

disadvantages

As a review of related literature indicates, the positions of director of forensics and department chair are demanding. When the responsibilities are combined, the joint task can at times become overwhelming. Thus, an immediate disadvantage must be linked to the necessity of focusing upon multiple roles and tasks.

The dual position often dictates that functions compete for attention and emphasis. My own experience reveals that it is easy to become so occupied with a specific responsibility that other obligations are slighted. For example, the hosting of a forensics tournament or traveling to a competition can occupy the director-chair's efforts for an extended period of time and require that department needs are neglected or at least postponed. Likewise, department obligations such as budget planning, class scheduling, and advisement activities can direct attention away from forensics students at important points in their preparation and performance. The result can also create a gap in the critical time table of a squad's development into a unified and productive team.

If competitive speech activity is highly visible, the director-chair faces an even greater danger of giving an inordinate emphasis to forensics. During the typical academic year on my university campus, forensic activity and achievement have a positive and lasting impact upon the department of communication. Team participants contribute significantly to department degree programs such as speech communication, public relations, and speech-theater education. Frequently, they serve in recruiting majors, tutoring students, and in promoting goodwill for forensics. Occasionally, however, forensic activity can be seen as an entity within itself, and a highly visible speech program may be perceived by the academic community as comprising the department of communication. Although positive public views of forensics are encouraging to coaches and speakers, such perceptions can limit attention to essential and marketable strengths of the department of communication. On occasion, forensic achievement can diminish the projection of the department's total contribution through service courses, degree opportunities, and course offerings.

A third potential disadvantage recognizes possible hazards in the day to day attention that must be given to students. From my perspective, the chair-director must maintain a number of student relationships that are seen differently by various student groups. He or she must work closely with team members, students in the classroom, and the majors within the department. If the director is perceived as having one loyalty over others, the department fails to reach its potential. If students outside forensics or even speech competitors assign a "speech star with special status" label to some students, the result can be disadvantageous for the chair and department. Thus, the "coaching" of squad members regarding expectations and role functions is constantly in order to insure that objectivity and fairness are serious goals. Clearly, the director-chair and team members play critical roles in establishing and maintaining a tone of equality and cohesiveness within the department.

Specifically, the chair-director faces a related disadvantage if some students within the department detect what they perceive as "chair favoring" of forensics competitors. However, if department leadership and speech team

members can remain sensitive and aware of perception pitfalls, problems and misunderstandings can be avoided.

Strategies and Reminders

With increasing demands upon department leadership that compounded by duties associated with directing forensics, the chair-director must continually search for insight and strategies to assist in meeting expectations. Although each educational-administrative situation is unique, my experience affirms some helpful reminders.

A strategic beginning is to establish the importance of faculty cooperation in blending a department philosophy with the sponsorship of forensics. If the faculty members of a small department share common purposes, openness and cohesiveness as educators and coaches of forensics, academic and forensic goals are more easily accomplished. Ideally, my objective is not only to emphasize joint faculty responsibilities in meeting departmental obligations within a growing academic unit, but each faculty member is also recruited as a supporter of educational forensics. A significant implication of this orientation is the willingness of each instructor within our department to assist students with academic problems and to serve as a coach-critic for speakers as they prepare manuscripts and performances for tournament competition and public audiences.

My experience as a director-chair underscores the realization that one must recognize his or her own limitations as a single faculty member or administrator and seek to maximize accomplishments through cooperation. Speaking of the necessity of working with others to reach objectives, Diamond cites the advice of Ann Lucas, who urges chairpersons to change the orientations from emphasizing individual achievement as a teacher and focus upon accomplishing work through others (p. B2).

An extension of the strategy of cooperation calls for the chair-director to rethink traditional ways of viewing one's work and performance. As Robert Littlefield (1993) notes in discussing opportunities of "ex-directors," we often assume that forensics directors must perform a wide range of tasks and do them well to be successful or "legitimate" Directors of Forensics" (p. 24). Just as Littlefield suggests diverse roles for former directors, active and discerning program administrators must recognize role diversity in delegating and assessing the strengths of others to perform specific responsibilities. Clearly, a director-chair cannot handle every aspect of department planning and every detail of a competitive speech program. Hence, the advice of Kay Herr to department leadership is appropriate as she writes: "Remember . . . that you do not have to do all of these things by yourself because your faculty and staff are there to help you. Delegation of authority and tasks is an important duty in itself" (p. 10).

An allocation strategy within our small department focuses upon the necessity of specific planning. For example, in most department meetings, a special time is allocated for department challenges and opportunities; another segment is devoted to forensics management and goal setting. A result is that numerous responsibilities and obligations are far less frightening and more easily accomplished when they are carefully analyzed and shared by all members of the department team.

The director-chair must take positive steps to guard against isolation. Despite the performance nature of forensics and traditional departmental

functions open to public audiences, speech programs are often tempted to turn inward and neglect communication with the university community. Further, as Michael Bartanen observed in 1993, "forensics education may be hidden from view, taking place after 'business hours'" (p. 8). Thus, the department chair serving as forensics director should watch for opportunities to integrate the forensics program into the mainstream of the university. Usually, after a tournament experience, responsibilities including department paperwork demand attention, but messages from the department and the forensics program must be communicated. A priority practice within my routine is to follow each tournament experience with a memo to update all administrators of the university. Additionally and importantly, every request for public performance by the forensics team or other department groups should be carefully considered.

A final strategy must focus upon schedule management in meeting the demands of the dual position. Kay Herr's instruction to individuals assuming chair responsibilities is even more applicable for the individual serving as director and chairperson. She writes: "Well organized people have to be even better organized, and persons not so well organized have to change their way of doing things or face chaos" (p. 44). She continues her personal and practical advice by insisting that "good organization can lessen the crisis mode for you and increase your satisfaction with your work" (p. 44).

From my perspective, effective organization of responsibilities remains a strategic goal that calls for openness to change in work and management habits. Through organization, the chair-director can bring order to challenges such as tournament hosting, squad entry preparations, and budget appeals while also remembering due dates for catalog copy and textbook selections. Even when one encounters barriers to goal accomplishment such as confusing schedules or conflicting agendas of administrators, colleagues and students, personal organizational choices can make one's responsibilities more accomplishable and rewarding.

Conclusion

The goal of this paper has been to understand the roles of the department chair and forensics director when they are linked together. Following an exploration of changing perceptions and functions of chairpersons and the responsibilities associated with forensics direction, special attention has been given to advantages and disadvantages of the dual leadership arrangement. While recognizing the uniqueness of each academic environment, identified advantages include integration of speech activity within the department, recruiting potential, calendar coordination, educational scrutiny of forensics, and joint visibility through cooperative educational service. Noted disadvantages include possible competition for attention, potential for inordinate emphasis of forensics, and a possible interpretation of chair favoritism for special interests. The discussion of survival with the dual directorship includes strategies such as colleague cooperation, delegation of responsibilities, organization, and guarding against isolation.

Clearly, with the existence of small departments, the uniting of responsibilities for the department chair and the director of forensics continues as one option in meeting leadership and university needs. Hopefully, this discussion of benefits and limitations can stimulate ongoing study and further assessment.

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PRESIDENT'S CORNER

by
Joel Hefling

As I sat in my kitchen on a recent Sunday morning, lingering over another cup of coffee and gazing at the fading green and growing yellow leaves that framed an incredibly blue sky, my mind flitted rapidly through a succession of events as I noted the passage of the seasons and reflected over the past several months. Somehow, the National Tournament and Convention at Northern Kentucky University seems a long time ago. The memories are strong and vivid, but the events since that time almost seem to blur in a whirlwind of activities: the National Forensic League national tournament, the PKD National Council meeting, a Developmental Conference on Individual Events, a trip from William Jewell College to Ripon, Wisconsin, and attendance at the state communication association conventions in South Dakota and Minnesota. That took care of the summer and the early part of September!

Putting these events in a time perspective led me to reflect on the beginning of the new school year, forensics activities and students, PKD members and chapters. The rapid passage of time generally leads me to a historical perspective, and at this point in time that reflection takes me to the project of moving the PKD Archives from the library at William Jewell College in Liberty, Missouri, to Ripon, Wisconsin. Handling those materials was an enlightening and sad experience for me.

As I handled the collection of *The Forensic of Pi Kappa Delta* and had some opportunities to glance through them, I was struck by the sense of dedication from many people throughout the history of this organization. In the face of adversity and what must have seemed to be overwhelming obstacles, they persevered, dedicated and committed to keeping Pi Kappa Delta alive. During the war years in the 1940s, many chapter sponsors wrote of having three or five students in the chapter, because all of the men and many of the women were away serving the military needs of the country. One sponsor wrote of having just one member on campus, a woman who was also working part-time. But those students and sponsors reflected the dedication and commitment that was characterized Pi Kappa Delta from its beginning.

At the same time, I was saddened as I noted the number of chapters that are no longer a part of Pi Kappa Delta. Some schools have a forensics program but have terminated their Pi Kappa Delta affiliation, and that is sad. Realizing that there are a multitude of factors involved, I am still frustrated by the loss of those chapters.

If Pi Kappa Delta could survive the strain of the financial struggle in the 1930s and the war years of the 1940s when a national tournament was not held, surely we can find the dedicated and committed students and sponsors to help PKD survive the rigors of the 1990s. The 1997 Tournament and Convention showed that our organization is filled with those kinds of individuals. We need to recognize current members and sponsors who may be feeling a little overwhelmed and try to give them some encouragement. We need to identify prospective chapters and students who could benefit from membership in Pi Kappa Delta and help them complete the activation process. It would be really exciting to have ten or fifteen new or reactivated chapters

at our 1999 Convention and Tournament. A little dedicated effort from all of us could easily make that happen.

At this time I would like to express my appreciation to Steve Hunt, Lewis and Clark College, for his outstanding work as Editor of *The Forensic of Pi Kappa Delta*. Steve has devoted himself to that task, and we have seen some excellent articles published as a result of his tireless efforts. Pi Kappa Delta is grateful for his dedication and commitment to the journal and thanks him for his contribution.

Fraternally Yours,

Joel Hefling
President

EDITOR'S VALEDICTORY STEVE HUNT

This is my last issue as editor of PKD's *The Forensic*. I would like to express my appreciation to PKD for the opportunity to have served. I would also very much like to express my sincere appreciation to the associate editors who worked with me through four years: Kristine Bartanen, University of Puget Sound, Ken Broda-Bahm, Towson State University, Cynthia Carver, Concordia College, Sam Cox, Central Missouri State University, Kevin Dean, West Chester University, C. Thomas Preston, Jr., University of Missouri-St. Louis, Larry Schnoor, St. Olaf, Anthony Schroeder, Eastern New Mexico University, Don Swanson, Monmouth University, Robert Trapp, Willamette University, Glenda Treadaway, University of North Carolina-Charlotte, and T.C. Winebreener, California Polytechnic State-San Luis Obispo.

Serving as editor has largely been a pleasure, but there is one frustration I would like to express on my departure. There is not enough high quality forensic scholarship, and *The Forensic* as well as other forensic outlets is not getting enough good submissions. Forensic people are busy people, but they must not forget their fundamental goals as educators as well as coaches. Publishing gets out ideas to hundreds and thousands not just a few. Publishing helps several generations not just one year's worth of students.

Forensic people need to take more time to write not only for their own benefit in a publish or perish scholarly world but for the good of their colleagues and their students as they share good ideas. Forensic people need to analyze and evaluate as carefully in writing as they demand in oral presentations. Some forensic people need to master quantitative methodology to do quality surveys and experiments. Some forensic people need to do quality field work. Other forensic folks need to do quality rhetorical criticisms. Others still need to pass on successful pedagogical tips. Forensic scholars need to share with one another their evaluations of recent books, audio-visual materials, and software in rhetoric, public address, forensic pedagogy, argumentation and debate, oral interpretation, legal communication, political communication, public discourse, etc.

Authors need to remember that a conference paper probably needs to be written and edited to be ready for submission for publication. Authors should have literate friends carefully proofread and comment on their papers before revision. Authors need to carefully read the formatting requirements of APA or MLA.

Authors should not get depressed or give up upon receiving a notice that they should revise and resubmit. Authors need to know that probably only 10% of all papers are accepted upon first submission. Another 20-25% are rejected right away. The majority of all papers, probably 60-70%, receive a revise and resubmit request. This means that the authors are requested to carefully read the comments of the editor and associate editors and look at the comments on their manuscripts. They are to take this information as advice then utilizing their best abilities redraft the paper for re submission. Many papers are published in the second or third draft due to author's sheer perseverance and attention to revision and editing. Also, and finally, the faster you turn around good quality revision, the more likely it is to be published.

Future papers should be sent to Mike Bartanen, the new editor of *The Forensic*.

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BOOK REVIEW/VIDEO AND SOFTWARE CRITIQUES NEEDED FOR *THE FORENSIC*

The editor is seeking book reviews and video and software critiques for *The Forensic*. Reviews should be submitted with a camera ready hard copy and a 3½ inch disk with the review in Microsoft Word or Word Perfect Mac or DOS in Modern Language Association Style, 4th edition.

See reviews from previous issues of *The Forensic* for models. Reviews can be of anything relevant to rhetoric, public address, and forensics including any of the following subject areas: rhetoric, public address, argumentation, debate, forensics, public speaking, reasoning, values, tournaments or tournament management, forensics competition, rhetorical theory, rhetorical criticism, public speaking, persuasion, expository speaking, oral interpretation, parliamentary debate, forensics pedagogy, etc.

Suggestions for review include but are not limited to the following:

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