

### 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](mailto: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](#)

## Collegiate points of contact:

### Engineering Student Success Team (eSST)

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

### College of Engineering Undergraduate Coordinators

- BME: [Nicole Kallemeyn](#)
- CBE: [David Murhammer](#)
- CEE: [Paul Hanley](#)
- ECE: [Gary Christensen](#)
- ISE: [Yong Chen](#)
- ME: [Hiroyuki Sugiyama](#)

## IMPORTANT DATES & ACADEMIC CALENDAR (2023-2024)

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 21</b> First Day of Classes</li> <li><b>Aug 21-27</b> Withdraw Registration (10% tuition)*</li> <li><b>Aug 27</b> Last Day MyUI Registration</li> <li><b>Aug 28-Sep 3</b> Withdraw Registration (25% tuition)</li> </ul>	<b>January:</b> <ul style="list-style-type: none"> <li><b>Jan 16</b> First Day of Classes</li> <li><b>Jan 16-21</b> Withdraw Registration (10% tuition)*</li> <li><b>Jan 22</b> Last Day MyUI Registration</li> <li><b>Jan 22-28</b> Withdraw Registration (25% tuition)*</li> <li><b>Jan 29</b> Last Day to Add without Collegiate Approval</li> <li><b>Jan 29</b> Last Day to Drop without a 'W'</li> <li><b>Jan 30</b> Fall 2024 Course Offerings Available on MyUI / Scheduler Builder Opens</li> <li><b>Jan 29-Feb 4</b> Withdraw Registration (50% tuition)</li> </ul>
<b>September:</b> <ul style="list-style-type: none"> <li><b>Sep 1</b> Last Day to Add without Collegiate Approval</li> <li><b>Sep 1</b> Last Day to Drop without a 'W'</li> <li><b>Sep 4-10</b> Withdraw Registration (50% tuition)</li> <li><b>Sep 11-17</b> Withdraw Registration (75% tuition)</li> <li><b>Sep 18</b> Withdraw Registration (100% tuition)</li> <li><b>Sep 22</b> Not Attending Outreach</li> <li><b>Sep 29</b> Student Probation Contracts Due</li> <li><b>Sep 29</b> Fall 2023 Degree Application Deadline</li> </ul>	<b>February:</b> <ul style="list-style-type: none"> <li><b>Feb 5-11</b> Withdraw Registration (75% tuition)</li> <li><b>Feb 12</b> Withdraw Registration (100% tuition)</li> <li><b>Feb 16</b> Not Attending Outreach</li> <li><b>Feb 23</b> Student Probation Contracts Due</li> <li><b>Feb 23</b> Spring 2024 Degree Application Deadline</li> </ul>
<b>October:</b> <ul style="list-style-type: none"> <li><b>Oct 2</b> Spring/Summer 2024 Course Offerings available on MyUI / Schedule Builder Opens</li> <li><b>Oct 16</b> Student Registration times posted</li> <li><b>Oct 20</b> Midterm Low Grade Outreach</li> <li><b>Oct 23-Nov 3</b> Department Drop-in Advising and Faculty Advising Appointments</li> </ul>	<b>March:</b> <ul style="list-style-type: none"> <li><b>Mar 4-8</b> Early Registration, Summer 2024</li> <li><b>Mar 10-17</b> Spring Break</li> <li><b>Mar 22</b> Midterm Low Grade Outreach</li> <li><b>Mar 25-Apr 5</b> Department Drop-in Advising and Faculty Advising Appointments</li> </ul>
<b>November:</b> <ul style="list-style-type: none"> <li><b>Nov 6-Dec 1</b> Early Registration</li> <li><b>Nov 13</b> Last Day for UG to drop individual courses or withdraw without Collegiate Approval</li> <li><b>Nov 19-26</b> Fall Break</li> </ul>	<b>April:</b> <ul style="list-style-type: none"> <li><b>Apr 8-26</b> Early Registration, Fall 2024</li> <li><b>Apr 15</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 8</b> Close of Classes</li> <li><b>Dec 11-15</b> Final Exam Week</li> <li><b>Dec 17</b> Commencement</li> <li><b>Dec 20-29</b> Academic Standing Review</li> </ul>	<b>May:</b> <ul style="list-style-type: none"> <li><b>May 3</b> Close of Classes</li> <li><b>May 6-10</b> Final Exam Week</li> <li><b>May 12</b> Commencement</li> <li><b>May 16-24</b> Academic Standing Review</li> </ul>