

JNASJE News

Sexual Harassment: Policy Implementation and Education

John R. Meeks

This article provides suggestions on how to design and implement a sexual harassment policy and education program for court personnel. The primary focus is on the education component, but providing an explicit policy to all court personnel is essential. For the training program to be effective in the workplace, there must be a written policy supported by court leadership.

Policy Statement

An effective policy statement should define what is meant by the term *sexual harassment*. In addition to

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a definition, an example of which is provided in the sidebar, the statement must indicate that complaints will be taken seriously and acted upon in accordance with procedures adopted by the court. A person who violates the policy should be on notice that disciplinary action, including termination, is possible. It should also be clear that no one who complains will face retaliation, but that false complaints knowingly made could result in disciplinary action.

A complaint procedure should accompany the policy statement. This procedure can apply to many civil rights violations, including those based on race, religion, national origin, and sexual harassment. It should identify the person or

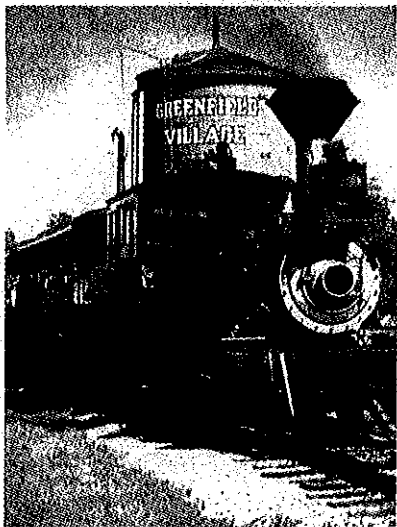
position responsible for receiving and documenting complaints of discrimination, and it should set forth the rights and obligations that the employer and the employees have in resolving the conflict. The person investigating the complaint must have clearly defined procedures to follow, including who will be interviewed and to whom a report will be made. Questions about what information will be kept confidential should be resolved in the complaint procedure, as well as questions about what and where records will be retained.

Sexual Harassment Education

Once a sexual harassment policy statement and complaint procedure
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1995 NASJE Annual Conference

Dearborn, Michigan



That's right—Dearborn, Michigan—home of the Henry Ford Museum and historical Greenfield Village!

Michigan means CATLIN! And in the NASJE tradition, Denny wears two hats this year: conference host and member of the '95 Education Committee. In addition to Denny, your 1995 Education Committee includes Denise Kilwein (Kansas), Bunny Cantor (Pennsylvania), Cathy Springer (Indiana), Suzanne Keith (Tennessee), Blan Teagle (Florida), and Cathy Lowe (California).

In preparation for the annual conference, the Education Committee polled approximately a third of

the NASJE membership by phone to discuss in-depth the needs of the membership. The results were compelling. They drove us to develop a unifying theme of "Professional Communications." Agenda highlights cover various aspects of communications, including:

- Results-oriented Negotiation
- Communicating with Difficult People
- Lateral and Vertical Communications
- Culturally Competent Communications
- Communications Through Educational Technology

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PRESIDENT'S
COLUMN

W. K. Wetzel



This summer NASJE members have again been asked to participate in the nomination of officers and directors and on October 9, at the annual conference in Dearborn, Michigan, will again be asked to participate in a referendum. Our recently revised constitution and bylaws call for the election of three positions this year: vice president, Northeastern region director, and Western region director. The Nominating Committee, chaired by Richard D. Saks (New Jersey) has already written all members soliciting candidates for consideration. Under our revised constitution, the new to be elected vice president will serve a one year term with automatic succession from vice president to president, elect to president. Recommendations for nomination of the two regional director positions could be made only by members within the respective Northeastern and Western regions. The Nominating Committee is currently reviewing the submitted candidates' qualifications, guided by the criteria spelled out by our bylaws, and by letters of recommendation and relevant biographical information. The committee will prepare a slate of candidates and distribute it to the NASJE membership in early September. This year the chairs

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Dispelling Isolation: Formalizing the NASJE Mentoring Process

Michael Pack

The NASJE Mentoring Committee's grant application has been approved by the State Justice Institute (SJI). The mission of the Mentoring Committee is "to foster development of judicial educators as leaders in the judicial, justice, and adult education communities." NASJE requested \$31,047 from SJI to implement the program and will use it to recruit a trainer, develop a resource manual for mentors and new judicial educators, and train twenty-two judicial educators as mentors. The Training Resource Center of Eastern Kentucky University will provide indirect support.

The first step in fulfilling the terms of the grant was to select a trainer for NASJE mentors. The Mentoring Committee selected Blane Teagle, senior attorney, Legal Affairs and Education Division with the Office of the State Courts Administrator in Florida. Blane is a practiced, responsible judicial educator with experience instructing people to serve as mentors, is well versed in the mentoring philosophy and process, and knowledgeable of judicial education resources. He will help the Mentoring Committee develop a resource manual for NASJE mentors and new judicial educators and design and conduct a two-day training program for NASJE mentors.

Blane and the NASJE Mentoring Committee will establish the content of the resource manual at a meeting in August 1995. The manual will greatly reduce the initial training period for new judicial educators by providing program development information and a compilation of available judicial education resources. It will provide the NASJE mentors with checklists of issues to discuss with new judicial educators.

Michael Pack is the assistant manager of Education Services for the Kentucky Administrative Office of the Courts.

The resource manual will be completed by January 1996 and will be distributed to all state depositories as marked by the grant guidelines from SJI and to each mentor and new judicial educator as part of the mentoring process.

Training for the mentors will be conducted October 6 and 7, 1995, in Dearborn, Michigan, immediately preceding the annual NASJE conference there. The training session will familiarize the mentors with the philosophy of mentoring while allowing them to develop and hone their communications skills. Objectives for the mentor training session are (1) define the respective roles of mentor and new judicial educator, (2) identify important mentoring skills, (3) demonstrate required mentoring skills, (4) explain or demonstrate the appropriate use of the mentor manual, (5) identify and resolve potential mentoring problems through case studies, and (6) correctly identify appropriate resources for various needs of new judicial educators described in case study situations. Mentors will make a commitment to the mentoring process by participating in the two days of training, thus providing an essential foundation for establishing mentoring as a permanent service of NASJE. The mentors will reflect NASJE's geographical and jurisdictional diversity and provide a mentor base for the next several years.

Mentoring has existed for several years in NASJE, albeit informally. New judicial educators have always been encouraged to seek assistance from their peers and to take advantage of the wealth of information available through such organizations as the JERITT Project, the National Center for State Courts, the State Justice Institute, the National Council of Juvenile and Family Court Judges, and the National

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PROFILE

Judge Kenneth A. Rohrs

Webster's New World Dictionary defines Everyman as "a person or fictional character regarded as representing the human race or the common person." Judge Kenneth A. Rohrs could easily be called a judicial education Everyman, though he would probably prefer the term *Everyperson*. He has, for many years, demonstrated his commitment to judicial education and the promotion of fairness and equality, both in and out of the courtroom. Now, as dean of the National Judicial College, he has the opportunity to have an even greater effect on the judicial education profession and the judiciary in general.

Judge Rohrs's path from the family farm in Hamler, Ohio, to the deanship of the NJC has provided him with rich and varied experiences. A graduate of Bowling Green State University and the University of Toledo College of Law, he served as a court administrator, an assistant county prosecutor, and an attorney in private practice before becoming a judge. From 1984 to his resignation to accept the deanship at the end of 1994, Judge Rohrs served the citizens of Henry County, Ohio, as the judge of the Henry County Court of Common Pleas. He was one of seven Ohio judges who have jurisdiction over all divisions of the court of common pleas: general, domestic relations, probate, and juvenile.

Asked about his change from judge to administrator and his relocation to Reno, Judge Rohrs states that he most misses the close contact he had with many Ohio judges, the Ohio judicial committees and commissions he was on, and helping resolve disputes. Working with Chief Justice Thomas J. Moyer, the Ohio Judicial College Board of Trustees, and the Ohio judicial associations was a high point in his life. However, after five months on the job, he truly loves his new position and the challenges it presents. He reports that "judicial education is now my full-time vocation," and he is really enjoying himself. He also loves the Reno/Tahoe area, which is quite different from the flatlands of Ohio.

Judge Rohrs became interested in judicial education while attending his first Ohio Judicial College course in the fall of 1984, where he "was stunned by the high quality of the presentations and materials." To say the very least, he has been extremely active in judicial education ever since, having taught over twenty-five times for the Ohio Judicial College since 1988. He has been on the faculty for the NJC General Jurisdiction Program since 1991. He was also a frequent presenter at meetings of the Ohio Common Pleas Judges' Association, the Ohio Association of Juvenile and Family Court Judges, and the Ohio Association

of Domestic Relations Judges. A frequent speaker on gender bias and fairness issues, he also serves on a number of national curriculum advisory boards.

Judge Rohrs was a valued member of the Ohio Judicial College Board of Trustees and knows firsthand what it takes to develop and present judicial education programs; he personally coordinated the education programs for the three judicial associations mentioned above. A graduate of the Leadership Institute in Judicial Education, he is committed to the use of adult education techniques in judicial education presentations.

Karen Waldrop, vice-president of NASJE, who has worked with Judge Rohrs at the Leadership Institute and on several national curriculum committees, has this to say about him: "Ken Rohrs is one of those rare individuals who sees and understands judicial education from both the perspective of the judge and that of the judicial educator. Besides being a warm and wonderful person, he is bright, open to new ideas, and progressive. He is certainly an asset to NJC and he will truly be a bonding force between the college at the national level and judicial educators at the state level. I think he is the perfect person for his position."

As Karen indicated, one of Judge Rohrs's greatest attributes is his ability to

work effectively with people. He is friendly, outgoing, and sincere, and he develops an almost immediate rapport with everyone he meets. As the staff at the National Judicial College has no doubt learned, you work *with* Judge Rohrs, not *for* him. His superior communication and administrative skills, coupled with his delightful personality, earn him the respect of everyone he meets.

Judge Rohrs recently returned to Ohio to see his youngest son Matthew graduate from high school. Additional visits are planned to Oxford, Ohio, where Matthew will be a freshman at Miami University in the fall. Following in his father's footsteps, his older son Jeffrey recently graduated from law school and passed the bar in Ohio. He is now practicing in Cleveland at a large law firm.

An avid reader, Judge Rohrs sometimes switches off among as many as four or five books at the same time. Fishing and hiking are other leisure time pursuits, ones he hopes to take advantage of in Nevada.

Judge Rohrs looks forward to working with state judicial educators and NASJE as partners for improving judicial education in general, promoting the use of the NASJE *Principles and Standards of Continuing Judicial Education*, and learning more about judicial education from state judicial educa-

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Sexual Harassment, *continued*

are in place, education about this form of discrimination should be provided to every employee in the court system. Whether judges will participate in the training will obviously depend on their willingness to do so. Any court would benefit from the judges' participation, however, because it would demonstrate the court's commitment to the policy as well as involve those persons with the most authority in

the courts. Employees are least likely to complain about judicial conduct because they fear the judges' power, and an absence of judges at a program could imply that they are not bound by the court policy.

The education program itself must, of course, be based on the needs of court personnel in a particular jurisdiction. The learning objectives and agenda included here

are simply examples that might be useful to someone planning a sexual harassment program. Some of the agenda items are not self-explanatory, so a brief explanation about them might be helpful.

The pretest we use contains brief descriptions of workplace conduct, and participants indicate whether that conduct is sexual harassment. After the pretest, the participants brainstorm about what they believe constitutes sexual harassment, and then there is a lecture about the legal definition of sexual harassment and liability issues. Describing the legal basis for sexual harassment complaints and the financial consequences of discriminatory conduct is an effective way to reach participants who might question the need for training.

The video, which is produced by a for-profit business, is helpful, because it contains examples of sexual harassment that would be difficult to reproduce with role-plays. It also reinforces the lecture on the definition of sexual harassment. At the end of the program, participants act out written scenarios describing conduct that could happen in the workplace. They play the parts of the complainant, the alleged harasser, and a supervisor, all of whom must try to communicate effectively with each other about the alleged harassment.

The complainant is asked to tell the alleged harasser that the complained of conduct is unwelcome and must stop. The supervisor speaks with both the complainant and the alleged harasser about what has happened and what can be done to resolve the problem. These role plays are important, because they demonstrate the power of direct communication and the extent to which the participants have learned what was addressed earlier in the program.

For a person who may be reluctant to ask a supervisor or other person questions about conduct that may be sexual harassment, the materials can provide information and guidance. Participant materials should include a copy of the court's

A Definition of Sexual Harassment

Sexual harassment occurs if there are unwelcome sexual advances, unwelcome requests for sexual favors, or unwelcome verbal or physical conduct of a sexual nature from or involving an employee's supervisor, peers, subordinates, or other persons in contact with an employee during the conduct of the employee's business when:

1. Submission to such conduct is either explicitly or implicitly a term or condition of employment; or
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
3. Such conduct has the purpose or effect of interfering with an individual's work performance or creates an intimidating, hostile, or offensive work environment.

See Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e et seq.

Be sure to check your state laws because many states have parallel or complementary statutes that proscribe and penalize sexual harassment.

Sexual Harassment Training *Learning Objectives*

At the end of the session, participants will be able to:

- Recognize behavior (conduct) that constitutes sexual harassment.
- Take individual responsibility for promoting a harassment-free workplace.
- Describe the legal obligations of court managers to eliminate sexual harassment in the workplace and discuss their legal liability for failure to do so.
- Recognize rights of court personnel to work in a harassment-free environment and to have complaints promptly and effectively resolved.
- Describe the state court system's policy toward sexual harassment.
- Discuss the adopted procedure for handling complaints of harassment.
- Demonstrate ways to communicate that objectionable conduct is unwelcome.
- Demonstrate ways for a supervisor to communicate to an employee that his or her unwelcome conduct is inappropriate.

policy statement and complaint procedure. It is also helpful to include an overview of the information reviewed in class. We provide participants with a brief outline containing a definition of sexual harassment, a list of examples of harassment, and a collection of frequently asked questions with answers.

Theme

You may find it helpful to refer to one or more themes to provide an underlying framework to the course. Two suggestions for themes are as follows: 1) Every court employee has a responsibility to ensure that the workplace is free of sexual harassment. In other words, this is not someone else's problem. All court employees are negatively affected when sexual harassment takes place. 2) Communicating to another person that his or her conduct is unwelcome and must stop will often resolve the problem. The program is likely to focus on the legal basis for complaints and the legal consequences of those complaints, so it is a good idea to remind everyone that the course is not about how to file a complaint and win a lawsuit. While participants should not be discouraged from using

available remedies, they should be encouraged to speak up about conduct they find objectionable.

For any court that has not developed a policy statement or training curriculum regarding sexual harassment, the Florida Office of the State

Courts Administrator would be glad to assist you. We can provide a copy of our material, including the pretest and role-play scenarios, as well as information about the video we use.

Sexual Harassment Education Program

Agenda

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|--------------------|---|
| 9:00 - 9:15 a.m. | Introductions Learning Objectives Pretest "What Is Sexual Harassment?" |
| 9:15 - 10:00 a.m. | Legal Definition of Sexual Harassment 1. Quid Pro Quo 2. Hostile Work Environment Liability Issues Policy Statement |
| 10:00 - 10:30 a.m. | Video: "How to Recognize and Confront Subtle Sexual Harassment" |
| 10:30 - 10:45 a.m. | Break |
| 10:45 - 11:15 a.m. | Pretest Answers and Discussions Office of the State Courts Administrator Complaint Procedures |
| 11:15 a.m. - noon | Role Plays Wrap Up Evaluations |

In the beginning, there was a plan: *Probation Officer Education in Utah*

Jennifer I. Fasy

The challenge: design a statewide education program for juvenile court probation officers in Utah to train new employees in more than twenty different subject areas and advance the skill level of existing staff. Complications: limited training funds and restricted outside resources. We had to have a plan. Three years, 7,000 bagels, and a case of Excedrin later, we came up with a program! This article describes a comprehensive training program for probation officers that can be

replicated, as a whole or in part, in other states.

Working toward long-term development for staff at all levels, the committee had three main goals: (a) initial training, (b) career development, and (c) advanced expertise. We met all of these objectives in the program we developed. New probation officers begin with a forty-hour certification academy containing an overview of probation work. Then, during their first five years on the job, we offer them a career track with more in-depth training. Finally, they complete a master's degree or senior project, specializing in one area of juvenile justice, and

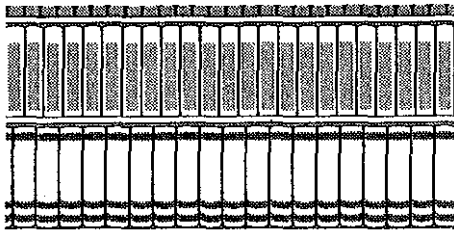
attend outside conferences or advanced skills academies provided by the Administrative Office of the Courts. They complete the circle by returning from the advanced learning opportunities to teach their skills to new officers.

Initial Training

The Probation Officer Certification Academy is a weeklong seminar taught by senior probation staff. Our goals are twofold. First, we want the probation officers to be comfortable together as a unit. To achieve this goal, we encourage participatory learning in our work-

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Jennifer I. Fasy is associate director of education for the Utah Administrative Office of the Courts.



The NASJE Bookshelf

James Redfield. *The Celestine Prophecy* New York: Warner, 1993. 246 pp. \$17.95, hard cover.

Have you ever read a fantastic book—one that moved you and changed your whole perspective? Did you tell your friends about it? Of course you did! That's what is behind this short review of a book that has been gaining momentum across the country. *The Celestine Prophecy* (1993) by James Redfield was first introduced to me by my friend and colleague Chuck Claxton, who told me in hushed tones at the 1993 NASJE conference that this powerful little book was hard to find and generously supplied me with the publisher's address. It was nearly a year before I ended up purchasing it; by then it was on the bestsellers list. Taking it with me on vacation, I read parts to my mother in Texas, who purchased her own copy, and then ended up giving the book to my best friend, who currently lives in New Zealand and was visiting the states that summer. She and her husband loved it so much that they were willing to mail it back to the states only if they could photocopy the entire book (I let them keep it). I ordered a new copy, but loaned it to a friend, who immediately told his friends about it. This Easter, nearly 1 1/2 years after first hearing about this book, I finished *The Celestine Prophecy*.

Why the long story? It illustrates some of the ideas presented by the author. The lives that touch us and the lives we touch are not mere coincidences. If we are aware, we can begin to see hidden meaning and messages, and a direction unfolds before us. Mysterious forces within us and within the universe compel us toward further growth and development, if only we can be awake enough to notice! This book calls us to recognize, to honor, and to use our intuitive, spiritual side. Our challenge is to integrate fully these concepts into both our personal and professional lives.

The Celestine Prophecy moves along two concurrent tracks and

takes us into the adventure of an individual pursuing nine insights gathered from an ancient Peruvian manuscript. We hear his story and discover each insight along with him. His story of discovery and spiritual growth is an accelerated model of our growth as we ponder these nine insights.

I won't divulge the insights here, but some of the major ideas can be explored within the context of our professional lives as judicial educators. Much of the book uses the concept of "energy" to discuss our relationships with others and with a "higher power" (God, the universe) and to visualize the concept of competition among people (a conflict for energy). Certainly conflict is something that occurs regularly in most work, including the court system! Instead of attempting to dominate others (which depletes their energy) or allowing others to dominate you (which depletes your energy), you should attempt to consciously receive energy from living things around you and to remain "centered" in that fullness. People are usually immune to conflict when they are completely content and confident, full of their

own inner power and energy. It doesn't mean you won't disagree with another's position or behavior; however, because you have no need to "win," your disagreement won't degenerate into a conflict that disintegrates your relationship with that person. Losing your need to win (ego) allows you to be a better team player, to be creative, and to be open to new ideas without fear of failure.

Another important aspect is Redfield's discussion of the changing nature of work. Interestingly, similar ideas are surfacing in other works. The new book by Alvin Toffler discusses the "Third Wave," a shift from the industrial age to the information age. The May/June 1995 issue of *Utne Reader* is devoted to the changing nature of work, projecting that we will work less, many tasks will be fully automated, leisure time will become more important, and those jobs that can't be automated—service work—will be done by everyone. In other words, we will spend some of our extra time doing volunteer work, although one projection of the future sees the government providing us

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Read Any Good Books Lately?

NASJE members are encouraged to submit brief (500-750 words) book reviews for publication in the *NASJE News*. Books should relate to judicial education, but they may be practical, abstract and theoretical, entertaining, or opinion. We leave it to you to make the connection to the profession. Reviews must include:

- Author
- Title
- Number of pages
- Hard cover or paperback
- Price
- Publisher
- Publisher's address

Send reviews to Anne Kelly, Managing Editor, *NASJE News*, c/o National Center for State Courts, P.O. Box 3798, Williamsburg, VA 23187-8798.

Reviews will be published from time to time on a space-available basis.

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*NASJE member

1995 NASJE Annual Conference, *continued*

- Team-based Communications in the Workplace
- Barriers to Professional and Personal Growth
- Rejuvenation—Reviving Our Collective Vision
- Empowerment of the Judicial Educator

Even our popular "What's Buggin' Me" session has been transformed into a networking forum that allows us not only to focus on issues, but also to share answers that work for each of us.

Here is a look at conference highlights:

1. Opening Session and First Breakout. Our opening speaker for the plenary session at 9:30 a.m. on Monday, October 9, 1995, is Audrey Nelson-Schneider, Ph.D., from Boulder, Colorado. Dr. Nelson-Schneider is an internationally recognized consultant and seminar leader. She will deliver an opening presentation, "We Talk, They Talk, But Are We Communicating?" In this interactive session, Dr. Nelson-Schneider will discuss male/female communications, communications between persons of varying position power, and communications with difficult people.

During the plenary session, we will learn techniques to get our adult education methods across in the most effective manner. We are extremely fortunate to have the benefit of Dr. Nelson-Schneider's expertise throughout the day. After the plenary session, she will lead one of our four small group sessions titled, "Results-oriented Negotiations: Communicating with Difficult People." This session will build on one of the themes touched on in the morning and will give participants an opportunity to work on skills needed to prevent, manage, and resolve conflict. Dr. Nelson-Schneider is well qualified to facilitate our discussion on all of these issues. Her contacts with business and professional organizations include seventeen years of training in forty-three states, Australia, and Canada. She knows her subject both as a theoretician (she is an author and an award-winning

teacher in the communications department of the University of Colorado) and as a pragmatist (at age twenty-four, she was the youngest manager of the fastest growing retail chain in California). She is dynamic and informative, and will leave you with challenges you won't forget.

2. Results-oriented Negotiation. Track A on Monday, October 9, "Results-oriented Negotiation" will be offered by Roger Haydock, of the William Mitchell College of Law in St. Paul. Professor Haydock understands that judicial educators, as a professional group, must articulate a collective need to drive rather than be driven by the systems with which they interact on a regular basis. Toward that end, he will help us improve our skills in negotiating with our employees, budget officers, and legislators.

3. Culturally Competent Communications. This Monday afternoon track will be facilitated by Dee Beranek, deputy state courts administrator and director of judicial education at the Florida Supreme Court, and Debra Roberts, court counsel to Florida's Sixth Judicial Circuit, one of the largest circuit courts in Florida. Before taking her position at the Sixth Judicial Circuit, Ms. Roberts was a senior attorney working on Dee Beranek's legal staff. In 1994 they put together a "Cultural Diversity Working Group" bringing together multicultural, ethnically diverse AOC employees for weekly facilitated discussion for an entire year. The employees not only exhibited cultural diversity, but also held diverse professional positions within the office. What emerged from this working group was information that could powerfully influence management decisions and office dynamics in a positive way for years to come. Ms. Beranek and Ms. Roberts will discuss language, custom, and interpretations; how to supervise across cultural lines; and a number of insights they developed throughout the program.

4. Educational Technologies. Track A on Tuesday, October 10,

"Educational Technology," will be presented by several NASJE in-house faculty members who will talk to us about technologically advanced education delivery systems. Our judicial faculty are becoming increasingly sophisticated in recognizing the range of audiovisual supports and teaching tools available since the advent of computers, CD ROM, computer screen projections, electronic responder units, and teleconferencing. To survive and prosper, judicial educators have to stay ahead. During this session, participants will discuss such issues as cost, availability, whom to contact, capability and limitations of various technologies, and how and when to use technologies to accomplish educational goals. We are hoping for a demonstration of some technologies, and, at the end of this session, judicial educators should be able to assess the educational potential of technologies and design appropriate and useful learning activities around them.

5. Identifying Barriers to Professional and Personal Growth. Track D on Tuesday, "Identifying Barriers to Professional and Personal Growth," features Dr. Bob Kegan, of Harvard, whom we first met through Chuck Claxton at the Advanced Leadership Institute last August in Washington, D.C. We can expect Bob to guide us through a series of self-revelations showing who and what gets in the way and how to move beyond impediments to both professional and personal growth.

Those are just the highlights! Come to Dearborn in October and experience it all—from conflict prevention to powerful negotiation, from team management to introspection, from professional and personal growth to wellness and stress management! We expect to leave this conference refreshed, revived, and imbued with a sense of high purpose in our leadership roles in judicial education across the country.

See you in October. ■

Probation Officer Education, *continued*

shops. Second, we want the probation officers to understand their new jobs and the potential problems they will face with juveniles. To accomplish this, our curriculum was developed by internal experts, with the assistance of the "Desktop Guide to Good Juvenile Probation Practice" developed by the National Center for Juvenile Justice.

The academy begins with an overview of the juvenile justice system in Utah and then covers *The Probation Profession, Legal Sufficiency, Adolescence and Delinquency, Special Problems and Appropriate Response* (including drug and alcohol use, sex offenders, and gangs), *Working with Victims of Crime, Assessment Skills, Writing the Recommendation, Courtroom Presentation, Probation Officer Safety, Interpersonal Communications Skills, Supervision Skills, Managing Resources and Time, and Appreciating Cultural Diversity*.

We end the seminar with a graduation banquet and motivational speaker. Our faculty works to improve our academy through end-of-program evaluations, as well as six-month and one-year follow-up evaluations.

Career Development

Once probation officers have been on the job for a year, we begin more intensive training with classes that build on the academy. These include *Interviewing and Decision Making, Aggression Management, Adolescence and Delinquency, Due Process and Constitutional Law, Chronic Offenders, Sex Offenders, Alcohol and Drug Recognition, Gangs, Family Dysfunction, Individual Emotional Problems, Diversity Victims Issues, and Train the Trainer*.

These are one-day classes, taught by a professional in the field or by one of our experienced probation officers. These courses expose probation officers to the problems some juveniles face and assist the officers in their day-to-day responsibilities. Each class is put together by a committee composed of probation officers, court managers in the juvenile court, and the associate director of education. Class objec-

tives and mail topics are developed by this group, sometimes in conjunction with an outside expert.

Advanced Expertise

Because we consider our senior probation officers to be resources on juvenile problems, both within the courts and within the community, we expect them to develop expertise in a juvenile justice area of their choice. Therefore, probation officers wishing to attain senior probation officer standing must either complete a master's degree in a relevant field or complete a senior probation officer project.

This project is undertaken with the understanding that it be equal in worth, energy, and scholarship to a master's degree. The senior project involves extensive work over a lengthy period to develop expertise and to solve a problem within the courts. The project should enhance service within the courts, develop staff skills, or improve existing programs or operations. While the project must demonstrate advanced research skills, it cannot be merely a compilation of information; it must also demonstrate a use for that information. The final project must be ready for in-house distribution or use as a teaching curriculum.

Senior probation officers are then eligible to attend outside conferences, in-house conferences, and advanced skills academies to further their expertise. For in-house conferences, we occasionally hire experts for intensive training in a given area. One in-house conference was a weeklong course on drug recognition techniques that offered hands-on practice checking for symptoms of drug use.

The advanced skills academies are two-day programs that allow senior probation officers to further their skills in a given area. For example, an advanced academy might focus on working with sex offenders. Because the participants of these academies are all senior staff, they engage in advanced discussion among highly developed professionals. We bring in experts in the field who can skip the basics

and focus on further skill development. Additionally, our senior staff share their experiences and solutions with each other.

Future Directions

We are developing a core of probation officer safety classes geared around state policy and a use-of-force continuum for probation officers. Our goal is to provide our probation officers with an arsenal of techniques to handle any given situation. We will then provide training on how to use these options and how to decide which technique is appropriate for a given situation.

Both the policy and the core classes are still in development, but the classes under consideration include verbal conflict resolution, "strike and run" self-defense, self-defense when you cannot run, magnetometers, pepper spray, and, as a last resort, control and handcuff techniques for dangerous juveniles.

Ultimately, we are working toward a well-trained, professional probation officer force that can respond to issues ranging from juvenile welfare and rehabilitation to probation officer safety and peer development. Although our program will be continuously upgraded to handle new issues and demands, it appears to be working and now runs on considerably less Excedrin.

**Future
NASJE Conferences**

1995
October 8-11
Dearborn, Michigan

1996
October 11-17
Lake Buena Vista, Florida

1997
October 19-22

President's Column, *continued*

of all NASJE committees in place by January 1995 serve as the Nominating Committee under Richard's leadership. I thank all of them for their very important service, and, like everyone else, I look forward to what I hope will be an exciting slate of well-qualified candidates! I encourage members to take part in this important election on October 9, 1995, in Dearborn, Michigan.

I would like to thank the following members for consenting to serve on the NASJE Diversity Task Force for 1995: P. M. Dubhaigh-Ingrassia (chair), June H. Cicero, Elizabeth L. Hodges, Leslie G. Johnson, Maureen Lally, Franny M. Maguire, Michael W. Runner, and Kathleen F. Sikora.

The task force's mission is to recommend to other NASJE committees and projects, and to the NASJE board, methods and opportunities for addressing diversity and bias issues. I invite you to call any task force member with your suggestions. I also thank Richard H. Rosswurm (West Virginia) for consenting to join the JEAEP advisory panel this spring, replacing Kay S. Boothman. He will serve for the remainder of JEAEP's current funding cycle, which is about a year.

We received the good news from the State Justice Institute in May that the funding for *NASJE News* has been renewed for another year. *NASJE News* committee chair Franny M.

Maguire and her colleagues have worked hard to secure funding renewal, with assistance from National Center for State Courts' staff. Thanks for the good work and thank you to SJI. All other NASJE projects, cosponsored projects, and committee work are also progressing, thanks to the commitments of our serving members, and so is the work of the board. I want once again to thank the NASJE board and all NASJE management and project contributors for their dedication and for taking significant steps to advance the NASJE mission, goals, objectives, and strategic plan. ■

The NASJE Bookshelf, *continued*

vouchers for doing such work, thereby elevating the status of that work and helping to sustain us. Whatever the future holds, change brings disruption, anxiety, and pain. *The Celestine Prophecy* foresees a spiritual awakening in our world that will profoundly change our view of work and our beliefs about success. Signs abound even now that people are thinking differently about their work and about the role of work in their lives. For us as judicial educators, these ideas affect us personally, as well as professionally, since we work within societal structure. What role do the courts

have in the changing world of work and in a different view of conflict?

I hope this mini-review has whetted your appetite to read this book that has generated so much interest across the country. If nothing else, it illustrates wonderfully the connectedness we have with one another and with the larger universe. That thought alone is valuable as we struggle to see the bigger picture in our lives.

Diane Cowdrey
Utah Administrative Office of the Courts

Dispelling Isolation, *continued*

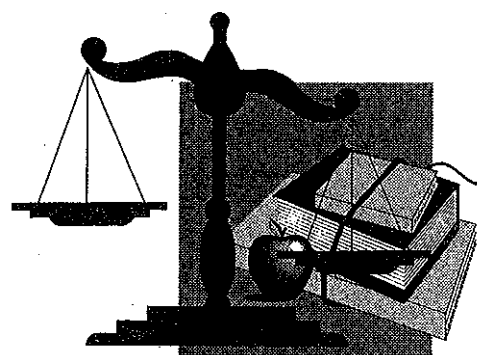
Judicial College. An orientation session has been conducted at the annual NASJE conference. This session has averaged fourteen new judicial educators per year over the last four years, but each year new judicial educators have expressed a need for more in-depth contact with their more experienced peers. By formalizing the NASJE mentoring process, new judicial educators will no longer have to work at an unnecessary disadvantage fostered by ignorance of the wealth of information and resources available to them. ■

Profile, *continued*

tors. He will be attending the NASJE annual conference in October and hopes all NASJE members he has not met will introduce themselves.

A judicial education Every person? You'd better believe it! He is well liked (and sorely missed) by the Ohio Judicial College and all Ohio judges. It appears, however, that he has indeed found a new home. When this writer (who is

from Ohio) called the NJC in late May and asked to speak to Judge Rohrs, he was told by the receptionist that the dean was unavailable and would return the call. After leaving information on returning the call to Ohio, the writer was told in no uncertain terms, "You can't have him back!" That reaction came as no surprise. Ohio's loss is the NJC's (and judicial education's) gain. ■



Design Presentation Methods and Activities

| TYPE OF PRESENTATION | BEST USE | AUDIENCE STATUS | SPECIAL ASPECTS | FOR BEST RESULTS |
|---------------------------------|--|---|--|--|
| Lecture | To convey large amounts of information in short time | Passive—may produce inattention or boredom | Implies superiority of the speaker, which negates the adult education principle of mutuality | Break into 45-minute segments Allow questions throughout Integrate with other methods |
| Debate and panel discussion | To show controversy and diversity | Active psychological, emotional, and physical involvement, especially if questions are asked | Needs a moderator | Inform panel of program objectives Allow each panelist a set time for presenting views Actively engage each panelist in answering participants' questions |
| Small group activity | To convey: <ul style="list-style-type: none"> • personal experiences • individual knowledge • specific perspectives • consensus on issues • responses and reactions | Every individual participates Shared ownership in educational outcome | Provides opportunity for learners to practice using the information conveyed | Must have <ul style="list-style-type: none"> • concrete objectives • clear and written instructions • assigned time allocations Must be integral part of the topic being conveyed 5-7 people per group; minimum of 3, maximum of 9 |
| Demonstration | To model new skills | Drawn into program | Eases tension learners may feel about trying out new information | Inform all role players of the expected outcome; provide script |
| Experiential activity-role play | To test new information and personal abilities in life-like situations | Learners are part of the program, giving them ownership and building trust in faculty, each other, and use of new information | Provides opportunity for learners to apply new information with little risk and no consequence for error | Preplan <ul style="list-style-type: none"> • Have clearly stated instructions • Establish appropriate time frames • Monitor the activity as it happens • Be flexible in outcomes • Tie the experience back to the information presented • Conduct structured discussion following activity |
| Individual activity | To convey facts, directions, individual action plans, and application of new information | Learners are part of the program and gain ownership in its success | Learners are in control and can experience a sense of individual accomplishment and enhanced self-esteem | Volunteers should share work with faculty for discussion |

Based on information contained in *Curriculum, Program, and Faculty Development: Managing People, Process, and Product*, Waldrop and Conner, 1994, JERITT

Report on Diversity Conference

The First National Conference on Eliminating Racial and Ethnic Bias in the Courts was held in Albuquerque, New Mexico, March 2-5, 1995. The conference, funded by a grant from the State Justice Institute (SJI), attracted 450 participants from fifty states, Guam, Puerto Rico, and the District of Columbia. The National Center for State Courts' staff served as the conference planners.

The Honorable Veronica Simmons McBeth, chair of the Planning Committee, focused her opening remarks on the conference theme, "Justice for All: Eliminating Bias in the Courts." Many prominent leaders in the field of racial,

ethnic, and gender bias served as faculty, including Dr. Robert C. Henderson, the secretary general of the National Bahais, of the United States, and Professor Charles J. Ogletree, of Harvard Law School.

From the eloquent opening remarks of Washington Supreme Court Justice Charles Z. Smith to the most informative concurrent educational session, participants were afforded an opportunity to interact with national experts in racial and ethnic bias matters. Each state or territory worked as a team to develop their own options for eliminating racial/ethnic bias in their respective state or territory. David I. Tevelin, executive director

SJI, informed the audience that the State Justice Institute will establish a special funding cycle for racial/ethnic bias projects. Further information regarding the funding will be published by SJI.

Of the fifty states attending the conference, twenty-six have either recently completed or are presently undertaking racial/ethnic bias studies. By the close of the conference, all states agreed to study the issues in their respective states. Each state plan offered thoughtful and innovative ways of examining and eliminating bias. Speaker after speaker at the conference urged all to continue to fight for equality for all. ■



National Association of State Judicial Educators

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The editorial committee encourages contributions to *NASJE News* from judicial educators and other interested parties. Not every contribution will receive a byline. Articles will receive a byline under the following guidelines:

The writing is intended to reflect the opinion of the author; the editorial committee finds it appropriate to give a byline to make clear that the writing does not reflect the opinion of the editorial committee; or the writing reflects a substantial piece of work that occupies a prominent place in the newsletter and is at least one newsletter page in length.

In applying these guidelines the committee will resolve close issues against giving bylines to committee members and in favor of giving bylines to noncommittee members. When noncommittee members make contributions not otherwise credited, their names will be listed as contributing to that newsletter.

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