



**MORGAN**  
STATE UNIVERSITY™

## The Academic Advisor Newsletter

### Fall 2020 Advisement

Registration/advisement period is just a few weeks away! Appointment slots will be filled and students may line the halls waiting to meet with you for their fall 2020 advisement. While you may be inundated with course scheduling during advisement sessions, remember to take the time to connect with your students and to find out about their experiences both inside and outside the classroom. Advising is much more than just giving a course schedule!

#### Fall 2020 Priority Registration Groupings

<u>Date/Time</u>	<u>Eligible Students</u>
Monday, March 30th	<i>Seniors - (90+ earned credits), Graduate Students, Honors, Athletes, Veterans</i>
Friday, April 3rd	<i>Juniors - (56 - 89 earned credits)</i>
Tuesday, April 7th	<i>Sophomores - (25 - 55 earned credits)</i>
Saturday, April 11th	<i>Freshmen - (0 - 24 earned credits)</i>
Tuesday, April 14th – Friday, August 28th	<i>General Registration for All Currently Enrolled Students</i>

*Priority Registration Groupings retrieved from Office of the Registrar's website*

### March 2020

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Contact Info:

[www.morgan.edu/fyadvising](http://www.morgan.edu/fyadvising)  
[fy\\_advising@morgan.edu](mailto:fy_advising@morgan.edu)

## ***Student Services Spotlight: Food Resource Center (FRC)***

The **Food Resource Center** (FRC) of Morgan State University opened during the Fall 2018 semester. Since that time, the FRC has been progressively working to relieve University students of hunger and food insecurities through monthly food collection and distribution. During the 2018-2019 academic year, we reported through the Annual Report for Department of General Services, collecting over \$13,000 in food donations.

We are inspired to create an environment of healthy eating and overall well-being that extends beyond the classroom. With this vision, we believe strongly in partnership, internally and externally, reinforcing a community that cares. In Spring 2019, the FRC launched its BEAR NO EXPENSE Food Demonstrations in partnership with Morgan's Nutritional Science Department. This effort introduced our students and MSU community to recipes based on the MyPlate Food Guide. We encourage optimal functioning and development of our students with integrity, compassion, and empathy.



Registration can be completed online via our website [www.morgan.edu/foodresourcecenter](http://www.morgan.edu/foodresourcecenter). Distribution is available from 3pm to 6pm every first Friday of the month during the Fall and Spring. Please bring your BEAR Card every time you visit the **FRC**. Without your ID, unfortunately we will be unable to serve you. We appreciate and accept both monetary and food donations. The Food Resource Center is located in the Graves School of Business Room #213.

### **List of Most Needed Non-Perishable Items:**

- Canned fish/poultry
- Canned fruit (preferred in juice/no sugar added)
- Pasta sauce
- Dry pasta or rice
- Jelly or jam
- Peanut butter
- Canned vegetables
- Canned beans
- Cereal oatmeal, or other non-perishable breakfast items

*Source: Ms. Januarie B. Mins  
Bear Team Case Manager*

# Important Dates

## March 2020

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**March 9th–13th**  
Midterm Exams

**March 16th–20th**  
Spring Break

**March 16th**  
Registration Opens for  
Summer Session  
I & II

**March 26th**  
Department Liaison  
and First Year  
Advisor Info.  
Session

**March 30th**  
Last Day to Drop a  
Class with a “W”

**March 30th**  
Fall 2020 Priority  
Registration Begins

Retrieved from  
2019-2020 Academic Calendar

## **Featured Academic Advising Excerpt:**

### **Advising as Teaching: The Power of Evidence Based Teaching Practices in Academic Advising**

As the profession of academic advising makes its rightful case for stronger integration and recognition from the academy, advisors must consider how their practice not merely compliments but aligns with the already revered role of teaching faculty.

One of the more recent perspectives to inform (and transform) academic advising is the concept of advising as a form of teaching (Hemwall & Trachte, 1999; Lowenstein, 2005). Advising as teaching places the advisor in a role that facilitates students’ relationship to and understanding of the *entire curriculum*, not just its seemingly disparate parts. Advising that only goes as far as choosing classes misses a critical opportunity to connect students to a broad and deep understanding of their chosen discipline—including all the knowledge necessary to do it well—and the purpose of earning a higher degree.

Academic advising can glean much from learning theory and the scholarship of teaching and learning to inform effective advising-as-teaching practice with students. The following four teaching approaches can be easily adapted to advising in a variety of settings with most student populations.

#### **The Flipped Classroom**

In teaching, the idea behind the flipped classroom is that instructors deliver some content prior to class, such as through pre-readings, videos, or online lectures. In-class time can then be used to apply new material together with direct feedback and engagement from the instructor.

There are many ways an advisor could take a flipped classroom approach to advising students. Prior to advising sessions, an advisor might ask students to review online instructions about how to read and understand their institution’s academic advising report and to come prepared to their advising sessions with questions. This not only empowers the student to take ownership of their own academic advising, but it frees up time in the advising appointment for the advisor and student to work together on problem-solving rather than learning the platform.

#### **Backward Design**

Backward design is an approach that begins at the end: what should students ultimately be able to do by the end of a course?



## ***Featured Academic Advising Excerpt:***

### **Advising as Teaching: The Power of Evidence Based Teaching Practices in Academic Advising (*Continued*)**

Backward design can be applied to almost all aspects of academic advising. For example, an advisor may want to use backward design to evaluate how they work with students on academic probation. In this case, the advisor would start by answering these questions: what should students be able to think and do by the end of the advising relationship? How will students be different once they have successfully completed the probation process? From there, the advisor can then work backwards to design program elements and expectations that contribute to those outcomes and hopefully set aside practices that do not.

#### **Scaffolding**

Scaffolding is a teaching practice in which an instructor creates developmentally appropriate tasks that build upon one another (Ambrose, Bridges, DiPietro, Lovett, & Norman, 2010; Vygotsky, 1978).

How can an advisor use scaffolding in their academic practice? Consider advising students about graduate school. A well-intentioned advisor might share with freshmen information about graduate education in their field, directories of programs, and strategies for shopping and applying for programs. While this is all great information, it may be more detail than a student new to college really wants to take in. A scaffolded approach might establish the goal of simply introducing the idea of graduate school to freshmen and sophomores as part of advising. The advisor can then cover strategies for shopping for programs during the junior year and the application process during the senior year.

#### **Transparent Assignments**

For many students, it is not evident why a particular test, essay, or activity is relevant to what they are supposed to learn. Transparent assignments include an explanation about why one is being asked to complete an assignment. This explanation includes not only the purpose of the assignment, but also how engaging in it will benefit the student both now and beyond college (Winkelmes, 2013).

Advisors can apply transparent assignment design to almost every aspect of advising. For example, before starting an individual or group advising session, the advisor can explain the purpose of the session. Better yet, the advisor can ask the students what they think the purpose of the session is or should be! When students understand why they are being asked or required to participate in something, the likelihood they are invested in (and maybe even excited about) the process increases.

#### **Conclusion**

Should advisors see themselves as teachers, they should also evaluate how learning theory and the scholarship of teaching and learning might provide the foundation to their practice in the same ways it informs teaching faculty. The four approaches discussed in this article are an excellent start to building an advising practice that reflects the core teaching and learning mission of higher education.

Rose, C. (2020, March). Advising as teaching: The power of evidence-based teaching practices in academic advising. *Academic Advising Today*, 43(1). <https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Advising-as-Teaching-The-Power-of-Evidence-Based-Teaching-Practices-in-Academic-Advising.aspx>