Expectations for Academic Advisors

Develop knowledge of critical academic advising information
Academic advisors should be knowledgeable about and able to communicate and explore with students the following:

- Arcadia’s undergraduate academic advising goals.
- Arcadia’s undergraduate academic policies and procedures.
- The requirements of the major(s)/minor(s) the academic advisor typically supports.
- The requirements of the Arcadia University Curriculum.
- The typical academic paths and most common obstacles/pressures points for students in the major(s)/minor(s) the advisor typically supports.
- The range of academic and co-curricular opportunities within the department and throughout the university that students in the advisor’s typical major(s)/minor(s) often pursue.
- The specific student support resources Arcadia offers and knowledge of how, when, and under what circumstances to connect students with those resources.
- The general timelines and critical academic deadlines of each semester and academic year.
- The kind of professional, graduate school, and other post-Arcadia career paths students pursue in the major(s)/minor(s) the advisor typically supports.

Ensure regular and time-appropriate contact with advisees
Academic advisors should meet and otherwise communicate (email, etc.) with advisees on a regular basis and especially at critical times of a semester and year depending on the advisee’s circumstances.

Regular advising sessions of sufficient frequency and length should be held in order to accomplish the following:

- Introduce or review advising expectations and the respective roles of the academic advisor and the advisee.
- Develop academic goals and curricular plans and pathways.
- Explore study abroad and other experiential learning and high-impact practices opportunities.
- Develop professional development/career planning goals and discuss how to embark upon appropriate steps toward those goals.
- Identify areas where students may need additional support or guidance and connect the students with the appropriate support services.

Time-in-the-semester specific advising should be conducted designed to accomplish the
following:

- An early-semester check-in to assess how the first weeks are going.
- Course planning for the following semester in advance of Priority Registration.

Additional advising sessions are often necessary for students encountering academic difficulties:

- A mid-semester check-in session with students who receive a “J” (Jeopardy) in 6th-week evaluations.
- For students on Warning or Probation, an additional check-in session early in the semester (before the conclusion of add/drop) and late in the semester (before the withdrawal deadline).

Additional advising sessions are often necessary for students at particularly critical career stages:

- An introductory session in the first two weeks of the semesters with incoming first-year students and new transfer students in order to establish the advising relationship and mutual expectations and to begin exploring key requirements, policies, and support services.
- Additional sessions at appropriate points in students’ third and fourth years to ensure that they are on track for the intended graduation date.