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|------|---|-----|-----|----------|-----|-----|-----|-----------|
| 311. | My preparation to handle the travel arrangement responsibilities of a forensic program is | | | | | | | |
| | very strong | | | adequate | | | | very weak |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| | 75 | 49 | 22 | 25 | 12 | 5 | 4 | NR=1 |
| | 39% | 26% | 12% | 13% | 6% | 3% | 2% | Mean 2.4 |
| 312. | My preparation to handle to recruiting responsibilities of a forensic program | | | | | | | |
| | very strong | | | adequate | | | | very weak |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| | 26 | 35 | 43 | 37 | 20 | 20 | 11 | NR=1 |
| | 14% | 18% | 22% | 19% | 10% | 10% | 6% | Mean 3.5 |
| 313. | My preparation to handle the public relations responsibilities of a forensic program is | | | | | | | |
| | very strong | | | adequate | | | | very weak |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| | 41 | 39 | 42 | 30 | 21 | 8 | 11 | NR=1 |
| | 21% | 20% | 22% | 16% | 11% | 4% | 6% | Mean 3.1 |
| 314. | My preparation to host and administer a tournament on my campus is | | | | | | | |
| | very strong | | | adequate | | | | very weak |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| | 69 | 38 | 18 | 22 | 13 | 14 | 17 | NR=2 |
| | 36% | 20% | 9% | 12% | 7% | 7% | 9% | Mean 3 |
| 315. | My preparation to handle the student advising or counseling responsibilities of a forensic program is | | | | | | | |
| | very strong | | | adequate | | | | very weak |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| | 56 | 48 | 33 | 37 | 8 | 4 | 5 | NR=2 |
| | 29% | 25% | 17% | 19% | 4% | 2% | 3% | Mean 2.6 |
| 316. | My preparation to handle alumni relations associated with a forensic program is | | | | | | | |
| | very strong | | | adequate | | | | very weak |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| | 24 | 34 | 29 | 42 | 16 | 27 | 18 | NR=3 |
| | 13% | 18% | 15% | 22% | 8% | 14% | 10% | Mean 3.8 |
| 317. | My preparation to handle fundraising associated with a forensic program is | | | | | | | |
| | very strong | | | adequate | | | | very weak |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| | 14 | 23 | 32 | 32 | 24 | 33 | 34 | NR=1 |
| | 7% | 12% | 17% | 17% | 13% | 17% | 18% | Mean 4.4 |
| 318. | My preparation to defend my forensic program in the face of challenges or budget cuts is | | | | | | | |
| | very strong | | | adequate | | | | very weak |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| | 60 | 51 | 32 | 30 | 7 | 7 | 4 | NR=2 |
| | 31% | 27% | 17% | 16% | 4% | 4% | 2% | Mean 2.5 |

B19. My preparation to coach debate is

very strong	adequate						very weak
1	2	3	4	5	6	7	
68	35	24	24	15	15	10	NR=2
36%	18%	13%	13%	8%	8%	5%	Mean 2.8

B20. My preparation to coach speech events is

very strong	adequate						very weak
1	2	3	4	5	6	7	
55	53	39	25	5	8	7	NR=1
29%	28%	20%	13%	3%	4%	4%	Mean 2.6

B21. My preparation to coach oral interpretation is

very strong	adequate						very weak
1	2	3	4	5	6	7	
30	45	26	24	17	25	25	NR=1
16%	23%	14%	13%	9%	13%	13%	Mean 3.7

B22. My preparation to judge debate is

very strong	adequate						very weak
1	2	3	4	5	6	7	
72	40	26	30	8	10	6	NR=1
38%	21%	14%	16%	4%	5%	3%	Mean 2.6

B23. My preparation to judge speech events is

very strong	adequate						very weak
1	2	3	4	5	6	7	
74	56	32	16	3	3	8	NR=1
39%	29%	17%	8%	2%	2%	4%	Mean 2.3

B24. My preparation to judge oral interpretation is

very strong	adequate						very weak
1	2	3	4	5	6	7	
51	45	20	20	16	22	18	NR=1
27%	23%	10%	10%	8%	12%	9%	Mean 3.2

B25. My preparation to supervise forensic assistants is

very strong	adequate						very weak
1	2	3	4	5	6	7	
53	53	36	23	9	8	4	NR = 7
29%	29%	19%	12%	5%	4%	2%	Mean 2.6

Job Description and Expectations

Retention of forensic educators demands attention to clarity of program goals and professional development expectations. This section of the survey was designed to address directly issues of long-term professional development. Forty-one percent of forensic educators reported that their job description is not

clearly defined and 61% reported that the criteria for their evaluation for promotion and tenure are not clearly defined. Only 24% had a partially or clearly planned program for their professional development as a forensic educator. These results point directly to actions needed to assist good forensic educators to stay in the activity. The community can encourage preparation of clear job descriptions and reasonable professional development plans, and help negotiate their acceptance by department chairs and college administrators. For example, the Quail Roost Conference (Dauber et al., 1994) has produced a draft document on assessment of professional activities of directors of debate which can be adapted to particular programs and departments. Other models could be compiled and published in print or electronic form by one or more of the professional forensic associations.

Professional Expectations. The most common bases on which faculty are evaluated for retention, promotion, and tenure are teaching, scholarship, and service. Table 3 summarizes the survey responses regarding these evaluation criteria.

TABLE 3

Comparison of Professional Expectations Relative to Faculty Colleagues

("higher" = response of 1, 2, 3; "lower" = response of 5, 6, 7)

<u>Quality of Teaching</u>		<u>Quantity of Teaching</u>	
Higher expectation	25%	Higher expectation	23%
Same expectation	74%	Same expectation	31%
Lower expectation	2%	Lower expectation	46%
<u>Quality of Scholarship</u>		<u>Quantity of Scholarship</u>	
Higher expectation	10%	Higher expectation	10%
Same expectation	80%	Same expectation	72%
Lower expectation	10%	Lower expectation	20%
<u>Quality of Service</u>		<u>Quantity of Service</u>	
Higher expectation	28%	Higher Expectation	30%
Same expectation	65%	Same expectation	57%
Lower expectation	8%	Lower expectation	13%

The results affirmed that most forensic educators are expected to teach and engage in scholarly activity at a level of quality comparable to their colleagues. A quarter of the survey respondents reported that expectations for the quality of their teaching and service are higher than for those of their colleagues. Nearly half are expected to teach fewer classes, but only one fifth are expected to produce a lower quantity of scholarship. Forensic educators strive to be excellent teachers, but two-thirds of respondents perceived that they have less time than colleagues to achieve that objective. Sixty percent expressed desire to be active in scholarly research and university service, but found time available for those activities to be limited as well.

- | | | | | | | | | | |
|-----|--|-----|-----|-----|------|-----|-----|-----|--------------------------|
| C1. | My job description as a forensic educator is | | | | | | | | |
| | very clearly defined | 1 | 2 | 3 | 4 | 5 | 6 | 7 | not clearly defined |
| | | 23 | 29 | 34 | 27 | 22 | 33 | 23 | NR=1 |
| | | 12% | 15% | 18% | 14% | 12% | 17% | 12% | Mean 4 |
| C2. | Criteria for my evaluation for promotion and tenure as a forensic educator are | | | | | | | | |
| | very clearly defined | 1 | 2 | 3 | 4 | 5 | 6 | 7 | not clearly defined |
| | | 12 | 26 | 16 | 14 | 20 | 40 | 51 | NR=14 |
| | | 7% | 15% | 9% | 8% | 11% | 22% | 28% | Mean 4.8 |
| C3. | My professional development program as a forensic educator is | | | | | | | | |
| | very clearly laid out | 1 | 2 | 3 | 4 | 5 | 6 | 7 | not at all planned |
| | | 12 | 15 | 18 | 31 | 31 | 45 | 35 | NR=6 |
| | | 6% | 8% | 10% | 17% | 17% | 24% | 19% | Mean 4.8 |
| C4. | I believe I have a reasonable chance of earning tenure as a forensic educator | | | | | | | | |
| | strongly agree | 1 | 2 | 3 | 4 | 5 | 6 | 7 | strongly disagree |
| | | 56 | 27 | 9 | 11 | 8 | 11 | 38 | NR=33 |
| | | 35% | 17% | 6% | 7% | 5% | 7% | 24% | Mean 3.5 |
| C5. | In terms of QUALITY, I am expected to TEACH at a level | | | | | | | | |
| | higher than other faculty | 1 | 2 | 3 | same | 5 | 6 | 7 | lower than other faculty |
| | | 8 | 16 | 22 | 139 | 1 | 1 | | NR=6 |
| | | 4% | 9% | 12% | 74% | 1% | 1% | 0% | Mean 3.6 |
| C6. | In terms of QUANTITY, I am expected to TEACH at a level | | | | | | | | |
| | higher than other faculty | 1 | 2 | 3 | same | 5 | 6 | 7 | lower than other faculty |
| | | 6 | 19 | 18 | 58 | 35 | 34 | 17 | NR=6 |
| | | 3% | 10% | 10% | 31% | 19% | 18% | 9% | Mean 4.4 |

7. How important is it to you personally to be an excellent teacher?

not important	1	2	3	4	5	6	7	very important
	4	6	3	2	7	30	138	NR=3
	2%	3%	2%	1%	4%	16%	73%	Mean 6.4

8. As to time available to work on my teaching, I have

higher than				same				lower than
other faculty	1	2	3	4	5	6	7	other faculty
	5	10	7	39	38	58	31	NR=5
	3%	5%	4%	21%	20%	31%	17%	Mean 5.1

9. In terms of QUALITY, I am expected to produce SCHOLARSHIP at a level

higher than				same				lower than
other faculty	1	2	3	4	5	6	7	other faculty
	2	9	7	146	5	8	6	NR=10
	1%	5%	4%	80%	3%	4%	3%	Mean 4

10. In terms of QUANTITY, I am expected to produced SCHOLARSHIP at a level

higher than				same				lower than
other faculty	1	2	3	4	5	6	7	other faculty
	1	5	10	131	12	15	9	NR=10
	1%	3%	6%	72%	7%	8%	5%	Mean 4.3

11. How important is it to you personally to stay active in scholarly research?

not important	1	2	3	4	5	6	7	very important
	14	25	18	17	32	42	43	NR= 2
	7%	13%	9%	9%	17%	22%	23%	Mean 4.7

12. As to time available to work on my scholarship, I have

higher than				same				lower than
other faculty	1	2	3	4	5	6	7	other faculty
	3	3	8	22	19	64	69	NR=5
	2%	2%	4%	12%	10%	34%	37%	Mean 5.8

13. In terms of QUALITY, I am expected to perform SERVICE at a level

higher than				same				lower than
other faculty	1	2	3	4	5	6	7	other faculty
	15	18	19	123	6	3	5	NR=3
	8%	10%	10%	65%	3%	2%	3%	Mean 3.6

14. In terms of QUANTITY, I am expected to perform SERVICE at a level

higher than				same				lower than
other faculty	1	2	3	4	5	6	7	other faculty
	19	17	20	107	13	6	6	NR=5
	10%	9%	11%	57%	7%	3%	3%	Mean 3.6

C15. How important is it to you personally to be active in university service?

very important	1	2	3	4	5	6	7	not very important
	6	22	18	30	45	38	32	NR=2
	3%	12%	9%	16%	24%	20%	17%	Mean 4.7

C16. As to time available to devote to university service, I have

higher than other faculty	1	2	3	same	4	5	6	7	lower than other faculty
	6	1	8	43	30	65	37		NR=3
	3%	1%	4%	23%	16%	34%	20%		Mean 5.3

C17. Are you expected to host college tournament on your campus?

strong expectation	1	2	3	some expectation	4	5	6	7	no expectation
	38	17	14	20	8	15	79		NR=2
	20%	9%	7%	11%	4%	8%	41%		Mean 4.6

C18. Are you expected to host a high school tournament on your campus?

strong expectation	1	2	3	some expectation	4	5	6	7	no expectation
	33	14	9	20	6	19	91		NR=1
	17%	7%	5%	10%	3%	10%	47%		Mean 4.9

C19. Are you expected to host a high school or college summer institute on your campus?

strong expectation	1	2	3	some expectation	4	5	6	7	no expectation
	6	9	9	10	6	21	130		NR=2
	3%	5%	5%	5%	3%	11%	68%		Mean 6.1

C20. Are you expected to provide on campus forums or demonstrations of forensic events?

strong expectation	1	2	3	some expectation	4	5	6	7	no expectation
	9	29	35	31	17	17	53		NR=2
	5%	15%	18%	16%	9%	9%	28%		Mean 4.5

C21. Are you expected to provide off campus forums or demonstrations of forensic events?

strong expectation	1	2	3	some expectation	4	5	6	7	no expectation
	7	13	24	23	11	24	89		NR=2
	4%	7%	13%	12%	6%	13%	47%		Mean 5.3

C22. Are you expected to judge at high school tournaments?

strong expectation	1	2	3	some expectation	4	5	6	7	no expectation
	12	11	21	23	7	21	96		NR=2
	6%	6%	11%	12%	4%	11%	50%		Mean 5.4

Campus Support

Having learned something about the expectations which colleges and universities have of their forensic educators, and which forensic educators have of themselves, it is useful to gain a sense of the nature of support provided for accomplishment of those expectations. The next section of the survey addressed personal and institutional support for forensic education.

Colleague Support. Only one-third of respondents reported some dissatisfaction with the level of support and encouragement accorded their work by departmental colleagues; more than half reported such dissatisfaction regarding support and encouragement from colleagues outside of their department. Administration support was perceived as less than satisfactory by 35% of respondents, while 43% expressed dissatisfaction with alumni support. These global impressions can be better understood through examination of responses concerning specific kinds of institutional support.

Institutional Support. While it would be counterintuitive to expect that respondents would forego an opportunity to voice desires for greater support and support services, the responses in this section point to areas in which forensic education could be enhanced. Respondents were most satisfied with support provided for hosting college and high school tournaments, secretarial assistance, and library resources provided for their programs. Taking responses of 5 to 7 as indicating some dissatisfaction, those areas where additional support is desired included: assistance from colleagues in coaching students (63% perceived less than adequate support), help from program assistants (62%), support for professional research and attendance at professional meetings (59%), assistance from colleagues in judging and administering tournaments (59%), computing resources (59%), and release time (54%).

Departmental Support. It is interesting to note the dissatisfaction expressed regarding active departmental support for forensic activities through coaching and judging, especially in light of the more global affirmation by 62% of respondents that their departments were quite firmly committed to the forensic program. At least two factors may have worked against broader departmental participation in coaching and judging in recent years: Communication departments are more frequently staffed by faculty with little or no forensic experience, so common expectations have to be forged rather than taken for granted. In addition, specialization of events—with greater emphasis on techniques and practices unique to the competitive audience—may well make otherwise willing “communication” coaches and judges feel like unwelcome contributors. It may be important for senior forensic educators to be more forceful advocates with and models for departmental and disciplinary colleagues about the difference that active support—e.g., an hour or two of coaching per week, volunteering to judge, and occasional travel—can mean in the professional life of the forensic coach.

Mission Statements and Program Objectives. Senior forensic colleagues also help programs to define their missions clearly and to articulate program objectives to campus constituents. More than one-third (36%) of survey respondents perceived their program mission statements to be less than clearly defined. Over half (53%) reported that the objectives of their program were not well understood among university colleagues and only 19% perceived that the forensic program’s objectives were very well understood by

students on campus. It is an interesting leap of faith from these perceptions to the overall assessments offered by 52% of respondents that their college or university was moderately to strongly committed to their program. The following comment may sum up some of the complexity beneath these results: "The department depends on me to clarify [the] mission of forensics and to run [the] program. They go their separate ways and are support[ive] in time of 'real' need. [The] college supports [the] program for public relations and recruiting, abstractly likes [the] program but has little real understanding...Every time there is a new dean, vice-president, or president they must be 'educated' about and for the program." Perhaps the best advice is offered by the comment: "If you don't have a mission statement-get one-now!"

D1. How much support and encouragement for your work do you receive from your departmental colleagues?

much support	1	2	3	4	5	6	7	little support
	33	43	33	22	16	24	20	NR=2
	17%	23%	17%	12%	8%	13%	11%	Mean 3.5

D2. How much support and encouragement for your work do you receive from faculty colleagues outside of your department?

much support	1	2	3	4	5	6	7	little support
	12	15	32	30	27	32	44	NR=1
	6%	8%	17%	16%	14%	17%	23%	Mean 4.7

D3. How much support and encouragement for your work do you receive from your administration?

much support	1	2	3	4	5	6	7	little support
	29	35	37	24	23	25	19	NR=1
	15%	18%	19%	13%	12%	13%	10%	Mean 3.7

D4. How much support and encouragement for your work do you receive from forensic alumni?

much support	1	2	3	4	5	6	7	little support
	19	29	34	26	15	28	38	NR=4
	10%	15%	18%	14%	8%	15%	20%	Mean 4.2

D5. Among university colleagues, the objectives of your forensic program are

well understood	1	2	3	4	5	6	7	not understood
	8	24	19	38	38	30	33	NR=3
	4%	13%	10%	20%	20%	16%	17%	Mean 4.6

D6. Among the student population on your campus generally, the objectives of your forensic program are

well understood	1	2	3	4	5	6	7	not understood
	4	10	23	26	36	53	40	NR=1
	2%	5%	12%	14%	19%	28%	21%	Mean 5.1

7. The release time you are granted for forensics is

more than adequate	1	2	3	adequate 4	5	6	7	less than adequate
	4	10	9	62	19	36	47	NR=6
	2%	5%	5%	33%	10%	19%	25%	Mean 5

8. The help you receive from forensic program assistants is

more than adequate	1	2	3	adequate 4	5	6	7	less than adequate
	5	12	17	31	26	21	59	NR=22
	3%	7%	10%	18%	15%	12%	35%	Mean 5.1

9. The assistance you receive from campus colleagues in coaching forensics is

more than adequate	1	2	3	adequate 4	5	6	7	less than adequate
	2	13	25	26	32	80	0	NR=15
	1%	7%	14%	15%	18%	45%	0%	Mean 5.8

10. The assistance you receive from campus colleagues in judging and administering tournaments is

more than adequate	1	2	3	adequate 4	5	6	7	less than adequate
	10	11	17	34	40	23	35	NR=23
	6%	7%	10%	20%	24%	14%	21%	Mean 4.7

11. Secretarial support provided for your forensic program is

more than adequate	1	2	3	adequate 4	5	6	7	less than adequate
	25	14	11	47	20	19	50	NR=7
	13%	8%	6%	25%	11%	10%	27%	Mean 4.5

12. Library support provided for your forensic program is

more than adequate	1	2	3	adequate 4	5	6	7	less than adequate
	17	22	21	37	34	31	27	NR=4
	9%	12%	11%	20%	18%	16%	14%	Mean 4.3

13. Computer hardware/software/database support provided for your forensic program is

more than adequate	1	2	3	adequate 4	5	6	7	less than adequate
	10	19	23	25	20	31	57	NR=8
	5%	10%	12%	14%	11%	17%	31%	Mean 4.9

14. The budget provided for your forensic program is

more than adequate	1	2	3	adequate 4	5	6	7	less than adequate
	6	18	20	26	20	44	56	NR=3
	3%	10%	11%	14%	11%	23%	30%	Mean 5.1

D15. Support for hosting a high school tournament on your campus is

more than adequate	1	2	3	adequate	4	5	6	7	less than adequate
	6	14	21		38	19	11	34	NR=50
	4%	10%	15%		27%	13%	8%	24%	Mean 4.5

D16. Support for hosting a college tournament on your campus is

more than adequate	1	2	3	adequate	4	5	6	7	less than adequate
	14	29	25		45	15	14	29	NR=22
	8%	17%	15%		26%	9%	8%	17%	Mean 4

D17. Support for hosting a summer institute on your campus is

more than adequate	1	2	3	adequate	4	5	6	7	less than adequate
	5	5	9		29	14	16	51	NR=64
	4%	4%	7%		23%	11%	12%	40%	Mean 5.3

D18. Financial support for your participation in professional meetings as a forensic educator is

more than adequate	1	2	3	adequate	4	5	6	7	less than adequate
	9	18	7		44	21	35	54	NR=5
	5%	10%	4%		23%	11%	19%	29%	Mean 5

D19. Financial support for your professional research is

more than adequate	1	2	3	adequate	4	5	6	7	less than adequate
	6	9	11		45	25	31	51	NR=15
	3%	5%	6%		25%	14%	17%	29%	Mean 5.1

D20. In terms of commitment to the forensic program, your department is

strongly committed	1	2	3	4	5	6	7	not strongly committed
	45	45	27	29	19	11	14	NR=3
	24%	24%	14%	15%	10%	6%	7%	Mean 3.1

D21. In terms of commitment to the forensic program, your college or university is

strongly committed	1	2	3	4	5	6	7	not strongly committed
	25	45	31	28	26	20	18	NR=0
	13%	23%	16%	15%	14%	10%	9%	Mean 3.6

D22. The mission statement of your forensic program is

clearly defined	1	2	3	4	5	6	7	not defined
	39	29	19	34	14	24	28	NR=6
	21%	16%	10%	18%	8%	13%	15%	Mean 3.7