

NACC Conference at UMW – April 17-18, 2015

Draft Program

Friday, April 17, 2015

10am-noon – Registration

1pm-1:15 – Conference Welcome (Digital Auditorium)

Welcoming remarks from:

Anand Rao, Conference Director (University of Mary Washington)

Marlina Davidson, NACC Chair (University of Nebraska - Omaha)

Tim O'Donnell, Associate Provost for Academic Success and Student Engagement
(University of Mary Washington)

1:15-2:00 - Keynote Address (Digital Auditorium)

“Come Together at the Center: Coordinating Academic Support Services”
Lauren Bell (Randolph-Macon College)

Dr. Bell is Professor of Political Science and Dean of Academic Affairs at Randolph-Macon College in Ashland, Virginia. As Dean of Academic Affairs, Dr. Bell oversees a variety of academic services, including [Randolph-Macon's Speaking Center](#). In her presentation on April 17th, Dr. Bell will talk about the coordination between and among academic support services at Randolph-Macon College, as well as more general best practices and opportunities to improve our provision of services to students.

2:10-3:00 – Future of the NACC (Digital Auditorium)

All conference participants are invited to join in a discussion about the future of the NACC, its relationship to the National Communication Association, and the possibility of establishing the NACC as a separate entity.

3:10 – 4:00 – Concurrent Sessions

Non-Competitive Paper Presentations (ITCC 210)

“Preparing for Change: The Development of a Multiliteracy Communication Studio,”
Danielle Cordaro (University of Mount Union) and Gabriella Pishotti (University of Mount Union)

“Advertising the Communication Center: Ethical Quandaries,” Thomas Duke (University of Alabama)

“Cultural Competency,” Hannah Kasmala (UNC-Greensboro)

“We Know Something about Training,” Susan Wilson (DePauw University)

Online Public Speaking Programs – The Good, the Bad, and the Ugly (Part 1) (ITCC 327)

Increasingly communication programs are developing online public speaking courses. Sometimes, this effort comes with support of communication centers, while other times, without center support. This panel will discuss the opportunities and challenges of delivering online speaking instruction from a variety of perspectives ranging from “under development” to “thriving” and points in between. In session one, panelist will discuss their experiences. In session two, attendees will have an opportunity to ask questions and discuss the future of online public speaking courses.

Bonnie Wentzel (ASU West)
Brandi Quesenberry (Virginia Tech)
Erin Ellis (UNC-Greensboro)
Laura Gill (Creighton University)
Marlene Preston (Virginia Tech)
Marlina Davidson (University of Nebraska – Omaha)
Morgan Smalls (North Carolina State University)

Faculty Paper Presentations (ITCC 348)

“The Many Faces of Public Speaking Practice Among Undergraduates”* Danielle Leek (Grand Valley State University) and Carl Brown (Grand Valley State University)

“Communication Centers as Sites for Identity (Re) Negotiation”* Roy Schwartzman (UNC-Greensboro) and Rolando Sanchez (UNC-Greensboro)

“Rethinking Communication Centers for the 21st Century: From Public Speaking to Public Advocacy” Paul E. Mabrey III (James Madison University)

**Submitted as part of the Joyce Ferguson Paper Competition*

Creating Digital Stories in the Communication Center: Re-envisioning Speech Acts (ITCC 349)

Our panel will discuss two collaborative ventures that re-interpret storytelling in our digital world. At Carlow University, the Tom Hopkins Communication Lab currently supports two ongoing curriculum projects that focus on the development of digital storytelling. Using the Aristotelian notions of ethos, pathos and logos, the basic public speaking class and the digital storytelling class are using video speech acts to teach students these concepts in a multimedia approach.

The first example, discussed by Professor Michael Balmert, will explore the traditional persuasive speech act that includes a condensed Youtube-style video speech assignment. Professor Rachel Mayer Furman will explore the digital storytelling video assignment that is used to accompany the main feature journalism piece. Kathryn Giles, a tutor in the

Hopkins lab, will discuss the tutor-level support that accompanies both of these projects, from the in-class teaching to the in-center support.

Michael Balmert (Carlow University)
Rachel Mayer Furman (Carlow University)
Kathryn Giles (Carlow University)

4:00 – 4:50 – Concurrent Sessions

Reaching Out from the Center: Coming Together through Outreach & Engagement (ITCC 210)

To come together at the Communication Center requires a simultaneous move out and away from the Center. This panel argues that while it is necessary to develop a sense of togetherness at the Center, coming together at the Center is not sufficient. We must first reach out and engage our potential clients, partners and collaborators beyond the Center in order to come together at the Center. This panel uses the James Madison University (JMU) Communication Center as an example for what reaching out to come together at the Center might resemble. Building on notions of outreach and engagement, we explore three ways that the JMU Communication Center has reached out from the Center. First, reaching beyond the client traditionally served. Second, expanding the types of services offered. Finally, engaging community members outside of the college-campus. Attendees are invited to contribute other ways Centers may reach out to come together.

Chris Horton (James Madison University)
Paul Mabrey (James Madison University)
Rachel Matt (James Madison University)
Ellie Rogowski (James Madison University)
Leanna Smithberger (James Madison University)

Online Public Speaking Programs – The Good, the Bad, and the Ugly (Part 2) (ITCC 347)

Continuation of the previous session.

Special Interest Group: Multiliteracy Centers (ITCC 348)

Do you administer a center that covers more than one mode of communication (speaking, writing, visual design, information or digital literacy)? Are you planning to start such a center or combine forces with another academic support entity on your campus? Debating about whether to cross train a staff over multiple areas or use separate staffs with different skillsets and training? Concerned about budget proposals and planning appropriate consultation spaces? If so, join us to discuss recent research practical concerns of starting and managing a multiliteracy center.

Danielle Cordaro (University of Mount Union)

Student Paper Presentations (ITCC 349)

“Building Confidence in and out of the Speaking Center,”* Nankwat Dakum (University of Maryland) and Amanda King (University of Maryland)

“The Influence of Verbal Fillers on Client Perceptions of Peer Consultant Credibility,”*
Ashley Jensen (University of Maryland), Shivana Dinally (University of Maryland), and
Ariella Gordon (University of Maryland)

“The Influence Policy Debate Can Have on Tutoring in Undergraduate Learning Centers,”
Ellie Miller (James Madison University) and Mariah Young (University of Mary
Washington)

* *Submitted as part of the Undergraduate Student Paper Competition*

5:00-6:00 – Reception (DA) – co-sponsored by Randolph Macon College and the University of
Mary Washington

6:00 – 8:00 – Dinner on Your Own

8:00-10:00 – Concert (DA)

Saturday, April 18, 2015

8-8:50 – NACC Business Meeting (ITCC 327)

Coffee, tea, and continental breakfast will be available.

9:00-9:50 – Concurrent Open Forums

Open Forum for Start-Ups (ITCC 210)

Open discussion forum for directors and staff who have recently created, or are planning to create, a communication center.

Open Forum for Directors (ITCC 347)

Open discussion forum for directors and staff of communication centers.

Open Forum for Students (ITCC 348)

Open discussion forum for undergraduate and graduate consultants of communication centers.

10:00-10:50 – Concurrent Sessions

Special Interest Group: Coming Together to Make the Case for Communication Centers (ITCC 210)

Whether justifying the creation of a new Communication Center, the expansion of an existing one, or simply maintaining an under-resourced Center, we frequently need to make the case for what we do. As a Special Interest Group, participants will share their best answers to the question, “Why do we need a Communication Center?” Building upon a list of ideas generated pre-conference, the session will result in an online index of resources that can be employed to secure our centers’ futures. If you have found something to be helpful in making the case for your Center, why not share it?

Sue Weber (University of Pennsylvania)

Graduate Student Paper Presentations (ITCC 347)

“Investigative Journalism Techniques in Tutoring Sessions,” Erin Ellis (UNC-Greensboro)

“Constructing a Peer Tutoring Communication Rubric for Evaluations and Self-Assessment,”* Carley A. Reynolds (University of Southern Mississippi) and Nicole E. Magee (University of Southern Mississippi)

“Combined Centers: A Look into Increased Speaking and Writing Integration in the University”* Catherine LeBouton (University of Mary Washington)

“Facilitating Learning Through Facilitation: How Facilitation Skills Can Inform Communication Center Tutoring Best Practices,”* Leanna Smithberger (James Madison University)

** Submitted as part of the Huddy-Gunn Graduate Student Paper Competition*

The Director's Dilemma (ITCC 348)

The purpose of this panel/roundtable is to bring to light new and longstanding issues of interest to communication center directors. This is not meant to be a series of presentations, rather a sharing of situations, ideas, and concerns. Panelists will offer communication center issues for discussion. Time will be allotted to invite comments from the audience for each issue. Non-center academics in the audience will have the opportunity to offer their communication perspectives as we seek solutions to what are essentially organizational communication issues.

Kimberly M. Cuny, Chair (UNC-Greensboro)
Lindsay Sabatino (UNC-Greensboro)
Carl J. Brown (Grand Valley State University)
Karen Sindelar (Coe College)
Paul E. Mabrey, III (James Madison University)
Rowie Kirby-Straker (University of Maryland)
Morgan Smalls (North Carolina State University)

Undergraduate Student Paper Presentations (ITCC 349)

“Critical Pedagogy,”* Brandan Bilski (Grand Valley State University)

“The Knowledge Market: A Study of Group Salience,”* Kelsey Hines (Grand Valley State University)

“Experiential Learning Theory,”* Ari Zucker (Grand Valley State University)

** Submitted as part of the Undergraduate Student Paper Competition*

11:00-11:50 – Concurrent Sessions

Special Interest Group: Assessment (ITCC 210)

The assessment of communication centers should be viewed as a community activity, rather than the sole responsibility of the director. How as tutors can we contribute to the process of designing and implementing assessments that are both effective and beneficial? How do we find new ways to begin looking for measurable outcomes? How can we assess how well our centers are meeting the needs of clients, staff, and faculty? In this discussion, we will examine several approaches to assessment while focusing specifically how tutors can be involved in creating and improving their communication centers, how tutors can develop individually, and how to combine this idea with assessment of the multiliteracy center as a whole.

Alyssa Suffron (University of Mount Union)

Book It! At the Center” (ITCC 347)

When selecting or updating instructional material, sometimes it is difficult to know where to start! From journal articles, to scholarly books, to training handbooks, the selection is as diverse as our speaking centers. This panel of communication scholars will

discuss books and journal articles directly beneficial in training speaking center tutors and those who lead them.

Bonnie Wentzel (ASU-West)
Wendy Atkins-Sayre (University of Southern Mississippi)
Linda Hobgood (University of Richmond)
Theodore Sheckels (Randolph Macon College)
Jon Wiebel (Allegheny College)
Esther Yook (George Mason University)

The Architecture of Communication: Creating Spaces that Foster High Impact Practices (HIPS) (ITCC 348)

In this panel, the participants will discuss the process of building a new communication lab at Carlow University. This new space set to open in August of 2015 will serve as both a space for students to work on high impact skills, as well as a space that will serve to conduct interdisciplinary research. We will explore the demand created for our new space, the considerations of the lab as a university-wide tool for communication skill development, and the architectural design of the new space, as it meets the needs of the modern university. The new lab houses three interview rooms, two large presentation rooms, a digital conference/presentation room and a control room.

John Cook will discuss the project delivery process used to build the new lab. Chuck Miller will present the recording/technology considerations. Professor Furman will explore the considerations of space and room design in the new lab that give students a chance to develop a variety of communication skills through HIPS. As well, she will provide suggestions on how to use current lab spaces to achieve these same goals.

Rachel Mayer Furman (Carlow University)
Chuck Miller (KbPort)
John Cook (Sextant)

Communication Centers Impact on Studying Abroad (ITCC 349)

Some of our staff members have had the opportunity to study abroad in countries around the world. The competencies that a Communication Center teaches can surely impact their lives once they are in a foreign country trying to learn, experience, and assimilate into a new environment. Panelists have all studied abroad and wish to engage in conversation about the skills that helped them the most while in another country, what they have learned from their time abroad, and how their time away influenced how they currently interact and view the Center.

Shaquana Suggs (UNC-Greensboro)
Hannah Yoo (UNC-Greensboro)
Mariah Governor (UNC-Greensboro)
Aaron Wright (UNC-Greensboro)

12:00-1:00 – Lunch

Promoting the Center Through Collaboration Across Campus (ITCC 210)

In order to promote the Oral Communication Center and attract clients from a variety of backgrounds, peer consultants have collaborated with individuals across campus. Oral Communication Center consultants have focused on individual students, peer mentoring in the classroom, workshops and expanding services to a second tutoring center on campus. Consultants have focused on seeking out those groups on campus who need help developing oral communication skills. Working with these groups has helped develop the consultants who work in the center and promoted the communication center across campus. Throughout this panel presentation, each of the Oral Communication Center consultants will discuss the collaborations across campus, explain the impact collaboration has had on the center and suggest future recommendations.

Breanne Winter (Wyoming)
Adam Hamilton (Wyoming)
Shelby Johnsen (Wyoming)
Jordan Eischen (Wyoming)
Lucas Hansen (Wyoming)
Conroy Stout (Wyoming)

You Can Do It! We Can Help! Getting the Center's Administrative Work Done Effectively and Efficiently (ITCC 347)

Many communication center directors have numerous responsibilities well beyond the running of our respective labs. It is therefore important that each of us has a set of strategies to complete the administrative work of our labs as successfully and efficiently as possible.

Panelists will present sets of strategies that have been tried and refined at their respective colleges and universities, in hopes that attendees can either duplicate their policies or revise them slightly to work as well on their own campuses. Each set of suggestions will be presented under an umbrella concept such as a team approach.

As a way to involve our attendees and garner even more ideas from everyone present, we will reserve the second half of our presentation time for interaction. Each umbrella concept will be posted on a large sheet in our presentation room. Each attendee will be given a marker and asked to write his/her ideas for getting the administrative work done on the sheets of paper; then everyone can share the ideas of the entire room. This exercise will be accompanied by discussion.

Kyle B. Love (Columbia College)
Alyssa Davis (Clemson University)
Rowie Kirby-Straker (University of Maryland)
Morgan Smalls (North Carolina State University)
Bonnie Wentzel (ASU-West)

The Face of the Center (ITCC 348)

Before speakers sit down with their consultant, their first encounter is with someone at the front desk. Students working at the front desk can set the tone for how a speaker views the Center even before the student has received help. In addition to setting the tone of the space, the person at the front desk must answer phone calls, check in speakers, manage walk-in appointments, and work with the staff in transferring information about who has checked in, has not shown, or is running late. Panelists all work at the front desk and will offer discussion on this topic and invites participants to share their best practices for scheduling appointments, handling unpleasant speakers, and communicating between the front of house and the back.

Issiis Bates (UNC-Greensboro)
Andrea Hasking (UNC-Greensboro)
Jenna Brinkley (UNC-Greensboro)
Jonna Hicklin (UNC-Greensboro)

Workshop: Improv(ing) Confidence (ITCC 349)

Improv teaches courage. Recent research shows that improvisation helps not only with audience adaptation and overall communication skills, but also with speaking anxiety. Paradoxically, the immediate impact of learning to embrace failure through improvisation techniques ultimately leads to increased confidence in any speaking situation.

This highly interactive workshop is designed primarily for speaking center tutors and should be conducted in a smaller group (or no more than 10 participants). It will provide tutors with additional tools and exercises for managing their clients' public speaking anxiety. We will engage in short-form improvisation games and exercises that tutors can easily replicate and implement in their own work. The exercises will focus on memory, impromptu speaking, active listening, direct response, physicality and space consciousness.

Daniela Kempf (Barnard College)

2:00-2:50 – Concurrent Sessions

Workshop: Fostering Critical Thinking Skills in the Speaking Center (ITCC 210)

The speaking center is a fitting place to foster the art of critical thinking. This all-important skill is essential in the development of speaking, listening, and writing competence. In this workshop, staff members of the University of Maryland Oral Communication Center will demonstrate several innovative activities used by that center to help clients exercise critical thinking skills when preparing their speeches. From high-pressure boot camp style quizzing to guided introspection, these activities push clients to think more deeply about the “real” goal of their presentations, relevance to the audience, the structure of their speeches, the arguments and supporting evidence they plan to put forth, and how these work together to make or break a presentation, and more importantly, to change lives. Workshop attendees should be prepared to participate in enjoyable and engaging critical thinking activities that can be replicated and enhanced for use in their own centers.

University of Maryland Communication Center Staff

Scholarship in Progress (ITCC 347)

The purpose of this panel/roundtable is to discuss communication center scholarship currently underway at UNC Greensboro. Scholars will share progress and seek input from audience members where future direction of current writing projects.

Erin Ellis, Associate Director, The University Speaking Center, University of North Carolina Greensboro, Focus on: Role Integration in Unconventional Consultations

Karen Boger, Communication Consultant, The University Speaking Center, University of North Carolina Greensboro, Focus on: Utilizing a Teacher Locus of Control to examine the role of peer-to-peer teachers that Consultants use in their consultations and how this impacts their teaching practices (e.g., degree of innovation, ability to inspire the speaker towards using self-directed behaviors, etc.).

Lindsay Sabatino, Director, The Digital ACT Studio, University of North Carolina Greensboro, Focus on: Exploring ways to help instructors develop the skills they need to teach multimodal composing effectively.

Kimberly M. Cuny, Director, The University Speaking Center, University of North Carolina Greensboro, Focus on: The use of art in the work of communication centers.

Tutoring in Multiliteracy Centers: Expectations and Challenges (ITCC 348)

This panel will be a discussion on the emerging topic of multiliteracy from the perspective of tutors from communication centers representing a number of different institutional contexts. Presenters will discuss their own experiences and research on the differences between consulting in a single-literacy center, such as a writing or speaking center versus a multiliteracy center that may include writing, speaking, visual, or digital literacy. The tutors will discuss the transition from a single literacy center to a multiliteracy center, the type of training tutors should undergo, and tutoring international students in the multiliteracy setting.

Kathryn Giles (Carlow University)

Andrea Hamlen (?)

Kelsey Hines (Grand Valley State University)

Ray Celeste Tanner (University of Mary Washington)

Kayla Ashdown (University of Mount Union)

GIFT Session: Growth Words (ITCC 349)

While working on developing their tutoring philosophies at this semester's Staff Development day, the idea of "Growth Words" was presented by one of the graduate student consultants. Angel Cards are little slips of paper that we place in a bowl located in our staff lounge. On the slips of paper are words such as: awareness, confidence, empowerment, encouragement, persuasion, positivity, understanding, and welcoming. These words are elements of tutoring that each tutor thought we could use more of or wanted to work towards themselves. A tutor picks a card from the bowl and then tries to incorporate that word into their tutoring/staff interactions for the day. Then, in each tutors' end-of-the-week report, he or she reports how they applied their word or if they thought they were successful or not. This has turned out to be a great way to hold one

another accountable as well as to create a more welcoming and progressive environment at our center.

Lakelyn Taylor (University of Southern Mississippi)

3:00-3:50 – Concurrent Sessions

Creating an Oz Environment at Your Center (ITCC 210)

This creative panel seeks to bring together the aspects of mentoring using the beloved characters from *The Wizard of Oz* as a model; the courage it takes to give honest feedback, the intellect required to build credibility, and the heart in making an empathetic connection with every student we encounter. Attendees will be encouraged to share their questions, ideas, and thoughts about how their “over the rainbow” values can be expressed in their own communication centers.

Through a unique combination of weekly academic instruction, multimodal based projects, and a peer-to-peer mentoring formula, ASU’s CALL (Communication Assessment Learning Lab) is a unique application of today’s speaking center. We know there is no ruby slipper solution for success in communication centers, but whether you are a tutor, grad student, or director we hope attendees will walk away with ideas and tools to create your own Oz.

Aaron Romans (ASU-Glendale)
Brittney Sanford (ASU-Glendale)
Kenneth Kunkel (ASU-Glendale)
Shelby Broberg (ASU-Glendale)

Utilizing Case Studies to Enhance Consultations (ITCC 347)

At UNCG writing the case study is an observational analysis which attempts to link our training and shadowing time with Students Helping Students, the peer to peer textbook used in the training course. The secondary focus of writing case studies is to help facilitate staff reflection on consultations they have observed and/or participated in. Case studies are drawn directly from staff experiences as tutors or tutors-in-training.

Each presenter will discuss their original case study to a small group of audience members. The intent is for all presenters to present at the same time – in small groups. Additional copies of case studies will be provided so that all audience members can return to their own campus with all case studies. While each audience member will participate in just one case study discussion they will leave with more.

Kim Hammel (UNC-Greensboro)
Anastasia Shymanovich (UNC-Greensboro)
Katy Stewart (UNC-Greensboro)
Mai Vang (UNC-Greensboro)

Workshop: Workplace Communication Skills Necessary in Today’s World (ITCC 348)

This interactive workshop is intended for those entering a new workplace or just trying to function better in their current workplace better. Speaking Centers are great places to

learn how to work and function in a workplace, but many jobs do not mirror the same environment that students experience in a Center. The workshop will introduce audience members to important concepts necessary to adjust into different workplace cultures and operating styles. The workshop objectives include 1) Determine our preferred communication style and learn how to communicate with people who use styles different than our own; 2) Discuss the types of organizational models you might work within; and 3) Identify the ethical traps employees may fall into. An activity will follow each objective in order to actively involve participants and allow opportunities for group work, problem solving, and personal reflection.

Erin Ellis (UNC-Greensboro)

Speech Coaching for English Language Learners (ITCC 349)

College campuses are becoming increasingly diverse. As the number of English language learners at the university level continue to rise, communication centers need to be prepared to meet the increased demand for oral communication assistance. While working with English language learners can be intimidating and even confusing at times—for both students and speech consultants--there are many potential benefits to these interactions. Throughout this discussion, our panel of graduate assistants will address the importance of understanding various cultural perspectives, interpretations of nonverbal communication, and the appropriate use of language when instructing non-native English speakers. Additional considerations such as extended time for processing and sharing feedback, as well as the increased need for post-consultation notes and action plans will be explored. Panelists will allot time for audience discussion and an interactive question and answer session.

Kayla Hastrup (Virginia Tech)
Betsy Haugh (Virginia Tech)
Krystalyn Morton (Virginia Tech)
Shaquana Suggs (UNC-Greensboro)

4:00-4:50 – Concurrent Sessions

Special Interest Group: Serving Student-Athletes in the Communication Center (ITCC 210)

One of the most significant problems faced by communication centers is appealing to the clients who need our services most. Student-athletes are often an untapped client base—because of their training schedules, they often keep different hours for study and preparation than do other students. In this SIG, we will discuss successful (and unsuccessful) methods of appealing to student athletes, ways of connecting to athletic administration and coaches. Currently, there is little research on this topic—the major outcome of the session will be to organize multisite research projects on this important and often neglected population of clients.

Tyler Moore (University of Mount Union)

Workshop: Connecting Forensics Teams and Communication Centers (ITCC 347)

Communication centers and forensics teams are two organizations that can grant students a hands-on opportunity to practice the skills they learn from their communication classes

while fostering an appreciation of those skills. Forensics, also known as speech and debate, is an activity that allows student to prepare high quality presentations in order to compete for recognition against other students. Although a forensics team and a communication center have different structures and different purposes, the two can benefit from working with each other. We will explore the ways in which a communication center can connect with the school's forensics team, how the two can trade knowledge, co-hosting events with the forensics team, recruiting, and other tips for developing a communication center's abilities with the help of a forensics team

Austin Allen (University of Southern Mississippi)
Lakelyn Taylor (University of Southern Mississippi)

Undergraduate Perspectives: Working With English Language Learners (ITCC 348)

Working with English language learners can be a challenging but highly rewarding experience for tutors. Helping new English learners can take on many different facets in a Communication Center but often include one-on-one conversations, assistance with vocabulary/verbs tenses/greetings, and practicing a presentation in English. All panelists have worked with English language learners from South America, the Middle East, Asian, and African countries and plan to discuss techniques used to best relate to, understand, and assist them in the journey of learning a new language. This session is intended to share experiences while also learning from participants who currently work with this demographic and those who wish to reach out in the future to this population.

Chanese Belton (UNC-Greensboro)
Jasmine Williams (UNC-Greensboro)
Reilly Gemmell (Virginia Tech)
Jade Murphy (UNC-Greensboro)
Jasmine Russell (UNC-Greensboro)

6:00-8:30 – Banquet (Seacobeck Hall, Faculty/Staff Dining Room)

After Dinner Comments from Dr. John Morello, Associate Provost for Academic
Affairs (University of Mary Washington)

Awards Presentations:

Outstanding Tutor Award
Joyce Ferguson Faculty Paper Award
Huddy-Gunn Graduate Student Paper Award
Bob and Ann Weiss Undergraduate Paper Award