**Faculty Compatibility Survey**

Questions below can be useful in the early stages of learning community development. Try them out to start conversations about key teaching styles and expectations. This is not a required component of the approval process but rather a wise step in the development of collaborative learning.

1. 1. What are your expectations regarding the time commitment in preparing a living learning course?

	1. a. For example, how much time (per week/month/semester) do you “normally” spend on course development? How much time does course preparation take? Grading assignments? Office hours?
	2. b. How might these “normal” time commitments change in a learning community course?
	3. c. How much time can you devote to this particular learning community course?
	4. d. What will your other commitments require of you during the term you teach this course?
2. 2. What is your teaching style? What is your idea of the “perfect class?”
	1. a. How do you envision the relationship between the students and faculty?
	2. b. What kind of interaction is ideal?
	3. c. What are the responsibilities of students? Of faculty?
3. 3. Do you regularly use technology in the classroom?
	1. a. If so, what kind? What role does the technology play in your teaching style?
	2. b. If not, why not? Is the choice not to use technology important to your teaching style?
4. 4. What kind of reading do you assign?
	1. a. How do you integrate the reading into the classroom experience?
	2. b. How is the reading assessed (e.g*.* quizzes, exams, essays, etc*.*)?
5. 5. How are grades assessed?
	1. a. What exam format do you use?
	2. b. How many tests do you give?
	3. c. Do you have other kinds of assignments?
	4. d. Is class participation a formal part of the grade? Is attendance?
6. 6. How much of a student’s performance is the faculty member’s responsibility?
	1. a. How much credit or blame does a faculty member deserve for a student’s progress?
	2. b. In your opinion, is there an optimal grade distribution? If so, what is it? Should all students pass? Is a final grade report full of A’s acceptable? Full of C’s?
7. 7. What is your view on student retention?
	1. a. Are drops or withdrawals inevitable?
	2. b. Should a faculty member be involved in keeping students from dropping his/her class?

**Faculty Statement of Mutual Expectations**

It’s a good idea when you begin to develop a new learning community that you try to outline your mutual expectations for this learning community. We are all used to developing our courses by ourselves, sometimes in a vacuum, and so it’s important to be clear with each other about what the boundaries of this learning community are. There is a lot of room for individual learning communities to create these boundaries—it’s a matter of style and other variables. However, it’s best to try to map some of this out early on.