

Gordon Rowland

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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

- Director, Center for Faculty Excellence, Ithaca College, 2019-2022.
- Professor of Communications, Ithaca College, 2004-2022.
- Co-Director, IC2 Project, 2009-2019.
- Chair, Graduate Program in Communications, Ithaca College, 2005-2008.
- Chair, Department of Organizational Communication, Learning, and Design, Ithaca College, 1997-2005.
- Associate Professor, 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

- Faculty Excellence Award, Ithaca College, 2019.
- Outstanding Book Award, Design and Development Division, Association for Educational Communications and Technology (AECT), 2017.

- Faculty in Residence, Center for Faculty Excellence, Ithaca College, 2014-2017.
Ithaca College Integrative Curriculum Demonstration Project Grant, 2009-2011;
extended 2011-2019.
- Park School Writing Award, faculty award recipient, 2008.
- Outstanding Book in Instructional Development, Division of Design and
Development, Association for Educational Communications and Technology
(AECT), 2001.
- Summer Research Grant, 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.
- Outstanding Journal Article in Instructional Development, Division of Instructional
Development, AECT, 1994.
- Provost's Small 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

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

Writing—Book Chapters

- Rowland, G. (2020). Making inquiry more systemic. In G. S. Metcalf, H. Deguchi, & K. Kijima (Eds.). *Handbook of Systems Sciences*. Singapore: Springer. Available at https://link.springer.com/referenceworkentry/10.1007%2F978-981-13-0370-8_27-1.
- Rowland, G. & Hamilton, J. (2018). Developing the connective tissue of the T. *T-shaped individuals: Adaptive innovators*. NY: Business Expert Press.
- Rowland, G. (2017). Bring design to design-based research. In Carr-Chellman, A., & Rowland, G. (Eds.). *Issues in technology, learning and instructional design: Classic and contemporary debates*. NY: Routledge.
- Rowland, G. (2016). Undisciplined and out of control: A course in systems thinking and design for first-year undergraduate students. In Boling, E., Schwier, R. A., Gray, C. M., Smith, K. M., & Campbell, K., (Eds.). *Studio teaching in higher education: Selected design cases*. New York, NY: Routledge.
- Rowland, G. (2014). EDISYS: A tool for enhancing design inquiry systems. In B. Hokanson & A. Gibbons (Eds.), *Design in educational technology: Design*

- process, design thinking, and the design studio*. Heidelberg, Germany: Springer Press.
- 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., & Kitchner-Meyer, A. (2018). Powerful learning at SEA: Connecting to complexity and systemic design. *Form Akademisk*, 11(4). Retrieved from <https://journals.hioa.no/index.php/formakademisk/article/view/2004>
- Reuning-Hummel, C., Meyer, A., & Rowland, G. (2016). Powerful learning experiences and Suzuki music teachers. *International Journal of Education & the Arts*, 17(36). Retrieved from <http://www.ijea.org/v17n36/>.
- Dyer, G., Jones, J., Rowland, G., & Zweifel, S. (2015). The Banathy conversation methodology. *Constructivist Foundations*, 11(1). Available at <http://www.univie.ac.at/constructivism/journal/11/1>
- Rowland, G. (2014). Teaching systemic design in the context of organizational communication. *FORMakademisk*, 7(3).
- Rowland, G. (2013). Powerful learning experiences: What we have learned. *Performance Improvement Quarterly*, 26(2), 39-43.
- Rowland, G., Hamilton, J., & Morales, M. (2011). The IICC Project: Integration-Insight-Creativity-Character. *International Journal of Designs for Learning*, 2(1).
- Bolger, B. B., Codner, S., Reuning-Hummel, C., & Rowland, G. (2011). Opportunities for and barriers to powerful and transformational learning experiences in online learning environments. Invited paper for special issue on transformational learning and digital technologies. *Educational Technology*, 51(2), 36-46.
- Rivera, B., & Rowland, G. (2008, March). Powerful e-learning: A preliminary study of learner experiences. *Journal of Online Learning and Teaching*, 4(1), 14-23. <http://jolt.merlot.org/>

- Rowland, G. (2007). Performance improvement assuming complexity. In G. Rowland (Ed.), Special issue on implications of complexity. *Performance Improvement Quarterly*, 20(2), 117-136.
- Rowland, G. (2007). The challenge of new science: A primer on complexity. In G. Rowland (Ed.), Special issue on implications of complexity. *Performance Improvement Quarterly*, 20(2), 9-20.
- Rowland, G. (2006). Systems designing: Responding to the limitations of strategic planning. Invited paper for a special issue of *Educational Technology*, 46(2), 7-10.
- Rowland, G., Lederhouse, A., & Satterfield, D. (2004). Powerful learning experiences of coherent learner groups. *Performance Improvement Journal*, 17(2), 46-64.
- 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? A design epistemology 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 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. Re-published in *Performance Improvement Quarterly*, 26(2).
- 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—E-books

Banathy, B. H., & Rowland, G. (2002). *Guiding our evolution: If we don't do it, who will?* Self-published 2009: <http://www.guidingourevolution.com> (previous title: Creating the future).

Rowland, G. (1995). *Lessons for leading change: The gatebuilder's trial*. Self-published 2009: <http://www.lessonsforleadingchange.com>

Writing—Articles (Non-refereed)

Rowland, G. (2015). The arts of questioning and selling [Blog post]. *Threads@CFE*. Available at <http://threadcfe.com/2015/02/12/the-arts-of-questioning-and-selling/>

Dyer, G., Horiuchi, Y., Jones, J., Ohkami, Y., Rowland, G., & Zweifel, S. (2014). Future directions of the Banathy Conversation Model. *Proceedings of the 2014 International Federation for Systems Research Conversation*. Linz, Austria: IFSR.

Rowland, G. (2013). Innovation over the edge: Introduction to special issue. In G. Rowland (Special Issue Ed.), *Educational Technology*, 53(5), 3-7.

Howard, C. D., Boling, E., Rowland, G., & Smith, K. M. (2012). Instructional design cases and why we need them. *Educational Technology*, 52(3), 34-38.

Rowland, G. (2008, November-December). Design and research: Partners for educational innovation. *Educational Technology*, 3-9.

Rowland, G. (2007). Educational inquiry in transition: Research and design. *Educational Technology*, 47(2), 14-23.

Fuchs, C., Horiuchi, Y., Kordes, U., Rivera, B., Rowland, G., & Walton, D. (2007). 2006 Fuschl Design Conversation: Fuschl extension team report: Igniting a new form of design conversation. *The Research Reports of Shibaaura Institute of Technology*, 41(1), 67-77.

Rowland, G. (2005). 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.

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.
- 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.

Writing—Unpublished essays (written for internal audiences)

- Assessment assuming complexity*. (2017). Available at https://faculty.ithaca.edu/rowland/docs/complex_assessment/
- The promise of liberal professional education*. (2007). Available at <https://faculty.ithaca.edu/rowland/docs/Promise/>

Presentations & Panels

- Developing systemic design tools: The CHRIIS model*. Relating Systems Thinking and Design 8. October 17, 2019. Chicago, Illinois. Paper and slides available at: <https://rdsymposium.org/developing-systemic-design-tools-the-chriis-model/>
- Presidential session: Classic and contemporary dialogues in ID, technology, learning and leading*. Co-presented with Alison Carr-Chellman. Association for Educational Communications and Technology Annual Conference. November 9, 2017. Jacksonville, Florida.
- Systemic design as explanation for powerful learning experience*. Relating Systems and Design Thinking 5. October 14, 2016. Toronto.
- Developing the connective tissue of the T*. T-Summit, Washington, D.C., March 21-22, 2016. Co-presented with Jason Hamilton.
- Integrated inquiry*. (2014, November). Faculty Colloquium. Ithaca College.
- Construction Zone: Building the inclusive campus*. Three-stage workshop activity. Inclusive Leadership in a Diverse World: POD Leadership Development Institute, June 9-12, 2014, Ithaca College.
- Teaching systemic design in the context of organizational communication*. Invited presentation, Relating Systems Thinking and Design 2013 Symposium, Oslo, Norway, October 9-11, 2013.
- Enhancing design inquiry systems*. Opening keynote presentation, 2012 AECT Research Symposium, Louisville, KY.
- Powerful learning experience: Exposition and development; Recapitulation* (May 26, 2011). Finger Lakes Project Workshop. Ithaca College. Co-presented with Carrie Reuning-Hummel.
- What do we make of design? Design as a concept in educational technology*. Association for Educational Technology and Communications, Anaheim, CA, October 28, 2010. Discussant.
- The IICC Project*. Ithaca College Faculty Development Workshop, August 28, 2010.
- Systems thinking*. Finger Lakes Institute, May 27, 2010. Co-presented with Jason Hamilton.

- Integration and Insight: Collaborative Learning in the IICC Project.* Ithaca College Faculty Development Workshop, May 25, 2010. Co-presented with Jason Hamilton.
- The ecology of the design studio learning environment: Identity, participation, and professional practice* (panel discussant). American Educational Research Association, April 30, 2010.
- Powerful Learning Experience Studies.* Park School Research Cluster, February 24, 2010. Co-presented with Carrie Reuning-Hummel.
- Design inquiry in education (panel coordinator and moderator).* American Educational Research Association, April 14, 2009.
- Advancing the narrative of instructional design and design theory* (panel member). American Educational Research Association, April 14, 2009.
- Design and research: Partners in educational innovation.* Keynote address to the Design and Technology SIG, American Educational Research Association, New York City, March 27, 2008.
- Systems thinking in healthcare (panel moderator).* Ithaca College, September 14, 2007.
- 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* (panel participant). (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 K. Medsker & D. 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.
- Problem solving in instructional design*. (1991, February). AECT Convention, Orlando, FL.

Reviews

- Educational Technology Research and Development*: Reviewed manuscripts as Consulting Editor, 2010-2019.
- International Journal of Designs for Learning*: Reviewed manuscripts as member of Editorial Board, 2011-2019.
- Performance Improvement Quarterly*: Reviewed manuscripts as Consulting Editor, 1992-2019.
- She Ji: The Journal of Design, Economics, and Technology*: Reviewed manuscript, 2017.
- Design and Technology Special Interest Group, American Educational Research Association: Reviewed submissions for annual conference, 2017.
- Sevaldson, B. (in press). *Systems oriented design*. Cambridge, MA: MIT Press
Reviewed book manuscript for publisher.
- Meyer, M. M. (2014). *The innovator's path: How individuals, teams, and organizations can make innovation business-as-usual*. NY: Wiley. Book review published in *Educational Technology*, 54(3), 61-62.
- Gibbons, A. (2013). *Instructional design: An architectural approach*. NY: Taylor & Francis. Reviewed book manuscript for publisher.
- Rowland, G. (2010). Review of the book *Instructional design for performance improvement at work*, edited by K. H. Silber & W. R. Foshay. *Educational Technology*, (50)5, 60-61.
- TechTrends*. Reviewed manuscript. 2009.
- Visser, J., & Visser-Valfrey, M. (Eds.) (2008). *Learners in a changing learning landscape: Reflections from a dialogue on new roles and expectations*. Reviewed for the 2009 James W Brown Publication Award of the Association for Educational Communications and Technology.
- Promotion and Tenure reviews for candidates at Boise State University and Indiana University, 2006, 2008.
- Sport Sociology Journal*. Reviewed article as external reviewer. 2005.
- Saybrook Graduate School. Served as external reviewer of dissertation titled *Designing a systemic e-learning delivery system*. 2005.
- Stirling, D. (2005). Reviewed thesis for Learning Development Institute. 2005.
- Sport Sociology Journal*. Reviewed article as external reviewer. 2004.
- Nelson, H. G., & Stolterman, E. (2003). *The design way: Intentional change in an unpredictable world*. Englewood Cliffs, NJ: Educational Technology Publications. Reviewed manuscript for authors and publisher.

- Walton, D. (2002). *A theory base for evolutionary design inquiry among multiple inquiring communities*. Doctoral dissertation. Saybrook Institute. Served on dissertation committee.
- Richey, R. C., Fields, D. C., & Foxon, M. (Eds.) (2001). *Instructional design competencies: The standards (3rd edition)*. ERIC Clearinghouse on Information & Technology. Reviewed manuscript for the publisher.
- DeWine, S. (2001). *The consultant's craft: Improving organizational communication*. Reviewed for Bedford/St. Martin's for preparation of 2nd edition.
- Laszlo, K. C. (2000). *Creating the conditions for the design of evolutionary learning community*. Special Reviewer of dissertation for Saybrook Institute.
- Banathy, B. H. (2000). *Guided evolution of society*. NY: Plenum Press. Reviewed manuscript for the author.
- Bausch, K. (2000). *Causality and social systems*. Special Reviewer of dissertation for Saybrook Institute.
- Journal of Applied Systems Studies*. Reviewed manuscript as Associate Editor, 1999-2000.
- Banathy, B. H. (1996). *Designing social systems in a changing world*. NY: Plenum Press. Reviewed manuscript for the author.
- Gagne, R. M., & Medsker, K. (1996). *Conditions of learning: Training applications*. NY: Harcourt-Brace. Reviewed 2 chapters for the publisher.
- LaPointe, G. (1995). *Designing a design inquiry for the revitalization of native Alaskan culture*. Special Reviewer of dissertation for Saybrook Institute.

Editing

- Carr-Chellman, A., & Rowland, G. (Eds.) (2017). *Issues in technology, learning and instructional design: Classic and contemporary debates*. NY: Routledge.
- Educational Technology*, Contributing editor, 2002-2017.
- Rowland, G. (Ed.) (2013). Special issue on innovation over the edge. *Educational Technology*, 53(5).
- Rowland, G. (Ed.) (2007). Special issue on implications of complexity. *Performance Improvement Quarterly*, 20(2).
- 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 Journal of Designs for Learning*, Advisory Board 2012-present.
Handbook on Research in Educational Communications and Technology, Advisory Board, 2016-2018.
- Sea Education Association (SEA) Academic Advisory Board, 2014-2017.
- International Society for System Sciences.
- American Educational Research Association.
- Association for Educational Communications and Technology.
- American Society for Cybernetics.
- International Society for Performance Improvement. Co-Chair, Academic Affairs Committee, 1992-1993.
- International Systems Institute, Steward Council, 2003, Director of Publications, 1993-2000, ISI East Coast Laboratory Director 1993-96.
- Learning Development Institute.
- Phi Kappa Phi.

Courses Taught at Ithaca College

Graduate

- 223-51000 Special Topics: Designing Educational Systems
- EXCO 50000 Innovation and Collaboration
- COMM 69000 Thesis
- COMM 68000 Seminar: Theory in Practice
- COMM 65000 Independent Study
- COMM 64300 Research Methods in Communication
- COMM 64000 Designing Systems and Messages
- COMM 53500 Workplace Learning and Performance (formerly Learning Systems)

Undergraduate

- 225-11100 Presentation Support Media
- 225-21000 Designing Learning Systems
- 225-25000 Computer Applications in Organizations
- 225-34500 Performance Technology

225-38000 Computer-Assisted Learning
225-41200 Workshop in Organizational Communication, Learning, and Design
225-48900 Reflective Practice
DIIS 10000 FLEFF Practicum I, II, III
ICIC 10000 Integration: Connecting the Disciplines
ICIC 12000 Insight: Combining Expertise
ICIC 13000 Creativity: Transforming Insights into Ideas
ICIC 14000 Character: Developing Habits for Good
STCM 12300 Systemic Design
STCM 45000 Critical Issues in Organizations
STCM 49000 Internship
STCM 49900 Independent Study

Additional college courses previously taught

Acoustics (honors supplement)
Aural Skills I, II, III, IV, and V
Instructional Development (graduate)
Introduction to Computer Science
Managing Resources for Learning
Music Theory I, II, III, and IV
Orchestration (honors supplement)
Reading Efficiency
Seminar in Task Analysis (graduate)

Service

College

Strategic Planning Steering Committee, Evolution Working Group Co-chair,
2018-2019.
Research Council, 2013-2019.
Faculty Grievance Committee, 2002-2003; 2004-2006; 2009-2011, 2013-2019,
Co-chair 2018-2019; Fact Finding Committee, 2005; Fact Finding Committee
Chair, 2015.
Faculty Delegate, Provost Search, 2018.
Direct Measures Feedback Group, 2017.
Honorary Doctorate Committee, 2014-2017.
Fulbright Review Committee, 2017
College Tenure and Promotion Committee, 2015-2016.
Interdisciplinary Courses Task Force, 2015.
Associate Chief Information Officer and Director of Teaching and Learning
Technologies Search Committee, 2015.

Post-tenure Review Committee for MASS Department, 2015.
 Faculty Development Director Search Committee, 2012.
 Faculty Evaluation *Ad Hoc* Committee, 2010-2011.
 Faculty Handbook Amendment Committee, 2007-2011.
 Academic Policies Committee, curriculum sub-committee, Spring 2010.
 Graduate Task Force on Administrative Structure, 2009-2010.
 Graduate Council, 2005-2006, 2007-2008.
 Graduate Admissions Group, 2005-2006, 2007-2008.
 Search and Selection Procedures Committee, 2005-2006.
 Business School Stakeholder Group, 2004-2006.
 Student Information Systems Academic Group, 2005.
 Planning Team for United Nations Framework Convention on Climate Change, 2005.
 New Initiatives Review Committee, 2002-2004.
 Hallmarks of Excellence for the First Year of College Task Group, 2003-2004.
 Library Director Search Committee, 2002-2003.
 Planning and Priorities Committee, 2001-2004.
 Interim Curriculum Committee for Division of Interdisciplinary Studies, 2002-2003.
 Periodic Program Review Committee, 2001.
 Kaplan Scholarship Committee, 2001.
 Design Team for Performance Review of Senior Administrators, 1998-1999.
 Affiliate, Center for Teacher Education, 1994-1999.
 Middle States Accreditation Outcomes Committee, 1996-1997.
 Academic Policies Committee, Policy Sub-Committee, 1996-1997.
 Technology Interest Group Steering Committee, 1995-1997.
 Faculty Council, 1994-1995.
 First-Year Experience Committee, sub-committee on Mission, 1992-1993.

School

Curriculum Committee, 1991-1993; 1995-1996; Chair, Spring 1996; Spring 1997-1999, 2005-2006, 2009-2011, 2015; Chair, 2016-2017; 2017-2018.
 Professor Promotion Committee, 2005-2017, Chair, 2005-2006, 2007-2011, 2015-2017.
 Pendleton Development Grants Committee, 2007-2008; 2013-2015.
 Core Values and Ideas Working Group, 2013-2014.
 Communications Graduate Committee, 1991-2014.
 Journalism Department Personnel Review Committee, Spring, 2010; Fall 2013.
 Park School Student Writing Award Committee, 2014, 2015.

Administrative Council, 1997-2008.
Faculty Steering Committee, 2005-2006, Chair, Spring 2006, Degrees subcommittee, Spring 2006.
Park Planning Committee, Co-chair of core values team, 2003-2005.
Park School Dean Search Committee, Chair, 2003-2004.
Scholarship Review Committee, 1997-2004.
Governance Committee, 2002-2003.
Technology Planning Committee, 1998-2002.
Summer Orientation advisor, 1998, 2001.
Associate Dean Search Committee, 1998-1999.
Strategic Planning Committee, 1992-94.
First-Year Experience Committee, 1992-1993.

Department

Personnel Committee, 1997-2019, Chair, 2015-2019.
Colleague Mentoring Committees (4) 2015-2019.
Ad hoc committees on bylaws and student statement revision, 2015-2017.
Search Committees: 2003-2004 (four positions); 2002-2003 (three positions); 2001-2002, Chair (two positions); Fall 2002 (two 1-year temp positions); 2000-2001 (two positions); 1998-1999; 1997-1998, Chair (two positions); 1994-1995; 1993-1994, Chair; 1991-1992.
OCLDA (student association) Advisor 1998-2003.
Goals and Assessment Committee, Chair, Spring 2000.