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Nota di contenuto	Cover; EMBRACING NON-TENURE TRACK FACULTY: Changing Campuses for the New Faculty Majority; Copyright; CONTENTS; PREFACE; PART I Setting the Stage: Background and Context; 1 NEEDED POLICIES, PRACTICES, AND VALUES: Creating a Culture to Support and Professionalize Non-tenure Track Faculty; 2 STRATEGIES FOR IMPLEMENTING AND INSTITUTIONALIZING NEW POLICIES AND PRACTICES: Understanding the Change Process; PART II Case Studies; 3 AN INSTRUCTIVE MODEL OF HOW MORE EQUITY AND EQUALITY IS POSSIBLE: The Vancouver Community College Model 4 TAKING A MULTIFACETED APPROACH TO CHANGE: Madison Area Technical College 5 INSTITUTIONALIZATION OF A POSITIVE WORK ENVIRONMENT AT A COMMUNITY COLLEGE; 6 THE INSTRUCTOR CAREER LADDER AND ADDRESSING THE NEEDS OF RESEARCH FACULTY: Evolving Policies at Virginia Tech; 7 "LECTURERS ANONYMOUS": Moving Contingent Faculty to Visibility at a Master's Institution; 8 LESSONS FROM LONG-TERM ACTIVISM: The San Francisco State University

Experience; 9 CREATING CHANGES FOR NON-TENURE TRACK  
FACULTY WITHIN A DECENTRALIZED UNIVERSITY ENVIRONMENT  
10 BUILDING A MULTI-PRONG, CONTEXT-BASED STRATEGY FOR CHANGE  
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AND THE WAY TO DO IT: Now We Need the Motivation and  
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APPENDIX B USC COMMITTEE ON NON-TENURE-TRACK FACULTY  
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GUIDELINES AND CRITERIA: 2011 UPDATE INTERVIEW QUESTIONNAIRE:  
QUALITATIVE CONTRIBUTORS; INDEX

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#### Sommario/riassunto

"The nature of the higher education faculty workforce has radically and fundamentally changed from primarily full-time, tenured or tenure-track faculty to contingent faculty. Regardless of full or part-time appointments, contingent faculty share a common status: short-term contracts, lack of job security, lack of a professional career track, and limited support on campus. We know little about efforts to support contingent faculty beyond broad, relatively uninformative survey data. While a few sources have developed recommendations for supporting contingent faculty, no resources have documented the real changes occurring on campuses and the challenges that occur while implementing new policies and practices. Improving Contingent Faculty Relations presents real cases where these new policies and practices have been implemented, unveiling the mechanisms that are required to create change, the challenges and opportunities that implementers face, and how effective methodology depends upon particular campus contexts. Readers will learn the various pathways to new policies and practices and can align their strategies with proven approaches. Contingent faculty contributors document from first-hand experience the change process on their campuses. Kezar supplements these case studies by distilling trends and patterns from a national study of campuses that have successfully implemented policies to improve conditions for nontenure track faculty. This book is essential reading for both contingent faculty and higher education administrators"--

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