

### EXPECTATIONS OF ACADEMIC ADVISORS (Faculty & Staff)

**PROVIDE** consistent and high quality advising for ALL students.

**MAINTAIN** a courteous, respectful, and supportive advising environment.

**EMPOWER** students to create an academic plan toward degree completion and attainment of academic and career goals.

**BE ACCESSIBLE AND RESPONSIVE** to your advisees – either by appointment or office hours; including in-person and virtual appointments (i.e., strive to respond within two working days upon receipt of an email from your students).

**ADVOCATE** for student success and development.

**UNDERSTAND AND EFFECTIVELY COMMUNICATE** the curriculum, degree requirements, and university / collegiate policies and procedures.

**ACKNOWLEDGE** the individuality of students.

**CREATE** an environment where mutual respect and trust allows students to define and develop realistic goals.

**ENCOURAGE AND GUIDE** students in identifying and pursuing resources to support academic success and holistic development. Offer referrals to campus resources and services (university counseling center, student disability services, etc.), departments, and specific individuals as student needs are identified.

**COLLABORATE** with students to generate solutions to challenges.

**ASSIST** students in gaining decision-making skills and in assuming responsibility for their educational plans and achievements.

**RESPECT** students' right to privacy of educational records and discuss confidential information only with appropriate individuals and for the purpose of serving the best interests of the student (i.e., adhere to the guidelines set forth by the Family Educational Rights and Privacy Act (FERPA)).

## Strategies for Impactful Advising and Mentoring

Advising students can be challenging. Remember, the students are looking to you for guidance and support. Here are some tips that will help you give your students a meaningful advising experience.

- **Encouragement.** Encourage students to feel that resources are there for their success (i.e., tutoring, study tables, supplemental instruction, the Math Lab, etc.), and that they are entitled to use them. **Normalize use of these resources when striving for excellence.**
- **Act as a resource.** Help connect students to people and resources in the college and across campus. Encourage meeting professors, attending office hours, applying for scholarships, etc. Help students identify beneficial leadership and other opportunities for which they might be eligible.
- **Communicate.** Communicate high standards and confidence in the student -- "I want you to succeed, and I know you are capable. Let's look at options you have for next steps to ... "
- **Listen and repeat.** Pay close attention to what the student is asking and make sure you rephrase the question while answering. This way the student can confirm that their question has been adequately answered.
- **Technology.** Master MAUI and the tools available for advising. ***Enter advising notes following appointments.*** If you have any questions, you can contact Josh Atcher (joshua-atcher@uiowa.edu) or refer to [MAUI Help](#) for assistance / training.
- **Make referrals.** If you aren't sure of something, be honest. Tell the student that you aren't sure of an answer and take steps to find the answer. Be aware of the resources on campus and direct your student to the appropriate offices as necessary.
- **Share.** Students often value the disclosure of personal experiences and stories. Share only what you are comfortable with but know that hearing your experiences can be hugely impactful to a student.
- **Be Proactive.** Proactively reach out to students early in the semester to remind them that you are another resource for them. Reach out to your advisee if they receive a D/F notice or are placed on academic probation. If they are having issues academically, early intervention can help alleviate the issue.
- **Reflect.** Allow students to reflect on their academic experience. Help students make sense of their experience and learn from the reflection. Use their conclusions, observations, and reflections to help students better understand their academic needs and goals.
- **Ask questions.** Make sure that the student is on board with what you are suggesting. The best way to do this is to ask.

## Questions to ask your advisees

Here are some examples of questions to initiate conversation with your advisees, to help them reflect on themselves as learners and on their goals.

- How is your semester going?
- How is your living situation?
- Which class(es) do you enjoy the most? The least?
- Have you encountered any particular difficulties?
- What courses have you been thinking about for next semester?
- Are you aware of the resources available to you? (tutoring, counseling, career planning, study abroad, honors)
- What have you most enjoyed academically? (courses, classroom experiences, etc.)?
- What do you consider to be your greatest academic strengths?
- College is all about developing new skills and strengths. What are the skills you are most interested in building, and areas where you feel less confident? (In conversation, you might prompt them with some skills areas that are important for college work – reading effectively, writing in various formats and contexts, quantitative/mathematical skills...)
- Ask students where they are getting advice on course selection (family, high school teachers, friends, no one?). This can help you get a sense of whether there are specific family supports (or pressures) in play, and also whether the student is feeling alone in making decisions about college
- How is your schedule/time management working out? Have you found places to study that work for you?
- What do you anticipate doing this summer? Have your classes influenced your summer plans?
- What would you like to go differently next semester compared to this semester? [This is a place you can encourage students to aim high, while also letting them know that studying/succeeding in college is something one learns to do, and that figuring out what strategies work best for them may take some time.]
- Have you joined any student organizations, or is there an organization that you are interested in joining?
- What are your career goals following graduation?
- Are there any special situations that we need to consider in planning your educational program? For example, are you planning to study abroad, participate in a co-op, add a minor or second major?
- **What questions do you have for me?**

## Important resources:

### Advisor Resources:

- [College of Engineering Academic Policies and Procedures](#)
- [College of Engineering Academic Forms](#)
- [Office of the Registrar](#)
- [Faculty and Staff Registration Support](#)

### Student Advising Resources:

- [College of Engineering Current Students Webpage](#)
- [Advising Frequently Asked Questions](#)
- [Academic Support and Tutoring](#)
- [Taking Summer Courses](#)

### Student Assistance and Support:

- **Basic Needs and Support:** <https://basicneeds.uiowa.edu/>
- **Financial Resources**
  - [Office of Student Financial Aid](#)
  - [University Billing Office](#)
- **Physical or Mental Health/Emotional Concerns**
  - [Student Health](#)
  - [Student Disability Services](#)
  - [Student Wellness](#)
  - [University Counseling Service](#)
- **Quick Guide for Responding to Students in Distress:** <https://dos.uiowa.edu/assistance/quick-guide/>

### Leadership and Involvement Opportunities:

- [College of Engineering Career Services](#)
- [College of Engineering Student Organizations](#)
- [Leadership, Ethics, and Professional Pathways \(LEaPP\)](#)
- [College of Engineering Undergraduate Research Opportunities](#)
- [Division of Student Life – Leadership and Engagement](#)

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## Collegiate points of contact:

### Engineering Student Success Team (eSST)

- Academic Support / Tutoring / Honors: Mashyra Taylor, 3612 SC
- Admissions, Recruitment, and Outreach: Ryan Puhmann and Ciara Solby, 2045 SC
- Advising / Probation / Students of Concern: Josh Atcher, 3612 SC
- Career Services / Co-ops & Internships: Kalindi Garvin and Justine Hines, 3612 SC
- Curriculum / Degree Audits / Course Scheduling & Planning / Graduation: Megan Allen & Derek Ikoma, 3612 SC
- Leadership Development / LEaPP: Justine Hines, 3612 SC
- Student Organizations: Laura Vasser and Justine Hines, 3612 SC
- Study Abroad: Josh Atcher, 3612 SC

### College of Engineering Undergraduate Coordinators

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|---|---|
| • BME: <a href="#">Nicole Kallemeyn</a> | • ECE: <a href="#">Yang Liu</a>         |
| • CBE: <a href="#">David Murhammer</a>  | • ISE: <a href="#">Geb Thomas</a>       |
| • CEE: <a href="#">Paul Hanley</a>      | • ME: <a href="#">Hiroyuki Sugiyama</a> |

## IMPORTANT DATES & ACADEMIC CALENDAR (2025-2026)

The Office of the Registrar [Academic Calendar Combiner](#) allows you to add important university academic deadlines to your personal Outlook calendar.

FALL SEMESTER	SPRING SEMESTER
<b>August - September:</b> <ul style="list-style-type: none"> <li><b>Aug 25</b> First Day of Classes</li> <li><b>Aug 25-Aug 31</b> Withdraw Registration (10% tuition)*</li> </ul>	<b>January:</b> <ul style="list-style-type: none"> <li><b>Jan 20</b> First Day of Classes</li> <li><b>Jan 20-25</b> Withdraw Registration (10% tuition)*</li> <li><b>Jan 26</b> Last Day MyUI Registration</li> <li><b>Jan 26-Feb 1</b> Withdraw Registration (25% tuition)*</li> </ul>
<b>September:</b> <ul style="list-style-type: none"> <li><b>Sep 1</b> Last Day MyUI Registration</li> <li><b>Sep 1-7</b> Withdraw Registration (25% tuition)</li> <li><b>Sep 8</b> Last Day to Add without Collegiate Approval</li> <li><b>Sep 8</b> Last Day to Drop without a 'W'</li> <li><b>Sep 8</b> Student Probation Contracts Due</li> <li><b>Sep 8-14</b> Withdraw Registration (50% tuition)</li> <li><b>Sep 15-21</b> Withdraw Registration (75% tuition)</li> <li><b>Sep 22</b> Withdraw Registration (100% tuition)</li> <li><b>Sep 26</b> Not Attending Outreach</li> <li><b>Sep 29</b> Spring/Summer 2026 Course Offerings available on MyUI / Schedule Builder Opens</li> </ul>	<b>February:</b> <ul style="list-style-type: none"> <li><b>Feb 2</b> Last Day to Add without Collegiate Approval</li> <li><b>Feb 2</b> Last Day to Drop without a 'W'</li> <li><b>Feb 2</b> Student Probation Contracts Due</li> <li><b>Feb 2-8</b> Withdraw Registration (50% tuition)</li> <li><b>Feb 9</b> Fall 2026 Course Offerings Available on MyUI / Scheduler Builder Opens</li> <li><b>Feb 9-15</b> Withdraw Registration (75% tuition)</li> <li><b>Feb 16</b> Withdraw Registration (100% tuition)</li> <li><b>Feb 16</b> Student Registration times posted, summer '26</li> <li><b>Feb 20</b> Not Attending Outreach</li> <li><b>Feb 27</b> Spring 2026 Degree Application Deadline</li> </ul>
<b>October:</b> <ul style="list-style-type: none"> <li><b>Oct 3</b> Fall 2025 Degree Application Deadline</li> <li><b>Oct 20</b> Student Registration times posted</li> <li><b>Oct 24</b> Midterm Low Grade Outreach</li> <li><b>Oct 27-Nov 7</b> Department Drop-in Advising and Faculty Advising Appointments</li> </ul>	<b>March:</b> <ul style="list-style-type: none"> <li><b>Mar 9</b> Student Registration times posted – fall '26</li> <li><b>Mar 9-13</b> Early Registration, Summer 2026</li> <li><b>Mar 16-20</b> Spring Break</li> <li><b>Mar 27</b> Midterm Low Grade Outreach</li> <li><b>Mar 30-Apr 10</b> Department Drop-in Advising and Faculty Advising Appointments</li> </ul>
<b>November:</b> <ul style="list-style-type: none"> <li><b>Nov 10-Dec 5</b> Early Registration</li> <li><b>Nov 17</b> Last Day for UG to drop individual courses or withdraw without Collegiate Approval</li> <li><b>Nov 24-28</b> Fall Break</li> </ul>	<b>April:</b> <ul style="list-style-type: none"> <li><b>Apr 13-May 1</b> Early Registration, Fall 2026</li> <li><b>Apr 20</b> Last Day for UG to drop individual courses or withdraw without Collegiate Approval</li> </ul>
<b>December:</b> <ul style="list-style-type: none"> <li><b>Dec 12</b> Close of Classes</li> <li><b>Dec 15-19</b> Final Exam Week</li> <li><b>Dec 21</b> Commencement</li> <li><b>Dec 26-Jan 2</b> Academic Standing Review</li> </ul>	<b>May:</b> <ul style="list-style-type: none"> <li><b>May 8</b> Close of Classes</li> <li><b>May 11-15</b> Final Exam Week</li> <li><b>May 17</b> Commencement</li> <li><b>May 21-29</b> Academic Standing Review</li> </ul>