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THE Forensic OF PI KAPPA DELTA



SERIES 76
NO.2

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THE FORENSIC of Pi Kappa Delta

SERIES 76

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NO. 2

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Manuscripts/Research Notes submitted for review should follow the guidelines of the **A.P.A.**, 3rd ed. Two copies should be sent to the Editor at the address listed above. Other news items may be mailed to the Editor or faxed to C.T. Hanson, 701-237-7784.

THE FORENSIC of PI KAPPA DELTA (ISSN: 0015-735X) is published four times yearly, Fall, Winter, Spring, and Summer by Pi Kappa Delta Fraternal Society. Subscription price is part of membership due. For alumni and non-members the rate is \$12.50 for one year and \$30.00 for three years. Second Class Postage paid at Fargo, ND. Postmaster and Subscribers: please send all change of address requests to Dr. Harold Widvey, Dept. of Speech Communication, S.D.S.U., Brookings, S.D. 57007-1197. THE FORENSIC of Pi Kappa Delta is also available on 16 mm microfilm, 35 mm microfilm, or 105 microfiche through University Microfilms International, 300 North Zeeb Road, Ann Arbor, Michigan 48106.

Printed by Fine Print, Inc., Fargo ND 58102

Cover Design by Charoltive Productions, Detroit Lakes, MN 56501

EXPLORING SOME POSSIBLE SUCCESS VARIABLES IN CEDA DEBATE PROGRAMS

By Dr. Willis M. Watt
Fort Hays State University

INTRODUCTION

■ The survey described in this paper was undertaken during the spring 1989 academic semester. Its purpose was to gather data concerning variables affecting the success of Cross-Examination Debate Association (CEDA) programs. The study was designed to offer information regarding how various team, program, and coaching variables influence performance in the CEDA national sweepstakes. It was hypothesized that factors such as team size and experience, program budget and number of tournaments attended, as well as the number of coaches and their debate experience would have an impact on the squad's level of achievement.

Lack of any sort of literature review was a problem because little published data exist concerning quantitative effects in CEDA debate. Although some earlier studies have addressed questions involving program support, these projects have focused on high school, individual events, or policy debate activities. An interesting study by Lee, Lee, and Seeger (1983) does offer a comparison of the differences in program characteristics and the attitudes of the directors of forensics. The scarcity of data provided the author with a rationale for undertaking this project as a pilot study in order to develop a data base for future investigations concerning success in CEDA debate.

METHODOLOGY

Subjects

During the spring, 50 questionnaires were mailed to the directors of the debate programs of the 50 schools listed on the CEDA Executive Secretary's national Top 50 ranking (the specific ranking list used has not been identified in order to provide anonymity). Twenty-seven of the 50 questionnaires were returned. The return rate for the study was 51%. Although there was a disappointing response rate, primarily from schools ranked 21 through 50, the resulting information does provide interesting information for the CEDA community. The findings of this study provide one with a basic notion of the nature of several successful CEDA programs across the country.

RESULTS:

The survey provides information regarding the size, scope, and financing of CEDA debate programs. Also this study offers information about the coaching staffs and their philosophies concerning intercollegiate debate activities. The rationale for including questions on each of the items in the survey reflects upon the specific interests of the researcher.

Clearly, other researchers might choose to focus on other items and would profile CEDA programs somewhat differently.

Team Demographics

Question 1 asked the respondent to indicate the number of “regularly active” debaters on the squad. Responses to this question ranged from a high of 31 active debaters to a low of 6. Of those responding to the questionnaire, it is interesting to note that three of the squads had 28 or more team members and also three squads had 6 members.

Table 1
Number of “Regularly Active” Debaters

National Ranking Number of Debaters		National Ranking Number of Debaters	
3	27	19	6
4	30	20	24
5	18	21	8
6	14	25	6
7	28	26	8
8	8	28	15
9	24	29	8
10	31	36	7
12	10	38	10
13	14	39	8
15	12	40	12
16	15	46	8
17	6	48	14

Next, Question 2 sought information concerning the classification of the student debaters. Data from this item reflected a wide range of variance. It is difficult to see any tendencies toward a predominantly younger or older squad. The majority of squads included team members from each classification: freshman, sophomore, junior, and senior.

Table 2
Classification of Debaters

Ranking	Freshman	Sophomore	Junior	Senior
3*	14	6	2	5
4	5	10	7	8
5	6	6	4	2
6	5	3	4	2
7	10	8	6	4
8	2	3	1	2
9	-	-	-	-
10	14	8	5	4
12	6	2	2	0
13	3	4	5	2
15	7	1	2	2
16	6	3	2	4
17	3	2	1	0
19	2	0	3	1
20	-	-	-	-
21	1	3	2	2
25	1	3	1	1
26	1	5	0	2
28	4	4	4	3
29	3	0	2	3
36	2	2	1	2
38	3	3	4	0
39	-	-	-	-
40	2	2	4	4
46	1	4	2	1
48	4	5	3	2

*indicates figures reported on the questionnaire

“How many of your debaters have high school experience?” was question three. Once again, the range of responses was quite diverse among the top ranked squads.

Table 3
Years of High School Experience

Ranking	Total # of Debaters	# With Experience	% With Experience
3	27	23	85
4	30	16	53
5	18	16	89
6	14	14	100
7	28	4	14
8	8	8	100
9	24	20	83
10	31	3	10
12	10	0	0
13	14	7	50
15	12	4	33
16	15	3	20
17	6	4	67
19	6	0	0
20	24	18	75
21	8	0	0
25	6	2	33
26	8	8	100
28	15	3	20
29	8	5	63
36	7	5	71
38	10	10	100
39	8	8	100
40	12	4	33
46	8	2	25
48	14	10	71

As a follow up to Question 3, in the fourth question respondents were asked to provide the debater’s level of college experience by indicating the number that were competing in the novice, junior, and open division tournaments. An interesting comparison to make involves noting the rankings relative to the high school experience and those same rankings with a focus on the college experience variable.

Table 4
Level of College Experience

Ranking	Novice	Junior	Open
3*	4	10	12
4	5	13	12
5	-	-	-
6	0	8	6
7	6	0	4
8	0	4	4
9	0	0	24
10	18	7	6
12	6	2	2
13	8	0	6
15	6	4	2
16	4	9	2
17	2	4	0
19	0	2	4
20	-	-	-
21	2	6	0
25	0	6	0
26	0	0	8
28	8	2	5
29	2	0	6
36	1	2	4
38	0	0	10
39	0	2	6
40	4	2	6
46	4	0	4
48	4	6	4

It is somewhat difficult to determine whether the experience level at which a person is designated reflects the judgment of the coach on where to start a person; the availability of levels of tournament experiences; or the skill level of the student.

The next question, number 5, was intended to provide information regarding the gender distribution within a particular squad to see if there was a variance among the number of female versus male debaters. A casual look at Table 5 reveals that the majority of squads consist primarily of male debaters although there are several notable exceptions among the Top 50 ranked schools. Actually, there were three squads which were predominantly composed of female debaters.

Table 5
Distribution of Debaters by Sex

Ranking	# of Females	# of Males	Ranking	# of Females	# of Males
3	10	17	19	1	5
4	14	16	20	6	18
5	8	10	21 +	5	3
6	1	13	25	3	3
7	3	25	26	4	4
8	1	7	28	7	8
9	12	12	29	3	5
10	10	21	36 +	5	2
12	3	7	38	3	7
13	6	8	39	2	6
15	4	8	40 +	7	5
16	-	-	46	4	4
17	1	5	48	0	14

+ indicates teams with a greater number of female debaters

Program Demographics

Section II of the questionnaire was intended to examine three areas related to the program at the various institutions: number of tournaments attended; size of budget; and sources of funding.

Question 6 stated, "Indicate the number of tournaments participated in during Fall 1987, Spring 1988, and Fall 1988. As might be expected, schools varied in the number of tournaments attended during the semesters being considered. The minimum number of tournaments attended in a given semester was 1 while the greatest number of tournaments participated in by a school was 13. One squad consistently attended 12 tournaments during each of the three semesters. Table 6 provides a distribution of the information regarding tournament attendance.

Table 6
Number of Tournaments Attended

Ranking	Fall 87	Spring 88	Fall 88	Ranking	Fall 87	Spring 88	Fall 88
3	9	11	8	19	6	8	8
4	13	9	12	20	4	5	8
5	8	8	8	21	6	4	5
6	10	13	10	25	1	3	6
7	10	8	10	26	6	9	7
8	6	13	5	28	6	8	6
9	12	12	12	29	4	9	7
10	7	8	10	36	6	6	8
12	12	10	11	38	7	9	7
13	5	7	5	39	7	6	7
15	5	5	5	40	10	8	7
16	6	5	8	46	-	-	-
17	7	8	6	48	9	5	9

Table 6 reveals that squads traveling to 10 or more tournaments were grouped between the rankings of 3 through 12 (the only exception was #40 during the Fall 87 semester).

Questions 7 and 8 dealt with the budgets of the different debate programs. Respondents provided information about their current budgets and the sources of funding. Table 7 presents the breakdown of individual program budgets based on money used for travel, scholarships, and other.

Table 7
Current Budgets from Schools among the Top 50

Ranking	Travel \$	Scholarship \$	Other \$	Total \$
3	30,600.00	--	--	30,600.00
4	40,000.00	--	20,000.00	60,000.00
5	20,000.00	10,000.00	--	30,000.00
6	34,000.00	24,000.00	--	58,000.00
7	--	--	--	74,100.00
8	17,200.00	10,100.00	1,174.00	28,474.00
9	18,000.00	8,000.00	--	26,000.00
10	15,000.00	--	1,000.00	16,000.00
12	20,000.00	18,000.00	--	38,000.00
13	9,000.00	16,000.00	--	25,000.00
15	6,000.00	5,000.00	6,000.00	17,000.00
16	--	--	--	--
17	13,000.00	4,000.00	--	17,000.00
19	25,000.00	32,800.00	2,000.00	59,800.00
20	29,000.00	1,000.00	--	30,000.00
21	12,000.00	--	--	12,000.00
25	6,000.00	--	--	6,000.00
26	36,000.00	--	--	36,000.00
28	9,800.00	--	--	9,800.00
29	15,000.00	6,000.00	--	21,000.00
36	8,000.00	200.00★★	2,000.00	10,200.00
38	--	--	--	20,000.00
39	24,000.00	--	7,000.00	31,000.00
40	17,000.00	--	17,000.00	34,000.00
46	15,000.00	5,700.00	--	20,700.00
48	15,000.00	--	2,000.00	17,000.00

★★indicates figure in hundreds of dollars

It is not absolutely clear from this information base as to whether some of the budget reflects funds actually spent on debate or whether some of the dollars might include money spent to cover individual events people also. Nevertheless, the database does give some sense of the nature of current expenditures by debate schools.

A summary of Question 8 indicates that the vast majority of programs are funded by institutional funds. These funding outlets include a diverse range of sources involving federal and state government, administrative

budgets, institutional funds, and departmental allocations. The data collected through the questionnaire showed that two debate programs received all their resource dollars from “other” sources such as endowment funds, fund raising, grants, and gifts. Also, one other program received its entire budget through student government allocations. Finally, four squads received anywhere from a low of 31% of their funding from student government to a high of 50%.

Coaching Demographics

Results from Question 9 indicated that 33 part-time and 31 full-time coaches directed the intercollegiate debate activities at these institutions. Thus, a total of 64 staff members directed the CEDA debate programs at 26 schools.

In an effort to provide a more complete composite of the various coaching staffs, Question 10 asked the respondents to give an overview of the staff at their own institutions. It was determined that 78% (50) of the coaches were males while the remaining 22% (14) were females. In terms of the amount of coaching experience, it was found that the 64 coaches had 228 combined years of experience coaching CEDA debate programs. Finally, the respondents gave information which reflected the number of highest degrees held by the coaching staffs. From those coaches appearing in the top ten schools, 62% held doctoral degrees. From schools ranked 11-20, 58% of those individuals possessed degrees. What the relationship is between degree status of the coach and program is a variable which needs further study.

Table 8
Highest Degree Held by Coaching Staff

# of Bachelors Degrees: 16	# of Masters Degrees: 35	# of Doctoral Degrees: 13
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Question 11 stated, “Indicate the number of teaching and/or research assistants in your program.” It was determined that a total of 16 such individuals were involved in assisting with the CEDA Top 50 debate programs (some respondents indicated that their answers to Question 9 dealing with coaching staff and this item overlapped). It seemed a little surprising that the number of TAs and/or research assistants was reportedly so small.

The final question was an open-ended one intended to provide the respondents with an opportunity to state their opinions about “the value, goals, and how a debate program should be administered by a college coach.” The most common response was that a debate program’s top priority should be the education of students (8). Second, was the notion that a debate program needed, to offer a broad base for student participation, with ample entry level opportunities (7). Third was the idea that a debate program should be viewed as a co-curricular activity (2). Four respondents elaborated on the thought that debate should teach research

skills; and three of the coaches insisted that debate training should improve persuasion skills. Some of the respondents stressed that debate should offer "real-world" experiences in reasoning and delivery along with an emphasis on the fact that "hard work" is to be rewarded (2). Another area of concern involved the importance of "ethics" in the debate activity (3). Several other concerns included the statement that debaters should not use "briefs" (1); that debaters should serve the campus and local community (1); and that debaters should do their own work (1). Lastly, the perception that debating should be enjoyed by the students and it should be fun was shared (2).

SUMMARY AND CONCLUSIONS

This study was designed to secure information concerning variables that might affect the success of cross-examination debate association (CEDA) programs. The goal was to offer data related to such variables as team size and experience, program budget and number of tournaments attended, and the number of coaches and their levels of debate experience as factors which impact on a squad's level of achievement.

While it is likely that some inferences can be made regarding the programs and practices of successful programs in CEDA debate competition at the national level, the study does not attempt to draw specific correlations. Nevertheless, several observations can be made concerning the factors investigated.

First, despite the fact that only 51% of the Top 50 schools responded to the questionnaire, sign evidence suggests that some programs with larger numbers of debaters may be more likely to achieve a national ranking. While a school is only able to earn CEDA points for its best two teams per tournament, one might conjecture that if the school fields 15 teams the odds might be increased in its favor that two of those teams will produce positive results during competition.

Second, in examining the information gathered from this study, it appears that the squads that participate in greater numbers of tournaments may have an increased likelihood of achieving a higher national ranking. Again, however, no specific correlations were done.

Third, if a squad supports a large number of debaters traveling to many tournaments throughout the season, the team will require a substantial budget. One can speculate as to whether there is a relationship between those programs having large travel budgets and those having large scholarship budgets. Finally, while the data reported in this paper does not specifically prove a relationship between the educational level of the coaching staff and the level of squad success, sign evidence does seem to suggest that the more educational preparation the coaching staff has (as reflected by degrees held and the number of years of experience coaching CEDA debate) or with an increased availability of coaching (as gauged by staff sizes) might impact on the program's ability to achieve a higher national standing.

In conclusion, this paper offers the reader a chance to think about specific variables that may have an influence on the team's success in intercollegiate CEDA debate. While correlations were not attempted in

this particular study, it is hoped that the information contained herein will spark some discussion among active debaters, coaches, and administrators. Finally, since this is an initial study which begins the process of identifying some of the possible variables affecting success in CEDA debate, this researcher hopes that other interested individuals will conduct follow-up projects related to this area of academic debate.

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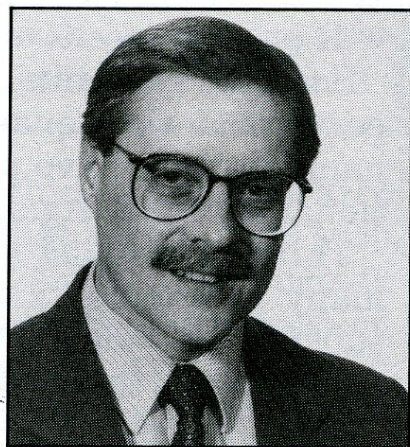
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FRATERNALLY SPEAKING

PRESIDENT SPEAKS OF PKD SPIRIT

By Dr. Terry W. Cole
President of Pi Kappa Delta

■ As we left St. Louis, two short years ago, we left in anticipation of meeting again on the Jersey Shore in March 1991. That time is now at hand and our Order will convene in Convention on March 20-23, 1991, in Eatontown, New Jersey. Our hosts, the Province of the Colonies, Province Governor and Local Arrangements Coordinator Bill Yaremchuk, and the New Jersey Alpha Chapter at Monmouth College have worked long and hard at planning an exciting experience for Pi Kappa Delta. I have frequently referred to that "Pi Kappa Delta Spirit" which marks our many tournaments and gatherings. At the Biennial Convention and Tournament of Pi Kappa Delta, that "Spirit" is pervasive. For those attending your first National, I hope that you come to know the true meaning of the "Pi Kappa Delta Spirit." For those who have attended previous Nationals, I hope that your "Pi Kappa Delta Spirit" will be renewed. Together, we look forward to a memorable experience on the Jersey Shore.



One of the real exciting moments at any Biennial is the induction of new chapters. We will have new chapters, new alumni chapters, and reaffiliated chapters to induct in New Jersey. It is not too late to help others share this experience by urging programs near you to choose Pi Kappa Delta. Bill Hill and the National Office are prepared to receive new charter applications. Share the "Spirit."

In my last message to you, I noted the Pre-convention Conference being planned by Sally Roden. I hope that you examined the schedule printed in the Fall '90 issue of *The Forensic* and are planning to participate. This conference is a unique and innovative addition to our Biennial and sets Pi Kappa Delta apart from other forensic organizations. In addition to the fun and competition, join the conference and make your Biennial experience a truly educational one. An additional innovation, conceived and planned by National Tournament Director Michael Bartanen, is the Forensic Roundtable series. This program, too, was printed in the last issue of *The Forensic* and promises to offer variety, enlightenment, and real value for those who attend the programs. Additionally, Anthony and Deanna Jo have planned exciting student activities. So, the 1991 Biennial of Pi Kappa Delta offers stimulating competition, unique educational opportunities, and fraternal fellowship. We continue to expand our "Spirit."

Through the efforts of Carolyn Keefe, our Alumni Coordinator, the 1991 Biennial also extends a special invitation to our alumni. A roundtable program, special alumni competition, and special alumni social events highlight the alumni competition, and special alumni social events highlight the alumni program. Our alumni are one of the richest resources of Pi Kappa Delta. How many of our programs would not be what they are today were it not for the support and financial assistance of alumni? Our roster of alumni chapters grows with each year and their contributions continue to enrich our programs and our Order. I sincerely invite and welcome our alumni to the 1991 Biennial and would like to express my personal gratitude to each of you for your special contribution which personifies the "Pi Kappa Delta Spirit."

Finally, I would remind all that the Biennial is the time when we renew our leadership. Robert Littlefield will be installed as your new National President, a new President-Elect will be chosen, and a new National Council will be elected. In addition, we will ratify a new Editor for *The Forensic*, and we will probably ratify a Board of Directors for your new and growing Foundation. Pi Kappa Delta is each of you and the Biennial is the time when you exercise that most awesome of responsibilities, selecting those who will guide the future of your Order. No reason for attending and participating in the Biennial is more important than to exercise this responsibility. Join us, participate, and insure the propagation of our "Spirit."

In closing, I would like to express my public gratitude to Governor Yaremchuk and his able students at the New Jersey Alpha Chapter, to National Tournament Director Michael Bartanen, to Sally Roden, the Coordinator of the professional Development Conference, to our Student National Council Members Deanna Jo Nicosia and Anthony Capoz-

zolo, and to National Secretary-Treasurer Harold Widvey, for their hard work and collective contributions towards an exciting Biennial Convention and Tournament. But for their labors, our Biennial could not go forward. Their work, however, has been dedicated to providing you with an exciting and valuable experience. I look forward to seeing each and everyone of you in Eatontown as we open our 1991 Biennial on March 20 and I look forward to sharing with each of you that "Pi Kappa Delta Spirit."

CAROLYN KEEFE NAMED PROFESSOR OF THE YEAR!

■ Dr. Carolyn Keefe of West Chester University was named Pennsylvania's Professor of the Year. In an article by Rose Simmons in *The Philadelphia Inquirer*, Keefe was quoted as saying: "I love working with students....it's wonderful to watch as they develop into confident public speakers. That's what makes it all so worthwhile."

The Professor of the Year award was part of a national competition for an award sponsored by the Council for Advancement and Support of Education, and the Carnegie Foundation, according to the *Inquirer*.

One of Dr. Keefe's colleague's indicated that "Dr. Keefe is the epitome of an inspiring leader, a dedicated educator, a talented writer and an erudite scholar" (Prof. Florence I. Wolff, Univ. of Dayton), as reported by Simmons. Several others, including several of her students, wrote letters of support for Dr. Keefe's nomination.

Colleagues who, having known Dr. Keefe through her many years of involvement in Pi Kappa Delta could readily acknowledge that Dr. Keefe is so deserving of this recognition. *The Forensic* would like to join with others in acknowledging our pride and support in the work that Dr. Keefe has done to help students realize their fullest potential. Hats-Off to a great colleague and a wish for continued success to Dr. Carolyn Keefe, one of Pi Kappa Delta's finest individuals!



1991 TOURNAMENT AND CONVENTION SCHEDULE

Wednesday, March 20, 1991

- 10:00 - 11:00 Registration for Professional Developmental Conference - Ballroom Foyer
- 11:00 - noon Professional Developmental Conference Luncheon
- 12:00 - 4:30 p.m. PI KAPPA DELTA PROFESSIONAL DEVELOPMENT CONFERENCE
- 1:00 - 7:00 p.m. Convention Registration - Ballroom Foyer
Argument Analysis Round 1 topics posted
- 5:00 - 7:00 p.m. Opening Reception - Ballroom
- 7:30 p.m. First General Business Session - Ballroom

Thursday, March 21, 1991 - *All Tournament events will be at Monmouth College. There will be regular shuttle service from the Sheraton Lobby to campus. A schedule will be announced and posted.*

- 7:00 - 9:00 a.m. Continental Breakfast - Sheraton
- 7:30 a.m. Extemp draw - Anacon A - Monmouth Union
- 8:00 a.m. Round 1, Pattern A
- 9:30 a.m. Round 1, Pattern B
- 11:00 a.m. Round 1, Pattern C
- Noon Province Governor's Luncheon - Sheraton
- 12:30 p.m. Round 1, Debate
- 2:15 p.m. Round 2, Debate
- 4:00 p.m. Round 3, Debate
- 7:00 p.m. Province Meetings - at Sheraton
-
- | | |
|-------------------------|----------------|
| Lower Mississippi ----- | Ocean/Monmouth |
| Northwest ----- | Eatontown |
| Plains ----- | Neptune |
| Southeast ----- | Ballroom C |
| Northern Lights ----- | Ballroom B |
| Colonies ----- | Ballroom A |
| Lakes ----- | Amphitheater |
| Missouri ----- | Atlantic |
| Pacific ----- | Room 424 |
-
- 8:00 p.m. Second General Business Session - Ballroom

Friday, March 22, 1991 - *Roundtable meetings will be held on the Monmouth campus. Rooms will be announced and posted.*

- 7:00 - 9:00 a.m. Continental Breakfast - Sheraton
- 8:00 a.m. Round 4 - Debate
- 9:00 a.m. Extemp draw - Anacon A - Monmouth Union
- 9:30 a.m. Round 2, Pattern A, Forensic Roundtables 1-A

11:00 a.m.	Round 5 - Debate, Forensic Roundtables 1 -B
12:30 p.m.	Round 2, Pattern B <i>Past Presidents & Student Lieutenant Governor's Luncheon</i>
2:00 p.m.	Round 6 - Debate, Forensic Roundtables 2-A
3:30 p.m.	Round 2, Pattern C, Forensic Roundtables 2-B
5:00 p.m.	Debate Elimination 1, Province Officer Training Session - Ocean/Monmouth, Sheraton
7:00 p.m.	Province Meetings - SAME ROOMS AS THURSDAY
8:00 p.m.	Third General Business Session - Ballroom

Saturday, March 23, 1991 - "*Alumni Saturday*" - PKD Alumni will be special guests of the Convention and there will be special events for them. Rooms for Forensic Showcase and Oral History will be announced and posted.

6:30 - 8:30 a.m.	Continental Breakfast - Sheraton
7:30 a.m.	Extemp Draw - Anacon A, Monmouth Union
8:00 a.m.	Round 3 - Pattern A
9:30 a.m.	Round 3 - Pattern B - Roundtable 3
11:00 a.m.	Round 3 - Pattern C
12:30 p.m.	Debate Elimination 2 - <i>Forensic Showcase: Superior Persuasive Speeches</i>
2:00 p.m.	Debate Elimination 3 - <i>Oral History Round</i>
3:30 p.m.	Debate Elimination 4 - <i>Alumni Caucus</i> - Atlantic Room, Sheraton
6:30 p.m.	No-Host Social Hour - Ballroom Foyer
7:30 p.m.	Awards Banquet - Ballroom

PROFESSIONAL DEVELOPMENT CONFERENCE TO OPEN CONVENTION ON MARCH 20, 1991

COORDINATOR: Sally A. Roden

PROFESSIONAL DEVELOPMENT CONFERENCE TIME SCHEDULE

10:00 - 11:00	Registration
11:00 - 12:00	Lunch/Key-Note Address
12:00 - 1:45	Presentation of Papers/Responses
1:45 - 2:00	Refreshment Break
2:00 - 3:15	Resolutions Evolving from Presentations
3:15 - 4:15	General Session of Conference
4:15	Adjournment

KEYNOTE:

The Professional Conference will begin with a luncheon featuring speaker Carolyn Keefe, recent recipient of the Pennsylvania Professor of The Year Award.

PANEL PRESENTATIONS:

1. COMMITMENT OF ETHICAL STANDARDS IN TEACHING AND COMPETITION

- Chair: Cindy Larson-Casselton, Concordia College, Moorhead, MN
- Presenters: Fran Hassenchal, Old Dominion University, Norfolk, VA
Margaret Greynolds, Georgetown College, Georgetown, KY,
Ed Inch, Pacific Lutheran University, Tacoma, WA
- Respondents: Gary Horn, Ferris State University, Big Rapids, MI
Willis Watt, Fort Hays State University, Fort Hays, KS

2. DIRECTING AND COACHING A FORENSIC PROGRAM AS CO-CURRICULAR ACTIVITY

- Chair: Julie Bodenhamer, Bartlesville Wesleyan College, Bartlesville, OK
- Presenters: Joe Cardot, Abilene Christian University, Abilene, TX
Kevin Dean, West Chester University, West Chester, PA
Jon McCabe Junkie, Bethel College, North Newton, KS
- Respondents: Mabry O'Donnel, Marietta College, Marietta, OH
Catherine Zizek, Seton Hall University, South Orange, N.J.

3. FORENSIC EDUCATION CURRICULUM, UNDERGRADUATE AND GRADUATE LEVELS

- Chair: C.T. Hanson, North Dakota State University, Fargo, ND
- Participants: Bob Derryberry, Southwest Baptist University, Bolivar, MO
Sam Cox, Central Missouri State University, Warrensburg, MO
Joel Hefling, South Dakota State University, Brookings, SD
- Respondents: Carol Gaede, Moorhead State University, Moorhead, MN
Steven Hunt, Lewis and Clark University, Portland, OR
Robert Ridley, Southwest State University, Marshall MN

4. RESPONSIBILITIES OF A JUDGE AND EDUCATOR CRITIC

- Chair: Kristine M. Bartanen, University of Puget Sound, Tacoma, WA
- Participants: Sandy Alspach, Hope College, Holland, MI
Jaime Meyer, University of Wisconsin-Eau Claire, Eau Claire, WI
Jim Norwig, Louisiana Tech University, Ruston, LA
Kelly Wright, Northwest Missouri State University, Maryville, MO
- Respondents: Terry Cole, Appalachian State University, Boone, NC
Brenda Logue, Towson State University, Towson, MD

SPECIAL EVENTS TO HIGHLIGHT NEW JERSEY PI KAP!

- I. FORENSIC ROUNDTABLES:** We invite you to participate in various forensics Roundtable discussions during the Friday and Saturday tournament schedule. These roundtables are an attempt to “add” something new to the Convention/Tournament experience. There will be two sets of roundtables, each one presented twice, to give people an opportunity to participate even if they have a competition round. The schedule:

ROUNDTABLE PERIOD ONE: Friday, 9:30 and 11:00 a.m. - Monmouth campus. Rooms will be posted.

A. GRADUATE SCHOOL OPPORTUNITIES IN SPEECH COMMUNICATION

Roundtable A, Chair: C.T. Hanson

PKD Schools with graduate programs and/or graduate assistantship positions will be available to talk with students about their program, admission requirements and the opportunities available. Interested schools should contact C.T. Hanson immediately, and bring recruit materials to their convention.

B. CONVERSATIONS WITH PAST PRESIDENTS

Roundtable B, Chair: R. David Ray

Former National Presidents of PKD will be invited to participate in an informal discussions with students and coaches about their experiences in forensics; issues facing the organizations; and other topics of interest.

C. JUDGING JUDGES: WHAT IS A GOOD FORENSIC CRITIC?

Roundtable C: Chair: Terry Cole

An open discussion about the characteristics of forensics judges and the various judging techniques and philosophies judges use. Are judges predictable? How do judges choose the kinds of criteria they use to evaluate speeches and debates? Is there a “right” method?

D. MEET THE CANDIDATES

Roundtable D: Chair: Robert Littlefield

A chance to interact with the nominated candidates for the PKD National Council. One of the most important functions of the National Convention is selection of three National Council members.

ROUNDTABLE PERIOD TWO: 2:00 and 3:30

A. EXCHANGING IDEAS ON IMPROVING LOCAL CHAPTERS

Roundtable E: Chair: Sally Roden

Chapter sponsors, officers, and members can exchange ideas on recruiting members; raising money; promoting the fraternity on campus. How can chapters be more visible? Can the PKD chapter be a method of fundraising to support tournament attendance and other activities? Are there on-campus activities that people could participate in?