

## RESOLUTIONS

The resolutions listed below were a product of the various panel sessions that met during the conference. A number of sessions produced resolutions similar in nature. The redundant resolutions were combined into this list. The resolutions were discussed during the general assembly and voted on by the participants in attendance. All resolutions are non-binding on state, regional, and national associations. All resolutions were passed along to the appropriate associations for consideration and deliberation.

### Assisting New and Declining Programs

Resolved: The college forensics community should actively explore stronger connections to high school forensics. *PASSED*

- A. Justification: High school forensics is well established and has developed a myriad of resources for high school coaches and students. It is easy for us to lose sight of our external stakeholders. To ensure the growth of collegiate forensics we must be sure to appreciate and utilize the resources that high school forensics offers.
- B. Examples include: online resources, state associations, national organizations, local schools, publications, etc.

Resolved: Tournament management should make every effort to focus on wellness/health initiatives within forensics. *PASSED*

- A. Creating tournament schedules that allow for rest, rejuvenation and educational development
- B. Ensure healthy options are available for sustenance.
- C. Specific suggestions include but are not limited to:
  1. Having a quiet room where students can rest during their off rounds,
  2. Having ten to twelve hours between the end of one day and the beginning of the next;
  3. Having healthy snacks and/or meals available on campus.

### Assisting New and Declining Programs

Resolved that forensic organizations should be encouraged to develop and disseminate basic pedagogical goals for each event. *PASSED*

In order to clarify expectations and expand options, forensic organizations and individual programs are encouraged to develop behavioral guidelines which support pedagogical goals. Guidelines might be enacted as either binding or voluntary, as either long-term or short-term in application, and in relation to one or more events at any given point in time. *PASSED*

### Definition of Competition

Resolved: Forensic educators ought to value competition as a way to teach. Forensic programs should look for opportunities to erase the perceived dichotomy between education and competition by synthesizing education and ethical competition and by practicing forensic education through means including, but not limited to, competition. *PASSED*

### Putting the Public Back into Forensics

1. In order to create a stronger connection with the community, whenever possible, forensic directors should communicate that tournaments are open to the public. *PASSED*
2. In order to increase community engagement and diversity of perspectives, tournament directors should include more non-traditional judges from the community who are informed about rules and procedures. *PASSED*

3. In order to further educational opportunities, the forensic community should experiment with alternative forms of evaluation and adjudication. *NOT PASSED*
4. In order to enhance community relationships and to provide a broader educational experience, the forensic community should encourage experiential and service learning projects. *PASSED*

### **Incentives for Non-Competitive Activities**

Local, state, regional and national forensic organizations are encouraged to publicly honor and promote civic engagement that is grounded in forensic education: *PASSED*

1. Activities: performances/speeches; teaching/mentoring; speaker's bureaus; moderating campaign debates, student forensic research
2. Incentives: State awards for service; a national civic engagement award; publicize winners.

### **Community Cohesion**

In an effort to engage in building cohesion between forensic educators and participants, we encourage students, critics and coaches to embrace epistemic humility.

Such humility is demonstrated when forensic educators remember their educational obligation to all students. To that end, students, coaches and critics need to be willing to be educated, to listen and discuss and to be held accountable for their behaviors.

Behaviors supporting these goals might include: blogs, judges providing an e-mail contact; ballot writing training; more frequent forums for open dialogue between different coaches of all experience levels and students. *PASSED*

### **Code of Standards**

1. We encourage the AFA to revisit and revise their Code of Standards to ensure that they reflect sound ethical standards regarding judging restrictions, and recommend that all forensic organizations do the same. *NOT PASSED*
2. The codes of ethics and/or standards for national forensic organizations should be periodically reviewed for revision. *PASSED*

### **Civic Engagement**

1. In order to sustain and grow both the discipline and individual programs, students and coaches must celebrate their role as ambassadors. Ambassadorship encompasses involvement in local communities, campus communities, alumni outreach, the communication discipline, and competitive forensics. Ambassadorship entails virtuously informed and ethically obligated civic/political engagement, active learning and citizenship. *PASSED*
2. In addition to traditional competition, forensics educators should promote non-competitive aspects of their programs in non-competitive formats. *PASSED*

### **Resources**

1. Professional organizations should facilitate and coordinate providing educational resources for tournament directors, coaches, tab staff and hired judges. *TABLED*

2. A document with a mentor contact list and supporting materials on directing forensics should be made available to all new coaches. *PASSED*
3. Judges' Preference and tie-breakers need to be explicitly defined in all national forensic organization by-laws. The definition needs to include a step-by-step process explaining tie-breakers and an example of how to break a tie. *NOT PASSED*.
4. Comprehensive data needs to be published defining the typical forensics educator and summarizing various aspects of programs throughout the nation, including, but not limited to, budget, staff size, release time, scholarship, and other duties. *TABLED*
5. Resolved: The Council of Forensic Organizations needs to establish a committee to provide support to new and declining programs. *PASSED*
  - a. The duties of this committee will include, but are not limited to, centralizing materials in order for these teams to have access to them. (i.e. A website), and appoint new program development ambassadors.
  - b. To establish this committee by NCA 2009.
  - c. To establish a PR packet for forensic organizations.

### **Ethics and Forensics**

- 1) Plagiarism, distortion, and falsification must be opposed by the community and by individual coaches who model the highest possible standards. *PASSED*
  - a. The community should take additional steps to ensure that speeches are genuinely the work of the students presenting those speeches, noting the ethical threats posed by over-involved coaches and peers.
  - b. The community should educate students about the nature of plagiarism and should take steps to enforce plagiarism standards.
2. Specific steps taken at the national and/or local levels to combat plagiarism might include: *PASSED*
  - A. Require all students in public address and interpretation events to submit performance manuscripts and copies of adequately detailed excerpts of original source materials at the beginning of each tournament. Tournament directors would be responsible for collecting these materials and overseeing the spot-checking of randomly selected speeches performing in the finals.
  - B. Periodically remind all judges of existing ethical codes which apply to the tournament being hosted and seek to have students individually read and agree to these codes.
- 3) In order to enhance student responsibility for making ethical presentations, the community should encourage the use of in-round dialogue between contestants and/or judges (including but not limited to the use of in-round questions) concerning the content and delivery of performances in all events. *NOT PASSED*
- 4) We should invite students, coaches, and judges to question the unwritten rules of forensics competition and encourage the expansion of paradigms in order to allow for a wider array of choices. *PASSED*
- 7) The community should develop a long-term development plan. *TABLED*

### **Systematic Look At Events**

1. ADS should be defined as an original speech by the student that promotes multiple types of humor as a vehicle to persuade, inform, critique, inspire or otherwise approach a significant subject. *PASSED*

#### **2. Poetry**

We should coach poetry in a way that values the prosodic aspects and other poetic devices in the literature. *PASSED*

**3. Duo**

The forensics community should propose to change Dramatic Duo to Duo Interpretation, allowing material of any genre to be used in competition. *PASSED*

**4. Big Picture Ideas**

Resolved: Instruction in all Individual Events should begin with a clear statement of learning outcomes and suggestive criteria derived from these outcomes. *TABLED*

Resolved: For Dramatic Interpretation we should consider redefining dramatic texts to go beyond plays and to allow any form of performance text not classified as prose or poetry. *PASSED*

**Research**

1. Forensic organizations should encourage their membership to pursue and present research at their individual conventions. *PASSED*
2. Establish formal and informal mentoring programs to encourage submission of convention papers to journals. *PASSED*
3. Forensic journals/editors are encouraged to participate in the Online Index of Forensic Research *PASSED*
  - a. Add index editor to permanent mailing address lists
  - b. Catch up on back issues (responsibility of journal editors)
4. Encourage tournament directors to elevate the visibility of forensic research. *PASSED*
  - a. Awards for researchers
  - b. Listing publication and conference citations in tournament schematic/booklet
  - c. Providing journal subscriptions as awards at tournaments
  - d. Facilitate distribution of research papers to the community
5. Encourage forensic organizations to sponsor research through the awarding of grants, etc., and to present research at local tournaments. *PASSED*

**Debate and IE**

1. National forensic organizations should be encouraged to explore a web-based recognition system for forensic programs that include individual events and at least one form of team debate. *PASSED*

Explanation: team debate was used not to offend LD programs; however, LD has a separate set of issues that seem to be NFA-specific, and need to be resolved by the NFA. Once those issues can be resolved, then LD could potentially be resolved into this.

Recognition could be in the form of announcements at national tournaments and/or web-based, and/or certificates. This recognition is not intended to compete with other national program recognitions; this would be in addition to other national recognition programs.

2. National organizations should encourage individual teams to annually submit information to a central database to include participation data for students who have attended at least one tournament. *TABLED*
3. The NFA should release the LD resolution in mid-July.
4. Synthesize, collate and extend research into the benefits of forensics programs and participation into one easily available document. *PASSED*
5. Identify, create and support forums to advance dialogue about the issues that confront forensics as a community. *PASSED*
6. Student leaders in forensics should be encouraged to use web resources to enhance communication and cohesion between individual events and debate competitors. *PASSED*

Explanation: Encouraging the student district reps from NPDA, IE, NFA, etc. to chat.

7. Graduate programs with forensic programs should seek opportunities to promote training in both individual events and debate. *PASSED*

8. The NFA should ideologically support the idea of Lincoln-Douglas as an individual event by merging LD into the overall team sweepstakes formula calculation.
  1. To discourage the “culture of qualifying” and the hunt for legs, we propose that the AFA-NIET eliminate its current leg system in favor of an alternative form of qualification. *PASSED*
  2. We expect that all programs will ensure that each and every judge they provide, either as tournament hosts or tournament entrants, are fully trained, objective, and aware of their role as educators. *PASSED*
  3. We encourage tournament hosts to recognize that hosting is a general service to the forensic community, and as such, priority should be given to assuring there are appropriate judges, accommodations, and award recognition. *PASSED*

### **Growth of Forensic Programs**

1. In order to sustain and grow the discipline of forensics and individual programs, the administration of forensics programs should emphasize the function of program stewardship. Stewardship emphasizes nurturing and strengthening the programmatic legacy, management of resources (i.e., time, staff, space and monetary resources), and, most importantly, celebrating the pedagogical traditions of the communication discipline. *PASSED*
2. Advocacy for forensic programs needs to be institutionalized by preserving and/or installing secure (tenure-track/professional) Director of Forensics lines and pursuing active alumni involvement on university governance boards and advisory committees. *PASSED*
3. Related to the management of resources for forensics programs: we encourage the use of the term *program budget*, rather than *travel budget*. *PASSED*

Potential topic for further discussion: how forensics travel and tournaments espouse a “green” philosophy.

### **The Role of a Director of Forensics**

1. A document needs to be created, which provides tenure and promotion criteria for directors of individual events programs. *TABLED*
2. Forensics educators are encouraged to establish a Forensics Advisory Board at their respective institutions, strategically creating a support network to advocate on behalf of the forensics program. The advisory board should consist of alumni, administrators, students, and non-forensics faculty and staff. *PASSED*
3. Forensics educators should promote student leadership within their programs by encouraging collaborative program management and coaching. *NOT PASSED*

### **Program & Judging Philosophies**

- 1) The community should encourage the articulation and sharing of judging philosophies. (This may involve the use of COFO, the internet, etc.) *NOT PASSED*
- 2) Forensics educators should document their co-curricular judging philosophy. *PASSED*
- 3) We encourage an open community-wide dialogue to promote understanding and prevent ill will focusing on the varying philosophies programs use to justify competitive practices. *TABLED*

- 4) This conference supports the right and responsibility of each school's director of forensics to design a program that fits the values, educational philosophy, and needs of the particular school she or he represents. We affirm our support for the primacy of educational objectives in the making of these choices, and encourage inter-squad respect for these choices. *PASSED*

#### **National Developmental Conference**

1. Resolved: Encourage regions to host an annual workshop to foster the education and continued development of forensics. *PASSED*
2. The developmental conference should be a biannual event. *PASSED*