

FRIDAY APRIL 20, 2018

10:00am – 12:00pm Registration & Heavy Hors D'oeuvre sponsored by the Office of Strategic Planning & Engagement

Madison Union Ballroom

12:00pm – 1:00pm Opening Remarks & Keynote Address

Madison Union Ballroom

Welcome

Dr. Paul Mabrey, Communication Center Coordinator

President Jonathan Alger, James Madison University President

Keynote

Empowering student voices for civic engagement

Dr. Danielle R. Leek, Director of Academic Innovation & Distance Education,
Bunker Hill Community College

1:15pm - 2:15pm Open Forums

Open Forum for Students – Erin Ellis-Harrison Madison Union Ballroom

Open Forum for Directors – Alyssa Davis Madison Union 256

Open Forum for Start-ups – Jacquelyn Rae Horton Madison Union 207

2:15pm – 2:45pm Snack Break sponsored by The Graduate School

Madison Union Ballroom

Representatives from The Graduate School; School of Communication Studies; and Writing, Rhetoric, & Technical Communication will be present to speak with prospective students about graduate studies at JMU

2:45pm – 4:00pm Session I

The Assessors and the Assessed: Utilizing Outside Assessment for Continuing Growth

Madison Union 203

The purpose of this panel is to discuss what an outside assessment looks like, the advantages for the center and for the assessor, and how to productively use the report. Having fresh eyes come to our centers as an outside expert often brings a new perspective to help with best practices, future growth, and future funding. Our panel will consist of directors whose programs

have been assessed and those who have served as assessors. The panelists will speak from both perspectives about the advantages and how to best use the report. We will be asking participants to engage with us concerning experiences, provide suggestions for the utilization of findings, and offer help and tips for future assessments. The panel will be useful for new centers that are in their first few years of operation as well as veteran centers that wish to continue to grow and improve services.

Panelists:

Carl Brown, Grand Valley State University
John Hathcoat, James Madison University
Linda Hobgood, University of Richmond
Susan Wilson, Depauw University

Chair:

Alyssa Davis, Clemson University

Communicating Science

Madison Union 206

Join faculty from UNC Greensboro for this highly interactive discussion intended to shine light on communicating science initiatives that are transferrable to communication centers at other institutions

Session Objectives:

1. Provide a learning centered way of discovering, understanding and applying important speech/communication principles and practices in the communication center.
2. Open a dialogue about issues facing leadership of communication centers.
3. Enhance discussion about teaching.

Panelists:

Taylor Williams, The University of North Carolina Greensboro
Erin Harrison, The University of North Carolina Greensboro
Bruce Kirchoff, The University of North Carolina Greensboro
Kim Cuny, The University of North Carolina Greensboro

Communication Center Research in Progress

Madison Union Ballroom

Communication centers must position themselves as relevant, credible, and impactful on their college campus. To envision, create, and operate an effective center, we must build upon the foundational research of the discipline and explore ways to enhance center interactions and operations. This paper panel addresses different research topics and approaches as related to communication centers.

Improving Communication Competency through Safe and Brave Spaces

Miranda Tonkins, The University of North Carolina Greensboro

This auto ethnography is based on how safe space and brave space help to improve communication competency. The author discusses her experiences working at the center and how she came to realize how effective these terms are in creating learning experiences for

individuals, and how important is this that we facilitate discussions based on social injustice issues.

How non-U.S.-based collegiate communication centers approach work with multilingual speakers

Karen Boger, University of Southern Mississippi

As communication centers operate with the intent to facilitate increased communication and presentation skills with student clientele, it is of the utmost importance that we examine the types of messages our centers send to students, especially different types of students. This paper uses a comparative analysis to understand how communication centers represent the ways in which they identify and address the specific needs of multilingual speakers. Of particular interest is if the language used runs on a deficiency model of performance and a segregation model of resources or, if—ideally— the rhetoric of the communication center encourages a more inclusive multilingual environment.

Diversity within the Speaking Center: What It Means to Have Every Voice Heard on the Staff

Kev McBride, University of North Carolina at Greensboro

This paper researches why there aren't a lot of minorities, mainly African Americans and Hispanics, working in Communication Centers. To find out this information a survey was conducted for the speaking center staff. Results compare the demographics of UNCG (school of author) and other schools to seek correlation. Analysis will uncover reasons why there are not a lot of minorities on Communication Center Staffs.

Analysis of Speaking Center Alumni

Becca Ray, University of North Carolina at Greensboro)

This paper explores speaking center alumni who decided to continue in the communication field and what impacted their decision to continue. Some graduates of a communication studies program work in related fields and they use their degree on a day-to-day basis while others chose careers or pursued higher degrees in a different discipline.

Engagement Spotlight Paper Panel

Madison Union 256

Extending Engagement of Communication Centers through Collaborations with Student Life

Pamela Conners & Leila Brammer, Gustavus Adolphus College

To achieve communication centers' goal of enhancing students' communication competencies and building engagement across campus, partnerships with other academic areas and campus divisions are essential. Our center's pilot collaborations with Student Life evidences the value of integrating communication theory and practice in other realms of students' campus experience. In this paper, we detail our pilot projects and discuss our process for building Student Life partnerships, which began with first making a compelling argument to Student Life staff that such a partnership would be a worthwhile endeavor for students and the Student Life programming. The collaboration entailed a summer of researching and developing pilot communication modules for Student Life that were deployed in the Fall of 2017. Central to

this process were students: students conducted the research, participated in design of the plan, trained student leaders, and led and facilitated student life events and activities to support implementation. These collaborations with student life provide a foundation upon which to build further relationships across campus to engage and embed the work of the center across campus. The paper discusses the collaborative processes of developing and implementing these pilots, benefits of these collaborations in engaging Student Life staff, students, and the campus community, the challenges of building partnerships and implementing the plan, and future directions for extending and enhancing these pilots.

Debate across the curriculum as engaged learning: A Communication Center case study with exceptional education

Alex Conis, Michael Clay, & Paul E. Mabrey III, James Madison University

Pre-service teachers need to enter the workforce with a foundation in collaborative discourse and positive argument. This will enable them to present ideas clearly and to advocate for student needs in a positive manner. Developing a "Disposition of Practice" as a lifelong educator and public citizen involves "a collaborative discourse in which all participants assume that no one knows or has a complete understanding of any one issue but that, together, the group can attain it." (Martin-Kniep, 2008)

Additionally, in acknowledgement of the need for the development of "trauma sensitive learning environments for all students" (Souers & Hall, 2016), pre-service teachers can help the students they teach through oral discourse instruction. In a world where violence and inappropriate rhetoric are often exposed, young students may develop debate skills to express their needs and the needs of others in the spirit of citizen advocacy and social justice. Teaching oral discourse can provide a tool for children to cope with stress at home, in their communities and at school.

Debate pedagogy is an innovative approach uniquely situated with the potential to teach these students the oral communication, critical thinking, collaboration, and listening skills necessary to enter the teacher workforce and civic realm (Rao, 2010). Debate pedagogy is an active way to engage students through role-playing, simulations and debates. Teaching through debate has been demonstrated to help students with communication skills, problem solving, group collaboration, advocacy, research, empathy and much more (Camp & Schnader, 2010). Students are asked to rigorously engage evidence-based decision-making processes in different contexts and from different perspectives. While some research has been done on the pedagogical potential of debate to teach critical thinking, communication, and research, little has been done specifically on how debate can be leveraged to better prepare future teachers and to help faculty stay engaged within the classroom. The collaborative partnership between The Communication Center and Exceptional Education faculty explore what impact does integrating debate pedagogy into an exceptional education classroom have on student learning.

Communication Centers' Centripetal Force as a Corrective for Engagement Visions

Matt Brigham, James Madison University

Calls for greater academic engagement have largely met with enthusiasm. Some reluctance exists, however, due to fears that even well-intentioned engagement (including community, civic, and undergraduate student research separate from coursework) might exert

centrifugal force, envisioning engagement as beyond, rather than inside, classrooms. While numerous engagement mechanisms exist, enabling students, faculty, and staff to extend their impact, the classroom's potential as an intrinsically valuable space risks neglect. The Communication Center offers a meaningful corrective. One primary component of these centers is assisting undergraduate students, with the telos of helping them to improve and return to the classroom, a reversal of this inward/outward dynamic. Communication Centers produce centripetal force, focused inwardly on enabling students to be more successful in coursework, rather than asking them to attain engagement by looking past/beyond their classes. Communication scholars are particularly well-positioned here by returning to our past, namely Isocrates' rhetorical pedagogy. As Jeffrey Walker describes, Isocrates made substantial use of practical techniques, including progymnasmata and declamations, to produce rhetors. Similarly, far from lamenting a focus on fundamentals as somehow less theoretically robust, Communication Centers can articulate unique capabilities and importance: focusing on practices most instrumental to building engaged communicators. By envisioning those practices as not beyond/after coursework but rather in constant dialogue with it, enabling a stronger return to the classroom, Communication Centers offer an important corrective to the engagement narrative, by aiming to generate centripetal, rather than only or primarily centrifugal, force.

4:15pm – 5:30pm Session II

Strategies for Forming and Publishing Communication Research: Perspectives from Authors and Editors

Madison Union 203

This panel features members of the Communication Center Journal's editorial leadership team and authors from issue 3.1, which was published in November 2017 before the annual National Communication Association conference held in Dallas, TX. Panelists offer strategies for planning, designing, and writing up communication center research based on their expertise and experience. Attendees are welcome to bring ideas, questions, and insights from their own research and writing experiences.

Panelists:

Russel Carpenter, Eastern Kentucky University

Kim Cuny, The University of North Carolina Greensboro

Paul E. Mabrey III, James Madison University

Alyssa Davis, Clemson University

Joe C. Martin, University of Kentucky

Innovative Interventions at the Communication Center

Madison Union Ballroom

Non-Verbal (Cap)Ability: Refiguring Peer-to-Peer Feedback through Feminist Disability Pedagogy

Lauren Beard, The University of North Carolina Greensboro

In Communication Centers, consultants understand that what is said is as important as how it's said. Thus, they are trained on non-verbal communication. But how do we measure non-verbal success when consulting speakers with disabilities? Non-verbal feedback is important, but the multiplicity of the disability experience should be celebrated. The feedback consultants give ought to be effective and applicable yet avoid ableist language. Communication Centers must be places where consultants and speakers can engage in dialogue that undoes the oppression placed on non-normal bodies and celebrates the uniqueness of communication styles that every single body offers.

My paper elucidates the possibilities of applying a Feminist Disability perspective to non-verbal feedback. I narrate one of my experiences consulting a speaker with disabilities. In this ongoing case study, I explain the steps the speaker and I took (and are still taking together) to redefine what non-verbal success looks like to him specifically, and how reimagining the space of non-verbal competency gives him greater agency over his identity as a speaker. My paper then utilizes the works of disability theorists such as Rosemarie Garland-Thomson, and communication ethics philosopher Mikhail Bakhtin, to move towards an activist framework for how consultants can engage ethically with, and find effective ways to meet the needs of, speakers whose bodies fall out of society's parameters of normalcy. It is my hope this paper can be developed into a longer work which adds to the ongoing discourse of Communication Centers as "sites of critical engagement and intervention."

Virtual Reality & Speech Anxiety

Lauren Blitz & Olivia Adams, James Madison University

The overall purpose of this research paper will be to investigate the role of virtual reality technology as an intervention strategy for public speaking anxiety. This experiment will employ the use of Virtual Reality (VR) as a method desensitization and inoculation for students with various levels of speech anxiety. The goal is to use VR to be able to immerse students in the feelings of anxiety they will feel during a real and graded speech, with hopes of allowing them to work through the anxiety in a safe and controlled setting. The participants in this study will be selected from James Madison University's School of Communication Studies Research Participation System (SONA) and will consist of undergraduate students at James Madison University, ages 18-22. Participants will be walked through a pre-test determining their apprehension about public speaking before the desensitization exercise. Participants will then be divided into one of three virtual scenarios that depict different communicative scenarios, including the anticipatory period of a speech, the start-finish of a speech, or an opportunity to watch themselves give a speech as a member of their own audience. These will allow participants to experience one or more of the actual scenarios played during a real class speech. Participants will complete the Personal Report of Public Speaking Anxiety (PRPSA) before and after the experiment takes place to determine the self-perceived levels of anxiety. Furthermore, students will answer questions exploring their perception of the experimental process itself, with the hopes of strengthening our method of intervention.

*Public Speaking Apprehension, Effectives of Treatments in Communication Centers **

Skye Gregory-Hatch, Grand Valley State University

Public speaking apprehension is the most common adult phobia (Miller & Stone, 2009) with about 70% of college students experiencing this anxiety (Dwyer & Davidson, 2012; McCroskey, 2000). As collegiate courses often require some form of public speaking, communication centers regularly work with students attempting to overcome public speaking apprehension (Dwyer, 2015). Some approaches used by centers include being prepared (Ayres, 1996), using deep breathing techniques (Beebe, Beebe, & Ivy, 2010), and gaining public speaking experience (Addison, Clay, Xie, Sawyer, and Behnke). However, there is no current research that has tested the effectiveness of combinations of these solutions at communication centers. The goal of this paper is to analyze and compare the effectiveness of two major approaches to combating public speaking apprehension: the treatment of symptoms and the treatment of the source of the fear. The effectiveness of these solutions is based on the Self-Determination Theory (SDT) which posits that an individual's decision making is dependent upon their intrinsic motivation (Deci & Ryan, 1980). Humans have a desire to succeed, however, public speaking often forces people into vulnerable situations, which according to SDT, creates anxiety (Deci & Ryan, 1985). A quantitative approach is used to determine if there is a significant difference between the pre-test and post-test scores measuring public speaking apprehension levels. These findings will help to determine the more effective approach communication centers can use to help students overcome public speaking apprehension. Additionally, the findings will expand research regarding communication centers, public speaking apprehension, and Self-Determination Theory.

* Submitted for the Huddy Gunn Graduate Paper Competition

Using music as a tool to reduce speech anxiety

Rachel Mangan, James Madison University

As a tutor at James Madison University's Communication Center, I come into contact with some sort of manifestation of speech anxiety in every single appointment. Similarly, I know what speech anxiety feels like because I manage it in myself every time I present in front of my peers. As someone who is passionate about music, in addition to effective public communication, I personally use it as a tool to calm myself down in situations of increased stress. Previous scholars have amassed large quantities of literature citing music as a mood stabilizer, relaxant, and anxiety reduce. However, there is little current research on the effect of music on the reduction of public speaking anxiety. A technique communication center tutors could use for clients with especially high public speaking anxiety, is allowing the student 10 minutes to listen to relaxing music before rehearsing their speech. Evidence shows that a student who spends time listening to relaxing music before giving a speech, has lower salivary cortisol levels and self reported feeling more at ease and less anxious (Thoma et al., 2013; West, 2003; Khalifa et al., 2003). This article will detail the research design to further determine whether or not music reduces speech anxiety within a university communication center and how to use music as a tool to relax especially anxious students preparing for an upcoming speech.

Group Cohesion and Anxiety in Group Work

Madison Union 256

As anxiety decreases, group cohesion increases. At any given time in one's life, group work is going to be expected. By researching strategies to increase group cohesion, students will leave Shippensburg University knowing how to make the most of these sometimes stressful situations.

Every intro level course for human communication requires some sort of group project, and often times it spans the whole year leading up to a final presentation. We believe that if our consultants play a role in the bonding of the group, the group members will become less anxious and this will result in better group work. We are researching the question: Does tutoring positively affect group cohesiveness and decrease anxiety when working in groups in HCS 100 classes at Shippensburg University.

By finding out if our role as tutors helps the students, we can further develop strategies and possible workshops to help students across campus excel in group work.

Panelists:

Andrea Capitella, Shippensburg University
Terri Hoover, Shippensburg University
Victoria Campbell, Shippensburg University
Candace Mekins, Shippensburg University
Tyler Rock, Shippensburg University
Misty Knight, Shippensburg University

Planning for Engagement

Madison Union 206

The Communication Assessment and Learning Lab (CALL) fosters engagement through undergraduate mentoring, community outreach, and professional development services. This three-pronged approach to engagement is actualized in our lab as our students participate in a collaborative, hands-on method of modeling communication excellence for others, from Fortune 500 leaders to high school organizations. Setting the course for robust engagement requires strategic planning that emphasizes the importance of foundational excellence in peer mentoring. This is accomplished by utilizing a flipped classroom model that promotes an interactive and symbiotic process of teaching and learning. It is through this process that students are equipped for credible, effective mentoring that is versatile enough to serve the diverse needs of our greater community.

Panelists:

Bonnie Wetzel, Arizona State University
Kendra Estle, Arizona State University
Alexis Starks, Arizona State University

SATURDAY APRIL 21, 2018

8:00am – 8:45am NACC Business Meeting & Breakfast

Breakfast: Student Success Center 4th Floor Hallway

NACC Business Meeting: Student Success Center 4044

9:00am – 10:15am Session III

Organizational Communication Praxis: The Director's Dilemma 1.0

Student Success Center 3202

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.

Session Objectives:

1. Provide a learning centered way of discovering, understanding and applying important speech/communication principles and practices in the communication center.
2. Open a dialogue about issues facing leadership of communication centers.
3. Enhance discussion about teaching.

Panelists:

Amy May, University of Alaska-Fairbanks

Christopher Volker, University of Delaware

Suzanne Prentiss, The University of Tennessee, Knoxville

Jade Olson, University of Maryland

Amanda Parke, Florida Gulf Coast University

Margaret Hambrick, Florida Gulf Coast University

Chair:

Brandi A. Quesenberry, Virginia Tech

“Pushing the Boundaries in Search of Creative Engagement Projects in the Communication Lab: Baloo the dog (YES, WE HAVE A DOG), GMO Debates, “Hear Me Speak” Project, and the Crisis Hotline Simulations”

Student Success Center 4046

In the communication lab, we strive to stay relevant and drive innovation in the practice of communication as a discipline. Tutors worked this year to support specific projects that expand the role of communication in Psychology, Social Work, Education and Ethics, engaging students in high impact practices that develop high impact learning.

- The lab has a new partner, Baloo, who happily listens to student speeches and provides much loved support for students. Baloo even inspired Carlow to create a pets on campus policy!
- We support debate! One instructor replaced a traditional final exam with a live debate, allowing the students new ways to consider ethical questions about GMOs.
- The Hopkins Lab was asked to work on project to create “Hear Me Boxes, which presents audio clips of young children, giving “real” voices to homelessness.
- We developed a new simulation that gave Social Work students “real” practice with crisis hotline situations.

Panelists:

Peer Tutor, Moira Stuart, Carlow University

Peer Tutor, Ashley Pannaman, Carlow University

Lead Peer Tutor I, Erika Kellerman, Carlow University

Lead Peer Tutor II, Paige Cholewinski, Carlow University

Lead Peer Tutor I, Alex Dolnack, Carlow University

Chair:

Professor Rachel Mayer Furman, Carlow University

Engaging Public Speaking Anxiety through the Communication Center

Student Success Center 1075

Is the World Ending, Or Is It Just My Anxiety?

Miranda Rouse, The University of North Carolina Charlotte

When I first started public speaking, I was not a huge fan due to nerves until after a few years of practicing and receiving positive feedback. Fast forward years later, into graduate school, where I work with a speaking center. One of my duties involves workshops with students, however, one specific workshop ended up much different than the others. The outcome: instead of a positive experience, was negative. After this experience, I felt as though everything that I have been told thus far about my skills was not true. "Am I even good at public speaking?" I think to myself. All of a sudden, all the anxiety that I pushed down inside began to arise, and I started to have as many doubts about myself as I did at 14 years old giving my first speech. Thus I think...

"Is The World Ending, Or Is It Just My Anxiety?"

Understanding students' anxiety about public speaking is an essential part to include when determining why speaking centers are necessary for students. The responses to PSA can be very negative. This is where speaking centers can offer support to increase success for students and decrease anxiety. Students can learn all about communicating and speaking effectively from an instructor but they cannot correct any mistakes or improve on specific areas as effectively as they can from speaking centers. The purpose of this paper will be to provide insight to how anxiety looks and feels and how speaking centers can support that.

Gender & Speech Anxiety

Julianna Boettger, James Madison University

Prior research shows both that female college students have historically shown higher levels of communication apprehension, and that communication centers have been proven to be an effective resource to decrease communication apprehension. Gender's impact on the effectiveness of a communication center tutoring session has not been explored, setting the premise for this research. Utilizing a pre consultation survey and a post consultation survey the general trend of the differences in apprehension between genders as well as the decrease difference in apprehension will be measured.

Yoga and Public Speaking Anxiety: Bringing the Mind-Body Connection to the Center *

Samantha Radecki, Grand Valley State University

Though public speaking is known to be essential for success, it is one of the most feared activities among American adults – about one-in-five fear public speaking and avoid it at all costs. These statistics will not surprise communication researchers who have been trying to combat speaking anxiety for decades. In communication centers, consultants tell anxious clients to flex and relax muscles to shift blood flow, to use deep breathing techniques to slow down the heart rate, and to think positively. However, some specific yoga techniques that are similar to this somewhat standard advice have not yet been thoroughly explored for their effectiveness of use in the center. These techniques include asanas (poses), pranayama (breath-work), and meditation. The study compares anxiety and empowerment values from pre-and-post-test results of a yogic intervention to results from a traditional speaking preparation intervention to results from a control group with no intervention. Interventions are currently underway and if the results are favorable, communication center consultants can learn and employ these techniques during consultations with anxious clients.

* Submitted for the Huddy Gunn Graduate Paper Competition

Bring a Friend Consultations

Student Success Center 4044

At UNCG, students who take the introduction to communication studies course (CST 105) are often required to bring a recording of their first speech to the speaking center and watch it with a consultant. This is what we call a goal setting/video viewing consultation. For many semesters, the consultation involved the consultant instructing the student on how to give descriptive (instead of evaluative) feedback, watching a speech from YouTube, and having the speaker give feedback on the YouTube speech. Then, the consultant would watch the speakers' video and give them feedback on their speech. Due to increasing numbers of students enrolled in this class and a stagnant budget, the consultation has changed. Now, any student enrolled in CST 105 is instructed to pair with a friend when they have their consultation. The difference being that the consultant now will instruct each student how to give feedback and they will give each other feedback on their speeches, in addition to getting feedback from the consultant. All panels have led this type of consultation and will discuss how to facilitate this type of consultation. Panelists will allot time to engage the audience and open the floor to discuss questions such as:

What is the benefit of teaching students how to give feedback?

How could 'bringing a friend' be conducive for other types of consultations?

In what ways could this type of consultation be improved?

Panelists:

Jenny Southard, The University of North Carolina Greensboro

Gabbi Torello, The University of North Carolina Greensboro

Jordan Wright, The University of North Carolina Greensboro

Bri Ferraro, The University of North Carolina Greensboro

Chair:

Jenny Southard, The University of North Carolina Greensboro

10:30am – 11:45am Session IV

Organizational Communication Praxis: The Director's Dilemma 2.0

Student Success Center 3202

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.

Session Objectives:

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Panelists:

Amy May, University of Alaska-Fairbanks
Christopher Volker, University of Delaware
Suzanne Prentiss, The University of Tennessee, Knoxville
Jade Olson, University of Maryland
Amanda Parke, Florida Gulf Coast University
Margaret Hambrick, Florida Gulf Coast University

Chair:

Brandi A. Quesenberry, Virginia Tech

Insights into Managing the Front Desk

Student Success Center 4046

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 invite participants to share their best practices for scheduling appointments, handling unpleasant speakers, and handling students who may not understand what the Center does or may not be able to understand due to language barriers. Some of the questions the panel wishes to address are:

What are ways to minimize error when scheduling appointments?

How can we best communicate with speakers who clearly do not want to visit the Center?

In what ways could the person at the front desk help streamline other tasks performed by consultants?

Panelists:

Jonna Hicklin, The University of North Carolina Greensboro
Shakiera Nichols, The University of North Carolina Greensboro
Erika Forslund, The University of North Carolina Greensboro

Chair:

Jonna Hicklin, The University of North Carolina Greensboro

Collaborating in a Diverse World: Towards a Utilization of Interdisciplinary Group Communication Workshops

Student Success Center 1075

In our ever-changing world, with increases mobility and technological advances, we know that employers demand our students graduate with excellent collaborative communication skills. There lies an inherent assumption that assigning a group project means that our students met the competency expectations for group work. This presentation discusses the utilization of interdisciplinary group communication workshops at the Hopkins Communication Lab at Carlow University to facilitate effective group collaboration. We developed critical workshops that teach students how to collaborate effectively on group projects. The workshops take students through personality inventories and discuss how those personality traits (self) directly affect group work, both positively and negatively. Additionally, the workshops discuss cultural communication variations, as they relate to the group members (other), and workshops explore how even subtle differences in such variations in time orientation or considerable differences in collectivist/individualist orientations create significant barriers to successful communication, thus group collaboration.

Panelists:

Professor Rachel Mayer Furman, Carlow University

Lead Peer Tutor II, Claire Wolfe, Carlow University

Lead Peer Tutor II, Brooke Wateska, Carlow University

Peer Tutor, Danielle Merlina, Carlow University

Engaging Different Populations through the Communication Center

Student Success Center 4044

International Communication Center Approaches to Multilingual Speakers

Karen Boger, The University of Southern Mississippi

In an increasingly globalized world, the standard expectations of institutions of higher learning are constantly adapting to be able to better meet the needs of their student population base. Immigrants, migrants, refugees, and asylum seekers now make up significant portions of many student populations globally, and they bring with them a multitude of concerns specific to their identities and experiences, with one key element being their status as a multilingual speaker—often referred to by translingual, bilingual, or simply English-as-a-Second-Language (ESL) designations. As communication centers operate with the intent to facilitate increased communication and presentation skills with student clientele, it is of the utmost importance that we examine the types of messages our centers send to students, especially different types of students. In this study, I intend to use comparative analysis to understand how communication centers represent the ways in which they identify and address the specific needs of multilingual speakers. Of particular interest is if the language used runs on a deficiency model of performance (communication consultants identify weaknesses in speaking performance and clients are required to reach a theoretical level of proficiency before their speaking performance is satisfactory) and a segregation model of resources (specific communication consultants are reserved specifically for consultations involving multilingual

speakers); or, if—ideally— the rhetoric of the communication center encourages a more inclusive multilingual environment. Data will be gathered through an analysis of publicly available materials— e.g. websites, promotional materials, events— that broadcast the communication centers’ presence and services to the student populations of four different Great Britain-based universities.

The Crossroads of At-Risk Students, Mentoring, and Speaking Centers

Jonathan Bridenbaker, The University of Southern Mississippi

As a university resource, communication centers must be conscientious of the services they are providing and must also understand the populations they serve. Oftentimes, we ask speakers to consider audience composition; thus, communication centers must lead by example. Specifically, communication centers are one of the many tools that college students use to pursue success, but the achievement of success in higher education is not equitably distributed or achieved. Across surveys of literature, at-risk students are shown to be less likely to stay in college and finish their degrees. At-risk students are defined as students that face greater obstacles to achieving a college education, often measured by first-generation college student status, race, sexual orientation, gender identity, and lower household of origin socio-economic status.

In my research, I highlight how the social needs of these students are and are not being met by the University of Southern Mississippi Speaking Center, how much students value the Speaking Center in meeting these needs, where else the institution is meeting their needs, and how many students qualify as “at-risk” based on demographic information. I plan to collect this data in a survey prompted after clients have completed our standard exit survey. Through this data, I hope to gain insight into how our Speaking Center is serving vulnerable students who come in with unique challenges and how we can better serve them in the process of socializing them into the environment of higher education in order to improve retention rates and at-risk student engagement.

*The Work Around: How teaching with andragogical practices can normalize learning disabilities in education **

Kim Cuny, The University of North Carolina Greensboro

In my manuscript, I will provide my own learning disabilities (LD) experiences as faculty director of a communication center. Then I will examine andragogy as the framework that helps me to better ensure all of my students have opportunities to learn regardless of who they are [as learners]. I will provide an exploration of how and why I apply the basic assumptions of andragogy to teaching my students to become peer educators at the oral communication center. I will set myself in the heart of this exploration as I address the role of disabilities in the interplay between me and my communication center students. I believe that self-reflection and personal narrative together are powerful forces in my own normalizing of disability in the classroom and the center. In a larger sense, I want to be a part of helping non-LD and LD teachers to normalize disabilities in all classrooms.

* Submitted for the Joyce Ferguson Faculty Paper Competition

11:45am – 1:00pm Lunch

Lunch is provided via campus meal voucher, good at any on-campus eating establishment. Please follow instructions in book on how to get best value from your voucher.

1:00pm – 2:15pm Session V

Data collection and application

Student Success Center 4046

The Presentation Practice Center is still in its infancy in regards to its potential. In order to improve the efficiency, reach of the center, and broaden the experience of the tutors, there needs to be an organizational evaluation made to discover possible practices that need to start, stop or continue to be done. Data has been collected for the last seven years at the Presentation Practice Center and now needs to be analyzed to find any trends that would change the course of the center. This workshop would show how the data was collected, what the data is saying, and what applications will be done based on those findings

Facilitators:

Spencer Haacke, Brigham Young University

Justine Bertelsen, Brigham Young University

Reagan O'Reily, Brigham Young University

Craig Van Wagenen, Brigham Young University

Breaking the Boundaries: Defeating Public Speaking Anxiety

Student Success Center 4044

Understanding Public Speaking Anxiety (PSA) is important to communication center research because PSA is something that many students struggle with. Communication centers have the opportunity to engage students through critical thinking and self-empowerment when discussing PSA. Because of the peer-to-peer setting in a communication center, there is chance to relate similar situations in a setting that is less pressured to help overcome PSA.

The conversation about PSA needs to shift into a different light to help students feel comfortable about facing their fears. Students report feeling less anxious about public speaking after discussing their fears and realizing that they are not alone. Through a workshop that I have developed from my own experiences and research, I focus on empowering students, helping them to understand why PSA may happen, and by exploring techniques to lower PSA and overcome it. This workshop can be tailored for consultants to learn takeaways to use in individual consultations.

Facilitator:

Miranda Rouse, The University of North Carolina Charlotte

Engaging At-Risk Students in the Communication Center

Student Success Center 1075

Panel participants will discuss their efforts to engage “at-risk” students at their respective institutions, including the University of Southern Mississippi, Shippensburg University, The

University of Alaska-Fairbanks, and Grand Valley State University. We will begin by discussing, first, what we mean by the category of “at-risk” and how we take certain student populations into consideration in planning, delivering, and evaluating our programs and processes for peer-to-peer learning. Then, we will turn to specific efforts such as partnering with “Fearful Speaking” sections of introductory communication classes, creating a mobile Speaking Center that addresses the needs of first-generation and rural populations, and training consultants to work specifically with students with autism spectrum disorders.

Panelists:

Laura Stengrim, University of Southern Mississippi

Carley Young, University of Southern Mississippi

Misty L. Knight, Shippensburg University

Amy May, University of Alaska-Fairbanks

Carl Brown, Grand Valley State University

Organizational Consultations Times Two

Student Success Center 3202

Consultants regularly work with a speaker on the organization of their speech. These consultations generally have one consultant working with an individual or small group within the timeframe of an hour. Although this is typically what organization consultations look like in our speaking center, we are always ready to adapt to an instructors’ need for their class. Last semester, an instructor requested a group of consultants go into her classroom and work with her students during class time. What made this different was that there were only six consultants that could work during the hour the class met but there were 12 students in the class. Each consultant had to work with two different speakers on their assignment. Two different topics, two different types of supporting materials, two different grades. Panels will share their experiences, challenges, and insights into how best to work concurrently with two speakers on different speech topics. Some of the questions the panel will address include: What are some best practices when working with two students on different topics, for different grades?

What strategies can be used when students are in different stages of the speech making process?

How can we best help students when they cannot come to the center but are required to utilize their resources?

Panelists:

Erin Ellis-Harrison, The University of North Carolina Greensboro

Erika Forslund, The University of North Carolina Greensboro

Kev McBride, The University of North Carolina Greensboro

Corey Bussiere, The University of North Carolina Greensboro

John Andrade, The University of North Carolina Greensboro

Chair:

Erin Ellis-Harrison, The University of North Carolina Greensboro

2:30pm – 3:45pm Session VI

Preparing Scholarship for Publication: Trends and Recommendations for the Communication Center Journal

Student Success Center 3202

Are you doing research or scholarship focused on communication centers? Are you interested in writing for the national, peer-reviewed Communication Center Journal or shaping your NACC presentation into a publishable manuscript? This interactive workshop will overview recommendations and tips for preparing manuscripts for publication. Examples from the process will be discussed and analyzed. Participants will learn practical strategies for preparing their scholarship for peer review. Questions and ideas welcome.

Facilitator:

Russell Carpenter, Eastern Kentucky University and Editor-in-Chief *Communication Center Journal*

International Students in Communication Centers: Activities, Best Practices, and Reflections

Student Success Center 4044

Panelists will offer perspectives on ways that working with International students has impacted their work in the Communication Center. 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. All panelists have worked with International students and will offer insights about conversation practice, English language learning activities, and offer reflections on best practices and lessons learned. Panelists will allot time to engage the audience and open the floor to discussion

Some of the questions the panel will address include:

How can consultants better relate international students and help them in their oral communication goals?

How might communication centers assist this demographic in new and innovative ways?

What insights could be shared with others who are looking to work with these students in the future?

Panelists:

Miranda Tonkins, The University of North Carolina Greensboro

Joy Ben-Israel, The University of North Carolina Greensboro

Tam Marsh, The University of North Carolina Greensboro

Sarah Pearson, Depauw University

Charlotte Kohn, Jr., The University of North Carolina Greensboro

Chair:

Miranda Tonkins, The University of North Carolina Greensboro

Beyond Nestling: A Creative Campus Collaboration to Promote the Speaking Center For Sustainability

Student Success Center 4046

Developing a student-focused speaking center while being funded from a faculty-driven program creates a crux of how to sustain the development of the center after our one-time budgetary allocation ends. This GIFTS session is designed for fledging centers to explore creative interim partnerships with campus entities to help garnish ethos and reinforce center support for sustainability.

In this session, we will specifically discuss how the University Speaking Center partnered with the Center for Graduate Life to shape the 3MT (Three Minute Thesis) pilot competition. Developed by The University of Queensland (UQ), this competition celebrated the exciting research conducted by doctoral and master students in cultivating students' academic, presentation, and research communication skills. Graduate students were required to effectively explain their research in three minutes with just one slide. Additionally, the cross-promotions and results have allowed us to leverage our ethos amongst the graduate student population and build a network of campus allies in supporting our center's autonomy.

Facilitators:

Debbie Baker, The University of North Carolina Charlotte

Miranda Rouse, The University of North Carolina Charlotte

Great Ideas for Teaching Sessions at the Communication Center

Student Success Center 1075

Engaging L2 Speakers and Writers at the University through Classroom Design

Sarah Kegley, Georgia State University

One way to encourage engagement of L2 students at the university is through specialized course sections. By exploring characteristics of L2 learners, presenter will categorize types of academic language needs often unmet by these learners, and offer strategies for facilitating formal academic language acquisition. Presenter will suggest ways to meet L2 learners' needs through curricular planning in Intro to Human Communication and First-year Composition classes, as well as offer ideas for modification of classroom activities and assignments. Sample assessment of student work will be shared. The creation of NNS/L2 course sections within the University will also be discussed. In addition, participants will collect ideas for using Communication and Writing curricula to promote intercultural learning, and discuss and create suggestions for facilitating feedback to L2 learners in the university classroom. Presenter works with both undergraduate and graduate L2 students (international and resident bilingual students) at a major research university.

Interactive Orientation for First-Years

Kimberly Kresser, Eckerd College

What if your entire freshman class knew and experienced your communication center during the first three weeks of the school year? Here at Eckerd, we have created a useful and interactive orientation that encourages students, specifically first-years, to engage with our communication center. It is a 30 to 40-minute presentation on the uses and skills students can gain from utilizing our resources and incorporates activities that begin to familiarize students with public speaking. This interaction has proven to increase students' engagement with communication as well as effectively marketing the center to the community.

Striving to Improve Clinical Staff Communication Skills in ECU Clinics

Pamela D. Hopkins, East Carolina University

Recognizing that clinical staff members need help with their communication skills involving patients, the East Carolina University Physicians' leadership team initiated a project to improve patient satisfaction scores on surveys completed by patients at all ECU clinics. I have been collaborating with the Office of Clinical Informatics and ECUP leadership to work with providers and front desk staff members who need help with their interpersonal communication skills. I have shadowed designated providers during their clinical hours, providing specific feedback about their verbal and non-verbal communication skills. This feedback was shared with clinic management who addressed the identified issues with each provider. I have posed as a secret shopper in ECU clinics, made presentations at all clinics, worked individually with clinical staff members, and collaborated on incentive programs to inspire clinical groups who need help with their communication skills.

3:45pm – 4:15pm Snack Break Sponsored by the School of Communication Studies

Student Success Center 4th Floor Hallway

4:15pm – 5:30pm Session VII

Improvisational Storytelling

Student Success Center 4042

This experiential workshop, facilitated by faculty who are storytellers, will provide communication center peer educators with strategies to add storytelling support to their home center.

Session Objectives:

1. Provide a learning centered way of discovering, understanding and applying important speech/communication principles and practices in the communication center.
2. Open a dialogue about storytelling in communication centers.
3. Enhance discussion about teaching.

Facilitators:

Bruce Kirchoff, The University of North Carolina Greensboro

Kimberly M Cuny, The University of North Carolina Greensboro

Speaking Centers in the Community

Student Success Center 4046

While communication centers are established to support university students, schools and programs with community-based initiatives have the additional obligation to collaborate with their local community. The three speaking centers represented on this panel use their

resources to bridge the gap between their university and the surrounding areas. For example, collectively, these three schools assist community members with government speeches, host workshops for local organizations, collaborate with high schools, and work closely with community leaders to host on-campus events. As representatives of ECU, UNCG, and WFU, we have been able to use our speaking centers to make connections for our students with the local community, and are constantly seeking ways to strengthen our relationships with the neighborhoods that surround us.

Panelists:

Erin Ellis-Harrison, University of North Carolina

Pamela D. Hopkins, East Carolina University

Ansley Rikard, Wake Forest University

Ray Celeste Tanner, Wake Forest University

Deepening Peer Tutor Engagement: Mining the Service of Others for Meaningful Learning

Student Success Center 4044

Typically, Communication Centers focus on struggling learners and refining skills of stronger students. Identifying impacts in terms of programming, support services offered, improved student performance, and numbers served is unnecessarily narrow. Transformative value can transcend intended learners. Beyond work-study, tuition discounts, and resume lines, peer tutors learn essential lessons from the tutoring process and those they tutor if involved in critical reflection. We learn about ourselves, others, and various wide-ranging communication processes. Our experiences reshape our attitudes, behaviors, and dispositions. We learn about diversity, human dignity, fear, shame, and humility. We learn from others' frustrations -- and encounter our own -- as we seek to assist. We discover learning as partnership and come to recognize ourselves in those we tutor; this kinship changes us! Join us in engaged dialogue as we explore significant lessons that demonstrate the value of Communication Centers to those who serve others as peer tutors.

Panelists:

Brooke Wateska, Carlow University

Alex Dolnack, Carlow University

Erika Kellerman, Carlow University

Danielle Merlina, Carlow University

Michael E. Balmert, Carlow University

Engaging Communication Center Administration & Reflection

Student Success Center 1075

Interpersonal & Relational Communication in the Speaking Center

Anna Goretski, The University of Southern Mississippi

The research project will study the differences between relational and interpersonal relationships when it comes to peer consultants working with students/clients in the Speaking Center. Within the discipline of communication studies, the concept of relational communication is distinct from interpersonal communication because it involves interactions

that happen on an everyday basis that support a sense of community and social connection that includes romantic, family, and close friend relationships, while interpersonal communication deals more with acquaintances.

The research question driving the project is as follows: How do Speaking Center consultants adapt their approaches to interactions with clients that they know outside of the center (e.g., through clubs/groups, classes, and previous appointments), as compared with clients that they are meeting for the first time? It will also explore different strategies or communication styles that consultants may have with clients depending on the prior relationship with said client.

To explore this research question, I will conduct semi-structured interviews with four Speaking Center peer consultants at The University of Southern Mississippi in order to understand how they view their interactions with clients they are familiar with (through outside activities or repeat appointments) versus those they are less familiar with (through first time clients) and whether these interactions change or not.

In addition, I will complete a review of the scholarly literature surrounding, relational communication, peer to peer learning, and interpersonal communication in communication center settings. This project contributes to all three of those important and growing areas of research.

Recruitment and Retention: There Is More To It
Kimberly Kresser, Eckerd College

Communication centers often strive to promote a comfortable, if not perfect, relationship with public speaking and professional presentations for the clients with whom they work. This idea would not be possible without the consultants who aim to fulfill the communication center's purpose. The peer consultants who staff the Center bear most of the responsibility for achieving the Center's purpose. However, Centers can face challenges retaining and recruiting consultants, depending on the resources and institutional structure of the home university. Without the valuable skills of the consultants, the engagement of the center with the institution and its students become minimized. Therefore, examining what motivates and inspires students to work in the communication center is crucial to increasing the center's engagement within their institutional community. The study uses respondent interviews as well as narrative interviews to grasp the themes in which consultants have towards the position. This study offers a thematic analysis based on respondent and narrative interviews with communication peer consultants. Each consultant participant in the study was interviewed in a public space and asked five base questions. Participants were also encouraged to elaborate upon topics that were relevant to the study. One parameter to be noted in this study is the fact that consultants who participated are financially compensated for their work at the center by their College. This parameter is defined and acknowledged within the study.

Themes that emerged as significant motivators among the interviewees included: monetary incentive, passion for public speaking, and the influence of previous consultants and professors. The emergent themes offer insight for administrators, Center directors and peer consultants about how best to maintain an engaged and motivated staff. Overall, understanding the themes of motivation behind consultants' desires to work or continue to work at centers could lead to improved retention and recruitment.

*Consultants in the Classroom: A Comparison of Empowerment Values for two Models **

Carl J. Brown, Ashley Rapp, Adrienne Wallace, Jennifer Torreano, Melanie Rabine, & Patrick Johnson, Grand Valley State University

Communication and collaborative center clients come in various forms. Many centers work with individuals, others with groups, and some with entire classrooms, departments, or colleges. Very few centers partner with other campus consulting services *and* interact with these large units. While a considerable amount of literature focuses on one-on-one consultations, little to no research deals with this unique partnership *and* client type or size. This research examines how one communication center partnered with two other campus consulting services and created an embedded consultant relationship with three courses for a semester each. For one course, a control group excluded all consultant participation. For another course, the services embedded themselves into each class meeting. An unexpected third course saw the services provide service-specific workshops during select class meetings. This research included speaking, writing, and research consultants, pre- and post-semester evaluations, and comparisons of empowerment and subject knowledge values between courses. Results indicate the workshop group produces higher empowerment and learning levels than other groups.

*Understanding Relationship Development at the Center: Blending Existing Staff and New Staff***

Jeannine Lane & Jane Ulrey, Grand Valley State University

Communication centers, designed to aid students in varying aspects of the speech writing and delivery processes, currently exist at select higher education institutions. In order for these centers to operate efficiently, relationships between and among staff members are particularly important due to the unique role that communication centers play on campuses. According to Schwartzman and Sanchez (2016), "A communication center is more likely to achieve [a positive] outcome if its consultants can express themselves genuinely and feel accepted by their peers" (p.36). Due to the importance of a comfortable environment, one is prompted to further understand how relationships develop in these settings. Relationships may develop in a manner that closely follows Altman and Taylor's Social Penetration Theory (1979), which states that new relationships go through four stages of growth: orientation, exploratory affective, affective, and stable. To better understand this relationship development process at one communication center, this interview-focused research conducted interviews with consultants and executive assistants. The goal was to better understand center relationships and their development in order to facilitate a smooth transition for future consultants entering the group. Findings have the potential to be useful for other communication centers and similar tutoring services.

* Submitted for the Joyce Ferguson Faculty Paper Competition

** Submitted for the Bob and Ann Weiss Undergraduate Paper Competition

6:00pm – 8:00pm Awards Banquet
Madison Union Ballroom