National Association of Communication Centers
15th Annual Conference

Carlow University
Tom Hopkins Communication Lab
April 22-23, 2016

Friday, April 22, 2016

10am-noon – Registration *(University Commons, 5th floor, Kresge)*

12-1 Light Lunch *(University Commons, 5th floor, Kresge)*

1-1:20 – Conference Welcome *(University Commons, 5th floor, Kresge)*

Welcoming remarks from:
> Rachel Furman, Conference Director (Carlow University)
> Bonnie Wentzel, NACC Chair (Arizona State)
> Allyson Lowe, Dean of College of Leadership and Social Change (Carlow University)

1:20-2:00 –Keynote Address *(University Commons, 5th floor, Kresge)*

"Transforming Centers: Bridging Learners, Technologies, and Pedagogies"

Audrey Russo (President and CEO of the Pittsburgh Technology Council)
> Since 2007, Audrey Russo has served the technology business sector for southwestern Pennsylvania as President and CEO of the Pittsburgh Technology Council (www.pghtech.org), the oldest (1983) and largest technology trade association in North America. In this role, Russo facilitates strong interaction across all sectors of the regional economy. With a background in information technology, operations and finance, Russo previously worked for large multi-national Fortune 500 companies (Alcoa, Reynolds Metals), as well as at MAYA Design, and in an adjunct faculty and project role at Virginia Commonwealth University. She loves the complexity of Pittsburgh's physical, literal and metaphorical terrain and believes the city will succeed and grow through technology innovation and commercialized disruptions across every platform and experience.

2:15-3:15 Session 1

Student Paper Presentations (Antonian Hall, 4th floor, 409)

> Chris Horton, Rebecca Rosen, Lily Slonim, and Haley Winter (James Madison University)
> *"Transferable Skills Taught at Communication Centers"*

> Cate Stackhouse and Victoria Parent (University of Mary Washington)

> *"We Can Kinda Teach You How to Talk?: A Linguistic Analysis of Interactions Between Consultants and Students in Communication Centers"*

Katrina Miles (James Madison University)
"Connecting client confidence and tutor techniques: A study furthering tutoring training practices"

Austin Allen (University of Southern Mississippi)
"Communication Satisfaction outcomes in Peer Tutoring Scenarios"

Student Engagement: It's Debatable **(University Commons, 2nd floor, 220)**

The topic for debate is to discuss whether health education and counseling has an influence on behavior change. The students will be divided into two groups of eight. Each group of eight students will be pre-assigned to either an affirmative or negative group. The affirmative group will present a case that health education is influential on behavior change. The negative group will present a case that health education has limited influence on behavior change.

Submitted by: Renee M. Ingel (Carlow University)

Interviewing and Storytelling: A Hands-On Approach to Student Learning about Media and Society **(University Commons, 3rd floor, 323)**

Each student in the class interviewed a person over 65 years old about media in their lives. The project was intended to give students insight into the ways people have experienced media in the recent past. By hearing the perspectives of others who witnessed the advent of radio, television, computers and the Internet, students were able to think critically about the social, political and economic significance of new and traditional media today. This assignment also provided students with small taste of media production and storytelling. Students were asked to edit their audio recording of the entire interview to tell a compelling story in no more than three minutes. Panelists will play their audio documentaries, share their discoveries about the assignment as a learning experience, and comment on the role of the Hopkins Communication Lab at Carlow University.

Submitted by: Jennifer Snyder-Duch (Carlow University)

Panelists:
Amanda Borbonus
Russell Clark
Seth Herman
Molly Mitchell
Brandee Salinas
Sarah Schroeder
Anastasia White
(Carlow University students)

Organizational Communication Praxis: The Director's Dilemma **(University Commons, 4th floor, 404)**

>   The purpose of this panel discussion 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 their dilemma for discussion with the audience.

>   Submitted by: Kimberly Cuny (University of North Carolina at Greensboro)

>   Panelists:
>   Erin Ellis (University of North Carolina at Greensboro)
>   Jon Wiebel (Allegheny College)
>   Alyssa Davis (Clemson University)
>   Spencer Haacke (Brigham Young University Idaho)
>   Karen Sindelar (Coe College)

Snack bags

3:30-4:30 Session 2

Faculty Paper Presentations **(University Commons, 3rd floor, 323)**

>   Anand Rao (University of Mary Washington)
>   *"Apps, Forms, and Plug-Ins: Managing Communication Centers with Free and Low-Cost Web-Based Tools"*

>   Paul E. Mabrey III (James Madison University)
>   *"Transforming Centers through Comprehensive Assessment: Moving toward good practices for learning improvement"*

>   Susan Wilson (DePauw University)
>   *"What I Believe and Its Effect on How I Learn"*

The Center as a Public Forum: Coordinating Public Speaking Competitions **(University Commons, 4th floor, 404)**

>   Communication centers provide speaking-related services to campuses where they are housed. Additionally, many communication centers sponsor special events. Hosting debate tournaments and workshops and forming partnerships with other university organizations are both ways centers actively reach out to the campus community. One other special event that centers can put on are speaking competitions. Why do these help the lab? Advertising and promotion, display of speaking as a central component of university life, and recruiting new staff members are all outcomes of these events. This panel will provide insight into how these events are successfully organized.

Submitted by: Ashley Rapp (Grand Valley State University),

Panelists: Ashley Rapp (Grand Valley State University), co-facilitator
Carl Brown (Grand Valley State University), co-facilitator
Austin Allen (University of Southern Mississippi)
Kenneth Kunkel (Arizona State University, West Campus)
Taylor Williams (University of North Carolina Greensboro)
Emily Abellon (Arizona State University, West Campus)

Presentation Workshop Template **(University Commons, 4th floor, 410 E)**

Workshops can be an effective way to work with students on a larger scale as you teach each other public speaking skills. We have been able to create one presentation that can be adapted to multiple scenarios. Within this session we will show you what our workshops entail, who we partnered with to make them work, and how they are adaptable to various scenarios.

We create committees in our centers that promotes unity and group projects. This is nice to have when you are starting out trying to train, promote, and build fellowship with each other. The committees are student made, student run and student led. This is a work in progress as there are many things we could do to improve.

Submitted by: Spencer Haacke

Alignment and Prioritization Process at Carlow University: Centering the Communication Center Within the Mission of the University **(Antonian Hall, 4th floor, room 409)**

Submitted by Rachel Mayer Furman (Carlow University)

Panelists: Augie Delbert (Carlow University)
Sandi Dimola (Carlow University)
Rachel Mayer Furman (Carlow University)
Bridget Ponte, CAA (Carlow University)

This session examines the alignment and prioritization (A and P) at Carlow University from the perspective of three constituents who created A and P reports during the fall of 2016. This session will help attendees understand the value of centering communication labs (centers) strategically within the mission of the university at large and academic community to justify funding student support centers. These centers should not be seen as *extra* opportunities, but rather integral components of the university structure.

Prioritization – an evidence-based assessment of all academic and administrative programs, units and services, focusing on their efficiency, effectiveness, and centrality to Carlow's mission and strategic priorities.

Why complete an alignment and prioritization report?
1) Alignment and prioritization of resources to strengthen the University, increase accountability, and bring greater focus and clarity to established programs, both academic and non-academic;
2) Quality improvement to focus on efficiency, effectiveness, and centrality to the mission and vision;
3) Identification of opportunities to develop new programs, increase revenue, prioritize expenditures, and strengthen our reputation (A and P report, Carlow University, 2016)

5:15-5:45– Busses to Gateway Clipper Fleet

Board Busses outside of the University Commons 2nd floor entrance.

***Do not miss buses!!! You may have to wait, as two buses will be making multiple runs.

You may walk around Station Square until boarding the Gateway Clipper at at 7pm.

7:00-9:30 – Dinner Cruise

Saturday, April 23, 2016

8:00-8:15 –NACC Business meeting *(University Commons, 5th floor, Kresge)*

8-8:45 Coffee, Tea, and Continental Breakfast *(University Commons, 5th floor, Kresge entrance)*

9:00-10:00 –Concurrent Open Forums

Open Forum for Start-Ups (University Commons, 2nd floor, 220)

Facilitated by Theodore Sheckels (Randolph-Macon College)

Open Forum for Directors (University Commons, 3rd floor, 323)
Facilitated by Alyssa Davis (Clemson)

Open Forum for Students (University Commons, 4th floor, 404)
Facilitated by Erin Ellis (UNC Greensboro)

Open Forum for Faculty Development in the Center (University Commons, 5th floor, Kresge)
Facilitated by Wendy Atkins Sayre, Paul Mabrey and Jon Weibel

Weiss Undergraduate Paper Presentations **(Antonian Hall, 4ᵗʰ floor, 409)**

Andrew Balland and Sean Sulin* (University of Maryland)
"Communicating science: The effect of images and storytelling on comprehension, perceived relevance, and information seeking behavior"

Ellie Miller and Kaitlyn Thurgood* (James Madison University)
"Communication center marketing and utilization: A case study at James Madison University"

Samantha Stull*(University of Maryland)
"Effect of speech topic and speaking anxiety on audience attention level, understanding of content, and perception of speaking credibility"

*Submitted as part of the Bob and Ann Weiss Undergraduate Paper Competition

Student Workshop: Making the Most of In-Class Workshops **(University Commons, 4ᵗʰ floor, 404)**

While most of the students that we work with come to the Speaking Center for consultations, we have expanded the role that in-class visits play to advertise our services and support faculty teaching communication-across-the-curriculum courses. In Fall 2013, we had a total of 16 in-class visits, reaching 260 students, mostly consisting of introductions to the Speaking Center. In Fall 2015, we had a total of 63 in-class visits, reaching 992 students. Our in-class visits now include workshops helping students prepare for class discussion, class presentations, and better use of visual aids. In this workshop, we will discuss some best practices for in-class visits and work with participants to develop ideas for in-class workshops at their own schools.

Submitted by: Anand Rao (University of Mary Washington)

UMW Speaking Center Consultants:
Cate Stackhouse
Alex Obolensky
Ray Celeste Tanner
Victoria Parent
Miranda Young
Sarah Hansen
Ryland Willis
Ahad Shahid

*Interfaith Bridges in Communication Centers **(University Commons, 3rd floor, 323)***

Description: Panelists will offer perspectives on ways that religious beliefs and faith traditions impact communication center practices. Perspectives from tutors, directors, and students will be shared. Attendees will be invited to share their experiences collectively. The session will produce a set of guidelines for encouraging interfaith dialogue and tolerance in our centers.

Submitted by: Danielle Leek, PhD Associate Professor & Executive Director (Grand Valley State University Speech Lab)

Panelists: Essma Boucteb Manager and Senior Consultant (UNC-Greensboro Speaking Center)

Erin Ellis, MA Associate Director (UNC-Greensboro Speaking Center)

Danielle Leek, PhD Associate Professor & Executive Director (Grand Valley State University Speech Lab)

Ari Zucker Undergraduate Consultant (Grand Valley State University Speech Lab)

Facilitator: Carl Brown, MA, Affiliate Professor & Director (Grand Valley State University Speech Lab)

*How to Be Creative with Social Media Marketing and Campus Outreach without a Big Budget **(Antonian Hall, 4th floor, 410)***

Over the course of the year, we have worked to increase our social media presence and campus outreach through a variety of methods. In times when budgets are tight and extra money is scarce, we all have to be cost conscientious to promote the services we offer and what we are doing on campus. We will discuss what has and has not worked for our center. Additionally, we will highlight how we have used video campaigns, staff highlights, visual boards, social media posting series, and partnerships with other student services to creatively advertise our center. We invite panel attendees to share how they advertise their own communication centers. Lastly, we look forward to collectively brainstorming ways to be creative with marketing efforts for the future.

Submitted by: Carley Reynolds Young (The University of Southern Mississippi)

Panelists: Carley R. Young (The University of Southern Mississippi)
Mo M. Ismail (The University of Southern Mississippi)
Austin Allen (The University of Southern Mississippi)
Aleke Vehos (The University of Southern Mississippi)
Joshua Hitchcock (The University of Southern Mississippi)

*Student Paper Presentations (**University Commons, 3ʳᵈ floor, 323**)*

Alexander Obolensky and Ray Celeste Tanner (University of Mary Washington)
"Viewing a Presentation as Performance"

Ari Zucker, Kelsey Hines* (Grand Valley State)
"Feedback and empowerment: The relationship between nonverbal consultation feedback and client empowerment"

Essma Boucteb* (University of North Carolina Greensboro)
"Organizational Identification at Communication Centers"

*Submitted as part of the Bob and Ann Weiss Undergraduate Paper Competition

*Communicating with Diverse Students (**University Commons, 2ⁿᵈ floor, 220**)*

This interactive workshop is intended for anyone that interacts with an ever increasingly diverse student population. Speaking centers often work with students from diverse cultural, ethnic, socio-economic, and ideological backgrounds. Student staff members might also have a consultation with a student who has a hearing, vision, or other physical disability. Students should be well equipped and prepared to work with students who differ from themselves.

The workshop will introduce audience members to important concepts necessary for working in a Center on a diverse college campus. The workshop objectives include 1) Identify obstacles that can inhibit intercultural understanding; 2) Develop communication competences to work with diverse student groups; and 3) Explore adjustments needed to work with disabled students. An activity will follow each objective in order to actively involve participants and allow opportunities for group work, problem solving, and personal reflection.

Submitted by: Erin Ellis

*Communication Centers & Scientists—Getting the Chemistry Right (**University Commons, 4ᵗʰ floor, 404**)*

In this panel, three Communication Centers will share innovative partnerships aimed at bridging the divide between the lab and the larger campus community.

Submitted by: Sue Weber Associate Director, Communication Within the Curriculum (CWiC) (University of Pennsylvania)
Panelists: E. Sue Weber, Associate Director, Communication Within the Curriculum (CWiC) (University of Pennsylvania)
Casey Phillips, CWiC Assistant & Advisor (University of Pennsylvania)

Wing So, CWiC Senior Advisor (University of Pennsylvania)
Rowie Kirby-Straker, Director, Oral Communication Center (University of Maryland-College Park)
Mohamed Ismail, Speaking Center Graduate Consultant (The University of Southern Mississippi)
Carley R. Young, Speaking Center Coordinator (The University of Southern Mississippi)

GoReact: Simplifying How You Give Presentation Feedback **(University Commons, 4th floor, 418)**

GoReact is the ideal cloud-based software for recording student presentations and providing time-coded formative feedback.

With GoReact, video files and feedback live in the cloud, which means that in addition to regular appointments with students your communication center can more easily serve the needs of online students, students who need help outside of regular hours, and students who need to reference their videos and feedback later.

GoReact requires no expensive equipment or setup. If your communication center has Internet access, you just need a computer and a common webcam or smartphone to capture student presentations. If your campus uses an LMS, like Canvas, GoReact easily integrates seamlessly with the LMS.

This workshop is a hands-on experience of GoReact in action. We'll cover common uses for face-to-face and online sessions as well as synchronous and asynchronous assignments. You will learn how to derive quantitative data and analytics from student videos.

Submitted by: Chad Jardine (GoReact)

12:30-1:30—Lunch (*University Commons, 5th floor, Kresge*)

1:45-2:45 Session 5

Huddy-Gun Graduate Student Paper Presentations **(University Commons, 2nd floor, 220)**

Mohamed Ismail (University of Southern Mississippi)*
"Thin Slices of Public Speaking: A look into speech think slices and their effectiveness in accurately predicting whole-speech quality"

Catherine LeBouton* (University of Mary Washington)
"Focus on first-years: One university's experience with communication outreach to first year students through their quality enhancement plan"

Isaac Simon* (Grand Valley State)
"Reading between the lines: Nonverbal communication and consultant-client interactions"

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

Preparing Master Communicators **(University Commons, 4th floor, 404)**

The purpose of this panel/roundtable is to bring to light lessons learned from working with a particular community off campus. Panelists will discuss a new certificate program being offered to adults who live at Peacehaven Community Farm. The purpose of the farm is to provide an affordable living community for adults with special needs. From Peacehaven's web page, "A core ethic at Peacehaven is the hope that learning and growth be an opportunity not just for individuals with special needs living and working at the farm but also for those who participate in working and volunteering. Without this mutual growth, Peacehaven cannot reach its full potential as a community supporting individuals with special needs and our community at large."

Submitted by: Kimberly Cuny, Director The University Speaking Center, (University of North Carolina Greensboro)

Panelists:
Taylor Williams, Graduate Consultant The University Speaking Center (University of North Carolina Greensboro)
Karen Boger, Managing Consultant The University Speaking Center (University of North Carolina Greensboro)
Kimberly, M Cuny, Director The University Speaking Center (University of North Carolina Greensboro)
Core Members, Peacehaven Farm, Whitsett, NC

Online Public Speaking: From Design to Launch **(University Commons, 3rd floor, 323)**

Whether it comes as an entrepreneurial opportunity or departmental directive, designing and launching an online public speaking course can take a tremendous amount of work. However, it can also create opportunities for communication centers and enrich learning partnership between communication center students and directors. This panel will discuss how two university communication centers approached implementing online public speaking courses by building bridges between tech savvy graduate students, insightful undergraduates, and seasoned public speaking instructors.

Submitted by: Bonnie Wentzel (Arizona State University)

Panelists: Beau Bingham (University of Wyoming)
Carson Averell (University of Wyoming)
Kevin Shumway (University of Wyoming)
Bonnie Wentzel (Arizona State University)
Kenneth Kunkel (Arizona State University)

*Ways to improve your Center's Learning Environment without Breaking your Budget **(University Commons, 4th floor, 418)***

> This workshop will focus on ways to create an effective learning environment that is both cost effective and practical. In order to create suggestions that are both valid and realistic, I will draw upon research that discusses the characteristics of effective learning environments. Through the identification of these characteristics, I will then be able to make logical and practical suggestions as to what things could be added to communication centers in order to make the learning experience for the client even more effective, while still operating within a budget that is affordable for most if not all communication centers. I chose this topic because this is one area that greatly impacts the learning experience of the student. As a result of this presentation, other communication centers will benefit by having new ideas to improve their learning environment.

> Submitted by: Joshua Hitchcock (The University of Southern Mississippi)

Snack bags

3:00-4:00 Session 6

*Faculty Paper Presentations **(University Commons, 3rd floor, 323)***

> Jon Wiebel (Allegheny College)
> *"Shackling Rhetorical Space: The Role of Proper Literacy in Communication Center Conceptions of Speaking"*

> Linda B. Hobgood (University of Richmond)
> *"Ends, Means, and Encouragement"*

> Theodore Sheckels (Randolph-Macon College)*
> *"Disciplanary Culture: Barrier to Effective Communication Center?"*

> Stephanie Norander, Debbie Baker, and Tiera Gibson (University of North Carolina Charlotte)*
> *"Communication Centers through a Leadership Lens,"*

> *Submitted as a part of the Joyce Ferguson Faculty Paper Competition*

GIFT Submission: Ending the Basic Course Experience by Making a Difference: The Promise of Communication Activism Pedagogy **(University Commons, 4ᵗʰ floor, 404)**

Submitted by: Kimberly Cuny, Director The University Speaking Center, (University of North Carolina Greensboro)
Purpose/Objective(s) of GIFTS activity

In 2007, Communication Activism is defined as the public self-expression about a community issue in the pursuit of social justice (Frey & Carragee). This definition serves as inspiration for communication educators to move beyond teaching students to recognize and understand the complexities of societal injustices. When Frey later identifies communication activism [pedagogy] as communication faculty leveraging their disciplinary and institutional resources to make discourse centered efforts at positively impacting the social order (2008). Communication educators not already doing so are called upon to find the courage to embrace this opportunity. Our students need to see that their own communication course knowledge and communication competencies can make a difference in the lives of others. After completing this activity students will: understand what Communication Activism Pedagogy is, connect course content to a social justice issue, make a difference in the social order.

Real TED Talk Application **(University Commons, 4ᵗʰ floor, 418)**

Most speaking events have a lot more going on than just a speaker. There are behind the scenes planning, master of ceremony, and technical problems just to name a few. While most students will not be the main speaker all the time, they will have their hands in various speaking events throughout their life. It is time they learn the hard way on how all the levels of an event work.

Submitted by: Spencer L. Haacke (Brigham Young University)

A Journey Through the Center: Three Different Perspectives **(University Commons, 2ⁿᵈ floor, 220)**

This panel will discuss the journey and three unique perspectives from Graduate Student Directors for the Communication Assessment and Learning Lab (C.A.L.L.) at Arizona State University - West. Within the communication center, one graduate student has had the opportunity to begin his experience as a mentor and carry on to where he is today, strengthening and expanding the foundation of the center itself. Another graduate student, with no prior experience in a communication center, has been able to use this opportunity to prepare for a doctoral program. The third perspective comes from a graduate student who plans on expanding communication centers to new universities. The panel is focused on discussing these perspectives while also giving attendees an opportunity to talk about their graduate student experience within a communication center.

Submitted by: Emily Abellon (Arizona State University)

Panelists: Emily Abellon (Arizona State University)
Shelby Broberg (Arizona State University)
Kenneth Kunkel (Arizona State University)

4:15-5:15 Session 7

Faculty Paper Presentations **(Antonian Hall, 4ᵗʰ floor, room 409)**

Alyssa Davis (Clemson University)*
"Center Praxis: What We Can Learn From Three Different Communication Centers"

Karen Boger and Roy Schwartzman (University of North Carolina at Greensboro) *
"Masters of Fate of Victims of Circumstance? Connecting Communication Centers with Locus of Control"

Carl Brown and Danielle Leek (Grand Valley State)*
"Empowering Students in the Center: Public Speaking empowerment Center"

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

Involving Tutors Beyond Tutoring… Implementing Tutor Input **(University Commons, 2ⁿᵈ floor, 220)**

Tutors are the backbone of our Communication Centers! Tutors work directly with students and are full of ideas to build, strengthen and promote our Centers! This past semester, we focused on implementing four new ideas from our tutors. This workshop will discuss each of these ideas in greater detail. These ideas include: creating a tutoring handbook to be used during tutoring sessions, developing a strategy to help students make appointments, tutoring students outside the center (in the classroom setting), and changing the appearance students see when entering the Communication Center. In this workshop, tutors will highlight the strengths and challenges encountered by implementing each of these ideas.

Submitted by: Beau B. Bingham (University of Wyoming)

GIFT Submission: Transforming Centers through Interactive Activities **(University Commons, 4ᵗʰ floor, 404)**

Submitted by: Brandi Quesenberry (Virginia Tech)

This G.I.F.T.S. session is for anyone that wants to incorporate more interactive activities into their Communication Center. The goal of each activity is to bring about new knowledge, insight, and/or awareness of communication concepts necessary to work in a Center and to work with students. Activities will include those that are just for staff members, those that are for students in the basic speech course, and those that are across disciplines. Handouts, demonstrations, and visual aids will be utilized by
the presenters and offered to participants as resources.

#NACC2016

*NACC – the Path Forward **(University Commons, 3rd floor, 323)***

Submitted by Bonnie Wetzel (Arizona State)

This session time is set aside to discuss the future of NACC as an independent organization. This is a continuation of the conversation from the last NACC conference. Topics will include organizational structure, membership, and relationship with NCA. Anyone interested in contributing and/or actively participating in this process is encouraged to attend.

5:30-6:30 – Light Dinner+ Dessert/Awards Ceremony – (*University Commons, 5th floor, Kresge*)

Awards Presentation:
    Outstanding Tutor Award

    Joyce Ferguson Faculty Paper Award

    Huddy-Gunn Graduate Student Paper Award

    Bob and Ann Weiss undergraduate Paper Award