

CONFERENCE PROCEEDINGS

Through-out the weekend, several different groups met to discuss the "state of Individual Events" and offer suggestions for the future. Each group developed a list of resolutions which was presented to the entire body at the end of the Conference. Since this group was not a legislative body, the resolutions were not presented as motions for voting; instead, they were offered as suggestions for the Forensic community. During the final session of the Developmental Conference on Individual Events, the following resolutions were endorsed by the participants in attendance.

NEW PROGRAMS

1. That the COFO Directory identify experienced forensic educators to serve as mentors to new directors.
2. That a workshop to provide training for Directors Forensics in all areas of program administration to be held on June 16-22, 1991.
3. That tournament directors develop apprentice programs designed to provide experience in tournament administration.
4. That tournament directors should recognize novice competitors through special divisions and/or awards at the regional level.
5. That tournament directors provide opportunities for social interaction between students and forensic educators.
6. That national tournaments offer special "Newcomer Awards" for schools competing at the tournament for the first time.
7. That forensics journals focus special issues on basic program operation including program administration, selecting tournaments, gaining publicity and/or methods of recruitment and retention especially of "at risk" students.
8. That new Directors of Forensics seek information from employers regarding their legal responsibilities and liabilities when traveling with students on forensic trips.
9. That a video recruitment tape be planned and produced.

ORAL INTERPRETATION

1. We encourage all national tournament committees to employ descriptive rationale for each of the national events.
2. We urge that the national organizations draft ethics statements in support of the literary integrity considering such issues including, but not limited to: writing in

characters, altering plot lines, rewriting lines or parts of a story, altering verb tenses.

3. We encourage national organizations to require that students and/or coaches are able to produce uncut, contiguous sections of the original source performed.
4. We encourage coaches to teach and work with students on the process of cutting literature.
5. We encourage coaches and students to emphasize the educational process of literary criticism.
6. We urge students and coaches to engage in a high level of analysis in their choices of literature, introductions, transitions, and audience.
7. We encourage tournament directors who write invitations to follow the recommendations generated at the National Developmental Conferences of 1984, 1988, and 1990.
8. We support a justified, quality performance that grows out of the literature and makes the literature come alive. We support consideration of the following, including but not limited to, for example: Manuscript-optional, use of visual aids, the interweaving of literature, creative movement, etc.
9. We recommend national organizations request justification for rank and rate ideally in the form of "Reason for Decisions" on ballots.
10. We recommend instructors and students seek out interdisciplinary sources for wider literary choices.
11. We recommend that the forensic community design a certification program for future consideration.
12. We strongly encourage tournament directors to train hired judges for tournaments.

PUBLIC SPEAKING

1. Tournament directors are strongly encouraged to include a question/answer period by another contestant in finals and/or preliminary rounds of public address events.
2. To support the creation of a contestant's guidebook on ethical practices for both interpretive and original speaking events. The guidebook should include, but not be limited to, issues of plagiarism, proper source citation, author integrity, and literary integrity, as well as all codes of ethics currently published by all national forensics organizations. We propose that the guidebook

include definitions, rationales for ethical models, and illustrative material.

3. That forensics organizations be responsible for distributing their codes of ethics to all competitors prior to their respective national tournaments.
4. With increasing use of personal interviews for gathering information, we recommend that both coaches and students consider the implications of using these valid sources, and that interviews used as resource material be electronically recorded and made available upon request.
5. Tournament directors inform and encourage judges to set aside personal opinions regarding subject matter in public address events.
6. Tournament directors inform and encourage judges to set aside personal opinions regarding organizational patterns (e.g. problem-solution) in public address events.
7. Tournament directors are encouraged to experiment with providing general audience parameters for persuasive speaking.
8. Originality as a criterion be more clearly defined to mean original work and subject treatment rather than the use of unique and unusual topics.
9. Public address events should be evaluated primarily on the basis of content and rhetorical style rather than delivery.
10. To encourage forensics directors, coaches, students, and judges to select materials and events which maximize the educational experience of the contestants by demanding mastery of a variety of skills unique to each event.
11. We encourage forensics directors, coaches, and students to explore and utilize multiple topics each season in each event as a tool to practice basic skills of public speaking.
12. Directors of tournaments offering public address events should provide opportunities for thoughtful criticism of student performance.
13. Public address event rules should be modified to clearly state expectations for student performance.
14. Tournament directors who adopt experimental rules or procedures should take steps to evaluate these efforts formally and report the results of the evaluations to the forensic community through appropriate channels.

TRAINING PRACTICES

1. That a formal mentoring program, tied to a parent organization be established to service the developmental needs of new and existing coaches.
2. That formal training programs for judges should include, but not be limited to: explanation of rules, principles of events, criteria for writing constructive ballots, judging etiquette, and sample ballots.
3. That tournament directors should provide substantive guidelines for performances in each event at their tournament. National tournament organizations are especially encouraged to do so.
4. That tournament directors should assume responsibility for monitoring the professional performance of their hired judges.
5. That individual events ballots should include specific sections for explanation of the rationale behind the judge's decision.
6. That in conformance with the principles of Resolution 48 of the Second Developmental Conference on Forensics (Evanston) tournament directors should consider allowing time for additional oral critiques following the conclusion of a round.
7. That workshops be encouraged to examine the norms, skills, and legitimacy of forensic scholarship.
8. That individual tournament directors should provide limited time, to the extent possible, for judges to informally ask questions at the end of a student's performance.
9. That the COFO sponsor programs on insuring the long-term financial stability of forensics.
10. That college forensic programs, in cooperation with high school organizations, should encourage their students to participate in formal judge training procedures to include judging high school contests.

HIERARCHY

1. To create a committee to investigate the creation of a national forensic office to act as a non-policy, coordinating body for forensic organizations. This committee will be charged with determining the duties of this office including internal and external public relations, enactment, and potential methods of funding.
2. That this body express dissatisfaction with the current at-large method of qualification for the AFA-NIET and encourage

them to explore practical alternatives.

3. To encourage the AFA-NIET to eliminate the at-large "leg" qualification procedures and replace them with a double district system.
4. That the AFA-NIET be encouraged to modify its at-large qualification method to allow students to qualify by obtaining a cumulative of "9" rankings over 3 tournaments regardless of the size of the tournament.
5. To encourage the development and tournament sponsorship of experimental and creative events.
6. To minimize and eliminate the verbal emphasis on national tournament qualification information at tournament announcements.
7. That tournaments whose purpose is to manipulate competition to increase qualification for the national tournaments in I.E. are unethical.
8. To encourage the AFA to divest itself of the national tournaments (NDT/NIET) in order to become the umbrella organization of the forensic community.
9. To encourage the AFA to explore means to make Argument and Advocacy: Jafa more responsive to the needs and interests of the entire forensics community.
10. That on or before June 1, 1991, each forensic organization endorse the AFA as the umbrella organization of the forensic community if the AFA divest itself of the NDT and NIET.
11. That the AFA and/or the COFO assume the functions of the SCA Forensic Division.
12. That the SCA Forensic Division no longer be an officer of COFO.

EDUCATIONAL/COMPETITIVE DUALITY

1. To endorse the role of competition in enhancing education.
2. To encourage program directors to include more egalitarian experiences for students. Forensic directors should seek a variety of forums for students, and those forums should serve a variety of students' experience levels.
3. That forensic coaches have the duty to articulate to students their program's philosophy, goals, rules, and expectations.
4. That tournament directors present both event rules and educational outcomes as event descriptions in tournament

invitations.

5. That individual tournament directors engage in experimentation that fosters educational outcomes in rounds of competition. Such experimentation includes, but is not limited to, question-answer periods, diversity in performance venue, oral critiquing, and decision rationales.

6. That academic departments of Speech Communication institute courses and/or workshops in forensic pedagogy for future forensic educators at the undergraduate and graduate levels.

7. That a national office be established to promote and publicize forensic activity.

8. That this body recognize the critical need to publicize and promote the educational benefits of forensics within the Speech Communication profession and to the larger public.