

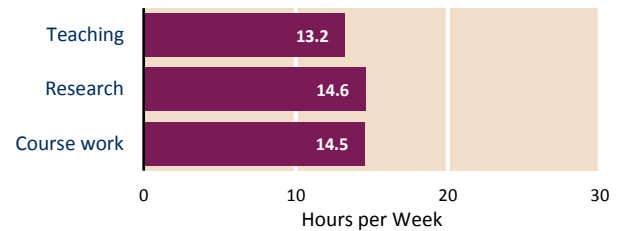
A Summary of Results for Graduate Students Who Teach

FSSE-G collects information from graduate students who teach at least one undergraduate course. This *Snapshot* is a concise collection of key findings from your institution's FSSE-G 2016 administration. We hope this information stimulates discussions about the role of your graduate student instructors in the undergraduate experience. Additional details about these and other results appear in the FSSE-G *Frequencies* and *Respondent Profile* reports.

Student engagement is the amount of time and effort students put into their studies and other educationally purposeful activities, and how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning.

Time Allocation

This figure summarizes the amount of time these graduate students spent on teaching activities (preparing, teaching class sessions, grading, meeting with students outside of class, etc.), research (including creative and scholarly activities), and their own course work (studying, reading, writing, doing lab work, analyzing data, etc.).



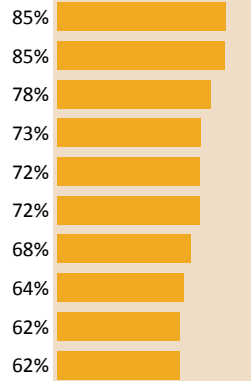
Institutional Assistance for Teaching

Graduate students reported how important it was to them that your institution *assist them with* each of the following:

Graduate Student Instructor Values (Sorted highest to lowest)

Value	Percentage
Creating a supportive learning environment	85%
Developing students' critical thinking or problem-solving skills	85%
Assessing student learning	78%
Specifying learning outcomes	73%
Improving your interactions with students	72%
Incorporating active learning strategies	72%
Facilitating experiences with diversity	68%
Using technology to improve student learning	64%
Leading discussions	62%
Designing assignments or exams	62%

Percentage of Graduate Student Instructors Responding "Very Important" or "Important"



Occupational Goals of Graduate Student Respondents

College/univ prof or instructor	65%
Clinical researcher, private sector	3%
Research, nonprofit/govt sector	9%
University researcher	6%
College administrator	1%
Precollege teaching position	1%
Other	14%

Disciplinary Areas

Arts & Humanities	27%
Bio, Agric, & Nat Res	10%
Phys Sci, Math, CS	17%
Social Sciences	16%
Business	2%
Comm, Media, PR	5%
Education	7%
Engineering	6%
Health Professions	5%
Social Svc Professions	1%

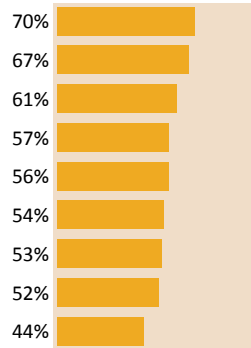
Perceived Development of Teaching Skills

Graduate students reported how much their teaching experience at this institution contributed to their ability to do the following as instructors:

Graduate Student Instructor Perceptions (Sorted highest to lowest)

Perception	Percentage
Use effective teaching practices	70%
Develop their higher-order learning skills	67%
Promote reflection on their learning	61%
Promote integration of knowledge	57%
Facilitate collaborative learning experiences	56%
Facilitate discussions with diverse groups of students	54%
Promote their use of effective learning strategies	53%
Mentor or advise students	52%
Develop their quantitative reasoning skills	44%

Percentage of Graduate Student Instructors Responding "Very Much" or "Quite a Bit"

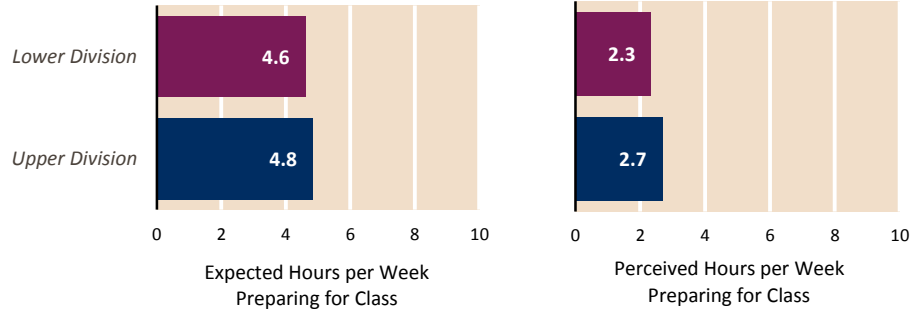


Teaching Roles

Course instructor	45%
Lab instructor	26%
Lecture/discussion instructor	31%
Reader or grader	23%
Tutor	5%
Other	5%

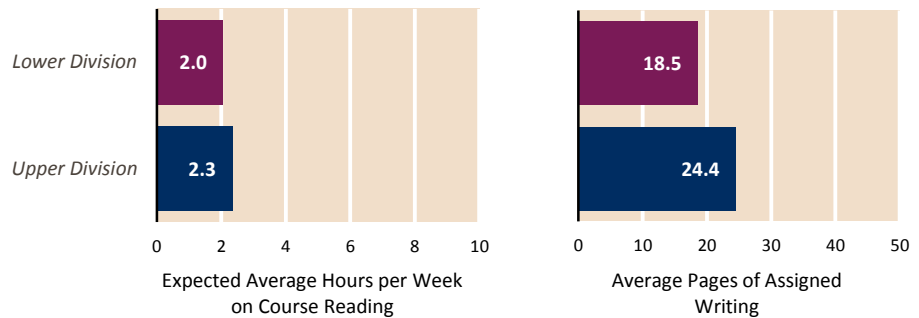
Time Spent Preparing for Class

These figures report the amount of time your graduate student instructors *expected* their students to spend and the amount they perceived students *actually* spent in their selected course sections.



Reading and Writing

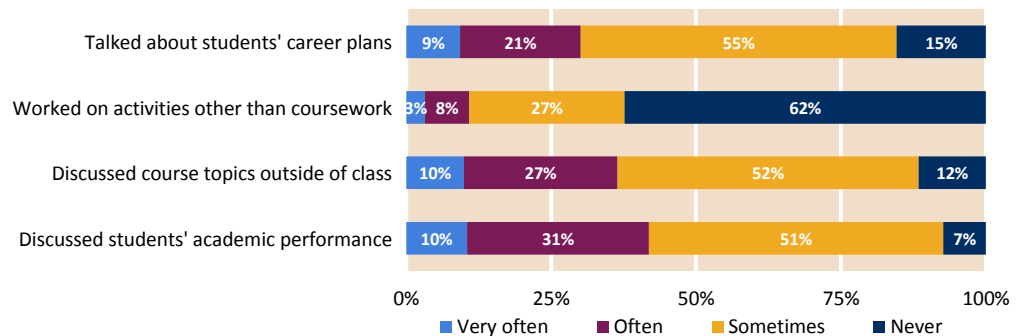
These figures summarize how much time your graduate students expected their students to read and how much writing they assigned to students in their selected course sections.



Note: The number of pages of assigned writing is an estimate calculated from three separate survey questions.

Student-Instructor Interaction

Graduate student instructors reported how often they had various meaningful interactions with the undergraduate students they taught.



Administration Details

NSSEID: 88888888

Class Level

	Lower Division	Upper Division	Other	Missing
Count	1221	968	124	722
Percentage	40%	32%	4%	24%

See your *FSSE-G Respondent Profile* report for more information.

What is FSSE-G?

FSSE-G, a complementary survey to the National Survey of Student Engagement and Faculty Survey of Student Engagement, collects information annually at four-year colleges and universities from graduate students who teach at least one undergraduate course in the current academic year. The results provide information about graduate student expectations for student engagement in educational practices that are empirically linked with student learning in development. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice. For more information, visit our website: fsse.indiana.edu