

To: Dr. Jennifer Groman Assistant Professor
From: Linda Billman, Co-Chair, Department of Doctoral Studies and Advanced Programs
Date: May 7, 2018
Re: Annual Review

Thank you for meeting with me to discuss the teaching, scholarship, and service that you have undertaken since joining the university in the fall of 2017. Below is a description of each of the three areas.

Your responsibilities within the College of Education include not only teaching, service, and scholarship, but also oversight of the M.Ed. Curriculum & Instruction: Talent Development and Gifted Intervention Specialist (Grades K-12) Endorsement programs. The endorsement program has expanded during the past several semesters as general education teachers in Ohio are now required to have professional development hours in gifted education if they teach students who are identified as gifted. As the only full-time faculty member serving this program, your oversight includes

- talking with various potential cohorts of students who may want to enroll in the endorsement program located at various school districts/Educational Service Centers throughout the state,
- identifying rotations of coursework required for each cohort of students,
- reviewing and approving adjunct faculty for the program, and assigning them to teach courses,
- working with graduate admissions and advisors regarding students enrolled in the program, and
- resolving concerns about the program, its students and/or adjunct faculty.

Teaching

During the fall 2017 semester, you taught five different classes. All housed within the M.Ed. Curriculum & Instruction: Talent Development program, three of the courses also lead to the Gifted Intervention Specialist (Grades K-12) Endorsement. It is evident that students appreciate your classes. In each of the classes, the students noted your teaching as “excellent” with comments supporting their opinions. It is evident that they appreciate the hybrid nature of your course delivery. Using a combination of both AU evaluations and independent feedback, you have reflected extensively on how you might improve or revise your courses.

A peer review was completed in late April by Dr. Linda Billman. It will be used as a part of your 2018-2019 review.

Suggestion: Determine how you might design course rotations so that you have an opportunity to teach multiple sections of a given course during a semester. Also, draw on the expertise of those gifted educators who are teaching in K-12 schools. Excluding the M.Ed. capstone (inquiry or thesis), you may have adjunct faculty members teach any of the courses in the programs.

Service

You have served/are presently serving the university, college, and department through

- Faculty Senate Committee, College of Education Representative (from January 2018)
- Life Calling Committee, College of Education Representative (from February 2018)
- Peer review for Dr. David Aune, Associate Professor, Religion Department (November 3, 2017)

- Adjunct observation and review, Teresa Scherzinger, Lakota cohort (November 20, 2018)
- Vendor Booth, Ohio Association for Gifted Children Fall Conference (October 15-17, 2017)
- Gifted Synchronism

External to the institution, you have served/are serving on the following professional committees:

- Ohio Gifted Advisory Committee, University Representative (since September 2017)
- Ohio Assessments for Educators/Pearson Test Development Committee/Conference, University Representative (January 2018)
- Ohio Gifted Standard Setting Committee/Conference (May 2018)
- Ohio Assessments for Educators/Pearson Test Pilot Session, Columbus Campus (April 26, 2018)

You are also a member of the following organizations:

- Member Ohio Association for Gifted Children [OAGC], and Higher Learning Division (assistant to the Chair)
- Member National Association for Gifted Children [NAGC], Higher Learning, Creativity Divisions
- Member Cleveland Museum of Art [EDIS 654 field trip destination for Ashland/Cleveland area cohorts]
- Member Columbus Museum of Art [EDIS 654 field trip destination for Columbus area cohorts]

You are providing service both to the institution and external organizations. From your first semester, you were engaged in the work of both the college and department. While much of your departmental work is focused on the oversight of the gifted education programs, you support the department as needed. Beginning in January you became active at the university level.

Scholarship

Given that you are just beginning your second semester as a tenure-track faculty member, your commitment to scholarship is exceptional. As you noted in your annual review, the AU Research and Writing Community has impacted your scholarship productivity. Writing for an hour each day requires discipline and a commitment to the process.

Accepted Manuscript:

Groman, J.L. (2018). Overview of AU cohort program. *OAGC Review*. Submitted February 21, 2018.

Submitted Manuscripts:

Groman, J.L. (2018). Narrative Inquiry and the Transpersonal Experience: Telling the Story Gives it Wings. Submitted to *Journal of Transpersonal Psychology* January 29, 2018.

Groman, J.L. (2018). The Bully's Face: Using Art to Understand Bullying in Gifted Children. Submitted to *Gifted Child Today* January 15, 2018.

Conference Presentations:

Groman, J.L. (2017). *Mandalas for Meditation and Mathematics*. National Association for Gifted Children Fall Convention, Creativity Network Presentation. Charlotte, NC. November 9-12, 2017.

Accepted Conference Proposals:

Groman, J.L. (2018). *Understanding Creativity I: The Pyramid and the Suns*. Presentation Proposal for Oberlin Center for the Arts Creativity Symposium. Oberlin, OH. August 11, 2018.

Groman, J.L. (2018). *Understanding Creativity II: The Seven Is*. Presentation Proposal for Oberlin Center for the Arts Creativity Symposium. Oberlin, OH. August 11, 2018.

Groman, J.L. (2018). *Can We Talk? Facilitating Dialogues with Gifted Students*. Presentation Proposal for the Supporting the Emotional Needs of the Gifted (SENG) Summer Workshop. Columbus, OH. August 15, 2018.

Groman, J.L. (2018). *Using Creativity as a Window*. Presentation Proposal for the Supporting the Emotional Needs of the Gifted (SENG) Summer Workshop. Columbus, OH. August 15, 2018.

Submitted Grant Proposal:

Groman, J.L. (2018). *The Empathy Project*. Research proposal submitted to Esther Rosen Katz Grant Foundation. March 1, 2018.

Ongoing Research:

The Empathy Project. This collaboration of teachers from across Ohio is to result in an edited text.

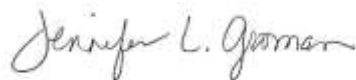
Also: Ongoing professional development activities.

Comments

Your work with the Gifted Synchronism is an excellent approach to updating coursework. While you taught a variety of the courses in the program prior to beginning your tenure-track position in 2017, the Synchronism is a means to begin revising the gifted programs so that they reflect your vision of gifted education.

You have taken on much during your first full semester. As you noted, *"I take on too much. I am just on the edge of being able to handle teaching with writing, service, cohort development and program development. I will continue to work to balance my time."* As we have discussed, balance is essential. You are already addressing that to some degree by utilizing your research and service to inform your teaching/courses. The stronger those relationships, the easier it is to balance the three legs of teaching, scholarship, and service.

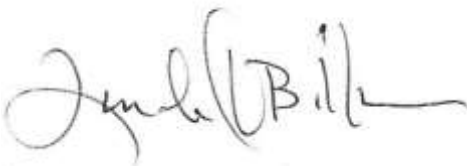
Also, I recommend that you identify adjunct faculty members who can assist you with teaching cohort classes located at a distance from the Ashland or Columbus centers. Additionally, they can supervise those students enrolled in their internships as a part of the Gifted Intervention Specialist endorsement program. These individuals will become your ambassadors – they will support you in maintaining and growing the program.



Dr. Jennifer Groman

May 8, 2018

Date



Dr. Linda Billman

May 7, 2018

Date

