

**"Professional" Benefits of Faculty-Student Relationships**  
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As one might expect, there is a relationship between academic achievement and students' plans for the future: students who earn better grades in college are more likely to have job offers or graduate school acceptances by the time they graduate ( $N = 2032$ ).

**Percentage of Graduates With Job Offers or Graduate School Acceptances  
by Gender by Overall GPA**

	A	B	B- or Below
Male	57% (120)	46% (234)	47% (67)
Female	58% (202)	41% (300)	26% (20)

There is more, however, to students' career plans than earning good grades. Patterns in the HEDS Senior Survey data are consistent with what we hear in student interviews: there is a clear "professional" benefit to having a strong relationship with faculty members outside of class. Controlling for both overall GPA and gender, students who spend a greater amount of time talking and meeting with faculty during their senior year are consistently more likely to have job offers or to have been accepted to graduate school.

**Percentage of Graduates With Job Offers or Graduate School Acceptances  
by Time Spent Talking and Meeting with Faculty by Overall GPA by Gender**

		2 Hours or Less	3-5 Hours	6 or More Hours
Male	A	56% (69)	57% (31)	63% (17)
	B	43% (148)	46% (52)	73% (24)
Female	A	53% (103)	64% (74)	70% (21)
	B	37% (172)	49% (90)	53% (32)

As shown in the graph below, spending time meeting and talking with faculty has the greatest impact among good ("B") students regardless of gender, and among the top female students. For men and women who report a "B" average, the relationship between offers and acceptances and time spent with faculty is significant at the .01-level. Among the top students, this relationship is marginally significant for women ( $p=.06$ ); among the top men, the relationship is again positive but it is not statistically significant.

### Percentage of Graduates With Job Offers or Acceptance to Graduate School by Gender and Overall GPA

