

National Association of
Communication Centers
Arizona State University
on the West campus
Students @ the Center

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Connecting Ideas

Energizing our Future

National Association of Communication Centers

Annual Conference

April 11 & 12, 2014

Glendale, Arizona

Dear Conference Attendees,

I'm excited that you're joining us in Phoenix, AZ. Organizing a conference is no easy task. It requires nearly a year of planning and organizing. I would like to thank Bonnie Wentzel, her team at the Communication Assessment & Learning Lab (CALL), and Arizona State University-West for inviting us here.

The NACC conference is an exciting time for our organization and members. We see friends that we have known for years and new faces just entering our field or opening new or reimagined communication centers. The annual conference is also an important time to connect ideas and energize our future, as the conference theme encourages us to do this year. While you're here in Arizona, please take a few minutes to make sure that your NACC membership is current and that you have declared *communication centers* as an interest group within NCA. When you arrive back to your home campuses, please also share these good experiences with a colleague. A strong membership can help us develop and grow the profile of our work in the future.

NACC has already had an exciting year! Just months ago, our redeveloped website launched at commcenters.org thanks to Shawn Apostel's hard work over the past year. We also have a new journal in development under the editorial leadership of Ted Sheckels—*Communication Center Journal*. Take the time to browse these important resources that will help us connect ideas in new ways and energize our future. I'm excited about the future of NACC!

Enjoy the conference,

A handwritten signature in black ink, appearing to read 'RGC', with a long horizontal line extending to the right.

Russell Carpenter, Ph.D.

Eastern Kentucky University

Chair, National Association of Communication Centers



On Campus Dining Option:

From snacks to full meals, you'll find some of your favorites on our campus

- Starbucks – Fletcher Library (FLHLB) Discount coupon available in conference bag
- The POD – On-campus Mini-Mart (open 10am to Midnight daily)
- Jamba Juice – Located in the POD (VRDE) Discount coupon available in conference bag
- Café West – Located in North UCB first floor
- Verde Dining – Located in VRDE (\$5.50 buffet option when you mention the NACC Conference)
 - Breakfast served from 7am-10:30 am Friday
 - Lunch served 11am -2:30pm Friday
 - Brunch served 10:30am - 2:30pm Saturday
 - Dinner 4:30 pm – 7pm Saturday

Our Mission

The National Association of Communication Centers (NACC) is an organization devoted to the support of communication centers on college and university campuses across the country. Visit commcenters.org for information about the NACC, find support information for new and established communication centers, learn about upcoming conferences, and keep up to date on NACC-related calls for papers and schedules of planned events at the next year's National Communication Association Convention.

Membership Matters!

If you have not yet done so, take a moment to become a member of NACC by adding Communication Centers Section as an NCA affiliation. Justin Danowski—the NCA Membership Manager—can add "Communication Centers" as your NCA interest group. Simply call his direct line (202.534.1108) and give him your credit card information over the phone. Or, you can contact him via email at jdandowski@natcom.org. The phone call takes less than five minutes, and Justin can send you a receipt via email after the order has been completed. There is a \$5 fee.

About the Communication Assessment Learning Lab (CALL)

The Communication Assessment Learning Lab (CALL) is located in the Communication Studies program, in the school of Social and Behavioral Science, which is housed in the New College of Interdisciplinary Arts and Sciences located on Arizona State University's West campus. CALL was created in 2003 as a means for the students of Arizona State University to have dedicated space for the practice and improvement of their oral communication abilities. CALL supports classroom instruction and offers the following services: topic research, speech organization, outline development, presentation practice and feedback, visual aid/technology assistance, non-verbal communication coaching, assistance with managing speech anxiety.

Initial funding for the lab was obtained in 2003 through a five-year, statewide grant. Beginning in 2008, CALL began receiving funding through course fees assessed on selected communication courses taught through the New College of Interdisciplinary Arts and Sciences. These courses include Introduction to Human Communication, Introduction to Human Inquiry, Public Speaking, Business and Professional Communication, Small Group Communication, and Oral History and Storytelling.

CALL mentors who participate in the program can earn up to six upper division communication credits toward graduation (three hours per semester.) They attend class once a week, complete homework assignments and work in the lab six hours per week providing mentoring services. They also have quite a bit of fun along the way producing social media outreach and public speaking videos.

In addition to the direct undergraduate mentoring that the lab provides, CALL is quite active in promoting effective public speaking practices with middle and high school students. One example is the **Speak like Sparky** program which was developed to help students improve their public speaking skills in alignment with Arizona's College and Career Ready Standards (nationally known as Common Core.) CALL Peer mentors, graduate students, and supporting faculty have developed public speaking tips (utilizing the ASU's mascot SPARKY as an acronym) to teach students the fundamentals of public address through a website, bookmarks and videos. The Sparky model has also been used the past two years to teach in-person workshops to eighth graders and high school students visiting the west campus.

Conference Schedule

Friday, April 11th

8:30 am -12:30 Conference Check In – La Sala Lobby

9:30 am Communication Lab Tour #1 "Inside ASU CALL: Behind the Mentoring" 3rd Floor Sands North

10:00 am-11:30 am Pre-Conference Sessions:

Game Design Intensive: Putting play at the center of communication studies – Room Sands 327

Games are one of the most powerful mediums of the 21st Century and research highlights the enormous potential of games to drive meaningful, measurable learning and social impact. The Center for Games & Impact is committed to leveraging this medium to address social challenges and connecting with communication centers to investigate the impact of bringing playful experiences into communication studies. In this Pop-up Play Lab workshop participants are invited to learn more about games for impact, implementing play and games in the communication center and exploring the next steps to take games from prototype to reality.

Juli James, M.A. – Center for Games and Impact Innovation Lab, Arizona State University

Graduate Programs - Advocacy and the Communication Center (walk-in Q & A Session) – Room Sands 321

Ana Terminel-Iberri, Arizona State University on the West Campus

11:30 am Communication Lab Tour #2 "Inside ASU CALL: Behind the Mentoring" 3rd Floor Sands North

Lunch on your own

12:45 pm -2:15 pm Opening Session –La Sala Ballroom

Video Welcome – Dr. Marlene Tromp, Dean, New College of Interdisciplinary Arts and Sciences

Welcome to Arizona State University

Bonnie Wentzel, Faculty Director – Communication Assessment Learning Lab

Dr. Majia Nadeson, Associate Dean, New College of Interdisciplinary Arts and Sciences

Introduction of Keynote Speaker

Dr. Jeffrey Kassing, Professor/Director School of Social and Behavioral Sciences

Keynote Address

"Students at the Center: Appreciating the Value of Oral Communication."

Dr. Kathie Turner, Professor and Chair of Communication Studies, Director of Oral Communication, Davidson College. President, National Communication Association

2:30-3:30 Sessions A

When “Peer Tutoring” and “Peer Mentoring” Collide...Effects on the Communication Center and Classroom. – Sands 225

In an effort to integrate the services of the Oral Communication Center into the curriculum, peer tutors from the Oral Communication Center teamed up with public speaking instructors for the spring 2014 semester. Tutors served as peer mentors in the classroom (attending class two days a week), assisted in classroom exercises and instruction and held tutoring sessions (one hour/week) outside the classroom. The strengths and weakness of this effort will be discussed from three different perspectives: The Public Speaking Instructor, the Peer Tutors/Mentors and the Director of the Oral Communication Center. The strengths, weaknesses, and opportunities of peer mentoring /tutoring on the Oral Communication Center will be discussed.

Beau Bingham, University of Wyoming
Breanne Winter, University of Wyoming
Jackson Fry, University of Wyoming
Leslea Hunt, University of Wyoming
Lillie Johnson, University of Wyoming
Della Simmons, University of Wyoming
Conroy Stout, University of Wyoming
Sarah Walls, University of Wyoming

Assessment Best Practices – Sands 321

This panel will provide an opportunity to discover, understand, and (later) apply important assessment principles and practices and enhance the national discussion about assessing communication centers. Presenters will share their knowledge of assessment literature as they highlight practices from their own centers.

Marlene Preston, Virginia Tech
Danielle Leek, Grand Valley State University
Russell Carpenter, Eastern Kentucky University
P. Anand Rau, University of Mary Washington
Marlina Davidson, University of Nebraska at Omaha
Kimberly M. Cuny, University of North Carolina Greensboro

Advantages and Challenges of the Community College Communication Center –Sands 323

This interactive panel discussion will share ideas for communication labs specifically at community colleges. We will address varying goals of these communication labs and the advantages and challenges of the two-year institutions that support them. Areas to be addressed are curriculum, funding, tutor training, assessment, social media and technology use, and more. We are hoping to form a Community College Communication Centers Interest Group and hope to attract colleagues to this panel who may be interested in joining. Active, vocal participation and collaboration of all attendees will be greatly encouraged. ***Twenty-five desk copies of Ohlone College’s Communication Lab Manual will be distributed at this panel discussion for faculty.***

Brenda Ahnholz, Ohlone College
Kristine Carroll, Ohlone College
Suzanne M. Uhl, Mt. San Jacinto College, Menifee
Dave Moss, Mt. San Jacinto College, Menifee Campus
April Hebert, College of Southern Nevada

2:30-3:30 Sessions A (continued)

Tailoring Tutoring to a Course: Centers that Exist to Support a Specific Course – Sands 223

Communication Centers implicitly share a common goal, which is to provide a productive, meaningful learning experience for students; however, we do this in different ways based on resources, structure, and whom the center supports. Many communication centers exist to support specific courses or majors within the university instead of being open to the entire university. Working with specific courses presents advantages and challenges that other communication centers do not experience. We seek to connect ideas with other centers that similarly support specific courses versus being open to the entire university and use that discussion to energize our futures with new ideas for what that means for tutoring, funding, and policies. Our goal is to start a discussion about challenges we have faced and how to best serve the courses that we support. We will be drawing on our experiences with supporting the university's public speaking classes in our various roles within the communication center.

Alyssa Davis, Clemson University
Christopher Wasilewski, Clemson University
Megan Stockhausen, Clemson University
Alex Neal, Clemson University

2:30-4:45

BYOP – Build your own Promo – CALL mentoring rooms and SANDS 327

Lab resources will be open for students who want to build a quick promo video for their home centers.

3:45-4:45 Sessions B

Joyce Ferguson Faculty Paper Competition Presentations – Sands 323

The Joyce Ferguson faculty papers are original research papers that investigate a topic from an empirical or theoretical perspective focusing on challenging a theory, the development of a new theory or the modification of a current theory

A Disjunct Amidst the Good News: Comparing Assessments of Communication Center Sessions by Clients and Tutors

Dr. Theodore F. Sheckels, Randolph Macon College, Department of Communication

Training the Trainers: Using Communication Centers to Improve Peer Tutoring

Dr. Wendy Atkins-Sayre, University of Southern Mississippi

Dr. Esther Lee Yook, George Mason University

Negotiating Identity and Place at Institutions without Communication Major: Our Challenges, Our Strategies – Sands 231

While the task of all speech centers is to reach as many students as possible and improve their communication skills, there are many configurations to accomplishing this goal. A number of us work at institutions that do not have majors, or even departments, in communication. Some of us do not have required courses in communication. There are also those who operate within or in connection to writing centers due to limited options. Each of these cases comes with a set of challenges. Panel participants will discuss the operations at their institutions, the challenges they face, and describe how they work to overcome them. The discussion will benefit all who deal with similar issues.

Asli Gokhan-Kucuk, Fashion Institute of Technology, SUNY
Daniela Kempf, Barnard College
P. Anand Rau, University of Mary Washington
Shaunda Durham, Northern Virginia Community College
Jim Helmer, Hamilton College

3:45-4:45 Sessions B (continued)

Demanding Relevancy by Connecting to the Core: A Creative Curriculum Collaboration (CCC) between the Center Director, the Peer Tutors and the Basic Public Speaking Class Sands - 235

Connecting ideas and connecting our students to the communication center in any college or university must include developing projects that are relevant to the communication needs of the 21st century learner, in addition to regular tutoring services. Thus, the relationship between center director and peer tutors can become a creative matrix for developing projects that can be presented for curricular adoption to the faculty in various programs. At Carlow, the director and tutors developed a “Youtube-style” video project that converts a 15-minute group persuasive speech into a 3-4 minute persuasive video. The director and tutors assist the faculty and students in all phases of this project, which is now taught each semester in the core public speaking class. Through the creation of an embedded assignment (CCC), the communication lab reaches out from within a confined location, inserts itself into the life of the university, and invites further project development.

Rachel Mayer Furman, Carlow University
Amanda Borbonus, Carlow University
Kathryn Giles, Carlow University

Mentoring Toward Self- Transformation – Sands 321

On rare occasions is an effort made to ask those who are mentoring others the question, “How is this mentorship opportunity transforming you?” In this panel, the experiences of undergraduate and graduate student mentors within the Communication Assessment Learning Lab (CALL) will be shared. The goal is not only to create discussion on an often overlooked topic within these environments, but to enlighten others on the mentoring experiences and the transformative effects of such mentorships on the inner core self of those who openly take on the task to assist others in communication labs.

Catalina Cayetano, Arizona State University on the West Campus
Ryley Morse, Arizona State University on the West Campus
Julia Varkey, Arizona State University on the West Campus
Ashley Johnson, Arizona State University on the West Campus

5:00-6:00 Sessions C

Huddy-Gunn Competitive Graduate Student Paper Presentation — Sands 323

This graduate student honor was first awarded in 2007 by the National Association of Communication Centers. The association seeks to honor one top graduate theory paper focusing on the work of speaking centers or labs. Papers in this competition focus on challenging a theory, the development of a new theory, or the modification of a current theory.

The Influence of Similarity on Perceived Credibility of Peer Consultants
Rowie Kirby-Straker & Jaelyn Webber, The University of Maryland, College Park

“Your Speech is the Bomb”: Assessing Clients’ Perceptions of Tutor use of Slang
Carl J. Brown, University of Southern Mississippi

5:00-6:00 Sessions C (continued)

Let's Work It Out: Managing Conflict Using Effective Interpersonal Communication – Sands 321

This interactive workshop is about conflict and how to better handle it if/when we encounter it in our workplace. Speaking Centers are not exempt to having conflict arise either amongst tutors, between tutors and their directors, or even with those who visit the Center. The workshop will start off with a group discussion as to what can cause conflict to arise in the Center and how we have reacted to these situations. We will then discuss the objectives the objectives for the workshop which are: 1) Identify the different types of conflict; 2) Discuss the steps of conflict management; and 3) Manage positive interactions with others in our workplace. There will be an activity to follow each objective in order to actively involve participants throughout the session with opportunities for working in groups, finding creative solutions to problems, and personal reflection. The workshop will end with a role play activity where participants will have to act out a conflict scenario and model behaviors that will solve the problem in an acceptable way to all parties involved.

Erin Ellis, University of North Carolina Greensboro

GIFTS - Great Ideas for Teaching & Tutoring – Sands 225

Professional “Selfies” – Impromptus at the Next Level. Catalina Cayetano, Arizona State University on the West campus

Tips for Assisting ESL Students: Breaking the Ice, Corrections, and Encouragement. E. Skye Gravenstuk, University of Southern Mississippi

Tailoring Constructive Criticism in the Speaking/ Listening Centers. Susan Wilson, Depauw College

“WHAT DO I NEED TO SAY?!” Role- Playing the Challenges of Tutoring – Sands 223

Effective communication center tutors face a variety of challenging situations. Both initial and ongoing training can prepare tutors to respond thoughtfully and constructively. Role-playing before they face clients in the Center can prepare tutors not only for the specific situations outlined in scenarios, but also prepare them to think of how to address other circumstances as well. This interactive workshop will use a GIFTS-style format, with each table offering a different scenario for the attendees to explore.

Kathie Turner, Davidson College
Rashaun Bennett, Davidson College
Jared Blakney, Davidson College
Derek Dittmar, Randolph-Macon College
Olivia Klaers, Randolph-Macon College
Joe St. James Lopez, Davidson College

6:30 Poolside Fiesta and Awards Banquet (Sun Devil Fitness West Pool)

Join us in celebrating:

The latest center to earn NACC Tutor Certification

Outstanding Tutor

The award shall be presented to the person who has demonstrated excellence as a tutor in a Communication Center. Considerations include quality of assistance, dedication, knowledge, creativity, and unique contributions. No more than two nominees per institution may be nominated in a given year. Nominees may be either undergraduate or graduate students (as of May 1st of the nominating year).

Joyce Ferguson Faculty Competitive Paper

The Joyce Ferguson faculty papers are original research papers that investigate a topic from an empirical or theoretical perspective focusing on challenging a theory, the development of a new theory or the modification of a current theory

Huddy-Gunn Graduate Student Competitive Paper

This graduate student honor was first awarded in 2007 by the National Association of Communication Centers. The association seeks to honor one top graduate theory paper focusing on the work of speaking centers or labs. Papers in this competition focus on challenging a theory, the development of a new theory, or the modification of a current theory.

Bob and Ann Weiss Competitive Undergraduate Paper

This undergraduate student honor was first awarded in 2007 by the National Association of Communication Centers. The association seeks to honor one top undergraduate paper focusing on the work of speaking centers or labs. Papers in this competition are theory based with an applied focus and may be reflexive in nature.

Saturday, April 12th

8:00- 9:15 NACC Business Meeting Open to All – Sands 323

Coffee and light breakfast available in CALL lobby – 3rd floor Sands

8:00- 10:30

BYOP – Build your own Promo – CALL mentoring rooms and SANDS 327

Lab resources will be open for students who want to build a quick promo video for their home centers.

9:30-10:30 Session D

Bob and Ann Weiss Competitive Paper Presentation – Undergraduates part one– Sands 323

This undergraduate student honor was first awarded in 2007 by the National Association of Communication Centers. The association seeks to honor one top undergraduate paper focusing on the work of speaking centers or labs. Papers in this competition are theory based with an applied focus and may be reflexive in nature.

Disability Talk: An Analysis of Visual Impairment in the Speaking Center -Derek Dittmar, Randolph-Macon College

The Role of Uptalk on Perceived Speaker Credibility – Elizabeth Stodolski, Jaclyn Webber, Rowie Kirby-Straker, The University of Maryland, College Park

Role Play and Reality: Applying Acting Techniques to Real Life – Olivia Klaers, Randolph-Macon College

NACC and NCA on the centrality of communication: A Presidential Initiative –Sands 225

Dr. Kathie Turner, Professor and Chair of Communication Studies, Director of Oral Communication, Davidson College and President, National Communication Association, delineates an NCA presidential initiative to address areas of importance. To build on the initiative of immediate past president Steve Beebe, to connect with the Communication Learning Outcomes grant, and to address ongoing opportunities, Dr. Turner has chosen The Centrality of Communication. This session will delineate the three areas to implement that initiative and ask for the assistance of NACC members to realize it.

What I Know For Sure: Reflections on our Success and Challenges as Communication Center Directors – Sands 321

Ranging from one year to 13 years at our centers, each panel member will reflect on the obstacles overcome, lessons learned, and progress made at her center. Time will be allotted for dialogue and group discussion regarding the issues discussed as we strive to develop ideas to enhance our centers moving forward.

Morgan Smalls, North Carolina Central University
Bonnie Wenzel, Arizona State University on the West Campus
Vicki Nelson, Curry College
Susan Wilson, Depauw College

@CommLabASU

9:30-10:30 Session D (continued)

GIFTS (Great Ideas for Tutoring Speakers!) – Sands 223

This GIFTS session will focus on exchanging best practices for tutors. For areas of student consultation like topic selection, research, organization, etc., tutors can volunteer their own individual tips and hints that have helped students create and deliver great speeches. We have found that even though each tutor has his or her own style, communication centers are stronger and more successful when tutors share these ideas with each other. Also, it is a great training tool; new tutors can see what works for their more seasoned colleagues. This GIFTS session could be comprised of both tutors and center coordinators.

April Hebert, College of Southern Nevada
Donald Watson, College of Southern Nevada
Rachel Mayer Furman, Carlow University
Amanda Borbonus, Carlow University
Katie Giles, Carlow University
Melissa Talic, Arizona State University on the West Campus

10:45-11:45 Session E

Weiss Competitive Paper Presentation – Undergraduates part two – Sands 323

This undergraduate student honor was first awarded in 2007 by the National Association of Communication Centers. The association seeks to honor one top undergraduate paper focusing on the work of speaking centers or labs. Papers in this competition are theory based with an applied focus and may be reflexive in nature.

Conflict Amongst Peer Consultants at Communication Centers – Josie Burks, University of Southern Mississippi

Assessing the Benefits of Online Consultations - Amanda King, Casey Rozek, Alyssa Benjamin, Marcella Raymond, Jaelyn Webber, The University of Maryland, College Park

Self Assessment vs. Peer Evaluation in the Context of an Oral Communication Center- Shivana Dinally, Rowie Kirby-Straker, Marcella Raymond, The University of Maryland, College Park

Non-competitive Papers – Sands 321

A Rhetorical Approach to Feedback: Working with Faculty Across Disciplines to Provide Effective Feedback. Jon Wiebel, Allegheny College

Ritualized Beginnings at the Speaking Center. Anne Marie Coats, University of Tampa

Group Tutoring as Treatment for Communication Apprehension: An Effective Model for the University Learning Center. Misty Knight, Shippensburg University

Reflective Listening: The Listening within the Walls of a Communication Center . Catalina Cayetano, Arizona State University on the West Campus

10:45-11:45 Session E (continued)

Communicating a Spatial Ethos: Non-discursive Rhetoric as a Design Heuristic- Sands 327

Dr. Russell Carpenter, Eastern Kentucky University Director, Noel Studio for Academic Creativity will explore Joddy Murray's (2010) theory of non-discursive rhetoric as he sets forth in *Non-discursive Rhetoric*. Communication center scholars and administrators might look toward theories of non-discursive rhetoric as a heuristic for space design that advances our understandings of program configuration and also provides a framework for exploring (and explaining) developments in oral and visual communication. We will explore several questions for the communication center community: How do *image* and *affect* factor in the delivery of feedback for consultants in communication centers? What is the future of communication center design and pedagogy? How might we articulate (or perhaps complicate) the rhetorical nature of our program and space designs? How might our student consultants contribute to the design of innovative communication center pedagogies?

GIFTS - Great Ideas for Teaching & Tutoring – Sands 225

Inquiry and Deliberation. Daniela Kempf, Barnard College

Experimental Learning in the Oral Communication Center: "OCC Talks"...Building a Community of Speakers and Listeners. Shaunda Durham, Northern Virginia Community College

Connecting Students and Faculty to the communication Center through digital Assessment, Feedback, and Scheduling. Max Schnidman, Hamilton College & Jim Helmer, Hamilton College

Noon - 1:15 Group Lunch – Delph Courtyard

1:30 - 2:30 Session F

Communication Centers Journal – Sands 321

A discussion of the new Communication Center Journal's editorial philosophy, introduction of the editorial board members, and guidance for potential contributors.

Ted Sheckels, Randolph-Macon College
Russell Carpenter, Eastern Kentucky University
Kathie Turner, Davidson College
Marlene Preston, Virginia Tech
Wendy Atkins-Sayre, University of Southern Mississippi

1:30 - 2:30 Session F (continued)

Rebranding Your Center Via Social Media: How To Reach Faculty, Staff and Students Director Perspective– Sands 327

This panel focuses on the way we each use social media to reach the university community while also discussing more traditional routes of publicity as well. During the panel, we will show visual representations of our marketing and public relations efforts. The goal is that audience members are equipped to identify the practical strategies and techniques applicable to their own center. Come prepared to interact and ask questions.

Morgan Smalls, North Carolina Central University
Marlina Davidson, University of Nebraska at Omaha
Carl Brown, University of Southern Mississippi
Sue Weber, University of Pennsylvania

Mentorship as Internship – Sands 323

In some areas of the country, student internship positions can be difficult to acquire. This panel will discuss how the consultants, mentors, or tutors can utilize their communication center experience as an on-campus internship by focusing on leadership, strengths assessment, skill development, meeting objectives through group collaboration and creating semester ending portfolios.

Cynthia Gaffney, Arizona State University on the West Campus
Bonnie Wentzel, Arizona State University on the West Campus
Ana Terminel-Iberri, Arizona State University on the West Campus
Brittney Sanford, Arizona State University on the West Campus
Aaron Romans, Arizona State University on the West Campus

2:45-3:45 Session G

Rebranding your communication center through social media: Risk-taking and applying communication concepts (Student Perspective) – Sands 327

This panel will focus on the how, what, and why mentors learn by engaging multiple audiences through social media. These students will share the the lab's journey from the flops to team-building successes through facebook, twitter and you-tube. Follow us on Twitter and like us at Facebook at CommLabASU!

Saint Ranson, Arizona State University on the West Campus
Aaron Romans, Arizona State University on the West Campus
Ryley Morse, Arizona State University on the West Campus
Julia Varkey, Arizona State University on the West Campus

Non-competitive Papers – Sands 321

Assessing Student Participation in the Annual NACC Conference: A Worthwhile Experience? Carl Brown, University of Southern Mississippi

Incentives for Student Participation in New Communication Centers. Danielle Leek, Grand Valley State University

I'm a New Journalist? How Speaking Center Consultants Navigate a New Identity in Unconventional Consultations. Erin D. Ellis, University of North Carolina at Greensboro

2:45-3:45 Session G (continued)

Organizational Communication Praxis: The Director's Dilemma – Part One - Sands 323

The purpose of these two panel/roundtable discussions 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 briefly offer their dilemma and then open discussion with the audience.

Managing Growth. James Helmer, Hamilton College

Navigating academic institutional hierarchical constraints. Ann Marie Coats, University of Tampa

Developing, Maintaining, Stewarding. Mikhail Gershovich, Baruch College

Graduate Assistantship as professional development. Kim Cuny, University of North Carolina at Greensboro

4:00-5:00 Session H – Closing Conversations

Organizational Communication Praxis: The Director's Dilemma - Part Two Sands 323

The conversation continues:

Creating a Cohesive Center. Marlina Davidson, University of Nebraska at Omaha

Required consultations. Lori Walters-Kramer, Monmouth College

We were moved into a learning commons. Jon Wiebel, Allegheny College

Consultants want to work more hours. Erin Ellis, University of North Carolina at Greensboro

How To Build A Center: From Idea to Implementation – Sands 321

With each of our centers having been established for 5 years or less, we will each discuss the inception, obstacles, successes, and current development of our centers. We will cover topics such as: presenting the idea for a center, creating a pilot run, working with a limited budget, hiring tutors, collaborating with faculty and marketing strategies. Handout will be provided when necessary and there will be time for questions and dialogue.

Morgan Smalls, North Carolina Central University
Tony Docan-Morgan, University of Wisconsin
Rachel Mayer Furman, Carlow University
Rowie Kirby Straker, University of Maryland

IMPROV(E) your Delivery – Sands 327

This workshop is designed for speaking center tutors and staff who work with students on their delivery skills and anxiety management. It applies improvisation and vocal coaching techniques to public speaking skills development, especially in the areas of listening, impromptu speaking, improved voice and body control, and reduction of communication apprehension.

Daniela Kempf, Barnard College