

References

Acker, S., & Armenti, C. (2007). Sleepless in academia. *Gender and Education*, 16(1), 3-24. doi: 10.1080/0954025032000170309.

Ako Aotearoa. Supporting early career academics: Conversational guidelines for senior staff and new colleagues. Retrieved from: <https://ako.ac.nz/knowledge-centre/academic-career-success/handbook-supporting-early-career-academics-conversational-guidelines-for-senior-staff-and-new-colleagues/> ISBN: 978-1-927292-49-0

Baldwin, R., DeZure, D., Shaw, A., & Moretto, K. (2008). Mapping the terrain of mid-career faculty at a research university: Implications for faculty and academic leaders. *Change*, 40(5), 46-55. doi: <https://doi.org/10.3200/CHNG.40.5.46-55>

Baldwin, R.G., & Chang, D.A. (2006). Reinforcing our strategies to support faculty in the middle years of academic life. *Liberal Education*, 92(4), 28-35.

Baldwin, R.G., Lunceford, C.J., & Vanderlinden, K.E. (2005). Faculty in the middle years: Illuminating an overlooked phase of academic life. *The Review of Higher Education*, 29(1), 97-118. doi: <https://doi.org/10.1353/rhe.2005.0055>

Bosanquet, A. (2017). Academic, woman, mother: Negotiating multiple subjectivities during early career. In *Being an early career feminist academic* (pp. 73-91). Palgrave Macmillan, London.

Canale, A. M., Herdklotz, C., & Wild, L. (2013). Mid-career faculty support: The middle years of the academic profession. *Faculty Career Development Services, the Wallace Center, Rochester Institute of Technology.*

Cope, V. C., Sundin, D., Smyth, A., Wang, C., Baum, G., Ewens, B., & Foxall, F. (2016). The hidden benefits of writing retreats: Academic development and social interaction for nurses.

Gillespie, K. J., & Robertson, D. L. (2010). *A guide to faculty development.* John Wiley & Son.

Golper, T.A., & Feldman, H.I. (2008). New challenges and paradigms for mid-career faculty in academic medical centers: Key strategies for success for mid-career medical school faculty. *Clinical Journal of American Society of Nephrology, 3*, 1870-1874. Doi: 10.2215/CJN.03900907

Grant-Vallone, E.J., & Ensher, E.A. (2017). Re-Crafting careers for mid-career faculty: A qualitative study. *Journal of Higher Education Theory and Practice, 17*(5), 10-24.

Khan, F., Rasli, A., Khan, Q., & Naz, A. (2017). Factors Affecting Academicians Burnout in Higher Education Institutions: A Systematic Review of Literature. *Journal of Gender and Social Issues, 16*(1), 75-75.

Kristensen, T. S., Borritz, M., Villadsen, E., & Christensen, K. B. (2005). The Copenhagen Burnout Inventory: A new tool for the assessment of burnout. *Work & Stress, 19*(3), 192-207.

Lester, J. (2015). Cultures of work–life balance in higher education: A case of fragmentation. *Journal of Diversity in Higher Education*, 8(3), 139.

Lester, J. (2016). Complexity of Work-Life Identities and Policy Development: Implications for Work-Life in Higher Education. *New Directions for Higher Education*, 176, 97-105.

Mansbach, J., & Austin, A. E. (2018). Nuanced perspectives about online teaching: Mid-career and senior faculty voices reflecting on academic work in the digital age. *Innovative Higher Education*, 43(4), 257-272.

Petter, S., Richardson, S., & Randolph, A. B. (2018). Stuck in the Middle: Reflections from the AMCIS Mid-career Workshop. *CAIS*, 42, 3.

Phelps, P. H. (2013). *Journey of Joy: Teaching Tips for Reflection, Rejuvenation, and Renewal*. Magna Publications, Incorporated.

Romano, J. L., Hoelsing, R., O'Donovan, K., & Weinsheimer, J. (2004). Faculty at mid-career: A program to enhance teaching and learning. *Innovative Higher Education*, 29(21-48). doi: <https://doi-org.proxy1.lib.uwo.ca/10.1023/B:IHIE.0000035365.92454.a5>

Ross, C. (2015). Teaching renewal for midcareer faculty: Attending to the whole person. *To Improve the Academy*, 34(270-289). doi:10.1002/tia2.20023i:

Russell, B. C. (2010). Stress in Senior Faculty Careers. *New Directions for Higher Education*, 151, 61-70.

Stranger, A., & Merdinger, J. (2014). Professional growth and renewal for mid-career faculty. *Journal of Faculty Development*, 28(3), 41-50.

Tagg, J. (2012) *Why Does the Faculty Resist Change?*, *Change: The Magazine of Higher Learning*, 44:1, 6-15, DOI: 10.1080/00091383.2012.635987

Trower, C. A. (2011). Senior faculty vitality. *Advancing Higher Education*, 1-13.

Ward, K., & Wolf-Wendel, L. (2016). Academic Motherhood: Mid-Career Perspectives and the Ideal Worker Norm. *New Directions for Higher Education*, 2016(176), 11-23.

Ward, K., & Wolf-Wendel, L. (2017). Mothering and professing: Critical choices and the academic career. *NASPA Journal About Women in Higher Education*, 10(3), 229-244.