

GPA, Gender, and Race
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Patterns in the survey data support what we learn through the interviews: all students are not equally likely to spend time with faculty, nor are they equally likely to report being satisfied with the quality of faculty-student relationships. In particular, gender and GPA surface as the most important factors; among those students who are strong academically and who spend the most time meeting and talking with faculty, there are clear differences in satisfaction with faculty-student relationships between male and female students and between students of different races.

For both male and female students, the greatest distinction is between "A" students as compared to everyone else: the top students report spending the greatest amount of time with faculty outside of class. Students who report an average of "B-/C+ " or below report spending slightly more time with faculty than "B" students, which probably reflects time meeting with faculty to get additional academic help. Among students of the same caliber, women generally spend more time talking and meeting with faculty than men.¹

Percentage Spending At Least 3-5 Hours per Week Meeting With Faculty
By Overall GPA by Gender

	A	B	B- or Below
Male	34%	23%	25%
	76	90	21
Female	38%	29%	31%
	155	135	17

There is also a positive correlation between students' academic achievement and their reported satisfaction with the quality of faculty-student interaction: the best students, male or female, are more likely than their peers to report they are "Very Satisfied" with the quality of these relationships.

Percentage "Very Satisfied" With Faculty-Student Relationships
By Overall GPA by Gender

	A	B	B- or Below
Male	65%	55%	41%
	130	266	54
Female	69%	60%	41%
	230	424	30

The best students are more likely than their peers to spend time with faculty members outside of class; the best students are the most satisfied with the quality of faculty-student relationships.

¹ These calculations exclude students who report participating in faculty-student research during their senior year; arguably those students who participate in research would be spending more time with faculty members outside of the classroom, independent of gender and GPA.

These data beg the question: are the most engaged and successful students the most satisfied? Among the top students who report spending the most time meeting and talking with faculty outside of class, there are clear differences between men and women, white and non-white students in their satisfaction with the overall quality of faculty-student relationships. Regardless of racial/ethnic identity, women report higher levels of satisfaction than men; non-white students are less likely to report being "Very Satisfied" with the quality of faculty-student relationships.

**Percentage "Very Satisfied" With Faculty-Student Relationships
by Race by Gender**

	White	Non-White
Male	66% 38	40% 4
Female	73% 82	67% 16