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SUPPORTPART-TIME TEACHERS; 5 WHAT MAKES A REALLY GOOD SUPPORT PROGRAMME FORPART-TIME LECTURERS IN HIGHER EDUCATION?; 6 STUDENTS WHO TEACH: DEVELOPING SCHOLARLY TUTORS; 7 HOW DO WE KNOW IT WORKS? DEVELOPING AND EVALUATING APROFESSIONAL DEVELOPMENT PROGRAMME FOR PART-TIME TEACHERS; THIRD PART: FOCUS ON DIFFERENT TYPES OF PART-TIME TEACHERS  
8 WELCOME ON BOARD: DESIGNING SUPPORT INTERVENTIONS TOMEET THE REAL NEEDS OF NEW PART-TIME LECTURERS9 TUTORING ONLINE: PRACTICES AND DEVELOPMENTAL NEEDS OFPART-TIME/CASUAL STAFF; 10 ALL TAKE AND NO GIVE? RESPONDING TO THE SUPPORT ANDDEVELOPMENT NEEDS OF WOMEN IN CASUAL ACADEMIC ROLES; SECTION III IMPLICATIONS AND FUTURE DIRECTIONS; 11 BUILDING SUSTAINABLE FRAMEWORKS FOR THE ENGAGEMENTAND DEVELOPMENT OF CASUAL TEACHING STAFF: AN AUSTRALIANPERSPECTIVE; 12 ACADEMIC LEADERSHIP: STRATEGIES FOR BUILDING EFFECTIVETEAMS OF ALL STAFF  
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Sommario/riassunto

Part-time teachers have become an increasing part of the workforce in universities throughout the world. They work in a sector undergoing enormous change and debate about the purposes of the university for individuals, societies and economies. As part-time employees, however, they are not necessarily offered the same level of support or recognition as full-time lecturers. This book, drawing on the voices of part-time teachers and the expertise of those who support them, considers whole-institution strategies to promote individual and collective professional development. Utilising real

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