

To: Dr. Jennifer Groman, Assistant Professor  
From: Dr. Amy Klinger, Co-Chair, Department of Doctoral Studies and Advanced Programs  
Date: February 22, 2019  
Re: Annual Review

Thank you for meeting with me to discuss the teaching, scholarship, and service that you have undertaken during the past year. Below is a description of each of the three areas.

### **Teaching**

Dr. Groman is in her second year in the Department of Doctoral Studies and Advanced Programs. In her reflection on teaching, Dr. Groman discussed the consistently high rankings she received in what she calls her “Big Three”:

- 1) student confidence in instructor knowledge
- 2) instructor enthusiasm
- 3) encouragement given students to express themselves

Students also appreciated the independence and choice options that Dr. Groman offers in her classes. This is also reflected in their positive comments about Dr. Groman’s ability to provide differentiation in the assignments.

Dr. Groman discussed the importance of both challenging and supporting her students as they engage in the creativity and risk-taking that an exploration of gifted education requires. I would agree with her assessment that this is an important strength she brings to her work.

Dr. Groman consistently rates her student evaluations as being “Excellent” in all of her classes. This is supported as well in her peer review. Dr. Cathryn Chappell writes:

*“The ease of the discussion and the interest and interesting stories of the students made for a lively course without clock watching! I felt as though the care and concern of Dr. Groman for her students was evident. The flow of the class was smooth and it certainly took on the feel of a group of scholars sharing their work. “*

Dr. Groman demonstrated a reflective approach to her teaching, thoughtfully analyzing student reactions and approaches to the courses.

In her current assignment, Dr. Groman is also working through several teaching challenges:

1. The transition of some courses from face to face or hybrid to a completely online environment.
2. The fluid nature of enrollment in the program that makes long term planning more difficult.

Areas where Dr. Groman indicates a desire for improvement include the integration of more application assignments into the courses, as well as the development of expectations for a challenging, yet reasonable workload for students. She writes:

*“I seem to see quite a bit that the expectations for the gifted coursework are not reasonable (although, to be fair, students do not rate this overall lower than “Good,” it is just always the lowest rated item in the list). I find that the gifted coursework is rigorous and covers a wide range of content. I don’t want to compromise on that rigor.”*

This is an important dilemma and consideration moving forward. I encourage Dr. Groman to continue to purposefully and deliberately experiment, reflect, and adjust her approach to both the content of the course and the delivery methods used (online versus hybrid) while still maintaining the academic rigor and integrity of the program.

Dr. Groman also discussed the on-going revisions she is making to courses, including the EDIS 650 course that was the basis for the peer review. Once again, I would agree with Dr. Groman’s assessment that assignments that provide opportunities for application of the course material would be beneficial to her teaching. There are several minor “housekeeping” type adjustments that Dr. Groman indicates she will incorporate into her teaching moving forward, such as a clearer syllabus, assignment explanations etc. I would encourage her to do so, along with applying this same reflective practice to the online environment into which she is transitioning. Dr. Groman did a good job of outlining specific strategies she has already undertaken to address some of her personal areas of concern in her courses.

### **Service**

Dr. Groman’s service to the college is a significant contribution and area of strength. She is currently one of the leaders of the college’s Life Calling Seminars, which will be a critical piece of the summer institute initiative.

At the institutional level, she is a member of:

- Faculty Welfare Committee
- Faculty Senate
- Faculty Senate Executive Committee
- AURWC (Ashland University Research/Writing Community) Member and Small Group Leader

Dr. Groman also provides service in her field as a member of the Ohio Department of Education’s Gifted Advisory Council, which meets monthly for 3 hours.

Dr. Groman is a member of several professional organizations including:

- Ohio Association for Gifted Children [OAGC], and Higher Learning Division (assistant to the Chair)

- National Association for Gifted Children [NAGC], Higher Learning, Creativity Divisions
- Cleveland Museum of Art
- Columbus Museum of Art

### **Scholarship**

Dr. Groman demonstrates a well-rounded approach to her scholarship, with an equal emphasis on publications and presentations. Since January 2018, she has submitted 4 journal articles that were not published, but has one publication credit, and one proposal accepted:

- Journal Article Published:  
December, 2018, *Gifted Child Today*, “The Bully’s Face: Using Art to Understand Bullying in Gifted Children”
- Journal Article Proposal Accepted:  
January, 2019, *Gifted and Talented International*, (Creativity Edition), Working Title: “Considering the long-term transformative impact of creativity training on the work and lives of teachers,” due February 28, 2019.

Dr. Groman has presented breakout sessions at the August 2018 SENG Mini-Conference, the Oberlin Creativity Symposium in August 2018, and the November 2018 Mid-Ohio ESC Open House. Multiple applications to state level and national level conferences were submitted and one was accepted at each level. These were the OAGC fall conference and the NAGC fall conference. I encourage Dr. Groman to continue applying to state and national conferences while still presenting at regional events.

Dr. Groman’s commitment to her research agenda is also evident in her participation in conferences related not just to her area of interest, but to research work in general. She attended:

- Oberlin Creativity Symposium, Oberlin, Ohio
- OAGC Fall Conference, Columbus, Ohio
- NAGC Fall Convention, Minneapolis, MN
- CITE Professional Development and CITE Writing Retreat

She also is involved in on-going research through The Creativity Project with the objective to gain foundational knowledge of:

1. School personnel’s general understanding of Ohio’s identification of gifted K-12 students in Creative Thinking Ability
2. How Ohio schools serve identified gifted K-12 students in Creative Thinking Ability
3. How Ohio schools incorporate Written Education Plan goals to show growth of identified gifted K-12 students in Creative Thinking Ability
4. School personnel’s beliefs of their own creativity and the creativity of their students.

5. The needs of K-12 personnel in the service of identified gifted K-12 students in Creative Thinking Ability.

Dr. Groman plans to write an AU Study/Writing Grant to fund this project which I strongly support.

Dr. Groman has worked with the Ashland University Research and Writing Community with the result of consistently working on her writing and research for an hour every day. It is important that this commitment continues. Dr. Groman demonstrates important strengths in her discipline and approach to her scholarship. While she relates several concerns in this area - including a feeling of being overwhelmed by the challenges inherent in grant and journal writing - I consider Dr. Groman's scholarship work to be an important strength for her professionally, and an asset to the college of education.

### **Annual Goals:**

Dr. Groman's goals from last year included writing goals that were largely met through her presentations, publication submissions, and on-going Creativity Project. Her professional goals included updating all courses in the gifted sequence, and the creation of a Gifted Program Handbook. These goals were effectively met as well.

Dr. Groman's goals for next year centered on research, writing, service, and teaching. These included:

- Participation and leadership in the 2019 Summer Institute
- Continued committee work at the university and professional levels.
- Continuous improvement of gifted coursework transitioning online.

While I support these endeavors, I would encourage Dr. Groman to formalize these goals in more detail to provide structure and focus to her professional work.

### **Comments**

While I have not had the opportunity work extensively with Dr. Groman yet, my interactions with her to date demonstrate a committed, enthusiastic, intelligent professional who is focused on the best interests of her students, yet understands the current logistical and financial constraints of the university. Her contributions and insights are a valuable addition to the work of the department and the college. I look forward to continuing to work with an educator of her caliber.

Dr. Jennifer Groman  
Date

A handwritten signature in blue ink on a light-colored background. The signature is written in a cursive style and reads "Amy Klinger".

Dr. Amy Klinger  
Date - 2/22/19