

## Three Cooperative Judicial Education Projects Begin

Three SJI-funded, interrelated grants take effect in 1990. The three projects are all based at major universities and hold great promise for judicial education in the United States. NASJE is a cosponsor of two of the grants, all three of which are being coordinated by a nine-member oversight panel that was appointed and is chaired by NASJE president Rita Stratton.

The first project, the Leadership Institute for Judicial Education, is cosponsored by Appalachian State University and the Women Judge's Fund for Justice (WJFJ). Dr. Charles Claxton, of Appalachian State, serves as project manager, and Marilyn Nejelski, executive director of WJFJ, serves at that group's contact. Patricia Murrell, director of the Center for the Study of Higher Education at Memphis State University, will also assist with the project. The second project, the Judicial Education Reference, Information, and Technical Transfer Project (JERITT), is cosponsored by Michigan State University and NASJE. Professor John K. Hudzik is project director, and Dr. Dennis W. Catlin, of the Michigan Judicial Institute, is the project's principal investigator. The third project, the Continuing Education Assistance Project for State Judiciary Education in the United States, is cosponsored by the University of Georgia and NASJE. Diane Tallman is the project manager, Ronald Cervero serves as consultant, Grover Andrews will assist with the project, and Bradley Courtenay will be the project's evaluator.

The nine-member oversight panel is subdivided into three three-member subpanels, each of which is

responsible for one of the projects. Overseeing the Leadership Institute are David A. Brock, chief justice of the New Hampshire Supreme Court; Christine M. Durham, justice of the Utah Supreme Court; and Faith Enyeart, judge of the King County (Seattle) Superior Court. Overseeing JERITT are Rita Stratton, NASJE president; Jerry Beatty, NASJE president-elect; and William G. Bohn, state court administrator of North Dakota. Overseeing the University of Georgia project are Kay Boothman, of Arkansas; Suzanne Keith, of Tennessee; and Richard Reaves, of Georgia.

Pamela Bulloch and Catherine Pierce from the State Justice Institute are project managers for the three grants.

One of the products of the Georgia grant is an insert to this newsletter. The first insert, which is in this issue, describes the project's methods and goals. Below are further details about JERITT and the Leadership Institute.

**Leadership Institute for Judicial Education.** The Leadership Institute for Judicial Education, cosponsored by Appalachian State University in Boone, North Carolina, and the Women Judges' Fund for Justice, "seeks to create unified judicial education programs by training teams of leaders who can develop more-comprehensive approaches to enhancing judicial education systems in the states," according to Dr. Charles Claxton, project director for the institute. "This project addresses the need for improved continuing education programs for judges and other court personnel and the absence of shared vision and integrated action concerning the judicial education system as a whole." Dr. Claxton notes that the "states chosen to participate will reflect different stages of development so that they can not only help each other but also serve as models for other states." (As this issue went to press, NASJE News learned that the selected states

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The planners for the projects recently gathered in Athens, Georgia. Front row (L to R): Pamela Bulloch, Catherine Pierce, Marilyn Nejelski, and Patricia Murrell. Second row: Grover Andrews, Ron Cervero, David Brock, Christine Durham, Charles Claxton, and Rita Stratton. Third row: Kay Boothman and Diane Tallman. Fourth row: Jerry Beatty, William Bohn, John Hudzik, Richard Reaves, and Bradley Courtenay.

## PRESIDENT'S COLUMN

Rita Stratton



Nancy Scheffel, of Arizona, has resigned from the NASJE Board. Nancy served on the board as the director of the Western Region. She has accepted a position within the Arizona Administrative Office of the Courts and will direct a planning and development unit that will implement the recommendations of Arizona's Commission on the Courts and coordinate the court's legislative efforts. Karen Waldrop has been appointed to the position of director of education services for Arizona. Karen has worked with Nancy on education projects for the past several years. The board and NASJE appreciate the many hours Nancy has devoted to our association.

I have appointed Paul Li, of California, to serve on the NASJE Board for the remainder of Nancy's term. Winslow Small, associate director of the California Center for Judicial Education and Research, will serve on the NASJE Board when Paul's schedule precludes him from participating in the board activities.

Diana Clemons, of Kentucky, has been appointed chair of the NASJE membership committee. Anyone interested in joining NASJE should request an application from Diana at the following address: Education Services, Administrative Office of the

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## STATE PROFILE

# Kentucky

By statute, Kentucky's 237 judges must be lawyers, with a specified number of years of legal experience before being considered even minimally qualified to assume the bench. When running for judicial election, candidates assert they have practiced at the trial and/or appellate level and thus are competent and prepared to tackle the relevant judicial duties and jurisdiction of the court level to which they aspire.

However, upon successfully gaining office, the new jurists' first thoughts will be, "What do I do now?" or "How do I make a smooth transition from adversarial advocate to impartial arbiter?" "I was a civil practitioner . . . how can I bone up on criminal procedure?" The new jurist needs to know everything from how to take a guilty plea and the rules of court, to how to order a robe and obtain office space.

Thus, a judge-elect's first official encounter with Kentucky's unified court system will be a judicial orientation program coordinated by the Administrative Office of the Courts (AOC) Judicial Education Services.

Directed by Rita Stratton, current NASJE president, the 14-year-old Judicial Education Services section of the AOC is responsible for maintaining and improving the professional expertise of the state's judiciary, court support staff, and related court officials. This includes trial and appellate judges, 120 circuit court clerks and their deputy clerks, domestic relations commissioners, and AOC personnel. In addition, conference logistical coordination is provided by the education staff for other agencies of the court system. Assisting Rita are Diana Clemons, administrative assistance, Alice Blankenship, administrative secre-

tary, and Jeanie Lyles, who provides shared time in accounting and logistical support. The AOC public information office, in-house printing facility, clerk field services, and state law library also provide integral support services to judicial education.

Approximately 15 educational programs are conducted annually, at least five of which are weeklong statewide conferences. Smaller specialty programs, conducted regionally or for a select group, are held periodically on an as-needed basis, the frequency of which is on the increase.

By supreme court rule, continuing judicial education (CJE) is mandatory in Kentucky. Each judge must acquire a minimum of 30 credit hours biennially. A commission, chaired by a supreme court justice and composed of trial judges, law school deans, and legislators, administers the rule's implementation and established criteria for CJE accredited programs. Rita Stratton is the commission's executive secretary.

Kentucky's unified court system has two trial levels and two appellate levels. Each trial level has established its own judicial education committee. With the guidance of the state judicial education director, the judges' education committees plan and design topical curricula for their respective programs to meet the needs of their respective jurisdictions. Programs are conducted annually for each trial level. Appellate seminars are conducted occasionally and are supplemented by attendance at out-of-state appellate programs. Out-of-state education programs are not as readily available to Kentucky trial

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# CJE Leaders Convene in Tucson

A conference on continuing professional education and contemporary judicial education was held at the University of Arizona, January 7-9. The conference was a culmination of the work of the Judicial Education Network, whose members are the American Academy of Judicial Education, Conference of State Court Administrators, Institute for Court Management, NASJE, National Council of Juvenile and Family Court Judges, National Judicial College, and the National Center for State Courts.

The conference was divided into sessions, brief reviews of which follow.

**Product Design and Marketing Change and System Reform.** Dr. Ron Cervero from the University of Georgia and Dr. Louis Phillips, president of Louis Phillips and Associates, discussed practice change as an educational goal, ways to achieve practice change, and implementation issues and dilemmas. Dr. Cervero emphasized that trying to effect practice change is difficult, but it does indeed happen and is worth understanding. At the same time, one must realize that continuing education cannot, of itself, solve every problem. Dr. Phillips stated that the "process" is as important as the "content" to accomplish practice change. He suggested that a good program that can produce performance change is the result of preparation that occurs before the program is even implemented.

**CJE Products Functioning and Structured as Master Curriculum Plans.** Drs. Donna Queeney and Wayne Smutz, both representatives from the Division of Planning Studies at Penn State University, discussed the history of continuing professional education in this country and the central components of a master curriculum plan. For some time there was only initial training in the professions and no formal continuing education. Continuing education was left essentially to the individual, who

found it from colleagues, vocational conferences, and, for the more motivated, taking a formal academic course. Inspired by some of the Ralph Nader allegations about incompetency in many of our national products and services, and likewise by former Chief Justice Warren Burger's statement about incompetency in some quarters of legal practice, continuing professional education was regarded as a

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quick fix for incompetence. The purposes increased one's knowledge and skills. According to Dr. Queeney, how one chose one's continuing educational efforts frequently centered around one's *interest* areas, as distinguished from one's *needs*. Drs. Queeney and Smutz recommended the idea of a curriculum as a useful concept to consider in a rational, ordered method for continuing professional education. They both discussed how the curriculum is an integrated, coherent course of study toward an end. A curriculum builds on what

has gone before; otherwise it would be a "cafeteria" approach. Participant discussion included the suggestion that without a curriculum, there is a danger of the "gas pump" syndrome, wherein professionals stop by for continuing education excessively for interest and satisfaction of certification requirements, and not as a planned course of educational action.

**Accreditation Standards for Certified Activities.** Dr. Tom Pearson, of the American Academy of Dermatology, discussed various standards relating to the design of an accreditation program for continuing professional education. Program design "should be centered around four steps: needs assessments, goals and objectives, teaching and learning techniques, and evaluation." Dr. Pearson explained the importance of pointing out to adult learners that learning is analogous to their everyday jobs.

**Participatory Learning Activities.** Dr. Floyd Pennington, of the American Arthritis Foundation, encouraged the attendees to model the educational environment in a manner that mirrors learning in the real world. The use of innovators in a leadership role keeps innovative people involved in the educational process. Dr. Pennington discussed leadership presentation techniques and group process activities to use at the program site. He stressed that educational planners should remember REPF when designing programs. A workshop should give its attendees Rules to follow, Examples of those rules, Practice of the new skill, and Feedback.

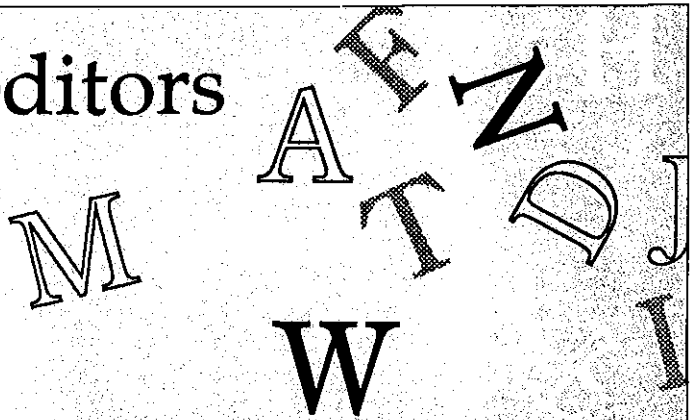
**Illustrative Sessions.** The next sessions highlighted specific programs that illustrated a particular educational objective rather than programs featuring a lecture-type, information bestowal approach.

Maureen Connor, of Illinois, discussed Michigan's "Excellence in Case Management Activity." The primary goal of this program was to

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# Letters from the editors

*"BJA in conjunction with ATLA, NAPSA, and IJA to sponsor ADR TA." Well, you get the picture. As in any profession, abbreviations and acronyms are an ever-present element in communications. As a service to our readers, NASJE News is providing a short checklist of frequently encountered abbreviations and acronyms that you may be running across.*



AAA	American Arbitration Association	NACM	National Association for Court Management
AAJE	American Academy of Judicial Education	NAPSA	National Association of Pre-trial Services of America
AALS	American Association of Law Schools	NASJE	National Association of State Judicial Educators
ABA	American Bar Association	NAWJ	National Association of Women Judges
ACA	American Correctional Association	NCIC	National Crime Information Center
ADR	Alternative Dispute Resolution	NCJFCJ	National Council of Juvenile and Family Court Judges
AJA	American Judges Association	NCSC	National Center for State Courts
AJS	American Judicature Society	NHTSA	National Highway Transportation Safety Agency
AOC	Administrative Office of the Courts	NIC	National Institute of Correction
APPA	American Probation and Parole Association	NIJ	National Institute of Justice
ATLA	American Trial Lawyers Association	NISA	National Institute of Sentencing Alternatives
BJA	Bureau of Justice Assistance	NITA	National Institute of Trial Advocacy
BJS	Bureau of Justice Statistics	NJC	National Judicial College
BNA	Bureau of National Affairs	NOVA	National Organization of Victim Assistance
CCJ	Conference of Chief Justices	NSRA	National Shorthand Reporters Association
CJE	Continuing Judicial Education	OJJDP	Office of Juvenile Justice and Delinquency Prevention
CJER	(California) Center for Judicial Education and Research	OJP	Office of Justice Programs
CJSA	Criminal Justice Statistics Association	SJEO	State Judicial Education Officer
CLE	Continuing Legal Education	SJI	State Justice Institute
COSCA	Conference of State Court Administrators	TA	Technical Assistance
CPE	Continuing Professional Education	WJFJ	Women Judges' Fund for Justice
FJC	Federal Judicial Center		
ICM	Institute for Court Management		
IJA	Institute of Judicial Administration		
IOLTA	Interest On Lawyers Trust Accounts		
JAD	Judicial Administration Division of the American Bar Association		

## *SJI Grantee Seeks Input for Continuing Judicial Education Project on State Court § 1983 Litigation*

The State Justice Institute has awarded a grant to Professor Steven H. Steinglass, of Cleveland-Marshall College of Law, Cleveland State University, to study "The Impact of State Court § 1983 Litigation on State and Federal Courts." As part of this grant, Professor Steinglass, who has written extensively about state court § 1983 litigation, will look at the new generation of issues that are arising as the volume of state court § 1983 cases increases. In addition, Profes-

sor Steinglass will be preparing educational materials on state court § 1983 litigation for continuing judicial education programs.

Professor Steinglass is interested in obtaining suggestions for this project from persons currently involved in continuing judicial education activities. He is particularly interested in comments about needs in this area and about the ideal scope and coverage of continuing judicial education materials on state court § 1983 litigation.

Copies of materials or correspondence should be sent to Professor Steinglass at the following address:

**Steven H. Steinglass**  
Associate Professor of Law  
Cleveland-Marshall College of Law  
Cleveland State University  
1801 Euclid Avenue  
Cleveland, OH 44115

Anyone seeking additional information concerning this project can contact Professor Steinglass at the above address or by calling (216) 687-3898. ■

# NASJE members discuss *Judicial Education in the Year 2001*

By the year 2001 I foresee three major changes in judicial education. First, judicial education will be characterized by more systematized rather than ad hoc programming. Planning committees and faculty will be more attuned to how an individual course relates to the overall judicial education program. Secondly, technology will shape both the content and format of judicial education. As judges hear more cases arising from technological changes, judicial education programs will incorporate technological issues in courses offered to judges and court personnel. Similarly, technology will also benefit judicial education by providing greater flexibility in delivery systems and enhancing the cost effectiveness of individualized instruction for judges and court personnel. Finally, I foresee a greater emphasis on research in judicial education and the integration of this research into an interdisciplinary approach to adult continuing education. This research should help improve the design, content, and delivery of judicial education programs.

— CARROLL EDMONDSON  
North Dakota

In my opinion, in the year 2001, judicial education will be viewed as even more important than it is today. The impact of the court system will be broadened with an increase in population and resulting

increase in the number of cases processed. Judicial education will also be provided to other court related groups encompassing clerks of court and their staff, probation officers, paralegals, law clerks, and other court support employees. Class sizes will decrease due to specialization in the court system.

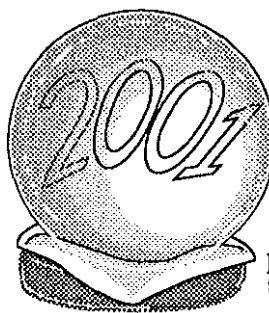
— SUZANNE G. KEITH  
Tennessee

First of all, I hope to be retired and living off my lottery winnings by that time, but I will attempt to state my feelings.

I envision judicial education to be a pro-active function instead of a reactive function. Judicial educators will be challenged to provide training immediately upon legislative changes, or local changes, and possibly be part of the process from the start.

Judicial education will become more technical in nature. It will use computers to transmit information; satellites for teleconferencing within the various states, nationally, and worldwide; and possibly high tech transportation to whip faculty members to your location and home again within a day.

— JUDITH M. ANDERSON  
Washington



Judicial education in the year 2001 will see increasing numbers of states adopting a formal curriculum of courses through which judges will be required to progress. Considerable emphasis will be placed on programs to maintain and improve the skills of court support personnel to effectively meet the demands of ever increasing caseloads.

— LAWRENCE B. STONE  
Ohio

Diverse. Innovative. Controversial. New technologies will create both new training methodologies and new skill-training needs for judges. Computerization of courtrooms, the use of video cameras to provide "electronic appearance" before the judge, and other not-yet-thought-of advances will challenge judicial education to keep judges informed and up-to-date.

As controversial matters come before the courts, such as bioethical issues, the demand for diversity in judicial education topics will increase. While involving judges as faculty will always be of prime importance, the involvement of professionals from a wide variety of fields (medical, social, technological, etc.) will, of necessity, increase.

— KAREN WALDROP  
Arizona

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## National Judicial College seeks new dean

Judge John David Snodgrass, chairman of the board of the National Judicial College, announced that the dean of the college, Judge William B. Lawless, will complete his contract on or about July 1, 1990, and he has requested the board form a search committee for his replacement.

In preparing for the transition, the college has also switched the

assignments of the associate deans so as to provide cross-training and the maximum amount of experience and judgment for the incoming new dean. Associate Dean Thomas Russell, Jr., is now assigned to administration, and Laurance Hyde, Jr., will oversee academics.

"The National Judicial College has been fortunate to have Dean Lawless lead it through its \$10

million endowment campaign," noted Judge Snodgrass. "He has been an inspiration to all, with his boundless energy and drive, and hopes to complete the fundraising campaign ahead of schedule, prior to his departure. He has concluded not to extend his contract with the College, which is our loss. We wish him every success in the future." ■

# Energizing the Panel Discussion

The panel format is one of the most frequently used seminar or conference methods of presentation. Unfortunately, it is also one of the least satisfying methods from the participants' perspective. It tends to spray out information instead of funneling it toward specific learning objectives.

The format is well known: a moderator introduces speakers, and each takes his or her turn with a 10-to-20-minute lecture. If time remains (and it often doesn't), the process opens to random audience questions.

## *Problems:*

1. speakers go beyond the time limits
2. some audience members ask tangential questions
3. some panelists answer many questions, others answer none
4. panelist lectures do not mesh with those of other panelists
5. attention levels are hard to maintain

The following are methods for revitalizing the panel format. They are based on the following assumptions:

1. The panel should be viewed as a "teaching team," with at least one prior meeting for preparation and coordination.
2. The moderator or team leader must take the responsibility for managing a coordinated, efficient process.
3. Panelists can assume quite different roles—presenter, critic, questioner, discussion leader, etc.
4. Panel lets *written* materials provide the comprehensive coverage, using *oral* communication to provide focus on critical information and issues.

## *Methods:*

1. *The Position Statement*
  - one panelist presents the basic information (data, issues, philosophy, trends, problems, etc.)
  - other panelists provide focus, critique, analysis based on the position statement
  - moderator fields questions and channels them to appropriate panelists
2. *Written Audience Questions*
  - audience members receive cards in their materials; encouraged to write specific questions as they hear presentations

- staff collects question cards, gives them to program moderator
- moderator sorts, finds especially relevant questions
- moderator reads question, channels it to particular panelist

### 3. *The Debate*

- moderator provides overview of topic and issues
- panelist #1 presents arguments and data in favor of a position or procedure
- panelist #2 presents counter arguments and data or other opposing position
- moderator seeks specific questions or challenges from the audience on each position in turn
- each "debater" presents a brief rebuttal and resupport at the end of the program

### 4. *Case Studies*

- one panelist presents problem area, data, factors, etc.
- each attendee has written cases in the materials; prepares an answer to one or more cases
- moderator elicits three or four "answers" to each case
- one or more panelists provide prepared responses to each case

### 5. *Self-tests*

- all attendees answer a written self-test; retain for later "score-your-own-paper" feedback session
- panelists present materials as usual
- moderator reviews "correct" or "best" answers to end the program

### 6. *The Demonstration*

- panel team does a live role-played demonstration, OR
- panel shows a tape or film
- panel then uses demonstration material as a basis for presentations, problem solving, or discussion

### 7. *The Spontaneous Dialogue or Interview*

- moderator introduces panel and asks direct questions (that panelists have helped prepare)
- moderator may seek audience follow-up questions
- moderator may challenge a panelist response or redirect to another panelist
- each panelist presents a three-to-five-minute "closure" or summary statement

# Effective Teaching Methods for Large Groups

While the optimal size for participative learning in adult education seems to be 12 to 20 people, several techniques can be used to assure good participation in much larger classes. Instructors need not fall back to straight lecture just because there are 50 to 60 people in the room. Listed below are several methods that have proven effective even with large groups.

1. *Self-tests* (before, during, or after the course)
  - true-false, multiple choice

- "how would you rule?"
- rank (prioritize) problem areas listed on the test
- matching situations with appropriate rulings

### 2. *Active Brainstorming*

- have participants write down ideas
- invite participants to contribute those ideas to a larger list recorded on a flip-chart or transparency
- have one team member organize the ideas and possibly hand out or refer to that list later in the program.



# CONTINUING PROFESSIONAL EDUCATION ADVISORY BULLETIN

## THE UNIVERSITY OF GEORGIA CENTER FOR CONTINUING EDUCATION IN COOPERATION WITH NASJE

### Editor's Column

Welcome to the first issue of the *Continuing Professional Education Advisory Bulletin*. This bulletin will appear as a regular insert to the *NASJE News* for the next four issues. It is produced through a grant from the State Justice Institute to The University of Georgia as part of a grant entitled, "The Continuing Professional Education Technical Assistance Project for State Judiciary Education in the United States." As project manager for this grant, I am pleased to serve as editor of this advisory bulletin.

The *CPE Advisory Bulletin* is a unique opportunity for scholars in the field of continuing professional education to share their expertise with state judicial educators. The goals of the bulletin are to tap the resources, the research, and the most current information relating to CPE and make it available to continuing judicial educators. It will provide a way to apply this information to the practice of continuing judicial education.

In this first issue, we are fortunate to utilize the expertise of scholars who recently presented sessions at the conference, "Continuing Professional Education and Contemporary Judicial Education in the United States," held in Tucson, Arizona.

We hope that the *CPE Advisory Bulletin* becomes an informative and useful tool in your practice. It's exciting to begin this cooperative venture and to bring the fields of continuing professional education and continuing judicial education closer together.

Diane E. Tallman  
Editor

### The Case for Continuing Professional Education Curricula

Donna S. Queeney

Continuing professional education, of which continuing judicial education is most assuredly a part, was virtually nonexistent when many of us were engaged in our preprofessional education. In the years since it was acknowledged as a viable concept in the late 1960s, it has gone through several stages.

First, continuing professional education was seen as a panacea for incompetence: if professionals aren't performing well, let's teach them some more.

Then came the realization that sitting professionals in a classroom for a requisite number of hours carried no guarantee that they would learn anything, let alone that they would improve their practice as a result of the experience.

Next was the recognition that it was important to identify professionals' weaknesses, or educational needs, in order to set about providing education that would improve their practice.

Somewhere along the line came acknowledgement of the differences between teaching information, or knowledge, and teaching skills with which professionals could apply that knowledge in the work setting.

And finally, at least for the time being, some of us at Penn State are grappling with the notion that isolated continuing professional education experiences, however good they may be, must be part of a coherent continuing professional education curriculum if they are truly to be of value to the professional wishing to maintain his or her competence.

### Why a Continuing Professional Education Curriculum?

We use the term continuing professional education curriculum to refer to an integrated, coherent course of study for practitioners within a given profession. This curriculum includes educational experiences appropriate to professionals through career stages from entry into practice until retirement, and covers a range of topics. Not all professionals must engage in all educational experiences within the curriculum. They may "exempt" some (much as undergraduates may exempt some courses), and they may find others irrelevant to their particular work within the profession.

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A curriculum offers a balanced, integrated structure for learning throughout one's professional career

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### Why is a Continuing Professional Education Curriculum necessary?

As noted above, we have come to recognize that education per se cannot be relied upon to improve or maintain competence. To be of value, education must address individual practitioners' identified learning needs, or their weaknesses in practice. A curriculum can encompass all potential areas of educational need, and can provide an opportunity for individuals to consider their practice against this full range of topics. Whether needs assessment is provided in conjunction with a profession's continuing education curriculum or is accomplished either formally or informally by other means, the

curriculum encourages identification of needs and selection of educational activities to address those needs.

While we should not prepare a total educational plan for professionals as we do for preprofessional students, neither can they be assumed to be professional learners. They should take responsibility for their continued learning upon completion of their preprofessional education, but should not be cast completely adrift in a sea of continuing education offerings. A curriculum provides support for self-managed learning.

Stated another way, a continuing professional education curriculum offers a balanced, integrated structure for learning throughout one's professional career.

**Considerations in Developing a Continuing Judicial Education Curriculum:** Underlying any sound curriculum is an understanding of the educational needs of the professionals being addressed. For judges, at least five areas merit consideration:

1. *What do judges need to know, and what must they be able to do?* Identifying judges' needs requires a commonly accepted understanding of what judges actually do in their day-to-day practice. Judges' areas of responsibility and the specific tasks they perform within those areas must be identified. Not all judges may do all things cited in this role delineation, but all responsibilities of the profession should be included. Determination of those tasks performed most frequently, and those considered most important to the profession, can aid in selecting areas to be covered by a continuing judicial education curriculum.

2. *What are the career stages of judges?* Surely the needs of an individual new to the bench are quite different from those of one who has been there for three decades. A curriculum should cover career stages from consideration of becoming a judge through returning to private legal practice or retirement.

3. *What content areas must be included?* These will, of course, grow out of the above items, and no doubt will include such topics as court management, judicial ethics, new laws, and decision-making.

4. *What delivery methods and learning environments are most appropriate for continuing judicial education?* For judges, who often practice in fairly isolated environments, opportunities for interaction with colleagues may be particularly useful. Seminars and workshops, independent study, audio and video cassettes, and other methods merit consideration. Not to be overlooked are the roles of mentoring and peer education for judges.

5. *What practice contexts must be considered?* All professionals practice within a given context, be it the hospital for the physician or the community for the land use planner. The societal context in which judges practice requires special consideration. The types of judge-ships in which individuals serve also must inform continuing judicial education curriculum.

While a continuing professional education curriculum may be desirable for a wide range of professions, the need for such a structure appears particularly relevant within judicial education. Judges, unlike most professionals, elect to redirect their careers. Moving from the practice of law into the judge's chambers requires major adaptation. It assumes special knowledge and skills, many of which are new to those coming without additional preparation from legal practice. Development and implementation of a continuing judicial education curriculum could provide judges with guidance in managing their lifelong professional learning.

*Donna S. Queeney is Director, Planning Studies, Commonwealth Education Service at The Pennsylvania State University.*

## RESOURCES

Cervero, R. M. (1988). **Effective continuing education for professionals**. San Francisco: Jossey-Bass.

Cervero's book takes a broad look at continuing professional education including: how professionals learn, creating effective educational programs, collaboration among providers of continuing professional education, and the professional as a reflective practitioner.

Nowlen, P. M. (1988). **A new approach to continuing education for business and the professions**. New York: NUCEA, American Council on Education, and Macmillan.

This book suggests a new model for continuing professional education - the performance model. It moves beyond education for increased knowledge or even competence to one which has an impact upon performance. To do so, Nowlen examines continuing education that provides refreshers and updates, critical skills, new role preparation, life skills, personal and organizational development, and addresses influences of environment upon practice.

Cervero, R. M., Azzaretto, J.A., & Associates. (1990). **Visions for the future of continuing professional education**. Athens, GA: The University of Georgia Center for Continuing Education.

In the past 25 years, most professions have recognized the need for continuing education. Responses to that need - seminars, workshops, conferences, and other activities - have often been sporadic and unsystematic. Continuing education leaders foresee the growth of more elaborate and extensive systems of continuing professional education in the future. This book offers a wide spectrum of views of what the future holds.

Houle, C. O. (1980). **Continuing learning in the professions**. San Francisco: Jossey-Bass.

The pre-eminent book in continuing professional education, this volume explores the many aspects of continuing learning: how and why professionals continue to learn; how educational providers design and implement programs; how the outcomes of continued education should be evaluated; and how improvements can be made in individuals, programs, and professions.



## Quality in Continuing Professional Education

Louis Phillips

What constitutes a good continuing education program? Does your organization have a process or system in place to consistently produce good programs? The answers often reveal differing expectations from decision makers, speakers, attendees and others.

How expectations are managed determines the drawing power, quality and effectiveness of programs. Five areas most critical in managing expectations and producing quality continuing education programs are discussed below.

**Data Collection.** A fundamental rule of providing programs is knowing the expectations of potential attendees; 1) what does the potential audience expect in terms of quality, length, level, price and other variables, and (2) what does the audience expect in terms of potential return to their professional and personal development or "what's in it for me?" Is it to be entertained, to meet credit hour requirements or to improve performance?

Recent research projects for clients have provided some interesting findings. Program administrators and association leaders were asked to give their perceptions of their educational programs. Association members were then asked the same questions. Members' perceptions varied significantly from program administrators and leaders. Members consistently rated program quality lower than administrators and leaders. These projects resulted in hard data for these associations to make better decisions. Associations learned they had been delivering less than what their members expected in an era of increased competition and increased attention to customer service.

**Decision Making.** Who and how decisions are made regarding programs impacts leaders' and members' expectations. Some associations rely on staff who may or may not be professionally

trained educators. Others rely largely on committees of volunteers, sometimes in conjunction with paid staff.

Educational committees are usually composed of leaders within the profession with many years of experience who can spare time for committee activities. Younger and less experienced practitioners who have different perspectives and needs from experienced practitioners are noticeably absent.

Educational planning is frequently based on assumptions rather than hard facts, and on what's worked in the past. Without a systematic process to identify member's educational needs on a regular basis, education committees must draw on their own memories and perceptions in the few hours committees have to meet together.

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### How expectations are managed determines the drawing power, quality and effectiveness of programs

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How does an association reduce assumptions to facts? They conduct needs assessments which periodically identify the needs of their members. Those unfamiliar with such assessments often view them as massive undertakings and are frightened off. Others declare their members don't know what they need.

Good decision making is based on good information. Well designed needs assessment strategies need not be complex or overly expensive. They may be part of other forms of data gathering already in place. Their success depends on the types of questions asked and obtaining a good representative sample of responses.

Another key to informed decision making is how an organization evaluates its programs and how evaluation findings are used in improving programs. This helps determine specifically *where* and *how* programs are or are not meeting attendees' expectations.

**Use of Standards and Procedures.** No organization consistently produces good programs without adhering to certain educational standards and procedures. More organizations are adopting standards which reflect proven educational practices rather than just speaker's credentials and course outlines.

Organizations find they must also develop procedures to insure the consistent adherence to standards in administrative and operational functions (a type of quality control system).

Over time organizations can become complacent about adhering to standards and operate in a passive manner which results in a slow deterioration in program quality. This subtle lowering of quality is more readily identified by attendees than by program administrators and often results in fewer program registrations--a shift easily blamed on growing competition. Organizations which stay in tune with their members' expectations and work toward constant improvement have fewer concerns about competition.

### Working with Speakers.

Having employed several thousand speakers in my career I have been guilty many times of assuming speakers knew what their audiences needed and how it should be presented. This was especially true in subject areas in which I had little or no expertise.

Many times I have been misled by well-credentialed speakers who were terrible presenters. The potential damage from one such speaker takes time to overcome. Spending time beforehand in checking out one's ability to present effectively is well worth the effort.

Effective speakers are more than good presenters; they have the ability to conceptualize, plan and organize what the potential audience wants and needs. Cognitive psychologists tell us the *process* of education is as important as the *content*--what the audience does is more important than what the speaker does. Therefore, how a program is designed and delivered is just as important as what is delivered. (continued on page 4)

## **Technical Assistance Project For State Judiciary Education: "The NASJE/UGA CPE TA Project"**

This grant project, funded by the State Justice Institute, was proposed to provide state judicial education agencies with access to higher education's research on adult education and continuing professional education (CPE). This expertise has never before been made available to state judiciary education in the United States, and in its present state of ever-growing maturity, should substantially enhance the quality and cost effectiveness of future continuing judicial education.

Three distinct methods for transmitting this information and expertise to state judicial educators are: 1) a continuing professional education technical assistance consulting service for individuals or small groups; 2) a CPE advisory bulletin on techniques and practices of continuing education to be inserted in the *NASJE News*; 3) a revised draft of the Conference Manual for State Judicial Educators for use by state judiciary education officers or nationally-based CJE conference providers. NASJE members will receive information on the technical assistance consulting service in the near future. It is an exciting opportunity to have educational resources and expertise at the disposal of a particular organization or individual.

A nine-member advisory panel appointed by the president of NASJE will promote the utilization of the project's services and coordinate dissemination of product components. Members of this advisory panel will oversee two other projects -- Appalachian State and Michigan State -- which are also funded by the State Justice Institute. The advisory board will form three sub-committees charged with the responsibility of closely monitoring each project.

The day-to-day administration will be handled by project staff consisting of a project manager, a consultant from the Depart-

ment of Adult Education, a part-time secretary, and one graduate assistant who will be housed at The University of Georgia Center for Continuing Education. Additionally, the evaluation component for all three grants will be conducted by evaluators from the Department of Adult Education, using a variety of evaluation techniques.

Technical assistance responds to needs perceived and articulated by an organization in order to improve it. Because state judiciary education exists in such a variety of forms, the uniquely oriented services and products of this particular project possess great potential for improving state judiciary education in the United States. For further information on the NASJE/UGA CPE TA Project, contact Diane E. Tallman, Project Manager, at 404/542-2275.

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## **Continuing Professional Education Advisory Bulletin**

Diane E. Tallman, Editor

Georgia Center for Continuing  
Education  
The University of Georgia  
Athens, Georgia 30602

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## **Quality in Continuing Professional Education**

(continued from page 3)

Most speakers need data, guidance and direction in planning their presentations. Frequent contacts with speakers over a long period of time helps speakers focus their thoughts

and planning on the needs of their audience. Sharing needs assessment information with speakers is an excellent way to begin.

**The Joy of Learning.** Learning should be fulfilling to attendees. Learners who commit time and money to attending a program have the right to expect something in return. Organizations should provide learners with more than they expect--to add something of value. That includes establishing an appropriate tone and learning environment in which learners feel comfortable, relaxed, and appreciated.

Fulfillment in learning involves mental stimulation--engaging the minds of learners to think and reflect. Both covert and overt strategies can be used by speakers. Overt strategies are activities for learners which can be seen, such as completing a paper and pencil exercise, group discussion, demonstration of a skill, etc. Covert strategies are activities for learners that cannot be seen, such as listening, thinking, imagining, reflecting, etc. Covert strategies are easier to use, highly effective and are less threatening to learners than overt strategies.

One key to making learning enjoyable is *planning*--incorporating specific strategies throughout a program to aid learning. Most speakers want to do a good job and appreciate tips and feedback. I also provide speakers with copies of evaluation forms beforehand and emphasize items on which attendees are likely to be most critical. This builds expectations in the speakers' minds as to what the attendees consider most important. Managing the expectations of speakers is another strategy in building a quality continuing education program.

*Louis Phillips is a noted authority on continuing professional education. He operates his own consulting practice (404/549-0228), working with the professions in various capacities.*



3. **Case Study**
  - have all participants make some type of active response—written or oral
  - try writing the case on a transparency so that all participants can read and analyze it together; or use written handouts
4. **Demonstration**
  - may be pretaped
  - may be live and even spontaneous
  - if done by faculty, rehearse the demonstration
  - if participants are included, select people who are known to be outgoing and verbal and who are not likely to be embarrassed by being put on the spot (it is often possible to arrange with some participants ahead of time)
5. **Handouts**
  - practice aids, procedural checklists, key citations
  - may be distributed quickly during the course and used immediately
6. **Brief Questionnaires**
  - tallied quickly and summarized by team member
  - may include section for “key problems I face”
  - may devote last part of session to deal with frequently noted problems
7. **Overheads (Transparencies)**
  - for a large group, they are better than the chalkboard or flip-chart
  - preplanned: hand drawn, contact letters, or photocopied from the printed page
  - spontaneous: get blank transparencies and special marking pens from AOC
8. **Small Group Sessions**
  - divide the class into groups of five to seven members
  - state clearly the task you want each group to work on
  - allot about 5 to 15 minutes to complete the task
  - ask the groups to report back to larger group
  - don’t let feedback portion bog down; keep it moving
9. **Testimony from Outsiders**
  - opinions, experiences, special information from other professionals, victims, offenders, etc.
  - may be live, or on video- or audiotape, or even in writing
  - stimulus to discussion and dialogue
10. **Mini-debate**
  - useful when there are two clear-cut positions on a particular issue (e.g., liberal vs. conservative views on use of contempt powers)
  - “debaters” may be two members of faculty team with planned arguments and stopping places for discussion
  - “debaters” may be preselected participants or representatives of a small group of participants who have worked on developing key arguments
  - limit speeches to three to five minutes with perhaps brief rebuttals

## Essential Skills for Judicial Education

If judicial education programs are to employ modern adult-learning methods, which require effective management of participation, the following personal traits are necessary to all faculty.

1. **Fluency.** The instructor should be an effective speaker, able to express ideas in a smooth, conversational, accurate way. Since much of an instructor’s commentary in a participative format is spontaneous, an awkward, uncertain, uneven, stumbling, inexpressive, overly formal, or plodding delivery style (perhaps including bothersome physical or vocal mannerisms) can impede learning.
2. **Knowledge and Experience.** An obvious point, though we should be especially careful not to let outstanding credentials in a particular content area be the primary criterion. Some of the best judicial minds might not adapt well to participative learning.
3. **Two-Way Communication Skill.** The spontaneous give-and-take with participants requires
  - the ability to listen
  - sincere interest in learning from the input of others
  - openness to feedback from participants
  - willingness to receive suggestions and even criticism
  - willingness to be wrong, to have one’s mind changed
4. **Social Comfort.** The faculty member should have an easy congeniality around people, a relaxed personal style to build trust, rapport, and cooperation. The style should help develop a teacher-learner relationship that says, “I respect you, I enjoy talking with you, and I value your participation in this course.”
5. **Adaptive and Innovative.** The faculty member must adapt to what their co-professionals say they need to learn, including those needs that are revealed during the training. Faculty should be creative in developing interesting approaches for learning. (Judicial methods in the courtroom often provide clues about whether that same judge will be innovative in the classroom.)
6. **Commitment to Adult-learning Methods.** Faculty members must believe in participative learning as a highly effective approach to professional development. If these methods are viewed only as “gimmicks” or “tricks” to supplement lecture, then the methods may not be handled properly and will achieve very little. ■

*From time to time, NASJE News will reprint items from educational workshop handouts. Dr. Gordon Zimmerman, of the University of Nevada-Reno, provided us with these materials, which he used when he presented “Faculty Development and Instructional Design for Continuing Legal Education” at the 1987 national convention of the Association of Trial Behavior Consultants. —ED*

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## CJE Leaders, *continued*

induce personal attitudinal change as a prerequisite to successfully reforming case management activities.

Barry Mahoney and Linda Ridge, of the Institute for Court Management, and Judge Richard Silver, of California, discussed their "Managing Trials Seminar" as an example of a program that effects systemic reform that can actually be measured by reduced trial time.

Daisy Floyd, a legal writing instructor from Texas, explained the history and process of the Colorado/Georgia "Trial Judges Writing Program." This program targeted skill development as its learning outcome.

Tony Fisser, of Connecticut, and V.K.-Wetzel, of Wisconsin, discussed how their two states have undertaken an educational master plan approach that stresses a career continuum of services and products.

George Glass, of Indiana, and Larry Stone, of Ohio, discussed the two different ways that their states offer a master plan course contents array. In Indiana, a certificate is awarded upon completion of 120 hours of course work at the Indiana Judicial College. Ohio uses an entrepreneurial approach: the state pays for the educational staff, but other expenses need to be covered by tuition charges.

Paul Li and Judge Susan Finlay explained the California method of educational products development. There, the emphasis is on using judges' committees to plan not only for course development, but for publications, monographs, and related materials. ■

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## State Profile, *continued*

judges because of budgetary restrictions. The two trial judges' professional associations have established scholarships for those judges who wish to attend an out-of-state program. Applications must be submitted to the appropriate judges' education committee. Judicial education programs for all judges also are held annually in conjunction with the Kentucky Bar Association's convention.

Faculty for colleges, seminars, specialty programs and conferences are drawn from the experienced judiciary, private practice, law schools, and appropriate governmental, professional, and academic fields. Selected for their subject expertise, communication skills, and adult-teaching abilities, instructors are recruited on both the state and national level. Expenses are reimbursed and modest compensation occasionally rendered. Faculty development programs offer technical training in successful adult-teaching methodologies and are conducted periodically to improve the judicial faculty.

All judicial education programs are recorded. A videotape and audio cassette tape library is maintained for judges who may have missed a program or who wish to review past presentations. Judicial Education Services also coordinates publication, revision, and distribution of judges' bench books.

Annual conferences are held for circuit court clerks. The conferences provide these nonjudicial court employees with continuing professional education and technical training. Subjects range from

personnel management to book-keeping procedures, from practical aspects of destruction, preservation, and storage of court records to health insurance and benefits. Legislative revisions that affect the clerks' duties are always on the agenda.

AOC new employee orientation is coordinated by Judicial Education Services, offering a daylong introduction to the various functions of the central office and the court system in general. By the end of the orientation, the new employee has some concept of how his or her duties will relate to the entire system of justice in Kentucky.

The yearly budget is approximately \$300,000. There are no registration fees for any of the education programs conducted by Judicial Education Services. Participants' room, board, and travel expenses are covered by the Administrative Office of the Courts.

When many of our judges graduated from law school, issues involving surrogate parenting, the AIDS virus, widespread drug abuse, and palimony, to name a few, had hardly made the back pages of the daily newspapers. Today, they are matters of contention for our courts to decide. Continuing judicial education for professional growth and preparedness is vital if we are to respond to society's needs and concerns. Kentucky's Judicial Education Services will continue to keep abreast of current trends and anticipate those on the legal horizon.

— PAM VEST, *Press Officer*,  
Supreme Court of Kentucky

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## President's Column, *continued*

Courts, 100 Millcreek Park, Frankfort, KY 40601, or call (502) 564-2350. At the last NASJE business meeting, the bylaws were changed to give the membership committee the authority to approve membership in the association. Therefore, there will not be the long wait until an annual meeting to have membership applications approved.

NASJE has submitted a concept paper to the State Justice Institute. The concept paper requests funding for an NASJE committee to evaluate judicial education curricula that are prepared and sent to state judicial education officers for inclusion in state judicial education program planning. The SJI board will meet in mid-March to consider the concept papers.

The NASJE Board met in Dallas, Texas, February 17 and 18. The meeting agenda included development of a long-range plan for the next five years. Due to the deadline for this edition of the newsletter, I will provide members with a full report of the results of the board meeting in my next column. ■



## PROFILE

# Anthony B. Fisser

He bears a resemblance to John Chancellor. A more-youthful version, indeed, but the resemblance is there. What perhaps is more characteristic, however, is his sense of mischief—humor, the friendly tease, the quick and creative wit. This sense of mischief has served Anthony B. Fisser well. It is one trait among many that has endeared Tony Fisser to other state judicial educators across the country.

Serving as director of continuing education in the judicial department since 1975 in Connecticut, the southernmost of the New England states, Tony Fisser includes himself in the category of judicial educator that colleague Paul Li from California terms "fossils." (Paul includes himself in this classification.) And it is true, Tony is a fossil, but only in the best sense. At only 45 years of age, this fossil has longevity, experience, peer recognition, and respect.

Tony has dedicated himself to the field. He has devoted time to aiding younger, less-veteran judicial educators. Ellen Marshall, of Maryland, appreciates the "senior statesman" role he has assumed in NASJE, how he fosters new leadership, how he broadens opportunities for participation of everyone. Others appreciate his sense of perspective, his grasp of the "big picture," his vision for the future.

What sense of vision led Tony to the work of judicial education in the Constitution State? How did Tony arrive at this position? What path, circuitous or linear, led him to this destination?

Born in New York City to a Dutch father and English mother, the middle sibling of three, Tony moved with his family to the New Haven area when he was seven. In college, Tony attended Georgetown University's prestigious School of Foreign Service for three years. Proceeding to the University of Fribourg in Switzerland for six months, Tony traveled Europe and learned French, then considered the language of diplomats. Drafted into the United States Army, Tony served for two years, a part of which was in Germany. He then "got married" and "got to California," where he graduated from San Jose State.

Law school was next. At Drake in Iowa, Tony graduated with honors. Journalistic juices flowed when Tony served as the associate editor of the *Drake Law Review*. The seeds for Tony's groundbreaking NASJE newsletter efforts can be seen planted here.

But why judicial education? Because of his academic interests, his experience as a tutor and conductor of review courses at Drake, and because of the challenge and interest of the posi-

tion. "I saw it as an opportunity. I could make a difference, have a chance to leave an imprint, and bring change." But the timing, when LEAA funds had raised expectations and then dried up, left Tony in less than a desirable position. His predecessor suggested Tony link up with NASJE, so in 1976 Tony attended his first meeting in San Antonio.

What are his recollections? "I was very impressed. I found people doing the same job, having the same responsibilities, experiencing similar concerns, and having good solutions." Later, through a technical assistance project, Tony was sent to Michigan, where Dennis Catlin and the Michigan Judicial Institute proved of invaluable assistance.

Tony has repaid many times over the assistance he received from other NASJE members. He wrote the NASJE constitution and bylaws, produced the first NASJE newsletter, served as president for two years (just before his mentor, Dennis Catlin), facilitated more-frequent NASJE board meetings in addition to the annual meeting, established organizational goals, proposed grant application concepts, and worked on judicial education standards. He is justifiably proud of NASJE's growth and his own contributions to it.

In Connecticut, with a total staff of eight, Tony is responsible for educating

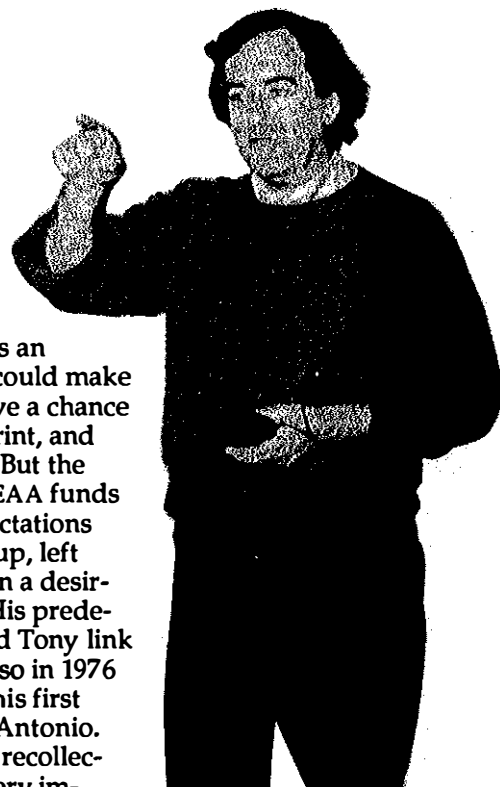
2,700 judges, magistrates, court support employees, and adult probation and family division employees.

Of what is the Connecticut Yankee proud in his own program? The dramatic increase in the office's ability to originate, design, and produce quality programs, not the least of which are the pre-bench orientation and management-training enterprises.

In the management-training arena, Tony is personally certified by Zenger-Miller Management Training. He conducts and implements management training in organizational development, team building, leadership, and group action. In the management of the Connecticut judicial education office, he is working to "computerize everything."

When he is not suggesting fellow SJE's name their daughters "Antonia," Tony is occupied with his own six-year-old son, the

*continued on page 12*





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### Three projects, continued

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are Alabama, Arkansas, Arizona, Iowa, Massachusetts, and Minnesota.)

The states will send teams composed of the persons who have primary responsibility for leading judicial education. A typical team will include two judges, the state judicial educator, the court administrator, and an expert in adult education curriculum and teaching. Leadership Institute training will be augmented by (a) follow-up visits, (b) the development of instructional materials, and (c) the development of an ongoing network of leaders skilled in enhancing their state systems of judicial education.

Dr. Claxton notes that the results of the project will include (a) a cadre of 24-30 trained leaders who have the skills to foster more-comprehensive approaches to judicial education, (b) three published papers or monographs that summarize larger principles and guidelines helpful to others interested in enhancing state systems of judicial education, and (c) the beginnings of a network of professionals who can help themselves and others after the project ends.

For more information on the Leadership Institute for Judicial Education, call Dr. Charles Claxton at (704) 262-2875.

**Introducing JERITT.** The Judicial Education Reference, Information, and Technical Transfer Project (JERITT) will "catalog information on existing and developing areas of judicial education programming and make it available through a variety of means to professional judicial educators throughout the United States," according to Dr. John K. Hudzik, JERITT's project director.

Dr. Hudzik notes that the project has three principal features:

- The Judicial Education Reference and Information Service (JERIS) database.
- Information dissemination to judicial educators through a variety of means, including (1) the JERITT *Issues and Trends Annual*, (2) a JERIS quarterly

program summary, (3) the *Judicial Education Programs Annual*, (4) the monthly JERIS *Bulletin*, and (5) judicial education resource monographs.

- Technical assistance through subject matter searches and on-site consultations.

**JERIS database.** The JERIS database will collect information from judicial educators on the thousands of programs offered annually. "The information will be stored on a computerized database that will permit searches by judicial educators for specific program information and data that they may use for programming in their states and organizations," says Dr. Hudzik.

The database will be cumulative beginning with programs offered since January 1, 1990. Access to the database by judicial educators will begin on a test basis in July of 1990 and on a fully operational basis in September of 1990. The database is organized around a key-word indexing and retrieval system and permits the use of multiple searching criteria. Judicial educators may specify from general to very specific subject matter interests and cross-reference these to program location, time, faculty, instructional methodology, and a host of other variables. JERIS will automatically search its data banks and print available information and sources of additional information. The database will be designed, therefore, to provide a prompt, focused response to inquiries. Starting in September of 1990, the database will be accessible through JERITT Project staff; eventually, direct electronic access will also be available to judicial educators.

**JERITT publications.** The JERITT *Issues and Trends Annual* will summarize results from an annual survey of judicial educators sponsored by the JERITT Project. The annual survey will tap educator views about emerging problems and opportunities, judicial education budgets and staff, and new program topics and instructional methods. The first *Issues and Trends Annual* is scheduled for late fall 1990. It will represent an expanded and en-

hanced version of what is presently the biannual *Survey of State Judicial Education in the United States*.

The JERIS *Quarterly Program Summary* will be an expanded and enhanced version of the present quarterly report from the judicial education data bank. As with the data bank reports, the *Program Summary* will be cumulative with the full year's data being compiled and published in the JERIS *Judicial Educational Programs Annual Report*.

The JERIS *Bulletin* will appear monthly, beginning in September of 1990. It will keep judicial educators apprised of recent additions to the database, advise judicial educators of the trends in national programming based on reviews of the JERIS database, and identify and provide overviews of new and innovative subject matter and techniques.

Judicial educational resource monographs will be issued occasionally and will describe innovative and successful programming in substantive areas that have widespread importance to the contemporary court system. The monographs will provide details on program philosophy, topical outlines, training aids, and reading lists and offer a how-to guide for initiating such programs. The first monographs will appear in early 1991.

**Technical assistance.** Two kinds of JERITT Project technical assistance will be available to judicial educators. One involves using the JERIS database to answer requests for information from judicial educators. The second form of technical assistance will be a limited number of face-to-face assistance projects in which expert consultants will visit judicial educators to help plan new programming efforts. Three such technical assistance visits will be supported by the JERITT Project during 1990.

NASJE members should begin receiving preliminary correspondence and information shortly. Inquiries may be addressed to the JERITT Project, 560 Baker Hall (MSU), East Lansing, Michigan 48824; or call Dr. John Hudzik at (517) 353-9019. ■

# New Member News



Jane Nelson



Karen Waldrop



Patricia Winnie

Three new state judicial educators have joined the ranks.

Jane Nelson has been named manager of judicial education for the state of Washington. Jane has been involved in the field for several years and has been a member of NASJE.

She holds an undergraduate degree from the University of Washington and an MA degree from Stanford University. In addition, Jane holds a JD degree from Boalt Hall, University of California, Berkeley.

Her experience with judicial education stems from her affiliation with the National Judicial College where she served as director of the degree program and special projects, co-director of the academic department, and academic assistant to the dean for a period of four years. Prior to employment with the college, Jane worked for the Supreme Court of Nevada and served as a deputy attorney general.

Jane will also be serving on the editorial committee of the *NASJE News*.

She and her daughter, Sierra, 14 years old, have been in Olympia since September.

Jane replaces Carol Weaver, who has left her position to take a full-time teaching position with Seattle University.

Karen Waldrop has been named division director of education services for the Arizona Supreme Court. She has been employed by the division for three years as a training coordina-

tor and specialist. Prior to employment by the court, she served as director of community and continuing education for Carraway Hospitals of Alabama and as a teacher in the Alabama public school system.

Karen, a native of Alabama, is a graduate of the University of Montevallo in Alabama and holds a master of arts degree from the University of Alabama at Birmingham.

Karen succeeds Nancy Schefel, who has left her position with the education division of the court to work in the area of the future direction of the courts of Arizona.

Patricia Winnie, deputy director of the administrative office of the courts of Nevada, has assumed responsibility for judicial education.

She holds an associate degree from Cameron University, a business degree from the University of Nevada, and a JD from McGeorge School of Law in Sacramento, California.

Prior to working at the AOC, Pat was a law clerk to the chief justice and a staff attorney for the Supreme Court of Nevada. She served as in-house counsel for First Interstate Bank of Nevada and was in private practice.

Pat has done some teaching at local colleges in the area of business law and paralegal training. She feels that "teaching law is a way to help our legal system better respond to society."

Welcome to Jane, Karen, and Pat, three newcomers to the list of state judicial educators, but certainly not strangers to the field. ■

## California adopts standard for judicial education

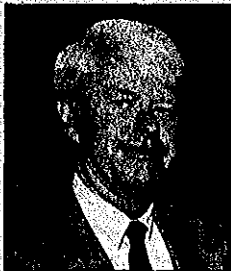
The Judicial Council of California adopted, effective January 1, a recommended standard of judicial administration regarding participation in judicial education activities. The new standard provides guidelines as to the amount of time to be spent on judicial education, prescribes the objectives of judicial education, and encourages presiding judges to establish education plans for judges of their courts to facilitate the judges' participation as both students and faculty.

According to Paul Li, director of the California Center for Judicial Education and Research, "The new standard recommends that judges receive a minimum of 15 days of orientation during their first year on the bench, and thereafter be given at least eight court days each year to attend continuing education programs." And, importantly, the standard says, the "actual and necessary subsistence expenses" incurred by judges attending judicial education programs should be reimbursed by their courts.

"[J]udicial education for all trial and appellate court judges is essential to enhancing the fair and efficient administration of justice. Judges should consider participation in judicial education activities to be an official judicial duty," declares the standard.

For more information or a copy of the standard, contact Lynn Holton, Public Information Officer, Administrative Office of the Courts, State Building, Room 3154, San Francisco, CA 94102, (415) 557-2326. ■

# Larry L. Sipes to lead National Center for State Courts



Larry L. Sipes

Virginia Chief Justice Harry L. Carrico, chairman of the board of directors of the National Center for State Courts (NCSC), has announced that Larry L. Sipes has been selected to replace

retiring NCSC president Edward B. McConnell this spring.

Since 1986, Sipes has been a special master for the Marin County (California) Superior Court, where he oversees the administration of the \$450 million Buck Trust. Previously, he spent 13 years as director of NCSC's Western Regional Office in San Francisco. He has received NCSC's Distinguished Service Award and the National Conference of Metropolitan Courts' Justice Tom C. Clark Award for outstanding contributions to judicial administration. ■

## Profile, continued

apple of his eye. An avid photographer, Tony spends much time in the darkroom. He also enjoys camping, horseback riding, travel, and hiking. A member of an English walking group, perhaps this (and age) have made Tony "more accepting of what is" and "appreciative of what exists now." He has taken courses in the art of seeing and personal expression.

Anthony B. Fisser. The creative fossil. Senior statesman. Past president of NASJE. Active judicial educator. Big-picture visionary. ■



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