

KerryAnn O'Meara



KerryAnn O'Meara is Associate Professor of Higher Education at the University of Maryland. Her research explores the structures, cultures, and systems in colleges and universities that influence faculty careers, the ability of faculty to develop as well-rounded professionals, and thereby contribute to the development of others. She is particularly interested in how faculty grow and develop in the areas of community engagement and teaching. She has written extensively in the area of faculty roles and rewards, considering efforts to redefine scholarship for promotion and tenure, to assess faculty community engagement, and to implement post-tenure review. She

has recently completed studies of faculty work-life in striving institutions, and graduate education and community engagement. Currently, she is studying faculty civic agency in a study supported by the Kettering Foundation. She is also working on several projects related to women in higher education, and balance of work and family. She will be examining the professional lives of engaged scholars in upcoming projects with colleagues as well as strategies to enhance faculty growth and learning.

KerryAnn's work has appeared in the *Review of Higher Education*, *Journal of Higher Education*, *Research in Higher Education*, the *NASPA Journal*, *Planning in Higher Education*, the *Journal of Higher Education Outreach and Engagement*, the *Community College Review*, the *Journal of Teaching Excellence*, the *Journal of Faculty Development*, the *Handbook on Higher Education Research and Liberal Education*.

She is the author of the book *Scholarship unbound: Assessing service as scholarship for promotion and tenure* based on her dissertation, published by RoutledgeFalmer, co-editor with Gene Rice of *Faculty priorities reconsidered: Encouraging multiple forms of scholarship*, published by Jossey-Bass, coeditor with Carol Colbeck and Ann Austin of *Educating Integrated Professionals: Theory and Practice on Preparation for the Professoriate*, and co-author (with Aimee Terosky and Anna Neumann) of the monograph *Faculty Careers and Work-Lives: A Professional Growth Perspective*, published by the Association for the Study of Higher Education.

She serves as the Associate Editor of the *Journal of Higher Education Outreach and Engagement*. She was the founding Director of a Masters Track in Service-Learning and Community Engagement. KerryAnn teaches courses on the Academic Profession, Community Engagement, History of American Higher Education, Women in Higher Education, and Masters Thesis Writing.

In 1998 she received the *Emerging Leader Award* from the National Society for Experiential Education, in 2003 the *Teacher of the Year Award*, School of Education, University of Massachusetts Amherst, and in 2008 the *Early Career Research Award*, from the International Research Conference on Service-Learning and Community Engagement.

Taking Faculty Learning Seriously: Implications for Reward Systems, Professional Development, and Community

Typically in times of retrenchment, reorganization and planning, we speak of faculty in terms of constraints and the “overloaded plate” for good reasons. Yet, in discussing constraints we sometimes overlook the major assets and talents in our faculty and the significant contributions they make through what they learn and do everyday. In this presentation, O’Meara considers the current national landscape of faculty work, appointments, and challenges, as well as opportunities. Applying the framework of faculty learning, she considers how we might transform the way we organize and reward faculty individually and in departments, if our main focus was their learning and growth. This presentation considers how we might move from constraint to growth. How can we reframe opportunities for faculty professional development, our reward systems and how we work together collaboratively from the perspective of maximizing faculty learning and talent?