

Prompt 1: Group Office Hours

Professor Role: You will pay the most attention to Student A and attempt to explain the process of photosynthesis multiple ways, so the student understands it. The student will continue to struggle to understand and connect with the concept.

Student A: You are receiving the most attention from the Professor. Your role is to continue to ask questions and want additional examples of how photosynthesis works. You are frustrated and upset for taking too much of the professor's time. During your interactions you apologize twice for taking up their time.

Student B: You are extremely frustrated because you are not being helped. You need to leave in a few minutes to go to lift with soccer and you still do not know how to do your specific problem. Student C is trying to explain to you how to do your problem, but you mostly ignore them because you would really prefer the professor's explanation.

Student C: You are trying to assist Student B with their problem, but Student B is not paying much attention to you. You start to feel awkward in your position.

Questions to consider:

1. When do you judge timing for moving on to another student?
2. How do you structure moving to another student in a way that does not feel like a rebuke or cause frustration?
3. Do you prioritize students with a busier schedule coming to your office hours? If so, how? If not, how can you begin?
4. How do you balance in-office conflict between Student B and C during your office hours?

Prompt 2: One-on-One

Professor Role: A student comes into your office hours. You have a manuscript due to a colleague in a few hours and have not even thought about how to structure either of the two different classes that you are teaching tomorrow or reviewed the readings yet. The student intends to ask for a letter of recommendation (LoR). Writing a LoR can take hours because you must look back on their grades, participation, ask the student for their resume or cover letter, and only have two days to complete this task alongside grading and planning for teaching. IF the student does ask, you should respond by being disappointed for such a late request. It is then your decision whether or not you agree to do the letter of recommendation. Explain to them why you can or can't do it.

Student Role: You enter office hours to ask for a letter of recommendation (LoR) for a summer research opportunity. You just learned about this opportunity last night and want to ask your professor for a LoR but the application deadline is less than 48 hours away and this professor has not before written a LoR for you. You enter and notice that the professor seems extremely busy typing on their laptop. Decide here and now if you will ask the professor for a letter of recommendation. Try to explain why you are asking on such late notice. If you do not, come up with another excuse for stopping in (perhaps ask about study tips or questions about your participation in class).

Questions to Consider:

1. Did the student in this situation ask the professor for a letter of recommendation? Why or why not?
2. Do you talk about letters of recommendation in class and/or on your syllabus?
3. How can faculty members be more transparent about why you prefer to be asked as early as possible for recommendation letters?
4. How can you advise students in order to avoid getting into last-minute recommendation needs such as the one above?

Prompt 3: One-on-One

Professor Role: You feel a student that you advise is not prepared for an opportunity for which they would like to apply. You decline to write a favorable letter of recommendation, citing a lack of preparedness on their end for the opportunity.

Student Role: You are applying for an exciting summer research opportunity to assist those who are underrepresented in the sciences and think it is perfect for you given your limited research experience. You ask your adviser for a letter of recommendation. The application is due in a month.

Questions to Consider:

1. How do you (the professor) provide constructive criticism to a student?
2. How did you (the student) feel within the student role of hearing a professor decline writing you a letter of recommendation?
3. How can professors make students more aware of opportunities they feel their students may be interested in or qualified candidates for?

Prompt 4: One-on-Two

Professor Role: You are busy helping Student A with their homework. A second student enters your office hours. You have a clear policy that all extensions must be requested of you at least 48 hours in advance.

Student A: You are receiving help on homework from the professor. A student enters the office hours space. You do not notice the other student until the professor looks up and acknowledges the other student's presence.

Student B: You come to office hours to ask your professor for an extension on tomorrow's test because of a family emergency that just popped up but also know the class policy says extensions must be asked two days in advance before an exam. Your family wants you to come home as soon as possible and this may be your only chance to speak to your professor before you leave. When you enter office hours, you notice the professor helping another student, someone with whom you are not really familiar. Decide here and now if you will ask for the extension.

Questions to Consider:

1. What does your syllabus indicate regarding when extensions should be requested?
2. How do you view a request for an extension through email versus in person?
3. What signals can professors give to indicate their willingness to listen and participate in a conversation around a sensitive topic while still managing a second student in the room?

Prompt 5: One-on-One

Department Chair Role: You listen to what the student has to say, then you invalidate their experience. You tell the student that it is their fault the microaggressions keep happening because they should have come to see you sooner. You tell the student that the professor has a good heart and that they mean no harm by the microaggressions and it is likely a misunderstanding or hypersensitivity.

Student Role: You go to a department chair's office hours to complain about multiple microaggressions that your current professor has been saying in class throughout the semester. Your professor has made derogatory comments about a facet of your identity, either about ethnicity, sexual orientation, sexual identity, gender, disability, accent, etc. These comments are about the overrepresentation of your identity, stereotypes they believe about your group, as well as making offhand comments in class about their lack of respect for your group. You are very distressed and annoyed, because these comments have been happening for more than two months. You have tried previously addressing this situation with your professor and peers. Now, you are reaching out to the department chair as a last resort. Even though you have heard a lot about your department chair, you have never been in a class with them and this is the first time you are talking to them directly. You are incredibly anxious about how this conversation will affect your grade and your relationship with the department.

Questions to Consider:

1. How did you feel in this student role?
2. Do you know how to direct a student to act if they came to you about concerns related to another professor in your department?
3. Is there a diversity statement in your syllabus that welcomes students to come to you with concerns about their inclusion?

Prompt 6: One-on-One

Professor Role: You notice that a student in your introductory lab is struggling to meet with the other members in their lab group. You invite them to your office hours to understand what is happening in their group composition. The student comes in and is very upset about their struggles in that class. They break down and talk about how hard this experience has been for them. You pay attention and allow the student to speak. You ask the student how they would like you to intervene in the matter and IF they would like you to get involved. You promise to speak to their group members about the situation and encourage the student to speak up more for themselves. You give affirmations to the student that display your confidence in their abilities.

Student Role: You are a first-year student who is experiencing problems with your lab group members in an introductory Biology class. The other members are not attentive to your input into the work that you are all assigned to do. They also constantly suggest meeting times that do not work with your schedule. You have received an email from your professor expressing concern about your participation within the lab group and inviting you to come and talk about it during office hours. You decide to go to office hours and talk to the professor about the problems you are having with your other group members. You are emotional as you explain how being left out of decisions and meetings makes you feel excluded. When the professor asks how you would them to intervene, you ask if they could talk to the group members about being more inclusive.

Questions to Consider:

1. Do you think it is helpful to reach out to students when you notice an issue in their lab group's ability to function collaboratively?
2. What are ways that you as a professor could display that you are listening during an office hours meeting?
3. When and how do you decide to speak up when a student is emotional in your office hours?

Prompt 7: One-on-One

Professor Role: A student comes into your office hours expressing anxiety about coming to office hours because of bad office hours they have heard in the past. Your role is to be minimally responsive and respond in a way that is apathetic and dismisses their concerns. You can use any and all of the following excuses:

- I do not hear about Davidson students having negative experiences in office hours.
- I highly doubt a professor would ever say things like that to a student.
- I have no ability to tell other professors how to run their office hours.
- My office hours are what they are. What you see is what you get.
- I do not understand how you could feel worried about office hours

Student Role: You are nervous about attending office hours because you have heard many negative stories about office hour experiences. You come to office hours to vocalize this concern to the professor. You are hoping the professor will support you and talk about your concerns.

Questions to Consider:

1. What anxieties do students have regarding office hours?
2. How can you support students during office hours?
3. How can you include affirmations during office hour experiences so that students feel reassured each time they visit?

Prompt 8: One-on-One

Professor Role: You have a student who consistently comes to office hours every week working on problems. They come in anxious about looking as if they are not keeping up or not doing enough on their own. They have scored below the class average on two exams. Your role is to encourage the student and affirm that they are making good progress and can do the work as well as to encourage them and help them understand that their presence in office hours is beneficial for both you and for the student.

Student Role: You basically live in these office hours. You go on a regular basis and go whenever you feel stuck and even when you have performed badly on tests. You feel embarrassed about how often you go and worry that your lower test scores are discouraging to the professor when they spend so much time trying to work with you. You come in today to apologize for your test scores and how much of the professor's time you feel that you are wasting.

Questions to Consider:

1. How do you convey that you enjoy seeing a student come often in their office hours?
2. How do you make your office hours a safe space?
3. How do you help students understand that your office hours are specifically for them?
4. How do you convey to students that they are not wasting your time in office hours?

Prompt 9: One-on-Two

Professor Role: You are working with Student A on their homework in preparation for an upcoming exam. Student B comes into office hours to ask about a potential research opportunity that is exciting to you. You begin to talk to Student B and ask them more about the research opportunity and why you feel it would be a beneficial experience for them.

Student A: You are working in preparation for an upcoming exam. Another student interrupts your office hours and you are extremely anxious about whether or not you can figure out the current problem as well as continue to talk about your other concerns.

Student B: You are excited to share a research opportunity for which you are excited to apply. You have already talked to the professor about wanting to do research so now interrupt office hours to ask a question about how to frame your application.

Questions to Consider:

1. How do you revert the attention back to the interrupted student in a way that is polite yet firm?
2. What methods could you use in order to introduce topics such as research opportunities within your office hours?

Prompt 10: Lab Pair

Professor Role: You have a student who has made multiple mistakes within the lab pairings you assigned. Though the student has maintained a resilient attitude, you notice they are alone in finishing the lab for the day. The student shows up for your office hours embarrassed about

finishing last and showing signs that they feel they do not belong in the class. Your role is to encourage the student and affirm that they are making good progress and can do the work as well as to encourage them and help them understand that their presence in office hours and in lab is beneficial for both you and for the student.

Student A: You are working on a lab and it is taking much longer than you imagined. In a few minutes, it will be 4:20 PM and the lab period will be officially over. You have a study session at 4:30 with students from another class for an upcoming exam. You feel very unprepared for the test and cannot miss the study session. You also feel incredibly guilty for leaving your lab partner alone to finish the remainder of the lab, which will probably take at least another hour.

Student B: You are tired and just want lab to be over. Several parts of the experiment had to be repeated due to mistakes that you committed so you are extremely frustrated with yourself. To make matters worse your lab partner tells you they need to leave relatively soon. You decide to finish out the lab and then talk to your professor about the frustrations you are experiencing in lab. In your mind, being the last lab group to finish is both embarrassing and you worry your lab partner may complain about your mistakes.

Questions to Consider:

1. How can we accommodate students for labs that take longer than the time period? Specifically, how can we help students who have other time conflicts after lab?
2. How can professors normalize that mistakes in lab are a part of the scientific process?

Prompt 11: Group Office Hours

Professor Role: You have 30 minutes left until you leave for the day when a large influx of students comes into your office hours for the homework set due tomorrow. You are annoyed that these students came in at the last possible minute when the homework set was assigned weeks ago. There clearly is not enough time in these 30 minutes; you will need to stay later than planned. Your frustration shows as you help out your students.

Student A: Because of a plethora of assignments and upcoming tests you were not able to look at this problem set until last night. When looking through the questions you realize that you have no idea how to do any of these problems. Though you had visited the Math & Science Center, the class was too advanced so the tutors could not assist you. You have already reached out to all of your classmates and they all gave you different answers and explanations on the problem set, none of which you understand. You come into office hours stressed out and begin interacting with your professor.

Student B: You started the homework set as soon as you were assigned the homework set. In the Math & Science Center yesterday you collaborated with other students on how to solve the problems, but you realize everyone has different answers. You have never gone to office hours before; this time is your first visit. As you enter you realize how frustrated your professor is. You are too nervous to speak to your professor directly so you end up collaborating with the other students in office hours.

Student C: For the most part, you are done with the homework set. And for the most part, you are pretty sure you have done it all incorrectly. You want to explain to your professor your reasoning and see if you are correct, but they are too busy to acknowledge you. You decide to speak up and get your professor's attention.

Questions to Consider:

1. How can you acknowledge that, as a professor, your class is not the only one your students are taking?
2. Is there a way to address every student's needs in a group office hour? Would this be a mini-lecture or breaking into smaller groups?

Prompt 12: Lab Assistance

Professor Role: The Monday lab is about to end. The material students need to interpret their results will not be covered in class until Thursday. You have just witnessed your students finishing up the data analysis in this Monday lab. Although they have used all the instrumentation correctly, they seem to have trouble interpreting the results conceptually. You were planning on giving the lecture for this material in class on Thursday but as a consequence, the members of the Monday lab seem unprepared and very frustrated in analyzing the results from the experiment. As an idea to the solution, you propose the students meet up with the students from the Thursday lab to discuss the results from the lab.

A student approaches you for office hours. They are frustrated with the format of lab and would like to suggest an adjustment.

Student Role: You have just finished the data analysis for your lab but you do not really understand what you have done. To make it worse, your professor has been trying to explain this concept to you for a while now and you still have no idea what is going on. Your professor tries to reassure you and tell you that it is okay if you do not know because you'll learn it in class soon enough. You disagree; your lab report grade is hinging on this information and it does not seem fair that the Thursday lab group is the only group that learns the new material before their lab. You go into office hours and talk about your frustrations. You also suggest that the professor change the format of their lab. You would like to see a mini lecture happen before lab in order for everyone in the lab to understand and interpret their own results.

Questions to Consider:

1. How can you invite students to give real-time feedback on your courses and labs within office hours?
2. How would you engage with the feedback students give within office hours?
3. If you disagree with a suggestion, what are ways to explain your reasoning or acknowledge the student's frustrations while also justifying your class/lab structure?