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Nota di contenuto	Machine generated contents note: -- CONTENTS -- Preface -- Keith Hoeller -- Part 1: Case Studies of Progressive Change -- Organizing for Equality Within the Two-Tier System: The Experience of the California Faculty Association -- Elizabeth Hoffman and John Hess -- The Case for Instructor Tenure: Solving Contingency and Protecting Academic Freedom in Colorado -- Don Eron -- Online Teaching and the Deskilling of Academic Labor in Canada -- Natalie Sharpe and Dougal MacDonald -- Part 2: The Two-Tier System in Academe -- Organizing the New Faculty Majority: The Struggle to Achieve Equality for Contingent Faculty, Revive Our Unions, and Democratize Higher Education -- Richard Moser -- The Academic Labor System of Faculty Apartheid -- Keith Hoeller -- The Question of Academic Unions: Community (or Conflict) of Interest? -- Jack Longmate -- Do College Teachers Have to Be Scholars? -- Frank Donoghue -- Part 3: Roadmaps for Achieving Equality -- The New Abolition Movement -- Lantz Simpson -- The Vancouver Model of Equality for College Faculty

Employment -- Frank Cosco.

Sommario/riassunto

""Today three-fourths of all faculty are characterized as "contingent instructional staff," a nearly tenfold increase from 1975. Equality for Contingent Faculty brings together eleven successful activists from the United States and Canada to describe the problem, share case stories, and offer concrete solutions"--Provided by publisher"--

"Vice President Joseph Biden has blamed tuition increases on the high salaries of college professors, seemingly unaware of the fact that there are now over one million faculty who earn poverty-level wages teaching off the tenure track. The Chronicle of Higher Education ran a story entitled "From Graduate School to Welfare: The PhD Now Comes with Food Stamps." Today three-fourths of all faculty are characterized as "contingent instructional staff," a nearly tenfold increase from 1975.

Equality for Contingent Faculty brings together eleven activists from the United States and Canada to describe the problem, share case histories, and offer concrete solutions. The book begins with three accounts of successful organizing efforts within the two-track system. The second part describes how the two-track system divides the faculty into haves and have-nots and leaves the majority without the benefit of academic freedom or the support of their institutions. The third part offers roadmaps for overcoming the deficiencies of the two-track system and providing equality for all professors, regardless of status or rank"--