

Jennifer L. Groman, PhD
Promotion and Tenure Documentation for Year Three Review, February, 2020
VI. Service Evidence

A. Professional memberships and service

1997 to present Ohio Association for Gifted Children (OAGC)
<http://www.oagc.com/>
OAGC is the Ohio affiliate organization of the National Association for Gifted Children. Since 1952, OAGC has worked with families and educators to promote the best interest of gifted children. OAGC advances understanding of the needs of the gifted, promotes establishment of programs and services for gifted students, and encourages the exchange of information on the national, state, and local level. In addition, OAGC is the primary advocate for gifted and talented learners in the state.

In Fall, 2019, I agreed to join the Board and serve as Chair of the Higher Education Division of the Ohio Association for Gifted Children. As a Board member I also volunteered time during the Fall, 2019, conference by overseeing room assignments and supporting speakers, and by facilitating the silent auction table, and have donated books and Ashland University promotional materials to the silent auction.

I have various short articles published in the organization's journal, The OAGC Review.

1997-2010, National Association for Gifted Children
2013 to present <http://www.nagc.org/>
NAGC's missions is to support educators and parents who enhance the growth and development of gifted and talented children through education, advocacy, community building, and research. Its aim is to support parents and families, K-12 education professionals, and members of the research and higher education community who work to help gifted and talented children as they strive to achieve their personal best and contribute to their communities.

I am a member of the Higher Education Division, and the Creativity Division of NAGC. I have presented at Creativity Night for the annual Fall Conference for three years (2017, 2018, and 2019), and had a scholarly article published in one of the organization's journals, Gifted Child Today.

B. Service to the Institution

Fall 2018 to present Faculty Senate
Serve as College of Education Representative

Spring semester, 2019 Faculty Senate Executive Committee
Served as Interim College of Education Representative

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- Fall, 2018 to present Faculty Welfare Committee
Serve as College of Education Representative
- Fall, 2018 to Spring 2019 Life Calling Committee
Served as College of Education Representative
This short-lived committee met monthly to review core curriculum for the Life Calling class offered through the College of Business.
- Spring, 2018 to present Ashland University Research and Writing Community (AURWC)
Member
The AURWC small groups require a weekly meeting of 50 minutes and a minimum of 30 minutes research and writing time per day.
- Fall, 2019 to present Ashland University Research and Writing Community (AURWC)
Small Group Coach
As a group coach, I facilitate a small group and provide structure and support to members online and in person.

C. Service to the College

- January, 2020 Graduate Orientation
Attended Graduate Orientation event at Main Campus
- January, 2020 to present ACCESS Spring Conference, March 2020
Planning this event with Jennifer Winger, ACCESS Program Director
The ACCESS Spring Conference is an event that allows ACCESS students the opportunity to present on various topics of interest. They are able to plan and practice many key aspects of English speaking and writing. I attended this event in March, 2019, at the ACCESS building on Claremont, and believe that it would be such a positive experience for undergraduate education students to experience, to interact with ACCESS students, and to volunteer time to the University. For this reason, I contacted Jennifer Winger about assisting her in moving the event to Schar College of Education for this years' event, and working toward getting EDFN 130 and EDFN 202 students (among others) involved and attending.
- March, 2019 College of Education Life Calling Seminar
Created, planned, and co-facilitated two seminars (Cleveland and Columbus) with Kaelin Lee
COE Dean Dr. Donna Breault instigated the Summer Institute for Summer of 2019, which included 'wraparound services' to assist past, present, and future graduate students. The Life Calling Seminar was born from Dr. Breault's idea. I asked if I could take a leadership role in this endeavor, as supporting teachers in crisis and burnout is a research interest of mine. I joined forces with doctoral student and graduate student advisor Kaelin Lee

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and we created a day-long seminar that incorporates research, visual arts, reflection, meditation, and yoga to help the tired teacher find their way through troubled and confusing existential times. We presented once in Columbus in March, and have plans to present at least twice more in 2020.

January, 2019 Summer Institute Committee
Member
This committee met bi-monthly to plan and organize the intense “Change your life in one summer” Institute.

Fall, 2018 to
present College of Education LPDC Committee
As-needed committee member

D. Service to the Department

Spring, 2019 to
present Facilitate faculty research and writing updates at monthly DSAP meetings

Fall, 2017 to
present Acting director of the Talent Development Masters and Endorsement
Program
Although I do not have an official title of Program Director, I coordinate scheduling for the program, interview, hire, and review adjunct instructors, facilitate curriculum updates, create formatting renovations when the program went fully online, facilitate the program for the Summer Institute, and other duties. I also respond to student and district inquiries about coursework and cohort formation, which includes recruitment meetings on-site. I gathered six adjunct instructors on a Saturday in 2018 for a Synchronium (sponsored by Ashland’s Center for Innovation in Teaching Excellence) to suggest updates to curriculum, choose new texts, create rubrics, and improve outcomes to the Talent Development Education program. As a result, EDIS 650, “Nature and Needs of the Talented” was fully updated as per these suggestions, and EDIS 651 “Curriculum Methods for Teachers of the Talented” updates are in-progress. More information and syllabi appear in the Program Development section.

November,
2017 Peer Review for Dr. David Aune

September,
2017 Professor Emeritus nomination letter for Dr. Jane Piirto

E. Service to the Community

Fall, 2017 to
present Ohio Department of Education Gifted Advisory Council (ODE-GAC)
Member and Higher Education Representative

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This committee, initiated by the new Ohio “Rule for Identifying and Serving Students Who Are Gifted,” meets every other month to create protocol for and review innovative program proposals, recommend policy, and act as an advocacy body for gifted education in the state. I joined this committee by invitation.

- Fall, 2019 Ohio Department of Education Gifted Department Northeast Ohio Regional Meeting
Hosted and facilitated this event
Each Autumn the ODE Gifted team travels to five regions throughout Ohio to present updates in gifted education to over K-12 administrators, gifted coordinators, and teachers. Ashland University hosted this event in September, 2019, in Upper Convo, with over 170 individuals in attendance.
- Summer, 2018 Live-in home health companion for octogenarian friend
to present *This comprises most of my off-work hours. I cook, clean, shop, monitor medications and physician visits, and provide companionship and to my dearest friend, who has been able to remain in her home instead of going into assisted living.*
- Spring, 2018 ODE/Pearson/OAE Endorsement Exam
Facilitated a Pilot Test event at Ashland University Columbus Center
- Spring, 2018 ODE/Pearson and Ohio Assessments for Educators (OAE) Test
Development Conference
Attended, by invitation

F. Reflection

The continued growth of any institution is symbiotically connected with the continued growth of its leaders and members. My record of service to the university, college, department, profession, and community exemplifies my desire to actively serve Ashland University to not only support my own interests and causes, but in a responsive manner to support the organizations in those places of highest need.

My service interests fall within the areas of teacher support, education, especially gifted education, and creativity, as well as responding to the needs of the university, college, and department. I choose based on my ability to connect deeply with the purpose of the organization, my ability to attend and be present, and in response to two questions:

Does this group, its focus, or its members have something to teach me? Upon entering into these opportunities I often lack confidence or feel out of place. It is in these opportunities where I feel most challenged. In creativity studies, I preach the mantra of risk-taking as a foundation for learning, growth, and innovation. Faculty Senate, Faculty Senate Executive Committee, joining the OAGC Governing Board, and being an AURWC small group coach are

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all places of challenge to me, and therefore, are all points of the most personal and professional growth. Faculty Senate and Executive Committee both gave me powerful insights into the institution, some which have changed my view of it forever. After a semester volunteering for Executive Committee, I realized that the foundational knowledge, institutional memory, and professional security needed to serve on the committee was not yet in my power. I recognized that I was in no position to serve successfully as a representative of my college and my colleagues until I had gained knowledge and seniority in the institution. It was one of the more challenging and emotional decision to make, to step back from that. I know that eventually I will be able to serve again, and serve better than I can at the present time. I remind myself that it is not a failure, but simply admitting that I took a path I was not ready for.

I am not a supporter of standardized tests for teachers to gain licensure or endorsements. However, when the state of Ohio determined that an Ohio Assessments for Educators (OAE) endorsement exam would soon to be required for my future students, I felt that my presence in creating and vetting assessment questions would better serve teachers than waiting for the exam to emerge and blindly following the protocol. When an invitation came to attend the Pearson/ODE Gifted Test Conference, I immediately opened my calendar for this event. I knew that I could offer a useful perspective to the test creators, but I also knew that any interaction with the testing process would help me to prepare my students for the exam. I was able to lend my voice to the proceedings while gaining insight into testing protocol (not the questions themselves, of course, which would be unethical to share).

Do I have something to offer that is needed by this group? Taking on the Life Calling Seminar work, joining the Life Calling and the Faculty Welfare Committees, and offering my expertise to the OAE test review and Piloting event all gave me the opportunity to deeply support colleagues in the institution, as well as teachers and graduate students. In return, I gained valuable knowledge, connections with colleagues, and insight into the institution (the University as well as the institution of K-12 education). I also learned that while I chose these service positions with my own interests and expertise in mind, I continued to experience insecurities and angst. These, too, were places of growth and challenge because they were all innovating into the unknown.

Upon reflection, I feel that my service commitments have grown my sense of professional presence. I am sure that my service work will continue to be uncertain, difficult, and often emotional and frustrating. I enter into my sixth semester of service with the knowledge that I do not need to let these challenges cause me to become discouraged or discontented, because I also know that my service work will continue to bring innovation, new connections, fresh starts, and joy. This knowledge gives me a strong foundation to move forward with strength of commitment, openness of heart, and presence of mind.