

Jennifer L. Groman, PhD
Year 6 Application for Tenure
V. Scholarship Evidence since Year 5 Application for Promotion
(September, 2021 – September 2022)

[Most recent first]

A. Juried Publications

Book Chapters

N/A

Articles for Peer Reviewed Journals

Groman, J. L. (2022). Narrative inquiry and the transpersonal experience. [Manuscript accepted for publication]. *Journal for Transpersonal Psychology*.

Audience for the <i>Journal of Transpersonal Psychology</i>	Acceptance Rate	Circulation numbers
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 initial article, “Capturing Transformation: Narrative Inquiry and the Transpersonal Experience,” was 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. This piece has been bouncing back and forth between the editor and me for almost two years. In Summer, 2022 I had two outside readers look at it, and they gave me strong suggestions for revisions. I made (what I hope are) final revisions, updating the title to reflect the changes, and resubmitted. It is with two JTP reviewers right now. This is an area I am very interested in breaking into - I hope to continue writing on the integration of transpersonal psychology into teaching and learning.

Book Reviews

N/A

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B. Solicited Publications

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. Piske 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. (Winter, 2022). Higher Education Division update. *OAGC Review.*

Groman, J. L. (Winter, 2022). The Creative Underachiever. *OAGC Review.*

Groman, J. L. (Spring, 2022). Higher Education Division update. *OAGC Review.*

Groman, J. L. (Spring, 2022). Essex @ Ashland University. *OAGC Review.*

Groman, J. L. (Fall, 2022). Higher Education Division update. *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 the creative underachiever, and an invitation to Essex at Ashland University.

D. Juried Conferences

Groman, J. L. (2022, October). *Designing your Next: Collaborative Planning for Tomorrow.*

[Conference session with Higher Education Division members]. OAGC Fall Conference. Columbus, OH.

The Ohio Association for Gifted Children Fall Conference and Teacher Academy are competitive, but smaller conferences, and I am establishing a reputation for presentations in creativity. These conferences allow me to represent Ashland University in a venue conducive to recruitment for the many educational programs AU offers. I proposed this session as Higher Education Division Chair to include division members in helping 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 Monday afternoon.

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Groman, J. L. (2022, July 22). *Can We Talk? Facilitating Dialogues with Gifted Students*. [Small Group Session] Supporting Emotional Needs of the Gifted (SENG) National Online 2022 Annual Conference.

SENG is an excellent national organization specifically focused on social and emotional needs of the gifted. I have submitted proposals in the past but have only been accepted at the Ohio SENG regional conferences, this is my first acceptance into the national conference. As it was virtual, it was affordable and convenient to attend. The session was attended by a half dozen teachers and school counselors, but was recorded for later viewing by participants along with 52 other sessions presented over a three-day period.

E. Non-Juried Presentations

Groman, J. L. (2022, November 6). *Organic Creativity*. [Small Group Sessions]. Unified PD Day for Lorain County Schools. Lagrange, OH.

The invitation for this session has come from the former director of the Oberlin Arts Center (now closed). This is a day-long series of professional development sessions for all teachers in Lorain County. I will offer four 90 minute sessions on various aspects of the Piirto creativity model and hold an open discussion to share ways they can implement them into their own classroom situation, whatever content they teach.

Groman, J. L. (2022, September 7). *The Bully's Face: Using Creativity to Understand Bullying in Gifted Children*. Terceiro Evento Internacional Sobre Superdotacao Dupla Excepcionalidade e Criatividade. (Third International Gifted Event Dual Exceptionality and Creativity). Virtual.

I am one of four keynote speakers for this international event, invited by Dr. Piske to speak on the book chapter on using creativity to draw out discussions of bullying in the classroom. I am thrilled to have my name and picture next to one of the biggest names in gifted education – Dr. Joseph Renzulli of UConn. This is a synchronous virtual event, though the presentation will be translated into Portuguese.

Kanuckle, C., Scott, S., & Groman, J. L. (2022, August 11). *Mandalas in the Classroom: Creativity for Stressed Out Teachers Who Don't Feel Creative*. [Small Group Session]. Ohio Citizens for the Arts Foundation's Creativity in Today's Classroom. ESC of Lorain County, Elyria, OH. [Event cancelled].

This presentation marks a major change in my work by adding graduate students as co-presenters. Cheryl and Sharon participated in my creativity professional development course for three credit hours, and gathered baseline information on student and teacher efficacy and its impact on creativity. This session gives me a change to share the results of my Spring, 2022, Load Reassignment Grant, and the two graduate students to share the lesson plans they created as part of the course. Unfortunately, at the last minute this event was canceled due to low enrollment, but our session is ready to go and we plan to submit a proposal to present at a future OAGC event.

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F. Competitive Grants

G. Research

Research IRB (Summer, 2022 and ongoing). The Creativity Project 4.

I am studying the impact of creativity training on the work and lives of teachers. I have used previous pre- and post-assessment comments, surveys and interviews with alumni of the program, sometimes years after taking the creativity course (EDIS 654). In this creativity project, I will be collecting data for a long-term study of the impact of this creativity training on teachers. The quantitative data includes pre- and post-assessment surveys on creative self-efficacy using the following scales:

Karwowski (2011) Short Scale of the Creative Self

Soh (2000) The Creativity Fostering Teacher Index

Tschannen-Moran and Hoy (2001) Teachers' Sense of Efficacy Scale, Short Form

Gosling, Rentfrow, & Swann (2003) Ten Item Personality Measure

In addition, participating students give me permission to use any assignment submissions and posts from the course, including emails and communications, course pre- and post-assessments on outcomes, University course evaluations, and allowing me the ability to follow-up with participants for validation of their responses. In the past it has been the EDIS 654 assignments and thoughtlogs that have truly given me the impression that creativity training is transformative to teachers personally and professionally. I believe that gathering these pieces will give me rich qualitative data. I started the Summer A with three EDIS 654 participants, and will continue to slowly gain participants in Fall, 2022, and in subsequent Summer and Fall semesters, when EDIS 654 is offered, I will ask interested students to participate.

Research IRB (Spring, 2022): “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. I offered professional development in creativity to Ohio teachers, hoping to gather pre and post-assessment data in teacher and student creative self-efficacy, and narrative data from teacher and student thoughtlogs.

This project did not meet my stated expectations. Hoping for 15 students, I ended up with two former graduate students, both had taken EDIS 654, the Creativity Course, already. We quickly worked together to adapt the project. I provided advanced training in creativity, and integrated my activities with mindfulness. My two graduate students both chose to integrate mandalas into the classroom, one with young elementary students, and the other with middle grade students. The workbook idea was scrubbed, and instead we wrote a presentation for teachers to share how to use creativity to reach students, create calm, and re-invigorate practice.

As sometimes happens when researcher finds that a project fails in its primary purpose, I realized that I was contriving a research study from creativity professional development when I

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already have an excellent course in creativity as part of the Talent Development program. The Creativity Project 4 emerged from this realization.

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. I 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 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

J. Testimony

N/A

K. For Professor Only

N/A

L. Reflection on Scholarship

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, and giftedness.

Discipline

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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. I am a member and small group coach in the Ashland Research and Writing Community AURWC. The group gives me support in my own research and writing, and allows me a chance to lead a small group and support others in their scholarly work. I have dedicated myself to at least 30 minutes a day to 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.

Creativity studies

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. My research question today is “How does creativity impact teachers’ professional and personal lives?”

As I move into my sixth year of scholarly work in creativity studies, I feel as though creativity training can add a sense of calm, purpose, and joy to a profession that seems rife with challenge and exhaustion. In addition, all teachers know the significant power of relationship in reaching students and supporting their potential. Creativity the way we teach it at Ashland University has the capacity to give teachers the tools they need to make these strong connections.

Transpersonal psychology

I also see that creativity work with teachers merges 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.

I have been working diligently to publish a scholarly work in the field of transpersonal psychology, and have joined the Association for Transpersonal Psychology (ATP). I am excited for the future – where this research and writing will take me.

Giftedness

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 21st century.

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Why do we create? Because it is hopeful.

I view my scholarly and creative work as hope-full – full of hope. It is 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.

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