

# HIGHER ED LIBS

## FACULTY OFFICE HOURS

Hi Professor \_\_\_\_\_:  
(Professor's Name)

My name is \_\_\_\_\_ and I am in your \_\_\_\_\_ class that meets  
(Name) (Course Name)

on \_\_\_\_\_ at \_\_\_\_\_. Thank you for this time — I understand  
(Day) (Time)

that we have \_\_\_\_\_ minutes, correct? I have a few questions about \_\_\_\_\_.  
(Time) (Subject/Topic)

I \_\_\_\_\_ the \_\_\_\_\_, but was \_\_\_\_\_ by  
(Verb) (Current subject/ Topic) (Confused/Lost/Frustrated)

\_\_\_\_\_. My first question is: \_\_\_\_\_  
(Idea/Theme/Concept)

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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.



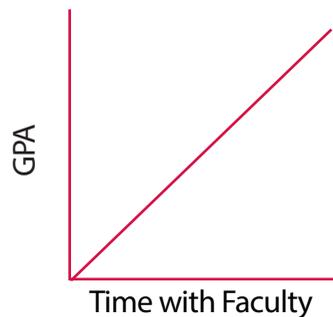
**THE OHIO STATE  
UNIVERSITY**

CENTER FOR HIGHER  
EDUCATION ENTERPRISE

# STUDENT-FACULTY INTERACTIONS & ACADEMIC SUCCESS

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

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## » 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.<sup>1,2</sup>
- Students who interact with faculty have more positive views regarding academic life and are less likely to drop out.<sup>3</sup>
- Research shows that attending office hours significantly increases a student's GPA by an average of 0.7 % per visit.<sup>4</sup>

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1 Strayhorn (2008). How college students' engagement affects personal and social learning outcomes. *Journal of College and Character*, 10(2), 1-16.

2 Endo, J. J., & Harpel, R. L. (1982). The effect of student-faculty interaction on students' educational outcomes. *Research in Higher Education*, 16(2), 115-135.

3 Lomport, M. A. (1993). Student-faculty informal interaction and the effect on college student outcomes: A review of the literature. *Adolescence*, 28(112), 971-991.

4 Guerrero, M., & Rod, A. B. (2013). Engaging in office hours: A study of student-faculty interaction and academic performance. *Journal of Political Science Education*, 9(4), 403-416.



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