Gordon Rowland

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Department of Organizational Communication, Learning, and Design	(607) 274-1031
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Education

Ph.D. in Instructional Systems Technology, Indiana University, Bloomington, Indiana. May 1991. Cognate in audio communication.

M.M. in Music Theory, Ithaca College, Ithaca, New York, August 1980. Additional emphasis in music composition.

B.M. in Music Performance, University of Connecticut, Storrs, Connecticut. May 1978. Additional emphasis in music education.

Professional Experience

Professor & Chair, Graduate Program in Communications, Ithaca College, 2005.

Professor & Chair, Department of Organizational Communication, Learning, and Design, Ithaca College, 2004-2005.

Associate Professor & Chair, Department of Organizational Communication, Learning, and Design, Ithaca College, 1997-2003.

Assistant Professor, Corporate Communication Department, Ithaca College, 1991-1997.

Instructional Designer, Charter Performance Group, Indianapolis, IN, 1990-1991.

Project Assistant, Audio-Visual Center, Indiana University, 1988-1990. (Graduate assistantship, 1988-1989; Staff position, 1989-1990)

Lecturer, Department of Instructional Systems Technology, Indiana University, 1989-1990.

Associate Instructor, Learning Skills Center, Indiana University, 1986-1988.

Instructional Designer, Division of Development and Special Projects, Indiana University, 1985-1986.

Co-Director, Computer-Based Instruction Center, Westminster Choir College, 1983-1985.

Instructor of Music Theory, Westminster Choir College, January 1982-August 1985.

Awards & Grants

Outstanding Book in Instructional Development, Division of Design and Development, Association for Educational Communications and Technology (AECT), 2001.

Summer Research Grants, Ithaca College, 1997, 2000, 2002.

Chapter contributor to Outstanding Book in Instructional Development, Division of Instructional Development, AECT, 1996.

Dana Research Fellowship, Ithaca College, 1995-1996.

Meritorious Achievement Award for Editing an Outstanding Special Issue of a Journal, Division of Instructional Development, AECT, 1995.

Awards & Grants continued

Outstanding Journal Article in Instructional Development, Division of Instructional Development, AECT, 1994.

Provost's Research Grant, Ithaca College, 1994.

Outstanding *Performance and Instruction* Article Award, International Society for Performance Improvement (ISPI), 1993.

Excellence Award, Finalist for Outstanding *Performance Improvement Quarterly* Article Award, ISPI, 1993.

ISPI Leadership Award, 1993.

ISPI Outstanding Student Research Award, 1992.

Writing—Books & Web Sites

Banathy, B. H., & Rowland, G. (2002). *Creating our future: If we don't do it, who will?* http://www.ithaca.edu/rowland/ctf

Rowland, G. (1999). *A tripartite seed: The future creating capacity of designing, learning, and systems*. Cresskill, NJ: Hampton Press.

Rowland, G. (1995). *The gatebuilder's trial: A parable for leaders of change*. Book manuscript used as a resource in 225-12300 Systems Thinking and Design course at Ithaca College. [coming soon as website]

Writing—Book Chapters

Gayeski, D., & Rowland, G. (2004). Corporate conversation.! In B. H. Banathy & P. M. Jenlink (Eds.), *Dialogue as a means of collective communication* (pp. 369-381). New York: Kluwer Academic/Plenum Publishers.

Limbach, R., de Jong, T., Pieters, J., & Rowland, G. (1999). Supporting instructional design with an information system? In J. van den Akker, R. M. Branch, K. Gustafson, N. Nieveen, & T. Plomp (Eds.), *Design approaches and tools in education and training* (pp. 113-123). Boston: Kluwer Academic Publishers.

Rowland, G., & Adams, A. M. (1999). Systems thinking in instructional design. In J. van den Akker, R. M. Branch, K. Gustafson, N. Nieveen, & T. Plomp (Eds.), *Design approaches and tools in education and training* (pp. 29-44). Boston: Kluwer Academic Publishers.

Rowland, G., Parra, M. P., & Basnet, K. (1995). Educating instructional designers: Different methods for different outcomes. In B. Seels (Ed.) *Instructional design fundamentals: A reconsideration* (pp. 223-235). Englewood Cliffs, NJ: Educational Technology Publications. First appeared in *Educational Technology, 34*(6), 5-11.

Writing—Articles (Refereed/Invited)

Rowland, G. (in press). Systems designing: Responding to the limitations of strategic planning. Invited paper for a special issue of *Educational Technology*.

Rowland, G., Lederhouse, A., & Satterfield, D. (2004). Powerful learning experiences of coherent learner groups. *Performance Improvement Journal, 17*(2), 46-64.

Writing—Articles (Refereed/Invited) continued

Rowland, G. (2004). Designing *with*: A homeopoietic ethic for evolutionary guidance. Invited paper for special issue, *Systems Research and Behavioral Science, 21*, 219-226.

Rowland, G. (2004). Shall we dance? Designing for organizational learning and performance. *Educational Technology Research & Development, 52*(1), 33-48.

Rowland, G. (2004). The concept of sustainability in the evolutionary guidance of an educational institution. *Systemic Practice and Action Research, 17*(4), 285-296.

Rowland, G. (2003). *A little ambiguity can go a long way.* Invited paper for a workshop at the Association for Educational Communications and Technology Annual Conference. Available at http://www.learndev.org/ambiguity.html#anchor1181508

Rowland, G., & DiVasto, T. (2001). Instructional design and powerful learning. *Performance Improvement Quarterly, 14*(2), 7-36.

Hemmes, K., Long, C., & Rowland, G. (1998). Situating learning of human performance technology. *Performance Improvement Quarterly, 11*(3), 16-31.

Rowland, G. (1998). Chaos and designing social systems. *World Futures, 52*, 367-381.

Medsker, K., Hunter, P., Stepich, D., Rowland, G., Basnet, K. (1995). Human performance technology in academic curricula: Survey results. *Performance Improvement Quarterly*, *8*(4), 6-21.

Rowland, G. (1995). Archetypes of systems design. *Systems Practice*, *8*(3), 277-288.

Rowland, G., & Wilson, G. F. (1994). Liminal states in designing. *Performance Improvement Quarterly*, *7*(3), 30-45.

Rowland, G., & Reigeluth, C. M. (1994) Task analysis. Invited encyclopedia entry in T. Husen & T. N. Postlethwaite (Eds.), *International Encyclopedia of Education*. London: Pergamon. Reprinted in T. Plomp & D. P. Ely (Eds.) (1996), *International Encyclopedia of Educational Technology* (2nd ed.). Oxford: Pergamon.

Rowland, G. (1993). Designing and instructional design. *Educational Technology Research & Development*, *41*(1), 79-91. Dutch translation in J. M. Pieters (Ed.) (1995), *Ontwerpen van opleidingen*. Deventer, The Netherlands: Kluwer Bedrijfswetenschappen.

Rowland, G. (1992). What do instructional designers actually do? An initial investigation of expert practice. *Performance Improvement Quarterly*, *5*(2), 65-86.

Writing—Articles (Non-refereed)

Rowland, G. (in press). Guiding the evolutionary human. *Proceedings of the Advanced International Colloquium on Building the Scientific Mind.* Learning Development Institute. (The Hague, The Netherlands, May 17-21, 2005) (http://www.learndev.org/)

Rowland, G. (2003). The worthwhile quest for integration of theories of learning. *Educational Technology, 43*(6), 63.

Writing—Articles (Non-refereed) continued

Rowland, G. (2003). Building Harmony by Y3K. In C. Hofer & G. Chroust (Eds.), *Proceedings of the Eleventh Fuschl Conversation* (pp. 239-242). Fuschl Am See, Austria: International Federation of Systems Research.

Dyer, G., Hammond, D., Horiuchi, Y., Otsubo, M., & Rowland, G. (2002). Toward a new "meta-systems" paradigm for Y3K. *Review of Administration and Informatics, 15*(1), 65-83. (Reviewed and accepted by journal's editorial board.)

Rowland, G., Hetherington, J., & Raasch, J. (2002, March-April). The individual nature of powerful learning experience. *Educational Technology*, 26-30.

Brahms, S., Dyer, G. Horiuchi, Y., Jenks, L., & Rowland, G. (2000). Y3K problem: Achieving a better world by the year 3000. *Review of Administration and Informatics, 13*(1), 25-39. (Reviewed and accepted by journal's editorial board.)

Adcock, M., Brahms, S., Collen, A., Dyer, G., Eidemiller, H., Forsythe, K., Johnson, C., LaPointe, G., Rowland, G., Ryan, D. & Vogl, B. (1999). Mapping the use of ethical metaphor to systems design/evolutionary guidance. *Proceedings of the Tenth International Conversation on Comprehensive Design of Social Systems* (pp. 25-33). Carmel, CA: International Systems Institute.

Brown, S., Chroust, G. Dyer, G., Horiuchi, Y., Metcalf, G., Rhee, M., Rowland, G., & Tagliaferri, C. (1999). Future life-long learning: A provisional model for the creation of value. *Review of Administration and Informatics*, *11*(1), 59-68. (Reviewed and accepted by journal's editorial board.)

Dyer, G., Dyer, J., Gabriele, S., Ferguson, T., Johnson, C., Rowland, G., & Ryan, D. (1998). Metaphorming for systems designers. In G. Rowland (Ed.), *Proceedings of the eighth international conversation on comprehensive design of social systems*. Carmel, CA: International Systems Institute.

Rowland, G. (1997, May). Implications of chaos theory for social systems design. *Patterns: ASCD Systems thinking/chaos theory network*, 9-11.

Jenks, L., Banathy, B. A., Banathy, B. H., Christakis, A., Frantz, T., Hood, P., & Rowland, G. (1996). Design learning resources. In G. Rowland (Ed.), *Proceedings of the seventh international conversation on social systems design* (pp. 18-35). Carmel, CA: International Systems Institute.

Rowland, G. (1996). "Lighting the fire" of design conversation. *Educational Technology*, *36*(1), 42-45.

Collen, A., Dyer, G., Frantz, T. G., Gotwald, A., Horiuchi, Y., Rowland, G., & Schwammle, U. (1995). Design of a conversation. *Review of Administration and Informatics*, *7*(1), 43-52. (Reviewed and accepted by journal's editorial board.)

Rowland, G. (1995). Instructional design and creativity: A response to the criticized. *Educational Technology*, *35*(5), 17-22.

Rowland, G. (1994) Designing and evaluating: Creating futures and appreciating error. *Educational Technology*, *34*(1), 10-22.

Carr, A., Dieterle, T., Dolbec, A., Frantz, T. G., Jenlink, P., Lieshoff, B., McArthur, I., Nelson, H., Paprock, K., & Rowland, G. (1994). Designing conversation. In G. Rowland (Ed.), *Proceedings of the 1993 Asilomar Conference on Comprehensive Systems Design of Education*. Carmel, CA: International Systems Institute.

Writing—Articles (Non-refereed) continued

Rowland, G. (1993, July). Making change our friend: The design perspective. *Educational Technology*, 29-31.

Dyer, G., Jenks, L., Hood, P., Minati, G., & Rowland, G. (1993). Group A report. *Proceedings of the 1992 Asilomar Conference on Comprehensive Systems Design of Education.* Carmel, CA: International Systems Institute.

Rowland, G., Fixl, A., & Yung, K. (1992). Educating the reflective designer. *Educational Technology*, 36-44.

Rowland, G. (1992, November/December). Do you play jazz? *Performance and Instruction*, 19-25.

Rowland, G. (1991, December). PERN: Designing educational futures. *Educational Technology*, 23-26.

Presentations & Panels

Systems thinking in organizational planning and design. Sustainable Tompkins Master Class, Ithaca, NY, January 19, 2005.

Sustainability and organizational planning. Sustainability Café, Ithaca College, Ithaca, NY, April 22, 2004.

Powerful learning experience. (2001, March). Faculty Colloquium, Ithaca College.

A faculty-student nonaggression pact: Does such an unstated arrangement exist at Ithaca College? (2001, March). Faculty Development Workshop, Ithaca College.

First principles. (2000, October). Association for Educational Communications and Technology International Conference, Denver, CO.

The IST doctorate in the workplace. (2000, October). Indiana University, Bloomington, IN.

Enhancing instructional design (1999, November). International Society for Performance Improvement (ISPI) New Jersey Chapter, Piscataway, New Jersey.

Systems thinking in design. (1997, October). Faculty Colloquium, Roy H. Park School of Communications, Ithaca College.

Situating learning of performance technology (1997, April). ISPI Convention, Anaheim, CA. Co-presented with Kimo Hemmes & Catherine Long.

Designing and design education. (1996, May). University of Twente, The Netherlands.

Educating the reflective designer. (1993, April). International Society for Performance Improvement (ISPI) Convention, Chicago, IL.

Survey results: Is performance technology transforming academic programs? (1993, April). ISPI Convention, Chicago, IL. Co-presented with Karen Medsker & Don Stepich.

Needs and task analysis. (1992, July). Week-long workshop for Samsung International at the Institute for Corporate Educators, Indiana University, Bloomington, IN.

Problem solving in instructional design. (1992, April). ISPI Convention, Miami, FL.

Designing educational futures. (1991, December). Asilomar Conference on the Systems Design of Education, Pacific Grove, CA.

Presentations & Panels continued

Problem solving in instructional design. (1991, February). AECT Convention, Orlando, FL.

Reviews & Editing

Educational Technology, Contributing editor, 2002-2005.

Performance Improvement Quarterly, Consulting Editor, 1992-2005.

Special reviewer of dissertations for Saybrook Institute, 1995-2002.

Journal of Applied Systems Studies, Associate Editor, 1999-2000.

Rowland, G., Visser, J., & Visser, Y. (Eds.) (2001, March-April). Special issue on expanded definitions of learning. *Educational Technology.*

Rowland, G. (Ed.) (1999). *Proceedings of the Tenth International Conversation on Comprehensive Design of Social Systems*: Carmel, CA: International Systems Institute (ISI).

DiVasto, T., & Rowland, G. (Eds.) (1998). *Proceedings of the Ninth International Conversation on Comprehensive Design of Social Systems*: Carmel, CA: ISI.

Long, C. & Rowland, G. (Eds.) (1997). *Proceedings of the Eighth Asilomar Conversation on Social Systems Design*: Carmel, CA: ISI.

Rowland, G. (Ed.) (1996). *Proceedings of the 1995 Asilomar Conversation on Social Systems Design*: Carmel, CA: ISI.

Rowland, G. & Shapiro, D. (Eds.) (1996). Special issue on "perspectives in change." *Educational Technology*, *36*(1).

Rowland, G. (Ed.) (1995). *Proceedings of the 1994 Asilomar Conversation on Social Systems Design*: Carmel, CA: ISI.

Rowland, G. (Ed.) (1994). Special issue on "Designing for human performance." *Performance Improvement Quarterly*, *7*(3).

Rowland, G. (Ed.) (1994). *Proceedings of the 1993 Asilomar Conversation on Comprehensive Systems Design of Education*: Carmel, CA: ISI.

Professional Affiliations and Positions

International Systems Institute, Steward Council, 2003-2005, Director of Publications, 1993-2000, ISI East Coast Laboratory Director 1993-96.

Mary Parker Follette Institute Advisory Board.

Learning Development Institute.

International Society for Performance Improvement. Co-Chair, Academic Affairs Committee, 1992-1993**.**

Association for Educational Communications & Technology.

Phi Kappa Phi.