This book provides a highly valuable and timely addition to the limited international literature available on the growing utilisation of, and roles played by, part-time academic staff in higher education institutions. Evoking images of J.M. Barrie’s *Peter Pan*, Tony Brand writing in the Foreword refers to part-time academic staff as ‘the lost (or invisible) tribe’. The metaphor of being ‘lost’ is developed further through reference to the varying
definitions and terminology employed across the globe to describe non full-time academic staff. Notions of being 'invisible' are explored through references to absence or exclusion from faculty teams, core organisational functions or staff development schemes.

The book is divided into three sections which nominally cover contextual considerations, policy and practice, and implications for future developments. The sequencing of the chapters did not seem to flow seamlessly, which is perhaps less of a concern for the selective reader but slightly irksome for the continuous reader. There were also places, perhaps inevitably in such a volume, where some repetition of ideas and arguments appeared. The central theme of the book is positioned against the rapidly changing context of higher education internationally, where in many higher education systems, upwards of 40% of academic staff are now employed on a part-time basis. The book explores the possible reasons for this growing sector, including economic necessity in a time of expansion of student numbers, changing employment-related curricula, increasingly specialised areas of expertise and demands for flexibility of delivery.

In their respective chapters, Amanda Gilbert and Bland Tomkinson both provide useful typologies of the nature of and roles played by part-time teaching staff. Throughout many chapters, the book affords more detailed and revealing glimpses of the life of the part-time teacher from the varied viewpoints of academic staff, doctoral student, academic developer and institutional management. The book considers the ways in which institutions deploy their part-time academic staff, seemingly often for covering populous first-year lectures and less favourable days and times in the week. No explicit mention is made, however, of the additional challenges of using part-time staff to teach part-time students. The book also addresses policy and practice within professional development for staff. Anne Lee’s chapter raises the continuing debate as to whether teacher training should be compulsory or voluntary for full-time academic staff, and further considers the additional complexities of the requirements and provision for part-time staff.

This book therefore provides a very useful addition to the international field of literature on part-time academic staff. It should be recommended reading for all human resource, higher education and academic development managers.