

Fighting Post-Tenure Fatigue:

Reclaiming Your Time and Redefining Leadership

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Introduction

Michelle and Nia met as Spectrum Scholars during our American Libraries Association (ALA) Spectrum Scholarship Institute in 2006. As librarians who identify as Black, Indigenous, or people of color (BIPOC) who were used to being the only people of color in certain spaces, joining the Spectrum community was a wonderful introduction to our careers. Little did we know our professional and personal paths would mirror one another's and intertwine throughout the years on opposite sides of the country. When we reconnected in 2018, unbeknownst to the other, we chose to return our energy and efforts to the group that served us from the onset of our careers—the ALA Spectrum Scholarship Program. During our service on the Spectrum Advisory Committee (SAC), we discovered that our paths had been running on a parallel track. We were both established in our careers, working mothers, and looking for meaningful work beyond our roles at our institutions.

Nia worked at several academic libraries, in temporary and permanent positions, part-time and full-time, and sometimes overlapping. She has been a subject liaison librarian in her current library for over ten years. Her main focus has been research and instruction and serving students and faculty in her liaison departments. She loves being truly

embedded into courses, supporting students, and collaborating with faculty to teach information literacy. She developed a passion for online teaching and learning and centered most of her professional development around critical digital pedagogy. Nia worked on various projects that naturally turned into presentation and publication opportunities. While she sometimes lamented the number of hours spent in meetings and doing administrative paperwork, she felt relatively fulfilled at work and confident in her abilities, which led to her earning promotion at her institution's equivalent of tenure.

Michelle's path also took a winding road. She planned to work as a public librarian but landed her first professional job in academia where she quickly became engulfed in teaching, service, reference, and web support. After years of immersing herself in work, Michelle submitted her dossier for tenure. At the time, she was unmarried and childless, so her work-life balance was fully weighted in favor of work. Many of Michelle's social interactions centered around work as well, including affinity groups she participated in or formed in order to find community among other library workers who identified as BIPOC.

This chapter includes personal examples of how we have managed to combat post-tenure fatigue while navigating academic librarianship as first-generation, BIPOC, cis-gendered women while also balancing motherhood on the road to and beyond achieving tenure. We offer strategies we have employed to create balanced and value-centered activities in our work life to fight burnout, redefine our leadership goals, and support our BIPOC colleagues and communities. We also include reflection questions that we have pondered as part of this process. We hope that these questions, in addition to our experiences, will help guide you through the ebbs and flows of your own mid-career librarianship journey.

Dealing with Post-tenure Fatigue

Post-tenure malaise, fatigue, or burnout is a phenomenon described by several mid-career faculty in publications like the *Chronicle of Higher Education* and *Inside Higher Ed*.¹ Similarly, mid-career academic librarians who achieve tenure or promotion can also enter a period of discontent. Multiple librarians describe individual stories of work-related burnout in professional and personal blogs.² The issues described in these stories, such as emotional exhaustion, overwhelming work responsibilities, and clashes with colleagues and leadership, also affect academic librarians who do not have a tenure process. The scholarly literature on burnout in library and information science (LIS) investigates the pervasiveness of burnout among library workers in all settings and is hypothesized to start as early as graduate school.³ Scholars often reference Christina Maslach's foundational research in which burnout is defined as a "syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do 'people work' of some kind."⁴ Research on academic librarian burnout shows it can occur when there is a mismatch between values (individual or professional) and professional lived experience⁵ and when there is lack of clarity and understanding regarding tenure requirements.⁶

Early-career academic librarians who are on the tenure track focus on fulfilling promotion requirements. These requirements leave little room for personal fulfillment once day-to-day responsibilities and designated service obligations are met. This process can provoke feelings of stress and anxiety as we struggle to find our footing within the institution and the larger areas of librarianship and academia.⁷ Most institutions provide support systems and mentorship opportunities for junior faculty to ensure professional growth and career development. Achieving promotion or tenure is an accomplishment to be celebrated (and usually followed with a sigh of relief). However, in the days, months, and years afterward, tenured librarians can start feeling a lack of motivation, support, and career guidance. Mentoring programs usually focus on early-career librarians, “which can leave more experienced librarians feeling lost or abandoned.”⁸ We often struggle to answer the question, “What next?” To answer that question, we want to highlight two strategies for dealing with post-tenure burnout.

Be Intentional About Your Time

One strategy for mid-career librarians who are facing burnout is to be intentional about how they spend their time. Day-to-day responsibilities and leadership expectations tend to increase exponentially the longer one stays in a position. Therefore, mid-career librarians need to learn when and how to say no to some opportunities in order to say yes to others.

There are things you must do because they are part of your core responsibilities, so you should be proactive and protective about your schedule. As an instruction librarian, Nia is sometimes asked to teach a class outside her typical work hours. During the pandemic, she also had to take her children’s schedules into account as well. She usually accommodates these requests as part of her job but has learned to offer some options that she knows work for her instead of waiting for instructors to propose conflicting times that result in an extremely long workday. Similarly, Michelle uses Doodle.com’s Bookable Calendar to offer her availability for one-on-one meetings with people outside her organization.

Larger commitments can span months and years, and even if you wanted to, you cannot accept every project or committee request because time is finite. Therefore, you need to be strategic about your overall commitments and include a mix of activities that feel right for your unique situation and values. Before we advise learning to set better boundaries, we want to bring up the concept of “vocational awe” in librarianship, which can result “in beliefs that libraries as institutions are inherently good and sacred, and therefore beyond critique.”⁹ Vocational awe might help explain why some librarians have trouble with boundary setting and saying no to additional job duties. As Fobazi Ettarh elaborates,

Because the sacred duties of freedom, information, and service are so momentous, the library worker is easily paralyzed. In the face of grand missions of literacy and freedom, advocating for your full lunch break feels petty. And tasked with the responsibility of sustaining democracy and intellectual freedom, taking a mental health day feels shameful.¹⁰

After reflecting on how vocational awe might impact you as an individual, we also want to empower you to say no without long explanations or lists of excuses. For a low-stakes request, you could try saying something simple like, “Unfortunately, I am unable to take that on right now.” Regularly re-evaluate your current commitments to identify which could be discontinued instead of automatically renewing your commitment. This process may offer the perfect chance to reclaim that time for another priority.

When Nia is genuinely interested in a service opportunity, she tries to make her acceptance coincide with dropping another commitment. This works well in her library because they are asked to review committee work on an annual basis. While this may not be the practice in your library, consider using this example phrase with your supervisor or others: “Yes, I would love to join X committee, but I will need to rotate off of Y committee.” By adopting this framework of picking up and dropping commitments simultaneously, you will avoid over-commitment.

One of the best ways to be intentional about your time is to do a time audit of your workdays. Keep track of how you spend your time every day for about a week. There are time-tracking apps available, but you can also do this by writing down what you do in thirty-minute increments, either with pen and paper or a simple spreadsheet. After you record your time, analyze how you spent it, grouping similar activities into categories and calculating time spent in each category. Ask yourself what went well and what changes you could make. In tracking her own time for a week,¹¹ Michelle learned that she spent more time on committee work and in meetings than she realized. She also saw she spent more time on email and communications-related tasks than she preferred but did not spend any time on research and writing. Armed with this information, Michelle scaled back committee duties, pursued writing projects, and scheduled dedicated time to address emails. Figure 20.1 shows the total number of minutes Michelle spent on different categories of tasks.

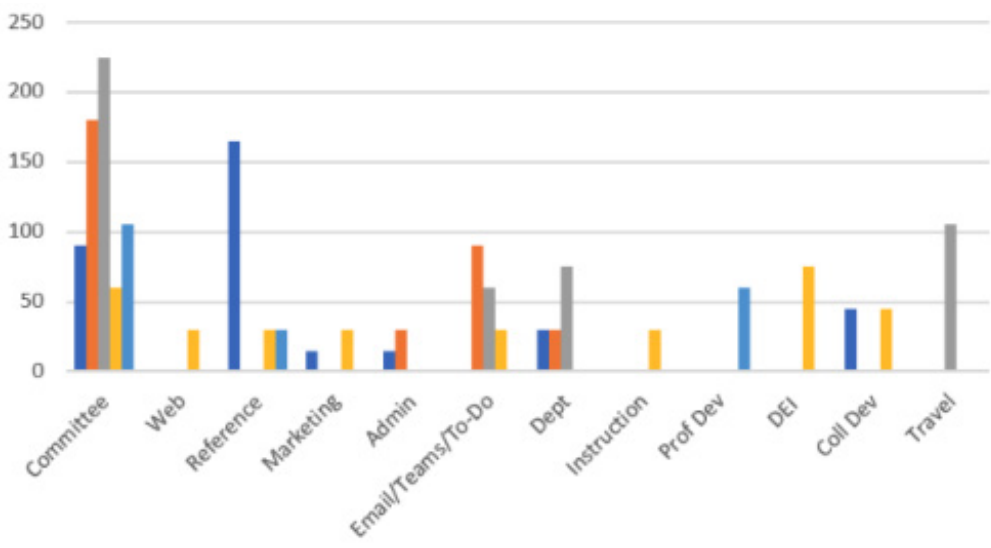


Figure 20.1

Time Tracker: Nov. 18–26, 2019. Reproduced by permission from McKinney (2019).

Next, try to design your ideal week. Identify how your energy level varies and when interruptions are least likely. Include some blank space into your schedule to allow for flexibility if plans change. Brainstorm ideas for how you would like to spend your time and include engaging activities that will help you combat burnout. Figure 20.2 shows a mock-up illustration of Nia's ideal morning schedule, including categories such as planning/strategizing, core duties, learning, relationships, breaks, and open space. We recommend revisiting and revising your ideal week regularly—at least every few months.

	A	B	C	D	E	F	G
1		Monday	Tuesday	Wednesday	Thursday	Friday	Categories
6	9:30	Workday Startup	Workday Startup	Workday Startup	Workday Startup	Workday Startup	
7	9:45	Process Email	Process Email	Process Email	Process Email	Prof Dev	Planning/Strategizing
8	10:00	Weekly Planning	Teaching Prep	Meeting	Reference Desk		Core Duties
9	10:15				admin tasks if time		Learning
10	10:30	walk w/ coworker					Relationships
11	10:45						Breaks
12	11:00	Virtual Yoga Break		Office Hour		Check-in w/ mentees	
13	11:15	open space					
14	11:30		Virtual Meditation			open space	
15	11:45						
16	12:00	lunch	lunch	lunch	lunch	lunch	
17	12:15						

Figure 20.2

Ideal morning schedule. Illustration by Nia Lam.

This exercise can be expanded and applied to your personal time as well. In her TED talk, time management expert Laura Vanderkam notes that there are 168 hours a week, and if you spend forty hours a week working and fifty-six hours sleeping (eight hours a night), then you still have seventy-two hours left. She concludes, “It’s about looking at the whole of one’s time and seeing where the good stuff can go.... Even if we are busy, we have time for what matters. And when we focus on what matters, we can build the lives we want in the time we’ve got.”¹² Being intentional about how you spend your time can go a long way in fighting burnout.

Self-reflection: It is common for mid-career librarians to deal with feelings of post-tenure fatigue. Reflect on how you want to spend your time on a micro and macro level, thinking over how you spend a typical week as well as larger projects and commitments. Consider ways to adjust your activities to align with your intentions.

1. How am I spending my time? After tracking time for one week, where is my time well-spent and where is it wasted?
2. What does my ideal week look like? What do I need to change in order to achieve it?
3. What are some commitments that I would like to eliminate?
4. What are some standard responses that I can use when asked to do something that I do not want to do? (Example: “I am unable to do that at this time.”)

Look Beyond Core Responsibilities

Another strategy for reducing fatigue is to re-evaluate how you decide which activities, commitments, and projects are worth doing. We encourage mid-career librarians to look beyond core responsibilities and expand into areas that will re-energize them. Broadly, this could include activities like strategizing, learning and developing skills, acting creatively, and strengthening relationships.

STRATEGIZING

To move beyond doing what is urgent but not necessarily important to you, develop a habit of strategizing. Mapping out long-term goals can sound daunting, but it enables you to see the bigger picture, beyond just keeping up with your day-to-day duties. One of Michelle's long-term goals is to strengthen her library IT skills, and one way to achieve that would be to earn a certificate or advanced degree. When people think of long-term goals, they often think of annual goals, but we both find it useful to write out goals by academic term. Projects can be broken down into lists of discrete tasks. Nia usually brainstorms ideas with a physical notebook and then manages these tasks in the Trello app.

Planning and reflecting help make your strategic plans a reality. Nia plans out priority tasks each morning, and at the end of each day, she reflects on what she accomplished and prepares for the following day. Near the end of the week, she reviews and reflects on the current week and prepares for the next week. As we mentioned in the previous section, it is important to be intentional about your time, and these daily and weekly habits allow you to create space for the work you *want to do*, not just what you *have to do*.

LEARNING AND DEVELOPING SKILLS

Learning and developing skills help to refocus your energy, keep up with trends and best practices, and assist in carrying out responsibilities in more efficient and effective ways. For example, Michelle enjoys learning about new technology tools that help make her day-to-day tasks more efficient. Professional development events also offer networking opportunities and chances to collaborate with people outside of your organization. There are many webinars, workshops, and courses available to librarians, in addition to professional reading. On a smaller scale, imagine if you could put aside a short period of time to really focus your attention on an article or podcast you find interesting. You might discover the seed for a new idea or a starting point for a future conversation.

ACTING CREATIVELY

We are huge proponents of making time for creative work in order to infuse more joy and fun into one's career. Michelle is a hobbyist photographer, so she often volunteers to take photos of colleagues and library events.¹³ Nia enjoys creative writing and sometimes volunteers for writing projects at work, knowing that any time spent writing, editing, and revising brings her satisfaction. We both experiment with planners and bullet journaling, which can also serve as a creative outlet. There are all sorts of creative tasks you can do in conjunction with your everyday work, such as designing a poster for an upcoming event

or illustrating how a process works. Because you are using different parts of your brain, creative activities can help you shake off feelings of monotony or malaise.

STRENGTHENING RELATIONSHIPS

Strengthen relationships and build your network by investing in people, including colleagues, acquaintances, and mentees. If the idea of networking sounds uncomfortable, it might help to reframe your definition of networking as “nothing more than building authentic relationships with people whom you want to see succeed and who feel the same way about you.”¹⁴ Make time for your colleagues by engaging in hallway conversations, taking walks, or carving out time to meet for coffee (or the virtual equivalent). It is satisfying to talk to someone familiar with your work environment without a specific agenda. Touch base with professional and personal acquaintances whom you do not see on a regular basis. Most importantly, remember that people are a good use of your time. While not all relationships are good and some toxic relationships can even be a source of burnout, developing meaningful relationships with people you want to see succeed can be a positive and uplifting experience.

Self-reflection: Mid-career librarians can get caught up in their core responsibilities and urgent tasks, leading to feelings of boredom, stress, or burnout. Consider other types of work activities that will re-energize and reinvigorate you.

1. What are some long-term goals I would like to achieve and how can I reach them? How can I break them down into smaller checkpoints and review them regularly?
2. What topic(s) would I like to learn more about? What skill(s) would I like to develop? How can I ask for support in doing this?
3. What creative activities do I enjoy? How can I incorporate more joy into my work?
4. Who are some colleagues or acquaintances with whom I'd like to strengthen my relationship or connect with in the near future?

Redefining Leadership

Recognizing Leadership Opportunities

Another way to battle post-tenure fatigue is to assume leadership roles on worthwhile projects that help to achieve organizational or personal career goals. Opportunities to hone leadership skills appear often, usually unexpectedly and not always negotiable, within and outside of your organization. Most internal leadership opportunities may come in the form of committee work. You may find yourself on a project as a representative of a certain stakeholder group or simply because it's your turn to pay your dues as a junior member of the team. As you work with more people throughout your career, colleagues and mentors may begin to recommend you for projects based on your input and interests.

These small-scale leadership roles allow you to explore and define your leadership style. Contemplate your career goals and determine the level of leadership you want to

pursue. Factors to consider when deciding to lead include but are not limited to impact on work/life balance, shifting away from typical duties, and gender or racial bias.

Guptig, Reibling, and Clem point out that “the earlier people can identify who they are and what they want out of life and a career, the clearer their vision will be. And once you have a clear vision, then the way you react to opportunities and invitations can be more deliberate.”¹⁵

A member of the Academic Library Association of Ohio (ALAO) informed Michelle that she had been nominated to run for an at-large board member position for the organization. To gain more experience at the state level, she ran for and was elected to the position. This experience was gratifying because it allowed her to re-engage with the organization, collaborate with colleagues throughout the state, and learn about various initiatives in the region. This short-term role allowed Michelle to maintain her usual workload with minimal increase in tasks and responsibilities without negatively impacting her home life.

Nia credits her experience as an Association of Research Libraries (ARL) Leadership and Career Development Program (LCDP) Fellow with helping her to recognize leadership opportunities. In this program, she learned about current issues affecting research institutions and various models of leadership. She was also matched in a career-coaching relationship with an ARL library director. These experiences gave her a renewed sense of self-confidence, inspiring her to look for new leadership roles which led to her chairing a search committee and the Spectrum Advisory Committee. Nia prefers leadership roles that offer growth opportunities and allow her to implement changes in her areas of interest, like recruitment and retention. We believe that mid-career librarians do not have to move into administrative positions in order to grow as a professional, and one great option is to embrace leadership opportunities that are in line with your career goals.

Self-reflection: Mid-career librarians have more control over the types of roles they choose to accept. Whether you seek or are sought out for new leadership opportunities, dedicate some time to examine whether a project or role is a good fit for you.

1. What is my ideal form and level of leadership?
2. What areas of interest would I like to explore further? Will these complement my day-to-day work or is this a passion project?
3. Does this project have a specific timeframe? How much time must I dedicate to this project?
4. How do I get involved (who to contact, nominations form, training, etc.)?

Project-based Leadership

There are varying types of leadership training available. Many focus on training future leaders to earn positions with supervisory and management responsibilities. By the mid-career stage, you may find yourself considering other types of leadership roles due to limited opportunities for promotion, lack of interest in leadership, or restrictions that hinder advancement, such as the inability to relocate to pursue jobs elsewhere.

While attending the Library Leadership of Ohio (LLO) program, Michelle realized that she had no interest in moving into administration or attaining supervisory responsibilities.

Although she enjoyed participating in leadership training programs, it was not with the goal to rise in the ranks but to learn the skills needed to make and influence change. It was during one of these LLO sessions that she discovered the concept of lateral leadership. Lateral leadership is the idea that a person can collaborate and help lead successful projects without authority over fellow colleagues.¹⁶ Although both lateral and informal leaders lack authority, informal leaders are willing to take the initiative to enact change when there is a problem to be solved.¹⁷ Chairing a committee, serving as the point person for a project subgroup, or working on a group that is leading a major initiative are all situations where you may not have the authority to make decisions based on your job title but you do have the ability to work side-by-side with peers to impact decisions and outcomes of projects.

For example, Michelle co-led the LibGuides Implementation for her library system, which includes four campus jurisdictions, each with its own unique reporting structures. She helped oversee the project and guided more than sixty editors through the process, allowing each respective jurisdiction to maintain some license over their content while simultaneously creating uniformity across all groups.

It is important to develop effective communication, negotiation, project management, and meeting facilitation skills when engaged in lateral leadership. When working with colleagues, it is imperative that everyone works toward the same common goal. Without authority, lateral leaders need to negotiate the terms of a project. Additionally, they should be prepared to manage or oversee some, if not all, aspects of a project. This is done by clearly communicating with all stakeholders. These are skills that are utilized daily and can be honed through training and professional development.

Self-reflection: In addition to considering time and workload responsibilities that come with accepting a leadership role, also consider the impact your project has on your organization or group:

1. How does this project benefit my department or organization?
2. What is my role and with whom will I be collaborating on this project?
3. Does this project have specific, measurable goals to work toward? What will be the final product or result of this project? What expertise do I bring to this project?
4. How might I be able to help craft new policies and best practices or set expectations based on this project?
5. What type of support do I have from those with the authority to make decisions about the project to ensure success?

Investing Time in BIPOC in LIS Communities

As librarians of color, we want to acknowledge that BIPOC library workers are often asked to serve on committees and initiatives related to diversity, equity, and inclusion (DEI). Damasco and Hodges researched this “hidden workload” and found that “faculty of color are often expected to spend time on diversity activities while their White colleagues are not burdened by the same expectations and therefore free to devote time to more prestigious

committees or to research and publication activities.”¹⁸ Nia has been asked to serve on several search committees for positions that are not closely related to her position, most of which she declined. She has a deep interest in equity in recruitment, but serving on multiple search committees is not the best way to spend her time or advance her institution’s inclusive hiring practices.

Organizations that assume people from marginalized groups will lead DEI efforts place an undue burden on those folks, risk tokenization, and underestimate the invisible and emotional labor required to do this work, especially while surrounded by white colleagues. We have chosen to invest our time into the BIPOC in library and information science (LIS) community across local, regional, and national professional and affinity groups. Building community with other BIPOC library workers has been a healthy outlet for our needs and interests and fulfills us in a way that serving on institutional DEI committees does not.

Local/Regional Networks

When it comes to investing time in BIPOC in LIS communities, Michelle sees it as a way to invest time in herself. Early in her career, she recognized there was no space for local BIPOC library workers to come together to discuss common interests or concerns. As a result, she partnered with her former mentor, Angela Gooden, to form the Southwest Ohio and Neighboring (SWON) Libraries Consortium’s Ethnic Librarians and Staff Special Interest Group. This group provided a safe and welcoming space to meet regularly to discuss a variety of topics related to being BIPOC in LIS. This group also provided opportunities to engage in local, professional projects. Recently, Michelle formed an informal statewide group that met virtually due to limitations brought on by the pandemic. These groups allow BIPOC library workers the opportunity to network and work on projects that directly impact local libraries and library workers.

ALA Spectrum Scholarship Program

After achieving a promotion to the rank of associate librarian, Nia deliberated about how she wanted to spend her time outside of core job responsibilities. She decided to volunteer for the Spectrum Advisory Committee (SAC), something she had previously wanted to do but never made time for in her early career. At around the same time, Michelle took a similar path and volunteered for SAC, and each of us served as the chair in subsequent years.

The Spectrum Scholarship Program “provides scholarships to American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino, Middle Eastern and North African, and/or Native Hawaiian/Other Pacific Islander students to assist them with obtaining a graduate degree and leadership positions within the profession and ALA.”¹⁹ Spectrum Scholars not only receive financial assistance in the form of a scholarship but also leadership development and connection to a community of more than 1,100 alumni. SAC is charged with overseeing, coordinating, and supporting Spectrum in addition to developing spaces and support for all BIPOC who work in LIS. SAC is connected to the broader mission of the ALA Office for Diversity, Literacy and Outreach Services (ODLOS), which

includes supporting “library and information science workers in creating responsible and all-inclusive spaces that serve and represent the entire community” and uses frameworks around diversity, cultural competency, and social justice.²⁰

Through our SAC service, we led projects, established virtual networking events, supported graduate students and new librarians, and experienced professional growth. Due to this work, we were also introduced to new opportunities and professional relationships. Nia’s favorite events are the monthly Twitter chats, hosted by SAC members and open to all BIPOC in LIS. Each chat has a theme, ranging from advice for early-career librarians to navigating the ALA Annual Conference. Spectrum alumni respond to a prepared list of questions, sharing their perspectives and experiences. The structure of the monthly chats enables virtual community building and continued conversations between BIPOC library workers.

Michelle’s favorite project was and continues to be planning and participating in the Spectrum Institute, a three-day professional and leadership development event for each incoming cohort. The institutes take place during the ALA Annual Conference and give scholars an opportunity to connect in person. These institutes also allow alumni to meet new scholars and reconnect with other alumni. This experience reinvigorates Michelle’s commitment to the profession and supporting new BIPOC librarians.

Making connections with others in the BIPOC in the LIS community, especially early-career BIPOC librarians, reinvigorated both of us and proved a good strategy for combating burnout. There are local and regional groups, digital spaces, such as *we here*²¹ and *WOC + LIB*,²² as well as ALA member groups and affiliated organizations.²³ Librarians who do not identify as BIPOC should explore ways in which they can support BIPOC in LIS communities. We encourage all mid-career librarians to identify and invest in a community that is important to them. If a group or space does not exist, consider creating one by contacting a few people who might be interested in such a group and start from there.

Self-reflection: Connection and community can help mid-career librarians thrive. Consider communities in which you could provide or gain support. Reflect on actions you can take to support and serve as an ally to marginalized communities.

1. How do my various identities intersect with the LIS profession?
2. Who are some people whom I would like to bring together in the near future.
3. As someone who does not identify as a member of a BIPOC community, how might I be able to support BIPOC members of the LIS community?
4. As someone who identifies as BIPOC, where would I like to invest my time? In what way?

Conclusion

When we first met at our Spectrum Leadership Institute, we were embarking on our careers. After reconnecting, we encountered opportunities to work together, such as co-presenting a workshop at the 2018 Joint Conference of Librarians of Color, SAC leadership roles, and partnering on this book chapter. With each new opportunity and leadership

role, we considered how it fit our career goals, personal interests, and the impact it had on our home lives.

After a decade as a librarian, Nia felt adrift and not sure what to do next while simultaneously having plenty to do. We knew many colleagues who eventually assumed supervisory and management positions; however, neither of us felt pulled to move in this direction. Nia wondered how she could remain in her position and still experience fulfillment and professional growth. In discussions with her supervisor, ARL LCDP career coach, and fellows, she found that this question was quite common among mid-career librarians.

Somewhere along the way, Nia realized she could still craft the career she wanted without making big changes. The key has been to have a balance of activities outside of her core responsibilities in order to re-energize and connect with others. She took on leadership roles on projects and committees and was able to implement changes as a lateral leader.

Early in her career, Michelle was so focused on achieving tenure that she never considered what would happen after she earned it. She participated in leadership training to identify and hone her skills while also recognizing what sparked joy and piqued her interest. She has never been interested in supervising others and did not want to distance herself from her primary duties of research and web services. Michelle enjoys her work because it provides a creative outlet while allowing her to impact change through project and committee work without negatively impacting her home life.

We used the mid-career point to reflect on our priorities and commitments, grow leadership skills, and build community for our BIPOC colleagues. By taking time to understand ourselves and our work, it became easier for us to identify and choose leadership opportunities that aligned with our goals and values. We hope you are inspired to reclaim your time and redefine leadership in order to continue crafting the career you want.

Notes

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