forensics events, or judge for local tournaments; both activities provide service for the greater forensics community.

Forensics develops able advocates. Forensics students have always had a tremendous advantage over other students in terms of their abilities to find, organize, and manage information. A well-prepared speech or interpretation program demands research comparable to a substantial term paper. Effective impromptu, extemporaneous, and parliamentary debate speakers should be reading and compiling information from several issue-based periodicals and newspapers each week. Of course, research-based academic debate provides the best example of student engagement in information management and interdisciplinary argument scholarship. Research-based debate requires sophisticated integration and synthesis of information across a range of sources and disciplines, research comparable to or beyond that required for most senior thesis projects. Information is maintained and shared through quite detailed indexing and filing systems. College debaters rarely make the campus librarians' "top ten list" because they often are very demanding users of library resources!

Forensics students work in an environment in which judgments about ideas and decision-making are emphasized. In some cases, there are direct consequences to such judgments and decisions—a ballot won or lost, a rating or ranking raised or lowered—but even more important for the education of citizen-leaders is the safe space for testing of judgments and decisions that the forensics community provides. Students have an opportunity to test the outcomes of both conservative and risky decisions, to experiment with various approaches to argument, to practice dialogue about difficult topics, and to receive feedback about their choices from a range of listeners. Within the extended forum of argument rehearsal provided by forensics activities, students can learn to find and express their own voices as advocates (K. Bartanen, 1995).

Forensics programs are often justified as the laboratories of speech communication departments, the locations for intensive and extensive practice of public advocacy. The forensics program offers students of varying skill levels with oral and written communication opportunities not possible in the traditional classroom. While the classroom setting commonly provides three to five opportunities in a quarter or semester for a fully developed speech presentation or a formal debate, a single forensic tournament—exclusive of the coaching and practice sessions in preparation for it—offers more speaking experience. While the classroom setting offers a single audience and a single set of peers for speakers and debaters, a forensics tournament provides multiple audiences and an array of peers from other colleges and universities large and small. While the classroom setting usually offers a single teacher-critic for student work, the forensics tournament provides multiple critics. Few other college activities demand the constant revision of written and oral messages that educational forensics does.

TRENDS IN LIBERAL EDUCATION

It is clear that the objectives of forensics education remain consonant with liberal arts learning goals. That this consonance will hold as higher education enters the new millennium becomes apparent from a comparison of curricular trends in undergraduate education and the opportunities available to students who participate in forensics programs. Amidst the curricular changes occurring across many institutions, Carol Schneider and Robert Schoenberg (1998), President and Senior Fellow of the American Association of Colleges and Universities, find an emerging pattern of change which they describe as a conceptual framework for undergraduate liberal arts education. The five curricular trends emphasize:

> 1. Acquiring intellectual skills or capacities, including writing and quantitative reasoning; proficiency in oral expression, computer use, and a second language; and skill in moral reasoning and negotiating difference.
> 2. Understanding multiple modes of inquiry and approaches to knowledge, including immersion of students in the complexities of discovering and validating "knowledge."
> 3. Developing societal, civic, and global knowledge, including learning about cultures other than the dominant culture, about justice issues both in the United States and abroad, and about challenging societal issues in students' own communities.
> 4. Gaining self-knowledge and grounded values, including engagement with challenging ethical, moral, and human dilemmas and exploration of value choices and positions.
> 5. Concentration and integration of learning, including interdisciplinary study and research. (pp. 33-35)

Schneider and Schoenberg acknowledge that, with the exception of new technologies, "none of these pedagogies is absolutely new" (p. 36). They are certainly not new to forensics educators. Development of intellectual skills—capacities for oral expression, writing, reasoning, and negotiating difference—has been our work for decades. More recently, forensics students have also been developing proficiency with computers and computerized information resources, as professional discussions of the ethical use of Internet evidence, articles on web-sites and databases, and new "electronic" events demonstrate (Gonsher, 1998; Voth, 1997). Forensics students, particularly debaters, are immersed in complexities of knowledge creation and knowledge validation and explore a wide range of social and justice issues. Students engage directly in discussion of ethical, moral, and human dilemmas; they debate propositions of value and of policy, integrating within and across semesters concentrated research on a variety of topics. So what is new? "What is arresting," suggest Schneider and Schoenberg, "is the new emphasis, visible at every kind of institution, on extending to a broad array of students the modes of mentored, engaged, and problem-focused learning that were once reserved for an elite" (p. 36).

This list of curricular trends, then, is also useful as a heuristic for highlighting some opportunities facing the forensics community in the years ahead. I will discuss three such challenges: how community members can become better pedagogic models on our campuses, how we can become better community-builders, and how to participate more fully in education for a diverse democracy.

Forensics models desirable pedagogies. Forensics educators and forensics programs are undervalued as models of teaching methods that immerse students in active learning situations. For example, Lee Shulman, Professor of Education at Stanford University and President of the Carnegie Foundation for the Advancement of Teaching, at a colloquy on college education in 1997, suggested several elements of what ought to be the best liberal arts teaching methods:

> Students are designing, diagnosing, and arguing. They are writing; they are investigating; they are in the library or at the computing getting information. They are talking to one another, sharing information, and challenging one another's ideas. . . .Their teachers give them plenty of opportunities to talk about how they are learning, why they are learning in these ways, why they are getting things wrong when they get them wrong and right when they get them right. A very high level of carefully guided reflection is blended with activity. . . . Active, reflective learning . . . proceeds best in the presence of a third principle, which is collaboration. College students can work together in ways that scaffold and support each others' learning, and in ways that supplement each others' knowledge. . . . Authentic and enduring learning occurs when students share a passion for the material, are emotionally committed to the ideas, processes, and activities, and see the work as connected to present and future goals. . . . [Such] learning works best when the processes of activity, reflection, emotion, and collaboration are supported, legitimated, and nurtured within a community or culture that values such experiences and creates many opportunities for them to occur and to be accomplished with success and pleasure (pp. 164-167).

Does this sound like what happens among students in your forensics squad room? Does this sound like a good coaching session when tournament ballots and feedback are reviewed? Does this sound like the work of a successful forensics team? A recent issue of *Change*, published by the American Association for Higher Education, includes an article summarizing the abundance of evidence supporting the effectiveness of collaborative learning in the college environment. The authors, three faculty members in psychology, education, and engineering at the University of Minnesota, suggest the particular value of cooperative learning that involves controversy. They write: "The key steps for the student are to organize what is known into a position; to advocate that position to someone who advocates an opposing position; to attempt to refute the opposing position while rebutting attacks on one's own; to reverse perspectives so that the issue is seen

from both points of view simultaneously; and, finally, to create a synthesis to which all sides can agree" (Johnson, Johnson, and Smith, 1998, p. 29). Perhaps these faculty members should visit a debate team!

It is ironic that forensics programs find themselves in jeopardy of losing faculty directors or losing operating funds when they are locations where active learning, co-learning, collaboration and cooperation, and learning through controversy have been tested and proven for decades. One challenge facing the forensics community, then, is to strengthen its connection with campus discussion of pedagogy. Programs can serve as models to assist other teachers in learning how to share "modes of mentored, engaged, problem-based learning" with a wider array of students. Perhaps forensics educators have not been sufficiently recognized for expertise in active pedagogies both because of the relative isolation of their work (M. Bartanen, 1993) and because we have talked too much about wins and losses and not talked enough about what we teach. In particular, forensics educators need to talk more about how their programs teach and they need to have an opportunity to take a more visible leadership role on campus in discussions of teaching and learning.

Forensics needs to build community connections. Just as too many forensics educators are removed from the discussions of teaching and learning which occur on their campuses, so forensics students may be too isolated from their campus and local communities. The press to balance heavy tournament schedules with rigorous academic requirements of a liberal arts college often leaves little time for application of forensics skills in campus, civic, or other community forums. This is unfortunate because our students' engagement with challenging social issues and human dilemmas may remain more hypothetical than real. Limiting the study of argument to the closed community of the forensics circuit also runs counter to the trend in higher education toward community service and service learning. Forensics education can certainly be justified as a form of experiential learning, in that the tournament environment is a laboratory in which applications of argument and persuasion theory are tested. To the extent, though, that tournament audiences tend to be other members of the forensics community rather than members of the broader campus and social community, students do not get an opportunity to apply and test their learning with a very wide spectrum of audiences. Forensics educators in liberal arts colleges, then, need to be vigilant about seeking opportunities for students to put their skills and training to work in a variety of campus and community settings. For example, the exercise of revision skills to adapt a debate case or persuasive speech for a civic rather than a tournament audience is an experience every student should have. Bob Derryberry (1998) has outlined an excellent set of suggestions for involving forensics students more actively with their campuses. More forensics educators need to seek parallel opportunities within the local and regional communities in

which our colleges are located. Such involvement will make forensics programs more visible, extend argumentation scholarship to a broader range of participants, and maintain an historic commitment to training citizen-orators.

Forensics needs to model diversity education. Paralleling national attention to issues of diversity in college admissions and undergraduate curriculum, numerous forensics educators have drawn attention in recent years to the need to insure that the forensics activity is open to and welcoming of a diverse set of participants (see Stepp, 1997). The need is real and the challenge remains an important one. On the liberal arts college campus, where achieving a student population representative of the population more broadly is often a particular difficulty, involvement of international students, working with ESL (English as a Second Language) students, and hosting international debate events may be helpful in diversifying a program.

At the same time, I believe forensics educators and forensics students are underutilized resources on their campuses and communities when questions of how to negotiate difference and how to create synthesis amidst diversity arise. When we teach students how to use an argumentative perspective to address problems and communicate with others; when we listen carefully to reason giving and locate points of controversy; and when we analyze a proposition in terms of its stock issues; forensics educators are developing students' abilities to facilitate conflict resolution, to foster dialogue across difference, and to find common ground in disagreement. We could strengthen this element of forensics education by offering events like Discussion more frequently at tournaments, and by incorporating into some debate formats a problem-solving or synthesis component. Even without these additions, however, forensics educators can be more aware of ways in which their own and their students rhetorical training can be used effectively to teach basic conflict resolution skills and to address campus and community controversies.

TO THE TWENTY-FIRST CENTURY

Forensics education fits well within the mission of liberal arts education for the twenty-first century. It is certainly not the only educational activity which serves as a laboratory for development of leadership skills important for democratic citizenship, but it is the co-curricular activity most centrally focused on argumentation, critical reflection, and advocacy. Some of the challenges facing campuses, communities, and forensics programs, however, suggest that the most successful programs in the years ahead may well be the ones which are more connected to their local community than is true of largely tournament-focused programs today. Forensics programs offer tremendous resources to their campuses as models of active learning pedagogies, sources for expertise for conflict resolution, and as advocates for problem resolution.

As illustrated by the examples noted above, I also believe that the strong liberal arts forensics program for the twenty-first century will be a generalist program, offering both debate and individual events. I have purposefully placed intercollegiate academic debate at the center of the foregoing discussion because I believe it is the forensics event which best fulfills liberal arts objectives. Furthermore, research-based debate provides a powerful example of teachers and students as "co-learners" as they encounter and develop substantial expertise on new topics each semester or year. Debate demands collaboration and cooperation. Debate teaches the reasoning and listening skills which foster issue resolution and problem solving. Individual events complement debate experience, enhancing skills in the particular areas of emphasis noted above. Debate students are less well-trained to the extent that they forego participation in individual events, and vice versa.

The "generalist" program which involves students meaningfully in both debate and individual events best serves the liberal arts college. In an era when specialization prevails in many arenas and "specialized" programs and competitors are a trend in forensics competition, educators in liberal arts colleges need to protect the ability of students to learn from and succeed in combination programs. This may well require collaborative work on the part of forensics educators to design educational events and reform competitive models so that academic achievement, forensics success, and application of forensics skills in campus and community forums is a realistic possibility for students and coaches. Given its membership and its long-standing educational objectives—including competitive excellence, fellowship and service—Pi Kappa Delta is the national forensics organization best positioned to foster such collaboration. Taking up the challenge of such work would be to extend the legacy of educators like Larry E. Norton into the twenty-first century.

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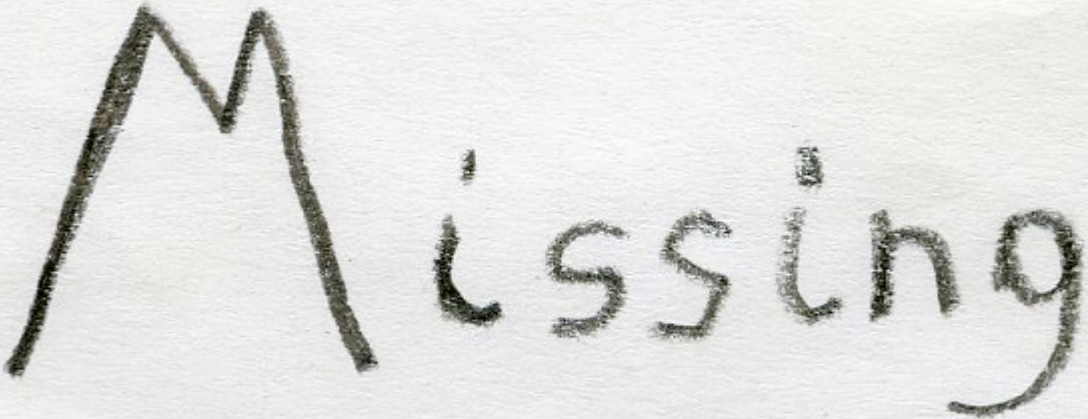
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The Benefits of Forensics Across the Curriculum: An Opportunity To Expand the Visibility of College Forensics

SUSAN MILLSAP

Directors of forensic programs can easily report on how forensics benefits the students and the college as a whole. Too frequently forensic programs begin living in their own worlds and forget the impact they can have to the campus community. A study conducted on the campus of a liberal arts college discovered that skills learned and refined in forensics are used across the curriculum. While instructors are using methods which involve forensic related skills they are not instructing students in the necessary skills required for the teaching method to be a success. In a time of diminishing resources forensics can be seen by the rest of the campus community to be of greater value to the campus as a whole if forensic coaches/instructors are willing to make their expertise available to the campus community. Suggestions are given on possible ways for this to be facilitated.

When asked to justify the existence of a forensics program, members of the forensics community can quickly list the educational benefits and unique experiences forensics provides for participating students. Colbert and Biggers (1987) divide these benefits into three categories. "First, forensic competition improves the students' communication skills. Second, forensics provides a unique educational experience because of the way it promotes depth of study, complex analysis and focused critical thinking. Third, forensics offers excellent pre-professional preparation" (p. 2). While the forensics community struggles to provide hard evidence to support that these benefits exist (see Greenstreet, 1993) the underlying premise of the educational value of forensics is undenied. But forensics is not the only co-curricular activity on campus. Almost any co-curricular activity can contribute in some way to the intellectual and social growth of student (Allen, Willminton, & Sprague, 1991). In this time of financial pressures forensic programs are finding that the tenuous claim of unique educational benefits is not enough to justify continued funding of a program. Forensics programs must find a way to integrate with the campus as a whole so that the entire campus community can see and benefit from the existence of the forensic program on campus.

Through the use of survey data of a liberal arts college, this paper

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will examine (1) which departments on campus use skills and methods taught in forensics and (2) what kind of instruction is given in these methods in an effort to determine how forensics can be more fully integrated campus wide.

The cries for educational accountability have been sounding within the field of forensics since at least 1974 (Anderson) to 1988 when the practices within academic debate caught national attention with an article in *The New Republic* (McGough). Bill Hill (1993) provides a thorough review of the research on the promotion of critical thinking in debate and concludes that "the debate community has not generated sufficient research to demonstrate that participating in competitive debate promotes development of critical thinking to any significant degree" (p. 18). Kent Colbert (1995) emphatically denies Hill's conclusion stressing that there is "presumptive proof favoring a positive debate-critical thinking relationship" (p. 69). The difficulty in the study of critical thinking is explained by both authors and both authors agree that there are other benefits to debate than just the development of critical thinking.

Individual Events is not without its critics. Most of the literature focuses around specific events becoming formulaic or "cookie-cutter" (Billings, 1997). Bartanen (1993) elaborates on the dissatisfaction with forensics as a whole in his justification for the establishment of a Guild of Forensics Educators.

The argument of whether forensics teaches what it claims will continue. The discussion is necessary in order to maintain quality and accountability within the field. The purpose of this study is to look outside our field. Are there other ways that forensics and forensics coaching methods can be used to benefit the campus?

Examining the literature in educational teaching methods, research consistently has shown that traditional lecture methods, in which professors talk and students listen, dominate college and university classrooms (Bonwell & Eison, 1997). Chickering and Gamson (as cited in Bonwell & Eison) suggest that students must do more than just listen: "They must read, write, discuss, or be engaged in solving problems. Most important, to be actively involved, students must engage in higher-order thinking tasks as analysis, synthesis, and evaluation" (p. 1). These are some of the skills which forensics claims to promote. More importantly for this study, these are the skills which forensics coaches' claim to teach. In order for faculty to embrace new classroom teaching methods Bonwell & Eison emphasize that faculty need help in overcoming the discomfort and anxiety that change creates and assistance in preparation and planning of class materials and activities. The recent emphasis on oral communication across the curriculum acknowledges that many non-speech faculty "lack adequate instruction in oral communication theory and practice" (Cronin & Grice, 1993, p.1) and recommend that the Speech Communication discipline provide consultation and training for these programs.

Criticisms have been made of training non-communication faculty and concern expressed that communication programs will become service as opposed to programmatic departments (Morreals, Shockley-Zalabak, & Whitney, 1993). Perhaps the use of forensics programs and coaches to help in this training may be an answer to campus and departmental service for forensics programs and provide the balance needed departmentally between service and programmatic concerns. There is an assumption here that communication faculty use interactive oral communication teaching methods in their classrooms. This study will attempt to examine which departments on campus do use more active communication methods and of those who use them, who teaches use in these methods.

METHOD

The chosen liberal arts institution has an enrollment of almost 1600 traditional undergraduate students with 900 continuing education students. There are 129 full time faculty members. The curriculum is centered around a core of liberal arts courses referred to as the Integrated Studies Program. Students are required to take 50 hours or ten classes of Integrative Studies courses which include such courses as Growing Up In America, Composition and Literature, Encountering Cultural Systems, Philosophy of Human Nature, and others representing themes from across the curriculum dealing with issues of human nature. Since the focus of forensics is compatible with the goal of liberal arts, this seemed to be an appropriate location to conduct this study.

All full-time faculty were sent surveys. They were asked to identify their department, their primary teaching method and in how many classes they used group discussion, classroom debate, oral presentations, controversy, and panel discussions. Descriptions were given of each category. {Group discussion: students talk about a problem or issue in an effort to reach consensus (Brilhart, 1986); Classroom debate: students advocate one side of an issue and clash with advocates of the opposing view in oral presentation before the class (Johnson & Johnson, 1985); Oral presentation: individual students present oral reports to their classmates; Controversy: within a small group students research and advocate opposing views of an issue and then attempt to reach consensus with in group (Johnson & Johnson, 1985); Panel discussion: a group of students present oral reports to their classmates (Brilhart, 1986)}. Respondents were then asked to identify which skills were taught in relation to the successful completion of the above methods. This was accomplished through a delineation of the skills commonly cited in argumentation and public speaking texts. They included research skills, types of support, evaluation of support, types of argument, forms of reasoning, logical fallacies, group discussion techniques, decision making techniques, and delivery skills.

RESULTS

The results of the survey lead to some interesting conclusions. There were 44 returned surveys accounting for 263 classes. Departments that did not respond include Physical Education, Equine Science, Theatre, Music, and Visual Arts. Tables One and Two give a delineation by department for each skill and teaching method.

TABLE 1
Teaching Method Used by Department

Department	# of classes	1	2	3	4	5
Humanities						
Integ. Studies	10	10	1	1	2	1
English	28	25	2	13	10	10
Rel. & Phil.	14	4	5	2	0	0
For. Lang.	21	16	6	15	8	3
Total	73	55	14	31	20	14
Sciences						
Math	28	7	5	5	2	3
Computer Sci	7	1	0	4	0	0
Life Science	7	3	0	2	2	0
Physics	6	2	0	2	0	0
Human Ecology	7	0	0	2	0	0
Total	55	13	5	15	4	3
Social Sciences						
Communic.	22	10	1	1	2	1
His/Pol/Sci.	14	2	0	4	0	1
Sociology	7	7	7	7	7	2
Psychology	7	5	0	3	0	0
Total	50	24	8	15	9	4
W/Grad Prog						
Business	54	16	2	18	10	7
Education	13	6	0	13	8	2
Nursing	18	16	0	9	3	4
Total	85	38	2	40	21	13
TOTALS	263	130	42	116	60	39

Column 1 - Group Discussion
Column 2 - Classroom Debate
Column 3 - Oral Presentations
Column 4 - Controversy
Column 5 - Panel Discussion

TABLE 2
Teaching of Skills by Department

Dept	1	2	3	4	5	6	7	8	9	10
Humanities										
Integ. Studies	10	2	10	10	10	5	1	1	5	0
English	28	17	15	14	10	10	5	2	6	5
Rel & Phil	14	5	7	7	7	7	7	7	0	0
Foreign Lang.	21	6	5	5	3	3	1	1	10	1
Total	73	30	37	36	30	25	14	11	21	6
Sciences										
Math	28	8	0	0	5	22	9	14	0	13
Comp Sci	7	4	0	0	0	7	7	7	0	5
Life Sci	7	5	4	3	3	4	4	4	0	4
Physics	6	0	2	0	0	1	0	2	0	2
Human Ecol.	7	1	0	0	0	7	0	0	1	7
Total	55	18	6	3	8	41	20	27	1	31
Social Sci.										
Commun.	22	12	14	13	10	12	12	11	9	9
His/PoliSci	14	6	2	0	1	5	3	1	6	4
Sociology	7	2	0	0	7	3	7	3	3	7
Psychology	7	6	7	7	1	6	0	5	1	5
Total	50	26	23	20	19	26	22	20	19	25
W/Grad Prog										
Business	54	31	17	17	3	12	10	10	7	23
Education	13	13	13	13	6	13	13	13	7	7
Nursing	18	7	13	8	1	8	1	1	8	16
Total	85	51	43	38	10	33	24	24	22	46
TOTAL	263	125	109	97	67	125	80	82	63	108

Column 1 - Number of classes
Column 2 - Research skills
Column 3 - Types of support
Column 4 - Evaluation of support
Column 5 - Types of argument
Column 6 - Induction/Deduction
Column 7 - Other reasoning
Column 8 - Logical fallacies
Column 9 - Group Discussion
Column 10 - Decision-making techniques

Across the college group discussion and oral presentations are used the most at 49 and 44 percent. When the departments are arranged into three groups, the humanities (Integrative Studies, English, Religion & Philosophy, Foreign Languages) the sciences (Mathematics, Computer Science, Life Sciences, Physics, Human Ecology) and social science (Communication, History & Political Science, Sociology, and Psychology) it is clear that the humanities uses all five teaching methods to some extent with 75% of the classes using group discussion and 42% using oral presentations. In the sciences 23% use group discussion and 27% oral presentation. In the social sciences group discussion was used the most with 48% and 42%

used oral presentations. The Business, Nursing, and Education Departments are considered separately because of the graduate programs within these departments. Within the Business Department 30% use group discussion with 33% using oral presentations. In the Education Department 100% use oral presentation, 61% use controversy, but none use debate. In Nursing 89% use group discussion and none use debate (See Table Three).

TABLE 3
Teaching Methods Percentages by Division

Department	Group Disc.	Class Debate	Oral Present.	Controversy	Panel Disc.
Humanities	75	19	42	27	19
Sciences	23	9	27	7	5
Social Sci.	48	16	3	18	8
Business	30	3	33	19	13
Education	46	0	100	61	15
Nursing	89	0	50	17	22
TOTALS	49	15	44	23	15

Instructors were asked to identify the classes in which specific skills were taught. As Table Four indicates, in the humanities 50% of the courses give instruction in types of support and evaluation of support but only 28% give instruction in group discussion, the most common method used. In the sciences 75% reported giving instruction in inductive/deductive reasoning and almost 50% in logical fallacies. Only 2% reported giving instruction in group discussion. The social sciences indicated over 50% taught research skills, induction/deduction, and decision making technique. In Business 57% teach research skills but only 5% give instruction in types of argument. In Education 100% report teaching research skills, types of support, evaluating support, induction/deduction, other forms of reasoning and logical fallacies. In Nursing 89% give instruction in decision making but only 5% in types of argument, other forms of reasoning and logical fallacies. For the total survey population 49% of the classes use group discussion, 44% use oral presentation, 23% use controversy, 16% use classroom debate, 15% use panel discussion, 48% teach research skills, 48% teach induction/deduction, 41% teach types of support, 41% teach decision making, 37% teach evaluating support, 31% teach logical fallacies, 30% teach other forms of reasoning, 25% teach types of arguments and 24% teach group discussion skills.