

Jennifer L. Groman, PhD  
Year 5 Application for Promotion and Tenure  
V. Scholarship Evidence since Three Year Review (February, 2020 – September, 2021)

[Most recent first]

**A. Juried Publications**

**Books**

Lee, K. E., & Groman, J. L. (2020). *Adventures in Education: Launchpad to Your Next Workbook*. Self-published. Available at <https://www.amazon.com/Adventures-Education-Launchpad-Your-Next/dp/B08928JBW5>

*In a College meeting in Spring of 2019, former COE Dean Donna Breault asked for volunteers to create a Life Calling Seminar as a wraparound service for a new initiative, “The Summer Institute,” to help new graduate students remember their connection to the field of teaching. Kaelin Lee, advisor to the Talent Development Program, and I volunteered, and began working on the Life Calling Seminar, a day-long experience integrating my dissertation research on teacher burnout, Kaelin’s interest in mindfulness (yoga, breathwork, etc.), and our shared interest in arts integration. The Life Calling Seminar transformed after Summer, 2019, into a workshop called “Adventures in Education: Launchpad to Your Next.” We offered it through Ashland University’s Founders School, and the workshop participants provided Kaelin with some preliminary data for her dissertation on the perception of BIPOC populations doing mindfulness activities on social media. We researched, wrote, and self-published this workbook to accompany the workshops. In addition, we created support videos which appear in the course Padlet.*

**Book Chapters**

Groman, J. L. (2021). Victim and Bully: The two sides of bullying in gifted children. [Invited book chapter accepted for publication]. In H. R. Piske & K. H. Collins (Eds.), *Identifying, preventing, and combating bullying in gifted education*. Information Age Publishing.

Groman, J. L. (2021). The challenge and promise of creative underachievers. [Invited book chapter accepted for publication]. In F. H. Piske (editor) currently untitled book on underachievement in gifted children. Routledge.

*In March, 2020, I received an email from Fernanda Hellen Fiske, an author and editor from Brazil. Dr. Fiske had read my paper in Gifted Child Today on bullying and gifted students and invited me to write a chapter for her upcoming edited book on the same topics. After doing a little research on her, I submitted a title, a proposal, and eventually a chapter. When she sent me the list of chapters and authors, I found that my chapter would stand alongside one by Dr. Jean Peterson (a researcher/author on the social-emotional needs of the gifted), and other international writers contributing to this text. I researched and wrote the chapter. Dr. Fiske*

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*eventually asked for a video interview to post on her blog. I created a video and shared it with her, though I do not believe she used it. I do not know the date of publication for this text.*

*In March, 2021, I received another request from Dr. Fiske to write a chapter on underachievement in gifted students. I was mid-semester at AU, and teaching EDIS 653, the guidance and counseling course, and was intrigued by some reading I was doing on the underachievement of creatively gifted students, so I accepted Dr. Fiske's offer, then researched and wrote the chapter. In the interim, she also asked me to submit a preface (though I believe it is more of a foreward) to a book she was publishing. This appears below.*

### **Articles for Peer Reviewed Journals**

Groman, J. L. (2021). Capturing transformation: Narrative inquiry and the transpersonal experience. [Manuscript accepted for publication]. *Journal for Transpersonal Psychology*.

<b>Audience for the <i>Journal of Transpersonal Psychology</i></b>	<b>Acceptance Rate</b>	<b>Circulation numbers</b>
Since 1969, the <i>Journal of Transpersonal Psychology</i> has been the professional journal of the Association for Transpersonal Psychology (ATP), which is a membership supported international coordinating organization for scientific, social, and clinical transpersonal work that serves the world community.	N/A	N/A

*The first article, "Capturing Transformation: Narrative Inquiry and the Transpersonal Experience," is a look at the overlap of narrative research methodology and style of inquiry and transpersonal experiences. It emerged from a graduate paper from my master's work at Sofia University. It has seen many variations. The Journal for Transpersonal Psychology initially rejected it because the editor disapproved with my inclusion of personal journal writing as a central component in the essay, as a connection between narrative and transpersonal experiences. I seriously considered her suggestions and made a complete revision of the piece and resubmitted it. The editor felt it had merit and worked with me to further tighten the research and writing. She is extremely thorough and very knowledgeable about transpersonal psychology, and I have learned so much about the process and about the field from my revision work. My work with this editor has motivated me to join the Association for Transpersonal Psychology. I want to continue to write on the integration of transpersonal psychology into teaching and learning.*

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Groman, J. (2021). Considering the Long-Term Transformative Impact of Creativity Training on the Work and Lives of Teachers. *Journal of Advanced Academics*.  
<https://doi.org/10.1177/1932202X211036348>

<b>Audience for the <i>Journal of Advanced Academics</i></b>	<b>Acceptance Rate</b>	<b>Circulation numbers</b>
<i>Journal of Advanced Academics</i> , published by SAGE, is a quarterly journal that focuses on research that supports and enhances advanced academic achievement for students of all ages. In particular, <i>JAA</i> publishes articles that feature strategies for increasing academic achievement, programs that promote high levels of academic achievement and engagement, and programs that prepare students to engage in high-level and rigorous academics.	59% (in 2019)	Full text usage was 45,078 in 2020  10,165 total circulation in 2019

*This second article also has a long history, and I have had to persevere in getting it published. An article proposal was initially accepted to Gifted and Talented International (GTI), for a special issue on creativity. I had started a research project called The Creativity Project on the Ohio Operating Standards definition of giftedness in Creative Thinking Ability, surveying Ohio school personnel to gauge their knowledge and interpretation of this area of giftedness. With the article proposal on the transformative effect of creativity training, I began the process of researching AU EDIS 654 (the creativity course) alumni to determine the long-term impact of the course. I gathered almost 20 surveys, and interviewed 12 of those alumni for more detailed information. I wrote up my findings and submitted the article to GTI, but it was not accepted for publication. I found a home for this article at the Journal of Advanced Academics, knowing that the editor is an international speaker and writer on creativity and gifted populations. It has been accepted and is currently (as of September, 2021) in press. This has also given me a chance to work closely with this editor, and I might like to interview him for a future article.*

**Book Reviews**

N/A

**B. Solicited Publications**

LaVenia, K. N. & May, J. (2021, November). *Case studies in leadership and adult development: Applying theoretical perspectives to real world challenges*. [Invited testimonial accepted for publication]. Routledge.

*In all honesty, I am not sure how Drs. LaVenia and May procured my name and email address, but an invitation appeared in my email to be a peer reviewer for their case study volume on leadership. I am a Bowling Green State University alumni, which might account for it, Dr.*

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*LaVenía is from BGSU. I accepted and reviewed a case study for their volume and submitted my review. Drs. LaVenía and May then asked me to write a testimonial for the text, I happily obliged I supplied. The volume is powerful, and I believe in using case studies in teacher and administrator preparation and master's level courses.*

Groman, J. L. (2021). Preface. [Invited manuscript accepted for publication] In F. H. Piske (Ed.) *Habilidades/Superdotação: talentos, criatividade e potencialidades. (Giftedness, talents, creativity and high potential).*

*Dr. Fiske asked me for a Preface for the above text, which will be published in English, Spanish, and Portuguese, and includes a chapter written by the Gifted Godfather himself, Joseph Renzulli and his wife Sally Reis, from the College of William and Mary. It will be published in Brazil.*

### **C. Non-Juried Publications**

Groman, J. L. (Spring, 2021). Gifted children: Both bullies and victims. *OAGC Review*.

Groman, J. L. (Spring, 2021). Higher Education Division update. *OAGC Review*.

Groman, J. L. (Spring, 2021). OAGC Review Conversations: Ask Dr. Ford. *OAGC Review*.

Groman, J. L. (Winter, 2021). Want to improve student creativity? Start here. *OAGC Review*.

Farrenkopf, P. & Groman, J. L. (Winter, 2021). Essex School @ Ashland University. *OAGC Review*.

Groman, J. L. (Winter, 2021). Higher Education Division update. *OAGC Review*.

Groman, J. L. (Spring, 2020). Teaching as a vocation. *OAGC Review*.

*The OAGC Review is a local (Ohio) research-based publication of the Ohio Association for Gifted Children. I regularly write an update for the Review of the Higher Education Division, of which I am Chair, and I usually try to write another short article on whatever I am researching or interested in at the time. You can see articles on bullying and gifted, a request for questions from the organization for Dr. Donna Y. Ford, from Ohio State University (one of the field's top researchers in diversity and underrepresented populations), the Essex School for talented teens, and a thought piece on teaching as a vocation.*

#### **D. Juried Conferences**

Groman, J. L. (2020, November 11-19). *The Bully's Face: Using Art to Understand Bullying in Gifted Children*. [Conference session]. NAGC Fall Convention Reimagined. Virtual.

*There are two main juried conference I submit proposals to – the National Association for Gifted Children and the Ohio Association for Gifted Children. These have formed the foundation of my learning, collegial interaction, and support in gifted education for many year. NAGC receives a great many proposals – 700 or more – for fewer than 240 presentation slots. I always submit a hopeful proposal, and for the first time, my proposal based on an article I published in Gifted Child Today was accepted!*

*And then COVID struck.*

*The conference was moved online, and I recorded my presentation for an on-demand session, which had 16 attendees.*

\*Groman, J. L. (2020, October 18-20). *Designing your next: Collaborative planning for tomorrow*. [Conference session]. OAGC Fall Conference.

*The Ohio Association for Gifted Children Fall Conference and Teacher Academy are competitive, but smaller, and I am establishing a reputation for presentations in creativity, and my creativity research on Ohio's Operating Standards is gaining traction. It allows me to represent Ashland University in a venue conducive to recruitment for the many educational programs AU offers. I proposed this session to help guide conference attendees a chance to plan out their use of a specific idea into their teaching lives – the very next day. The session was accepted for both Monday afternoon and Tuesday afternoon, the last sessions of the day.*

*And then, of course, COVID struck.*

*The conference was moved online, and the conference committee determined that this session might not transfer well into a virtual format and cancelled it.*

#### **E. Non-Juried Presentations**

Groman, J. L. (2021, August 6). *Designing Your Next: Collaborative Planning for Tomorrow*. [Conference Presentation]. Oberlin Creativity Symposium. Virtual.

*I have been an invited presenter at the Oberlin Creativity Symposium since Summer, 2018 (Summer, 2020 was COVID cancelled). This small conference not only gives me ideas and research, but connects me to quality arts and creativity-based educators from around the state, and allows me the chance to speak to small groups and provide hands-on activities and deep discussion about many topics I am interested in: creativity, arts-based practices, and the social-emotional needs of the gifted. For this session (similar to the OAGC Fall Conference session proposal) I reviewed a sketchnoting process for goal setting and organization, and gave participants a chance to share their take-aways from the event, and gave them collaboration and*

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*quiet working time to process and plan future work based on the conference sessions that impacted them the most.*

Lee, K. E. & Groman, J. L. (2020, August 26). *Launchpad to Your Next*. [Breakout session]. Ashland University Faculty College. Ashland, Ohio.

Lee, K. E. & Groman, J. L. (2020, June). *Adventures in Education: Launchpad to Your Next*. Professional Development Workshop through Ashland University's Founder School. Virtual.

*The Life Calling Seminar transformed into Launchpad to Your Next – a daylong session (June, 2020) where participants discussed research behind burnout, generated a timeline of their life to pinpoint powerful events, people, and places, practiced mindfulness strategies (EFT Tapping, walking meditation, chair yoga, and breathing techniques) and created vision board as they looked to their future and their future goals. The Faculty College presentation was an hour-long teaser of these ideas.*

Panelist for New Faculty Orientation, Monday, August 24, 2020 during Faculty College.

*I was invited to speak to new faculty as one of three veteran faculty panelists. We answered questions and gave advice to new faculty as to maintaining work/life balance, and keeping up with teaching, scholarship, and service.*

## **F. Competitive Grants**

Groman, J. L. (2020-2021). Ashland University/CITE Teaching Load Reassignment Grant. For *The Creativity Project*.

*I applied for this grant in Spring, 2020, but due to COVID, the grant was cut from the budget. I was invited to apply again in Spring, 2021, and I received the grant for the 2021-2022 school year. I plan to take the three-credit hour load reassignment in Spring, 2022, to continue a third phase of the Creativity Project. I will collect teachers of the gifted from around the state to write applications of the Piirto creativity model and self-publish a book or website (or both) of these applications for Ohio teachers to use, free of charge.*

Farrenkopf, P. & Groman, J. L. (2021). Martha Holden Jennings Deep Learning Grant of \$10,000. For the *Essex@Ashland* summer program.

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Farrenkopf, P. & Groman, J. L. (2020-2021). CITE Innovative Teaching and Learning Grant Proposal. For *Moving Essex School from Otterbein to Ashland*. \$3,000 with a second year \$3,000 extension for \$6,000 total.

*Dr. Patricia Farrenkopf and I wrote these two grants to finance moving the Martin Essex School for the Gifted and Talented (a summer weeklong residential program for gifted teens) from Otterbein University to Ashland University. Due to COVID restrictions we held this weeklong summer camp experience virtually on VirBELA. The Essex School has a longstanding relationship with the Martha Holden Jennings Foundation, so the format was similar to previous submissions, but the focus was on transitioning the school to Ashland University. Due to this focus, Dr. Farrenkopf and I also wrote a grant for the newly released CITE Innovative Teaching and Learning Grant. We were the first in AU history to receive this grant.*

### **G. Research**

Research IRB (in progress): “The Creativity Project Workbook: A study and application of creativity in Ohio’s classroom.”

*This research is in conjunction with the CITE Load Reassignment Grant I received for 2021-2022. In Fall, 2021 I will write a literature review from the Creativity Project 1 (survey of Ohio teaching personnel of Ohio’s Operating Standards) and Project 2 (survey of AU alumni on the long-term transformational impact of creativity training) research. I will organize and structure the Creativity Project Workbook process gather interested teachers so I am ready in January, 2022 to begin work.*

### **H. Position Papers or Commission Reports**

N/A

### **I. Consultations**

McNeese State University, Burton College of Education, Gifted and Talented MEd Program.  
Lake Charles, Louisiana. Visiting Lecturer.

*In August, 2016, prior to being hired full-time by Ashland University, I was hired as a visiting lecturer for this small university’s gifted MEd and certification program. Teach upon demand, usually one course a semester. Each year I consider letting go of my work with McNeese. I work fewer than 5 hours a week when I teach, and those hours add to an already long week’s work for Ashland. However, as opportunities to increase my pay through supplemental contracts have dwindled, and are even discouraged at AU, I simply cannot afford to do so.*

*Teaching for McNeese also gives me a unique viewpoint that powerfully impacts my Ashland University work. The graduate students at McNeese work and teach in schools of rural poverty and conditions unknown in most of my AU students (and me!). By reading their*

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*assignments, hearing them speak about their parish schools, and interacting with them online, I see a unique faction of American life. Research on diverse populations in the field of gifted is growing exponentially. It is important to enrich and develop my knowledge and understanding about varieties of diversity beyond Ohio. This has been invaluable to me as I grow the program at Ashland and my own research interests.*

**Manuscript reviewer**

LaVenía, K. N. & May, J. (2021, November). *Case studies in leadership and adult development:*

*Applying theoretical perspectives to real world challenges.* Routledge.

*The editors of this volume, Drs. LaVenía and May, invited me to review a case study for this volume.*

Invited Peer Reviewer for *Journal of Advanced Academics*.

*Based on my work with the editors of JoAA, the editor invited me to review "Above and beyond: Teaching strategies for teachers of gifted students" for publication in the journal.*

Invited Peer Reviewer for *Gifted Child Today*.

*Based on my prior research on gifted students and bullying, I was invited to do a blind review and make recommendations on an article title "Making the school a safe place by tackling bullying through the 3Cs approach." The author outlined a model initiated in a school in China to reduce bullying.*

**J. Testimony**

N/A

**K. For Professor Only**

N/A

**L. Reflection on Scholarship**

*[Added for the Fall, 2021 Promotion and Tenure Application and Review]. My scholarship foci have not changed significantly since my Year Three Review, when I wrote this reflection. However, I have developed as a scholar and writer, and a few of these areas have seen more depth and time. Any additions or revisions to the Fall, 2021 Reflection on Scholarship appear in purple.)*

The continued growth of this scholar is a merging of the discipline of her mind and time, the culture of her passions and experiences, and the hopefulness of new works in the field. My research agenda includes creativity studies, transpersonal psychology, teacher identity, and giftedness.



## **Discipline**

In their youth, musicians are taught the value of daily practice sessions. Scales, arpeggios, and etudes make up the repertoire of mastery – as does the effective use of the time spent, as a musician would say, “in the woodshed” practicing. Joining the Ashland Research and Writing Community AURWC in my second semester at Ashland, I found structure to my scholarship role. The group’s mantra is that the use of Brief Daily Sessions rather than binge writing moves a researcher and writer along using time as a partner, not an enemy. From that semester I have dedicated myself to at least 30 minutes a day of time in the woodshed – reading, gathering information, writing, editing, and being made accountable to my small group for how I use the time and organize my writing projects. This is the discipline of my scholarship. I make time for it daily.

The discipline of my scholarship has grown significantly. I have gained skills in organization and project planning, which have helped me as I co-direct the Essex School @ Ashland University, and take on a stronger leadership role in the College and University. These skills have emerged from the AURWC readings and work, but also from my own exploration into the work of David Allen (*Getting Things Done*) and Julie Morgenstern (*Time Management*). Each Fall I skim over these works with an eye toward new gleanings that will help me make the most of my time, and allow me the mental calm to close the computer after a tough day’s work and enjoy personal time without worrying I’ve let something lag or procrastinated. I still procrastinate, don’t get me wrong, but I am better able to keep priorities in order and complete many projects – large and small – while maintaining a mindful way of working, one task at a time.

## **Creativity studies**

My research agenda has emerged from my passions, my observations and experiences, my need to become a better teacher and person, and a sense of openness to see what all of this has to teach me. From my early endorsement work at Ashland University, I discovered the fascinating breadth of creativity, specifically how certain overarching ways of being that are exemplified in creative individuals have the capacity to enhance our lives and our work. The desire to study creativity was born.

The inclusion of Creative Thinking Ability as an area of giftedness in Ohio and the confusion of how students identified as such are served has led me to learn more about creativity with an eye toward improving gifted education here at home. I also strongly believe that teachers who are creative risk-takers and see themselves as creative individual are more sensitive in seeing creativity in the micromoments of the teaching day and in seamlessly integrating true creative thinking the way creative individuals do it. My belief in the power of creativity training for teachers drives a great deal of my scholarly writing and presentation work.

As I move into my fifth year of scholarly work in creativity studies, I feel ready to take the research work I have been doing to the “streets” - and collaborate with teachers and other individuals who are passionate about creativity to create something powerful for all teachers who want to integrate creativity in a deeper way into their classrooms.

### **Transpersonal psychology**

As part of my early graduate work as a student at Ashland University, I began reading works in transpersonal (or depth) psychology, which embraces transcendent experiences like those experienced when in the midst of creative work (such as a sense of flow, intuition, imagination, openness to experience, and naiveté). I appreciate transpersonal ways of looking at the world because they assume that interacting with the inner and outer world is continually transformative. It takes research and scholarly work beyond the objective and respects its deep impact on us as humans, as teachers, and as researchers, indeed, on our very identity.

I also see that creativity work with teachers would merge beautifully with my transpersonal scholarly life to create opportunities for teachers to help students identify, talk about, and resolve many of the social and emotional issues that gifted children deal with – underachievement, depression, isolation, perfectionism, social relationships, and empathy are only a few of these.

Now that I have one established work in the field of transpersonal psychology, and have joined the Association for Transpersonal Psychology (ATP), I have a peer group that gives me a unique perspective and voice in the fields of education and gifted education. I am excited for the future – where this research and writing will take me.

### **Teacher identity**

My personal experiences in and out of teaching have brought certain topics to the forefront of my research interests. My own personal experience with teacher burnout and crisis, even leaving the profession for a time, led me to look into the transformative aspects of everyday challenges on our teaching identity, and the impact of ongoing reflection and self-knowledge on our efficacy. I find that there are aspects of creativity theory and transpersonal psychology that improve our ability to cope with stress in this profession. I have a history of using creativity in many forms to process events in my life (drawing mandalas, journaling, and songwriting), which lead me to learn more about how aspects of the creative process enhance our teaching, our interactions with students and colleagues, and our sense of calm in a challenging profession.

### **Giftedness**

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My teaching history - interacting with gifted children and adults who have such a unique way of being - leads me to learn more about this population. My research in the field of intelligence, giftedness, and creative individuals serve my goal of improving the Gifted Intervention Specialist endorsement program here at Ashland University, but it also frames the work I do with teachers, soothes my own feeling of alienation in teaching a misunderstood and under-served population of student, and experiencing the joys and challenges of higher education in the 21<sup>st</sup> century.

**Why do we create? Because it is hopeful.**

I still view my scholarly and creative work as hope-full – full of hope. It is still vital in these challenging days. It is an act of creation: researching and writing an article on the ways creativity work improves teaching and teachers is hopeful; researching and involving teachers in creative teaching that honors the individual, and provides a sense of mindfulness is hopeful; holding conversations about how to improve the social and emotional well-being of gifted students with an eye toward improving it is hopeful; and showing the way toward transformation is hopeful. Teaching itself is hopeful, when we are eldering individual human souls into finding their own way, their own purpose, and their own voice.

On the wall of my office hangs my Ashland University Masters of Education in Supervision. I came to AU in 1996 simply to gain my gifted endorsement – four years and a five-figure student loan later I earned a masters and a new sense of purpose. My AU instructors and professors helped me find a teacher, a scholar, a singer/songwriter, and a leader deep inside myself. My Purpose – *still* – is to continue that legacy.

***Note regarding open-access journal publications:*** No type of payment, monetary or otherwise, has been made by me for any of my publications.