

Dr. Margaret Price
The Essential Functions of the Position: Collegiality, Productivity and Working with Faculty
December 8th, 2011

Attendance

- 32 individuals attended and 24 completed evaluations.
 - One attendee was a staff, six were faculty, fifteen were administrators, and two did not specify their role.

Quantitative Results from the Evaluation Form

I will be able to use the information that I learned today in my work at NDSU.

	Frequency	Percent	Cumulative Percent
Valid Agree	11	45.8	45.8
Strongly Agree	13	54.2	100.0
Total	24	100.0	

I feel I have acquired information or understanding about the barriers experienced by faculty members including those with disabilities.

	Frequency	Percent	Cumulative Percent
Valid Disagree	1	4.2	4.2
Agree	9	37.5	41.7
Strongly Agree	14	58.3	100.0
Total	24	100.0	

I will be able to implement new strategies to support the advancement of faculty members including those with disabilities as a result of my attendance at this workshop.

	Frequency	Percent	Cumulative Percent
Valid Disagree	3	12.5	12.5
Agree	12	50.0	62.5
Strongly Agree	9	37.5	100.0
Total	24	100.0	

I would recommend this lecture/workshop to others.

	Frequency	Percent	Cumulative Percent
Valid Agree	12	50.0	52.2
Strongly Agree	11	45.8	100.0
Missing Data	1	4.2	
Total	24	100.0	

How would you rate the overall quality of this lecture/workshop?

	Frequency	Percent	Cumulative Percent
Valid Average	5	20.8	20.8
Above Average	11	45.8	66.7
Excellent	8	33.3	100.0
Total	24	100.0	

Qualitative Results from the Evaluation Form

1. What questions do you still have after attending this workshop about supporting faculty members with disabilities? Please list any areas that you would like to receive additional information about or that need further clarification.
 - Food for thought/discussion.
 - At what point does being open minded about disabilities become detrimental?
 - Do you increase kairotic spaces or do you use them minimally and carefully? Do you use 'fluency in kairotic space' as an essential measure?
 - Given that faculty are 'social animals,' is it discrimination when (doing a search process) we reject a candidate based only on their problems with social interaction?
 - I'm not sure I should fill this form as Margaret shared she is not a fan of this kind of evaluation forms.
 - It would be nice to continue the discussion and actually have time to think about the topic in depts.. colleges, etc. on campus.
 - Speaker did a nice job. Challenge is the amount time for to develop tools to use.
 - What would the application of this information 'look like' in practice (i.e., in the meeting, in the conference, etc.).
 - I'd like to see kairotic space applied to faculty mtgs.

2. What do you think were the most helpful or valuable aspects of the workshop you attended today?
 - Suggestions to increase accessibility to kairotic spaces for all attendees and potential participants.
 - Took me beyond- ideas limited to physical disabilities.
 - Attention to mental rather than just physical disabilities, and role of kairotic spaces in our environment.
 - The recommendations are very helpful, appreciate the definition of kairotic space.
 - Being introduced to the concept of 'kairotic' space.
 - How to accommodate faculty with mental disabilities.
 - Looking at unexamined assumptions.
 - Awareness of challenges in kairotic space.
 - Kairotic spaces – and their significance.
 - The concept of kairotic spaces.
 - Thinking about these things in a difference perspective.
 - Awareness. The concept of 'structuralized' collegiality. Learned a new word 'kairotic.'
 - Discussion of kairotic space.
 - Many ideas that will make welcoming environments for many, not only faculty with disabilities.
 - Expansion of vocabulary to be able to more effectively communicate about the issues.
 - Everything! Well researched, informed, insightful.

3. How could this workshop be improved to be more beneficial to you?
 - Lens rhetoric theory, more pragmatic translation.
 - A direct discussion of the 2 questions listed above.
 - The talk was too high level at times (hard to understand).
 - Time to think about specifics – maybe some 'cases'.
 - Don't read to us so much!
 - Helps to think about how faculty interact.
 - Can we do dept. specific workshops on this? Who could be the facilitator?
 - Longer. More time for processing.

4. Please provide any additional comments you have about today's workshop and/or the FORWARD program in general below or on the back of this page.
 - More discussion.
 - Create definitions and helping us put names on concepts.