

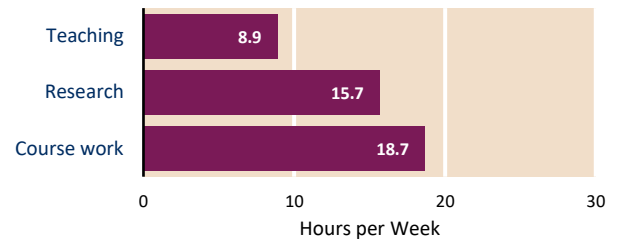
## A Summary of Results for Graduate Students Who Teach

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.).



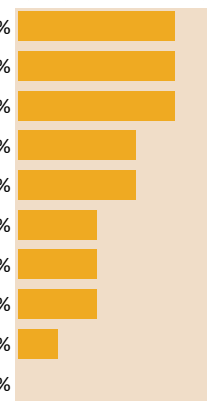
### Institutional Assistance for Teaching

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 |
|--|------------|
| Specifying learning outcomes                                     | 80%        |
| Assessing student learning                                       | 80%        |
| Improving your interactions with students                        | 80%        |
| Developing students' critical thinking or problem-solving skills | 60%        |
| Incorporating active learning strategies                         | 60%        |
| Creating a supportive learning environment                       | 40%        |
| Facilitating experiences with diversity                          | 40%        |
| Designing assignments or exams                                   | 40%        |
| Leading discussions  | 20%        |
| Using technology to improve student learning                     | 0%         |

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



### Occupational Goals of Graduate Student Respondents

|                                     |      |
|-------------------------------------|------|
| College/univ prof or instructor     | 100% |
| Clinical researcher, private sector | 0%   |
| Research, nonprofit/govt sector     | 0%   |
| University researcher               | 0%   |
| College administrator               | 0%   |
| Precollege teaching position        | 0%   |
| Other                               | 0%   |

### Disciplinary Areas

|                        |     |
|------------------------|-----|
| Arts & Humanities      | 75% |
| Bio, Agric, & Nat Res  | 0%  |
| Phys Sci, Math, CS     | 0%  |
| Social Sciences        | 0%  |
| Business               | 0%  |
| Comm, Media, PR        | 0%  |
| Education              | 25% |
| Engineering            | 0%  |
| Health Professions     | 0%  |
| Social Svc Professions | 0%  |

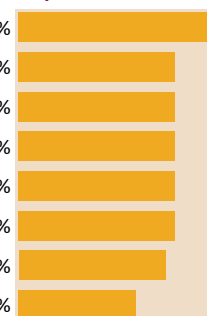
### Perceived Development of Teaching Skills

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)

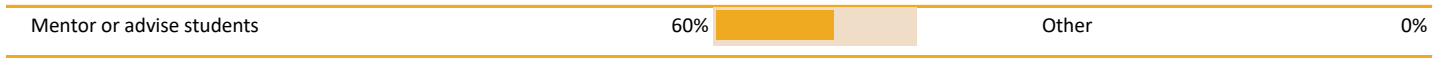
| Perception   | Percentage |
|--|------------|
| Develop their higher-order learning skills             | 100%       |
| Use effective teaching practices                       | 80%        |
| Promote integration of knowledge                       | 80%        |
| Promote their use of effective learning strategies     | 80%        |
| Facilitate collaborative learning experiences          | 80%        |
| Facilitate discussions with diverse groups of students | 80%        |
| Develop their quantitative reasoning skills            | 75%        |
| Promote reflection on their learning                   | 60%        |

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



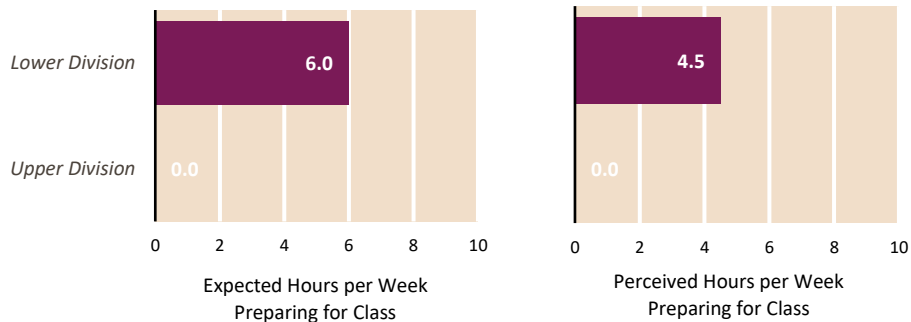
### Teaching Roles

|                               |      |
|-------------------------------|------|
| Course instructor             | 100% |
| Lab instructor                | 20%  |
| Lecture/discussion instructor | 20%  |
| Reader or grader              | 40%  |
| Tutor                         | 0%   |



### Time Spent Preparing for Class

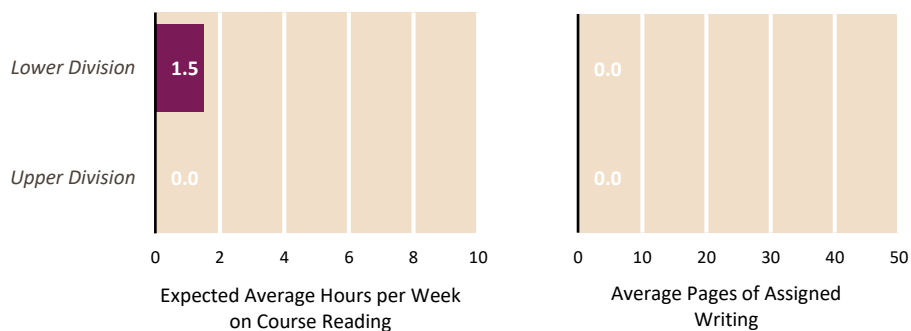
These figures report the amount of time your graduate student instructors *expected* their students to spend and the amount they perceived students *actually* spent in their selected course sections.



### Reading and Writing

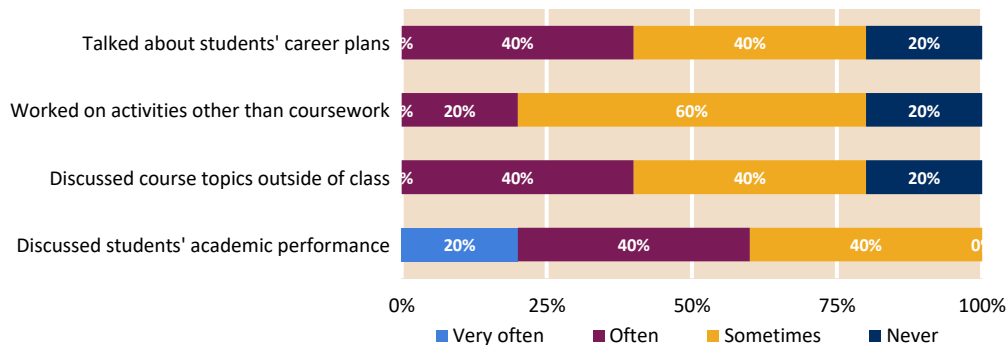
These figures summarize how much time your graduate students expected their students to read and how much writing they assigned to students in their selected course sections.

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

IPEDS: 234827

#### Class Level

|            | Lower Division | Upper Division | Other | Missing |
|------------|----------------|----------------|-------|---------|
| Count      | 2              | 0              | 2     | 3       |
| Percentage | 29%            | 0%             | 29%   | 43%     |

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](http://fsse.indiana.edu)