

1. Record Nr.	UNISALENTO991003068439707536
Autore	Bogdanov, L.V.
Titolo	Analytic-bilinear approach to integrable hierarchies / by L.V. Bogdanov
Pubbl/distr/stampa	Dordrecht ; Boston, MA : Kluwer, 1999
ISBN	0792359194
Descrizione fisica	xii, 264 p. : ill. ; 24 cm.
Collana	Mathematics and its applications ; 493
Classificazione	LC QA614.8
Disciplina	53.1.3
Soggetti	Differentiable dynamical systems Loops (Group theory)
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes bibliographical references and index

2. Record Nr.	UNISALENTO991001158639707536
Autore	Prudnikov, Anatolii Platonovich
Titolo	More special functions / A. P. Prudnikov, Yu. A. Brychkov, O. I. Marichev ; transl. by G. G. Gould
Pubbl/distr/stampa	New York : Gordon and Breach Publ., 1990
ISBN	2881246826
Descrizione fisica	800 p. ; 21 cm.
Collana	Integrals and series ; 3
Classificazione	AMS 00A22 QA308.P7813
Altri autori (Persone)	Brychkov, Yurii Aleksandrovich Marichev, Oleg Igorevich Gould, G. G.
Disciplina	515.43
Soggetti	Integrals Series
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia

3. Record Nr.	UNINA9910791939403321
Titolo	Embracing non-tenure track faculty : changing campuses for the new faculty majority / / edited by Adrianna Kezar
Pubbl/distr/stampa	New York : , : Routledge, , 2012
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Descrizione fisica	1 online resource (257 p.)
Classificazione	EDU0000000EDU015000
Altri autori (Persone)	KezarAdrianna J
Disciplina	378.1/2
Soggetti	College teachers, Part-time - United States College teachers - Tenure - United States Universities and colleges - United States - Faculty College teaching - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
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 IICase 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 College5 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 AT A PRIVATE CATHOLIC COLLEGE
PART III Synthesis of Lessons Learned;
11 TAKING HEART, TAKING PART: New Faculty Majority and the Praxis of Contingent Faculty Activism; 12 WE KNOW THE CHANGES NEEDED AND THE WAY TO DO IT: Now We Need the Motivation and Commitment; APPENDIX A WHITE PAPER ON EXEMPLARY PRACTICES AND POLICIES: Relating to Non-Tenure-Track Faculty Submitted to the Academic Senate Executive Board by the Senate Committee on Non-Tenure-Track Faculty Affairs
APPENDIX B USC COMMITTEE ON NON-TENURE-TRACK FACULTY AFFAIRS (CNTTFA): INVENTORY OF FULL-TIME NTT FACULTY-RELATED GUIDELINES AND CRITERIA: 2011 UPDATE
INTERVIEW QUESTIONNAIRE: QUALITATIVE CONTRIBUTORS; INDEX

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"--
