

Ashland University
Teaching Load Reassignment Grant
2021-2022 Academic Year

Purpose

This grant provides a three-credit teaching load reduction in an academic year to support a scholarly or creative activity. In order to achieve teaching effectiveness it is necessary for faculty to have time to engage in research and other scholarly activities. Teaching Load Reassignment Grants are available to faculty who intend to use the three credit-hour course reassignment to complete scholarly work or a creative activity that is designed to enhance the faculty member's role in teaching as well as scholarship.

Eligibility

All full-time faculty who have completed one (1) year of service at Ashland University.

Selection

There will be a minimum of two grants for the 2021-2022 academic year. Applications are evaluated on the basis of strength of the proposal, relevance of the project to a faculty member's teaching assignment, and the likelihood of the project being accomplished, similar to the evaluation of applications for Senior Faculty Study Leaves. Preference for Teaching Load Reassignment Grants will be given to pre-tenure faculty but all faculty are encouraged to apply. Applications will be reviewed by the Academic Council who will make recommendations to the Provost. The Provost will make the final decision on selection of the grant recipients.

Criteria

1. Presentation of a feasible plan for use of the reassigned teaching load time.
2. Clarity of the description of how the scholarly or creative effort will enhance your teaching responsibilities (current and proposed) as well as further your areas of scholarship.
3. Prior academic activities or achievements while at Ashland University.
4. Stated intention to remain at Ashland University for at least one year following the grant year.

Instructions

1. Meet with your department chair and Dean to discuss the objectives of your study prior to completing your application.
2. Submit completed applications to the Provost Office, 205 Founders Hall, **by January 10, 2021**
3. Upon approval, recipient will sign an agreement which specifies the conditions of acceptance, including the required date for filing a final report.

Requirements of Recipient

1. Submit a written reflection to the **Provost** containing a copy (draft) of the written product or other appropriate form of documentation, along with a discussion of outcomes of a study project. Include a statement describing how/when you will communicate outcomes to the campus community. This report must be submitted by the stated deadline or the balance of the grant funds will not be paid.
2. Share outcomes in writing and/or through oral presentations to the campus community and/or community-at-large in the year following the grant period.
3. Agree to remain at Ashland University for at least one year following the receipt of the award. Recipients who leave the University less than one year following the grant shall be expected to reimburse the University for the additional expenses incurred.
4. Recipients are not eligible to receive a supplemental contract during the semester with the reassigned teaching load.

ASHLAND UNIVERSITY TEACHING LOAD REASSIGNMENT GRANT
Application Form for 2020-2021

NAME Jennifer L. Groman DATE January 10, 2021

COLLEGE COE DEPARTMENT DSAP (Doctoral Studies and Advanced Programs)

CAMPUS ADDRESS 257 Schar College of Education

RANK Assistant Professor YEARS OF SERVICE 3.5

Tenure-track Yes No Tenured Yes No

If tenure-track specify number of years to tenure Unknown

LIST YEAR(S) OF PREVIOUS PROFESSIONAL DEVELOPMENT GRANT(S) N/A

PROPOSED PLAN – *The description below incorporates all four areas required.*

1. Explain the nature of your research/creative activity project and how you will use the reassigned time to benefit your scholarship.
2. Specify your projected outcomes.
3. Describe how the outcomes of your project relate to your current and/or proposed area(s) of scholarship or academic activity.
4. Describe how the outcomes of your scholarly work will enhance your current and/or proposed teaching responsibilities.

There is a great deal of misunderstanding and confusion in Ohio's public schools surrounding the Ohio Department of Education's protocol for identifying and (especially!) servicing students identified as gifted in Creative Thinking Ability (CTA). My research is focused on determining why this misunderstanding exists, researching solutions and best practices, and studying how creativity training for teachers (as outlined by AU Trustees Professor Dr. Jane Piirto's research in Creativity for 21st century Skills (2014) and Understanding Creativity (2007)) impacts their comfort level with and ability to incorporate creativity principles into the classroom.

This request for load reassignment would continue my research area in "The Creativity Project." My first study (The Creativity Project Initial Survey) surveyed K-12 school personnel on their interpretation of the CTA identification and service protocol. These findings have been presented at the Ohio Association for Gifted Children Fall Conference. My second study (The Creativity Project Alumni Survey) surveyed Ashland University Talent Development program alumni to determine how creativity training as it is done in EDIS 654 ("Creativity Studies for Teachers of the Talented") has impacted their teaching and incorporating creative thinking into the classroom. This culminated in a research article submission titled "Considering the long-term transformational impact of creativity training on the work and

lives of teachers.” This article is currently being considered by the Journal for Advanced Academics.

My Spring, 2021, research in this area will focus on the role of self-efficacy of teachers and its impact on their ability to support and confidence in supporting creativity in the classroom.

To continue the Creativity Project, this next step would be composing a Creativity Project Practical Workbook. I am interested in taking my research into the field, sharing it with teachers and coordinators, and working with them to determine strategies that would incorporate the creativity training into classrooms. In addition, we would create example student goals for the Written Education Plan (Ohio’s “Gifted IEP”), which is required when students receive services in their area of giftedness.

I have connected with the Gifted Coordinators of Central Ohio (GCCO), who represent over 50 Greater Columbus school districts and in January, 2020, I presented a creativity training workshop at a professional development event. They are interested in working with me on this project. In addition, Gahanna City Schools have expressed an interest in participating.

The load reassignment time would be spent recruiting up to 20 interested teachers and coordinators, scheduling at least two working sessions, preparing for the sessions, and holding them. Upon conclusion of the sessions, I would organize the strategies and WEP document support into a workbook, which would then be sent to participating teachers and coordinators for editing and review. The finished workbook would be then distributed to GCCO, Ohio Association for Gifted Children, and other entities as determined by participants.

I foresee the use and distribution of the workbook as extending well beyond the confines of a semester, as it makes its way around Ohio. In addition, my teaching of EDIS 654 will have more practical application ideas and strategies (student evaluations for the past few years show a need) suggested by working teachers in the field.

Outcomes. As a result of this course reduction:

**I will produce an electronic document/workbook for coordinators and teachers, to be made available free of charge through multiple venues (ideas include AU’s website, my own website, Ohio Association for Gifted Children website and events). This workbook will contain:*

- specific strategies for multiple concepts in creativity training;*
- Written Education Plan information and wording ideas for multiple areas and grades in creative thinking ability;*
- Other support documents and information that may emerge from the work as appropriate (a summary of research, bibliography, etc).*

**I will create and present a breakout conference session for the 2021 OAGC Fall Conference.*

**Ashland University and I will experience an enhanced connection to Ohio K-12 districts and their gifted programs, which may result in more graduate students joining the AU Gifted Endorsement or MEd program.*

