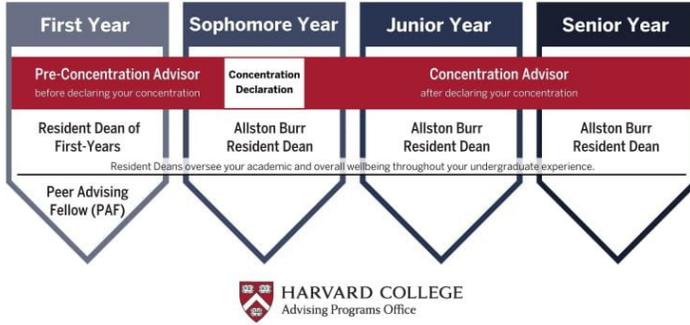


ACADEMIC ADVISING RELATIONSHIP EXPECTATIONS

First-Year students at Harvard College are introduced to a large pre-concentration advising network inclusive of their Pre-Concentration Academic Advisor (PCA), Proctor, Resident Dean (RD), and Peer Advising Fellow (PAF). The network expands through the years to include support within a student's respective House and with faculty within concentrations/secondary fields of study. These relationships are important ones that are built around trust, mutual understanding, and initiative on the part of both the advisor and the advisee. Each advisor provides unique perspectives and experiences to help inform advisee pathways and future goal setting. The expectations listed below are specific to the *academic advising* role at Harvard but are not exhaustive of other non-academic advising roles that many of these individuals also take on.

ACADEMIC ADVISING NETWORK



Expectations of Advisors

Provide Informed Individual Support

Advisors should get to know individual student goals and provide a space for exploration and discussion around their ideas and particular goals.

Know about the Curriculum, Academic Policies, and Resources

Advisors should have a basic knowledge of the College Curriculum, academic rules and regulations, and resources available to students. While advisors are not expected to know the answer to every question, they should be a source for referrals and link students to appropriate sources, empowering advisees to connect with faculty and take initiative.

Be Accessible, Responsive, and Proactive

Advisors should let their advisees know how to reach them, should be responsive to communications from advisees, and should be proactive in keeping up with their advisees throughout the term. Advisors should offer regular meetings with advisees, especially around key academic dates and decisions, with communication in between.

Foster Reflection

Advisors should aid students in reflecting on their experiences throughout the term, fostering student agency in their educational experience. They should encourage students to examine their conceptions of success and foster resilience when students face setbacks.

Expectations of Advisees

Prepare for Advising Meetings

Advisees should come to advising meetings having considered in advance their questions or concerns—for example, their potential course load or plans to study abroad. Students should prepare by reflecting on their previous academic background and preparation as well as goals around co-curricular and extracurricular balance. A review of personal academic goals and curricular requirements is also helpful.

Be Proactive

Advisees should take initiative in seeking out advising resources or help. Students should feel empowered and comfortable reaching out to advisors to schedule meetings, ask follow-up questions, or seek out a referral to campus resources/offices.

Keep an Open Mind

While many students may have concrete ideas about potential educational and career goals, advisees should be open to new possibilities they may not have considered and approach exploration with curiosity and excitement.

Be Responsive, Punctual, and Respectful

Advisees should respond to advisors' communications in a timely manner, including email inquiries and meeting requests. Advisees should be on time for appointments and respectful.