Margaret Price
Associate Professor
Department of English
Spelman College
Atlanta, GA 30314
price.spelman@gmail.com
http://margaretprice.wordpress.com

**The Essential Functions of the Position:
Collegiality, Productivity and Working with Faculty**

Overview of talk

1) Introduction to mental disability in higher education.
2) Kairotic space: what it is and why it matters.
3) Collegiality, productivity and policy.
4) Recommendations.
5) Key question: What indeed are the "essential functions" of work as a faculty member?
6) Future moves for policy and practice at NDSU.

Recommendations

1) Examine the kairotic spaces already in place at NDSU. How flexible are they? How explicitly are expectations mapped? How high-stakes are the transactions that occur within them?
2) Practice "structural collegiality": create handbooks, support groups, mentoring relationships, and other ways to build networks for minoritized faculty members. Brainstorm with colleagues: How can kairotic spaces become easier to navigate for newcomers and those in vulnerable positions? (Consider name tags, icebreakers, discussion starters, and structured activities.)
3) Practice "interpersonal collegiality": reconsider assumptions about what it means when a faculty member is quiet, "difficult," absent, or otherwise not performing in conventionally productive or collegial ways. Address situations directly whenever possible. Use as a baseline the question, "What do you need to be successful in this environment?"
4) Do not denigrate any minoritized identity / location, including that of the mentally disabled. Avoid language that assumes mentally disabled persons are violent, lazy, whiners, or incompetent.
5) Do not conflate face-to-face social fluency with general competence as a person or faculty member. These phenomena are related, but they're not the same thing.

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