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At a time when higher education institutions in the United States are the subject of increased media scrutiny and nearly continuous loss of funding by resource-strapped state legislatures, a greater understanding of higher education's bulwark resource—mid-career research and teaching faculty—is more important than ever. Faculty at mid-career comprise the largest segment of academia. For some, this is a time of significant productivity and creativity, yet for others, it is a time of disillusionment and stagnation. Revealing impediments and pathways to faculty job satisfaction and productivity will strengthen higher education institutions by protecting, fostering, and maintaining this vital workforce. In this collection we will explore the lives of mid-career faculty as our authors uncover the complexities in this stage of professional life and discuss support systems for the transition into this period of faculties' academic careers. *Mid-Career Faculty: Trends, Barriers, and Possibilities* is designed for faculty leaders, administration, policymakers, and anyone concerned with the future of higher education. This text offers an examination into an often overlooked period of academic life, that of post-tenure mid-career faculty. Therefore, the aim of this text is to deepen our understanding of the lives of mid-career faculty, to identify barriers that impede job advancement and satisfaction, and to offer suggestions for changes to current policy and practice in higher education. Contributors are: Joyce Alexander, Michael Bernard-Donals, Pradeep Bhardwaj, Kimberly Buch, Javier Cavazos, Jay R. Dee, Anne M. DeFelippo, Andrea Dulin, Jeremiah Fisk, Carrie Graham, Debbie L. Hahs-Vaughn, Florencio Eloy Hernandez, Yvette Huet, Jane McLeod, Jennifer McGarry, Maria L. Morales, Eliza Pavalko, Laura Plummer, Mandy Rispoli, Amanda J. Rockinson-Szapkiw, J. Blake Scott, Michael Terwillegar, Jenna Thomas and Claudia Vela.

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