

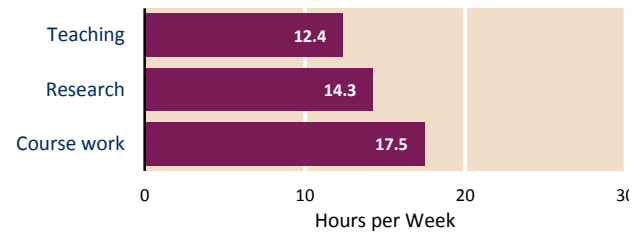
A Summary of Results for Graduate Students Who Teach

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 2014 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.).



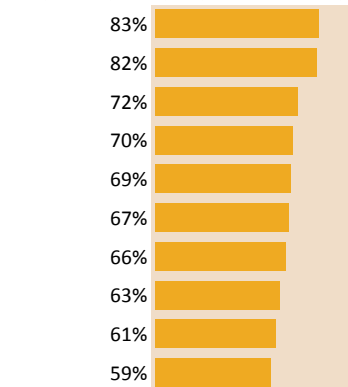
Institutional Assistance for Teaching

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)

Developing students' critical thinking or problem-solving skills	83%
Creating a supportive learning environment	82%
Assessing student learning	72%
Specifying learning outcomes	70%
Incorporating active learning strategies	69%
Improving your interactions with students	67%
Using technology to improve student learning	66%
Designing assignments or exams	63%
Leading discussions	61%
Facilitating experiences with diversity	59%

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	5%
Research, nonprofit/govt sector	11%
University researcher	5%
College administrator	0%
Precollege teaching position	0%
Other	13%

Disciplinary Areas

Arts & Humanities	23%
Bio, Agric, & Nat Res	10%
Phys Sci, Math, CS	27%
Social Sciences	14%
Business	1%
Comm, Media, PR	3%
Education	3%
Engineering	4%
Health Professions	9%
Social Svc Professions	1%

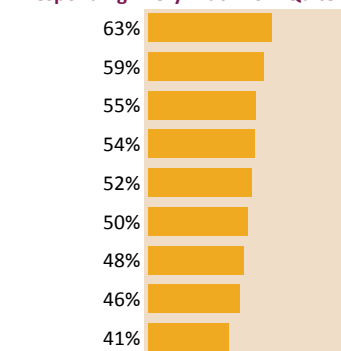
Perceived Development of Teaching Skills

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)

Use effective teaching practices	63%
Develop their higher-order learning skills	59%
Promote integration of knowledge	55%
Promote reflection on their learning	54%
Facilitate collaborative learning experiences	52%
Mentor or advise students	50%
Facilitate discussions with diverse groups of students	48%
Promote their use of effective learning strategies	46%
Develop their quantitative reasoning skills	41%

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

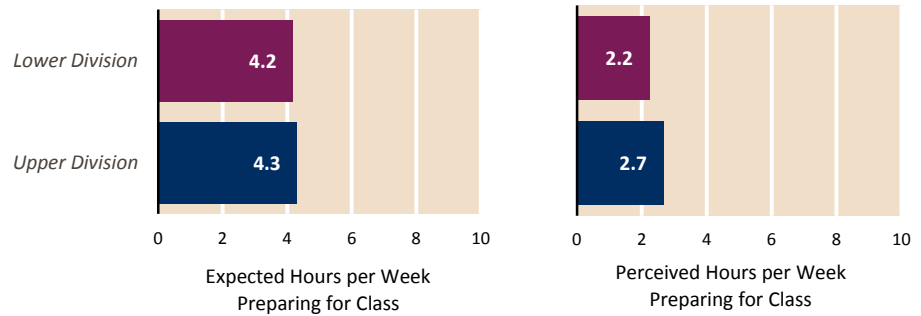


Teaching Roles

Course instructor	41%
Lab instructor	35%
Lecture/discussion instructor	15%
Reader or grader	28%
Tutor	9%
Other	5%

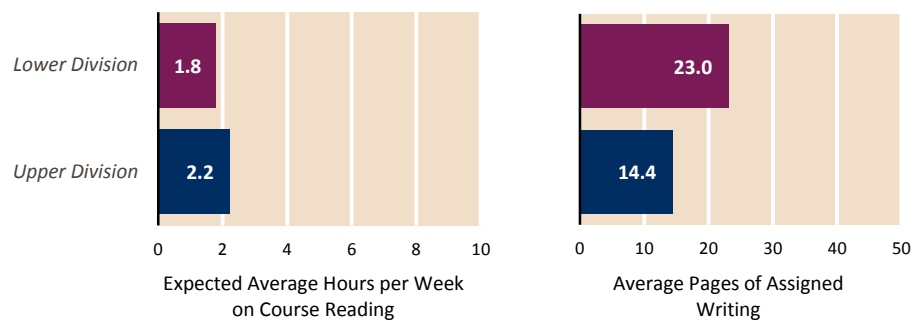
Time Spent Preparing for Class

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

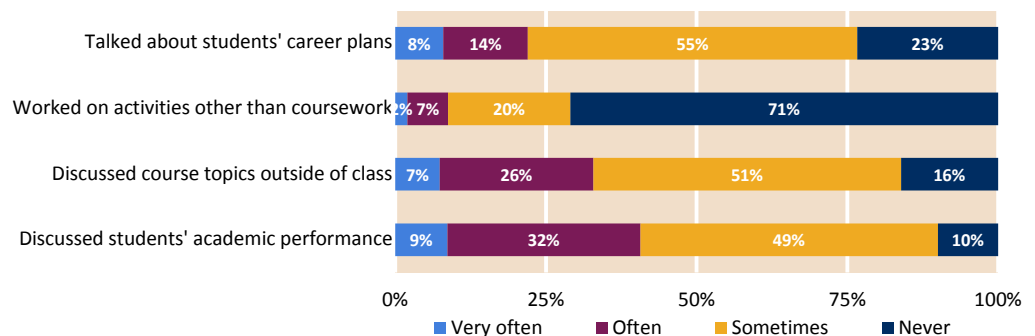
These figures summarize how much time your graduate students expected their students to read and how much writing they assigned to students in their selected course sections.



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

IPEDS: 130943

Class Level

	Lower Division	Upper Division	Other	Missing
Count	89	51	8	48
Percentage	45%	26%	4%	24%

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

Additional Questions

Your institution did not choose to administer additional questions. In future administrations, you may customize FSSE-G by participating in a topical module.

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