

# The Forensic

## *of Pi Kappa Delta*

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*Special Issue—Reflections on Forensics in Times of Crises*

**Introduction to Special Issue**

CHRIS M. LELAND, AZUSA PACIFIC UNIVERSITY

**Forensic Leadership in a Time of COVID-19**

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**Call for Papers:**

**Special Issue Volume 106:1—*Scholarship From the Future***

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*The Forensic of Pi Kappa Delta* invites authors to submit manuscripts related to scholarship, pedagogy, research and administration in competitive and non-competitive speech and debate activities. *The Forensic* welcomes submissions from forensic coaches, communication/rhetoric scholars, and students (undergraduate and graduate).

The Editor and Editorial Board invite scholarly discussion of making competitive individual events and debate powerful tools for teaching essential citizenship practices, including clear and ethical communication. Topics of particular interest to the Editor and Editorial Board include, but are not limited to: ways to increase diversity in forensics, argumentation and advocacy pedagogy, integrations of forensics and communication/performance theories and perspectives, and transfer as it relates to forensics (e.g., transfer among individual events, debate, and interpretation; transfer between competition and the classroom, and vice versa; transfer between forensics and careers).

The journal seeks submissions reflecting perspectives from all current debate and individual event forms, along with non-traditional competitive events, as well as research pertaining to competitive contexts. The journal welcomes explorations of non-competitive speech and debate activities, including classroom projects, interdisciplinary efforts, and civic programs. *The Forensic* also invites submissions to be considered for the "Teaching and Coaching Resources" section of each issue. Authors are encouraged to submit lesson plans and materials that are used as instructional or program management materials. Each resource should include (1) a rationale for its use, including outcomes, (2) a description of its content and instructions for implementation, and (3) considerations and implications related to its use. *The Forensic* may also publish reviews of books, activities, and other educational materials. Potential authors should contact the Editor regarding the choice of material for review.

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All submitted works must be original, unpublished, and not under review by other publishers. Any research involving human subjects must have the approval of the author's institutional review board. Submissions should conform to APA guidelines (latest edition). E-mail submissions to the editor should be in Word format with no specialized internal formatting. Manuscripts should not exceed 25 double-spaced typed pages, exclusive of tables and references. The title page should include the title, author(s), correspondence address, e-mail address and telephone number of the author(s). The second page should include an abstract of between 75 and 100 words. The text of the manuscript (including its title) should begin on the next page, with no reference to the author, and with the remaining pages numbered consecutively. Avoid self-identification in the text of the manuscript. Notes and references should be typed and double-spaced on the pages following the text of the manuscript. Tables should be clearly marked regarding their placement in the manuscript. **SEND MANUSCRIPTS TO:** Scott Jensen at [jensensc@webster.edu](mailto:jensensc@webster.edu), or School of Communications, Webster University, 470 East Lockwood Ave, St. Louis, MO 63119 **Do not fax submissions.** Authors should have an editorial decision within three months.

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# Introduction to Special Issue

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CHRIS M. LELAND, AZUSA PACIFIC UNIVERSITY

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In a year of unprecedented events and uncertain lives, the academy, our institutions, and the forensic community have had to pivot to meet ever increasing challenges. As an university administrator and leader in the forensic community, it has been my joy to see how creative and thoughtful we have been during a growing pandemic. Our forensic community has responded with care, dedication and creativity to ensure that our students and programs thrive, not merely survive. For that we are all grateful.

This special issue of *The Forensic* you are holding is a unique approach for the PKD National Council and the editorial team. Though a departure from our traditional “research based scholarly articles,” what follows are some reflections on risk management, program development, student care, tournament considerations, leadership, and a reflection on previous world crises and their impact on forensics. These are reflections from some very knowledgeable and experienced forensic leaders, and I am pleased to recommend them to you for inclusion in your own conversations about what this year and this pandemic have meant for our community.

The reality of limited submissions this past year, as the entire world shifted its focus to some sort of remote existence, gave us a chance to take advantage of a lag in our publishing schedule to put this special issue together and address these essential reflections. No worries; even though it has a 2019 date on the cover, the issues are extremely current and germane to our lives today. We will return to our traditional journal schedule after the first of the year. I want to personally encourage your submissions to help keep *The Forensic* as one of the most historically respected scholarly journals in our discipline. Until we see one another next, be safe and be kind!

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CHRIS M LELAND (Ph.D, University of Oklahoma) is Chair and Professor of Communication – Department of Communication & Design at Azusa Pacific University.



# Forensic Leadership in a Time of COVID-19

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TOMEKA M. ROBINSON, HOFSTRA UNIVERSITY

**Abstract:** *The onset of COVID-19 or Novel Coronavirus left many people across the world feeling unsettled and confused about what tomorrow may hold. Within the United States and most notably within the forensic community, many were watching the news as cases climbed, universities shifted to online learning, and lockdowns began. COVID-19 is a health crisis, but arguably it has also fundamentally changed the ways in which we operate and function in higher education, in forensics, and in our daily lives. Therefore, I will begin this essay by giving an overview of COVID-19 and the impacts it has had on higher education. Then, I will discuss more specifically the health concerns and discussions that occurred within the forensic community concerning COVID-19. More specifically, I will focus on some of the decision making of the executive council of Pi Kappa Delta about the National Comprehensive Tournament. Finally, I will suggest some considerations for the entire forensic community as we move forward in this new era.*

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## Introduction

According to the Centers for Disease Control (CDC) (2020), “a novel coronavirus is a new coronavirus that has not been previously identified” (n.p.). Normally, coronaviruses cause mild illness and symptoms usually associated with the common cold. However, COVID-19 is a highly infectious disease. On January 21, 2020, the first reported case of COVID-19 in the United States was reported. A few days later the second case was reported in Chicago. A day later another confirmed case in Orange County, California, and two more cases quickly followed. After the seventh known case in California, the U.S. Department of Health and Human Services declared a public health emergency, and imposed a mandatory 14-day quarantine for any U.S. citizen who had visited Hubei Province within the preceding two weeks (CDC, 2020). The U.S. also began to deny entry of non-U.S. nationals who had traveled to China within two weeks (New York Times, 2020). While it was starting to become evident that this was spreading a lot quicker in the United States than anticipated, the forensic season continued and students and coaches began to make plans for their post season. By February, we were starting to hear of new cases being reported throughout the country nearly every day. Moreover, reports of person-to-person transmissions were starting to come in. By the beginning of March, several teams throughout the country were starting to get word from their university administrations that there were concerns about participation in international and national competitions; national organizations began the tough conversations on how to proceed.

COVID-19 is a health crisis, but arguably it has also fundamentally changed the ways in which we operate and function in higher education, in forensics, and in our daily lives. Therefore, I will begin this essay by giving an overview of COVID-19 and the impacts it has had on higher education. Then, I will discuss more specifically the health concerns and discussions that occurred within the forensic community concerning COVID-19. More specifically, I will focus on some of the decision making of the executive council of Pi Kappa Delta about the National Comprehensive Tournament. Finally, I will suggest some considerations for the entire forensics community as we move forward in this new era.

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### **COVID-19 Impacts on Higher Education**

The COVID-19 outbreak disrupted life around the globe. By late February 2020, many had already died and the projected trajectory was catastrophic for every country. While most people who are exposed to COVID-19 experience mild to moderate respiratory illness without requiring special treatment, older adults and those with underlying conditions such as cancer, chronic respiratory disease, diabetes, and cardiovascular disease, are more likely to develop serious illness or face death (CDC, 2020). The virus is spread through droplets of saliva or discharge from the nose when a person who is infected sneezes or coughs. Therefore, in a concerted effort to contain the spread of the virus, leaders from various sectors had to make tough decisions. Businesses were closed, employees were laid off, and universities shifted to online instruction. While many would have assumed that higher education was poised to easily transition to this new modality, many scholars have argued that digital transformation takes time and higher education systems were ill prepared for the sudden shift (Marshall, Roache, & Moody-Marshall, 2020; Bilyalova, Salimova, & Zelenina, 2020). Faculty and students who never tried online learning before were suddenly faced with this new reality. There were many implementation issues with the reinvention of courses already in session into online equivalents. Lectures were hastily recorded and campus technology offices were overwhelmed with requests for instruction on utilizing the learning management systems. According to Laplante (2020), many university networks and cloud services were also not ready for or capable of the tremendous increase in demand. On the student end, throughput and bandwidth were often not sufficient. Many universities found their technical support departments overwhelmed or underprepared, and many professors who may have been technologically challenged were forced to face their weaknesses (p. 77).

While technological challenges were rampant, there were also pedagogical challenges to online course delivery. Many questions arose about synchronous vs. asynchronous delivery, how to conduct virtual labs in the sciences, and a host of others. Some universities required synchronous instruction, which exposed some time-zone challenges for courses and meetings, as many students opted to return home. For those that could opt for asynchronous delivery of course content, questions about testing and evaluation, especially within communication courses, became crucial. Additionally, research on online education argues that an important component of online course delivery requires ample interaction with instructors and that even through asynchronous instruction students shouldn't feel that they are just self-teaching (Laplante, 2020). Regardless of synchronous or asynchronous instruction, faculty teaching online for the very first time had to figure out ways to deliver their course content to anxious or unenthusiastic students.

The shift to online instruction was also coupled with other second-order effects such as housing, scholarships, travel arrangements, visa rules, and other funding sources. Moreover, online course delivery also further exposed myriad educational issues that existed pre-COVID. These issues include equity, access, instructor training, and the use of instructional technology (Aksyukhin, Vyzen, & Maksheneva, 2009).

### **COVID-19 Impact on Forensics**

In the background of the challenges occurring within the larger higher education landscape, forensic educators were faced with the challenge of travel bans and campus closures during the shutdown and the subsequent impact on post-season tournaments. The leadership of all the national forensic organizations immediately began to have conversations about whether to cancel national tournaments or attempt to shift online.

The first national intercollegiate organization that made the call to cancel their national tournament that was scheduled for March 2020 was Pi Kappa Delta. Several video conference calls with the executive council and the host school, San Diego State University, happened over the course of a week. Issues of risk management, health impacts, host school logistics, costs, and several other concerns were discussed ad nauseum. Much like I am sure other national organizations experienced, no one wanted to make the wrong call for the organization and neither did anyone want to risk the health and safety of any within our community. While we were deliberating, San Diego State University, following the guidance and mandates by the State of California, notified the leadership that the tournament could not be hosted on their campus. The conversation then became whether we had the capabilities to shift the entire tournament to an online format, and ultimately we decided that we felt



comfortable with only conducting our Persuasion Works event online.

The National Forensics Association initially was scheduled to be hosted in April 2020. After meetings amongst their executive council occurred, they also decided to cancel their national tournament and instead opted to have video submissions for NFA novice and graduating senior competitors for an online adjudicated event to select the NFA Performances of Distinction. Additionally, the NFA-LD Performances of Distinction Review Committee selected students based on their applications to compete in Senior LD or Novice LD rounds for the Performances of Distinction Archive. The review committee also made a recommendation for a Performance of Highest Distinction for each event (National Forensics Association, 2020).

The National Speech Championship, scheduled to occur in March 2020, initially decided to move to their date to May in hopes that the virus would be contained in the United States by then. When this did not occur, they also decided to cancel their in-person national tournament and instead decided to host a National Speech Championship Online Experience on YouTube for interested students (National Speech Championship, 2020). They removed the two entry per school norm that had been established by the organization and schools were asked to upload their team's entries for the tournament. In early April, many students, coaches, and interested others tuned in for a weekend of performances, interviews, coach videos, and a sense community.

All of the other national organizations that had not had their national tournaments by early March made the decision to cancel their tournaments (AFA-NIET, CEDA Nationals, IPDA Nationals, Phi Rho Pi Nationals, and Interstate Oratorical Association Championship). It is important to note that the 2020 National Parliamentary Debate Association National Championship Tournament and the 2020 HBCU National Championship tournaments were held because they were prior to the shut-downs. The 2020 International Forensics Association Tournament that was scheduled for early March 2020 in Narita, Japan was also cancelled due to travel concerns and bans by several of the universities that were planning to attend.

The weeks and months after the cancellations were a tenuous time for all forensic educators and national intercollegiate forensic organizations. As the number of cases and deaths rose across the country, uncertainty about what this would mean for our activity and our lives in general grew. However, instead of just discussing amongst the individual national organizations a plan to move forward, something beautiful arose. The National Developmental Conference on Individual Events was already scheduled for summer 2020. The planning committee was comprised of representatives from the AFA-NST (formally AFA-NIET), NFA, PKD, and PRP. This committee discussed for weeks whether to shift the conference online or cancel the conference completely. Many directors had already been told by their administrations that travel would be banned for the year, budgets would be cut, and unfortunately, some programs themselves would no longer exist. After discussions amongst the planning committee, the decision was made to have the conference online, but to change the format. Instead of only soliciting papers about forensics in general, the planning committee made the decision to invite presentations with accompanying resources for hosting, judging, and competing in online formats. The overall goal of the conference was to work together to set shared standards for the upcoming 2020-2021 season and to provide a collaborative space for the forensic community to discuss best practices. Coaches and students from all over the country gathered in June 2020 and the conversations were inspiring.

Sensing the lingering concerns about the logistics of hosting tournaments online. Trent Webb from Nassau Community College and myself hosted a series of tutorials focused on learning more about the best practices in hosting virtual tournaments and events. In July 2020, the programmers behind Yaatly (Steve Johnson), Speechwire (Ben Stewart), and 8x8 (Danny Cantrell) spent an entire day teaching the community how to organize, staff, and conduct online tournaments both synchronously and asynchronously.

### **Considerations for Forensic Community**

Online tournaments in synchronous, asynchronous, and hybrid formats are currently happening all over the country. Most within the community are pleased with the experience. However, there are still some things with which as a community we are wrestling. The first are the technological disparities. Teams with more resources are able to address some of the technology limitations of their students by providing access to high-speed internet, web cameras, and lighting. However, not



all schools have these resources or will even allow students to utilize these resources on their home campuses. Therefore, conversations need to continue about how to address this technological disparity to increase equitable access to all students.

The second consideration is the environment in which students are performing. Some campuses are allowing students access to classrooms to perform during synchronous tournaments or for recording their performances for asynchronous competition. However, not all campuses are allowing this access, so some students are performing within myriad locations including dorm rooms, public spaces, or even their homes. The community needs to discuss the impact these performance spaces has on judging and equity.

The third consideration is security and privacy. Throughout the pandemic, news outlets have reported teleconferencing security issues, phishing attacks, and unauthorized users disrupting meetings. While some software like Zoom may be readily available for free through universities, there are concerns if rooms are set up without passwords. Moreover, the issue of unauthorized recording of performances needs to be considered. The community needs to have conversations about the protection of our students and this extends beyond the issue of potential copyright violations.

The fourth consideration is about scheduling. Online tournaments have led to more regional diversity at tournaments since teams no longer have to consider travel costs. However, not all synchronous tournaments have adjusted their tournament schedules to accommodate students participating in different time zones. While time zone sensitivities are not an issue for asynchronous tournaments, there are still some time considerations that must also be discussed. For most asynchronous tournaments, judging of preliminary rounds occurs during the work week and judging for outrounds occurs over the weekend. However, for judges and coaches who are also teaching and/or conducting research, this creates an unfair time burden that must be addressed. The community attempted to resolve this issue by allowing qualifications for the national tournaments that require qualification (AFA-NST and NFA) to come from both synchronous and asynchronous tournaments. This allowed coaches to make the decisions on what best suits their individual teams. However, petitions from students are requesting more asynchronous options. The community needs to consider the requests of the students, but also develop policies that reflects the equitable distribution of time for all within the community.

### **Conclusion**

The COVID-19 pandemic created some unique challenges to higher education and the forensic community. As fear, confusion, and uncertainty persist our community will continue to learn and grow. There are still a host of tough conversations that need to resume. It is my hope however, that all national intercollegiate forensic organizations remain committed to developing best practices and working together to make our community stronger.



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# Adapting the Means to Preserve the Ends: Considerations of Risk, Purpose, and Delivery When Managing a National Tournament in a Time of Crisis

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SCOTT JENSEN, WEBSTER UNIVERSITY

**Abstract:** *This reflection focuses on the challenges of managing a national tournament in the midst of a crisis. By its very definition, a "crisis" necessitates an adaptation from the normal, codified approaches to tournament management, including the decision of whether or not to even host the tournament. This paper highlights the importance of understanding both the assumptions behind the national tournament, as well as considerations when adapting it to exigencies. Empirical experiences, the current navigation of COVID-19, and implications to decisions are all part of this reflection.*

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## Introduction

Few things are more the face of a forensic organization than a national tournament. Such an event brings much of the membership together at the end of a season with that national tournament intended to be the culminating event for the individuals and programs attending the tournament. The event reflects the goals and mission of the association, often celebrates its noteworthy members and accomplishments, and helps frame memories that become part of the history and legacy of the association. Beyond the celebratory, social, and educational importance of the national tournament, it is also often a primary source of financial support that sustains associations. Given the value our forensic community places on national tournaments, imagine ending a forensic season without such an event. Pre-2020, it might have been challenging to imagine such a thing. Now it is a reality that most forensic associations know all too well. A crisis inherently mandates deviating from norms in often unprecedented ways. Management of events and organizations during times of crisis requires decisions that are urgent, creative, intentional, and prone to having enduring impacts on how event or organizational management looks in the long-term. An important challenge in all of this is management that responds to the exigence while maintaining the integrity of what is being managed. I reflect on how forensic associations have adapted their national tournaments to crises, with a focus on the effects of COVID-19, including implications of these adaptations on the future of forensic national tournaments.

## Perspective

This paper is largely a reflection on a year when our community was forced to make several difficult decisions in the face of a situation that prevented forensics as normal. I offer these reflections not as a current national tournament director, but as a member of the Pi Kappa Delta National Council that was faced with a number of organizational decisions in 2020, a past-president and member of national councils that created a new national tournament in 2000 and helped frame and manage other national tournaments, and as National Tournament Director for 14 Pi Kappa Delta and several Novice National Individual Event tournaments. I salute our national tournament directors and national leaders who have navigated the pandemic in all their decision making, not the least of which is planning a

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national tournament. To be honest, I am grateful to not be a national tournament director in 2020. That being said, a much smaller scale exigence from 2015 does offer some perspective in how a national tournament adapts to a crisis.

Ohio University hosted the 2015 Biennial Convention and Tournament at the same time a storm of epic proportion buried Athens, Ohio in a blanket of snow that literally shut down most of the city and university. Travel was banned. Few options existed for schools to travel to the university—if they even made it to Athens. The snow found its way into Athens on the very day that schools were scheduled to register and crippled the city through that night and into what was supposed to be the first day of competition. With the close consultation of the PKD national council, local host Dan West, and members of my tournament staff, I revised the tournament schedule—four times. In the end we moved the tournament to a three day schedule that allowed for the originally scheduled concluding time. The considerations that led to the model that became the 2015 tournament were largely the same factors, fortunately on a much smaller scale, that forensic associations are taking into account as they re-think their national tournaments for 2020-21.

### **Crises as Opportunities to Re-Think the National Tournament**

A crisis means deviating from the normal way of doing things, which includes asking important questions about why the normal way is the way it is, and understanding the tournament well enough to make changes that preserve its integrity while being a positive experience in less than ideal circumstances. This is an opportunity—a silver lining in the face of a situation all parties would prefer did not exist.

Some crises will dictate particular adaptations. The COVID-19 pandemic prevents large gatherings and travel, which obviously makes it difficult to host any tournament. In the spring of 2020 a national tournament was not an option for most associations. The pandemic impacted our nation within weeks of scheduled tournaments, and without a means of hosting a large tournament virtually with the confidence that it could be managed well within the limited period for planning. The 2015 PKD tournament, affectionately referred to by some as “Snowmageddon,” made adaptations that allowed for the tournament to happen, but with certain features cancelled such as showcase rounds for individual events and elimination rounds for debate. The situation that led to the cancellation of 2020 national tournaments is largely unchanged for the 2021 national tournament season; travel and large gatherings are limited or banned which has already led to a season of virtual tournaments. The difference is that the community adapted to the crisis and now has the ability to manage tournaments virtually. While many if not most members of the community would prefer a national tournament we all have experienced, virtual competition has not only preserved a national tournament experience, but made it more accessible through the lowered cost of not travelling in person.

The community has come together in a cooperative spirit that reflects the sharedness of challenges faced by all forensic associations who host a national tournament. Shared technology and strategy reflects what is common to forensics, and is a product of understanding what is essential about any forensic tournament model. The community had to ask questions common to most associations in order to find answers, procedures, and resources that would allow forensics to continue in a way that was accessible to all programs, and adaptable to our breadth of groups and events. In a sense, forensic programs and leaders sought a balance between the uniqueness of our events and groups, and the sharedness within the community.

\* Much of the community discussion in the spring of 2020 centered on the value of giving students a voice for their messages, and a platform on which all students—but seniors in particular—could be celebrated. This may not be a detour from what has always been important to our national tournaments, but the explicit focus on celebrating the experience took our attention away from national championships and redirected it to the value of participation. A culminating event in which competitive excellence is celebrated was certainly missed in 2020, but the reflection on our national tournaments may have reinforced the many reasons these events are important—beyond trophies and championships.

### **Adapting the Tournament to the Crisis**

The first and most important decision to make regarding national tournaments during crises is whether or not to host the tournament in the first place. If the tournament can't be held, the primary



adaptation is to make essential adjustments at the association level regarding budgets and contracts, and then to communicate the decision to the membership. Assuming the tournament is held, adaptation is more complex.

The necessary starting point for managing any tournament in a way that is forced to be out of the norm is determining the constraints and opportunities. The 2015 national tournament had the constraint of not having access to competitive spaces until Friday—a day later than the tournament was supposed to start—and a mandated ending time of Sunday as originally planned. Fortunately we really had no other constraints once the tournament started. The COVID-19 crisis poses more substantial limitations, including most schools not being able to travel, not having a physical site for hosting even if an on-ground tournament was plausible, and securing technology and management procedures for an unprecedented delivery of a tournament likely to be much larger and complex than regular season tournaments being hosted virtually. The Tournament Director, in consultation with the local host, national association leaders, and tournament staff, must determine how this tournament is forced to be different from original plans or norms. Recognizing constraints has to be the first step in adapting any national tournament to a crisis-level exigence.

Once constraints are understood, the Tournament Director can focus on what is essential for the tournament. There are likely considerations that are non-negotiable features of the tournament, as well as other factors that are essential. While there will be forced limits to what can be included in the re-envisioned tournament, it may be that an inability for the tournament to be inclusive of certain features also leads to its not being hosted, or hosted in unique ways. Decision makers must be confident in the integrity of the tournament being hosted. In the face of a number of considerations that might be important to any tournament director or governing council members, I would have four that are non-negotiable. First, the tournament must be consistent with the mission of the association. If Pi Kappa Delta is sponsoring a tournament, that event must reinforce the principles of PKD. Second, fairness and equity must be ensured. In 2015 we made the decision to delete both individual event showcase and debate elimination rounds from the schedule as our way of moving the four-day schedule into three days. More than one colleague with a debate preference in their coaching asked me to defend that decision; my answer was that post-preliminary opportunities needed to be available for all students in order to have them for any students. Third, access is essential for any tournament, but it is particularly important during the COVID-19 pandemic. Ultimately, all tournaments were moved to virtual delivery. Within that decision, however, is the debate over synchronous and asynchronous competition. Much of that discussion centers on levels of access students have to either delivery method, and how each is scheduled. Other rules have adapted to inevitable differences in access relevant to competing virtually, such as strength of Internet connectivity or spaces from which students will compete. Finally, the educational mission for tournaments should remain steadfast in planning and execution.

Associations will be understandably egocentric in much of their decision making. The overwhelming majority of decisions and outcomes associated with any national tournament are felt directly by the sponsoring organization. Budgets, qualification standards, contractual agreements, and the scheduled events are some of the many aspects of any tournament that directly reflect and shape the host association. That being said, crises often extend beyond the contexts of particular associations; situations like COVID-19 often impact significant portions of the forensic community. As such, tournaments should consider the norms of adaptation. Understanding what evolves as standard operating procedure for several tournaments is important for two reasons. First, the sharedness of those practices likely signals good reasons for adopting them. Second, sharing what has become a norm may adapt to an expectation many potentially attending schools have for how the tournament will be managed. This is even more important during a crisis when consistency and met expectations are more valued in a time when individuals and programs feel less predictability and control. In the end, national tournament directors should strike a balance between what adheres to the redefined community norm and the uniqueness of the sponsoring association.

Finally and importantly, the adaptation must be clearly and broadly communicated to programs and individuals who have the opportunity to attend the tournament. While vibrant discussions regarding best practices continue as tournaments adapt to the challenge and constraints forced by COVID-19, there is also an unmistakable patience and flexibility with tournaments and associations making genuine and well-intended efforts to afford the community tournament opportunities that mirror our normal as much as is possible. Once decisions are made and the national tournament model is



constructed, it must be shared. That communication might include highlights of diversions from past tournaments, inconsistencies from community norms, unique opportunities, and clear instructions for how to enter and participate. As I already suggested, crises inherently create heightened levels of uncertainty and expectations for adaptation. The more clearly the national tournament is explained, the more that confidence and enthusiasm are generated—translated into a greater propensity for attendance and success.

### **Concluding Reflections**

Directing a national forensic tournament is an exciting opportunity that brings several challenges with it. For many associations, credibility and institutional strength rests in managing successful national tournaments. A crisis, by its nature, deals the Tournament Director and members of the hosting and management team challenges that are probably unprecedented and compelling. Managing a national tournament with circumstances beyond your control creates motivation for reflections. What is the real value of our traditional practices, and which of them are more flexible than we might have thought them to be? Do we place too much reliance on our national tournaments as the face of our organizations, programs, or even our activity as a whole? What are the aspects of our adapted tournament models that should endure when we return to our normal? Better yet, to what extent should we permanently deviate from our normal? Do we have a Plan B when we plan national tournaments? These and myriad other questions must be the takeaways from managing national tournaments in times of crisis. Change for the sake of change is not an advised choice. At the same time, this COVID-19 crisis has offered the opportunity for our forensic community to consider how we deliver our activities in the midst of the most compelling challenge in probably any of our lifetimes. We have managed to preserve much of the core of who we are and what we do, while creatively and effectively adapting what had to change in ways that allow us to still experience forensics each weekend. National tournaments will be our new challenge—and the next opportunity for us to reflect on what we do, how valuable it is for our community, and how we can best navigate this crisis and emerge from it stronger—and maybe even a little different as we capitalize on our reflections.





# Small Programs Attempt to Adjust to a Pandemic World

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SUSAN P. MILLSAP, OTTERBEIN UNIVERSITY

**Abstract:** *This is a personal reflection on how a forensic program in a small liberal arts college is attempting to survive the consequences of the COVID 19 epidemic. While budgetary cuts have been devastating for many, there have been some positives to be found in the changes the forensic world has made that make it easier on small programs to survive.*

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For the last decade or more small liberal arts colleges have seen declining enrollments. Since these schools are tuition dependent, they have had to make hard choices to survive. Programs and activities have been cut. Department budgets have been slashed to the bone. And there has been a long-standing freeze on new hires. Schools that have forensic programs have had to adjust. With dwindling budgets, team size has had to decrease. Travel is never more than a few hours drive to a one-day tournament. Programs that have been able to link forensics to department and/or university goals have been able to survive, but often by a shoestring. When the COVID-19 pandemic came and schools closed, forensic coaches held their breath. Knowing that even more budget cuts were coming, could we survive?

Teaching at a small liberal arts college that has a 100 year history of forensic competition, I was hopeful that my program would not be eliminated. My predecessors had connected forensics to the curriculum. Eliminating the program would mean making changes to the major. But not even that was a guarantee as the school went through a program discontinuance process. A couple years ago, when the university cut release time across campus, my department was able to create speech and debate classes that would count in my teaching load. This was possible because forensics was already a part of the curriculum. As James Grissinger, former Director of Forensics and the one responsible for the curricular connection claimed, "if it is worth doing, it is worth getting credit for." In the end my small budget was cut in half but we survived. Some programs in my state did not. I know of one program that lost its entire budget but the program survived and others were asked to "voluntarily" give up their budget. Those of us still standing breathed a sigh of relief and tried to figure how to once again compete on little to nothing. On-line tournaments are saving us. Being able to compete without having to travel makes a budget last. The students compete against schools they never would have seen before and receive critiques from judges that have never heard them speak before.

When tournaments shifted to an online format I was worried because we were not yet back to school and many of my students lived in areas with poor internet. As students slowly returned to campus in stages I worked with students on presentations and practice debates. Preparation was slow as students had many other issues to deal with. I gave them the time they needed to adjust to online classes and coaching and dealing with a solitary world. When I felt we were ready for our first tournament I had to add a few technology sessions to my curriculum so that students felt comfortable with the technology and with the concept of presenting to a computer screen. Our first tournament was synchronous. After getting permission, I reserved separate classrooms for all my competitors so that they could speak without wearing a mask but still be together as a team at a tournament. This was

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one advantage of being a small team. But the difficulty in building team cohesion, especially with a small team, that included our new competitors was difficult and I'm sure not unique to my program. Watching the experienced competitors try to explain to the novices what a tournament use to be like was helpful, entertaining, and depressing at the same time. Synchronous tournaments still give us some opportunity to build a team. Asynchronous tournaments are more difficult since the students do not have to be physically present to compete. Once the video is made and sent they are done. While making the videos has been instructive I find the asynchronous format not as rewarding and the same is true for my students.

While the budgetary benefits from not having to travel have resulted in saving some money, this has been somewhat offset from the increase in tournament fees due to the cost of mailing awards and programs trying cover their own budget cuts. But even this increase does not equate to the cut in our budget, so we can survive. However, the impact of not being able to travel has led to other issues. Without travel it has been harder to recruit new students and to maintain students. Traveling together is a major aspect of team building. Teaching students to talk to a camera has led to some learning experiences but most students find it frustrating when they cannot see and engage the audience. My judges have also mentioned how they do not feel as if they are giving the students their best when they judge. After reading some ballots, I understand the feeling. Comments on speeches have been much more abbreviated. Getting feedback from coaches that my students would have never seen before has been a nice side benefit. Debaters seem to be able to adjust more easily than individual events competitors. Perhaps this reflects the reality that debaters focus more on content than presentational style. Another learning opportunity. While it may seem minor, the frustrations of not being able to share food with the team has become a major issue. Sharing a meal or celebrating a birthday with food helps to build cohesion and a family atmosphere. We now have a limit on the number of people allowed in a room and masks must be worn at all times. No food allowed. While students are happy just to see other people there are not the same connections being made. Establishing friendships are difficult when you can't see a person's face or if they are smiling. This makes me worry about the next year or so and if any students will return to the team. Having the program connected to the curriculum will only go so far. Many students will meet the requirement and leave.

While COVID-19 changes have been a challenge, the reality is that the changes the forensic community made to ensure competition continues has made it possible for small programs to not only survive but compete on a larger circuit. Small program directors are used to adjusting quickly to a threatening environment; perhaps we're better able to take these changes in stride – as long as you were one of the lucky programs that did survive. The changes to tournament competition have created some learning opportunities which may reflect a new reality as we look past the pandemic. If the pandemic lasts more than a year, we will see more programs disappear as colleges struggle to survive. Perhaps tournaments can help by supporting these programs and continuing to offer online events. Adjustments in fees or helping with judging coverage can go a long way when every penny counts. Until this all passes I will continue to look for ways to continue to educate my students and learn from the experience.





# Budgeting in a Pandemic: Assessing Challenges of Maintaining Current Budget Levels for the Future in the Face of Less Spending Now

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GINA JENSEN, WEBSTER UNIVERSITY

**Abstract:** *Directors of forensics have always been education professionals who balance a number of responsibilities within an activity that demands much from its participants and offers immeasurable benefits in return. Never has the community been more poised to reflect on those responsibilities, challenges, and benefits than 2020. This paper reflects on how intercollegiate forensics has responded to the COVID-19 crisis. I focus on the need to provide access and opportunity for programs that may encounter enduring financial challenges stemming from the cultural and fiscal adaptations to virtual competition. Implications and questions to be answered at program and community levels conclude these reflections.*

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## Introduction

One of the primary responsibilities of directors of forensics is budget management, including planning for both the short and long-term. Most years when there isn't a pandemic, many directors must fundraise as part of that responsibility. However, with travel bans throughout most of the nation, schools are competing virtually and spending much less than in a normal year. The 2020-2021 academic school year has brought relief to many budgets across the country. While some programs were trimmed or eliminated during the pandemic as part of institutional budget management, others have been spared but must be cognizant of potential future cuts. This year of adaptation and lower spending raises questions of expectations administrators may have about how forensics can function and be funded going forward. This paper examines how virtual competition and increased budget pressures for colleges and universities create risks for future budgets. It also reflects on risks and opportunities for forensic programs as well as considering the implications of forensic community decisions on the future of our programs.

## COVID-19 and the New Face of Competition

To consider the question of whether or not forensic teams can be operated virtually beyond this academic year and if their budget dollars are at risk, we must first look at individual team responses. Traveling to tournaments has countless benefits for students. Long road trips have often provided the opportunity for students to bond with one another and their coaches. These road trips also allow many who have never left their hometowns to see the nation. Students also learn how to travel and how to manage themselves while on the road. This is a skill that proves to be invaluable. Once the van has arrived, the benefits of in-person forensics tournaments are endless. Networking is one of the most important advantages to travel. Team members spend time in hallways, classrooms, cafeterias and sitting spaces intermingling and getting to know one another. Beyond the skills that forensics teaches, networking is an invaluable benefit of travel, including connections for jobs and when pursuing a graduate degree. The lifelong friends that are made across the country are an added bonus.

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Given all the benefits to travel, competing virtually has required a complete mindset shift. Students and coaches are now required to focus on fewer benefits and asked to change the way they compete in order to continue attending tournaments. Directors of forensics now must sell competition in a much different way. The focus becomes the skills and not all the "extras" that travel brings. Coaches can still sell the educational part of forensics; this has not changed. However, there is an element to speaking in front of a classroom or auditorium that is missing when a student competes virtually. In person competition does not allow an audience member to turn their camera off. Nor does it allow a silent performance. Live, on-ground tournaments afford competitors human interaction. Human interaction is what is missing from a virtual performance. While there is still an audience in a virtual competition, microphones are muted, as are reactions to performances. A student who is performing live gets the benefit of hearing their audience gasp and seeing them cry, watching them laugh and seeing the reactions of their audience. All of this is lost in the virtual environment. When a student performs virtually, they are speaking in front of a camera to an audience that can neither be heard nor seen. Silence is not always golden.

Coaches can also sell the 21st century skills their students are learning such as how to interact with others through online formats. We are asking our students to quickly sharpen their virtual skills and take them to a new level. We know that nine months in a pandemic and counting has changed our world in important ways. We have learned that people can work from home effectively, they can now telecommute to anywhere in the world, and there is less of a need for physical travel. We have also learned that we can do conferences and conduct a great deal of our business online. And thanks to some incredible forensic minds, we can now compete completely online. We are no longer limited to the tournaments that are close to us, as distance is no longer an issue. We now worry about the time zone in which we are competing more than we worry about the proximity of another school to our own. Without this technology and the ability to compete synchronously and asynchronously, we would have a year without forensics. We would tell this year's seniors what we told last year's seniors, moments before all of the national tournaments—"we're sorry but it is cancelled." We are affording our students the opportunity to compete, to step outside of the norms, and to become trail blazers with new technology. We are teaching them what it means to be resilient and how to carry on when it seems we cannot move forward. These are hard but important lessons. They are lessons that come at a price. For many students, competing on their own campus in an empty classroom or in their dorm rooms does not compare to competing at another college or university in front of a live audience. We see the benefits that virtual competition can bring as educators, but we miss the interaction and the comradery of our normal. We also have the foresight to understand that virtual competition renders the size of our budgets much less important. Virtual tournaments are cost effective. We don't need much money to compete online. In some cases, our administrators see this as an opportunity to reclaim monies that they can reallocate. Many colleges and universities are suffering budget crises or have had their budget shortfalls worsen due to the COVID-19 lockdown in Spring 2020. Schools were forced to send their students home and to refund them money for their room and board. This sent many institutions into a budget tailspin, and lead to the discontinuation of some forensic teams. Those of us who did survive may have already had a budget cut or are concerned that when our schools try to recover lost revenue, it will come from our programs. This is a real concern and something that we need to be prepared for. As directors of forensics, we may soon be called upon to defend our current budgets and justify why we need to go back to renting vans and staying in hotels.

The virtual landscape did not just affect individual programs; it effected the entire forensic community. We came together to save the activity that we love from being another victim of COVID-19. Community leaders quickly adapted their tournament platforms for competitions that would be solely online. While a few online competition platforms already existed, they readied themselves for the nation to enter their virtual doors in larger numbers than they had experienced in the past. The platform managers spent countless hours during the early days of the pandemic working to beta test new online components. They also spent countless hours creating videos and doing in person training so the community would be ready when the fall semester started. The community then spent the summer holding conferences and workshops to showcase the benefits of online competition. As a nation, we came together, and we didn't worry about the type of competition we did. We weren't worried if it was a debate or individual event platform; we didn't care about the type of debate or the genre of individual events. We worked together across organizations. We were one forensic community, and this is



worth noting. We learned together and we leaned on strangers. We clung to what we had in common—forensics. Virtual competition was new to us all. Suddenly, the playing field had been completely leveled. It didn't matter if a program was national or regional in its normal travel patterns. We relied on the person who ran a tournament the weeks before us to teach us best practices. We leaned heavily on our platform creators to continue to prop us up as we learned. And we did learn. We are adapting to an environment that was foreign to us only months before. We are happily helping people from across the country as they run their first virtual tournament and we are patient when things go wrong because we are all new. We did what communities do in crisis; we clung to one another and we held one another up. Suddenly it didn't matter how many tournaments you've directed or how experienced you are. We all needed one another. We all held on to each other. When the pandemic finally ends, it is my hope that this is what we will remember—the strength of our community. It is our ability to persist that allows us to pass it on to our students. It is also our willingness to see ourselves as pioneers of the future that allows us to lead our students boldly into the 21st century. It is our agreement as community members who see the importance of in person competition that we will return to in person tournaments once enough travel bans are lifted for it to be possible. It has both been spoken and assumed by schools across the country that we will, after a short hiatus, once again meet in person to continue what we do best—persuade and move our audiences face to face. It will also be our community who helps us to fight to keep our budgets and who suggest ways to convince or reassure our administrators of the importance of travel. We will work together to show our institutions the benefits of in person tournaments.

### **The Risk of Temporary Budget Relief**

Spending an entire year participating in virtual competition poses risks for our teams and for our community. A big risk teams are facing is the potential for their administration to see the savings that competition offers when we participate from our home campuses. The risk becomes greater when our administration realizes that we can still be successful in this new format. The fear is that colleges and universities may no longer see forensic travel as necessary. Higher education is facing enormous budget pressures this academic year. We have recently witnessed some institutions close their doors after many decades in operation, while still others have become overly burdened by large debts, and still others have recently faced an unbalanced budget due to losses in the 2019-2020 academic year. Schools were forced to send residential students home during the last half of the spring semester due to the COVID-19 lockdown and are now in a unique position of trying to make up for their budget shortfalls. This leaves forensic teams who are not traveling vulnerable to cuts. In some cases, institutions are deciding what budget lines to trim or eliminate at their schools. Directors of forensics who have wanted their students to have a good experience this year have worked very hard to help their students adjust to virtual competition. We have proven that the entire community can adapt when necessary and now we may be called upon by our schools to do just this. We must spend a considerable amount of time preparing talking points on why travel is important and must continue. We should begin conveying the importance of face to face competition to our administrators. It is far better to be on the offensive than on the defense. We have to tell our Deans, Presidents, Provosts and Chancellors what we ourselves already know—students stand to gain far more by traveling to another school than they do in an empty classroom. We must explain the benefits of networking, bonding, and learning to speak in front of a live audience; our administrations need to know that our students are both thriving and suffering in silence this year. How many of us have had our best students tell us that they “just aren't feeling it this year?” How many more of us have lost students because they don't want to be locked in their dorm rooms for the entire weekend competing alone? These are real challenges our teams are facing, and they may become permanent realities if we cannot justify our current budgets.

Many of us have relied on our alumni during the pandemic to help us judge online tournaments. We need to remember that our alumni are an important commodity to both our teams and to our schools. They also serve as a bridge from the past to the future. We need to consider calling upon them this year not to help us fundraise, but to help preserve our programs. They should be writing, calling and e-mailing our administrators and explaining the benefits that they reaped from in person tournaments. We recently held a virtual trivia night to benefit Webster University's Forensic and Debate team. We did this partially as a fundraiser, and partially as a place holder for a very important component to our fundraising in a normal year. What we took away from that trivia night was much



more than holding the place for our annual fundraiser. We invited our alumni to stay on the Zoom call after trivia night to catch up and reminisce. We began our Zoom alumni reunion around 9:30 pm and we said goodbye to the last alum who resides in Taiwan and joined the call at 2:00 am at 3:30 am. What was incredible is that we had people from all over the nation on that video conference and most stayed on with us until 3:30 am. We were fortunate enough that our team president stayed on the call as well. What we gained that night was a strengthening of what we consider to be a very strong alumni network. We shared stories, we laughed, we cheered, and we learned that what we all needed in the middle of a pandemic, no matter where we lived, or when we had crossed paths, was each other. We heard stories of students who stayed at our institution because of the forensic team. We were told that the strongest connections they have with their alma mater is our team. One student told us that he was going to drop out of school completely before he found the forensic team. These stories matter and they could not have happened in the manner that they did without travel. Many of our alumni are established enough that they regularly donate to our team. This is a fact that does not go unnoticed by our administration. While many things matter to administration, alumni donations are very important to our institutions. Our alumni can help influence important decision makers.

Another risk that our community faces is the real possibility that some schools may lose funding and others may not. We may find ourselves splintering into travel and non-travel teams. It is possible that we may see these splits along sports division lines, a division that we have managed to avoid in our community. However, we may see smaller division III-type schools lose funding more often while stronger division I-type schools are allowed to keep their budgets. We may see travel bans remain in some states and be lifted in others. While we can work together as a community to offer solutions, we may see the problems splinter into factions. We need to be prepared as a collective forensic community to once again adapt when the pandemic ends. We need to work on talking points across our universities and we need to share best practices because while we want our schools to survive, we also need our teams to survive.

### **Managing Budget Risk with Virtual Opportunities**

After examining the risks, it is also important to examine the opportunities that virtual competition can offer us for the future. First, it is possible to have hybrid seasons in the future allowing for teams to decide both how they will host and how they will compete. This may allow schools with a small budget to attend tournaments. Virtual competition also makes tournaments more readily available to all schools, providing students with a wide variety of experiences. If they compete in both asynchronous and synchronous tournaments in one week, students could compete both nationally and regionally. Large schools' advantage would be somewhat lessened because there would be myriad opportunities for all schools when it comes to attending tournaments and the number of tournaments in a semester.

Besides the ability to compete broadly on a small budget, other opportunities exist that make virtual tournaments worthwhile. Online tournaments allow our students to become tech savvy and give them experience in a world they will most likely spend a lot of time in once they graduate. Our world changed in March 2020 when we went to lockdown. Technology advanced, and businesses learned that they can be productive even when their entire workforce is working from home. Business travel and conferences can now all be done online. Things have changed greatly in nine months with no end in sight to the pandemic. It's hard to say where we will be when the pandemic ends, but we will have proven ourselves to be adaptable and resilient. The ability to change and grow is something that the work world demands, and we are teaching this to our students this year. We are showing them our strength and by doing so, we are teaching them to be strong. We did not walk away from a challenge; instead we accepted it because we did not want to give up the activity that means the most to us.

### **Final Thoughts and Looking Ahead**

So where does competition lie in the future? Will we be able to resume travel, and keep our budgets? Will forensics change like it has done so many times over the last 100 plus years? We have always been leaders and forward thinking. We all know that in person competitions are the most valuable; we need to be prepared to fight for them. We also need to be prepared for less travel, fewer in-person events, and potentially smaller budgets. It is important that we find ways to emulate what we gain from tournaments if travel is suspended over a long period of time, or if our teams are forced



by our home institutions to remain online. How can we take the experience of Webster's alumni on Zoom—being together without a structured purpose—and replicate it at tournaments? Is it possible to create a model that combines virtual and live tournaments as stated above? When the pandemic began, I was sure it would be over in two weeks. I began looking for other national tournaments to attend when the ones we planned to attend were cancelled. I thought the pandemic would be over in July so we could have late celebrations of our graduates. Then I believed by September things would begin to get better. It's unclear how long we will be in a situation that demand online tournaments. For now, we need to continue to focus on the positive and help our students grow. We need to show them how to be pioneers in the digital field. We have to encourage change. When these same students were young, we gave them all trophies for participation and gave everyone a chance at bat. Now we are asking them to be strong and resilient. We are telling them that the most important thing for them is their growth. These students are strong, they are resilient, and so are we.

We cannot sit on the sidelines hoping the pandemic will go away and that our budgets will remain intact. We must be proactive and begin promoting the importance of what we do in forensics and why travel is essential to our mission. We have to be ready to argue that our activity and our community are invaluable and that they are best together. The 2020-2021 academic school year has given our budgets a well-deserved break, but we must not be too passive this season. This year of adaptation and lower spending raises questions of expectations administrators may have about how forensics can function and be funded going forward. It is important that we drive the narrative so that our forensic stories have a long, prosperous future.





# Risk Management in Forensics: Best Practices and Cautionary Tales

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PHILLIP A. VOIGHT, GUSTAVUS ADOLPHUS COLLEGE

**Abstract:** This short essay reviews some of the steps that Pi Kappa Delta has taken to manage the organization's risk profile in five areas: Endowment planning and fundraising; Tournament administration; Insurance, non-profit compliance and legal oversight; Program support and communication; and Alumni relations.

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Say not the struggle nought availeth,  
The labour and the wounds are vain,  
The enemy faints not, nor faileth,  
And as things have been they remain.  
If hopes were dupes, fears may be liars;  
It may be, in yon smoke concealed,  
Your comrades chase e'en now the fliers,  
And, but for you, possess the field.  
For while the tired waves, vainly breaking  
Seem here no painful inch to gain,  
Far back through creeks and inlets making,  
Comes silent, flooding in, the main.  
And not by eastern windows only,  
When daylight comes, comes in the light,  
In front the sun climbs slow, how slowly,  
But westward, look, the land is bright.  
-Say Not the Struggle Nought Availeth  
Arthur Hugh Clough

This poem by Arthur Clough is one of my favorites and over the past year, I've found myself frequently returning to it when the path forward seems uncertain. To me, it speaks not only of the value of hard work in achieving anything of lasting significance, but also of the "fog or war" or the cloud of confusion that often surrounds decision-making during a time of great crisis. Like many organizations, Pi Kappa Delta has struggled to chart the correct path in an unprecedented environment. This essay was originally part of an NCA panel on risk reduction for forensic organizations, but with the migration of that conference to a remote format, it seemed appropriate to reach a broader audience by publishing it in *The Forensic*. In what follows, I review some of the steps that Pi Kappa Delta has taken to manage the organization's risk profile in five areas: endowment planning and fundraising; tournament administration; insurance, non-profit compliance and legal oversight; program support and communication; and alumni relations.

## Endowment Planning and Fiscal Management

Pi Kappa Delta is unusual among forensics organizations because it features a Chief Op-

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erating Officer that combines many of the duties of a traditional Secretary/Treasurer with those of a Development Director and a Director of Communication. The chief advantage of this structure is that it consolidates a variety of "back office" roles into one position, and it charges a member of the National Council with a series of organizational and operational responsibilities that are unrelated to tournament planning and administration. Since tournament planning consumes the lion's share of the National Council's time and attention, this structure serves as a backstop during times of crisis and helps insure that at least one member of the National Council can focus exclusively on the long-term health of the organization, with a particular emphasis on financial viability.

Prudent fiscal management and the maintenance of adequate financial reserves are the most important risk reduction practices that any organization can undertake. Pi Kappa Delta has long operated with a reserve savings account sufficient to cover roughly two years of expenses. This reserve is intended to insulate PKD from the potentially disastrous financial implications of a tournament cancellation. Pi Kappa Delta also has a professionally managed endowment fund at the Minneapolis-St. Paul Community Foundation that provides approximately \$5,000 in annual income for the organization. As a last resort, the endowment principle could also be drawn upon to sustain the organization during a financial emergency. Pi Kappa Delta's endowment is invested as part of a five-billion dollar fund and as such, PKD enjoys access to investment products such as private equity that would be otherwise unavailable to an organization with such a small net asset value. Moreover, because the day-to-day investment decisions are undertaken by professionals, the National Council receives the benefit of expertise that it could not otherwise afford.

Over time, the organization's financial resources have fluctuated within a relatively narrow range. These fluctuations have largely been the result of restricted grant activity, such as the scholarships or academic prizes that have been provided by third party sponsors and have been distributed at the PKD National Tournament and Convention or NCT. Pi Kappa Delta's current balance of \$192,623 represents a high-water mark of sorts because it includes no restricted fund reserve balances. In other words, even with the addition of significant annual expense items -- such as the salary for PKD's professional archivist, the organization has preserved or exceeded its ordinary level of savings.

Two additional points are worthy of mention. First, the fiscal impact of the cancellation of the 2020 NCT in San Diego was less significant than feared. Although there were a variety of unrecoverable costs, many chapters responded to a supplemental dues request and as a result, PKD does not anticipate increasing chapter or membership dues during the next year. Secondly, PKD's endowment fund has largely recovered from the significant losses experienced during March and April, regaining all but \$3,000 of its book value by the third quarter of 2020. The endowment fund provides a flexible pool of revenue for the National Council, which can also be re-invested to grow the size of the endowment over time. Although the book value fluctuates with the vagaries of the market, it has increased from approximately \$40,000 to nearly \$130,000 over the past decade. (Below is a summary of PKD's financial benchmarks for the past ten years).

Minneapolis St. Paul Community Foundation	\$126,321
US Bank Checking	\$ 15,380
Bank of America	\$ 50,922
Total Net Assets FY 2020	\$192, 623
FY 2019:	\$213,679
FY 2018:	\$198,914
FY 2017:	\$217,395
FY 2016:	\$202,955
FY 2015:	\$239,745
FY 2014:	\$236,746
FY 2013:	\$186,530
FY 2012:	\$187,518
FY 2011:	\$179,788

Fundraising and the development of relationships with grant-making partners is another way that Pi Kappa Delta has helped reduce the dependence of the organization on financial contribu-



tions from its institutional chapters and undergraduate members. Over the past decade, the organization has received more than \$250,000 in grant-related income from sponsors such as the Arthur N. Rupe Foundation, the Charles Koch Institute, and Net Impact. These funds have allowed Pi Kappa Delta to provide scholarships and prizes to undergraduate competitors, to fund projects that students have advocated through the Persuasion Works program, and to arrange free or low-cost civic education programming -- such as the on-campus performances by the Theater of Public Policy. These funds have also allowed the National Council to avoid raising the \$35.00 cost of undergraduate membership for more than 15 years.

Each year, the organization reports its finances to the membership at its annual NCA business meeting, files its 990 tax statement with the Internal Revenue Service each December, and presents its Annual Report to the North Dakota Secretary of State's Office as required under its articles of incorporation. In addition to preserving the organization's 501(c)(3) tax-exempt status, these financial and institutional reporting practices are important benchmark indicators for external grant-making organizations.

### **Tournament Management**

Pi Kappa Delta's National Tournament and Convention and National Comprehensive Tournament are among the largest competitive intercollegiate events in the country each year. The size and stability of the tournament have created both opportunities and problems for the organization. In the year 2000, for example, the PKD National Tournament featured 523 individual events entries and around 200 total debate entries, allowing the tournament to be hosted in an area hotel by Webster University in St. Louis. In contrast, during each of the past five years, the tournament has ranged from between 1400 and 1676 individual events entries, and between 317 and 501 debate entries. The much larger size of recent tournaments has complicated the search for tournament hosts with large campuses and has required the National Council to expand the host recruiting process to a five-year cycle. In terms of size, the 2020 NCT that was planned on the campus of San Diego State University would have been one of the largest events that PKD has ever hosted.

Led by the Tournament Director, Pi Kappa Delta's tournament administration staff has completed the transition to integrated tournament management software. These changes have enabled PKD national tournaments to run on time and have resulted in a fairer and more efficient utilization of the judging pool. PKD has also required that all judges and competitors at the tournament furnish proof that they have received Title IX training and has rejuvenated the Tournament Ombudsman position to resolve in-tournament disagreements and complaints. Recent tournaments have featured a vendor's fair where partner organizations can distribute literature, recruit employees and advertise graduate school opportunities and internships. The expansion of sponsorship opportunities such as these have allowed the organization to maintain expensive traditions -- such as the all-tournament banquet and awards ceremony-- while holding entry fee increases to roughly the rate of inflation.

### **Contracts and Insurance**

The crisis provoked by COVID-19 has reiterated the importance of maintaining adequate insurance coverage and of scrutinizing contracts to ensure that forensic organizations are protected in the event of an emergency. Like most non-profits, forensic organizations are unlikely to enjoy the benefit of in-house counsel. Given the wealth of legal expertise among forensic alumni, however, speech and debate organizations would be wise to assemble (formally or informally) legal advisory panels that could review insurance policies, hotel contracts, contractual arrangements with tournament hosts and so forth on a pro-bono or reduced-price basis.

Pi Kappa Delta maintains a tournament-specific umbrella liability policy that protects both the organization and the host school in the event that injury results at a national tournament competition, as well as a general "Directors and Officers" liability policy that covers the activities of National Council members in the pursuance of their PKD-related duties. PKD also scrutinizes contracts to make sure that they include "force majeure" clauses that protect the organization in circumstances such as the cancellation of the 2020 National Comprehensive Tournament. As Janice Ryan explained: A "force majeure" clause (French for "superior force") is a contract provision that relieves the parties from performing their contractual obligations when certain circumstances beyond their control arise, making performance inadvisable, commercially impracticable, illegal, or impossible. In the absence of



a force majeure clause, parties to a contract are left to the mercy of the narrow common law contract doctrines of “impracticability” and “frustration of purpose,” which rarely result in excuse of performance. Instead of relying on the common law, meeting planners can better achieve flexibility during times of crisis through a carefully negotiated force majeure clause.

In the case of the 2020 National Comprehensive Tournament, PKD did not need to exercise the force majeure clause in its hotel contracts or in its room rental contract with the University of California San Diego because emergency orders issued by California Governor Gray Davis prohibited the school from honoring its end of the contract and the event was cancelled enough in advance of the tournament that it did not trigger late cancellation fees on the part of the hotels.

### **Program Support and Communication**

Pi Kappa Delta has continued to search for ways to support its member chapters. For each of the past five years, PKD has convened a free Professional Development Conference for its members. The conference has included opportunities to present professional scholarly research, training sessions for coaches and judges and free Title IX training. *The Forensic*, PKD’s professional journal, has continued to provide a venue for the publication of high-quality scholarship. PKD panels at the National Communication Association have continued to attract robust interest and the organization has participated in a number of cooperative efforts with other national forensics organizations. Most recently, for example, PKD representatives participated in the National Individual Events Developmental Conference – proceedings of which can be found on the PKD website.

Pi Kappa Delta is in the process of developing a Civic Engagement Toolkit that will consolidate educational resources related to program administration, tournament planning, speech and debate coaching, fundraising and recruiting, tenure and promotion, and civic engagement on a single, easy to use platform. (I expect a beta version of the site to debut during the second quarter of 2021). Efforts are also underway to improve the frequency of communication between the National Council and undergraduate chapters. Currently, only chapter sponsors receive e-mail communications from the National Council. By early 2021, however, the National Council hopes to expand the email communication list to all interested parties.

### **Alumni Relations**

Improved alumni relations are a final way that forensic organizations can help reduce risk. Pi Kappa Delta has made it easy for member schools to create Alumni chapters and to maintain electronic contact with recent graduates outside of the member school’s alumni relations department. This arrangement yields two central benefits: First, it provides Directors of Forensics with an “off-campus” fundraising/booster club that can be used when on-campus resources are unavailable. Secondly, in the event that a program is threatened, it provides directors with an eternal means of organizing alumni opposition that does not require permission from the host school. Alumni chapters are also an excellent vehicle for recruiting judges, soliciting recruiting assistance, and providing opportunities for alumni to “give back” to programs. Forging stronger affiliations between current and alumni members remains a key strategic objective. The opening of the PKD Archives at Ottawa University, and the continuation of the Order of Attainment has also improved the organization’s ability to recognize the accomplishments of its alumni members, to respond to alumni inquiries and to cultivate promote the art of persuasion, beautiful and just.



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# Historical Reflection: PKD in War and Social Upheaval

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**Abstract:** *This article briefly examines how Pi Kappa Delta historically has managed challenging events and environments successfully. Two very different challenges in two very different social environments are examined. The first, the intervention of World War II in the first half of the 1940's, which presented Pi Kappa Delta with enforced limitations on travel, gatherings, and participation. The second, the turbulence, hostility and upheavals of the late 1960s. In each, Pi Kappa Delta was able to remain flexible, open and creative in particular through continually employing a mindset and solutions that were both inclusive and progressive.*

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## Introduction

Pi Kappa Delta has never enjoyed the luxury of complacency. Its appearance as a forensic honor organization at the beginning of the 20th century was on well-trodden ground where it was forced to compete with more established organizations further complicated simultaneously by World War I and the Spanish Influenza. These arduous beginnings, however, revealed the elements that allowed PKD to not only survive but to thrive when earlier ones could not, primarily by adopting an outlook that was both inclusive and a progressive. This reflection will examine two very different challenges in the history of Pi Kappa Delta and how the organization, through the application of both these elements, achieved a stronger, more flexible and creative organization than it had been previously.

## World War II

While the First World War certainly placed a strain on the fledgling organization, it does not compare with the year's long stresses and privations of the Second World War. When war was declared in December 1941 following the attack by the Japanese on Pearl Harbor, PKD was amidst planning for the 14th National Tournament and Convention to be held in Minneapolis, Minnesota on April 6 – 10, 1942. While war had been raging in Europe for several years the United States participation had been largely reluctant and not inevitable. The Japanese attack had changed the situation suddenly and dramatically. PKD previously enjoyed a succession of successful national tournaments, the last in Louisville, Kentucky in 1940 where over six hundred had participated (Westfall, 1940). There appears to have been no thought of cancelling the 1942 convention. Instead, the declaration inspired a doubling down of effort and enthusiasm. As PKD National President, W.V. O'Connell stressed in an editorial in March 1942, "A careful reading of this issue...will indicate the rapid crystallization of plans to make the Minneapolis convention one of the most important meetings every to be held in the history of Pi Kappa Delta. The National Council challenges every coach and every eligible student to put forth every possible effort to be in attendance. Gathering together in a war time period for the mobilization of student thinking is very much worthwhile" (O'Connell, 1942).

Such patriotic determination indeed resulted in a successful convention with attendance and participation of over 500. The resulting enthusiasm carried over with a determination to top this at the 15th Tournament/Convention to be held in 1944. As new PKD National President, Glenn R. Capp put it in another editorial following the convention in April 23, 1942 "...give all assistance possible

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to the National Council in its plans for the 1944 national convention. In my opinion the convention should be held..." (Capp, 1942). By October of the same year, however, Capp had resigned his presidency after revealing that he had already enlisted in the war effort as a lieutenant in the Army Air Corps. This abrupt change resulted in Vice President Martin Holcomb scurrying to take over those duties, a responsibility that surely become a burden as the prospect for another national tournament and election of another president gradually dimmed making it necessary for him to assume the role for the next five years.

Enthusiasm was further strained by initial shocks of the exodus of other younger forensic coaches throughout the country including into civilian assignments such as former PKD National President, Forrest H. Rose, who took leave of his college to become the Representative of the National Victory Speakers section of the O.C.D. (Office of Civilian Defense) (Westfall, Former President Rose in War Activity, 1942). The largest forensic casualties, however, were the gutting of male (and some female) student participants through induction in every institute of higher education. As Forensic Editor, Alfred Westfall, put it in January 1943, "The drafting of eighteen and nineteen-year-old students will result in the army taking over many of our colleges for war training centers. The war has already changed our educational world and will change it even more" (Westfall, Editorial, 1943). News of harsher, missing in action, casualties of former students were quick to follow, increasing in pace as the war progressed.

Team travel for competition has always been an important part of forensic activity but travel restrictions and gas rationing were already having an impact. Some of this was alleviated by local Province tournaments, a fixture yearly in PKD since the late 1920s, but as the conflict dragged on restrictions tightened further when the War Committee on Conventions limited attendance to less than 50 for forensic competitions, thereby essentially negating even provincial contests. Oddly enough, the WCC made an exception for sports events which resulted in a quick objection by PKD through Professor Raymond Yeager that such a difference made no sense because both were competitions, and in addition banning assemblies over 50 would only result in forensic teams making more individual trips straining the gasoline supply. Such complaints, however, although stimulating response by the WCC, essentially did little good (Rose, 1945).

PKD chapter reports in subsequent issues of *The Forensic* reflected in higher education communications departments a growing despair and helplessness as departments were raked almost bare of students and in some completely muted. "All active members of Arizona Alpha are in the service" (Lynn, 1943). "...we have not been able to carry on any forensic program this year" (Seebart, 1943). "Because of travel restrictions we were not able to attend the provincial" (Swallow, 1943). "The forensic picture in Tennessee is none to good this year. The state and Smokey Mountains tournaments have fallen through" (Hood, 1944). "We are out – kaput – for three reasons: No money, no gas, no debaters!" (Pelsma, 1945).

While discouraging this forensically bleak environment did not reflect PKD as a whole mainly because of the persistence of the two elements noted above. In this case, inclusive meant; women. From its beginnings PKD had welcomed and encouraged the participation of women. This was not necessarily the case with rival organizations, such as Tau Kappa Alpha and Delta Sigma Rho whose beginnings were exclusively male. While this did eventually change, PKD's more liberal approach allowed for women to become firmly established in the organization competing equally in national tournaments throughout the 1920's and 1930's. This left them the confident inheritors of the organization when the war debilitated the ranks of their brethren. Patrick McKivigan of Pennsylvania Beta acknowledged this shift when he remarked soberly, "It looks like the women's schools will have to uphold forensic traditions in our part of the country. Many of our debaters have gone to war" (McKivigan, 1943).

This was something they were more than prepared to do. The election of Professor Cunera Van Emmerik as the first woman on the PKD National Council in 1942 signaled the beginning of this transition. "Women have long been active in Pi Kappa Delta..." The announcement in the October issue begins "The war is giving women increasing responsibilities...it is appropriate that Pi Kappa Delta have a woman on the National Council" (Westfall, News Note/Cunera Van Emmerik, 1942). Georgia Bowman, a recent graduate, PKD alumni, future first female president of Pi Kappa Delta, and at the time teaching and working in professional radio, further fanned this flame in an article in May 1943 entitled "College Forensics Helps Women to Enter Radio" urging young women to use



forensics as foundation for a media career (Bowman, 1943). Young women assertively stepped in to fill the void. Harriet McPhetres of Macalester College enthusiastically reported in 1943 that "Debate activities at Macalester on the part of the men's teams have been curtailed or disrupted by the Army's reserve program, but the women have been debating quite successfully" (McPhetres, 1943). Nebraska Wesleyan reported also in 1943 that "An abundance of women debaters is on hand, headed by Juniors, Betty Sitz and Clara Jo Hopkins who last year won 47 of their 50 debates" (McGee, 1943). Newly installed president of Illinois Pi chapter, Mary Andrews, received a rating of excellence, the highest rating award given at the Intercollegiate Institution on War Problems at the State University of Iowa (Crawford, 1943). At Central College women partnered with men to win "...seven out of eight debates to take second place at the William Jewell debate tournament." And, "Dorothy Bess Mullens and Juadina Brock of Oklahoma Theta tied for first in debate at the Southern Speech Tournament in Jackson, Mississippi" (Westfall, News Note, 1944). Scores of similar victories followed giving wartime PKD welcome adrenaline as well as setting the future direction of the organization.

The ascendancy of women, however, was not the only factor that ensured the continued vibrancy of PKD. A progressive, open-minded approach to the wartime challenges was as well essential. From the beginning of the War it is evident Pi Kappa Delta had adopted an ambitious and decisive approach to its challenges. PKD president, W.V. O'Connell, immediately following the Pearl Harbor Attack in 1941 wrote a letter to the Director of Civilian Defense committing the entire PKD membership to service in the war effort. The pleased reply stated that, "The services of your individual membership would be of great service in the state and local volunteer set-ups for the building of morale and the presentation of the program to the people themselves." A similar offer was made to the U.S. Office of Education who assured that "We have very definite plans under way in which Pi Kappa Delta could play a very significant role" (Westfall, What Speech Students may do to help win the war, 1942).

The membership as well enthusiastically embraced this commitment and, starting with the Minneapolis Convention, began to put into shape their own measures to fulfill this promise including the formation of the National Pi Kappa Delta Forum of Current Affairs in collaboration with government agencies in supplying topics and data each month to supporting chapters for use in public forums (Reiff, 1942). This initiative came to be known as "defense speaking" and was displayed in many forms by PKD chapters (Holcomb, 1943). In an initiative entitled, "All Out for Victory" 136 students enrolled in beginning speech courses at Central Michigan College of Education chapter prepared speeches on various aspects of the war effort, then performed the better ones at clubs and luncheons (Michigan, 1943). Eastern Illinois Teachers College PKD embarked on an ambitious program of defense speaking and discussions where in the first month "...our students filled forty to fifty speaking engagements for Civilian Defense meetings..." (Illinois, 1943). Regarding another of PKD's sponsored initiatives, the National Victory Speaking Contest, Coe College chapter took charge of the Coe College Red Cross Speakers Bureau, and reported that "Thus far forty speakers are available to give talks on the phases of the Red Cross Service" (Welsch, 1943).

Variations of this program were not the extent of innovation during this time. When travel restrictions became extreme intermural forensic activity was initiated, one example being 50 students at Missouri Eta in Warrensburg who creatively combined both discussion and debate at an event on the topic of "What are the bases of a Durable Peace" (Savanoe, 1944). Missouri Central College planned a series of unique debates by correspondence (Randolph, 1943). One of the telling developments in local tournaments was the experimentation with other forms of possible forensics beside the accepted formats of debate, oratory and extempore. Contests in after dinner speaking and poetry interpretation were introduced foretelling acceptance of these events in future post war tournaments (Missouri, 1944). There seems little doubt that the stress by PKD on inclusive and progressive policies during World War II turned a dark national period toward an energetic future for Pi Kappa Delta.

### Social Upheaval of the late 1960s

The late 1960s offered Pi Kappa Delta some very different challenges. Unlike World War II the economy was not staggered by financial burdens and restrictions despite the fact that the United States was involved in another conflict. This, however, was a conflict that contrary to the Second World War, tended to polarize rather than unite. This polarization, largely between young and old, had the potential to upend the harmony between PKD administration and their student competitors. Postwar PKD had experienced explosive growth largely because of the progressive and inclusive poli-



cies that had been put in place during the war. Two of the milestones were the extremely successful National Convention and tournament in Redlands in 1955 and capping this the 1963 fiftieth Golden Anniversary National in Carbondale, Illinois. The Vietnam War that soon followed and the unrest it engendered appeared to leave the 1965 nationals in Tacoma, Washington generally unscathed although incoming President Georgia Bowman noted in October of that year that, "We face a new school year in a troubled nation and a troubled world..." that included "...student demonstrations, race riots, border skirmishes and full scale wars..." She concluded that "We are perhaps a generation of too much emotionalism and too little logic" (Bowman G. , 1965). That emotionalism could be felt at the next Convention in Whitewater, Wisconsin in 1967.

Its epicenter was during the business sessions of the convention, in particular the three student meetings. Where the inspiration for these meetings originated is not known since the record of the National Council planning meeting in Whitewater during the summer of 1966 includes no mention but the meetings led by the two student representatives, Stephen Dickman and Marlys Prigge, resulted in 11 recommendations that insist on changes:

1. Investigate having mixed teams (men and women) in traditional debate
2. We urge more communication between the National Council and the students before the election of national officers
3. The election of national officers should be held the last two days of the convention
4. We urge holding a student meeting with the candidates present early in the week
5. We urge the elimination of men's and women's categories in all individual events
6. We urge the elimination of men's and women's categories in debate
7. We urge there be at least one bracketed championship category in debate
8. We urge that all divisions include elimination rounds with the awarding of trophies to the champions
9. We urge a shift to the Oregon style of cross-examination debate.
10. We urge the following policy in regard to elimination rounds and sweepstakes:  
There should be 8 preliminary rounds with sweepstakes points awarded on the basis of these 8 rounds and certificates awarded as of present. In addition, the top 8 teams would go into the elimination rounds with a trophy awarded to the winner, but no additional sweepstakes points.
11. We urge the elimination of separate men's and women's sweepstakes and urge that the sweepstakes awards be given to the school (Norton, 1967).

The students further urged that "...student attendance at future meetings be encouraged through better publicity and that it be made clear that all students, not just voting delegates, be invited to attend" (Norton, 1967).

These recommendations in fact display both inclusive and progressive elements. They are progressive in that they require a broader thinking in event competition and a recognition of the strength and competency of women compared with men and a recognition of the maturity of women and men working in cooperation. They are inclusive in that they are demands to PKD administration to include and respect the voice and intelligence of students in decisions regarding the future of the organization. It is once again a credit to PKD that its administration listened.

Incoming President Theodore O.H. Karl in the January 1969 *Forensic* announced that in the upcoming National Tournament in Tempe, Arizona not only would the debate and sweepstakes changes be implemented but that "...all division (gender) separation in competition have been eliminated and all competition will be open" (Karl, 1969). He added that competition opportunities would be expanded even further by the addition of Interpretation and Discussion categories for the first time. The increase in diverse voices resulted in even more progressive changes during the 1969 convention. The introduction of Oral Interpretation and Discussion resulted in a shift during the business meetings of the convention presaging even further the wide array of events in current PKD tournaments. The adding of Impromptu competitions was discussed, the inclusion of an alumni division in each event was proposed, and the further loosening of restrictions on the Oral Interpretation was considered (Committee, 1969). All of these appear to represent the loosening of the formality that has often bound forensics and the freeing of events and voices for which PKD is now famous.

This was not all; in fact two episodes in these meetings resulted in resolutions that vividly displayed the prying open of any lingering bonds of exclusion. The first involved an incident which



would seem to have little to do with a forensic activity but in reality, represented the protection of the freedom of speech in the broader reality which would seem to be the responsibility of forensics. The incident revolved around an event that, as described in the *Forensic* record, "...Court martial charges against 27 American servicemen whose only crime was to engage in a half hour non-violent sit down demonstration protesting the killing of a fellow prisoner..." which resulted in the servicemen being charged with 14 – 16 years of hard labor along with the loss of rank, pay and dishonorable discharge. The resolution approved agreed, "That the National Council and the individual chapters work actively to convince the Department of the Army to cease this repressive sham of justice" (Committee R. , 1969).

The second resolution would have wide-ranging consequences regarding inclusion in PKD's future. During the Wednesday meeting on April 2 the PKD representative of University of California at Berkley, during the introduction of new business, introduced a resolution that PKD should actively promote the inclusion of minority groups (Norton, Minutes of the second business meeting, 1969). This should be prefaced by the acknowledgement that PKD had evolved from the clause included in its constitution in the early 1920's excluding such individuals and that while removed in the 1930's remained as a "gentleman's agreement" until after World War II, and that since then, particularly starting in the latter 1950's, Black competitors had begun appearing on forensic teams here and there not only in PKD but in rival organizations such as Tau Kappa Alpha. It should be further acknowledged, however, that such representation was at best anemic and that any Black competitors at that time must have felt overwhelmed and restricted on just how much they could express their full voice in such situations. Certainly, attitudes by many in PKD administration still reflected segregation prejudices. This included even former PKD President Georgia Bowman about whom in a letter a PKD province governor, Ralph Micken, concerning a joint province tournament to be held at William Jewel College in 1956, complained that both she and Cunera Emmerik had refused to consider treating the one Black competitor on his team like the other team members offering only to house him separately. According to Micken, "Miss Bowman of William Jewel doesn't see how there is a problem since her school is, of course, willing to house and feed any second-class citizens we might have speaking for us" (Micken, 1956).

Thirteen years later these attitudes still prevailed among many resulting in a heated two-hour debate on the resolution. The debate included both PKD administration and the student participants they had agreed previously to include. *The Key* on April 4 reported that the "...language of the streets and more dignified assemblies intermix(ed)...Throughout the fascinating emotion fraught forum, so revealing of language, mind and anxiety, the Chairman Ted Karl did a masterful job of guiding with a light-heavy hand..." (Hot debate, 1969). The session apparently ultimately satisfied both students and administration and resulted in a resolution that paved the way not only for more minority students, but the recruitment and membership of Historical Black Colleges and Universities as well allowing for a future diverse voice unique in the forensics world.

Pi Kappa Delta has of course been subject to the same lures that plague all organizations and individuals, the lure, in aging, of conservatism and exclusion. Such lures, however, inevitably lead to lower participation, elitism, less excitement and eventual extinction. Both Tau Kappa Alpha and Delta Sigma Rho, earlier, larger and more prestigious organizations than Pi Kappa Delta, succumbed to these forces eventually forcing them to combine in the 1960s and finally to fail. Pi Kappa Delta, despite voices within that surely have promoted these attitudes, has managed to resist such temptations. PKD has remained open, flexible, creative and welcoming. Forensics has as a result benefited.



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# Call for Papers

## Special Issue

### *Volume 106.1—Scholarship From the Future*

*The Forensic of Pi Kappa Delta* invites submissions from student authors for a special issue dedicated to scholarship authored by students. The same general call for submissions that guides work considered by *The Forensic* is being used for this special issue; a wide range of submissions will be considered. Authors may be undergraduate or graduate students. Submissions should be work completed during the pursuit of a degree by students who have not yet held full-time teaching or coaching positions. Authors who are presently teaching or coaching but who's primary role is that of a student are encouraged to submit their work for consideration. While submissions may have received editorial suggestions from mentor faculty and coaches, all authors should be students.

Submissions should be received by April 1, 2021 to receive full consideration for publication. Please contact Scott Jensen at [jensensc@webster.edu](mailto:jensensc@webster.edu) with any questions.



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## Every PKD School Should Have an Alumni Chapter

Pi Kappa Delta's new website has been designed to improve alumni relations at both the local and national chapter level. These features include affinity grouping opportunities, fundraising and development opportunities, a wide variety of electronic messaging tools. Over the next several years, these features will be developed and rolled-out, but to take full advantage of them, local chapters need to create PKD Alumni Chapters. Alumni Chapters do not pay annual dues, but there is a one-time, \$75.00 charge to establish a new PKD Alumni Chapter. To create an Alumni chapter, go to [www.pikappadelta.net](http://www.pikappadelta.net), click on "Join Now," and then select "Alumni Chapter" from the drop-down menu. The whole process should take less than 5 minutes to complete.

None of the old PKD data migrated from our old website, which was managed by the NSDA. Therefore, if your local chapter already had an Alumni Chapter (see the list below), and you have not already entered the chapter data in the new PKD Club Express Website, **you do not need to pay, but you DO NEED to go to the website and enter your contact data.** At the end of the process, simply click "pay by cash or check" and your chapter will be activated with no further payment required.

Once your chapter is established, please encourage your existing alumni to enter their contact information by joining your alumni chapter on the PKD Website. To join, have them visit [www.pikappadelta.net](http://www.pikappadelta.net), then select "Join Now" and then "Alumni Member" from the drop-down menu. They can affiliate with your chapter by selecting it from the drop-down menu. Alumni may join for now charge through December 31<sup>st</sup>, 2019 – after which a nominal charge of \$5.00 will be added to cover the costs of hosting the data electronically.

These changes will vastly improve Pi Kappa Delta's ability to reach alumni at both the local and national chapter level. Moreover, they will open the door to frequent reunions, specialized travel opportunities, invitations to social events at NCA and at PKD National Tournaments, and a generally more active and robust alumni network.

If your school is on the list below, all you need to do is create the Alumni Chapter in the new database. **No payment is necessary because your institution already has an active chapter.**







# ***The Forensic of Pi Kappa Delta***

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