, Jacky suffered from the ongoing emotional drain of her circumstances. She was referred to outside counseling in order to support her long-term needs with the understanding that graduation was just a few semesters away. In advising conversations, Jacky often questioned her self-worth and whether she belonged in the honors program. Working through these intrusive thoughts with her counselor, psychiatrist, and advisor, Jacky was able to maintain some form of stability throughout her time within the program. While Jacky's challenging circumstances persisted throughout her remaining time in college, she was able to graduate with honors and obtain a full-time job offer upon graduation.

In Jacky's case, many internal factors were affecting her ability to thrive. External factors, including complicated family dynamics and peers who seemed to embody the effortless perfection myth (hence the lack of feeling that she belonged in the honors community), worsened her circumstances. Despite setbacks, the student's resilience along with institutional aid were vital in connecting Jacky to a long-term network of support.

Although acknowledging that higher education institutions are limited in their ability to provide care for students is important, the availability of mental health resources and the multiple points of contact for undergraduate students make a difference in student outcomes. Breaks in attendance, dismissal from honors programs, or even graduation can leave the mental health needs of students unfulfilled. As advisors consider the internal factors that influence student success, they cannot disregard the many factors that are

beyond the student's control. In fact, helping to develop students' ability to recognize what is and what is not in their control is a key factor in successful academic advisement (Demetriou, 2011). As students attribute their successes and failures to internal and external factors, academic advisors can facilitate a conversation around healthy coping mechanisms. Students can develop a healthy mindset and resiliency if they are situated within a larger society that supports their well-being. As we consider effective advising practices, administrators in the Baruch College Honors Program and the Macaulay Honors College should also aim to contextualize their program's mission and goals as they exist within a public higher education institution. Advocating public access to higher education and public access to health care that includes mental health coverage must be part of an effective intervention strategy to promote the overall well-being of our students.

Case Study—Jordan

Jordan is an Asian American student who lives with two diagnosed mental health disorders. During his time in college, he also dealt with an unstable living situation and strained relationships with his family. Jordan was receiving counseling from an external mental health center and had been prescribed medication. He would often, however, stop taking his medicine because it made him "feel like a robot" and caused other unfavorable side effects such as weight gain. When his mental illness worsened, he decided to take a few semesters off from school. During that period, he was hospitalized on more than one occasion because he was acting paranoid and displaying other behaviors that were concerning.

Jordan eventually reenrolled in school after providing a letter of support from his care team. He was required to have ongoing meetings with his advisor and only allowed to attend part-time as a condition of his reenrollment in the honors program. After registering for courses, Jordan would not follow instructions from his advisor and failed to complete his required to-do list. He would also miss his scheduled meetings and instead make unexpected visits to the office. When speaking with his advisor, he stated that he

saw people or things that were not there and made remarks regarding voices in his head that instructed him to hurt people. Jordan also informed his advisor that he had been banned from a local organization for carrying a weapon. Getting Jordan to focus during meetings was extremely difficult. His thoughts were jumbled, and he jumped from one subject to another mid-sentence. Jordan's professors also informed his advisor that Jordan stopped attending classes. As a result, Jordan was placed on probation for falling below the GPA requirement. During advisement meetings, Jordan would not take any responsibility for his actions and diverted the conversation whenever the advisor inquired about the reasons for his ongoing absences. Other students on campus also expressed feelings of discomfort around Jordan, reporting that his behavior was a concern to them.

Eventually Jordan was dismissed from the honors program. He would still come to campus, however, and visit the honors office despite having been given a specific point of contact in another department who needed to approve his requests beforehand to be on campus. School officials from different offices met to discuss the student and to figure out how to better collaborate since they recognized that they each had information that was unknown to the other departments. Shortly thereafter, the student unexpectedly showed up again to see the advisor, and college staff followed the protocol they had recently put in place, which involved having the student escorted off campus by public safety. The student attempted to contact his former advisor on several other occasions because of the relationship they had previously formed. As instructed, the advisor did not respond and instead forwarded the messages to the assigned point of contact for the student. At this time, Jordan has not reenrolled in school. After his most recent hospitalization, he decided to see a different psychiatrist and was also given a court order to attend counseling.

When advisors work with students who, like Jordan, do not follow instructions, they can easily become frustrated or impatient. It is not uncommon to have students on probation who do not show up for mandatory scheduled meetings or who do not complete a

detailed checklist provided by an advisor. Educators must remember not to take these actions personally. They are not directed at us, but rather, they are responses to the challenges and difficulties that students face. They may be ashamed to attend a probation meeting because they have to face their advisor and be reminded of their poor grades, which is difficult for an honors student. Although we often tell students that they are now adults, in reality, they are still developing and maturing. Through the transition from high school to college, they go from being adolescents to adults who must suddenly learn to do things on their own, to make their own decisions, to solve problems, to complete financial forms, and to adjust to a new environment both academically and socially. Obviously, some students do not handle this adjustment as well as others do, and, as a result, their grades suffer. The resources that honors programs and colleges have in place for these students should be organized in such a way that they support the students' growth and guide them back into good academic standing.

In addition, Jordan's case displays the importance of identifying honors liaisons and collaborating across departments (Frana, 2023). Numerous offices and administrators had interacted with this student. Not everyone, however, had communicated that they had been in contact with the student. Student affairs administrators should be conscious of what information is confidential, as outlined in the Family Educational Rights and Privacy Act (FERPA), and what details may be shared with colleagues in order to best serve students and to ensure the safety of the entire college community. Departments should prioritize working collaboratively instead of working independently in order to have a clearer picture of each student's situation; without that cooperation, making an informed decision regarding the student's status is difficult. When various departments at the college became aware of the severity of Jordan's situation, they met and discussed the implementation of a protocol that should be followed in case of an emergency. This plan ensured that staff in various departments knew the appropriate actions to take if the student contacted them or came back to campus. It is important that institutions work toward becoming more interactive

and proactive so they can be prepared for various scenarios instead of simply reacting when a crisis arises.

Case Study—Natalia

Natalia, a self-identified African American student, was initially motivated to do well academically and personally. All first-year students are required to enroll in an honors first-year seminar held once per week and taught by their advisor. Within the first month of class, Natalia's instructor noticed two things that were out of the ordinary and that appeared to be red flags. The first was that she started to miss class, and the second was that she would sit at the back of the room and nod off during class—even falling asleep at her desk on a few occasions.

Upon meeting with her advisor the first time, Natalia expressed concern over having to work during the week while taking classes in order to provide financial support to her family. She explained that one of her parents is disabled, a circumstance that had placed financial strain on the entire family. Clearly, she was under severe stress to fulfill a number of different roles, and these responsibilities were affecting her emotional well-being. The advisor strongly suggested that she seek psychological counseling, which is offered free of charge through the college. Natalia said that she would think about it.

Natalia met the overall GPA requirement for good standing in the program after completing her first year. In her sophomore year, however, her grades declined, and she received failing grades in a few courses. At that point, she also had an accident for which she had to be hospitalized, exacerbating her attendance issues and culminating in her request for a medical leave. She was granted the leave, but she never fully recuperated her academic standing in the honors program. In addition to her accident, she was also diagnosed with a condition that affected her eating habits, causing her to lose weight.

Natalia was eventually dismissed from the college after being provided with an opportunity to improve her academic performance. She was clearly bright and capable of achieving A-level work in her courses. Nevertheless, the combination of the financial

and emotional demands placed on her along with her own medical conditions affected her overall mental health, leading to the decline in her academic performance.

Natalia's situation highlights the need to provide students with resources both within and outside of the college setting. As honors advisors, our role includes helping students in distress succeed. For some students, success may entail taking a leave of absence or attending school on a part-time basis. Although the focus is usually on retention and on getting the student to graduate in four years, this strategy may not be the best option for all students because of their circumstances. Our interactions with students may also involve discussion of alternative majors, seeking support through emergency funding, counseling, and/or tutoring or writing assistance. The reflection process for honors students should also include dispelling misconceptions about academic performance, clarifying goals, evaluating their perceptions of failure and success, and examining their resilience and self-esteem (Demetriou, 2011, p. 17). Each honors student who is placed on probation will react in a different way. Some may become more motivated to succeed and utilize every resource available in order to improve their GPA. Others may fail to take responsibility for their actions and exaggerate the external factors that affected their grades (e.g., "the professor doesn't like me"). Although the process and the experience of academic probation are difficult, with the proper support, guidance, and space for reflection, students can learn to identify the factors they can control to feel empowered.

MENTAL HEALTH PROBLEMS AMONG HONORS STUDENTS

The connection between mental health, a student's mindset, and academic performance is a multi-layered relationship in which each factor directly impacts the other (Harper & Peterson, 2005; Wyatt et al., 2017). For example, we find that depression will affect a student's mental state, as well as their academic, social, and personal life. They may show physical signs of fatigue, stop attending class, and distance themselves from family and friends.

At the same time, students' lifestyle, habits, academic and social settings, and specific experiences can affect their emotional well-being and intensify or lessen the impact of their mental health problems. For example, if an honors student accustomed to receiving high grades fails an exam, that failure can have a significant impact on that student's self-esteem. Some honors students are resilient when faced with challenges while others simply do not know how to pull themselves out of the darkness. Advisors can play a pivotal role by helping students to understand that they are not alone and that help is available. Resiliency is not always innate; it may have to be taught. Through our work with honors students, we have seen them struggle with various problems and challenges, but when they have received appropriate support, we have witnessed their making progress toward a personal transformation at their own pace. Fundamental in our approach is encouraging students to seek support, resources, connections, and relationships with others. Esteban Ortiz-Ospina (2019) notes that individuals who maintain social connections throughout their lives tend to live happier and healthier lives.

One reason why honors students may not have acquired effective coping strategies for dealing with academic and social challenges in college is that their prior schooling experiences may not have been challenging. The shock of not being able to do what had previously come easy to them can cause honors students to lose their sense of self. We have found that this sense of loss, as well as other stressors, leads some students to suffer from imposter syndrome. They may begin to think that they were a fraud their entire life and that they are not as smart as others believed them to be, triggering doubts about their abilities and skills. Students experiencing imposter syndrome may feel as though they had been putting on an act for others and become afraid that the public will recognize that they are not who they presented themselves to be. This fear can lead to an identity crisis and cause students to feel they are not worthy of the title of honors student. Often, these emotions may lead to other problems like deep feelings of guilt and shame. As a result, students begin to exercise negative coping mechanisms such as isolating

themselves or even using drugs to cope with the emotional, psychological, and physical pain they experience. This approach can cause them to distance themselves from their friends and family, which only intensifies their negative thoughts and actions.

In contrast to isolation as a coping mechanism, some studies suggest that honors students value social connectedness (Young et al., 2016). In fact, some models suggest that creating courses in the liberal arts coupled with an internship and collaborative institutional support can contribute to students' knowledge of depression and substance use disorders and to developing their ability to engage with these topics to help their peers (Eisen et al., 2009). We believe that healthy relationships and a positive support network can significantly impact whether or not students are able to move past a troubling time in their life. Seeking support, however, requires students to disclose their concerns and struggles, which can be even more difficult for honors students who fear being judged and who are not accustomed to being vulnerable.

As advisors and teaching faculty, we are often the first point of contact for students dealing with mental health issues. We have recognized the importance of being adaptable and creating a calming atmosphere in our office space because students can appear at any time with a range of concerns. We are also aware that students learn, grow, struggle, and interact in a broad social context that extends beyond the academic community (Kelleher, 2017). While honors students often visit the office to ask about their coursework, conversations may easily slide into a discussion about their personal life, which might include being homeless, dealing with substance abuse, or recently breaking up with a partner. We try our best to listen to the student and to provide appropriate referrals, such as visiting the counseling center, meeting with disability services staff, or speaking with the dean's office to discuss support services. In some instances, we have had to contact public safety and the counseling director, perhaps even reaching out to the student's family members. In some cases, we have contacted NYC Well—New York City's main resource and support for individuals seeking help related to mental health problems—and the police department to do at-home

wellness checks on students who were unresponsive for long periods of time.

In addition, we have also reached out to professors to inquire about how particular students were doing in their course or to inform faculty members in advance if we were aware that a student would be absent. This close relationship with professors, especially honors faculty, has allowed us to be more informed about how our students are performing academically while providing additional information or context about their classroom behavior. Once we become aware of a problematic situation, we make contacting the appropriate personnel on campus a priority. Our standard practice is for honors advisors to follow up with students and to check-in with them in the days immediately following an initial conversation. Maintaining the relationship is important. This ongoing communication with students allows advisors to provide support if circumstances dictate or immediate action becomes necessary.

RECOMMENDATIONS

As educators, it is imperative that we aid our high-achieving students in developing the skills that will enable them to deal with the various crises they may encounter during their academic careers. College staff and faculty, of course, have varying experience with and knowledge of student crises and how to address them. In order to best support students, advisors must first educate ourselves. As mentioned previously, advisors and faculty within our university participate in Mental Health First Aid trainings, At-Risk training to connect students to support services, and UndocuAlly training to better support undocumented students.

A collaborative approach in supporting students should be at the core of any institutional intervention that aims to support students (Diaz & Medina, 2018). Doing so entails maintaining open communication and working with faculty as well as with colleagues in departments such as financial aid, counseling, the registrar, and the dean's office. Too often, units work independently. Students interact with various officials on a college campus and may disclose varying levels of information depending on their relationship

with each one. By working collaboratively and sharing information with appropriate colleagues, advisors can better recognize any warning signs and provide the necessary support to students before a situation escalates. For this reason, we recommend that honors programs and colleges evaluate their processes for reporting concerns regarding students. Baruch College has addressed this imperative by creating a Campus Intervention Team (CIT) comprised of professionals from several departments across the college. Anyone in the college community can submit a confidential report on any student they believe is in crisis. Upon receipt of the report, a member of CIT will follow-up and address the situation, which often involves reaching out to the student's advisor or other professionals who should be aware of the situation and then contacting the student to provide support services. Macaulay also has a similar system called the Student Support Team (SST), which accepts reports that are then addressed by a team member who works to ensure the safety and well-being of the student. Members of SST meet frequently to review student cases and to determine whether students are receiving the support they need. Both SST and CIT have been successful in providing students in crisis with appropriate resources while they are also building their relationships with staff, faculty, and other students. Students who have multiple points of contact—peers, advisors, and professors—are more likely to receive and benefit from help. In other words, having a support staff in place that is capable of paying attention to what may seem like minor details is crucial in effectively assisting students in crisis.

We recommend that honors programs and colleges consider the following questions: Does your campus have a crisis intervention team? Does your department have an emergency plan and protocol? How does your campus normalize seeking help? What early interventions targeting students in crisis exist on campus? Knowing the institution's policies regarding mental health resources as well as the resources that may be available to students outside of the university is also valuable. Although higher education institutions can be limited in the services that they are able to provide, there may be ways in which educators can support students even when they exit a particular program. Referrals to free mental health

services, for example, may provide students with the privacy they seek from their families.

In addition to taking a holistic approach to assisting students, advisors should recognize the importance of (re)evaluating the procedures and resources that are currently in place for assisting students in need. One way for advisors to stay current is for them to investigate and embrace a wide range of tools and theories in order to better understand the various challenges students may be facing. "As student success and retention become increasingly relevant as topics of discussion in the ethos of American higher education," observe James H. Young III et al. (2016), "so does the need for effective program assessment and evaluation" (p. 179). The needs of honors students and the demographics of honors programs can change over the years. Honors students are becoming increasingly anxious, and their sense of belonging has been negatively affected by both systemic injustice and the era of COVID-19 (Frana, 2023). Therefore, maintaining open dialogue with students to determine how to best serve their needs and to determine whether the policies and procedures in place are still effective and beneficial is important. For example, after speaking with staff and students and reviewing GPA policies at other colleges, Macaulay decided to change its probation language beginning in the fall 2019 term. Now, students who fall below the required GPA are placed on "academic support" instead of probation. This language feels less punitive and focuses on showing the students that they will be receiving additional support and resources in order to return to good standing. Student feedback on this change was instrumental in adjusting this policy. Including students in such discussions demonstrates to them that their opinions are valuable and that the administration wants them to be part of changes to the way honors operates. The change has been received positively since its implementation. It shifts from use of negative and deficit-based language to terminology that highlights advisors as a resource committed to helping students attain their academic goals.

Effectively supporting the mental health needs of honors students requires a variety of approaches and interventions. Intervention teams, training for faculty and staff, and working

collaboratively across campus are but a few examples. In addition to investing in mental health services on campus, higher education institutions must understand the value in creating systems of support throughout their university ("NASPA Policy and Practice Series," 2019). Our professional experience has reaffirmed our belief that educators and higher education professionals have the capacity to create a transformative environment for students by fostering not only academic development but also personal growth and support for students' overall well-being.

REFERENCES

Badenhausen, R. (2010). "Help, I need somebody:" Rethinking how we conceptualize honors. *Journal of the National Collegiate Honors Council*, *11*(2), 27–31. <https://digitalcommons.unl.edu/nchcjournal/260>

Baruch College. (2021, January 7). Fact sheet: Fall 2020. <https://ir.baruch.cuny.edu/wp-content/uploads/sites/23/2021/01/Factsheet.Fall_2020_Finalx.pdf>

Capretta, P. J., Jones, R. L., Siegel, L., & Siegel, L. M. (1963). Some noncognitive characteristics of honors program candidates. *Journal of Educational Psychology*, *54*(5), 268–276. <https://doi.org/10.1037/h0044882>

Center for Community College Student Engagement, The University of Texas at Austin. (2019). *A mind at work: Maximizing the relationship between mindset and student success*. <https://www.ccsse.org/NR2019/Mindset.pdf>

Conejeros-Solar, M. L., & Gómez-Arízaga, M. P. (2015). Gifted students' characteristics, persistence, and difficulties in college. *Roeper Review*, *37*(4), 241–251. <https://doi.org/10.1080/02783193.2015.1077909>

Cuevas, A., Schreiner, L. A., Kim, Y., & Bloom, J. (2017). Honors student thriving: A model of academic, psychological, and social wellbeing. *Journal of the National Collegiate Honors*

Council, *18*(2), 79–119. <https://digitalcommons.unl.edu/nchcjournal/597>

Cundall, M. K., Jr. (2013). Admissions, retention, and reframing the question "Isn't it just more work?" *Journal of the National Collegiate Honors Council*, *14*(2), 31–34. <https://digitalcommons.unl.edu/nchcjournal/392>

Demetriou, C. (2011). The attribution theory of learning and advising students on academic probation. *NACADA Journal*, *31*(2), 16–21. <https://doi.org/10.12930/0271-9517-31.2.16>

Diaz, C., & Medina, D. (2018, September 17). *Instituting a collaborative approach to addressing the growing mental health crisis in higher education–Baruch College Advising Alliance*. <https://blogs.baruch.cuny.edu/advisingalliance/?author=1331>

Dickinson, M. J., & Dickinson, D. A. G. (2015). Practically perfect in every way: Can reframing perfectionism for high-achieving undergraduates impact academic resilience? *Studies in Higher Education*, *40*(10), 1889–1903. <https://doi.org/10.1080/03075079.2014.912625>

Eisen, A., Kushner, H., McLeod, M., Queen, E., Gordon, J., & Ford, J. L. (2009). An integrated approach to addressing addiction and depression in college students. *Journal of American College Health*, *57*(4), 455–456. <https://doi.org/10.3200/JACH.57.4.455-456>

Frana, P. L. (2023). How honors advising is different. In E. E. Edgington (Ed.), *Advising for today's honors students* (pp. 3–30). National Collegiate Honors Council.

Goodstein, L., & Szarek, P. (2013). They come but do they finish? Program completion for honors students at a major public university, 1998–2010. *Journal of the National Collegiate Honors Council*, *14*(2), 85–104. <https://digitalcommons.unl.edu/nchcjournal/398>

Harper, R., & Peterson, M. (2005). *Mental health issues in academic advising*. NACADA. <https://www.nacada.ksu.edu/Resources/

Clearinghouse/View-Articles/Mental-health-issues-in-advising.aspx>

Hébert, T. P., & McBee, M. T. (2007). The impact of an undergraduate honors program on gifted university students. *Gifted Child Quarterly*, *51*(2), 136–151. <https://journals.sagepub.com/doi/10.1177/0016986207299471>

Irwin, B. D. (2010). Hitting the wall. *Journal of the National Collegiate Honors Council*, *11*(2), 43–45. <https://digitalcommons.unl.edu/nchcjournal/268>

Kelleher, M. (2017). Mental health needs in the honors community: Beyond good intentions. *Journal of the National Collegiate Honors Council*, *18*(2), 29–37. <https://digitalcommons.unl.edu/nchcjournal/608>

Lederer, A. M., Hoban, M. T., Lipson, S. K., Zhou, S., & Eisenberg, D. (2021). More than inconvenienced: The unique needs of U.S. college students during the COVID-19 pandemic. *Health Education & Behavior*, *48*(1), 14–19. <https://doi.org/10.1177/1090198120969372>

Mental Health First Aid. (2013, October 18). *About MHFA*. <https://www.mentalhealthfirstaid.org/about>

Murayama, K. (2018, June). The science of motivation. *Psychological Science Agenda*. <https://tinyurl.com/bz25c4xx>

NASPA policy and practice series: Strategies for addressing mental health support on campus. (2019, May). NASPA. <https://www.naspa.org/rpi/reports/strategies-for-addressing-mental-health-support-on-campus>

Ortiz-Ospina, E. (2019, July 17). *Are we happier when we spend more time with others?* Our World in Data. <https://ourworldindata.org/happiness-and-friends>

Owens, E. W., & Giazzoni, M. (2010). Honors students in crisis: Four thoughts from the field. *Journal of the National Collegiate Honors Council*, *11*(2), 37–41. <https://digitalcommons.unl.edu/nchcjournal/272>

Peterson, C. (2019, January 29). The effortless perfection myth. *Inside Higher Ed*. <https://www.insidehighered.com/views/2019/01/29/trying-conform-myth-effortless-perfection-damaging-women-undergraduates-mental>

Schwitzer, A. M., Moss, C. B., Pribesh, S. L., St. John, D. J., Burnett, D. D., Thompson, L. H., & Foss, J. J. (2018). Students with mental health needs: college counseling experiences and academic success. *Journal of College Student Development*, *59*(1), 3–20. <https://doi.org/10.1353/csd.2018.0001>

Vaisman, J. C. (2019). *Director's welcome*. <https://blogs.baruch.cuny.edu/honors/about-the-program/directors-welcome>

Vander Schee, B. A. (2007). Adding insight to intrusive advising and its effectiveness with students on probation. *NACADA Journal*, *27*(2), 50–59. <https://doi.org/10.12930/0271-9517-27.2.50>

Wolverton, B. (2019, February 21). As students struggle with stress and depression, colleges act as counselors. *The New York Times*. <https://www.nytimes.com/2019/02/21/education/learning/mental-health-counseling-on-campus.html>

Wyatt, T. J., Oswalt, S. B., & Ochoa, Y. (2017). Mental health and academic performance of first-year college students. *International Journal of Higher Education*, *6*(3), 178–187. <https://eric.ed.gov/?id=EJ1146574>

Young, J. H., III, Story, L., Tarver, S., Weinauer, E., Keeler, J., & McQuirter, A. (2016). The honors college experience reconsidered: Exploring the student perspective. *Journal of the National Collegiate Honors Council*, *17*(2), 177–189. <https://digitalcommons.unl.edu/nchcjournal/524>

ABOUT THE AUTHORS

KENNETH E. BARRON is Professor of Psychology and Coordinator of the Motivation Research Institute at James Madison University. He also is a Faculty Fellow at the University of Virginia's Motivate Lab. His research focuses on motivation and the scholarship of teaching and learning, and his work has appeared in the *Journal of Educational Psychology*, *Contemporary Educational Psychology*, *Educational Psychologist*, *Journal of Personality and Social Psychology*, *Teaching of Psychology*, and *New Directions for Teaching and Learning*.

MATTHEW T. BEST is Research and Operations Consultant at Motivate Lab. He graduated from James Madison University with a BA in psychology and Spanish in 2018. He was a member of the honors college and completed a research thesis on the psychology of performance in elite youth soccer players. His research focuses on motivation and performance in education and sports. Both during and after completing his degree, he collaborated extensively with the honors college, conducting projects related to diversity, strategic planning, first-year experience courses, and student well-being.

KATHRYN BUTLER-VALDEZ is Advisor in the University of Nevada, Reno Honors College and Director of the Career and Community Mentorship Program. She is a graduate of the University of Nevada, Reno with a Bachelor of Arts in Secondary Education and a Master of Arts in Higher Education Administration. She is currently pursuing a Master of Science in Educational Psychology from the University of Nevada, Las Vegas with a research focus on how gender norms and stereotypes can affect female students' motivation to enroll in STEM-based courses and post-secondary programs.

RON CAHLON is an AI engineer at Proctor & Gamble. He graduated from the University of Florida with a degree in Industrial and Systems Engineering. Cahlon's expertise lies at the intersection of technology, innovation, and business. During his time at UF he was a founding partner at Shopstar, a technology company focused on developing influencer marketing algorithms at scale. Additionally, Cahlon conducted research on Bayesian networks, federated learning, decentralized learning systems, and network science, ultimately writing a thesis entitled "Decentralized Emergency Communications Network with Bayesian Inference." In his current role, Cahlon's work involves driving AI adoption at scale.

AUDREY CERFOGLIO is a master's student in criminal justice at the University of Nevada, Reno. After graduating in May 2023 she entered the interdisciplinary social psychology doctoral program at the University of Nevada, Reno. Her research is focused on violence in intimate partner relationships. She also works with the University of Nevada, Reno Honors College on its mentorship programs. She serves as a Teaching Assistant for the Sociology Department and as a Literacy Specialist for the grant-funded Literacy Program at the Boys and Girls Club.

JARED DIENER is State Partnerships Manager at Credential Engine, a national education nonprofit whose mission is to map the credential landscape with clear and consistent information. Prior to holding this position, he served for nine years as Director of Honors Advising at James Madison University and built a robust advising program from the ground up. He also directed study abroad programs at prestigious universities in the UK and mentored students applying for national fellowships and awards.

ERIN E. EDGINGTON is Assistant Professor of French at the University of Nevada, Reno and the former Associate Dean of the UNR Honors College. Her research in the field of honors education includes work on internationalizing the honors curriculum, administering contract courses, and housing faculty lines in honors

colleges. A specialist of nineteenth-century French poetry, she is the author of *Fashioned Texts and Painted Books: Nineteenth-Century French Fan Poetry* as well as articles on poetry and language pedagogy.

PHILIP L. FRANA is Professor of Interdisciplinary Liberal Studies and Independent Scholars at James Madison University in Harrisonburg, Virginia. Independent Scholars provides honors-eligible students with the opportunity to pursue a self-designed major. He is editor of the *Encyclopedia of Artificial Intelligence: The Past*, *Present*, *and Future of AI* and has published widely on the history of technology, science, and medicine as well as the state-of-the-art in honors education.

EILEEN MAKAK is Assistant Director of Student Development at Macaulay Honors College–CUNY. She received her MsED from Baruch College. She focuses her efforts in understanding and sharing information on how to serve the needs of her honors students and improve their overall well-being. She has shared her experiences through NASPA's Women in Student Affairs blog and through NACADA's *Academic Advising Today* periodical.

KATHERINE MCCALL graduated with a Master's in Sustainable Development Practice from the University of Florida. She conducted research on a systems-thinking education program for young adults in Kenya. This research focused on understanding changes in confidence and motivation among program participants as well as peer relationships between them. She also holds a BA in economics from the University of Florida, where she was a part of the honors college. Her participation in honors classes and events helped to shape her interests and future career path.

CHELSEA MCKEIRNAN is Director of Development at the Northern Arizona University Honors College. Her research in the field of honors education includes work on the identity of honors students, creativity and innovation in the honors capstone, and best practices in honors curriculum.

ANGELA D. MEAD is Director of Advising and Student Services in the Honors College at Appalachian State University. Her research has been on socioeconomically diverse students, which includes first-generation and low-income college students, and on honors students, and specifically the intersection between these populations. She is also interested in food insecurity among college students. She teaches courses on social justice and popular culture, most recently on the *Harry Potter* novels.

DOUGLAS A. MEDINA is an instructor in the Humanities and Social Sciences Department at CUNY's Guttman Community College. He is currently a PhD candidate in the Political Science Program at the CUNY Graduate Center. His research is focused on the political economy of higher education and the influence of race and class politics, as well as mental health, on approaches to solving poverty and inequality. He has also led Mental Health First Aid trainings for hundreds of people in the New York City area.

HARMONY D. OSEI is Director of the Dr. Martin Luther King, Jr. Scholars Program at New York University (NYU) and is a Certified Student Affairs Educator. She is pursuing a PhD in Urban Education and Certificate in Africana Studies at the Graduate Center, with research interests in Black/Latinx activism and foster youth educational outcomes. Osei received her MA in Higher Education from NYU, where she studied race and culture in Brazil and the Dominican Republic. She's presented on hair discrimination, BIPOC trauma and resistance, and Caribbean traditions.

HAILEY SILVER RODIS is First-Year Honors Advisor and Leadership Development Specialist at the University of Nevada, Reno Honors College. She is responsible for helping to facilitate the Peer Coaching Program, coordinates a series of professional development events for students, and co-teaches a leadership development class. She is currently pursuing her PhD in the Educational Leadership Program. Her research is focused on mentorship within the tenure process, comparing assigned and selected mentors.

STEPHANIE VELTMAN SANTAROSA, formerly Assistant Dean of Honors at Westminster College (now Westminster University) in Salt Lake City, Utah, currently serves as Director of Student Success Coaching at the University of Utah. She holds a PhD in Education with a focus on higher education, and master's degrees in College Student Personnel and Guidance & Counseling. She enjoys living in Utah and exploring the state by planning camping trips and outings for her husband, children, and anyone else who wants to come along.

ALAN SELLS is a first-year PhD student in the Higher Education and Student Affairs program at Ohio State University. His research interests include student development theory and identity development, particularly in gifted, high-achieving, and queer students. He has been working in higher education professionally for almost ten years, advising honors college students for the past five.

KRISTY SPEAR is Assistant Director for the University of Florida Honors Program. She spent several years as an honors advisor and won multiple institutional awards for her service in that role. From 2016–2018, she chaired the Advising High-Achieving Students Community through the National Academic Advising Association. Her areas of interests include mindful approaches to helping high-achieving students set a healthy pace and designing online courses that foster learning and engagement for honors students.

ART L. SPISAK is Director Emeritus of the University of Iowa Honors Program. He has served in NCHC leadership positions, including as president in 2017. He is also an NCHC Fellow and has been involved with honors education in the various roles of faculty, researcher, and administrator for over twenty-five years.

HOLLY B. YODER is Advising Director for the University of Iowa Honors Program and supervises student groups including Honors Peer Mentors, Honors Outreach Ambassadors, and the staff of UI Honors Publications.

ABOUT THE NCHC MONOGRAPH SERIES

The Publications Board of the National Collegiate Honors Council typically publishes two to three monographs a year. The subject matter and style range widely: from handbooks on nuts-and-bolts practices and discussions of honors pedagogy to anthologies on diverse topics addressing honors education and issues relevant to higher education.

The Publications Board encourages people with expertise interested in writing such a monograph to submit a prospectus. Prospective authors or editors of an anthology should submit a proposal discussing the purpose or scope of the manuscript; a prospectus that includes a chapter by chapter summary; a brief writing sample, preferably a draft of the introduction or an early chapter; and a *curriculum vitae*. All monograph proposals will be reviewed by the NCHC Publications Board.

We accept material by email attachment in Word (not pdf).

Direct all proposals, manuscripts, and inquiries about submitting a proposal to the General Editor of the NCHC Monograph Series:

Dr. Jeffrey A. Portnoy
General Editor, NCHC Monograph Series
Professor Emeritus of English
Honors College
Perimeter College
Georgia State University

jportnoy@gsu.edu

Advising for Today's Honors Students edited by Erin E. Edgington (2023, 244pp). A useful handbook for both new and experienced advisors, this volume brings together 11 essays on the theory and practice of academic advising within the unique context of honors education. Incorporating qualitative and quantitative data on advising efforts in honors programs and colleges across a variety of institutional settings, these essays offer practical advice and inspiration for honors advisors, faculty, and administrators.

Assessing and Evaluating Honors Programs and Honors Colleges: A Practical Handbook by Rosalie Otero and Robert Spurrier (2005, 98pp). This monograph includes an overview of assessment and evaluation practices and strategies. It explores the process for conducting self-studies and discusses the differences between using consultants and external reviewers. It provides a guide to conducting external reviews along with information about how to become an NCHC-Recommended Site Visitor. A dozen appendices provide examples of "best practices."

Beginning in Honors: A Handbook by Samuel Schuman (Fourth Edition, 2006, 80pp). Advice on starting a new honors program. Covers budgets, recruiting students and faculty, physical plant, administrative concerns, curriculum design, and descriptions of some model programs.

Breaking Barriers in Teaching and Learning edited by James Ford and John Zubizarreta (2018, 252pp). This volume—with wider application beyond honors classrooms and programs—offers various ideas, practical approaches, experiences, and adaptable models for breaking traditional barriers in teaching and learning. The contributions inspire us to retool the ways in which we teach and create curriculum and to rethink our assumptions about learning. Honors education centers on the power of excellence in teaching and learning. Breaking free of barriers allows us to use new skills, adjusted ways of thinking, and new freedoms to innovate as starting points for enhancing the learning of all students.

Building Honors Contracts: Insights and Oversights edited by Kristine A. Miller (2020, 320pp). Exploring the history, pedagogy, and administrative structures of mentored student learning, this collection of essays lays a foundation for creative curricular design and for honors contracts being collaborative partnerships involving experiential learning. This book offers a blueprint for building honors contracts that transcend the transactional.

The Demonstrable Value of Honors Education: New Research Evidence edited by Andrew J. Cognard-Black, Jerry Herron, and Patricia J. Smith (2019, 292pp). Using a variety of different methods and exploring a variety of different outcomes across a diversity of institutions and institution types, the contributors to this volume offer research that substantiates in measurable ways the claims by honors educators of value added for honors programming.

Fundrai$ing for Honor$: A Handbook by Larry R. Andrews (2009, 160pp). Offers information and advice on raising money for honors, beginning with easy first steps and progressing to more sophisticated and ambitious fundraising activities.

A Handbook for Honors Administrators by Ada Long (1995, 117pp). Everything an honors administrator needs to know, including a description of some models of honors administration.

A Handbook for Honors Programs at Two-Year Colleges by Theresa A. James (2006, 136pp). A useful handbook for two-year schools contemplating beginning or redesigning their honors program and for four-year

schools doing likewise or wanting to increase awareness about two-year programs and articulation agreements. Contains extensive appendices about honors contracts and a comprehensive bibliography on honors education.

The Honors College Phenomenon edited by Peter C. Sederberg (2008, 172pp). This monograph examines the growth of honors colleges since 1990: historical and descriptive characterizations of the trend, alternative models that include determining whether becoming a college is appropriate, and stories of creation and recreation. Leaders whose institutions are contemplating or taking this step as well as those directing established colleges should find these essays valuable.

Honors Colleges in the 21st Century edited by Richard Badenhausen (2023, 536pp). With essays written by 56 authors representing 45 different institutions, this volume is the largest and most comprehensive group of faculty, staff, and administrators ever to appear in print together discussing honors colleges. A wide range of institutional perspectives are represented: public and private, large and small, R1 flagships and regional, two- and four-year, religious and secular, and HBCU.

Honors Composition: Historical Perspectives and Contemporary Practices by Annmarie Guzy (2003, 182pp). Parallel historical developments in honors and composition studies; contemporary honors writing projects ranging from admission essays to theses as reported by over 300 NCHC members.

Honors Programs at Smaller Colleges by Samuel Schuman (Third Edition, 2011, 80pp). Practical and comprehensive advice on creating and managing honors programs with particular emphasis on colleges with fewer than 4,000 students.

The Honors Thesis: A Handbook for Honors Directors, Deans, and Faculty Advisors by Mark Anderson, Karen Lyons, and Norman Weiner (2014, 176pp). To all those who design, administer, and implement an honors thesis program, this handbook offers a range of options, models, best practices, and philosophies that illustrate how to evaluate an honors thesis program, solve pressing problems, select effective requirements and procedures, or introduce a new honors thesis program.

Housing Honors edited by Linda Frost, Lisa W. Kay, and Rachael Poe (2015, 352pp). This collection of essays addresses the issues of where honors lives and how honors space influences educators and students. This volume includes the results of a survey of over 400 institutions; essays on the acquisition, construction, renovation, development, and even the loss of honors space; a forum offering a range of perspectives on residential space for honors students; and a section featuring student perspectives.

If Honors Students Were People: Holistic Honors Education by Samuel Schuman (2013, 256pp). What if honors students were people? What if they were not disembodied intellects but whole persons with physical bodies and questing spirits? Of course . . . they are. This monograph examines the spiritual yearnings of college students and the relationship between exercise and learning.

Inspiring Exemplary Teaching and Learning: Perspectives on Teaching Academically Talented College Students edited by Larry Clark and John Zubizarreta (2008, 216pp). This rich collection of essays offers valuable insights into innovative teaching and significant learning in the context of academically challenging classrooms and programs. The volume provides theoretical, descriptive, and practical resources, including

models of effective instructional practices, examples of successful courses designed for enhanced learning, and a list of online links to teaching and learning centers and educational databases worldwide.

Internationalizing Honors edited by Kim Klein and Mary Kay Mulvaney (2020, 468pp.). This monograph takes a holistic approach to internationalization, highlighting how honors has gone beyond providing short-term international experiences for students and made global issues and experiences central features of curricular and co-curricular programming. The chapters present case studies that serve as models for honors programs and colleges seeking to initiate and further their internationalization efforts.

Occupy Honors Education edited by Lisa L. Coleman, Jonathan D. Kotinek, and Alan Y. Oda (2017, 394pp). This collection of essays issues a call to honors to make diversity, equity, and inclusive excellence its central mission and ongoing state of mind. Echoing the AAC&U declaration "without inclusion there is no true excellence," the authors discuss transformational diversity, why it is essential, and how to achieve it.

The Other Culture: Science and Mathematics Education in Honors edited by Ellen B. Buckner and Keith Garbutt (2012, 296pp). A collection of essays about teaching science and math in an honors context: topics include science in society, strategies for science and non-science majors, the threat of pseudoscience, chemistry, interdisciplinary science, scientific literacy, philosophy of science, thesis development, calculus, and statistics.

Partners in the Parks: Field Guide to an Experiential Program in the National Parks by Joan Digby with reflective essays on theory and practice by student and faculty participants and National Park Service personnel (First Edition, 2010, 272pp). This monograph explores an experiential learning program that fosters immersion in and stewardship of the national parks. The topics include program designs, group dynamics, philosophical and political issues, photography, wilderness exploration, and assessment.

Partners in the Parks: Field Guide to an Experiential Program in the National Parks edited by Heather Thiessen-Reily and Joan Digby (Second Edition, 2016, 268pp). This collection of recent photographs and essays by students, faculty, and National Park Service rangers reflects upon PITP experiential learning projects in new NPS locations, offers significant refinements in programming and curriculum for revisited projects, and provides strategies and tools for assessing PITP adventures.

Place as Text: Approaches to Active Learning edited by Bernice Braid and Ada Long (Second Edition, 2010, 128pp). Updated theory, information, and advice on experiential pedagogies developed within NCHC during the past 35 years, including Honors Semesters and City as Text™, along with suggested adaptations to multiple educational contexts.

Place, Self, Community: City as Text™ in the Twenty-First Century edited by Bernice Braid and Sara E. Quay (2021, 228pp). This monograph focuses on the power of structured explorations and forms of immersion in place. It explores the inherent integrative learning capacity to generate a sense of interconnectedness, the ways that this pedagogical strategy affects professors as well as students, and instances of experiential learning outcomes that illustrate the power of integrative learning to produce social sensitivity and engagement.

Preparing Tomorrow's Global Leaders: Honors International Education edited by Mary Kay Mulvaney and Kim Klein (2013, 400pp). A valuable resource for initiating or expanding honors study abroad programs, these essays examine theoretical issues, curricular and faculty development, assessment, funding, and

security. The monograph also provides models of successful programs that incorporate high-impact educational practices, including City as Text™ pedagogy, service learning, and undergraduate research.

Setting the Table for Diversity edited by Lisa L. Coleman and Jonathan D. Kotinek (2010, 288pp). This collection of essays provides definitions of diversity in honors, explores the challenges and opportunities diversity brings to honors education, and depicts the transformative nature of diversity when coupled with equity and inclusion. These essays discuss African American, Latinx, international, and first-generation students as well as students with disabilities. Other issues include experiential and service learning, the politics of diversity, and the psychological resistance to it. Appendices relating to NCHC member institutions contain diversity statements and a structural diversity survey.

Shatter the Glassy Stare: Implementing Experiential Learning in Higher Education edited by Peter A. Machonis (2008, 160pp). A companion piece to *Place as Text*, focusing on recent, innovative applications of City as Text™ teaching strategies. Chapters on campus as text, local neighborhoods, study abroad, science courses, writing exercises, and philosophical considerations, with practical materials for instituting this pedagogy.

Teaching and Learning in Honors edited by Cheryl L. Fuiks and Larry Clark (2000, 128pp). Presents a variety of perspectives on teaching and learning useful to anyone developing new or renovating established honors curricula.

Writing on Your Feet: Reflective Practices in City as Text™ edited by Ada Long (2014, 160pp). A sequel to the NCHC monographs *Place as Text: Approaches to Active Learning* and *Shatter the Glassy Stare: Implementing Experiential Learning in Higher Education*, this volume explores the role of reflective writing in the process of active learning while also paying homage to the City as Text™ approach to experiential education that has been pioneered by Bernice Braid and sponsored by NCHC during the past four decades.

***Journal of the National Collegiate Honors Council* (*JNCHC*)** is a semi-annual periodical featuring scholarly articles on honors education. Articles may include analyses of trends in teaching methodology, articles on interdisciplinary efforts, discussions of problems common to honors programs, items on the national higher education agenda, and presentations of emergent issues relevant to honors education.

***Honors in Practice* (*HIP*)** is an annual journal of applied research publishing articles about innovative honors practices and integrative, interdisciplinary, and pedagogical issues of interest to honors educators.

UReCA: The NCHC Journal of Undergraduate Research and Creative Activity is a web-based, peer-reviewed journal edited by honors students that fosters the exchange of intellectual and creative work among undergraduates, providing a platform where all students can engage with and contribute to the advancement of their individual fields. To learn more, visit <http://www.nchc-ureca.com>.

NCHC Publications Order Form

Purchases may be made by calling 402-472-9150, emailing nchc@unl.edu, visiting our website <http://www.nchchonors.org>, or mailing a check or money order payable to: NCHC • Knoll Suite 250 • University of Nebraska–Lincoln • 440 N. 17th Street • Lincoln, NE 68588. FEIN 52–1188042

	Member	Non-Member	No. of Copies	Amount This Item
Monographs:				
Advising for Today's Honors Students	$25.00	$45.00		
Assessing and Evaluating Honors Programs and Honors Colleges: A Practical Handbook	$25.00	$45.00		
Beginning in Honors: A Handbook (4th Ed.)	$25.00	$45.00		
Breaking Barriers in Teaching and Learning	$25.00	$45.00		
Building Honors Contracts: Insights and Oversights	$25.00	$45.00		
The Demonstrable Value of Honors Education: New Research Evidence	$25.00	$45.00		
Fundrai$ing for Honor$: A Handbook	$25.00	$45.00		
A Handbook for Honors Administrators	$25.00	$45.00		
A Handbook for Honors Programs at Two-Year Colleges	$25.00	$45.00		
The Honors College Phenomenon	$25.00	$45.00		
Honors Colleges in the 21st Century	$25.00	$45.00		
Honors Composition: Historical Perspectives and Contemporary Practices	$25.00	$45.00		
Honors Programs at Smaller Colleges (3rd Ed.)	$25.00	$45.00		
The Honors Thesis: A Handbook for Honors Directors, Deans, and Faculty Advisors	$25.00	$45.00		
Housing Honors	$25.00	$45.00		
If Honors Students Were People: Holistic Honors Education	$25.00	$45.00		
Inspiring Exemplary Teaching and Learning: Perspectives on Teaching Academically Talented College Students	$25.00	$45.00		
Internationalizing Honors	$25.00	$45.00		
Occupy Honors Education	$25.00	$45.00		
The Other Culture: Science and Mathematics Education in Honors	$25.00	$45.00		
Partners in the Parks: Field Guide to an Experiential Program in the National Parks (Specify ☐ 1st Ed. or ☐ 2nd Ed.)	$25.00	$45.00		
Place as Text: Approaches to Active Learning (2nd Ed.)	$25.00	$45.00		
Place, Self, Community: City as Text™ in the Twenty-First Century	$25.00	$45.00		
Preparing Tomorrow's Global Leaders: Honors International Education	$25.00	$45.00		
Setting the Table for Diversity	$25.00	$45.00		
Shatter the Glassy Stare: Implementing Experiential Learning in Higher Education	$25.00	$45.00		
Teaching and Learning in Honors	$25.00	$45.00		
Writing on Your Feet: Reflective Practices in City as Text™	$25.00	$45.00		
Journals:				
Journal of the National Collegiate Honors Council (JNCHC) Specify Vol/Issue ___/___	$25.00	$45.00		
Honors in Practice (HIP) Specify Vol ___	$25.00	$45.00		
Total Copies Ordered and Total Amount Paid:				$

Name _____ Institution _____

Address _____ City, State, Zip _____

Phone _____ Fax _____ Email _____

Print-on-Demand publications will be delivered in 4-6 weeks. Shipping costs will be calculated on the number of items purchased. Apply a 20% discount if 10+ copies are purchased.

from *Advising for Today's Honors Students—*

"Of course, as honors advisors, we are often students' second or third line of defense; many honors students benefit from having several academic advisors during their time as undergraduates. While we remain intimately familiar with questions and discussions around course schedules—all the more so because honors student standing often carries special registration benefits—we are also uniquely positioned to move beyond the standard academic advising function and to assist students in maximizing their time in our honors programs and colleges and at our institutions. Curiously, then, we find that we have come nearly full circle and that we operate in the nebulous space between the too intimate *in loco parentis* role of the earliest American tutors and the too distant bureaucratic posture of the first academic advisors hired to help students navigate class schedules. The essays that make up this monograph likewise explore the productive space between these two extremes."

—Erin E. Edgington

NCHC NATIONAL COLLEGIATE HONORS COUNCIL

ISBN: 978-1-945001-22-2