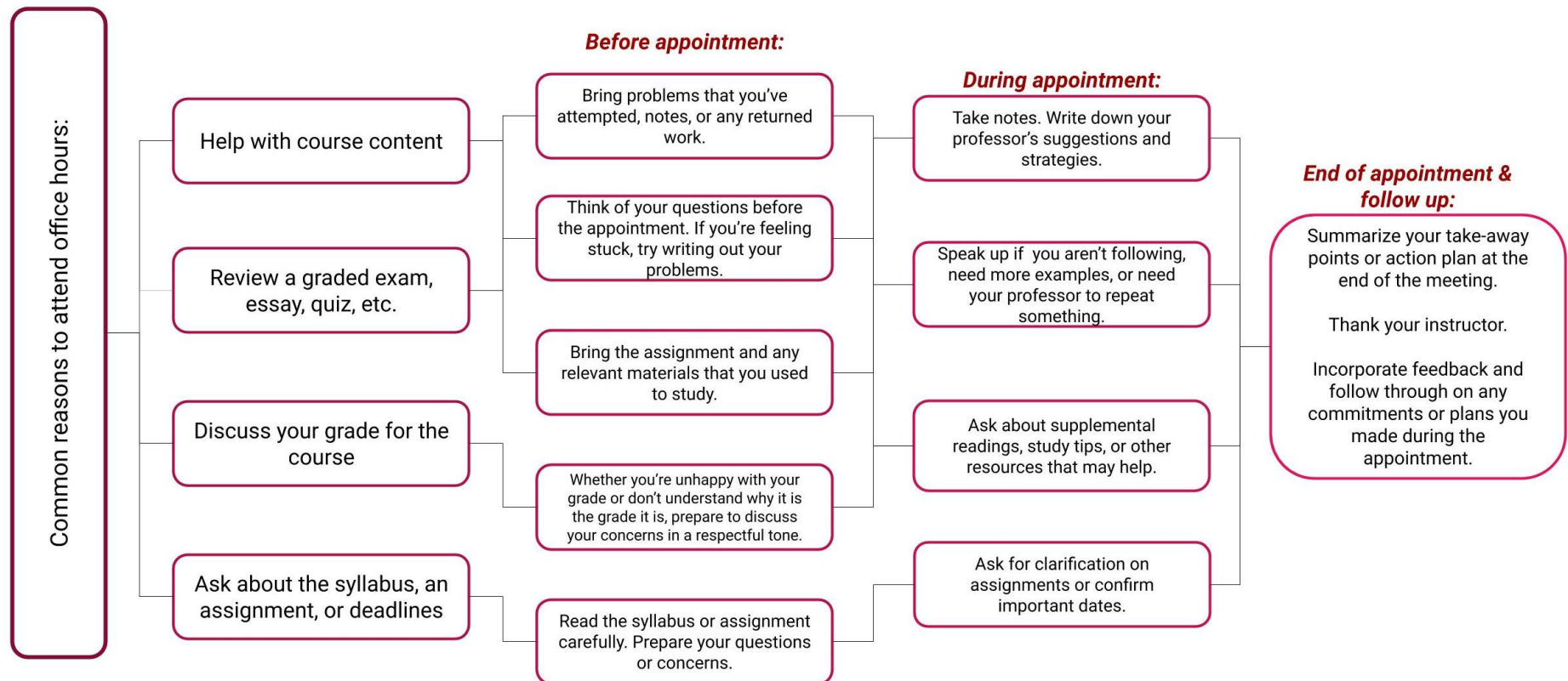


Getting the Most Out of Office Hours

There will likely be many occasions when you will benefit from attending an instructor's office hours. Attending office hours are a great resource when you have questions about course content, want to review an assignment, or need to discuss your grade. Before attending, confirm the time and place of your instructor's office hours and consider giving your professor a heads up that you'll be attending. Asking before or after class "Could I come to your office hours to talk about...?" is a great place to start. Though you can drop by without an appointment, your instructor will likely be better prepared to help you if they know what particular topic you plan to discuss. If you're busy during their office hours, send an email with your availability to find an appointment time that works for both of you.

Whether you decide to drop in or make an appointment, the following chart describes common reasons to attend office hours, how to prepare, and how to make the most of your appointment.



Beyond the course-specific support listed above, you may build a relationship with an instructor and attend office hours if you're seeking career advice, requesting a recommendation letter, want to discuss research opportunities, or if you'd like to have an informal conversation about the broader field of study. Attending office hours for the first time may be intimidating but there are virtually no risks and only the potential for rewards.

Other resources to help you connect with professors:

See handouts on [Emailing Professors](#) and [Getting the Most out of Lectures](#).

Sign up for [peer mentoring](#) to work through communicating with professors and any other academic issue

Works Consulted

Foss, Donald J. (2013). *Your Complete Guide of College Success*. Washington DC: American Psychological Association.

Smith, Margaret; Chen, Yujie; Berndtston, Rachel; Burson, Kristen M.; Griffin, Whitney (2017). "Office Hours are Kind of Weird': Reclaiming a Resource to Foster Student-Faculty Interaction," *InSight: A Journal of Scholarly Teaching*, 12, 14-29.