

Graduate Advising Guide, Version 3.0

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Using this *Guide*

For Whom Was This *Guide* Created?

Graduate students use my *Advising Guide* who began their Workforce Education and Development (WF ED) graduate degree programs during Spring Semester 2016 or after *and* who are advised by me.¹

Available in Alternate Formats

This *Guide* is downloadable as an ePubs document suitable for portable devices and as an Adobe PDF file.

Ok, So, It's a Long Read, I Get It

I prefer specificity in such an advising guide to generality. As a consequence of this preference, I designed this *Guide* to touch many of the details of my interactions with graduate students. These details range widely from procedural requirements to practical nostrums to moral imperatives.

As a result of my preference for specificity, the *Guide* might be longer than you wish to read. Well, my excuse is that I have much to say to you. I encourage you to read and understand the entire *Guide*, especially if you are a graduate student I advise or are considering becoming one of my advisees. I have included many of the differences between my advising philosophy and practices and those that other WF ED faculty members might hold or follow.

Perhaps, after reading this *Guide*, you also find it less informative than you had hoped. If you believe that any matter in the *Guide* is unclear or is missing, let me know. I will attempt a revision of the *Guide*.

Not My Last Words...

My *Advising Guide* is not my last and limited word on graduate studies. Rather, discuss with me any aspect of graduate study that interests you. You will find that you can, and probably will want to, discuss matters with me that even are not governed by this *Guide*. No topic is off the table.

My young friends, you think I have something hidden away, but I do not. There is nothing I do that I do not share with you — this is the person I am.

~ Confucius²

¹My personal web site is available at <http://DavidPassmore.net>.

²Paraphrased from ¶7.24 in Eno, R. (2015). *The analects of Confucius: An online teaching translation* (Version 2.2). Retrieved from <http://goo.gl/shN0xD>.

Chapter 1

My Advising Roles & Our Relationship

1.1 How I Roll in My Professor Roles

1.1.1 My Commitment of Service to You

I approach my involvement with you in WF ED graduate programs as *service* - which is defined as an act of helpful activity or aid - not as *control* - which is an act of restraining or directing behavior.

You are not a relative of mine. For the most part, I do not know people before they become my advisees. And, even if we know one another outside the context of the WF ED graduate program, we probably do not have natural emotional ties that can initiate and center our advisor/advisee relationship. Rather, through my role as your advisor, I have been assigned by Penn State to an official, authoritative, sanctioned position to help you finish your graduate degree with quality within the time period specified by Penn State's Graduate School.

To be conscious of your needs as a graduate student and act on them with compassion, I require contact with you so that I can care for you. You can create this necessary contact by meeting often with me. During each semester during the academic year, I offer time approximately 12.5% of my work time for face-to-face and online meetings for Penn State students during Fall Semester and 27.5% during Spring Semester. Because I have a 36-week appointment to Penn State (Fall and Spring), I am typically not available for appointments during Summer Session.¹

Establish meetings with me during the times on the calendar dates that I make available for student appointments (more about contacts with me later in this *Guide*). I conduct mostly weekly informal online group meetings (documented on my calendar) with my current advisees during Fall Semester and Spring Semester. Use the time that I make available to you.

1.1.2 Why My Commitment of Service to You is Important to Me

My service commitment to you nourishes me. My service to you is bound up in my own notion of my personal success in life. As an illustration, I relate to you a story told by Miguel de Unamuno - a now-deceased 19th-20th century Basque essayist, novelist, poet, playwright - about an ancient Roman aqueduct located near the Spanish city of Segovia.

¹The distribution of my current workload is displayed at <https://sites.google.com/site/psupassmore/>.

For 1,800 years the aqueduct carried cool water from the mountains to the hot and thirsty city. I have stood next to this aqueduct and felt connected to its Roman and Spanish history.² It is both ancient as well as majestic.

People became concerned that this architectural marvel and historical treasure ought to be preserved from erosion that could result from continuing use. So, the city began detouring water flow away from the ancient stones and channeling it instead through modern pipes.

But, then, when water ceased flowing along its channels, the aqueduct began to fall apart. The sun beating down on its now dry mortar caused it to crumble. In time, its massive structural stones threatened to fall. What eighteen centuries of hard service had not been able to destroy, a few years of idleness nearly did.

So in a similar way, my service to you is necessary to maintain against decay of my very humanity. It is easy in academic life to turn into oneself and to self-indulgently pursue the personal ideas and research that really requires no one else's involvement. Derek Bok, former president of Harvard University, warned against the dangers of detachment by professors. Bok wrote that

*Armed with the security of tenure and time to study the world with care, professors would appear to have a unique opportunity to act as society's scouts to signal impending problems long before they are visible to others. Yet rarely have members of the academy succeeded in discovering emerging issues and bringing them vividly to the attention of the public. What Rachel Carson did for risks to the environment, Ralph Nader for consumer protection, Michael Harrington for problems of poverty, Betty Friedan for women's rights, they did as independent critics, not as members of the faculty.*³

I admit that I struggle often with this "solitary research/social connection" balance. Striving for a proper balance requires concentration. However, at my age, to bolster my energy and rationalize my time I often recall a line or two attributed to American novelist and journalist Jack London, "I would rather be ashes than dust!...I would rather be a superb meteor...than a sleepy and permanent planet."⁴

Well, amen, I respond. I promise you that I will burn and move as swiftly as possible with you while I still retain the privilege of the professorship. There certainly are rewards. As Satchidananda, a religious teacher, once said,

*Always try to serve others. Don't even call it helping, call it service because you are benefited by that. If someone begs from you and you give them something, you shouldn't think you are helping them. Instead, he or she is helping you. ~Satchidananda Saraswati*⁵

1.1.3 My Stewardship of Scholarship

I take the obligation of *stewardship* of academic scholarship seriously. Stewardship is the careful and responsible management of something entrusted to one's care.

The word, *steward*, comes from the Old English word *stiweard*, with *sti*, meaning "hall," and *weard*, meaning "ward," or "guard."⁶ Its primary meaning refers to an official or servant who was responsible for the domestic affairs of a household. The term also denotes a ruler or highly placed noble serving as a minister to a ruler and to offices. But, the term also refers to occupations such as gardener, magistrate, labor union representative, flight attendant, shipboard caterer, and financial manager.

²The town of Segovia and its aqueduct are on UNESCO's *World Heritage List* (see <http://whc.unesco.org/en/list/311>).

³p. 17 in Bok, D. *Universities and the future of America*. Durham, NC: Duke University Press.

⁴Attributed to London in the introduction London essays collected by Irving Shepard in 1956 in *Jack London's tales of adventure illustrated*, published by Hanover House/Doubleday and Company.

⁵Satchidananda was the founder of integral yoga and received, among other honors, the U Thant Peace Award, the Humanitarian Award of the Anti-Defamation League of B'nai B'rith, and The Albert Schweitzer Award.

⁶On p. 282 of Callicot, J. B., & Frodeman, R. (2009). *Encyclopedia of environmental ethics and philosophy* (Vol. 2). Farmington Hills, MI: Gale Cengage Learning.

The two key elements of the stewardship concept are (a) the ability to care for, manage, or control persons or things and (b) the accountability for the proper exercise of that ability. A steward exercises power and authority, but does not have license to do so in a self-serving or careless manner.⁷

I seek to be a steward of the vision, process, and product of academic scholarship. Stated simply, *scholarship* is the methods, discipline, and attainment of people who possess profound knowledge of a topic through valid, rigorous, and systematic study. To many, scholarship = research. However, Boyer⁸ classified scholarship into four types:

- *Scholarship of discovery* - This type of scholarship comes closest to the “research” tradition of the university and, at its best, contributes not only to human knowledge, but also to the intellectual climate of the university.
- *Scholarship of integration* - This type of scholarship links, interprets, and gives meaning to seemingly isolated facts. Although *discovery* asks “what can we know,” *integration* asks “what do these disparate facts mean?”
- *Scholarship of application* - This type of scholarship moves toward engagement as the scholar asks “How can knowledge from discovery and integration be used?” Emerging imperatives by universities for engagement stand in marked contrast with traditional conceptions of higher education as a means as well as a measure of self-development and entirely as an end in itself. Scholarship of application is not a one-way street. It not only requires diffusion of knowledge from the university, but it also involves the learning acquired by the university from the engagement necessary to make the application. Knowledge is derived from practice.
- *Scholarship of teaching* - A maxim ascribed to Aristotle asserted that “Teaching is the highest form of understanding.”⁹ The work of a scholar becomes consequential only as it is understood by others.¹⁰ And, while transmitting this knowledge, the scholar is pushed by students into creative new directions through the students’ comments, suggestions, questions, and dialog. And, due to advances in technology and through the ever-expanding reach of information networks, teaching activity has become more public and global and, therefore, more open to scholarly peer-review than ever before.

Glassick integrated a scholarly workflow with Boyer’s definitions of scholarship based on the opinions of grant funding agencies, scholarly press directors, and peer-reviewed journal editors to summarize six standards for scholarship: (a) clear goals that are realistic and achievable; (b) adequate preparation by understanding existing scholarship and adequately resourcing scholarly work; (c) appropriate methods matched to goals; (d) important results that achieve goals, add to the field of research, and open new exploration; (e) effective presentation that emphasizes clarity and integrity; and (f) reflective self-critique to improve the quality of personal scholarship.¹¹

My conception of stewardship over academic scholarship considers, then, Glassick’s scholarly workflow that guides each of Boyer’s four types of scholarship. You and I, as advisor and advisee, partner to develop, maintain, and extend our scholarship throughout this workflow and over these scholarship types in the field of practice in workforce education and development.

1.1.4 My Preference for Intellectual Synthesis

Immanuel Kant, 17th-18th century philosopher during what is called the Enlightenment Period in Western intellectual history, referred to *intellectual synthesis* as a process for “running through, and gathering

⁷ *Ibid.*, p. 282.

⁸ Chapter 2 in Boyer, E. (1990). *Scholarship reconsidered: Priorities of the professorate*. San Francisco, CA: Jossey-Bass.

⁹ Attributed, but unsourced, at <https://goo.gl/49CeH8>.

¹⁰ As an aside, I view the process of writing as a subset of of the scholarship of teaching. There is an oft-quoted maxim that “You know nothing unless you can write about it.” A document targeted for graduate about scholarly writing processes: Passmore, D. L. (2013). *Scholarly writing: Guide to honing your writing skills for success in the doctoral program in Workforce Education & Development at Penn State*. Retrieved from <http://goo.gl/59swvv>.

¹¹ From table on p. 879 in Glassick, C. E. (2000). Boyer’s expanded definitions of scholarship, the standards for assessing scholarship, and the elusiveness of the scholarship of teaching. *Academic Medicine*, 75,(9), 877-880. Retrieved from <https://goo.gl/eI2t90>.

together”¹² of representations to make judgments and formulate concepts. I am drawn to the process of intellectual synthesis as a distinguishing attribute of scholarship.

The process of intellectual synthesis is much more than merely acquiring tidbits of knowledge. Graduate schooling certainly can make you a successful *intellect worker*, which Paul Baran, a now-deceased radical political economist, defined in an article, “The Commitment of the Intellectual,”¹³ as

Individuals working with their minds rather than with their muscles, living off their wits rather than off their hands. Let us call these people intellect workers. They are businessmen and physicians, corporate executives and purveyors of “culture,” stockbrokers and university professors. There is nothing invidious in this aggregation, no more than there is in the notion “all Americans,” or “all people who smoke a pipe.”

Yet, your development as an intellect worker is only a narrow view of my hopes for you as my advisee. A primary aim is to help you join or enhance your role as an *intellectual*, which Baran differentiated from the role of an intellect worker. I present Baran’s argument directly and at length because he states his case so eloquently:

What is an intellectual? The most obvious answer would seem to be: a person working with his intellect, relying for his livelihood (or if he need not worry about such things, for the gratification of his interests) on his brain rather than on his brawn. Yet simple and straightforward as it is, this definition would be generally considered to be quite inadequate. Fitting everyone who is not engaged in physical labor, it clearly does not jibe with the common understanding of the term “intellectual.” Indeed, the emergence of expressions such as “long-haired professor” and “egghead” suggests that somewhere in the public consciousness there exists a different notion encompassing a certain category of people who constitute a narrower stratum than those “working with their brains.”

The intellectual is systematically seeking to relate whatever specific area he may be working in to other aspects of human existence. Indeed, it is precisely this effort...to interconnect [emphasis mine] which constitutes one of the intellectual’s outstanding characteristics. And it is likewise this effort which identifies one of the intellectual’s principal functions in society: to serve as a symbol and as a reminder of the fundamental fact that the seemingly autonomous, disparate, and disjointed morsels of social existence – literature, art, politics, the economic order, science, the cultural and psychic condition of people – can all be understood (and influenced) only if they are clearly visualized as parts of the comprehensive totality...This principle “the truth is the whole” – to use an expression of Hegel – carries with it, in turn, the inescapable necessity of refusing to accept as a datum, or to treat as immune from analysis, any single part of the whole.

[The intellectual must] undertake ruthless criticism of everything that exists, ruthless in the sense that the criticism will not shrink either from its own conclusions or from conflict with the powers that be. An intellectual is thus in essence a...critic, a person whose concern is to identify, to analyze, and in this way to help overcome the obstacles barring the way to the attainment of a better, more humane, and more rational social order. As such he becomes the conscience of society and the spokesman of such progressive forces as it contains in any given period of history. And as such he is inevitably considered a “troublemaker” and a “nuisance” by [those] seeking to preserve the status quo as well as by the intellect workers in its service who accuse the intellectual of being utopian or metaphysical at best, subversive or seditious at worst.

All that can be hoped for now is that our country too will produce its “quota” of men and women who will defend the honor of the intellectual against all the fury of dominant interests and against all the assaults of agnosticism, obscurantism, and inhumanity.

Considered in the light of Baran’s argument, I do not regard intellectual synthesis merely as presiding over soulless knowledge and as taming the technical means of discovery, integration, application, and teaching.

¹²Cited from German in Makkreel, R. A. (1990). *Imagination and interpretation in Kant: The hermeneutical import of the critique of judgment*. Chicago, IL: The University of Chicago Press.

¹³Baran, P. A. (1961). The commitment of the intellectual. *Monthly Review*, 13(1). Retrieved from <http://goo.gl/8Y1plw>.

Rather, I view my intellectual synthesis as virtue-seeking, ethical activity, the consequence of which signifies to me that I must synthesize, as Baran quotes Hegel, “truth” from “the whole” or to seek Kant’s “gathering together.” The idea is to unite ideas, instead of seeing things piecemeal. This type of unification is exemplified in sociobiologist Edmond O. Wilson’s *Consilience: The unity of knowledge*¹⁴ and in a number of scholarly works in, for instance, history, psychology, ecology, and physics.

A prerequisite to intellectual synthesis is a being an omnivore of knowledge, a sop of information, a curious cat about all earthly ways (and maybe even a speculator about the unearthly). It is in this way that Eliezer Yudowsky equated intellectual synthesis as a virtue through which you:

*Study many sciences and absorb their power as your own. Each field that you consume makes you larger. If you swallow enough sciences the gaps between them will diminish and your knowledge will become a unified whole. If you are gluttonous you will become vaster than mountains. It is especially important to eat math and science which impinges upon rationality: Evolutionary psychology, heuristics and biases, social psychology, probability theory, decision theory. But these cannot be the only fields you study...*¹⁵

1.2 My Four Advising Roles

I engage in four advising roles for graduate students in WF ED: (a) temporary advisor of a doctoral student; (b) chair/dissertation advisor of a doctoral committee for a doctoral candidate; (c) advisor/second reader of a research paper for a master’s degree student; and (d) member of a doctoral committee for a doctoral candidate.

1.2.1 Temporary Advisor (PhD)

The WF ED Program Coordinator can assign me to advise you during the period between your admission to the doctoral degree program in WF ED and the decision made by the Graduate Faculty to recommend your admission to doctoral candidacy status to the Graduate School. Neither you nor I choose whether I advise you temporarily. This is an administrative decision.

My duties as your temporary advisor are to (a) advise you about course enrollment during your first Summer Session (if you are admitted during Summer Session), your first Fall Semester, and your first Spring Semester and (b) to mentor you to complete the *WF ED Doctoral Candidacy Examination* successfully. I cease to be your temporary advisor when you are admitted to doctoral candidacy based on the recommendation of the WF ED graduate faculty.

1.2.2 Chair of Committee/Dissertation Advisor (PhD)

After the Graduate School admits you to doctoral candidacy status, you select a chair for your doctoral committee and a dissertation advisor. The chair and advisor can be, and often are, the same person.

The WF ED program allows you to suggest your own committee chair and dissertation advisor. However, if you fail to make these suggestions, the WF ED Program Coordinator will assign a WF ED graduate faculty member to fill these roles. Penn State’s Graduate School requires that each graduate student always can turn to a designated graduate faculty member for advice about degree progress and completion.

¹⁴Wilson. E. O. (1998). *Consilience: The unity of knowledge* (New York: Alfred A. Knopf) in which, on page 7, Wilson identifies consilience as “Literally a ‘jumping together’ of knowledge by the linking of facts and fact-based theory across disciplines to create a common groundwork of explanation.”

¹⁵Yudowsky, E. (2006). *Twelve virtues of rationality*. Retrieved from <http://www.yudkowsky.net/rational/virtues>.

My duty as the chair of your committee is to help you create and manage the program of studies you establish to complete your degree requirements. My duty, if I also act as your dissertation advisor, is to help you propose, execute, write, defend, and submit a worthy dissertation.

I serve as an advisor only for dissertations that are within my areas of content and analytical expertise. Although I have conducted research through the lens of many disciplines,¹⁶ I mostly have conducted research and supervised dissertations that fall within the *quantitative tradition* using a wide variety of techniques generalized in some way or another from the statistical foundations of the linear model.¹⁷ As defined by Creswell¹⁸,

Quantitative research is a means for testing objective theories by examining the relationship among variables. These variables can be measured, typically in instruments, so that numbered data can be analyzed using statistical procedures. The final written report has a set structure consisting of introduction, literature and theory, methods, results, and discussion. (p. 247)

I am far less qualified to act as the advisor of students completing dissertations that are in the *qualitative tradition*¹⁹ or that use *mixed qualitative and quantitative methods*.²⁰ I certainly can serve as the chair for any doctoral committee in the WF ED program because the committee chair mainly facilitates progress through the requirements, events, and deadlines faced by the student in a doctoral program. However, if your dissertation primarily is qualitative or involves mixed methods, you require a dissertation advisor other than me - *or*, I can serve as a co-advisor of your dissertation with another WF ED graduate faculty member who holds expertise in qualitative or mixed methods approaches.

1.2.3 Advisor/Second Reader of Research Paper (MS/MEd)

A WF ED faculty advisor is assigned to you by the WF ED Program Coordinator when you are admitted to the WF ED master's degree program. My duty as your advisor for your master's degree is to help you create and manage the program of studies you establish to complete your degree requirements.

I also advise you as you execute and write a worthy master's paper or master's thesis. If the degree program emphasis that you follow in the WF ED master's degree program does not require you to write a master's paper or thesis, then I help you prepare for the comprehensive examination you must pass at the end of your master's degree program.

Master's papers require a second reader in addition to the student's advisor. If I am the second reader for your master's paper, I review and approve your paper *only after your advisor has approved your paper*.

1.2.4 Member (PhD)

If I am a member of your doctoral committee, but not serving as your doctoral committee chair or dissertation advisor, I follow the lead provided by you and your committee chair/dissertation advisor to add my point of view about the structure of your program of studies, the process you follow for your comprehensive examination, and the nature and design of your dissertation. I can suggest ways to frame, execute, and report your research, but your chair/dissertation advisor and you make decisions about your research.

¹⁶Including disciplines of micro- and macro-economics, demography, epidemiology, learning sciences; computer science, regional science, data science, and ethics; review my CV at <http://goo.gl/ILDsLh>.

¹⁷Described at <http://goo.gl/H0VGrg>

¹⁸Creswell, J. R. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. New York: SAGE.

¹⁹Cf. p. 246 in Creswell for definition of qualitative research.

²⁰Mixed methods research defined, also, in Creswell, p. 244.

1.3 Aspects of Our Relationship

Our advisor/advisee relationship requires our friendship, self-direction by you, and our joint and continuous assessment of this relationship.

Recognize that the advisor/advisee relationship is complex and multifaceted and can appear ambivalent. On one hand, I act as your advocate by showing interest in you, by displaying concern for your happiness and welfare, by attending to details of your academic life, and by mentoring you as you progress from degree student, to degree earner, and, then, to the professional role you undertake in which you use the knowledge and skills you developed through earning your degree.

On the other hand, I act as a gatekeeper for the University and for society to ensure that you can complete the type of advanced academic work that is attempted by comparatively few students. You must convince me that you have the “right stuff” to make a genuine contribution to the sum of human knowledge in your area of interest and to produce work on which other researchers can build. I expect that you become an authority, in full command of a field of study right up to the boundaries of current knowledge. So, I also act as a judge of your qualifications for a degree. And, at times, this role in the advisor/advisee relationship requires me to suggest that you terminate your degree program. Making such a suggestion is serious, consequential, and just plain difficult — but, my duty.

1.3.1 Our Friendship

In Book VIII of *Nicomachean Ethics*,²¹ Aristotle described three kinds of friendship. One is based on utility, where friends merely do things for each other. Another is based on pleasure, where people are drawn to each other’s wit or good looks. The third kind of friendship is based on more stable moral qualities.

The first two kinds of friendship occur because people chance to have their needs and pleasures collide with one another. Friendships of these kinds can erupt and, then, wax and wane over time. The third is based on a more enduring and deep quality of human character: *goodness*, or what the ancient Greeks called *arete*, which is translated best as “moral virtue” or “excellence of any kind.”

I wish my friendship with you to be based on *goodness*. Goodness is an action, not a state of being. Aristotle believed that goodness evolves as people strive to live up to their potential, while they are burnished by the conflicts and difficulties that life delivers. Goodness is not a lofty abstraction, but is real, gritty, and hard won.

I associate so many concepts with the Aristotelian notion of goodness, among others: bravery, strength, effectiveness, affability, courage, cooperation, honor, openness, virtuosity, wisdom, integrity, diligence, competence, perseverance, discipline, and gravity. As Aristotle says in Book II in *Nicomachean Ethics*, action “at the right times, about the right things, towards the right people, for the right end, and in the right way, is the...best condition.” Goodness is synonymous with possessing the trait of strong character.

And, so, through goodness is how I wish our friendship to prosper within our advisee/advisor relationship. Friends admire each other’s goodness, and, at the same time, they help one another strive for goodness. In this way, our relationship as advisor and advisee is meant to be mutual, reciprocal, and beneficial. You are as responsible for helping me grow as much as I am responsible for helping you develop your moral character as a scholar.

1.3.2 Your Self-Direction

I start from the not-so-radical assertion that *you are in charge of your WF ED graduate degree program*.

You drive the graduate degree process by using a variety of resources, among which are your interests, motivations, prerequisite learning, time allocation, and personal finances. At the end of the process, you are

²¹Aristotle (approx. 350 B.C.E.), *Nicomachean ethics* (Translated by W. D. Ross). Retrieved from <http://goo.gl/DYqlqN>

expected, especially with the PhD degree, to stand in the role of an independent scholar, an actual peer with the WF ED faculty members who guide you through the degree process. As a consequence, successful completion of your graduate degree program requires considerable self-knowledge, self-organization, and maturity.

Some consequences resulting from the asymmetry of our advisor/advisee relationship (“more you; less me”) include:

- *I guide, suggest, and recommend - but, I do not decide.* I guide you when you request guidance. I suggest matters that could improve your graduate program as I believe you require and are able to receive constructive suggestions. *But, note:* I reserve the verb “advise” for use in oral or written communications with you when I believe you are following incorrect, counterproductive, or unproductive paths in your graduate studies. When you hear me say or read a declarative statement from me that uses the word, “advise,” you know that I am trying to communicate with you in my strongest and most urgent fashion. After my guidance, suggestions, and advice, *you still decide.*
- *You bear the consequences of your decisions.* I do not direct or control your degree program. Rather, I guide, suggest, and advise. Even if I identify issues that seem to be impeding your progress or even represent what I consider to be errors potentially fatal to your degree program, you may, of course, still move ahead and ignore my guidance, suggestions, or advice. The choice is yours. I always act on my assertion that *you are in charge.* Gather the best information, and decide for yourself. You own any outcomes.

1.3.3 Our Ongoing Assessment

I consider a graduate student’s working relationship with an advisor and doctoral committees to more resemble “dating” than “marriage.” Stopping dating someone definitely is easier than divorcing a spouse. In a similar way, you or I easily can sever unilaterally our advising/committee relationship whenever either of us identifies that the relationship is unproductive or obstructive for our aims.

As you progress through your graduate degree program, you are likely to meet faculty members who can guide, suggest, and advise you better than can your current advisor or committee members. This opening of knowledge about faculty members is the result of a natural maturing of your knowledge, skills, and interests as well as a consequence of broadening your experiences and contacts through graduate study. A good outcome, right? You should feel free to replace your advisor or alter your committee structure any time that you believe another advisor or committee structure can serve you better. Remember, it’s dating, not marriage. Break the relationship off whenever you wish.

Some students worry that an advisor or committee members could become unhappy or retaliate if the advisor or members are replaced or removed. However, removal or replacement happens more often than you might realize and can propel a student forward in their degree pursuits. As stated in the *WF ED Graduate Student Handbook*, “Such requests are a common, and well-accepted, occurrence.”²² The only exception that I note is when a student wants to remove an advisor or a committee member because the student wishes to sidestep the faculty member’s quality standards or ethical stance.

The conditions under which I might request my removal as your advisor, committee chair, or committee member are few. If I do not believe I can help you make adequate progress toward your degree, I will suggest that you transition to a new advisor, chair, or committee member to replace me. I also might decide to sever our advising relationship if I judge that you have violated ethical principles (especially related to protection of research subjects or plagiarism), trust, decorum, or respect for other faculty, staff, or students.

²²In section titled, “Academic Advisor and Registration,” at <https://goo.gl/xQvCta>

Chapter 2

Advising Information

2.1 Primary Source

The *WF ED Graduate Student Handbook* is a document containing the official guidance for graduate students that was adopted by the graduate faculty in WF ED.¹

The *WF ED Graduate Student Handbook* outlines the faculty's guidelines for degrees pursued by WF ED graduate students, specifies WF ED program requirements, and identifies URLs for web sites and other information sources from the University at-large about graduate studies at Penn State. The only official version of this *Handbook* is the version made available online, so make sure you refer to the *current* online version before you take actions or make decisions about your graduate degree program. *Warning:* Links to multiple and different versions of the *Handbook* were posted at one time on the College of Education website. If you find that several competing versions are posted, I recommend that you contact the WF ED Program Coordinator or the Degree Staff Assistant identified at <http://goo.gl/CwCWBd> for clarification about which version is official.

Do revisions of requirements or processes specified in revisions of the *WF ED Graduate Student Handbook* made after you start your degree program affect your degree processes and plans? Perhaps. The revised *Handbook* itself might offer an authoritative answer to this question. However, absent any direct, accessible, written statements about the implications of changes in the *Handbook* that could affect you, obtain clarification from the WF ED Program office.² I cannot make such clarifications for you if the *WF ED Graduate Student Handbook* itself is not clear. Fundamental policy, processes, and guidance about the WF ED graduate program are handled jointly by the WF ED graduate faculty. If you request a clarification about the *Handbook*, let me know the outcome.

2.2 Other Documents & Sources

Refer to the following 9 resources so that you have a comprehensive understanding of the panoply of requirements and guidelines you must master to navigate through a WF ED graduate degree program that I advise.

¹Available on through a link posted on Penn State College of Education website: <https://goo.gl/xQvCta>.

²Contact the Program Coordinator or the Degree Staff Assistant identified at <http://goo.gl/CwCWBd>.

2.2.1 My Web Site

A page³ pertaining to my “Current Work” served on my web site contains information about establishing meetings and appointments with me, my physical location, various ways to contact me, and how students request recommendations from me for employment or for other reasons.

2.2.2 The *Graduate Degree Programs Bulletin*

Attend especially to sections of the *Bulletin*⁴ about degree requirements. The *Graduate School Bulletin* provides links to up-to-date policies and procedures that affect graduate students.

2.2.3 College of Education Web Site for WFED

This site⁵ is the official web presence of the WF ED academic program within the Department of Learning and Performance Systems in Penn State’s College of Education. This site for WF ED has the reputation of not being updated when official changes occur in information presented on its pages. Double-check with WF ED Program Coordinator or the Degree Staff Assistant identified at <http://goo.gl/CwCWBd> before you decide or act based on any information contained on this web site. Unfortunately, the web site for the College of Education often is unavailable for brief periods weekly.

2.2.4 Workforce Education and Development Graduate Course Scheduling Sequence

The *WF ED Teaching Schedule*⁶ is a guide to what WF ED graduate courses are offered and when. Unless I am notified otherwise by my handlers, I teach⁷ WF ED 540, *Data Analysis in WF ED*, during Fall Semester and WF ED 550, *Research in Workforce Education*, during Spring Semester. I typically am not employed by Penn State during Summer Session, which is a hint to you that my availability to provide advising service to you is limited during Summer Session.

2.2.5 Important Dates - Graduate School

This web page,⁸ updated annually by Penn State’s Graduate School, specifies class start/end dates, add/drop dates, declaration of minor deadlines, and other calendar-based matters pertinent to graduate students.

2.2.6 Information - Bursar

The Office of the Bursar⁹ is the source for all tuition payments, payment deadlines, and other financial matters affecting Penn State students. Your relationship with the Bursar is personal and direct. Neither I nor the WF ED Program Office can help you navigate this relationship.

³<http://DavidPassmore.net>

⁴Online *Bulletin* at <https://bulletins.psu.edu/graduate/>

⁵WF ED web presence is at <http://goo.gl/UJiKbc>.

⁶An Excel file with the MIME-type, *.xlsx*, that is posted on the official WF ED web site at <https://goo.gl/VoUU1j> by the WF ED Program Office.

⁷Refer to my complete teaching portfolio at <http://goo.gl/iHavsb>.

⁸Current important dates at <http://gradschool.psu.edu/current-students/etd/thesisdissertationperformance-calendar/>

⁹<https://bursar.psu.edu/>

2.2.7 *Academic Calendars - University*

This web page¹⁰ contains links from the Office of the University Registrar to key University dates and deadlines posted by academic year for the current year and a number of subsequent years forward. Neither I nor the WF ED Program Office can override any deadlines posted on these calendars.

2.2.8 *The Thesis, Dissertation, Performance and Presentation Deadlines Calendar*

This web page¹¹ displays deadlines for theses, dissertations, performances, and final oral presentations. Students writing master's papers should contact the WF ED program office for deadlines associated with the approval and submission of their papers. This calendar is posted separately for each Summer Session and Semester. Neither I nor the WF ED Program Office can override any deadlines posted on this calendar.

2.2.9 *The L-WFED E-mail Distribution List*

L-WFED, a listserv e-mail list, is an important means of communication among current WF ED faculty and staff and active graduate students matriculated for masters or doctoral degrees in WF ED. L-WFED is the first and fastest route for communicating information about the WF ED program. L-WFED is available to distribute program-related information and announcements (e.g., such changes in courses as meeting times or locations). Contact the WF ED Program Office if you do not believe you are a subscriber to L-WFED or to obtain guidelines for using L-WFED.

2.3 Principles for Your Use of Advising Information

You should develop a deep understanding and working knowledge of the *WF ED Graduate Student Handbook* and other sources of information about graduate schooling listed in this *Graduate Advising Guide*.

I associate the following principals with the information listed in “2.1 Primary Source” and “2.2 Other Documents & Sources.”

- *You read and understand* all of the information I have delineated and the documents and sources to which this information is linked. Otherwise, seek consultation from me.¹²
- *You are responsible solely* for knowing and acting on directives and for meeting any deadlines specified. The consequences of failure to act on directives and defaulting on deadlines are yours alone to navigate and avoid. Do not expect me, other WF ED faculty, the WF ED Program Coordinator, or the WF ED Program Office to remind you or prompt you when actions are required or deadlines approach, occur, or pass. Moreover, do not use the staff in the WF ED Program Office as a “look-up service” for information with which you should be familiar from the *WF ED Graduate Student Handbook* and other sources of information about graduate schooling listed in this *Graduate Advising Guide*. As stated in the *WF ED Graduate Student Handbook*, “**It is the student’s responsibility to meet all deadlines, including those for course registration, committee appointment, scheduling of written and oral examinations, and graduation.**”¹³
- *You seek the most competent advice* about completing your degree program. Students often seek the advice of other students enrolled in the WF ED program. Certainly, other students can offer good information and interpretations of policy and requirements about the WF ED graduate program. However, to state it bluntly, I have observed that students’ interpretations of WF ED processes for

¹⁰Calendars linked at <http://goo.gl/Hdc4fW>.

¹¹Calendar displayed at <http://gradschool.psu.edu/current-students/etd/thesisdissertationperformance-calendar/>

¹²<http://davidpassmore.net/>

¹³Section describing “Academic Advisor and Registration,” at <http://goo.gl/xPclG2>. Emphasis is in the original.

degree completion sometimes are incorrect, are incomplete, or are based on wishful thinking. Accept only advice that you verify. *Audiens cave!*

It is easier to advise than to be advised. ~ Anonymous

2.4 A *Vade Mecum* of Assets Every Passmore Advisee Should Possess on the Way to Success

- An always up-to-date, factually correct, properly composed curriculum vitae (scour spelling, punctuation, grammar, consistency; avoid typographic flourish).
- A professional-looking website that describes your current and previous professional status, has a link to your curriculum vitae, and outlines your accomplishments, with links via URLs. There are many guides to developing a curriculum vitae, but one admonition is that you do not include in your curriculum vitae details about tasks you completed in every position you have held.¹⁴
- A copy of the most recent *Publication Manual of the American Psychological Association*, with which you become encyclopedically familiar.
- A personal, self-owned computer (avoid institutionally-owned computers because they are not easily configurable without administrator permission).
- Free-of-charge software (made available for students at software.psu.edu – e.g., Office 365, Adobe Creative Commons) installed on a personal, self-owned computer.¹⁵
- Reference and citation management software installed on a personal, self-owned computer and integrated with Office 365 products (purchased or free-of-charge, such as EndNote, Mendeley, Zotero, RefLinks) and the knowledge and skills necessary to use this software¹⁶
- A plan of studies filed in the BOX directory that I have established for you to manage documents related to your degree program (see below).
- Calendars of critical events and deadlines (I will not track these for you; see section 3.2 in this *Graduate Advising Guide*).¹⁷
- A good working relationship and partnership with Degree Graduate Staff Assistant.
- An approach to scholarship and work with other scholars that is guided by what the Greeks called *agápi*, a term that encompasses benevolence, along with a willingness to serve other people and offer abilities and effort for the common good.

¹⁴Use of <http://sites.psu.edu> is suggested because when you have graduated you can export a WordPress site made at sites.psu.edu.

¹⁵See <https://software.psu.edu/all-products/browse/keyword/student/orderby/price-low-to-high>

¹⁶All of my advisees should receive at least one briefing about curation of scholarly documents from Ellysa Cahoy, Reference Librarian, esc10@psu.edu, +1.814.865.9696.

¹⁷A critical calendar of events is accessible from the Degree Graduate Staff Assistant listed at <https://ed.psu.edu/lps/workforce-ed/contact>.

Chapter 3

Special Conditions for Passmore PhD Advisees

I follow closely the specifications for graduate study provided by the WF ED graduate faculty in the *WF ED Graduate Student Handbook* and by Penn State's Graduate School and other University authorities. Yet, I supplement these specifications for the advisees whose doctoral committees I chair.

My advisees who are pursuing the PhD degree in WF ED must meet two additional requirements:

- After you qualify for the doctoral program, you follow a documented and doctoral committee-reviewed program of studies that is sufficiently rigorous to build the your competence for completing a worthy PhD dissertation.
- Before you attempt the comprehensive examination for the PhD degree, two of your manuscripts are accepted for publication in peer-reviewed¹ journals.

3.1 Program of Study

3.1.1 A Close Examination of Program & University Requirements

Both Penn State's Graduate School and the *WF ED Graduate Student Handbook* highlight the importance of the program of studies for the PhD candidate. In the *Graduate Degree Programs Bulletin* we read,

*The doctoral committee is responsible for approving the broad outline of the student's program and should review the program as soon as possible after the student's admission to candidacy. Moreover, continuing communication among the student, the committee chair, the dissertation/performance adviser, and the members of the committee is strongly recommended, to preclude misunderstandings and to develop a collegial relationship between the candidate and the committee.*²

The *WF ED Graduate Student Handbook* states that “Doctoral students are expected to take 21 credits of core course requirements, 18 credits of research course requirements, one required field-based internship

¹“Essentially, ‘peer review’ is an academic term for quality control. Each article published in a peer-reviewed journal was closely examined by a panel of reviewers who are experts on the article's topic (that is, the author's professional peers...hence the term peer review). The reviewers look for proper use of research methods, significance of the paper's contribution to the existing literature, and integration of previous authors' work on the topic in any discussion (including citations!). Papers published in these journals are expert-approved...and the most authoritative sources of information.” From *What does “peer reviewed” mean?* at <http://apus.libanswers.com/faq/2154>.

²In section titled, “Responsibilities of Doctoral Committees,” at <http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-600/gcac-603-doctoral-dissertation-committee-responsibilities-research-doctorate/>

course, and meet the requirements of their emphasis as outlined on the doctoral degree course requirement document at the following link: <https://ed.psu.edu/lps/workforce-ed/documents/forms-and-resources>".

The Graduate School's statement reveals that (a) establishment of a program of studies is important, (b) a *written* document containing a program of studies is not required officially by the WF ED program or the Graduate School, and (c) doctoral candidates can, as needed, deviate from the course distribution requirements specified at <http://goo.gl/WNFIFT> *if the advisor decides* that an alternate path provides more flexibility for the student.

The *WF ED Graduate Student Handbook* does not indicate what form the student's Program of Study should take, the process for committee approval of the Program of Study, or filing requirements for the Program of Study.

3.1.2 Documentation Requirement Established by Passmore

I establish a BOX³ online file storage location for each of my advisees. The file location is accessible to you, me, the WF ED Degree assistant, and members of your doctoral committee. This BOX file storage location contains digitized information that is pertinent to your degree program processing and uses BOX communications assets to document conversations and decisions about your stored files. This BOX storage location does not contain all of your graduate student records, but it contains records that you, me, and your doctoral committee deem important (see the WF ED Program Office to determine what records the Office maintains).

A note in your BOX file storage location refers to a *Program of Studies* template⁴ into which you should enter your program of studies by no later than the end of the semester when you were admitted to doctoral candidacy status. After you upload the completed template to your BOX storage location, I review and approve your program of studies and suggest that other members of your doctoral committee provide feedback to you about the PhD program of study you have planned.

- *I require that all doctoral candidates who I advise have a current, written, reviewed, and approved program of studies, even though neither the WF ED program nor the University require such a document.* When you and I decide that your program of studies is ready for review by your committee, I will request using a note in BOX that your committee members review your program of studies. Unless a committee member requires a revision of your program of studies, your program of studies is approved. You may, of course, modify your program of studies as your needs and the availability of courses change.

3.2 Peer-Reviewed Publications

3.2.1 Importance

The process of attaining a PhD degree is a preparation for a career focus on the creation and utilization of knowledge...that is, on research. The PhD degree is designed for students with clear research interests and proven capability to excel at acquiring and applying knowledge and skills as a result of rigorous study. PhD students participate in research apprenticeships and assist their advisors and other faculty members in such activities as conceptualizing research projects and in collecting, organizing, and analyzing data.

Writing for publication in peer-reviewed journals is the way that this research activity and its outcomes are documented, weighed and judged by the scientific community, and communicated to scientific audiences. Publication in peer-reviewed journals is a touchstone of accomplishment for researchers and is an indication that the PhD student is ready to take a place in the research effort of a discipline or field of practice.

³The home page for BOX is <http://box.psu.edu>. Access to BOX at Penn State requires two-factor authentication

⁴A *Microsoft Word* instance of this template is available at <http://goo.gl/CFM1f5>.

If you would not be forgotten as soon as you are dead and rotten, either write things worth reading or do things worth writing. ~Benjamin Franklin⁵

3.2.2 Publication Requirement

You must demonstrate your conception-to-dissemination research competence by publishing the results of your scholarship in peer-reviewed journals. These types of journals require the author of an article to submit a manuscript to a journal editor who forwards the manuscript to experts in the field. Because the reviewers specialize in the same scholarly area as the author, they are considered the author's peers (hence the term, "peer review"). Because a peer-reviewed journal does not publish articles that fail to meet the standards established for a given discipline, peer-reviewed articles that are accepted for publication exemplify the best research practices in a field.

- *Before I approve the scheduling of a comprehensive oral examination for the PhD degree, I require that a doctoral candidate have two peer-reviewed articles accepted for publication in any journal indexed by Thomson Reuters' Web of Science,⁶ Scopus,⁷ or the Social Science Citation Index (SSCI).⁸ You must submit these articles to a folder that I have created in the BOX account I established to track you progress through the PhD degree.*

Ideally, you should be the sole author of these two articles. Your articles also may include me as a co-author, secondary to you, if you wish to receive mentoring from me during manuscript preparation, submission, and revision. Now, collaboration is a good thing in scholarly work. So, your articles may include any co-authors. However, you must detail your role in the creation of the collaborative work when you submit your articles for my consideration in BOX.

Ideally, you should strive to publish various types of manuscripts. For instance, you could publish a suite of articles that includes a review of literature, a policy-related article, and a research-based article. Or, you could publish a series of manuscripts that essentially report pilot tests that support the research you wish to conduct for your dissertation. The pattern represented by these two articles is yours to design. Whatever path you choose to follow, you must present to me either reprints of published articles or letters from journal editors documenting full and final acceptance of articles before I agree to certify your readiness to schedule your comprehensive oral examination for the PhD degree.

⁵Franklin, B. (1914). *Poor Richard's Almanack (1732 to 1759)*. Waterloo, IA. Retrieved from <https://goo.gl/NmfPCv>.

⁶*Web of Science* at <http://goo.gl/RZBFMN>.

⁷Published by Elsevier at <https://goo.gl/bgcvQx>.

⁸A list of indexed journals at <http://goo.gl/4nI04L>.

Chapter 4

An Invitation to Dialogue

I am available to discuss how you can implement this guide in your doctoral studies. Also, I invite your suggestions for revision of this guide.

Send mail with containing questions about implementation or suggestions for revisions to dlp@psu.edu.

Arrange for meetings with me to discuss this guide and its implementation (refer to the *Appointments* footnote to my online calendar at <http://davidpassmore.net/calendar.html>).

Notes

Geek Stuff

This *Advising Guide* originally was prepared in *RStudio* using *tuftehandout*, a Tufte-style html format for *RMarkdown* using the Tufte Package. Then, in February 2019, the *Advising Guide* was converted to a *bookdown* document for delivery simultaneously on the web in HTML, as a downloadable Adobe PDF document, and in an ePub format suitable for many e-book devices.

Watch It – Stay Up-To-Date

You might have printed this *Advising Guide* from a web page or received an Adobe PDF version of this *Guide*. The only official, most recently updated version of my *Advising Guide* always is online at http://davidpassmore.net/_book/using-this-guide.html. Accept no substitutes for my most recent official *Guide*. I caution that this *Guide* is updated online episodically, but frequently. Make sure you are reading the most recent version.

The Very Fine Print

This *Advising Guide* is meant to inform my graduate student advisees at Penn State. Information provided in this *Guide* is not meant to supersede any policies established through Penn State administrative documents at any Penn State organization levels: University, College of Education, Department of Learning and Performance Studies, or the Workforce Education and Development program. Nor is it meant to substitute for any similar authoritative directives made, either in general or for their own advisees, by administrators, faculty, and staff at these organization levels. This *Guide* was not commissioned by Penn State, is not sold, and does not require fee for access.

Mr. Rogers Said to Look for the Helpers

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- Dara Sanoubane suggested the addition of a table of contents for the original *Guide* — solved weakly by including an image in the first draft, but handled by the *bookdown* package easily.
- Mohammed Ennin provided valuable corrections to the text in this document.
- Cesar Padilla found errors and inconsistencies in text which I repaired in Version 2.1 of this document.

- Penn State faculty member, Ty Hollett, reviewed this document and suggested revisions to include workflow diagrams for degree program completion, a suggestion that I have not been able to put into place yet.
- Rob Griggs offered helpful cautions about including long in-text quotations, but I have yet to determine how to produce a callout in *bookdown*.

Go Ahead, Use It



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