The transition from high school to university represents a pivotal period for freshmen, marked by the need to acclimate to a new environment amidst a myriad of academic and social challenges. Academic advisors can play a central role in helping freshmen navigate this transition and accompanying them as they begin to set a course for their future. This study employs a case study research design, grounded in a phenomenological approach, to explore both advisors' and advisees' perceptions of academic advising and its influence on freshmen’s transition to university. Data were gathered through in-depth interviews with four advisors and eleven advisees, complemented by a questionnaire for the advisees. The participants, drawn from the College of Foreign Languages and Literatures, included advisees recommended by faculty based on their demonstrated adjustment to their academic departments. The data reveal two main findings, which to some extent, align with previous studies. First, advisors in Taiwan are often faced with challenges that may hinder their ability to build a relationship of trust with advisees. Second, reflecting on student needs, and determining student expectations can strengthen the rapport between advisors and advisees, which in turn results in good advisor-advisee relationships. These findings illustrate a more informed perspective from which to advise freshmen, which will hopefully lead to a more positive and impactful experience.