

Donald H. Wulff

PUBLICATIONS, PRESENTATIONS, AND AWARDS

Books

- Wulff, D. H., Jacobson, W. H., Freisem, K., Hatch, D. H., Lawrence, M., & Lenz, L. R. (Eds.). (2005). *Aligning for learning: Strategies for teaching effectiveness*. Bolton, MA: Anker.
- Wulff, D. H., Austin, A. E., & Associates. (2004). *Paths to the professoriate: Strategies for enriching the preparation of future faculty*. San Francisco: Jossey-Bass.
- Nyquist, J. D., & Wulff, D. H. (1996). *Working effectively with graduate assistants*. Thousand Oaks, CA: Sage.
- Wulff, D. H., & Nyquist, J. D. (Eds.). (1992). *To Improve the Academy: Resources for Faculty, Instructional and Organizational Development* (Vol. 11). Stillwater, OK: New Forums Press and the Professional and Organizational Development Network in Higher Education.
- Nyquist, J. D., & Wulff, D. H. (Eds.). (1992). *Preparing teaching assistants for instructional roles: Supervising TAs in communication*. Annandale, VA: Speech Communication Association.
- Nyquist, J. D., Abbott, R. D., Wulff, D. H., & Sprague, J. (Eds.). (1991). *Preparing the professoriate of tomorrow to teach: Selected readings on TA training*. Dubuque, IA: Kendall/Hunt.
- Nyquist, J. D., Abbott, R. D., & Wulff, D. H. (Eds.). (1989). *Teaching assistant training in the 1990s*. New Directions for Teaching and Learning, No. 39. San Francisco: Jossey-Bass.
- Kovacs, M. A., Mortensen, R., Remes, H., Tunstall, J. P., & Wulff, D. H. (1984). *Speech: Skill, process, practice*. Villa Maria, PA: The Center for Learning.

Chapters and Articles in Edited Books/Journals/Newsletters

- Jacobson, W. H., Wulff, D. H., Grooters, S., Edwards, P. M., & Freisem, K. (in press). Reported Long-Term Value and Effects of Teaching Center Consultations. In L. Nilson & J. Miller (Eds.), *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development* (Vol. 27). San Francisco: Jossey-Bass.
- Wulff, D. H., & Nerad, M. (2006). Using an alignment model as a framework in assessment of doctoral programs. In P. L. Maki & N. Borkowski (Eds.), *The assessment of doctoral education: Emerging criteria and new models for improving outcomes* (pp. 83-108). Sterling, VA: Stylus.
- Jacobson, W. H., & Wulff, D. H. (2005). Designing for alignment. In D. H. Wulff, W. H. Jacobson, K. Freisem, D. H. Hatch, M. Lawrence, & L. R. Lenz, (Eds.), *Aligning for learning: Strategies for teaching effectiveness* (pp. 35-50). Bolton, MA: Anker.
- Wulff, D. H. (2005). Alignment for learning: Synthesis and conclusions. In D. H. Wulff, W. H. Jacobson, K. Freisem, D. H. Hatch, M. Lawrence, & L. R. Lenz, (Eds.), *Aligning for learning: Strategies for teaching effectiveness* (pp. 224-236). Bolton, MA: Anker.

- Wulff, D. H. (2005). Using the alignment model of teaching effectiveness. In D. H. Wulff, W. H. Jacobson, K. Freisem, D. H. Hatch, M. Lawrence, & L. R. Lenz, (Eds.), *Aligning for learning: Strategies for teaching effectiveness* (pp. 3-15). Bolton, MA: Anker.
- Wulff, D. H., Hess, C. W., & Sequeira, D. L. (2005). Applying alignment in the faculty reward system. In D. H. Wulff, W. H. Jacobson, K. Freisem, D. H. Hatch, M. Lawrence, & L. R. Lenz, (Eds.), *Aligning for learning: Strategies for teaching effectiveness* (pp. 206-222). Bolton, MA: Anker.
- Wulff, D. H. (2004). Enhancing quality through the preparation of future faculty. In A. Tjeldvoll & F. Zhou (Eds.), *University Development and Globalisation*, No. 21, (pp. 89–107). Trondheim, Norway: Norwegian University of Science and Technology (NTNU), Programme for Teacher Education.
- Austin, A. E., & Wulff, D. H. (2004). The challenge to prepare the next generation of faculty. In D. H. Wulff, A. E. Austin, & Associates, *Paths to the professoriate: Strategies for enriching the preparation of future faculty* (pp. 3-16). San Francisco: Jossey-Bass.
- Wulff, D. H., & Austin, A. E. (2004). Future directions: Strategies to enhance the path to the professoriate. In D. H. Wulff, A. E. Austin, & Associates, *Paths to the professoriate: Strategies for enriching the preparation of future faculty* (pp. 267-292). San Francisco: Jossey-Bass.
- Wulff, D. H., Austin, A. E., Nyquist, J. D., & Sprague, J. (2004). The development of graduate students as teaching scholars: A four-year longitudinal study. In D. H. Wulff, A. E. Austin, & Associates, *Paths to the professoriate: Strategies for enriching the preparation of future faculty* (pp. 46-73). San Francisco: Jossey-Bass.
- Wulff, S. S., & Wulff, D. H. (2004). "Of Course I'm Communicating; I Lecture Every Day": Enhancing teaching and learning in introductory statistics. *Communication Education*, 53 (1), 92–102.
- Civikly-Powell, J., & Wulff, D. H. (2002). Working with teaching assistants and undergraduate peer facilitators to address the challenges of teaching large classes. In C. A. Stanley & M. E. Porter (Eds.), *Engaging large classes: Strategies and techniques for college faculty* (pp. 109-122). Bolton, MA: Anker.
- Morreale, S., Applegate, J., Wulff, D. H., & Sprague, J. (2002). The scholarship of teaching and learning in communication studies and communication scholarship in the process of teaching and learning. In M. T. Huber & S. P. Morreale (Eds.), *Disciplinary styles in the scholarship of teaching and learning: Exploring common ground* (pp. 107–123). Washington, D. C.: Carnegie Foundation for the Advancement of Teaching and the American Association for Higher Education.
- Morreale, S. P., & Wulff, D. H. (2002). Communicate clearly, logically, and cogently in oral language—A response from communication. *The Successful Professor*, 1(2), 2–4.
- Wulff, D. H., & Nyquist, J. D. (2001). Using qualitative methods to generate data for instructional development. In K. G. Lewis & J. Povlacs Lunde (Eds.), *Face to face: A sourcebook of individual consultation techniques for faculty/instructional developers* (2nd ed., pp. 63-76). Stillwater, OK: New Forums Press.
- Nyquist, J. D., & Wulff, D. H. (2001). Consultation using a research perspective. In K. G. Lewis & J. Povlacs Lunde (Eds.), *Face to face: A sourcebook of individual consultation techniques for faculty/instructional developers* (2nd ed., pp. 45–62). Stillwater, OK: New

Forums Press.

- Nyquist, J. D., Manning, L., Wulff, D. H., Austin, A. E., Sprague, J., Fraser, P. K., Calcagno, C., & Woodford, B. (1999). On the road to becoming a professor: The graduate student experience. *Change*, 31(3), 18–27.
- Wulff, D. H., & Nyquist, J. D. (1999). Selected tools and methods to engage students in learning. In A. L. Vangelisti, J. A. Daly, & G. W. Friedrich (Eds.), *Teaching communication: Theory, research and methods* (2nd ed., pp. 299–318). Hillsdale, NJ: Lawrence Erlbaum.
- Wulff, D. H. (1998). The move to teaching and Learning. *Paideia*, 6(3), 6–7.
- Nyquist, J. D., & Wulff, D. H. (1997). Professional development for consultants at the University of Washington's Center for Instructional Development and Research. In K. T. Brinko and R. J. Menges (Eds.), *Practically speaking: A sourcebook for instructional consultants in higher education* (pp. 285–303). Stillwater, OK: New Forums Press.
- Wulff, D. H. (1994). The case of the worrisome workload. In W. C. Rando & L. F. Lenze (Eds.), *Learning from students: Early term student feedback in higher education* (pp. 29–32). University Park, PA: National Center for Post-secondary Teaching, Learning, and Assessment.
- Wulff, D. H., Abbott, R. D., & Nyquist, J. D. (1993). Collaboration at the University of Washington. In K. G. Lewis (Ed.), *Preparing TAs for multiple roles* (pp. 98–106). Stillwater, OK: New Forums Press.
- Wulff, D. H. (1993). Tales of transformation: Applying a teaching effectiveness perspective to stories about teaching. *Communication Education*, 42(4), 377–397.
- Wulff, D. H. (1992). Essential elements of TA training. In J. D. Nyquist & D. H. Wulff (Eds.), *Preparing teaching assistants for instructional roles: Supervising TAs in communication* (pp. 114–127). Annandale, VA: Speech Communication Association.
- Nyquist, J. D., & Wulff, D. H. (1992). The ultimate challenge of TA training in communication. In J. D. Nyquist & D. H. Wulff (Eds.), *Preparing TAs for instructional roles: Supervising TAs in communication* (pp. 245–249). Annandale, VA: Speech Communication Association.
- Wulff, D. H., Nyquist, J. D., & Abbott, R. D. (1991). Developing a TA training program that reflects the culture of the institution: TA Training at the University of Washington. In J. D. Nyquist, R. D. Abbott, D. H. Wulff, & J. Sprague (Eds.), *Preparing the professoriate of tomorrow to teach: Selected readings on TA training* (pp. 113–122). Dubuque, IA: Kendall/Hunt.
- Abbott, R. D., Wulff, D. H., Nyquist, J. D., Ropp, V. A., & Hess, C. W. (1990). Satisfaction with processes of collecting student opinions about instruction: The student perspective. *Journal of Educational Psychology*, 82, 201–206.
- Nyquist, J. D., & Wulff, D. H. (1990). Selected active learning strategies. In J. Daly, G. Friedrich, & A. Vangelisti (Eds.), *Teaching communication: Methods, research, and theory* (pp. 337–362). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Wulff, D. H., & Nyquist, J. D. (1990). Instructional tools. In J. Daly, G. Friedrich, & A. Vangelisti (Eds.), *Teaching communication: Methods, research, and theory* (pp. 249–265). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Sullivan, C. F., & Wulff, D. H. (1990, Winter). Freshman interest groups at the University of

- Washington: Building community for freshmen at a large university. *Washington Center News*, 4, pp. 1–8.
- Abbott, R. D., Wulff, D. H., Szego, C. K. (1989). Review of research on TA training. In J. D. Nyquist, R. D. Abbott, and D. H. Wulff (Eds.), *Teaching assistant training in the 1990s*. New Directions for Teaching and Learning, No. 39 (pp. 111–124). San Francisco: Jossey-Bass.
- Nyquist, J. D., Abbott, R. D., & Wulff, D. H. (1989). The challenge of TA training in the 1990s. In J. D. Nyquist, R. D. Abbott, and D. H. Wulff (Eds.), *Teaching Assistant Training in the 1990s*. New Directions for Teaching and Learning, No. 39 (pp. 7–14). San Francisco: Jossey-Bass.
- Nyquist, J. D., Wulff, D. H., & Abbott, R. D. (1989). The interface between communication and instruction: Communication foundations for a university instructional development center. *Communication Education*, 38, 377–386.
- Wulff, D. (1989). Communication factors in the management of two elementary classrooms: A paradigm for classifying field observations. *Journal of the Northwest Communication Association*, 17, 45–61.
- Nyquist, J. D., & Wulff, D. H. (1988). Consultation using a research perspective. In K. G. Lewis (Ed.), *Face to face: A sourcebook of individual consultation techniques for faculty/instructional developers* (pp. 33–50). Stillwater, OK: New Forums Press. Reprinted from R. Wadsworth (Ed.), *Professional and organizational development in higher education: A handbook for practitioners*. Stillwater, OK: New Forums Press.
- Wulff, D. H., & Nyquist, J. D. (1988). Using field methods as a teaching-learning tool. *To Improve the Academy* (pp. 87–98), Professional & Organization Development Network in Higher Education, Stillwater, OK: New Forums Press.
- Wulff, D. H., Nyquist, J. D., & Abbott, R. D. (1987). Students' perceptions of large classes. In M. G. Weimer (Ed.), *Teaching large classes well*. New Directions for Teaching and Learning, No. 32 (pp. 17–30). San Francisco: Jossey-Bass.
- Nyquist, J. D., & Wulff, D. H. (1987). The training of graduate teaching assistants at the University of Washington. In N. V. Chism & S. B. Warner (Eds.), *Institutional responsibilities and responses in the employment and education of teaching assistants* (pp. 144–154). Columbus, OH: The Ohio State University.
- Wulff, D. H., & Nyquist, J. D. (1986). Using qualitative methods to generate data for instructional development. *To Improve the Academy*, Professional & Organization Development Network in Higher Education, Stillwater, OK: New Forums Press.
- Wulff, D. H., Staton-Spicer, A. Q., Hess, C. W., & Nyquist, J. D. (1985). The student perspective on evaluating teaching effectiveness. *ACA Bulletin*, 53, 39–47.
- Staton-Spicer, A. Q., & Wulff, D. H. (1984). Research in communication and instruction: Categorization and synthesis. *Communication Education*, 33, 377–391.
- Nyquist, J., & Wulff, D. H. (1982). The use of simultaneous feedback to alter the teaching behaviors of university instructors. *Journal of Classroom Interaction*, 18, 11–18.

SELECTED CONFERENCE PRESENTATIONS

- “How’s it going? Reflecting on Our Work as New Developers”
Pre-conference workshop presented at the 32nd Annual Conference of the Professional and Organizational Development Network in Higher Education (POD), Pittsburgh, PA, October, 2007. (with M. Cohen, P. Frederick, L. Warren, & J. Zubizarreta)
- “Supporting Graduate Student Scholarship of Teaching and Learning”
Panel session presented at the 32nd Annual Conference of the Professional and Organizational Development Network in Higher Education (POD), Pittsburgh, PA, October, 2007. (with D. Bruff, D. Gillian-Daniel, & J. Robinson)
- “What Difference Do We make in the Long Run?”
Panel session presented at the 32nd Annual Conference of the Professional and Organizational Development Network in Higher Education (POD), Pittsburgh, PA, October, 2007. (with W. Jacobson & K. Freisem)
- “Providing Mentored Experiences that Address Graduate Students’ Instructional Interests”
Panel session presented at the 31st Annual Conference of the Professional and Organizational Development Network in Higher Education (POD), Portland, OR, October, 2006. (with G. Aiello, E. Feetham, & A. Linse)
- “How’s it going? Reflecting on Our Work as New Developers”
Pre-conference workshop presented at the 31st Annual Conference of the Professional and Organizational Development Network in Higher Education (POD), Portland, OR, October, 2006. (with M. Cohen, P. Frederick, K. Mooney, & L. Warren)
- “Using Instructional Consultations in Academic Staff (Faculty) Development”
Presentation at the Kongress of the German Association for Research and Development in Higher Education, Universität Dortmund, Dortmund, Germany, March, 2006.
- “Communication Scholars as Administrators in Higher Education: Our Contributions to Current Challenges”
Panel presented at the annual conference of the Western States Communication Association, Palm Springs, CA, February, 2006. (with B. Bach, A. L. Darling, S. Petronio, & A. Q. Staton)
- “Cherishing Our Time with Our Colleagues: Honoring the Work of Jo Sprague”
Panel presented at the annual conference of the Western States Communication Association, Palm Springs, CA, February, 2006.
- “Spotlight on Teaching: Carolyn Calloway”
Panel chair, session presented at the annual conference of the National Communication Association (NCA), Boston, MA, November, 2005. (with C. Dobris, A. Smith, C. Thamel, & C. Calloway-Thomas)
- “Faculty Perspectives on the Process of Instructional Change”
Panel chair, session presented at the 30th Annual Conference of the Professional and Organizational Development Network in Higher Education (POD), Milwaukee, WI, October, 2005. (with D. Burstyn & D. McManus)
- “Faculty Development: Exploring Possibilities, Engaging Ideas, and Creating the Future”
Panel presented at the 30th annual Conference of the Professional and Organizational Development Network in Higher Education (POD), Milwaukee, WI, October, 2005.

(with A. Austin, T. Cooper, P. Dawkins, M. Reder, M. D. Sorcinelli, P. Weissinger, & A. Wright)

“Strategies for Enriching the Preparation of Future Faculty”

Session presented at the 29th Annual Conference of the Professional and Organizational Development Network in Higher Education (POD), Montreal, Quebec, Canada, November, 2004.

“Modifying the SGID Process for Curriculum and Program Assessment”

Session presented at the 29th Annual Conference of the Professional and Organizational Development Network in Higher Education (POD), Montreal, Quebec, Canada, November, 2004. (with K. Freisem)

“Responses to the Top Four Student Papers in Instructional Communication.”

Presentation as a respondent to the top four student papers in instructional communication at the annual conference of the National Communication Association, Miami Beach, FL, November, 2003.

“Move over and Share the Mirror: Using Collaboration in the Reflective Process for the Scholarship of Teaching and Learning in Communication”

Presentation as part of a panel at the annual conference of the National Communication Association, Miami Beach, FL, November, 2003. (with C. Anson, A. Darling, J. Hoffmann, & J. Sprague)

“The Path to the Professoriate: The Preparation of Future Faculty as Teaching Scholars”

Keynote Presentation at the First National Conference on Universities’ Quality Development (UNIQUAL), Norwegian University of Science and Technology, Trondheim, Norway, October, 2003.

“Envisioning Effective Approaches to Evaluating Faculty Development Programs”

Session presented at the 28th Annual Conference of the Professional and Organizational Development Network in Higher Education (POD), Denver, CO, October, 2003. (with A. E. Austin & M. D. Sorcinelli)

“Creating a Vision for Interdisciplinary Collaboration in the Scholarship of Teaching and Learning”

Session presented at the 28th Annual Conference of the Professional and Organizational Development Network in Higher Education (POD), Denver, CO, October, 2003. (with S. Wulff)

“Spotlight on Teaching: William W. Wilmot’s Impact on University Teaching and Learning”

Panel presented at the annual conference of the National Communication Association, New Orleans, LA, November 2002. (with B. Bach, C. Bullis, D. Carbaugh, C. Wilson, & W. Wilmot)

“Using the Scholarship of Teaching and Learning to Enhance Communication in a Statistics Course”

Session presented at the annual conference of the National Communication Association, New Orleans, LA, November 2002. (with S. Wulff)

“A Synthesis of Research on Graduate Education for Future Faculty”

Session presented at the 27th Annual Conference of the Professional and Organizational Development Network in Higher Education (POD), Atlanta, GA, October, 2002. (with A. E. Austin)

“Centralized Programs: The Best of Times, the Worst of Times”

- Session presented at the 27th Annual Conference of the Professional and Organizational Development Network in Higher Education (POD), Atlanta, GA, October, 2002. (with C. Cook, M. D. Sorcinelli, & M. Marincovich)
- “Preparing the Engaged Faculty of the Future”
Session presented at the 10th Annual AAHE Conference on Faculty Roles and Rewards, Phoenix, AZ, January, 2002. (with A. E. Austin & J. D. Nyquist)
- “Gaps at the Interface of TA Preparation and the Faculty Career”
Session presented at the 26th Annual Conference of the Professional and Organizational Development Network in Higher Education (POD), St. Louis, MO, October, 2001. (with A. E. Austin, W. Jacobson, & D. Rogers)
- “Veteran PODers Share Accumulated Knowledge and Wisdom: A Conversation”
Session presented at the 26th Annual Conference of the Professional and Organizational Development Network in Higher Education (POD), St. Louis, MO, October, 2001. (with L. Fisch, J. Povlacs Lunde, & L. Wilkerson)
- “Implications of Applying the Scholarship of Teaching and Learning in the Communication Discipline”
Sessions presented at the Annual Summer Conference of the National Communication Association (NCA), Washington, D.C., June, 2001. (with A. Darling)
- “Communicating Successfully in the Renal Dietitian’s Role”
Keynote presentation at the Northwest Renal Dietitians’ Conference, Gig Harbor, WA, April, 2001.
- “Disciplinary Perspectives in the Scholarship of Teaching and Learning”
Session facilitated at the 9th Annual AAHE Conference on Faculty Roles and Rewards, Tampa, FL, February, 2001. (with S. Morreale, J. Applegate, & J. Sprague)
- “The Scholarship of Teaching and Learning: Unique challenges and Opportunities for the Communication Discipline”
Paper presented at the 86th Annual Convention of the National Communication Association, Seattle, WA, November, 2000. (with S. Morreale, J. Applegate, & J. Sprague)
- “The Scholarship of Teaching and Learning in Communication Studies and Communication Scholarship in the Process of Teaching and Learning”
Panel presented at the Annual Conference of the American Association for Higher Education (AAHE), Anaheim, CA, March, 2000. (with S. Morreale, J. Applegate, & J. Sprague)
- “Learning from Graduate Students: Rethinking Graduate Education and Its Role in Preparing the Academy’s Future Teaching Scholars”
Session presented at the 8th American Association for Higher Education (AAHE) Conference on Faculty Roles and Rewards, New Orleans, LA, February, 2000. (with J. D. Nyquist, A. E. Austin, & J. Sprague)
- “The Role of the Graduate School in Preparing the Academy’s Future Teaching Scholars”
Session presented at the 39th Annual Meeting of the Council of Graduate Schools, Washington, D.C., December, 1999. (with A. E. Austin, M. L. Landolt, J. D. Nyquist, & J. Sprague)
- “Results of a Longitudinal Study of Graduate Students: Implications for Graduate Education in Communication”

Session presented at the 85th Annual Convention of the National Communication Association, Chicago, IL, November, 1999. (with A. E. Austin, J. D. Nyquist, & J. Sprague)

“Clearing the Path to the 21st Century: Preparing Graduate Students as Prospective Teaching Scholars”

Session presented at the 24th Annual Conference of the Professional and Organizational Development Network in Higher Education (POD), Lake Harmony, PA, October, 1999. (with A. E. Austin & J. D. Nyquist)

“Leadership in Preparing the Academy's Future Teaching Scholars”

Panel presented at the Annual Conference of the American Association for Higher Education (AAHE), Washington, D. C., March, 1999. (with J. D. Nyquist, A. E. Austin, & J. Sprague)

“Journeys of Those Aspiring to the Professoriate: Envisioning a Context for Success”

Presentation at the American Association for Higher Education's 4th Annual Forum on Faculty Roles and Rewards, San Diego, CA, January, 1999. (With J. Nyquist, A. Austin, J. Sprague, & P. Fraser)

“Disciplinary Differences in Preparing Future College/University Professors”

Presentation at the 2nd International Conference on Educational, Faculty, and TA Development, Austin, TX, April 1998. (with J. Nyquist)

“The Empowered Teacher: Using Personal Experiences to Enhance Teaching”

Panel presented at the 83rd Annual Meeting of the National Communication Association, Chicago, IL, November, 1997. (with R. Harrison, A. P. Bochner, C. S. Ellis, & H. L. Roubicek)

“Messages Graduate Students Receive about Their Future in the Professoriate: An Interim Report on a Longitudinal Study”

Panel presented at the 83rd Annual Meeting of the National Communication Association, Chicago, IL, November, 1997. (with J. Nyquist, J. Sprague, & L. Manning)

“Graduate Students' Experiences: Interim Report from a Longitudinal Study”

Panel presented at the 6th National Conference on the Education and Employment of Graduate Teaching Assistants, Minneapolis, MN, November, 1997. (with J. Nyquist, J. Sprague, L. Manning, & E. Wert)

“Working with Differing Predispositions and Perspectives in ITA/TA Education”

Panel presented at the 6th National Conference on the Education and Employment of Graduate Teaching Assistants, Minneapolis, MN, November, 1997. (with I. Arnesen, E. Axelson, & B. Black)

“Getting Feedback from Students”

Session presented for new instructional developers at the 22nd Annual Conference of the Professional and Organizational Development Network in Higher Education (POD), Haines City, FL, October, 1997.

“Preparing Tomorrow's Faculty: Aiming at a Moving Target”

Session presented at the 22nd Annual Conference of the Professional and Organizational Development Network in Higher Education (POD), Haines City, FL, October, 1997. (with N. Chism, M. Marincovich, & M. Svinicki)

“Negotiating Boundaries between Faculty Development and Institutional Assessment”

Session presented at the 22nd Annual Conference of the Professional and Organizational Development Network in Higher Education (POD), Haines City, FL, October, 1997. (with M. D. Sorcinelli, M. Stassen, & M. Svinicki)

“The Future Professoriate: Themes Emerging from a National Study on the Development of Graduate Students as Teaching Scholars”

Panel presented at the Annual Meeting of the American Association for Higher Education (AAHE), Washington, D. C., March, 1997 (with J. D. Nyquist, A. E. Austin, J. Sprague, C. Calcagno, P. Fraser, & B. Woodford)

“The Role of Communication Scholars in Preparing Faculty and Future Faculty for Their Instructional Roles”

Panel presented at the Speech Communication Association Convention, San Diego, CA, November, 1996. (with J. D. Nyquist & J. Sprague)

“Small Group Instructional Diagnosis”

Workshop at the Statewide Assessment Conference, Seattle, WA, May, 1996. (with K. White)

“Translating Communication Principles into Practical Approaches for Preparing Teaching Assistants”

Presentation at the 5th National Conference on the Training and Employment of Graduate Teaching Assistants, Denver, CO, November, 1995. (with A. Darling, J. Nyquist, J. Sprague, & L. Skow)

“Using Faculty Stories to Chart a Course for Teaching and Learning”

Presentation at the 20th Annual Conference of the Professional and Organizational Development Network in Higher Education (POD), North Falmouth, MA, October, 1995.

“Using a Communication Perspective for TAs at Various Stages of Development”

Presentation at the 4th National Conference on the Training and Employment of Graduate Teaching Assistants, Chicago, IL, November, 1993. (with J. Nyquist, J. Sprague, & L. Skow)

“TAs' Stories: When TA Training Works”

Presentation at the 4th National Conference on Training and Employment of Graduate Teaching Assistants, Chicago, IL, November, 1993. (with J. Nyquist & D. Dolan)

“Designing Programs for Assessing Teaching and Learning”

Workshop presented at the Preconvention Conference, "Preparing Tomorrow's Professoriate to Teach: A Conversation for Our Discipline," at the 78th Annual Meeting of the Speech Communication Association Convention, Chicago, IL, October, 1992.

“Approaches to Faculty Development”

Presentation as part of a panel at the annual meeting of Northwest Communication Association, Coeur d'Alene, ID, April, 1992.

“Research on Stages of Teaching Assistant Development”

Presentation as part of a panel at the 3rd National Conference on the Training and Employment of Teaching Assistants, Austin, TX, November, 1991. (with J. Nyquist, L. Skow, J. Sprague)

“TA Training at the University of Washington: Developing Collaborative Relationships”

Paper presented at the 3rd National Conference on the Training and Employment of Teaching Assistants, Austin, TX, November, 1991. (with J. Nyquist, R. Abbott, & E. Feetham).

- “Providing a Foundation for the Teaching Role: The TA Experience”
Presentation for the POD Network at the 1990 AAHE Conference on Higher Education, San Francisco, CA, April, 1990. (with J. Nyquist)
- “Further Evidence Regarding Students' Satisfaction with Processes of Collecting Student Opinions about Instruction”
Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA, March, 1989. (with R. Abbott, J. Nyquist, V. Ropp, & C. Hess)
- “University Students' Perceptions of Class Size: Is Larger Worse?”
Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA, March, 1989. (with R. Abbott, J. Nyquist)
- “Developing a TA Training Program that Reflects the Culture of the Institution”
Presentation at the 2nd National Conference on the Training and Employment of Teaching Assistants, Seattle, WA, November, 1989.
- “Undergraduates Speak Out About Their TAs”
Panel Moderator, presentation at the 2nd National Conference on the Training and Employment of Teaching Assistants, Seattle, WA, November, 1989.
- “Continuing Education for Engineers and Engineering Faculty”
Presentation as part of a panel at the autumn meeting of the Washington Council for Engineering and Related Technology Education, University of Washington, Seattle, WA, October, 1989.
- “Dimensions of Teaching Effectiveness in the Workshop Setting”
Keynote presentation at the Autumn Conference of the Washington State Community College Librarians and Media Specialists, Pierce College, Tacoma, WA, October, 1989.
- “Developing an Instructional Development Program that Reflects the Culture of the Academic Institution”
Presentation at the 14th Annual Conference of the Professional and Organizational Development Network in Higher Education, Jekyll Island, GA, October, 1989.
- “Case Studies of the Communication of Effective University Instructors: The Alignment Model”
Paper presented at the Annual Speech Communication Association Convention, New Orleans, LA, November, 1988.
- “Effective Teaching in the Library”
Workshop presented for Washington State Faculty/Librarians at the Connections Conference, The Evergreen State College, Olympia, WA, November, 1988.
- “Needs Assessment: Starting at the Beginning”
Presentation at the 13th Annual Conference of the Professional and Organizational Development Network in Higher Education, Keystone, CO, October, 1988. (with J. Nyquist)
- “Assessing Learning Communities: The University of Washington Freshman Interest Groups Experience”
Presentation at the Annual Conference of the American Association for Higher Education, Washington, D. C., March, 1988.
- “A Training Program for Staff Involved in Instructional Development”

Presentation at the 12th Annual Conference of the Professional and Organizational Development Network in Higher Education, Kerrville, TX, October, 1987.

“Helping Faculty through Instructional Development”

Presentation at the High School and College Conference, University of Washington, Seattle, WA, April, 1986.

“Using Qualitative Methods in Faculty Development”

Presentation at the Joint Conference of the Professional and Organizational Development Network in Higher Education and the National Council for Staff, Program and Organizational Development, Delavan, WI, October, 1985.

“Using Videotape Simulations to Improve Instructional Effectiveness”

Presentation at the Joint Conference of the Professional and Organizational Development Network in Higher Education and the National Council for Staff, Program and Organizational Development, Delavan, WI, October, 1985. (with J. Nyquist)

“Communication and Teacher Effectiveness”

Presentation at the National Summer Conference on Instructional Communication, University of Washington, Seattle, WA, July, 1985.

HONORS

David B. Thorud Leadership Award, University of Washington, Seattle, WA, 2007.

Bob Pierleoni Spirit of POD (Distinguished Service) Award, Professional and Organizational Development Network in Higher Education, 2002.

Who's Who in American Education, 1995–96.

Nominee, Professional Staff Award, University of Washington, Seattle, WA, 1991.

Distinguished Teaching Award, University of Washington, Seattle, WA, 1984.

Teaching Assistant Award for Excellence in Scholarship and Teaching, University of Washington, Seattle, WA, 1983.

Outstanding Young Educator Award, 1979.

Outstanding Educators of America, 1970.

Outstanding Young Educator Award, 1970.