



*National Association of Communication Centers
16th Annual Excellence at the Center Conference*

April 21-22, 2017



Friday, April 21, 2017—Eberhard Center

- 10:00am-12:00pm:** **Registration & Refreshments**
- 12:00pm-12:30pm:** **Conference Welcome**
- 12:30pm-1:00pm:** **Keynote Address—Dr. Frederick J. Antczak**
- 1:00pm-2:00pm:** **Lunch**
- 2:15pm-3:15pm:** **Open Forums: Students, Start-Ups, & Directors**
- 3:30pm-4:30pm:** **Session 1**
- 4:30pm-6:00pm:** **Break**
- 6:15pm:** **Shuttle leaves for Bowling Outing (round-trip)**
- 7:00pm-9:00pm:** **Friday Optional Activity: Bowling at Lincoln Lanes**

Saturday, April 22, 2017—DeVos Building D & E

- 8:00am-8:45am:** **Coffee & Light Breakfast**
- 8:00am-8:50am:** **NACC Business Meeting**
- 9:00am-10:00am:** **Session 2**
- 10:15am-11:15am:** **Session 3**
- 11:30am-12:30pm:** **Session 4**
- 12:30pm-1:30pm:** **Lunch & Discussion of *Communication Centers Journal***
- 1:40pm-2:40pm:** **Session 5**
- 2:50pm-3:50pm** **Session 6**
- 4:00pm-5:00pm** **Session 7**
- 5:00pm-6:30pm** **Heavy Hors D'oeuvres, Closing Comments, Awards**

Friday, April 21, 2017—Eberhard Center

10:00-12:00: Registration & Refreshments (East Lobby 2nd Floor)

12:00-12:30: Conference Welcome (215 C, D, E, & F)

Welcoming remarks from:

Dr. Carl Brown, Conference Director (Grand Valley State University)

Rachel Furman, NCA Vice Chair (Carlow University)

Linda Hobgood, Excellence at the Center (University of Richmond)

Dr. Monica Johnstone, Director of CLAS Communications and Advancement
(Grand Valley State University)

12:30-1:00: Keynote Address (215 C, D, E, & F)

“Empowerment and Speaking: Moving Beyond the Classroom”

Dr. Frederick J. Antczak, Dean—College of Liberal Arts and Sciences, founding Dean of the GVSU Speech Lab

Dean Antczak grew up on the west side of Grand Rapids and graduated from West Catholic High School, class of 1970. He earned his B.A. from the University of Notre Dame in 1974, and his M.A. (1976), and Ph.D. (1979) from the University of Chicago, working with Wayne Booth and Robert Streeter. He taught in the Rhetoric Department at the University of California-Berkeley, the Department of Rhetoric and Communication Studies at the University of Virginia, and for seventeen years in the Rhetoric Department at the University of Iowa. In his first year at Grand Valley in 2004, he began his second quarter-century as a teacher-scholar.

Dean Antczak has won the Thomas Jefferson teaching award "for best embodying the educational ideals of Thomas Jefferson," the Outstanding Teaching Award in the College of Liberal Arts and Sciences in 1997, and the Conference on College Composition and Communication's Citation for Outstanding Classroom Practice in 1998. He was the 2002 recipient of the Iowa Communication Association Citation for Lifetime Contributions to the secondary and postsecondary teaching of communication in Iowa. In 2004, he was named as one of the first five Fellows of the Rhetoric Society of America for outstanding accomplishments in teaching, research, and service. He is the author/editor of several books, as well as a variety of articles and reviews. At the University of Iowa he served for six years as a department chair, and six years as associate dean for academic programs. He has served the discipline in a variety of ways including as President of the Rhetoric Society of America in 2000 and 2001 and as its Executive Director 2012-2014. He was named National Endowment of the Humanities Professor in the NEH seminar for college teachers on the American Lyceum in spring 2007. Additionally, Dean Antczak has served as an expert commentator on political rhetoric for MSNBC, the Washington Post, FOX News, the Atlanta Constitution, Reuters International, Newsday, PBS News Hour with

Jim Lehrer, the Boston Herald, and NPR's All Things Considered.

In his off hours, Fred is an ardent student of baseball, and golfs at the Meadows. He is known to be remarkably long and even more remarkably inaccurate with pretty much every club, including the putter (he claims an 18 handicap, which seems to us characteristically optimistic). His wife, Deborah Hughes, is an attorney.

1:00-2:00: Lunch (East Lobby 2nd Floor)

2:15-3:15: Concurrent Open Forums: Students, Start-Ups, & Directors

Open Forum for Directors (411)

Facilitated by Alyssa Davis (Clemson University)

Open Forum for Start-Ups (421)

Facilitated by Kathie Turner (Davidson College)

Open Forum for Students (414)

Facilitated by Erin Ellis (University of North Carolina-Greensboro)

3:30-4:30: Session 1

Grand Valley State University Knowledge Market: Spaces, Services, & Staffs (411)

In 2005, Lee VanOrsdel became the Dean of University Libraries at GVSU. Dean VanOrsdel came to GVSU from Eastern Kentucky University—home of the Noel Studio—with which many NACC participants are familiar. Once on campus, a cornerstone of her focus became the development of the Knowledge Market (KM). The Knowledge Market is an interdisciplinary peer-to-peer collaborative service that brings together similarly aligned academic programs to help students develop their intellectual skills, habits, and identities. The three foundational members of the KM are the Writing Center, University Libraries, and Speech Lab.

This panel will discuss the roles that individual services play in the KM, as well as how the services collaborate in consultations and special projects. Additionally, panelists will discuss the formation of the KM, challenges and success, and approaches to training.

Panelists:

Linda B. Hobgood, Speech Center Director (University of Richmond)
Dr. Carl J. Brown, Speech Lab Director (Grand Valley State University)
Patrick Johnson, Fred Meijer Center for Writing and Michigan Authors
Director (Grand Valley State University)
Jennifer Torreano, Library Research Consultant Manager (Grand Valley

State University)
Melanie Rabine, Fred Meijer Center for Writing and Michigan Authors
Coordinator (Grand Valley State University)

Workshop Session: “Mentor Empowerment through Community Engagement in the
Communication Lab” (421)

This workshop and discussion will present an overview of community service provided through the Communication Assessment and Learning Lab (CALL) at Arizona State University’s west campus. Community service has been a hallmark ASU’s communication lab and we will explore ways in which communication centers can engage in creating campus, online, and non-profit connections. We will also provide examples through online videos, digital portfolios, social media campaigns, and community teaching that this consistently described as the most empowering and favored among CALL mentors each semester.

Facilitators: Bonnie Wentzel and Kendra Estle (Arizona State University West)

Paper & G.I.F.T.S. Panel: Multiple Approaches to Promoting Awareness of the Center
(414)

Paper

Marah Leonfils & Anna G. Zimmerman (Marian University)

“More than Tutorials: How Speaking Centers Can Gain Campus Recognition through Service”

G.I.F.T.S.

Josie A. Burks & Adam Sharples Brooks (University of Alabama)

“Peer Consultants in Action: Creating External Facing Workshops with Key Constituencies”

Jade Olson (University of Maryland)

“Creative Collaborations to Promote the Center”

Chantal Shaw, Ashley Rapp, Jane Ulrey, & Jeannine Lane (Grand Valley State University)

“Partnering with Greek Life to Advance the Center”

4:30-6:00: Break (on your own)

6:15: Shuttle leaves from Eberhard front entrance to bowling alley (return by 9:30)

Saturday, April 22, 2017—DeVos D & E

8:00-8:45: Coffee and Light Breakfast (Hager-Lubbers Exhibition Hall—105E)

8:00-8:50: Business Meeting (Loosemore Auditorium—122E) **Please, no food/drink**

9:00-10:00: Session 2

Organizational Communication Praxis: The Director's Dilemma—Double Session (1/2)
(121E)

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.

Chair: Kimberly M Cuny (University of North Carolina-Greensboro)

Panelists:

Beau Bingham (University of Wyoming)

Susan Wilson (Depauw University)

Jacquelyn Rae Horton (University of San Francisco)

Facilitating Non-Native English Speakers in the Communication Center (117E)

With the growing diversity in our colleges and communication centers, it is critical to assess and share how we create a conducive and successful learning environment for non-native English speakers and international students. This panel is intended for center tutors, coordinators, and communication programs to share, discuss and learn different strategies and techniques to engage and help this specified student population. The facilitators will design discussion questions to generate conversation and engage participants to share their concerns, experiences, and identify techniques and strategies that can be implemented in various settings. Participants are encouraged to share activities, stories, and policies for group discussion.

Presented by: Dr. Teresa Massimo & Shelly L. Spratt (Ohlone College)

G.I.F.T.S. Panel: Tips for Improving Center Services (119E)

Debbie Kilby Baker (University of North Carolina-Charlotte)

"It's Getting Hot in Here! Percolating the Student-Focused Communication Center Commitment with Faculty-Driven Funding"

Dr. Laura Stengrim, Mo Ismail (University of Southern Mississippi), Dr. Carl Brown, and Skye Gregory-Hatch (Grand Valley State University)
“*Specialized Speaking Skills: Discipline and Instructor-Specific Preferences*”

Kelsey Hines (Grand Valley State University)
“*S.M.A.R.T. Goals: Writing Treatment Goals for Clients*”

Isaac Simon and Carolyn Andre (Grand Valley State University)
“*The Silent Advantage: Nonverbal Communication and Peer-to-Peer Consultation*”

10:15-11:15: Session 3

Organizational Communication Praxis: The Director’s Dilemma—Double Session (2/2) (121E)

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.

Chair: Kimberly M Cuny (University of North Carolina-Greensboro)

Panelists:

Erin Ellis (University of North Carolina-Greensboro)

Jon Wiebel (Allegheny College)

Alyssa Davis (Clemson University)

Pedagogy and the Communication Center: Empowerment through Tutoring and Mentoring (117E)

This panel examines the mentoring relationship between faculty and peer tutors. At Carlow, the peer tutors often serve as undergraduate teaching assistants, working with faculty to teach students and serve as support for oral communication assignments. Students are both teachers and learners in this complex role, and learn about teaching (leading and being lead) through complex interactions with faculty both in the communication center and in the classroom. Learning is multidirectional and this panel focuses on those deep connections that serve as high impact training for our tutors.

As our peer tutors work with the primary instructor in the teaching of any assignment or technology tool, instructors will bring student expertise into the classroom to *supplement* the instructor’s knowledge. Peer tutors often face different learning situations than instructors and through the learning partnership, a highly effective engagement mirrors problem-solving techniques for the students as students and the student learners as teachers. At Carlow, we believe that the instructor-peer tutor interaction, in a large part, increases perceived

notions of ethos and pathos and increases the likelihood that students in need with seek help in the communication center.

Panelists:

Dr. Michael Balmert (Carlow University)

Brooke Wateska (Carlow University)

Chloe Deardorf (Carlow University)

Alex Dolnack (Carlow University)

G.I.F.T.S. Panel: Specialized Services and Opportunities at the Communication Center
(119E)

Debbie Kilby Baker, Miranda Rouse, and Tiera Gibson (University of North Carolina-Charlotte)

“Elevator Going Up? Uplifting Lessons Learned from Redesigning the Marketing of Elevator Speech Events”

Beth Ernst & Jo Wiley (Western Michigan University)

“Encouraging International and First-Generation Student Success: A Collaborative Partnership between the Business Communication Center and Student Professional Readiness Series”

11:30-12:30: Session 4

NACC/NCA Survey: An Investigation of Membership (117E)

In Pittsburgh last April, Bonnie Wentzel, acting as Chair of the Communication Centers Section of the National Communication Association (NCA), formed an ad hoc committee charged with investigating the professional organizational needs of the membership. With feedback from NCA section leadership, the committee launched an online survey designed to ascertain how faculty, staff, and students see themselves affiliating with national professional organizations concerned with the communication centers’ scholarship and praxis. Findings of the survey will be discussed.

Facilitators: Wentzel (Arizona State University West) and Kimberly M Cuny (University of North Carolina-Greensboro)

Paper Panel: Using Technology to Advance the Center (111D)

Spencer Haacke (Brigham Young University Idaho)

“The Case Study”

The Case Study originally started out as a campaign to increase the awareness of our center. We approached a college at the University that rarely or never used the center and asked if they could help us out with an experiment. We videotaped

their class's presentation so we could analyze the speeches for things like distractive mannerisms and effective introductions. The students were then offered our services as they prepared and presented their presentations again. The speeches were again recorded. The data was collected to show the difference the center could make in their presentations. The results initially were interesting enough for the professors to require the students to come into the center in the future.

Ashley Rapp & Brittany Costantini (Grand Valley State University)*
"Virtual Learning: Assessing the Need for Video Consultations"

Communication centers are appearing at universities throughout the United States as a mechanism for helping clients become comfortable and confident in the speech-making process. Communication centers consistently strive to provide convenient and effective consultations for the student body. This research discusses ideas regarding how to expand their services. The present survey study investigates whether the option of video consultations is attractive to potential clients by means of a questionnaire. We evaluate whether potential clients perceive the idea of video consultations as something that would have a positive effect on their communication center experience. We also assess whether the learning style of the potential client acts as a mediator for their attitude toward video consultations. This paper uses studies and theories to evaluate whether there is a need for video consultations, and if so, which type of students would use this resource.

Isaac Simon & Kelsey Hines (Grand Valley State University)**
"Accommodating Students with Autism Spectrum Disorder in Communication Centers: The Development of Video Modeling Techniques"

Every year more students with Autism Spectrum Disorder (ASD) are applying and being accepted into universities (Hansen, 2011). Communication centers serve a diverse range of students whose particular needs vary. While current tutor methodology is an effective way of approaching traditional students' needs, students with ASD, and the tutors who work with them, require additional tools to provide necessary support services. In order to accommodate the needs of students with ASD, communication centers must develop the tools and training methods essential to students' success (Glennon, 2016). Video modeling has shown to be an effective tool, especially regarding students with ASD, for developing social and communicative skills through observational learning (Bellini & Akullian, 2007; Cihak et al., 2010; Hayes et al., 2015; Mason et al., 2012). Limited research exists regarding how tutoring services at universities can support students with ASD. The services that communication centers offer provide a unique forum for the development and implementation of inclusive consulting techniques. This research proposal explores the current literature on the use of video modeling for skill based learning and discusses its application as

an instrument for training communication center consultants and increasing public speaking proficiency for higher education students with ASD.

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

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

Empowerment Acts: Assignments and Research Re-conceived in the Communication Center (121E)

This panel examines the act of empowering students through creative engagements with the Hopkins Communication Lab (HCL). Some of these engagements take place in the HCL, while others take place in other locations but are supported by the director and peer tutors from HCL. As we work to justify the costs and technology support in the communication center, expansion through strategic design is justified by these critical experiential learning acts.

Specifically, the director explores assignment development and intentional designs that serve to increase students' advocacy skills. Then, the panelists will discuss all facets of facilitating these speech empowerment acts. First, we examine a research project, supported in the communication center, on speech anxiety and dog interaction, as it pertains to assisting students who have anxiety learn to manage their speech act. As well, we explore an assignment that allows honors students to practice the art of the telephone interview, giving students and peer tutors the power to understand and experience the act of interviewing on a whole new level. Finally, we explore a new nursing simulation project that serves to teach future nurses how to speak on behalf of their patients. The HCL serves as the site for this mock hospital scene.

Panelists:

Rachel Mayer Furman (Carlow University)

Erika Kellerman (Carlow University)

Paige Cholewinski (Carlow University)

Claire Wolfe (Carlow University)

12:30-1:30: Lunch (Hager-Lubbers Auditorium—105E)

For those interested in a lunch discussion, join Dr. Russell Carpenter (Eastern Kentucky University) for:

"Preparing Scholarship for Publication: Trends and Recommendations for the Communication Center Journal" (117E)

This session will overview recent trends and provide recommendations for preparing manuscripts for the Communication Center Journal. Participants will learn practical strategies for preparing their scholarship for peer review. Questions and ideas welcome.

1:40-2:40: Session 5

Workshop Session: “Just Like Being There: Virtual Reality in the Communication Center” (111D)

Two potential limitations for the adoption of virtual reality are cost and content. For the communication center with limited resources, these can be doubly prohibitive. Yet, existing VR technology and content can provide meaningful experiences for students for very little cost. Communication centers can today provide virtual experience aimed at increasing empathy, decreasing communication apprehension, and improving student readiness for situations ranging from interviews to intercultural exchanges.

Participants in this interactive training will get a brief overview of virtual reality, then experience some virtual and 360-degree content using Google Cardboard, followed by discussion of implementation and expansion.

Facilitator: Clark Friesen (Lone Star College Tomball)

Reducing Communication Apprehension: Applying the PRCA-24 in the Center (117E)

Assessment in the Communication Center is critical for a multitude of reasons that establish the need for a viable assessment instrument. One such instrument, the PRCA-24, has long been valued for measuring communication apprehension, or CA. In the center, we know that one driving factor for students to seek tutoring is CA. By examining the application of the PRCA-24 in assessing communication center clients, we can better determine if the center is meeting those needs. Additionally, the panel will consider the relationship between gender and communication apprehension (i.e., whether there is a difference between males or females and their rank of pre appointment anxiety/confidence for their speech and levels of post appointment anxiety/confidence and if one gender responds better to the one on one tutoring than the other). Attendees and panelists will explore best practices for implementation and use of the PRCA-24.

Panelists:

Deah Atherton (Shippensburg University)

Heather Hockenberry (Shippensburg University)

Dr. Misty L. Knight (Shippensburg University)

Conversation Groups: Using the Center to Provide Support to International and ESL Students (121E)

Meeting the diverse needs of a diverse population of students has never been more challenging. Panel participants include undergraduate and graduate students in addition to center administrators/directors who will discuss the impetus behind starting “conversation groups” at USM, UNCG, DePauw, and SU. Topics will

include re-framing the center's approach to multilingual speakers in training materials, marketing, meeting student needs, and activities. Additionally, participants will discuss how directors and other administrators determine the logistics of these groups and how they will operate in the center. During the session, the panelists and attendees will explore the following questions: "Which students can come to conversation groups? Which consultants should be paired in these groups? What are the best pedagogy practices to use?"

Panelists:

Casey Norton (Shippensburg University)

Natalie Grieco (Shippensburg University)

Erin Ellis (University of North Carolina-Greensboro)

Carley Young (The University of Southern Mississippi)

Mo Ismail (The University of Southern Mississippi)

Dr. Susan Wilson (DePauw University)

2:50-3:50: Session 6

Paper Panel: *Center Attendance and Training* (111D)

Amy L. Housley Gaffney (Hamilton College)*

"Leading the Horse or Letting it Roam Free: Examining Compulsory and Voluntary Appointments at the Communication Center"

Astin's (1984) theory of student involvement highlights the positive relationship between students' involvement (investment of physical and psychological energy) and educational outcomes. Astin notes that involvement is, in some ways, similar to the psychological notion of motivation, but his terminology allows for greater opportunities to directly observe actions. It is within this framework that I position this investigation into students' involvement with our oral communication (speaking) center.

Anecdotally, tutors in my center note that students who are required to come to our center often are less prepared and more apathetic than the students who choose to come (whether highly encouraged by faculty or not). While these observations have been important in shaping my training, I sought to move beyond lore and anecdotes—a problem noted by Wells (2016) regarding writing centers. I turned to our records, specifically examining the potential differences in students' satisfaction with various aspects of the appointment based on whether the appointment was mandatory or voluntary. Additionally, I draw upon students' intake forms and tutors' summaries to further contextualize the ways in which compulsory and voluntary appointments play out.

Alyssa Davis, Dr. Darren L. Linvill, & Melissa E. Jacobs (Clemson University)*
“*Communication Center Effectiveness: The Impact of Tutoring on Speech Performance*”

This study explores required public speaking tutoring in communication centers and the effect it has on students’ grades, speaking apprehension, and expected speech outcomes. Test and control group participants completed the Situational Communication Apprehension Measure after the completion of their persuasive speeches in a traditional public speaking course. Recorded speeches were also analyzed by the researchers. No significant difference was identified between the test and control group related to either communication apprehension or speech delivery. Students in the test group (those students attending required tutoring) did, however, have statistically higher scores related to organizational outcomes and final speech grades. Future directions of research and limitations are discussed.

Skye Gregory-Hatch (Grand Valley State University)**
“*Social Anxiety within a Speech Consulting Setting*”

It is well known that communication centers often work with students who desire to overcome speech anxiety (Dwyer, 2015). Consultants provide clients with useful information that allows the clients to face their fear and talk to various audiences. About 70-percent of people struggle with speech anxiety (Dwyer, 1997) and 40 million American adults also experience social anxiety (Anxiety and Depression Association of America, 2016). These staggering figures justify the study of the role that communication centers play in managing anxiety. Despite sharing the similarity of feeling anxious while talking to others, little work has investigated the relationship between social anxiety and speech anxiety. Some research has indicated that treatment for social anxiety could also be used to treat performance, or speech, anxiety (Price & Anderson, 2011). This paper will examine the influence communication center consultations have on those who experience social anxiety, without exceeding the limits of consultants’ training and directly addressing a medical issue. A quantitative approach is used to look for a main effect resulting from the frequency of communication center visits and interactions between visit frequency and demographic variables. These findings will inform the larger bodies of communication center research, speech anxiety research, and social anxiety research.

*Submitted as part of the Joyce Ferguson Faculty Paper Competition

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

Center Remix: Empowerment through a Combined Approach (117E)

In July 2016, the Writing Department and Communication Department at the University of Central Arkansas (UCA) were realigned—becoming the School of Communication. Realignment brought with it conversations about the existing writing center and sparked ideas about how it could be expanded to become what

is now the Center for Writing and Communication. Thoughtfully incorporating Communication without undermining the reputation and ideals of the existing writing center have been at the forefront. Casey Malone Maugh (2012) recommends that we “work in concert methodologically, pedagogically, and organizationally to provide tutoring services that advance a holistic, process-oriented approach.” This notion is essential to our new combined center.

In this panel presentation, we will begin by giving a brief history of writing and communication tutoring on the UCA campus. We will then open discussion with our audience about considerations for combined centers, what they should look like, and approaches to tutor training.

Presenters: Katherine Bray and Dr. Carey Smitherman Clark (University of Central Arkansas)

Consultant Personal & Professional Development at the Center (121E)

This panel will focus on the professional development of communication center consultants that go beyond day-to-day tutoring sessions. Time management, interpersonal communication, individual and group task accomplishment, and more are all skills and experiences taken from a consultant’s time at the center. These invaluable lessons facilitate personal and professional growth—the effects of which can be seen long after a consultant leaves the center. This panel includes current and past staff, and will provide examples of growth that can be modeled at your own center and shared with potential consultants as non-financial payment for their service to the center.

Panelists:

Alec Schlitt (Grand Valley State University)
Elizabeth Konen (Grand Valley State University)
Justin Sims (Grand Valley State University)
Samantha Radecki (Grand Valley State University)
Jordan Boze (Grand Valley State University)

4:00-5:00: Session 7

Paper Panel: Rhetoric and Empowerment: At the Center and Beyond (111D)

Michael Clay and Paul E. Mabrey III (James Madison University)
“Relations of Empowerment, Domination, and Ethical Freedom: A Case Study of Self-Analysis”

Communication Centers are increasingly seen as spaces of empowerment for clients because of their individualized attention, lack of formalized assessment, and giving students confidence to communicate with the world (Pensoneau-Conway & Romerhausen, 2012). Even if Centers are constructed like this, does this necessarily make them places of empowerment? Should empowerment be

concerned with helping a student locate and be comfortable with their true speaking self? And even if Centers can be spaces for empowerment, are they also capable of being places of domination?

Using the work of Michel Foucault, we put forth a framework that enables a clearer understanding of power relationships at play through the Center. Foucault's portrayal of the technique of *askēsis*, or the "taking progressive consideration of self" as a means for collecting and subsequently cultivating truth is essential for understanding the role Communication Centers can play as a site of empowerment and ethical freedom (1988). To demonstrate this, we first review the current literature on Centers as spaces for empowerment and ethics. Second, we develop Foucault's concept of *askēsis* as way of thinking about Communication center practices of empowerment and domination. Finally, we apply *askēsis* as a consideration of or care for the self to the case study of self-analysis appointments. This can be understood as a practice of taking one's own past understandings and reflecting on them both in their interrelation with each other as well as other's espoused understandings of self and truth. We close with recommendations for how Communication Centers can enable more self-aware, empowering means of serving center clientele.

Dr. Laura Stengrim (The University of Southern Mississippi)*

"Language Instruction in the World War II Era Extracurricular: Communication Centers and Rhetorical Histories"

In 1947, the opening of the Gulf Port to goods and commodities—i.e., bananas and coffee—led to the establishment of what would become one of the nation's oldest and longest-running English Language Institutes, located deep in the segregated South. Thirty students from Latin America and Cuba arrived campus to study spoken and written English that first year, a number that would grow to over 400 within the next three years. The formal and informal instruction, peer tutoring, and campus conversations surrounding this extracurriculum, I argue, can inform the fields of oral and written communication center studies by locating their histories in unexpected places. In turn, and in responding the conference's theme of "more than a space," communication center administrators and staff can broaden our thinking about how we navigate today's shifting cultural and economic dynamics on our own campuses. Drawing on archival materials, this paper examines local responses to national trends in U.S. higher education during World War II and the early Cold War with regard to the teaching and learning of oral and written communication in particular; situated as part of a larger project, however, it turns generally to a time of deep uncertainty in order to understand the present moment.

Ari Zucker (Grand Valley State University)**

“The Relationship Between Rhetorical Devices and Speaker Empowerment”

One of the main functions of communication centers is to empower students to increase their self-efficacy in regards to public speaking. A potentially effective way to do this is to guide student speakers toward increasing their use of rhetorical devices and figurative language in their speeches. The hypothesis is that the use of rhetorical devices and figurative language will help speakers better connect with the audience, as opposed to omitting rhetorical devices and figurative language. This study will provide an understanding of the relationship between the use of these devices/language and both audience perceptions of speakers and speaker perceptions of empowerment. This work will use Mead’s Looking-Glass Self theory, along with a quantitative approach to analyzing the perceptions of the audience. This research is applicable to any individual or group who is seeking more information on communication centers and training, as well as effective ways to improve their public speaking skills.

Carley Reynolds Young & Mo Ismail (The University of Southern Mississippi)***

“Empowering Communication: Learning and Application Beyond the Center”

This paper presents the findings of a qualitative study that seeks to better understand how working in and utilizing the communication center impacts students’ communication skills, both at the university and beyond. Undergraduate and graduate students who were clients at the center and former undergraduate and graduate students that have worked in the center as consultants, were invited to respond to an online, open-ended questionnaire through purposive sampling. Through thematic analysis, themes emerged that show learning outcomes that students, both client and peer-consultants, applied to both college courses and career positions that were gained during their time in the communication center. This research strengthens strategies for teaching and learning in the communication center in order to continue to be well-positioned to serve the campus community, in and across the disciplines.

* Submitted as part of the Joyce Ferguson Faculty Paper Competition

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

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

Digital Perspectives from the Center: A Discussion about Digital Submissions (117E)

The Communication Center Journal (CCJ), a national, peer-reviewed journal that features research and perspectives relevant to communication centers in higher education, is launching a new, innovative Digital Perspectives from the Center (DPC) section. These works will take the form of brief videos focused on center perspectives. DPC entries are peer-reviewed and offer the opportunity to share data, narratives, insights, and other perspectives that are difficult (or impossible) to communicate in other modes or media. Videos are welcome for consideration

in any form. Learn more about the CCJ's vision for DPC in this interactive Q&A with assistant editor Dr. Shawn Apostel.

Submitted by: Dr. Shawn Apostel (Bellarmine University) & Kimberly M Cuny (University of North Carolina-Greensboro)

Reticent Speakers and Communication Apprehension (121E)

In response to an extremely high “Drop-Fail-Withdraw” rate among certain populations in the Shippensburg University student body, the Department of Human Communication studies created a special section of the general education introductory communication course. This course became known as the “Reticent Section” and caters to those students experiencing high levels of communication anxiety. With funding granted to imbed tutors in this course as a pilot program during Spring 2017, student tutors implemented the use of the PRCA-24 in order to assess what steps are necessary to best assist this particular population. This panel will discuss those methods and seeks input from attendees to improve the outcome of the course tutoring sessions.

Panelists:

Andrea Capitella (Shippensburg University)

Deah Atherton (Shippensburg University)

Heather Hockenberry (Shippensburg University)

Casey Norton (Shippensburg University)

Natalie Grieco (Shippensburg University)

Dr. Misty L. Knight (Shippensburg University)

5:10-5:30: Closing Comments/Awards (Loosemore Auditorium—122E) No food/drink

Closing Comments:

Dr. Carl J. Brown, Speech Lab Director (Grand Valley State University)

Awards Presentations:

Joyce Ferguson Faculty Paper Award

Huddy-Gunn Graduate Paper Award

Bob and Ann Weiss Undergraduate Paper Award

Outstanding Tutor Award

5:30-6:15: Heavy Hors'oeuvres & Dessert (Hager-Lubbers Exhibition Hall—105E)