Hi Professor (Professor's Name):

My name is (Name) and I am in your (Course Name) class that meets on (Day) at (Time). Thank you for this time — I understand that we have (Time) minutes, correct? I have a few questions about (Subject/Topic).

I (Verb) the (Current subject/Topic), but was (Confused/Lost/Frustrated) by (Idea/Theme/Concept). My first question is: ______________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

1a. If immediate explanation is clear, follow up with:
   “Thanks, that’s helpful.” Move on to next question with, “My next question is...”

1b. If immediate answer is not clear, use a follow-up probe such as:
   “What does that mean?” or “Can you help me understand the main point?”

2. If second attempt at explanation is not clear, try:
   “Can you say that differently?” or “Can you give an example?”

3. If alternative explanations are better but not decidedly clear:
   “Is there a page in the textbook or reading (or point in the video, YouTube, lecture notes, etc.) that I can reference for further information?”

Once finished, thank the professor and remind them of your name.
STUDENT-FACULTY INTERACTIONS
& ACADEMIC SUCCESS

Student-faculty interaction outside of the classroom, specifically interaction involving intellectual discussion, is associated with higher academic performance.

» DID YOU KNOW?

- Student-faculty interactions are positively associated with increased academic achievement, as well as personal and social gains, especially in the first year. ¹ ²

- Students who interact with faculty have more positive views regarding academic life and are less likely to drop out. ³

- Research shows that attending office hours significantly increases a student's GPA by an average of 0.7% per visit. ⁴


