



The National Symposium on the Future of Judicial Branch Education

October 7-9, 1999 • Adam's Mark Hotel • St. Louis, Missouri

The American Judicature Society, the Institute for Court Management of the National Center for State Courts, the Judicial Division of the American Bar Association, the Justice Management Institute, the National Association for Court Management, the National Association of State Judicial Educators, the National Council of Juvenile and Family Court Judges, the National Judicial College, and the Judicial Education Reference, Information and Technical Transfer Project of Michigan State University are sponsoring the *National Symposium on the Future of Judicial Branch Education* with funding from the State Justice Institute. The grant will fund up to four team members per state to attend the three-day symposium.

Registration is over 220 and growing. Forty-five states and several U.S. territories have registered teams for the symposium. Many state court systems are also sending individuals considered vital to the future of the courts and judicial branch education. Additional team members, attending at the expense of the respective states, bring the size of some teams to as many as ten members.

The curriculum development meeting held in late January resulted in a very rich symposium design, which represents a balance of substantive areas and exercises for considering the future. The agenda, which follows this article, is provided in greater detail on the symposium's Web site: <http://jeritt.msu.edu/futureshome.htm>

Registration, travel, and lodging information is being sent to all team members, as is a flyer summarizing

the curriculum design. Coalition members, along with the NASJE Futures Committee, are busily working on finalizing faculty, displays and other symposium-related components.

Many activities and events are under way:

1. Faculty Meeting: This meeting, which is scheduled for June 18 and 19, will familiarize faculty with the overarching symposium design and will engage them in "futures thinking" and forecasting exercises that can be used in designing their individual sessions.

2. Pre-symposium Information for Team Members: In order to best use the time at the symposium, several pre-symposium publications will be sent directly to team members for their review. These publications provide some basic information on futures thinking, challenge

team members to consider how they think and how others think, and build a basis for the work to be done during the symposium. By the time of this publication, team members should have received two *JERITT Bulletins*. Still to come are two more *Bulletins* and a *Futures Monograph*.

3. Pre-symposium Work for Teams: In addition to reviewing the publications mentioned above, planners ask that teams meet at least once before the symposium, preferably in June, to

- determine the court's future goals and needs and the issues the court believes will require attention in the new millennium
- delegate a team member to serve as team facilitator during the symposium

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Meet NASJE in St. Louis

The NASJE annual conference has been moved to the Adam's Mark Hotel in St. Louis, Missouri, to follow the National Symposium on the Future of Judicial Branch Education at the same site. The annual conference will begin with registration and a reception on Saturday, October 9, 1999. The annual business meeting will be held on Sunday, October 10, in the early afternoon, followed by regional meetings.

The conference will conclude on Tuesday, October 12 at 11:00 a.m. (Note the break from our tradition of beginning with a Sunday evening reception; this is to reduce the total time judicial educators attending both programs will have to spend away.) Detailed information will be mailed out shortly. In the interim, please contact Kenny Miller, (512) 245-2349, chair of the education committee, if you have any questions. ■



PRESIDENT'S COLUMN

Blan L. Teagle

The NASJE Board of Directors met in New Orleans, Louisiana, February 26 and 27, 1999, to discuss a number of important issues, including

1. Transition to our new secretariat, the National Center for State Courts
2. Expediting and streamlining NASJE's membership procedure to make it more friendly and inviting
3. Revisiting our membership-billing process to ensure that it is understandable and that dues payments are more timely
4. Reviewing and approving the agenda for NASJE's annual conference
5. Providing financial and in-kind support to the *NASJE News*
6. Providing financial and in-kind support to the JERITT Project
7. Exploring alternative grant funding for special projects
8. Preparing for potential bylaws revisions
9. Revising the NASJE information brochure
10. Reviewing current projects and services
11. Reviewing NASJE's Long-Range and Strategic Plan

We were very pleased that Brenda Williams, director of association management at the National Center for State Courts, was able to join us for the first half of the day on Friday, February 26. We transferred NASJE's archives, reviewed our policies and procedures regarding the secretariat, and received a financial report from our treasurer, Sherry Carson. We also discussed with Brenda the specific kinds of data that we would like to begin capturing in separate ledger accounts to make our financial reports more meaningful to the board and to NASJE members.

One issue of particular interest that we discussed was NASJE's Scholarship Fund. The fund has existed for several years and will now be shown as a separate line item in our financial statements. The Scholarship Fund exists so that NASJE members who, from time to time, do paid consulting work and would like to donate all or a portion of their honorarium to the association may do so. These funds, in turn, are used to assist members with financial restrictions to attend the annual conference. One of our goals this year is to publicize the Scholarship Fund and make it more visible. We have had a couple of generous contributions to the Scholarship Fund, but there has not been widespread participation. There was a general consensus of the board that participation would be greater if we got the word out to our members. This president's column constitutes the first step among several in bringing the Scholarship Fund to everyone's attention.

As many of you know, we are in the second year of a three-year State Justice Institute grant renewal for support of the *NASJE News*. Under the current grant arrangement, managing editorial support from the National Center for State Courts is being reduced. One step taken by the board at its February meeting to ensure the continued viability of the *NASJE News* was to authorize a seventh member to the *NASJE News* Editorial Board. Six members are eligible for travel, lodging, and meal reimbursement for one meeting per year through the grant. After carefully reviewing NASJE's financial status and the needs of the *NASJE News*, the board determined that the NASJE treasury could defray the costs of travel, lodging, and meals for one additional member to help with writing and editing. I am pleased

to announce that Michael Pack, education services manager for the Kentucky Supreme Court, has accepted the invitation to rejoin the editorial board.

You should all be hearing from your regional directors soon. It was agreed that all regional directors would arrange regional conference call meetings in March or April to provide more specific information to members about board actions in February and to make sure all members are aware of the planning going on both for the *National Symposium on the Future of Judicial Branch Education* and for the annual NASJE conference. The regional directors will also set aside time on the call to discuss issues of interest to the regions that may not have been raised at the February board meeting.

All of Saturday's session was devoted to carefully reexamining NASJE's Long-Range and Strategic Plan. A summary of the Long-Range and Strategic Plan revisions is provided on page 3. The plan was circulated to committee chairs before the board's midyear meeting for their input. I would welcome your individual comments regarding the mission, vision, and goals that we have identified and continue to develop for the association by visiting our web site at www.nasje.org.

Finally, I would like to express my personal appreciation to Rita Culbertson for her mentoring and wise counsel over the years. Rita retired and moved to beautiful St. George Island, Florida, in February. I will miss her as a NASJE colleague, but look forward to having her as a neighbor. Thank you, Rita, for the countless ways in which you have helped lead this organization and establish a national presence for NASJE and, more important, helped us to focus on the mission of improving justice through education. ■

National Association of State Judicial Educators

Ongoing Strategic Plan—Initiated in 1997 ■ Revised in 1999

Mission Statement

NASJE is a professional association of members with similar responsibilities, tasks, and goals that strives to improve the justice system through education.

We create the standards for the practice of judicial branch education, promote personal and professional growth, and provide opportunities for networking and collaborating on state, national, and international levels.

Vision Statement

NASJE is the leader in defining the practice of judicial branch education and gathering and sharing resources.

We promote education as an effective means of organization and adult development.

We represent the interests of all justice system educators nationally and internationally and serve as a liaison among organizations in the field of judicial branch education.

Issue: Growth

Goal #1: Expand our membership base to include sections or liaison groups of professional stakeholders in judicial branch education, while protecting the value we currently enjoy as a small organization.

Goal #2: Integrate an international approach to how we do business.

Goal #3: Promote judicial branch education as a tool for organizational development.

Issue: Education

Goal #1: Be a clearinghouse for faculty, topics, and ideas in judicial branch education.

Goal #2: Provide educational resources in addition to the national conference.

Goal #3: Promote and become a national and international resource for judicial branch education theory and practice.

Issue: Finances

Goal #1: Become financially secure and seek alternative methods of funding.

Future Goals

Assess Mentor Program effectiveness in assisting mentor preparedness.

Position NASJE to be more proactive.

- Cosponsor National Symposium.

- Set specific goals for International Committee.

Motivate all members to actively participate.

- Periodically administer a formal needs assessment.
- Provide a means to address specific needs identified through the needs assessment process.

Become active in adult education research and development; expand the Principles and Standards in Judicial Education.

Expand the publications function.

- Explore options, including the Web site and producing a scholarly journal.

National Symposium on the Future of Judicial Branch Education

Agenda Highlights

WEDNESDAY, OCTOBER 6

Team Facilitator Training

Reception for Symposium Participants

THURSDAY, OCTOBER 7

Opening Multimedia Presentation

Possible/Probable Future of the Courts

Forecasts and Trends: An overview of demographic, social, political, economic, medical, scientific, and ethical trends and their impact.

Futures Thinking: Forecasts and implications for the courts.

Overview of the Aspirational Future of the Courts

Breakouts: Justice: Its Meaning Today and in the Future; Models of Justice: Comparative Systems; Restorative Justice Models; The Holographic Courthouse; The Evolution/Revolution of the Courts; Public Trust and Confidence in the 21st Century; Emerging Areas of Law for the Future; The Legal Profession After 2000 A.D.

Technology for the Courts in the 21st Century
Technology Displays and Reception

FRIDAY, OCTOBER 8

Current & Future "Best Practices" in Judicial Branch Education: Programming, organization, and theory.

Visioning: The role of judicial branch education in helping the courts evolve.

Breakouts: Court Professionals of the Future; Courts as Learning Organizations; Educational Technologies of the Future; Models for Judicial Branch Education; Maintaining the Wisdom of the Courts

Visioning: "Vision" for judicial branch education.

SATURDAY, OCTOBER 9

Visioning: Goals for judicial branch education.

Visioning: Strategies for achieving the vision for judicial branch education.

Insights from this Symposium

Next Steps

New Mission for the Future

For the complete version of the draft strategic plan, go to our web site: www.nasje.org.

Fund-raising Questions for Judicial Educators

by Krista Johns

Almost every judicial educator has, at one time, felt a need for additional funding. With that feeling has come a desire to have an easy, accessible funding source with which to make contact. The usual process of locating potential funders and completing applications can be daunting, and there is no guarantee of a financial reward for the effort.

Successful grant writers and development officers have found that feeling the need for additional funds is not always the best point at which to begin the fund-seeking process. It may be necessary to undertake some organizational self-reflection before approaching businesses, foundations, or other financial resources. There are some important initial questions to answer:

- What is our purpose? Each judicial education organization has a unique position to fill in its community. Has that purpose, or mission, been defined in a concise statement that really captures the essence of why individuals work there and volunteers give their time and effort?
- Where do we see our field and our organization in the near future? A unifying vision of an ideal provides needed direction to judicial education organizations. It offers a standard for measuring success, motivation for needed change, and a cause for recruiting new partners.
- What steps do we need to take to get from where we are now to where we see ourselves? These steps, or goals, should be specific and measurable. That is, individuals should clearly understand the activities being undertaken and should be able to know when they have been accomplished.

When these questions can be answered to the satisfaction of those who work daily with the judicial education organization, they have been sufficiently prepared for prospective funders. If the answers are sufficiently compelling to recruit employees and volunteers, they are ready to present to the community at large, and to funders.

Before approaching funders, judicial education organizations need to take a look at their philosophies of doing business. In his book *Financial Empowerment: More Money for More Mission*, Peter Brinckerhoff suggests three key philosophies for not-for-profit organizations:

- You are in the mission business. The mission must always be the bottom line, the motivator for new and ongoing programs. However, to get the most social and financial return for the effort, it must be approached with good business practices. Ask: would our business practices allow us to survive in the competitive market? This question can be informative whether the judicial education organization is standalone or is part of a larger organization.
- No one gives you a dime. Whatever the source of funds, even grants and donations, all money must be *earned*. There is an expectation that services or programs will be provided, or that funds will go to support services through personnel or equipment expenditures. While moving toward its mission, the organization provides value for the funds it receives. Ask: what is our organization doing to earn its way within our community? Can we document the value we add for the money we receive? It is important that all staff members have an understanding of the judicial education organization's contribution.
- Not-for-profit does not mean nonprofit. Whatever the tax-

exempt entity, it cannot operate by consistently running in the red. Indeed, the expectation is that the organization will make more money than it spends, hence the need for tax exemption. Acceptance of this philosophy may be one of the most difficult, but most important, for judicial education organizations. The additional revenues provide a means for growth and additional progress toward the organizational mission. Ask: does our organization have more revenue than expenses in seven out of ten years? Do we have a plan for how to use additional revenues to better accomplish our mission?

These challenging ideas can help a judicial education organization understand its business and financial strategy, and funders will be able to see mutual goals and shared philosophies. Before approaching any funders, however, the judicial education organization must ask a final battery of questions:

- Is there really a need for more funding? Or is it just a feeling? Can funds be diverted from less important activities? Is it really money that is needed, or are there other resources that would satisfy the need?
- What is the specific need? In concrete terms, what is necessary to be accomplished and what specific dollar amounts will be sufficient?
- How does the proposed activity/need and dollar amount fit within the organizational goals and business philosophy?

When completed, these reflective activities will position a judicial education organization for successful fund raising. Identification of viable giving sources will become much easier, whether they be community businesses, foundations, government, or employees and volunteers. ■

Editor's Note: *This is the first of several articles to be published in NASJE News on fund raising.*

National Association of State Judicial Educators

1999 Committee/Project Roster

Membership (Sherry Carson)

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 Ronni Gale Jones (WI) (01)
 Denise Kilwein (KS) (01)
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 Elizabeth Hodges, v/chair (NH) (00)
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 Mary Ann Massey (NCSC) (00)
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 Thomas Galligan (LA) (99)
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Project Review (Richard Saks)

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Ingo Keilitz (VA) (99)

Diane Cowdrey (UT) (01)

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 Ronni Jones (WI) (00)
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 Hon. Jose Lopez (DC) (99)

Newsletter (Maureen Lally)

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 Phil Schopick, v/chair (OH) (99)
 Krista Johns (NCJFCJ) (00)
 Franny Maguire (DE) (99)
 Denise Kilwein (KS) (01)
 Tom Langhorne (VA) (01)
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 Christie Warren (VA) (00)
 Richard Saks (NJ) (00)
 Dennis Catlin (NM) (00)
 Chuck Eriksen (NCSC) (00)
 Annabel Chotzen (HI) (01)
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 Kenny Miller (TX) (01)
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 Michael Bell (NV) (01)

Hon. Brenda Loftin (MO) (01)

Hon. Julie Piggotte (FL) (00)

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 Jim Drennan (NC)
 Hope Lochridge (TX)
 Alanna Moravetz (MN)
 Mary Fran Edwards (NJC)
 Libby Hodges (NH)
 Tony Fisser (CT)
 Krista Goldstine-Cole (WA)

Special Ad Hoc Task Force to Study Election Process

Martha Kilbourn, Chair
 Susan Leseman
 Jerry Beatty

Other Appointments

Rich Reaves - Lawyers Conference
 Task Force on Reduction of
 Litigation Cost and Delay
 Richard Saks - PDAC - NACM grant
 Richard Saks - NACM liaison
 Alanna Moravetz - ABA Commission
 on Legal Problems of the Elderly
 Karen Thorson - Family Violence
 Prevention Fund
 Franny Maguire - Enhancing Public
 Trust and Confidence Conference -
 CCJ/COSCA sponsored
 Kay Palmer - NHTSA Implementation
 Board

Diane Cowdrey - NCSC - Trial Court
 Judges' Leadership Project
 Cathy Lowe - NJC

Special Advisory Committee on the Future of the Profession

Nori Cross, chair
 Diane Cowdrey
 Maureen Conner
 Paul Biderman
 Carol Weaver

Board Liaison in parentheses.

Core Competency Curriculum Guidelines for Court Managers

The National Association for Court Management (NACM) has undertaken a project to develop curriculum guidelines that will specify what court managers should know and be able to do. As judicial educators, we should monitor the progress of this project, as it will be an excellent tool for planning training for court managers.

For further information on this project, you are encouraged to read "Core Competency Curriculum Guidelines: History, Overview, and Future Uses" (*Court Manager*, winter 1998).

Excerpts from this article follow:

"The National Association for Court Management (NACM) Core Competency Curriculum Guidelines flow from a process begun in 1990 when NACM undertook a Delphi survey of all its members to evaluate its goals, priorities, and services. Survey results reported at the NACM annual conference in 1991 and in the fall 1991 issue of *The Court Manager* clearly indicated that the nation's trial court managers wanted and needed more diverse education and training. NACM responded with two prototype regional conferences and a multi-year education and professional development plan.

"Among many initiatives, a special NACM professional development study committee was formed in 1992. Drawing on the 1990 Delphi survey, this committee worked to focus NACM educational programming by reaching consensus on the core areas of court management skill and responsibility.

"With funding from the State Justice Institute (SJI), and in cooperation with the National Center for State Courts' Institute for Court Management (ICM), the Justice Management Institute (JMI), and others, this NACM committee then refined the ten core competencies.

"The JMI-funded follow-on Core Competency Curriculum Guidelines Project, which began in 1996, will be completed in 1999 under the supervision of the NACM Professional Development Advisory Committee (PDAC). PDAC project goals are ambitious.

"When completed, the NACM Core Competency Curriculum Guidelines will clearly specify what *court managers should know and be able to do* (emphasis in original). Beginning with three core competencies: (1) Caseflow Management; (2) Resource Allocation, Acquisition, Budget, and Finance; and (3) Visioning and Strategic Planning,

the NACM/PDAC curriculum guidelines will expand, refine, and organize critical knowledge, skills, and abilities (KSAs) for each core competency. Court managers, judicial educators, and court management associations—national, regional, and state—will then be better able to assess their learning needs and to improve their performance and the performance of their court.

"When this work is completed, national, regional, state, and local educational providers—not for profit, public, and for profit—will use the NACM Core Competency Curriculum Guidelines to enhance court performance through well-focused, relevant court management educational programs. Curricula built around the guidelines will be delivered face-to-face at NACM annual and midyear conferences and elsewhere, from remote sites through electronic self-paced and other "distance" learning, and during national, regional, state, and local train-the-trainer programs. The guidelines will stimulate relevant education because they will provide a comprehensive and reliable tool for court managers to assess their own, their staffs', and their colleagues' professional development needs and educational priorities." ■

New Members Join Editorial Board

NASJE president Blan Teagle has appointed a new editorial board for *NASJE News*. Chair of the editorial board is Paul Biderman of New Mexico, a newcomer to the publication. Former member Phil Schopick of Ohio remains on the board as associate chair. NASJE president-elect Franny Maguire continues her tenure on the editorial board while serving as liaison to the NASJE board. Denise Kilwein and Krista Johns continue to offer their energy and skills. In addition,

we welcome Michael Pack back onto the board and Tom Langhorne as a new member. Our thanks to the outgoing editorial board members for their work in producing and improving *NASJE News*, and especially to Diane Cowdrey for her leadership as former chair. The board met on April 23 and 24 in Columbus, Ohio, to plan the year's issues. Any editorial board member would welcome your thoughts and ideas for improving our publication. ■

Addendum

The names of three presenters at last year's NASJE Annual Conference were inadvertently overlooked in our last issue. "Establishing Peer Training Programs and Peer Ethics" was presented by the following team from California: John Hayman, civil courtroom operations supervisor, Orange County Superior Court; Claudia Fernandes, senior education specialist, Center for Judicial Education and Research (CJER); and Martha Kilbourn, manager of administrative education, CJER. *NASJE News* apologizes for this oversight. ■



PROFILE

Diane Cowdrey by Paul Biderman

The opening lines are typical of resumes of judicial educators: "Responsible for a comprehensive educational program for all state judges and court staff. . . [d]uties include developing curricula and programs. . . [r]esponsible for Annual Judicial Conference." But, familiar as those duties may sound, there is much in the career and character of Utah director of education Diane Cowdrey that distinguishes her among her colleagues in the field of judicial education.

Diane was no stranger to that field when, persuaded by Justice Christine Durham, she took charge of the Utah program in 1992. After earning her doctorate in adult education (dissertation: "An Analysis of Interdependent Relationships in Continuing Professional Education") from the University of Georgia in 1989, Diane had remained to become project director of the university's awkwardly titled Judicial Education Adult Education Project (JEAEP). Charged with matching state judicial educators with local technical consultants, she had extensive contact with state programs around the country. As she began to learn about the work and dedication of the people conducting these state programs, her initial reaction was: "I sure wouldn't want

to be one of *them*—I can never get these people on the phone!"

Fortunately for Utah's judiciary, Justice Durham's persuasive power overcame Diane's reservations. Not only did she agree to take the plunge into a judicial education director's role, but she moved to a state where she knew virtually no one. And the tasks she tackled from the outset were challenging: the highest annual education requirement for judges in the country—30 hours a year—and educational mandates for court commissioners, clerks, probation officers, and court administrators and managers. Diane not only took on these challenges, but also applied her expert skills to create an interactive, participatory learning environment that helps alleviate the isolation so commonly experienced by judges. For example, she introduced a law and literature course during Utah's Winter Judicial Institute to help judges explore their own belief systems by discussing with their colleagues such works as Sophocles' *Antigone*, Arthur Miller's *After the Fall*, and Native American author Thomas King's *Green Grass, Running Water*.

Diane's contributions of her skills and energy are not confined to her Utah workplace. She serves on

the board of the American Judicature Society, helped plan an Annual Conference for the National Association of Women Judges, and has served on editorial boards for the National Center of State Courts and, of course, *NASJE News*. "I get a lot from NASJE," she says. "I enjoy working in a field involving integrated learning, personal growth and education for development—those are the concepts that keep me excited." She notes that as a teacher of an adult development class titled "Life Tapestry" at the First Unitarian Church in Salt Lake City, she applied the concepts of education for development to help participants learn how to dis-

cover more about themselves and their journey through life.

It was also through this church that Diane discovered someone to accompany her on her own journey through life. Scot Russell and Diane were married in March and have just purchased a new home minutes from downtown Salt Lake City. Diane's 14-year-old son Cory is getting to know Scot and his two children, Maggie and Tommy.

Diane Cowdrey is glad that she chose to become Utah's judicial educator. She brings her unique blend of professionalism, philosophy, and enthusiasm to the job. And both she and Utah's judiciary are the beneficiaries. ■

The National Symposium on the Future of Judicial Branch Education, *continued*

- select which breakout sessions each team member will attend
- discuss some preparatory materials provided for the initial team meeting

Many people are working on the symposium, and the positive results of their commitment becomes more evident every day. This event promises to set new directions for judicial branch education.

4. News for the Future: The State Justice Institute is exploring the possibility of providing grant funds for teams to use in making the plans they develop at the symposium become reality during the years that follow.

For continuing updates on the Symposium, visit the Web site at: <http://jerritt.msu.edu/futureshome.htm>

Transitions

Rita Culbertson, manager of education services in Kentucky and a past president of NASJE, retired in February 1999. Rita and her husband John are enjoying their new home in Florida. She remains a general member of NASJE. Michael Pack has been promoted to the position of manager of education services in Kentucky. Amy B. O'Nan has joined Michael in Kentucky as an education specialist.

Marna Murray, former judicial educator in Vermont, has accepted the position of judicial educa-

tion manager for the state of Washington.

Justice Thomas E. Hollenhorst and Judge Jon M. Mayeda have joined NASJE as section members.

Ellen Marshall, NASJE's immediate past president and judicial educator for the District of Columbia, will travel to the Philippines as a consultant in both judicial education and staff training.

Maureen Lally, judicial education specialist in the state of Washington and secretary of NASJE, has accepted an invitation from the American Bar Associ-

ation's Central and East European Law Initiative to consult in Kazakhstan, Kyrgyzstan.

Michael Runner is back in the field of judicial education as the manager of judicial education for the National Judicial Institute on Domestic Violence.

Frank Gavin has retired as executive director of the National Center for State Courts' Institute for Court Management in Williamsburg, Virginia, and is moving to Maine. Chuck Ericksen is currently serving as acting executive director. ■



National Association of State Judicial Educators

NASJE Editorial Board

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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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Mr. Philip Schopick
Assistant Director
Ohio Supreme Court
Judicial College
30 E. Broad Street, 35th Floor
Columbus, OH 43266-0419

NA 12/31/9



PB METER
7027389

