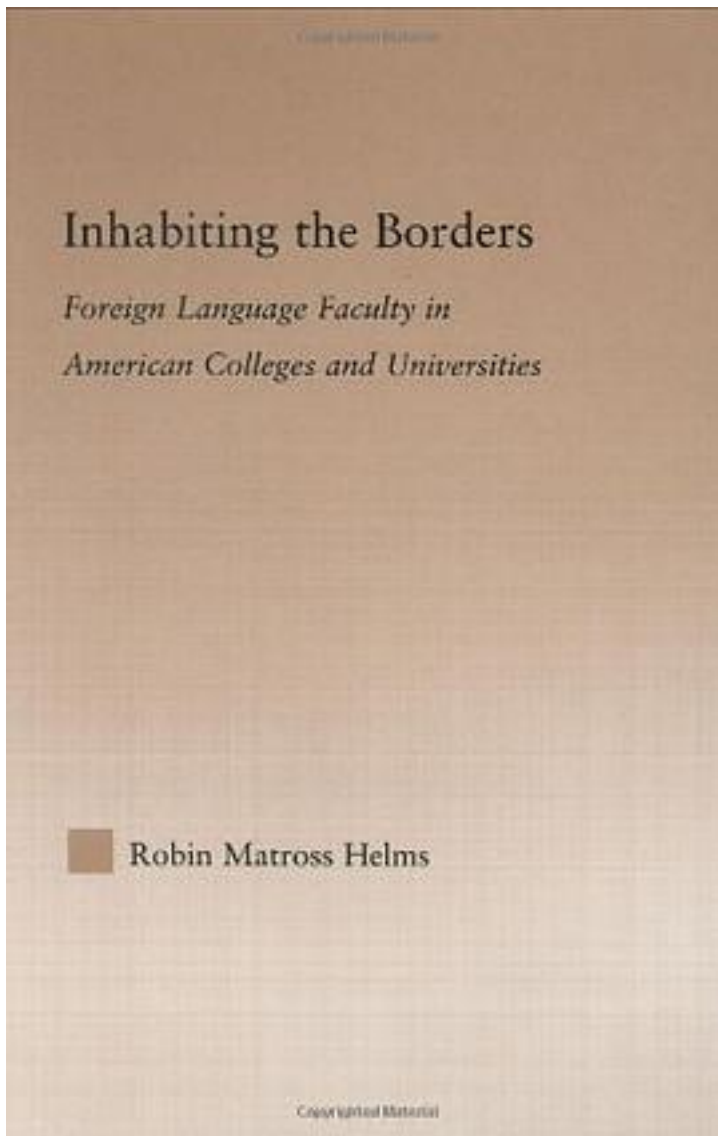


Inhabiting the Borders



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This study explores the experience of Foreign Language Faculty members in American colleges and universities. The gender bias of foreign language faculty and their employment status often leads to their being marginalised within the teaching profession, and within Foreign Language faculties there is further marginalisation of female teachers, teachers of less commonly taught languages and non-tenure-track faculty members. By studying their experiences, it is possible to gain insight into the causes and effects of faculty marginalisation in general - insights that are much needed in order to distribute academic power more evenly. The book also follows how some marginalised faculty groups have responded to this situation and worked to redress imbalances, along with suggestions for institutional policy changes that would improve the experience of the profession as a whole.

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