

Faculty Inventory of Methods and Practices Associated with Competent Teaching (Faculty IMPACT)

*Adapted from the Teaching Practices Inventory for cross-disciplinary validity. Language was edited to reflect a wider variety of types of assignments and activities as well as to be inclusive of practices and methods in online courses. References to representative literature for each question are shown in [blue](#). Point values are shown in **bold**: one point is assigned to each practice for which there is evidence it supports student learning; two points are assigned to practices for which there is evidence of large and robust benefits. 63 total points are available in this version.*

The following is an inventory of teaching practices commonly used in both face-to-face and online courses across a wide variety of disciplines. We recognize that some of these practices are not applicable to every course and/or discipline.

III. Feedback

How often did you explicitly solicit feedback about the course from students during the term? (Centra, 1973; Cohen, 1980; Diamond, 2004)

- Not including end of term course evaluations, student feedback about the course was not requested during the term. **0**
- One midterm course evaluation asking for student feedback about the course **1**
- Repeated student feedback about the course requested (more than once) **2**

Check all of the following feedback provided by you to students during the term. (Ambrose et al., 2010; Black & Wiliam, 1998; Froyd, 2008; Hattie & Timperley, 2007)

- Assignments with feedback from instructor, teaching assistant, or peer before grading or with opportunity to redo work to improve grade **2**
- Assignments graded within 1 week after submission **1**
- Students see graded assignments **1**
- Students see assignment answer key and/or grading rubric **1**
- Students see their graded midterm exam(s)/quizzes **1**
- Students see midterm exam(s)/quizzes answer key(s) and/or grading rubric **1**
- Students explicitly encouraged to meet individually with you **1**
- None of these
- Other (please specify)

IV. Instructional Features and Activities

Per week, how many times did you ask for student questions (in lectures, embedded prompts in videos/readings, posted discussion boards, or through other means)? (Ambrose et al., 2010; Froyd, 2008)

- 0 **0**
- 1-2 **0**
- 3-4 **1**
- 5+ **1**

Per week, how many times did you have group student-student discussions or problem solving (includes online discussion boards)? (Ambrose et al., 2010; Froyd, 2008)

- 0 **0**
- 1 **1**
- 2 **2**
- 3+ **2**

Per term, how many times did you have discussions on why the material is useful and/or interesting from students' perspective? (Ambrose et al., 2010; Froyd, 2008)

- 0-2 **0**
- 3-5 **1**
- 6-9 **2**

9+ 2

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References

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