

To: Dr. Jennifer Groman
From: Dr. Amy Klinger, Chair, Doctoral and Advanced Studies Department (DSAP)
Subject: 2020-2021 Faculty Annual Review
Date: February 2021

This faculty evaluation is being written in compliance with the Ashland University "Faculty Rules and Regulations for Academic Year 2020-2021", Article VI. Contracts and Evaluations of Instructional Faculty, Section D1, Annual evaluations.

The purpose of this annual review is to evaluate the faculty member's contributions to Ashland University, the Schar College of Education, and the DSAP department.

Teaching

Dr. Groman is in her fourth year at AU in the DSAP department. She rates her student evaluations as good or excellent. I appreciate Dr. Groman's honest assessment and reflection of what works in her teaching, but more importantly her emphasis on continuous improvement. I was struck by the thoughtful analysis that Dr. Groman documents in her reflection on teaching. While Dr. Groman identifies specific strategies and changes that she will employ in future versions of the course, she also ruminates on the diversity of opinions that her students present.

She is not just thinking about her own instructional approaches, but also concerns herself with the larger picture of her students' professional development and the good of the field of talent development itself. This holistic approach to the work of teaching gifted educators and learners is a significant strength that I feel will continue to expand Dr. Groman's already strong capabilities as a teacher of teachers. In many ways, it is clear that Dr. Groman effectively utilizes reflective techniques not just to fulfill a self-assessment requirement, but as the backbone of her professional practice.

Dr. Groman described the different instructional and support practices that she implemented for her students in the wake of the Covid-19 pandemic. These include adaptations to assignments (in particular I love the addition of "And this happened"), expanded opportunities for advising and mentoring, and the addition of clarifying videos and announcements in her courses. Dr. Groman's desire (and ability) to change her practices and procedures to meet the needs of her students is a particular strength. Dr. Groman saw this as a strength as well - "I maintained a sense of clarity about student issues - yet not allowing so much leeway that I was taken advantage of."

Dr. Groman indicates that her greatest teaching challenges right now are related to time and stress management, which is understandable given her high expectations for herself, the demands of a full course load, and her desire to maintain flexibility and balance for her students. She has not only identified the relevant issues, but crafted a thoughtful plan for personal and professional care and management.

Dr. Groman crafted and implemented assessments and other evaluative measures that have provided valuable measures of student performance and satisfaction with their coursework. When reviewing student evaluations, it is important to parse out those items immediately outside of the instructor's control (i.e. length of the course, amount of credit etc.). Throughout the evaluations, however, there appeared to be a few common themes that Dr. Groman could focus on for additional improvements in her teaching:

1. Clearly students appreciate the individual support and attention that you are able to provide. I encourage you to continue to consider additional avenues for evaluative, synchronous interactions and feedback with students.
2. Don't be deterred by the seemingly contradictory feedback from students (i.e. one liked an activity, one didn't etc.). While you may not be able to draw absolute conclusions, over time and with your reflective strengths, important improvements to your courses and instructional approaches will become evident.

Dr. Groman submitted two peer evaluations from October of 2020 and January of 2021. In her review of EDIS 654, Dr. Pidge Bannin focused on the instructional technology aspects of the online course, commenting that "This is an intriguing course, well thought through, challenging, and apropos for the subject." The other, less formal peer review from Dr. Erik Kormos, was more collaborative in nature, sharing ideas about technology applications. While both of these reviews are excellent and provided valuable insights, I encourage you next year to secure a peer review that focuses on the content and/or your personal instructional capabilities to provide a more comprehensive perspective of your teaching.

In my opinion, Dr. Groman meets and exceeds departmental expectations and P and T standards in the area of teaching

Scholarship

The College of Education Promotion and Tenure standards regarding scholarship require "evidence of an established pattern of scholarly efforts....through ongoing publications and presentations." While scholarship may be viewed broadly, "traditional categories, such as juried presentations and publications must be included."

Dr. Groman has maintained a high level of scholarly writing during the past year, with six publications: four in the OAGC Review, one self-published text, and a chapter in press. She submitted four additional articles to other publications, two of which are under second revision and review.

Dr. Groman presented a breakout session at the National Association for Gifted Children Fall Convention as well as the Ohio Association for Gifted Children Spring Teacher Academy. She also was a panelist and presenter for Ashland University's faculty college and Founders School. I encourage Dr. Groman to continue to pursue presentation opportunities at the state, regional, and national levels, both within and outside of the Associations of Gifted Children.

In addition to presentations and publications, Dr. Groman has written two university level grants to expand her work in talent development. One was awarded and the other is pending.

Dr. Groman demonstrates her commitment to her own professional development through her participation in conferences as well as training not just in talent development specifically, but in relevant, related fields that will enhance her professional practice. I commend her for her willingness to do so despite the demands of a highly chaotic teaching year.

Looking forward, Dr. Groman describes two areas of potential future research that would expand her expertise and interest in creativity theory and its application for educators.

In her scholarship reflection, Dr. Groman candidly assesses her strengths as a consistent, accomplished, and tenacious writer, as well as her frustrations with the systemic issues inherent in publications. It is a particular strength that Dr. Groman has identified, and more importantly crafted a plan, for improvement of her research skills which will enhance her future work.

Dr. Groman has an ambitious and evolving scholarship agenda, supported by her disciplined writing schedule that I'm sure will yield additional journal articles and other publications in the coming year. I encourage her to continue to "cast a wide net" in her writing, both in content and in the publishers to whom she submits. Given the constraints and limitations present in the 2020-2021 school year, Dr. Groman has continued to pursue appropriate and fulfilling scholarship, meeting departmental expectations and P and T standards.

Service

The College of Education Promotion and Tenure standards define service as "contributions to the profession, institution, college, department, students, and the community."

Dr. Groman's record of service is good. She is a member of state and national gifted education organizations, acting as Higher Education Chair at the state level. She is a member of several college and university level committees including faculty senate and several special topic committees. She is also a reviewer for several journals and a publisher.

Dr. Groman advised more than 37 students as part of their participation in EDUC 710, EDIS 710, and the 781 capstone. She was a member of a dissertation committee as well.

In particular, Dr. Groman has been a critical part of the acquisition of the Essex School to Ashland University, which will take place in spring of 2021. She has been a strong supporter and co-chair of the committee working to incorporate this long standing tradition into the mission of Ashland University.

At the departmental level, Dr. Groman is an active participant in the work of the Doctoral and Advanced Programs Department. She has attended all of our monthly DSAP meetings,

participated in all of the graduate orientations, and taken an active part in our special DSAP work sessions dealing with technology, student recruitment, and the development/revisions of the EDFN 501 APA seminar. In particular, the graduate orientations and special work sessions demonstrate Dr. Groman's commitment to going above and beyond for the good of the department and college.

In total, Dr. Groman's service clearly meets departmental expectations and P and T standards. Based on her service reflection, I support Dr. Groman's desire for additional competency in the financial and organizational behaviors of committee work, however, I would also remind her that she brings unique strengths and perspectives with her own expertise and personal qualities that are of equal value to the committee.

Goals

Despite the chaos and constraints of the 2020-2021 school year, Dr. Groman met her goals related to teaching and scholarship. She delineated specific, effective strategies that she has incorporated into her courses that resulted in a wider variety of technological integration, content with greater applicability for her students, and clearer, more consistent standards for student performance. She remained intentional and focused on her writing with positive submission and publication results.

For 2021-2022 Dr. Groman has incorporated goals for teaching, scholarship and service. She intends to continue her leadership of the Essex School as it transitions to become an Ashland University institution. Scholarship goals include improving her professional practice related to qualitative research and certification in the Murphy Meisgeier Type Indicator for Children. Dr. Groman also plans to update the EDIS 651 and 653 courses.

Summary

This year has presented an ongoing series of challenges in a variety of areas. You have met these challenges with professionalism, enthusiasm, and optimism. I know I have said this before, but I am so appreciative of your willingness to talk through conflicts and your ability to reflect, both in the moment and afterwards, on the issues at hand. You are unfailingly gracious and supportive of your colleagues and the work of the department. Your professionalism has been an effective model for newer faculty members. I look forward to seeing your leadership expand in the coming years. Please reach out to let me know how I can support your continued growth at the university. Thank you for your efforts on behalf of the university and the DSAP department.

A handwritten signature in blue ink, appearing to read "Amy J. Groman", is written on a light-colored rectangular background.

Department Chair Signature
Date - February 24, 2021

Jennifer L. Gorman

Faculty Member Signature

Date -