**NACC 2021 Conference Schedule**

* all times listed in schedule are in **Eastern Standard Time**
* all panels run **50 minutes** from the start time unless otherwise specified
* During Friday and Saturday’s Panels, there will be a running meeting titled “**Lobby**”. Presenters and attendees alike will be able to join that meeting at any time to have side-conversations without disrupting presentations or panels. Anyone can enter and leave the Lobby as they please throughout the conference. The link to the Lobby will be on the final digital program.
* ***Moderators*** will be present in all panels to introduce the presenters, make sure the meetings start and end on time, coordinate transitions, and reach out for help if there are technical issues. Moderators will be available to assist if the panel presenters have questions/concerns but will otherwise be on mute/camera off during the panels.
* **Links** for each panel are in the process of being created by our wonderful team of IT experts and Speech Communication Center Staff. The final digital program will have all necessary links for each meeting and they are for presenters, attendees, moderators, and ECU SCC staff only.

**Friday March 19 (Day 1)**

**12:00PM Opening Keynote Panel**

**Creating Contemporary Communication Strategies: Now and Moving Forward**

**Panelists:**

* **Dr. Niti Armistead**, *Chief Medical Officer, Vidant Health*
* **The Reverend Andrew Cannan**, *Rector, St. Paul’s Episcopal Church*
* **Dr. Virginia Hardy**, *Vice-Chancellor, Student Affairs, ECU*
* **Ms. Kristen Hunter**, *Public Information Officer, Greenville Police Department*
* **Mr. Andrew Schmidt**, *CEO, Greenville Convention and Visitors Bureau, Greenville-Pitt County*

**Link:**

**Moderator: Rylie Ochs, Tiffany Porter, Dr. Pam Hopkins**

*12:50: 10 minute transition/break*

**1:00PM Session 1**

**Available Panels:**

**Zooming Into Virtual Interviews**

 *Even prior to the rise of online learning and tutoring, virtual interviews were growing popular with employers, and they are now definitely here to stay. In this panel, speaking tutors from the University of Rochester will focus on what we can take from this past year to help students prepare for virtual interviews even after the pandemic has passed. We will lay out the lessons we have learned, in terms of both zoom etiquette and best practices for virtual communication and think through how we can apply them to future tutoring sessions.*

 *We will also explain the new tool Quinncia that we are using to replicate artificial intelligence interviews. Finally, we will leave time for discussion as we all think through how to apply the lessons, we have learned in this year of virtual tutoring to the services we will continue to offer once it is behind us.*

**Presenters:**

* **Amy Arbogast, PhD**, *Speaking Center Coordinator at University of Rochester*
* **Natasha Abrol**, *University of Rochester*
* **Morgan Farrow**, *University of Rochester*
* **Jacob Walters**, *University of Rochester*

**Link:**

**Moderator:****Brittany Thompson**

**Improvisational Storytelling**

 *Join* ***Bruce Kirchoff****, award-winning science faculty and storyteller for this interactive program which will provide communication center peer educators with strategies to add storytelling support to their home center.*

**Presenter:**

* **Bruce Kirchoff,** *Speaking Center Faculty Fellow, University of North Carolina at Greensboro*

**Link:**

**Moderator: Dr. Keith Richards**

*1:50: 10 minute transition/break*

**Analyzing Communication Center Training Through the Lens of Foucault**

 *This workshop will challenge participants to find new ways of incorporating Foucauldian philosophy of freedom into communication center consultant training. Doing so will create more independent consultants who are ready to thrive in the continually changing world of peer-to-peer education. Come prepared to listen, learn and share ways to create individualized consultants who are prepared to adapt to any expectations required of them.*

**Presenter:**

* **Troy Moss**, *University of North Carolina at Greensboro*

**Link:**

**Moderator: Dr. Linda Kean**

**2:00PM Session 2**

**Available Panels:**

**Tutor Training Certification: Starting your journey to becoming a certified training center**

 *(College Reading and Learning Association's International Tutor Training Program Certification)*

*The session will begin by a quick review of the learning objectives, followed by an activity to activate prior learning about tutor training. We will then review the requirements for certification and do a question-gathering exercise. We will debrief and discuss and wrap up with an overview of next steps and resources for moving forward.*

**Presenter**:

* **Shawn O’Neil**, *University of North Carolina at Greensboro*

**Link:**

**Moderator: Dr. Sachi Shearman**

**Coaching Adults with Developmental and/or Intellectual Disabilities: A Contemporary Communication Center Practice**

 *Lessons learned and processes refined in piloting programming to teach communication and job preparedness skills to adults with disabilities are the focus of this program. During the session, participants will be provided time and guidance as they consider ways of replicating or extending similar support at their individual institutions. Come prepared to listen, learn, share and help one another to grow this important contemporary communication programming.*

**Presenter:**

* **Abigail Thomas**, *University of North Carolina at Greensboro*

**Link:**

**Moderator: Dr. Keith Richards**

**“Is my webcam on?” Retraining Coaches for a Virtual Environment**

 *This session is designed to provide an overview and background of the changes our CommLab had to complete during the pandemic. We will provide an overview of how we trained coaches to handle online clients, as well as how we are currently training new coaches to our Communication Center. This includes input and feedback from current coaches. Finally, we will discuss how our current program differs from other training programs in the past, as well as future ideas, collaborations, and considerations.*

**Presenters:**

* **Brandi Quesenberry**, *Virginia Tech*
* **Zack Sowder**, *Virginia Tech*
* **Reagan Feudtner**, *Virginia Tech*
* **Kaitlin Probus**, *Virginia Tech*

**Link:**

**Moderator: Dr. Deborah Thomson**

*2:50: 10 minute transition/break*

**3:00PM Session 3**

**Available Panels:**

**GIFT: No Fear Public Speaker/Weather Reports**

 “*No Fear Public Speaker” is a discussion-based exercise for public speaking students to address any and all fears. The session begins by using an anonymous Google Form to ask students to name their largest fears regarding public speaking. Absurd contributions are encouraged to lighten the mood surrounding a discussion about fear. Students will then be placed into breakout rooms to discuss known solutions to fears while the instructor ranks the fear submissions from largest to smallest extremity. Large extremity would be an absurd contribution like “my laptop blows up” and small extremity would be “my voice shakes.” The instructor makes the list visible and the class works through each fear by coming up with a solution for each one. The list is then made available for all students to reference.*

 *“Weather Reports” is an exercise for students to interact with each other and gain confidence in speaking to larger groups. Students will be placed into small groups wherein they will choose a destination they would like to visit. Then, they will research a weekly weather report for that destination. The class reconvenes and one representative from each group will give a weather report to the entire class, doing their best impression of a meteorologist. Students are encouraged to use “reporter voices” and project their voice as if they were truly on a television set. This is a low-pressure situation designed to encourage collaboration and confidence.*

**Presenter**:

* **Kennedy Elaine Sanders**, *Wake Forest University*

**Link:**

**Moderator: Dr. John Howard**

**GIFT: Beyond Pandemic Pedagogy: Scaffolding the Zoom Small Group Project**

 *On March 12, 2020, two groups in a 130-person Introduction to Communication class presented projects in room 2030. Twenty-eight groups were scheduled after spring break. No one has yet returned to that classroom. Pandemic pedagogy describes the phenomenon of quickly converting classrooms to online or socially distanced spaces. The spring 2020 pivot created opportunity for using remote learning to expand student engagement in large-lecture courses even post-pandemic. This session teaches a scaffolded approach to incorporate remote group projects in any course. The proposed module can be packaged for communication centers to share with faculty across disciplines or can be used directly with students who have been assigned “Zoom-room” group projects in their classes. Participants will be furnished with templates and videos of the Group Project Scaffold. In a longer session, discussion will be encouraged to explore how the module can be used in participants’ own centers and programs.*

**Presenter:**

* **Saralinda Kiser**, *Department of Communication Studies, University of Nevada, Reno*

**Link:**

**Moderator: Dr. Jin-Ae Kang**

**Researching Contemporary Communication**

 *Contemporary communication is constantly changing and evolving, and our research is helping us move with it. During this discussion, panelists will discuss a variety of research they are leading within the communication center to benefit our students. This includes considerations for persons who stutter, advocacy for students with disabilities, and the promotion of antiracism. It will cover how each is related to the center, and their importance when working with students. Then, we will open for discussion of these topics and how these areas of research can be further developed.*

**Presenters:**

* **Panel Chair: Kellar Poteat**, *University of North Carolina at Greensboro*
* **Yen Nguyen**, *University of North Carolina at Greensboro*
* **El Nealson**, *University of North Carolina at Greensboro*
* **Steven Garfunkel**, *University of North Carolina at Greensboro*
* **Jordan Wright,** *University of North Carolina at Greensboro*

**Link:**

**Moderator: Rylie Ochs**

*3:50: 10 minute transition/break*

**4:00PM Session 4 (Competitive Papers, 90 minutes)**

**An Analysis of Speaking Center Resources Through a Lens of Antiracism**

*Recently issues of racism have been at the forefront of conversations in many academic spaces. Of course, this brings about the issue of racism within our communication centers. Specifically at the College of Speaking Center, recent formation of an Antiracist Values Committee and former research has highlighted antiracism needs and efforts. As one resource to students, the College of Speaking Center offers tip sheets. These “tip sheets” are pamphlets that cover numerous communication-related topics from introductions to group cohesion. They are used as a resource to consultants and are sent to speakers as additional help. This pool of resources is available 24/7, and the resulting message to students who receive them.*

*This study aims to conduct a textual analysis to examine the language and examples used in some of the over 100 tip sheets listed for free use on the Speaking Center’s website.  Examination will be done through a lens of antiracism using a checklist of criteria gleaned from articles on racism in language and in academia. The focus is to highlight areas where an antiracist pedagogy is not reflected and where it can possibly be inserted. These analyses will uncover specific areas of need in terms of antiracism within the information we provide, as well as serve as a basis for furthering the goal of having a truly antiracist communication center. “The core of communication work is justice” (Ladva, 2020) and the goal of this research is to determine if the Speaking Center offers resources that are in line with racial justice and are void of racist language.*

**Connecting Students with the Communication Center: Walking Students Through Their Uncertainty**

*Uncertainty is a key factor that prevents many students from reaching out for help during their time at college. First-generation college students do not have the built-in resource of family members with college experience that can help walk them through uncertainty. Making connections and developing relationships with university support services can be the key to first-generation college students’ ability to succeed. This paper will explore Uncertainty Management Theory and Uncertainty Reduction Theory, and the connection of these theories to students’ help-seeking behavior at one four-year, public, liberal arts university. Having a better understanding of the specific way uncertainty was affecting students at this university led to changes that put the communication center on a new path to campus wide recognition. The low utilization numbers of the Communication Center at this campus by students who were encouraged to use the resource or were offered extra credit for using this resource was a catalyst for adaptations to the basic course. Learning more about the connection between uncertainty and student behavior changed how the center director communicated with both students and faculty across campus. Using the adapted practices of the basic course to promote student interaction with the Communication Center on campus, the paper will describe lessons learned and how those lessons are now being applied to other programs on campus. These changes eventually led the Communication Center at this campus to become a resource integrated into assessment plans both at the basic course level and the program-specific level. The recognition of the Communication Center as a resource to assist in assessment plans for oral communication skills has helped the Center better connect with students who most need support. This recognition has also solidified the need for continued university support. Having a better understanding of how uncertainty affects first-generation college students can help communication center directors adapt strategies to better connect to those students. This understanding can furthermore help faculty and staff at large make adjustments to how they communicate about university support services and integrate those services into their courses.*

**Leveraging Single-Session Growth-Mindset Interventions for Communication Center Approaches to Public Speaking Anxiety**

*Fear of public speaking is one of the most common lifetime social fears (Ruscio, 2012) and is highly reported amongst college aged students. Speech anxiety can be triggered by the circumstances of the speech, such as the predictability of the speaking environment, as well as the intrinsic fears regarding communication, such as communication anxiety, social interaction anxiety, and rejection sensitivity (Auer et al., 2018). The COVID-19 pandemic has magnified financial inequities amongst students (Son et al., 2020). The pandemic has also resulted in public speaking activities to shift to virtual platforms. These financial inequities as well as the new virtual environment can trigger speech anxiety, thus increasing the need for communication centers to provide speech anxiety resources. Research supports the effectiveness of communication centers on lower reported speech anxiety, primarily based on multiple visits to the communication center and supplemented by a communication course (Dwyer & Davidson, 2012). Despite effectiveness of communication centers, research focused on growth mindset and wise interventions offer models to construct short interventions with promising long-term effects. Growth mindset “is the belief that abilities (or other personal attributes) can be developed.” (Dweck & Yeager, 2021). This paper offers a new approach to situational anxiety when public speaking by creating an alternative intervention Best Supporting Role: The Communication Center’s Contribution to Student Success in the Basic Courseto repeated visits to a communication center. Moreover, previous research on communication courses finds correlations between mindset with both improved communication course performance and decreased reported speech anxiety (Nordin & Broeckelman-Post, 2019; Stewart et al., 2019). Thus, communication centers can leverage mindset intervention models to create an efficient approach to speech anxiety and empower students to make optimal use of communication center resources.*

*Keywords: Public Speech Anxiety, Communication Centers, Growth-Mindset*

**Best Supporting Role: The Communication Center’s Contribution to Student Success in the Basic Course**

*To preserve the presence of communication centers of higher education campuses, it is imperative to highlight their success and reinforce their role in student achievement. One way to do so is through good evaluative research that helps identify strengths and weaknesses and guide strategies for refining and improving the communication center to encourage its success in the future. This study utilizes a secondary analysis of survey data study design. The survey was conducted to evaluate the effectiveness of the curriculum for Comm 100 and Comm 101 so that administration can create the best possible versions of these courses for future students. While most of the survey was composed of Likert and semantic differential scales, the end of the survey included an open ended question that asked, “if you visited the Communication Center, please tell us a little bit about your experience in the Communication Center.” Researchers analyzed this open ended question included in the post-course survey data which gave them a sample of 835 students enrolled in a fundamentals of communication course at a large, research-intensive, mid-Atlantic university. From the analysis, three major findings emerged about the comm center: it is a valuable resource, it offers a comforting and supportive space, and coaches provide insightful feedback. A discussion of the implications from these findings are discussed along with limitations and advice for future and established centers.*

**Personality Traits of Peer Consultants: A Preliminary Study**

*Peer consultants are special people. Filling the gaps of power and knowledge between faculty and students, providing one-on-one learning opportunities, and establishing a climate that facilitates collaboration, learning, and comfort are not simple tasks. On one hand, consultants must be approachable and relatable in order to put clients at ease in the center and prepare them learn. On the other hand, consultants must be credible and competent in order to garner the personal and intellectual trust of clients. In order to effectively perform this balancing act, consultants require training and experience. However, what role, if any, does the consultant’s personality play in the process? This study aims to understand common personality traits of peer-consultants across a variety of campus consulting services using seven research questions. With data from consultants from across the United States, findings suggest that peer consultants have more common personality traits that unite them than unique traits that may separate them. The study notes some significant differences of these personality traits based on factors like the service type, sex, ethnicity, and experience levels of the consultants. These similarities and differences provide opportunities to both celebrate strengths and ponder potential weaknesses. Additionally, observations made here heuristically valuable and provide communication center and peer consulting scholars with ample opportunities for future research. More knowledge about peer-consultants has the potential to result in better selection, better training, better collaboration, and better overall results for clients, consultants, and centers.*

*Key words: communication centers, peer consulting, personality traits, consultant training, consulting services*

**Session Link:**

**Moderator: Dr. Pamela Hopkins**

**5:30PM End of Day 1**

**Saturday March 20 (Day 2)**

**8:00AM Business Meeting**

* **Carl Brown**, *Grand Valley State University*

**Link:**

**Moderator: Dr. Pam Hopkins**

*8:50: 10 minute transition/break*

**9:00AM Session 1**

**Available Panels:**

**Is the Communication Center Racist? Responses to Nimisha Ladva’s “Is the Communication Center Racist?” An Inquiry into Black Linguistic Justice, Anti-Racism, and Assimilation**

  *Nimisha Ladva’s essay “Is the Communication Center Racist?” reflects on the absence of Black Language and explicit commitments to anti-racism throughout many of our communication center or speaking lab spaces. And in doing so, Ladva suggests that the answer is yes - the Communication Center is racist. Moreover, she asks “What is the work of the Communication Center when there is so much anti-Blackness and racism in the world?” The panelists here critically engage Ladva’s scholarship to think through the implications of her call to stop business as usual, analyze the demands for Black Linguistic Justice, and work toward protecting and valuing Black Language.*

**Presenters:**

* **Nimisha Ladva**, *Haverford College*
* **Paul E. Mabrey III**, *James Madison University*
* **Amy May**, *Shippensburg University*
* **Cortney Smith**, *Oberlin College*

**Link:**

**Moderator: Rylie Ochs**

**GIFT: Dominating the *Virtual* Stage: Tips and Techniques for Being an Effective Online Presenter and Audience Member**

 *College students are currently facing unique circumstances by completing most courses partially or fully on-line due to COVID-19. Public speaking students may face additional challenges with ineffective technology use (Gallagher et al., 2020). While most public speaking courses and speaking centers have tried-and-true tools and techniques for speaking and presenting in person, additional tools are needed to address the needs of presenting and interacting in an online format (Shlossberg & Cunningham, 2016). It is also reasonable to predict that online course offerings will maintain popularity for many students and faculty beyond COVID-times (Morreale et al., 2021).*

 *In this G.I.F.T.S. session, we suggest that consultants in speaking centers offer these tips geared towards helping students overcome the added challenges of presenting synchronously and asynchronously on-line. “Dominating the Virtual Stage” will address techniques to own the virtual stage, while also offering suggestions on how to be a good audience member on-line to promote student success.*

**Presenters:**

* **Miranda Rouse**, *The University of Alabama*
* **Laura Stewart**, *The University of Alabama*

**Link:**

**Moderator: Tiffany Porter**

**Is Your Communication Center Compliant with ADA?**

 *Although the Americans with Disabilities Act (ADA) has been law now for over thirty years, there are still many organizations, including universities, that are not fully compliant with the ADA. During the session, participants will learn more about the ADA including why it is important to be in compliance. They will also be provided time and guidance as they consider ways of replicating or extending similar support at their individual institutions. Come prepared to listen, learn, share and help one another gain awareness of this important issue of helping students with disabilities. Participants will also learn how communication centers can help in ensuring students with disabilities have equal access in communication centers and through the university as a whole.*

**Presenter:**

* **Steven Garfunkel**, *MPA Candidate, University of North Carolina at Greensboro*

**Link:**

**Moderator: Dr. Pam Hopkins**

**Teleworking During COVID-19**

*During the COVID-19 Pandemic, we have all learned to be flexible, and have learned new ways to communicate with one another. What does this look like for a communication center? This session will feature a discussion of the methods UNCG’s center used to transition from in-person consultations to 100% virtual with more than 40 employees all teleworking. It will explain the current methods used, as well as how it has impacted students in public speaking courses and new members to the center. In addition to this, it will also explain how this is different from what was done in the past, and where we would like to be in the future.*

**Presenters:**

* **Panel Chair: Joy Woods**, *University of North Carolina at Greensboro*
* **Ireland Lynch**, *University of North Carolina at Greensboro*
* **Hunter Evans**, *University of North Carolina at Greensboro*
* **Olivia King**, *University of North Carolina at Greensboro*
* **Brianna Ferraro**, *University of North Carolina at Greensboro*

**Link:**

**Moderator: Cait Brewington**

**Contemporary Communication for Desk Managers**

 *Desk managers are often revered as the face of the speaking center, but how does their role change when working online? They are responsible for making appointments, answering questions, and making speakers feel comfortable before meeting their consultant. How has this role changed at universities that have shifted to online learning? This panel will discuss the role of the desk manager as well as the changes we’ve made to accommodate teleworking.*

 *It will describe and walk through these roles of a desk manager both in-person and online and compare these two perspectives, as well as discuss areas of change and improvement.*

**Presenters:**

* **Panel Chair: Ali Ramirez Garibay**, *University of North Carolina at Greensboro*
* **Araceli Barcenas**, *University of North Carolina at Greensboro*
* **Jaelyn Sanford**, *University of North Carolina at Greensboro*
* **Alan Monk-Watkins**, *University of North Carolina at Greensboro*
* **William Merritt**, *University of North Carolina at Greensboro*

**Link:**

**Moderator: Dr. Deborah Thomson**

*9:50: 10 minute transition/break*

**10:00AM Session 2**

**Virtual Public Speaking in the Age of Zoom: A Study Examining Efficacy and Feedback on Student Produced Speaking Center Content.**

 *During the Fall 2020 semester, the public speaking course at Wake Forest University was all online due to the COVID-19 pandemic. As a way to support students in the online version of the course, I worked on a team of peer consultants in the Wake Speaks Speaking Center that created videos and handouts on topics of speaking anxiety, credibility, proper sources, and oral citations. Consultants also recorded interviews with past consultants who shared advice on those topics, especially how to prepare for speeches and how to manage speaking anxiety. For spring semester 2021, the speaking center is conducting research which seeks feedback from students in the public speaking course on the student-created content. The research concerns questions including students’ overall impression of the content, what students liked, and what could be improved for future usage. In this study, students will watch the videos and read the handouts, and then answer a questionnaire with closed and open-ended questions. At the end of the questionnaire, students can indicate their desire to be part of a focus group. This paper will detail the research proposal, theoretical background, research questions, methodology, limitations, and implications of the study.*

**Presenter:**

* **Alyssa Klier**, *Wake Forest University*

**Link:**

**Moderator: Dr. Nikki Nichols**

**Using Institutional Level Data to Assess the Impact of a Communication Center and Communication Across the Curriculum Program**

 *One goal of communication across the curriculum programs is to extend the impact of communication instruction beyond a single class such as a public speaking introductory course. When supported by a communication center, these programs have the potential to impact students broadly, with impacts that may not be visible for long after the course or appointment. Assessment that solely focuses on immediate impact may be missing important pieces of the puzzle, which could be filled by data already gathered by an institutional research office on campus. In an effort to create a more holistic picture of my Center and program’s work, I turned to such data. In this paper, I will explore the types of data relevant to the Center and CXC program and explain how the data contained in those sources helps to round out the picture of the work of my center and program. Although such information is necessarily limited by its aggregate form and focus on perceptions, the data does present snapshots of the possible impact of the program in order to set milestones for future goals. For example, one measure asks students as both first-year students and seniors the frequency with which they “asked questions or contributed to course discussions in other ways” and “gave a course presentation.” Students' responses point to a significant difference in the emphasis placed on these two communication activities, with seniors reporting significantly more communication opportunities. By tracking trends in this data, particularly when matched data is available, we can see the overall emphasis on communication on our campus, including connecting such an emphasis to major curricular changes. While the data gathered from this type of source is not sufficient to fully assess a program or center, it adds richness to understanding a campus’s efforts to infuse communication across the curriculum.*

**Presenter:**

* **Amy L. Housley Gaffney**, *Hamilton College*

**Link:**

**Moderator: Dr. Deborah Thomson**

**Directing During a Pandemic: The Good, the Bad, and the Lessons Learned (Part 1)**

 *In response to the COVID pandemic, communication centers had to rapidly transition to support fully remote learning, adopting new technologies, retraining staff, and implementing contingency plans. As center directors, we will share our experiences as we continue to navigate and reimagine how our centers support our campus communities. Topics include the following:*

1. *Opportunities for growth experienced during the emergency transition to fully virtual services.*
2. *Limitations of Zoom, including the inability to replace the shared culture of community and support and “zoom-trusions.”*
3. *Strategies for boosting morale and creating cohesion among student staff while operating virtually.*
4. *Supporting the physical and mental health of center staff.*
5. *Dealing with budget cuts and focusing on “high impact” practices.*

**Presenters:**

* **Amy May**, *Shippensburg University ​*
* **Kristen McIntyre**, *University of Arkansas Little Rock*
* **Bonnie Wentzel**, *Arizona State University* ​
* **Carl Brown**, *Grand Valley State University*
* **Laura Stengrim**, *The University of Southern Mississippi*

**Link:**

**Moderator: Cait Brewington**

**Putting A Pandemic to Work for Student Speech Consulting**

 *Pandemic circumstances place undergraduate life in flux. When a university cancels spring break and prohibits travel for residential students attending class in person, protocols call for creativity and innovation that abide by constraints. The solution: a visit by former consultants to the class that serves as that university’s consultant training practicum. Alumni consultants share memories, recall valuable lessons, assess the current rhetorical landscape, and gauge the prospects for rhetoric and benefits that accrue from study and coaching of the practical art. Success of this hastily-conceived pedagogical component becomes basis and inspiration for development and inclusion in the course for coming semesters. Key*

*questions, student responses, benefits for aspiring consultants and instructor, recommendations, and actions inspired by a virus-prompted visit comprise this study.*

**Presenter:**

* **Linda B. Hobgood**, *University of Richmond*

**Link:**

**Moderator: Tiffany Porter**

**Committees at the Center**

 *Committees are a helpful part of making sure a communication center achieves its goals in the community. This panel will discuss ways in which online learning has impacted committee meetings, communication, and the goals our committee sets during the semester. It will also open the floor to discussion about other committee work to be done and the benefits of having committees to balance work within the center.*

**Presenters:**

* **Panel Chair: Joy Woods**, *University of North Carolina at Greensboro*
* **Bri Ferraro**, *University of North Carolina at Greensboro*
* **Nari Beatty**, *University of North Carolina at Greensboro*
* **Yen Nguyen**, *University of North Carolina at Greensboro*
* **Olivia King**, *University of North Carolina at Greensboro*

**Link:**

**Moderator: Rylie Ochs**

*10:50: 10 minute transition/break*

**11:00AM Session 3**

**Directing During a Pandemic Part 2: More of the Good, Bad, and the Ugly (Part 2)**

 *As campus communities shifted to virtual delivery systems in the wake of the pandemic, communication center directors were tasked with rapidly deploying new technologies, making critical staffing decisions, and reimaging marketing strategies to reach a population of learners struggling to thrive. In this panel, center directors will discuss the following:*

* *Relaunching a center in the middle of a pandemic*
* *Maintaining and improving the center’s culture and attention to accessibility and inclusivity amid shifting modalities*
* *Building relationships with faculty peers to promote inclusion into virtual learning communities*
* *Strategies for marketing to increase appointments and connect with students during the pandemic*
* *Leveraging technology to support virtual delivery: what works and what doesn’t*

**Presenters:**

* **Amy May**, *Shippensburg University*
* **Jane Pierce Saulnier**, *Emerson College*
* **Jill Abney**, *University of Kentucky*
* **Alyssa Davis**, *Clemson University*
* **Pamela Davis Hopkins**, *East Carolina University*
* **Sarah Parker Hughes**, *Towson University*

**Link:**

**Moderator: Dr. Pam Hopkins**

**Presenting Science Concisely: A Storytelling Approach to Scientific Communication**

 *Scientists will never get better at talking to the public until they get better at communicating among themselves. Communication professionals can help by emphasizing the parallel between classic story structure and the scientific process. The presenter is the author of a soon to be published book on this subject. In this talk he will explain the parallels and show how to use classic story structures to help scientists give better presentations.*

**Presenter:**

* **Bruce Kirchoff**, *Speaking Center Faculty Fellow, University of North Carolina at Greensboro*

**Link:**

**Moderator: Rylie Ochs**

**Combatting Stage Fright: Helping Students Manage Communication Apprehension**

*This interactive workshop will allow participants to experience a communication apprehension workshop from the perspective of both the student and the tutor. Participants will have the opportunity to complete the assessment for themselves and consider the personal implications. The facilitator will share a brief demonstration of the workshop provided to students. Participants will then have the opportunity to practice coaching one another. Participants will be able to experience how their peers discuss different communication topics. At Wake Tech, the common assignment related to this activity increased attendance to the center by Interpersonal Communication students by over 5,000%. New and veteran tutors are encouraged to participate!*

**Presenter:**

* **Angela Smedley***, Wake Technical Community College*

**Link:**

**Moderator: Tiffany Porter**

**Moving the Consultant Training Course Online**

 *At the UNCG Speaking Center, consultants in training take CST 390, a class designed to introduce them to the theory and practice of being a communication consultant. For many, this is just the beginning of learning how a communication center functions and the transition to a consultant can be difficult. How has this transition been impacted by the transition to online learning and teleworking? In this panel, we will discuss the in-person and online versions of this course as well as the considerations we have made while training students online to prepare them for this transition.*

**Presenters:**

* **Panel Chair:** Ireland Lynch, *University of North Carolina at Greensboro*
* **Zandra**, *University of North Carolina at Greensboro*
* **Grace** **Kuehronclaren**, *University of North Carolina at Greensboro*
* **Christa Burns**, *University of North Carolina at Greensboro*
* **Jacques Gann**, *University of North Carolina at Greensboro*

**Link:**

**Moderator: Cait Brewington**

**Antiracist Values Committee**

 *As our world becomes more diverse and we strive towards inclusivity and equity, it is has become increasingly important to consider Antiracist values in the space of a communication center. As a communication center with these values, we can initiate change when it comes to race, ethnicity, and racism in our campus, and our greater community. These conversations affect our work and change the ways we view support and advocacy for our speakers, as well as each other. This student panel will discuss a new committee at the UNCG Speaking Center that is focused on antiracist values and how we can incorporate them into our work as a communication center. As this committee is in the beginning stages, this panel will discuss prior research that has led to the creation of the committee, as well as the goals this committee hopes to achieve.*

**Presenters:**

* **Panel Chair: Yen Nguyen**, *University of North Carolina at Greensboro*
* **Alan Monk-Watkins**, *University of North Carolina at Greensboro*
* **Hunter Evans**, *University of North Carolina at Greensboro*
* **Christa Burns**, *University of North Carolina at Greensboro*
* **Wisam Salah**, *University of North Carolina at Greensboro*

**Link:**

**Moderator: Dr. Deborah Thomson**

**12:00PM Lunch Break**

**1:00PM Session 4**

**Anti-racist reflections, commitments, and work in the communication center community**

  *The Communication Center community is witnessing an increased interest in and commitment to diversity, equity, inclusion and more recently, anti-racism. The interest is in part due to more recent social justice protests, Black Lives Matters movement, and controversies within the National Communication Association. In part, the motivation for continued and/or new commitments to anti-racism might be traced back to personal experiences, institutional history, or even the very nature of the communicative work we do in communication centers and speaking labs. The panelists here reflect on the work and commitments happening in their own institutions and the Communication Center community. Participants will share motivations, programming ideas, training opportunities, and more as we continue to reflect, engage, and work on anti-racism.*

**Presenters:**

* **Paul E. Mabrey III**, *James Madison University*
* **Yến Hải Nguyễn**, *University of North Carolina at Greensboro*
* **Suzy Prentiss**, *University of Tennessee - Knoxville*
* **Laura Stengrim**, *University of Southern Mississippi*

**Link:**

**Moderator: Tiffany Porter**

**Organizational Communication Praxis: The Director’s Dilemma**

 *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:*

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

**Presenters:**

* **Panel Chair: Brandi Quesenberry**, *Virginia Tech*
* **Beau Bingham**, *University of Wyoming*
* **Erin Ellis Harrison**, *University of North Carolina at Greensboro*
* **Jane Pierce Saulnier**, *Emerson College*
* **Rachel Sieczkowski**, *University of the District of Columbia*
* **Jenny Southard**, *University of North Carolina at Greensboro*

**Link:**

**Moderator: Rylie Ochs**

**Contemporary Communication in STEM**

 *STEM professionals and students are working towards cutting edge research that benefits our lives, wellness, and communities. When working with these students, there is a lot to consider in ensuring the information is conveyed in the most effective way. In this panel, panelists will discuss what is it like to work with STEM students, professors, and professionals.*

 *They will also explain how their speakers have answered “how do we make this research applicable to the everyday person?” This session will be a panel discussion of these and other contemporary topics in STEM research presentations. It will elaborate on the methods used to mentor undergraduate and graduate-level Biology and 3-minute thesis students towards confident and competent communication.*

**Presenters:**

* **Panel Chair: Charlotte Kohn**, *University of North Carolina at Greensboro*
* **Joy Woods**, *University of North Carolina at Greensboro*
* **Ali Ramirez-Garibay**, *University of North Carolina at Greensboro*
* **Kellar Poteat**, *University of North Carolina at Greensboro*
* **Nari Beatty**, *University of North Carolina at Greensboro*

**Link:**

**Moderator: Dr. Pam Hopkins**

**Contemporary Communication: Curricular Support at the Center**

 *Pandemic Pedagogy has meant big changes in Greensboro. Speaking center leadership will share some of the ways they have kept the center’s support of courses relevant while teleworking. Topics include micro-learning videos, learning management system module development, university system grant activities, and more.*

**Presenters:**

* **Panel Chair: Kim Cuny**, *University of North Carolina at Greensboro*
* **Erin Harrison**, *University of North Carolina at Greensboro*
* **Jenny Southard**, *University of North Carolina at Greensboro*

**Link:**

**Moderator: Cait Brewington**

*1:50: 10 minute transition/break*

**2:00PM Session 5**

**Open Forum for Start-Ups**

**Presenter:**

* **Panel Chair: Kim Cuny**, *University of North Carolina at Greensboro*

**Link:**

**Moderator: Kim Cuny**

**Open Forum for Students**

**Presenter:**

* **Panel Chair: Jenny Southard**, *University of North Carolina at Greensboro*

**Link:**

**Moderator: Jenny Southard**

**Open Forum for Directors/Administrators**

**Presenter:**

* **Panel Chair: Erin Harrison**, *University of North Carolina at Greensboro*

**Link:**

**Moderator: Erin Harrison**

*2:50: 10 minute transition/break*

**3:00PM Session 6**

**Contemporary Communication: Curricular Support at the Center**

 *Pandemic Pedagogy has meant big changes in Greensboro. Speaking center leadership will share some of the ways they have kept the center’s support of courses relevant while teleworking. Topics include micro-learning videos, learning management system module development, university system grant activities, and more.*

**Presenters:**

* **Panel Chair: Kim Cuny**, *University of North Carolina at Greensboro*
* **Erin Harrison**, *University of North Carolina at Greensboro*
* **Jenny Southard**, *University of North Carolina at Greensboro*

**Link:**

**Moderator: Cait Brewington**

**Interactive Consultant Workshop on Diversity**

 *As universities and corporations make the adjustments that 2020 forced upon us, Speaking Centers are adapting to these changes as well. Society is facing the intersection of diversity and ignorance, and our consultants and tutors must be prepared for facing these issues in the center. But with so many of our resources online, how do we still provide support and training for our consultants? Join us as we walk you through an interactive Zoom training on Diversity, a three-step training process that defines the role of the consultant, addresses confusing definitions, and provides scenario-based interactions on cultural diversity, differing abilities, and student-designed training.*

**Presenters:**

* **Miranda Rouse**, *University of Alabama*
* **Hannah George**, *University of Alabama*

**Link:**

**Moderator: Tiffany Porter**

**Casting Call: Creative Ideas to Engage New Actors to Join the Virtual Communication Center**

*This panel discussion will center on creative ideas to encourage new participants to experience the virtual SPEAK (Communication) Center. Points of discussion will include efforts to utilize technology for virtual submissions, virtual visits, and special topic workshops through our “SPEAK Presents…” series. Additional discussion will be focused on creation of engaging common assignments to embolden all communication students to engage with a variety of topics including communication apprehension, small talk techniques, effective self-disclosure strategies, and communication beyond the classroom. Techniques utilized by the center have led to higher participation numbers despite a pandemic. Participants will be invited to share best practices from their institution’s centers.*

**Presenters:**

* **Kate Jones**, *Wake Technical Community College*
* **Emily Moore**, *Wake Technical Community College*
* **Heather Peterson**, *Wake Technical Community College*
* **Angela Smedley**, *Wake Technical Community College*

**Link:**

**Moderator: Rylie Ochs**

**Peacehaven and Let’s Communicate Online**

 *Despite moving to an all-online format, the UNCG Speaking Center has sought to continue its relationship with Peacehaven Community Farm, a program for adults with developmental and intellectual disabilities. Simultaneously, we have also continued our own program to help support the communication needs of members of our community who are developmentally disabled. This program is called “Let’s Communicate” and has also been moved to an online format. This panel will discuss the challenges and successes of moving these programs online, as well as the changes that can be made for their continued improvement.*

**Presenters:**

* **Panel Co-Chair: Steven Garfunkel**, *University of North Carolina at Greensboro*
* **Panel Co-Chair: Bri Ferraro**, *University of North Carolina at Greensboro*

**Link:**

**Moderator: Rylie Ochs/next available staff**

**The Care and Feeding of Next-Gen Communication Center Leaders: Critical Conversations and Training**

 *Growing the next generation of leaders is essential to building thriving communication centers over the next decade. Join this practical but critical conversation about how to grow our next generation of communication center directors, managers, and leaders. This is a participative session, so please be prepared to consider the following prior to attending:*

1. *Essential scholarship for communication center leaders*
2. *Essential skills for communication center leaders*
3. *“The things I wish I’d known before I became a communication center leader.”*
4. *“The things I wish I had taught while being a leader.”*

**Presenters:**

* **Catalina Cayetano**, *Arizona State University*
* **Bonnie Wentzel**, *Arizona State University*

**Link:**

**Moderator: Dr. Pam Hopkins**

*3:50: 10 minute transition/break*

**4:00PM Session 7**

**A Word of Advice: Conversation Between New and Established Communication Center Personnel**

 *Bringing together a healthy mix of established directors, new directors, and former peer consultants, this panel welcomes discussion on how the Communication Center becomes a thriving body at a university during a new, virtual era. Panel members—from traditional and nontraditional schools—will compile a list of best practices for helping a Center succeed while inquiring about others’ unique experiences in the Center. Topics for discussion include increasing the Center’s reach, securing its space/resources, widening its services, and training its staff. Attendees are encouraged to share their experiences relevant to the panel’s discussion as well.*

**Presenters:**

* **Sean Fourney, Ph.D.**, *The Citadel – The Military College of South Carolina*
* **Laura Stengrim, Ph.D.**, *The University of Southern Mississippi*
* **Carl Brown, Ph.D.**, *Grand Valley State University*
* **Steve Keating, M.A.**, *Fashion Institute of Technology*
* **Steven Young, M.A.**, *The University of Southern Mississippi*

**Link:**

**Moderator: Rylie Ochs**

**Mental Health in the Speaking Center**

 *During this time more than ever, it is important that we are taking care of not only our physical health but our mental well-being. As a contemporary communication center, we must always be conscious of our mental health and aware of our impact on the students we work with every day. This means understanding how mental health and well-being impact us all and being prepared to work with students who may be struggling. In this panel, we will discuss our connection with the different mental health organizations on campus, required staff training, and their importance to the well-being of our campus community.*

**Presenters:**

* **Panel Chair: Shanelle Ypema**, *University of North Carolina at Greensboro*
* **Charlotte Kohn**, *University of North Carolina at Greensboro*
* **Ali Ramirez-Garibay**, *University of North Carolina at Greensboro*
* **Christa Burns**, *University of North Carolina at Greensboro*
* **El Nealson**, *University of North Carolina at Greensboro*

**Link:**

**Moderator: Dr. Pam Hopkins**

**Undergraduate and Graduate Comm. Center Praxis: Submitting to the Student Excellence Section of the Communication Center Journal**

*The lead panelist has been editor of CCJ’s Student Excellence section for three years. Over that time, she has seen submissions come mostly from the comm center at UNC Greensboro—which is expected, as the journal is run out of that university. However, the lead panelist has noticed a smattering of non-UNC Greensboro students submit recently and has been excited by the resulting diversification. Therefore, to more explicitly encourage such submissions, this panel features non-UNC Greensboro authors who have been published in the Student Excellence section. After the lead panelist describes the overall mission of the section, other panelists will describe the thesis of their article and research agenda, the process of submitting and revising, and answer questions—including how audience members’ own work may fit. This panel’s goal is to foster diverse engagement in the Excellence Section and feature student praxis and scholarship on a more robust spectrum.*

**Presenters:**

* **Lead Panelist: Lauren Beard**, *Penn State University*
* **Samantha Redecki**,*Grand Valley State University*
* **Miranda Tonkins**, *James Madison University*
* **Katelyn Wilkinson, MFA**, *College of Southern Nevada*
* **Karen Boger**, *The University of Southern Mississippi*

**Link:**

**Moderator: Tiffany Porter**

*4:50: 10 minute transition/break*

**5:00PM Virtual Hangout and Awards Ceremony**

* **Jenny Southard**, *University of North Carolina at Greensboro*

**Link:**

**Moderators: Rylie Ochs, Dr. Pam Hopkins, Tiffany Porter**

**5:30PM End of NACC 2021 Conference!**