

BARBARA RENEE ROWLAND, Ph.D.

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Profile

I am a creative and passionate educator with 21 years of teaching experience, which includes junior high, high school, community college, university, and online learning. I maintain a strong background in writing and reading instruction with strengths working with first year experience students. I have worked in developing, implementing and assessing curriculum and community college programs, including English writing and reading programs, concurrent enrollment programs, remedial education programs, and a Student Success Series for first year college students. I am an innovative educator who guides students to be autonomous learners who embrace challenges and solve problems by thinking critically and working through a process. I believe literacy is the key to academic success and should be a priority across content areas. I present my students with the task of overcoming challenges by drawing on their past experiences. When they use the narratives of their lives to help them think critically and solve problems they are able to develop their scholarly voice and gain confidence in their abilities to achieve success.

Teaching Experience

Assistant Faculty, English 111/112

Quincy University

Jan. 2015-Present

Quincy, IL

- Worked with English department to revise Composition Program
- Participated in team meetings to discuss instructional strategies.
- Worked with students, academic counselors and college resources to address student, academic and personal issues.
- Applied reading and writing instructional strategies to help students connect with and develop their literacy skills.
- Experience working with traditional and international students.
- Developed means to identify at-risk students and provided direct, comprehensive guidance for students.
- Used and taught MLA and APA formatting 6th edition.

Full-Time Faculty, Subject Matter Expert, English 147;

Composition 170; Humanities 115

University of Phoenix (Online)

May. 2004-Feb. 2017

Tempe, AZ

- Taught basic English courses
- Used online technology and resources (eg: YouTube, Gamescape, Go Animate, Jing) to provide students with knowledge, information and feedback in thoughtful, well-written, and timely communications.
- Applied innovative instructional strategies such as using LiveLabs and GotoAssist for a more synchronous online learning environment.
- Managed online classroom (LMS) a minimum of 5 days per week, and responded to student questions within 48 hours.
- Volunteered as a mentor for new faculty members, offering advice and resources in curriculum and instructional strategies, classroom management, and course policies and procedures.
- Participated in monthly team meetings to discuss instructional strategies.
- Worked with students, academic counselors as well as university resources to address various student, academic and personal issues.
- Organized and designed appropriate faculty development activities focusing

on best practices in instruction and assessment specifically in the areas of writing and reading.

- Applied reading and writing instructional strategies to help students connect with and develop their literacy skills.
- Served on a committee of administration, faculty, and staff to hire faculty for English/Humanities open positions.
- Experience working with first year, non-traditional, international, and developmental English students.
- Developed means to identify at-risk students and provided direct, comprehensive guidance for students.
- Used and taught APA formatting 6th edition.

Assistant Faculty, English 101/102

John Wood Community College

Aug. 2014-Jan. 2017

Quincy, IL

- Taught basic English courses
- Applied innovative instructional strategies such as using twitter as a form of class discussion and using MovieMaker/iMovie to create visual representations of student writing.
- Managed online classroom (LMS) a minimum of 5 days per week, and responded to student questions within 48 hours.
- Used online technology and resources (eg: YouTube, Gamescape, Go Animate, Jing) to provide students with knowledge, information and feedback in thoughtful, well written, and timely communications.
- Participated in team meetings to discuss instructional strategies.
- Worked with students, academic counselors and college resources to address student, academic and personal issues.
- Applied reading and writing instructional strategies to help students connect with and develop their literacy skills.
- Experience working with first year, non-traditional students.
- Developed means to identify at-risk students and provided direct, comprehensive guidance for students.
- Used and taught MLA formatting.

Full-Time Faculty, English 090, 091, 099, 101, 102

Spoon River Community College

Aug. 2008-Aug. 2014

Macomb, IL

- Taught developmental and general English courses
- Applied innovative instructional strategies such as blended learning and hybrid courses.
- Observed, evaluated and mentored faculty members for tenure positions.
- Advised editor and co-editor of *Kaleidoscope* literary magazine on Macomb campus.
- Attended workshops to gain knowledge and experience in leadership skills as well as presentation skills focusing on designing curriculum and professional development.
- Presented professional development with emphasis on implementing technology into course design.
- Served on a committee of administration, faculty, and staff to hire faculty for English/Humanities open positions.
- Participated in various team meetings through shared governance.
- Worked with students, academic counselors and college resources to address student, academic and personal issues.
- Applied reading and writing instructional strategies to help students connect with and develop their literacy skills.
- Gained experience working with first year, traditional and non-traditional students, remedial education students as well as international students.
- Gained knowledge of Accelerated Learning Programs for mainstreaming developmental English students.
- Developed means to identify at-risk students and provided direct, comprehensive guidance for students.
- Used and taught MLA formatting.

Full-Time Faculty, English*Brown County High School*Aug. 2007-2008
Mt. Sterling, IL

- Supervised and mentored student teachers from local universities
- Helped establish professional development activities and procedures for teacher team meetings and school improvement days.
- Presented reading strategy workshops for faculty during professional development days.

Full-Time Faculty, English*Canton High School*Aug. 2001-2007
Canton, IL

- Supervised and mentored student teachers from local universities
- Helped develop and implement technology workshops for faculty.
- Designed the English department website.
- Co-Sponsor of the Poetry Club
- Speech Team Adviser
- Assumed Role of Department Chair when needed.
- Teacher of the Year 2007.

Assistant Faculty, English 099, 101*Lincoln Land Community College*Aug. 2002-2005
Beardstown, IL

- Experience working with first year and remedial education students.

Full-Time Faculty, English*Industry Junior/Senior High School*Aug. 1995-2001
Industry, IL

- Supervised and mentored student teachers from local universities
- Team Leader for Student Assistance Program

Curriculum, Program & Assessment Development

- Worked with a committee of six educators and administrators to design a First Year Student Success Series program for first year students at the University of Phoenix. The Success series consisted of six basic courses students should take chronologically in order to develop college and online learning skills.
- Established the six-class success series program outcomes and mission statements based on student retention data, enrollment trends, and performance issues. Helped develop student learning objectives and course outcomes for six sequenced courses within the Success Program and specifically designed course objectives, curriculum and weekly deliverables/assessments.
- Worked with a committee of three subject matter experts at the University of Phoenix to design a unified assessment plan for English 147. The committee examined student learning outcomes, program outcomes, and assessment standards.
- Served on selected committees tasked to examine and evaluate data for the purpose of revising English and humanities courses at the University of Phoenix in order to meet industry standards and accreditation needs.
- Collaborated closely with subject matter experts to design course to support best practices in online learning.

- Collaborated with subject matter experts, administration, program designers and university staff on curriculum development, assessments, instructional strategies, college/online orientation, and student resources.
- Provided expertise to faculty and school administration in course learning management systems and online best practices.
- Worked with selected committee of English faculty to revise the composition program at Quincy University based on performance trends, academic requirements and accreditation standards.
- Worked with a selected committee to develop general education core competency objectives for Spoon River College's general education courses in order to meet accreditation standards.
- Developed and implemented an Open Learning Center for remedial English courses at satellite campuses for Spoon River College based on best practices in individualized and self-directed best practices, student retention data, academic requirements, program revisions, and accreditation standards.
- Worked with Western Illinois University English faculty to streamline remedial English programs between Spoon River College and WIU in order to promote student retention.
- Member of a select team that developed a curriculum map for Industry Junior High School's core courses and aligned objectives to state standards as part of accreditation standards.

Teacher Candidate Supervision

- Served as intervention specialist through advising, providing intervention plans, solving problems and observing teacher candidates.
- Worked with supervisors, host teachers and mentors to support teacher candidates.
- Became familiar with university and state licensure programs and procedures.
- Developed and delivered training for supervisors, host teachers, and teacher candidates.
- Supervised the evaluation of teacher candidates.
- Maintained and updated policies and procedures for field experiences.
- Provided support and processes to help students develop and demonstrate appropriate dispositions for the teaching profession.

Concurrent Enrollment

- Taught English courses at Spoon River College, John Wood Community College, and Canton High School that provided registered high school students an opportunity to receive concurrent enrollment credit for English courses.
- Completed a research project at Walden University that examined the high school to college transition indicating how some of these transitional programs are failing America's students. The research project used current research to create a discussion concerning what successful transitional programs are doing to keep students in college and working toward achieving their degrees and explored existing research to create a more unified transitional model that results in student achievement. Concurrent enrollment programs were evaluated and discussed in this research project.

Assessment & Accreditation

- Participated in making course revisions, evaluating university curriculum and assessment practices as part of accreditation process.
- Worked with a selected committee at Spoon River College to develop, implement, and assess a college-wide portfolio assessment project based on general education core competencies. The portfolio assessment project was part of the college's strategic plan towards accreditation as well as evaluating student skill levels.
- Participated in college government system using Robert's Rules of Order.

- Served on a committee focusing on Institutional Planning and Evaluation during the accreditation process for Spoon River College.
- Selected, administered and analyzed school-wide interim assessments; then established professional development activities focusing on student performance issues.

Collective Bargaining

- Attended workshops on teambuilding and problem solving while serving as president of the Spoon River College Faculty Association.
- Attended workshops on interest based bargaining while president of the Spoon River college faculty association.
- While president of the Spoon River College Faculty Association, was part of a committee that engaged in interest based bargaining with the Spoon River College Board of Trustees.

Research and Publications

- Hancock, C. & Rowland, B. (2017). *Online and out of synch: Using discussion roles in online asynchronous discussions*
Manuscript in preparation
- Hancock, C. & Rowland, B. (April, 2017). *Discussion roles promote critical dialogue in asynchronous discussions*. PechaKucha presentation at the upcoming 2017 University System of Georgia Teaching and Learning Conference: Best Practices for Promoting Engaged Student Learning.

Budget Planning/Fiscal Management

- Treasurer of the Spoon River College Faculty Association (2011-2013). This role involved balancing the association checkbook, balancing credits and debits, keeping accurate financial records, paying faculty union dues, and verifying the outgoing union dues totals with Human Resources.

Student Evaluations

- "Thank you for all the best practices, tips and feedback shared throughout our discussions and activities these past five weeks. Your experience and knowledge has been insightful and rewarding. I appreciate you and your dedication to helping us grow our critical-thinking skills."
- This course was the best online course experience I had. You are a 'great teacher!' I've learned a great deal from your lessons and assignments. I will take your remarks and put them to use. If not 'whatever you fail to change in life, you are destined to repeat.' – Unknown."
- "I just read this, thank you so much you are a great educator. I will take a look at [your feedback] and just to let you know I have not stopped thinking critically!"
- "I am a little over halfway towards getting my degree. I've had quite a few instructors by now and some have been great, others have been beyond dreadful. You are the most active and engaging instructor I've had. I'm quite impressed actually. I've been through classes where you could tell the instructor didn't like their job or that they didn't care about what they were doing. I don't get that from you and I think you were fabulous. I will be filling out the end of

the course survey appropriately and I'll be looking for anything else that I can fill out that will help me let people who are in charge know my thoughts. Keep doing what you are doing!"

Education

PhD Education-Curriculum, Instruction, and Assessment Walden University, Minneapolis, MN Completed several research projects focusing on writing and literacy Dissertation Topic: <i>High Stakes Testing: An Examination of High School Students' Perspectives on Education and Lifelong Learning</i> GPA 4.0	2011
MA English-Writing Western Illinois University, Macomb, IL GPA 3.8	1998
BA Secondary Education-English Western Illinois University, Macomb, IL	1995
Illinois Teaching Certificate 6-12 English/Language Arts	1995

REFERENCES

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