

Judicial Education Software Design Project Completed

Management of judicial education activities in state court systems is becoming more complex as the number of educational programs increases rapidly in most states. Mandatory education requirements adopted in many states increase the need for effective management systems. Because of the demands from all sectors of court systems for data-processing services, judicial education operations have received limited or no automation support for their unique requirements. Recognizing this need, Anthony Fisser, director of continuing education for the Connecticut Judicial Branch, approached the National Center for State Courts and NASJE proposing that these organizations undertake a joint project to help solve this important

problem. "Actually," Fisser said, "when I called five other judicial educators with this idea, three were at their computers working on their own programs."

The SJI-funded project, Judicial Education Management System (JEMS), had five specific objectives: (1) determine the similarities and differences in education office operations; (2) define the specific requirements for automation support for state judicial educators; (3) evaluate existing conference and training management software packages developed for other types of organizations; (4) develop specifications for a model judicial education system; and (5) distribute this information to those responsible for automation support for state judicial educators.

A working committee of state judicial educators and representatives of national education organizations was formed to guide and assist National Center staff in completing the project. The committee's name, the JEMS Development Committee, reflected that it was not just an advisory body, but that it actively provided much of the content and direction of the ultimate software design. The seven NASJE members on the 12-person JEMS Development Committee were Dennis Catlin, Rita Culbertson, Tony Fisser (chair), Richard Saks, Scott Smith, Catherine Springer, and Larry Stone.

The first objective of the project was to quantify how educational programs and resources are alike and different through a nationwide
continued on page four

1993 NASJE Conference Highlights *San Francisco's the place to be in October of 1993*

The 1993 NASJE Annual Conference will be held October 10-13 in the heart of San Francisco at the Holiday Inn Union Square. Here are some of the activities and educational opportunities that await you at the 1993 conference.

Saturday, October 9

Early arrivals are invited to a preconference get-together at the home of Michael Runner in one of San Francisco's many unique neighborhoods.

Sunday, October 10

New NASJE members are encouraged to attend an orientation to NASJE goals and services. Conference registration will be followed by a reception, leaving ample time for conference attendees to see the sights of San Francisco.

Monday, October 11

In the morning, conference attendees will work with the board to complete a plan for the future of NASJE.

The afternoon promises eight educational sessions: Planning a Medical Legal Problem for Juvenile and Family Court Judges; Gender Fairness in Faculty Development; Impact Evaluation in Judicial Education; Teaching for Development; Implications for Judicial Education; Sexual Harassment Training in the Courts; Communicating with Power; Domestic Violence; and Judicial Training on Stranger/Nonstranger Rape.

continued on page five

PRESIDENT'S COLUMN

Larry Stone



I want to thank those members who responded to the lengthy NASJE planning document mailed to all members on April 9. We received 36 responses. To summarize:

- By a two-to-one margin, respondents felt regional directors should be elected by members within the respective regions and not by all association members.
- A majority of the respondents favored Model 4 as to the terms of officers and regional directors. Specifically, this model provides that the president, president-elect, vice-president, and immediate past president serve one-year terms; the secretary, treasurer, and regional directors serve two-year terms with regional directors' terms staggered, and automatic ascension from vice-president to president-elect to president only.
- The respondents overwhelmingly supported the proposed nomination and election processes.
- The majority of the respondents did not feel there should be a change in the present geographical regions arrangement.

I also received letters from Dean V. Robert Payant, of the
continued on page five

Saying "Thank You"— Over, and Over, and Over

Judicial educators muster vast armies of volunteer judges, court staff, and other professionals who donate their time to help colleagues learn to be judges, keep up-to-date, and enhance judicial skills throughout their careers. Although most of the volunteers' travel expenses are reimbursed, they receive no compensation for the many hours invested in preparation and teaching.

Judicial educators jump through many hoops to help the faculty and committee members perform their tasks. But, in the end, educators can provide little more than a "thank-you" for the services rendered. Of course, many volunteers receive plaques, certificates, other material tokens of appreciation, and a certain amount of internal satisfaction. Yet, a clear expression of thanks seems most appreciated on a basic, human level.

Enter the "thank-you" letter, a staple that takes on many shapes and sizes in every judicial educator's pantry. As a matter of course, volunteers (and paid speakers, who often serve for much less than their private industry fees) receive letters thanking them for their service, soon after a program ends. These letters range from professional to personal and frequently incorporate laudatory comments from students' evaluations. Many educators go to great lengths to personalize all thank-you letters, but standard language stubbornly clings to those computer-driven paragraphs. The educator's task becomes more difficult when many of the same volunteers serve over, and over, and over, . . . and the well of word changes nearly runs dry.

To promote variety in your "thank-yous," NASJE News has collected sample paragraphs used by various state judicial educators. Perhaps these will breathe some new life into your expressions of appreciation.

- On behalf of the New Judge Education Planning Committee, thank you for participating in the

education of newer judicial officers and for your contribution to the state's judiciary. We greatly appreciate your generous contribution of time and expertise to this program and to the administration of justice. Enclosed is a certificate of appreciation for your faculty service.

- You indeed were an outstanding spark of fire that ignited our conference and participants into a blazing departure from the starting blocks.

We appreciate your calling us all to renewed commitment, and your selfless and generous support of our work at this conference.

- You were indeed a hit at our [location] program. We were most honored that you were there and appreciate your participation throughout the conference. It may have seemed like a small matter, but I especially appreciate your filling in for the presiding officer who could not be present on Tuesday afternoon.

You did extremely well, and I know that the judge is, as are all of us, most exceedingly proud and thankful to you.

- A personal thank-you for another stunning performance as Lead Faculty to the Evidence Program! Your wit and virtuosity make the subject and process exceptionally appealing to participants.
- The initial evaluations from the attendees indicate that the program was a tremendous success. You should feel proud in realizing that something you said may have caused someone to do a better job.
- On behalf of the [training center staff], we would like to present you with this plaque to say thank you for having been a member of our faculty this year. We are all grateful to you for giving of your time and considerable talents to the clerks. We know that it is not often easy to arrange time away from your office, and we sincerely appreciate the efforts you have made on our behalf.

It has been a pleasure to work with you and if, at any time, we may be of assistance to you, please do not hesitate to ask.

- The [organization] is always most grateful to and appreciative of its faculty for contributing their time and experience to its educational activities. So let me first of all thank you for your participation as a faculty member in [course].

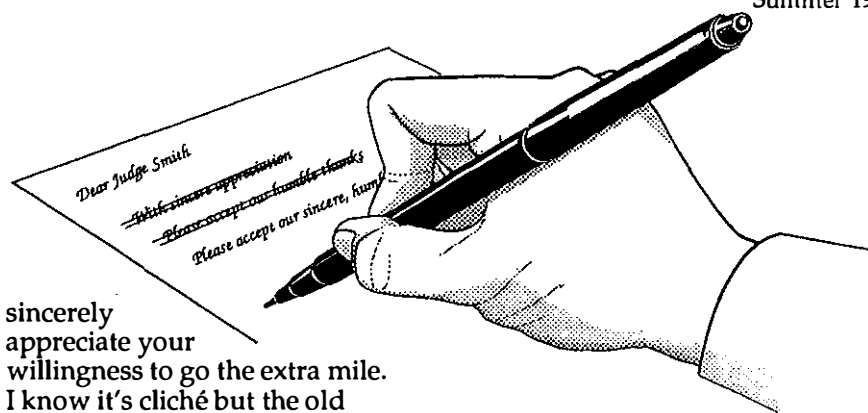
I know you will be interested in the evaluations of the participants. We have therefore compiled the results and comments that were received from those who attended.

You will find enclosed your numerical rating, which is the average of all ratings from 1 to 7 given to you, along with comments, if any. To provide you with perspective for this rating, the range of ratings for all faculty in this course was from ___ to ___. You should, of course, be mindful that individual ratings can vary by reason of the differences in the ratings given to the subject matter. Faculty presenting subjects not highly rated generally receive a lower rating because of the value given the subject:

- On behalf of [state court administrator and judicial college], we thank you for your participation in the panel discussion on "Alternatives to Supervision" at the trial judges February meeting. Your presentation was extremely informative and contributed greatly to the success of the seminar.
- Please accept my sincere gratitude for all you did to make the "Fundamentals of Bankruptcy" seminars a tremendous success! Your careful planning and attention to detail resulted in one of our most informative and practical seminars to date.

Again, it has been a personal pleasure to work with you on these programs. I look forward to the opportunity to work with you again.

- Please accept our gratitude for all you did to make the Negotiation and ADR Workshop a success. Those who attended were obviously "knocked out" by the quality of your presentation. The amount of work you put into the program was evident, and we



sincerely appreciate your willingness to go the extra mile.

- I know it's cliché but the old saying "we couldn't have done it without you" is so appropriate. I am certain that we'd still be sitting at that registration desk, tallying those verdict forms if you hadn't helped us out.
- I apologize for the delay in formally thanking you for the instruction you provided to the district judges at their recent judicial college. For your information, I have included the tabulated evaluations of your presentation. I think any time you use statistics to show existing attitudes, the persons portrayed can become quite defensive, which is what I think happened in this situation.

I congratulate you on the outstanding work you are doing, and please feel free to contact me whenever I may be of assistance to you. Once again, thank you for taking the time to serve as a faculty member, particularly after your grueling trip.

- Enclosed is the videotape of presentations by you and Judges [___ and ___] from the orientation program. There are not adequate words to express how much I appreciate all the time and energy you devote to judicial education. If it were not for judges such as yourself, our educational programs would not be effective. It has been very rewarding for me to witness how you and the other judges who serve as faculty have developed and become excellent teachers in addition to being excellent judges.
- It has been a pleasurable personal experience for me to have had the opportunity to work with you and to receive the benefits of your outstanding teaching skills. Enclosed are the tabulated evaluations from the circuit judges judicial college. As with

the district judges, these evaluations were excellent.

Thank you again for the outstanding contributions you have made to our judicial education programs. I hope we will be able to work together on future judicial education endeavors. Best wishes to you and your family for the upcoming holidays.

- Even though I did not arrive in time to hear your presentation to the state court judges, I heard all about the great job you did and how much the judges liked your way of addressing the subject of "Managing Trials Effectively." You were a great asset to the program and the state court judges want to thank you profusely for taking time out of your busy schedule to do this for us.
- I want to take this opportunity to thank you and to tell you how much the [training center] appreciates your being a major part of the program at the probate court judges annual fall seminar last week. Your portion of the program was very interesting and the way you presented the information in the "mock hearing" was wonderful. Please thank your cast of "characters" for us. I believe the judges received some valuable information from your presentation. I heard great comments that they wish something could be done like this for all our topics. You and the judge are pros at this by now. Maybe I'll call on you again. Or even better maybe Hollywood will be calling on you soon.
- On behalf of the Judicial College, I want to thank you for your participation in the first Federal/State Judicial Council. Your excellent presentation and active

continued on page ten

Judicial Education Software Design, *continued*

survey of state judicial educators (see sidebar). Most offices are adequately equipped with computer hardware and generic software programs but lack a specific judicial education application program. Because they do not have the resources to develop software, judicial education offices must face

increasing work loads and shrinking budgets without the productivity improvement tools they desperately need.

With an understanding of differences in needs and resources, the second objective of the project—to determine the specific requirements for automation support—could be

completed. Over 100 output reports were initially defined by the members of the development committee, with approximately 1,500 data elements. The data elements are pieces of information, like name, address, telephone number, etc. The final requirements analysis contains 49 outputs with 660 data elements.

The JEMS survey identified 35 functions that respondents deemed very important to have automated (*must have*). It also identified 11 functions that were not needed (*not necessary*). The other 57 functions fell into the *should have* or *nice to have* classifications. *Must have* indicates there is general agreement that the function is done in most offices and could be improved with automation, regardless of whether or not it is currently performed with a computer. *Should*

have indicates a lesser level of agreement about the need for the function in the model or the need for automation, generally in the 30 to 50 percent range. *Nice to have* means that a few judicial educators thought the function was important, and *not necessary* indicates that only one or two (or no) state offices saw any need to have the function in the system. The functions are listed below by category.

Must Have

Program Information	Name Tags
Program History	Name Tents
Faculty Information	Certificates
Site Information	Group Assignments
Project Management	Attendance Forms
Application	Education Credit Forms
Participant Information	Participant Evaluation
Participant History	Faculty Evaluation
Mailing Labels	Facility Evaluation
Attendee List of Participants	Program Activity Management
Acceptance List	Program/Part/Credit Report
Registration/Acceptance Letter	Program Activity Report
Faculty Confirmation Letter	Summary Cost Per Participant
Faculty Contract	Cost Per Participant Per Program
Lodging List	Cost Per Credit Unit
Facility Function Sheet	Judicial Education Budget
Special Needs List	Program Budget
Meals List	

Should Have

Facility Contract	Mandatory Credit Report
Expense Vouchers	Mandatory Credit Exception Report
Program Supplies	Tickler List

Nice to Have

Applicant Profile	Promotional Letter
Rejection Letter	Order Form

Rejection List	Invoice
Rejection Report	Receipt
Waiting Letter	Notice
Waiting List	Reserve List
Precourse Assignments	Activity Report - Items Sold
Precourse Materials	Subscriber Purchases
Staff Assignment Sheet	General Ledger
Distribution of Program Materials	Total Fees
Summary Cost Report	Grant Report
Program Cost Center Report	Requisition
Card Catalog	Outstanding Requisitions
Yes Letter	Purchase Order
No Letter	Outstanding Purchase Orders
Reserve List	Payment Voucher
Delinquent Returns List	Payments Made
Reminder Letter	Vouchers Authorized for Payment
Second Reminder	Positions List
Extension Letter	Salary Table
Fine Assessment Letter	Personnel Profile
Library Activity Report	Personnel Listing
Loan Library Inventory	Performance Appraisal Tickler
Publications Listing	Inventory by Type
Subscriber Information	Inventory by Acquisition Date

Not Necessary

Receipt	Exception Letter
Invoices (Window Envelope)	Meal Tickets
Deposit of Registration Fees	Total Refunds
Payment Status Report	Check
Refunds	Inventory by Expiration Date
Exception List	

As is apparent from the above list, three broad areas in the original list of functions did not appeal to most of the judicial educators contacted: library functions, administrative activities, and billing components. Although the development committee

had done a considerable amount of work defining outputs for these components, those in the *nice to have* and *not necessary* categories are not included in the final design document.

The third objective of the project was to evaluate whether existing commercial packages developed for other industries and organizations could meet the unique requirements of courts. Project staff compared 26 systems to the criteria identified as critical by the committee. It was determined that there are a number of packages in the private sector, but they only perform "bits and pieces" of judicial education functions. Because of the size of the judicial education market, it is doubtful that vendors would develop this type of software with their own resources.

The fourth and most important objective of the project was for Larry Webster, director of the Court Technology Programs of the National Center for State Courts, to design a model Judicial Education Management System containing table definitions, information relationships, and a data dictionary with data elements, attributes, and values. The model describes the input and operation processes of the system as well as reports, forms, labels, and other outputs. Individual states could then use the model to develop a system for their computer hardware, operating system, and database software. System components could be implemented on mainframe, mini-computer, or personal computer platforms. States could select the features and modules applicable to their operations. For example, a state that does not have mandatory education requirements would not need credit-tracking functions.

Because of high costs for any one state to program the JEMS design and its low priority in states' overextended data-processing operations, an application was approved by the State Justice Institute to complete programming in a pilot state. The JEMS Final Report, which contains much more detail on project activities, is available from the National Center for State Courts and NASJE. To request a copy, please contact the Technology Information Service, National Center for State Courts, (804) 253-2000; fax (804) 220-0449; BBS (804) 253-2526. For additional information about the new phase of the project, contact Anthony Fisser, (203) 566-8567. ■

President's Column, *continued*

National Judicial College, and Dean Louis W. McHardy, of the National Council of Juvenile and Family Court Judges, indicating that although they felt they should not complete the response form, they did support the NASJE strategic planning process. I am most grateful for their interest and support.

The board of directors met in conference call on May 17 and requested the bylaws committee to prepare amendments to the bylaws reflecting the responses outlined above. Proposed bylaws revisions will be sent to full members this summer for review and subsequent approval/disapproval at the October annual conference.

Due to the important nature of the proposed changes to the bylaws, the board acted to permit all full members to vote on the proposed amendments, even if they cannot attend the San Francisco meeting. To accomplish this, the bylaws must be amended to permit proxy voting. Consequently, full members will receive information to amend the bylaws this summer to allow proxy voting in October.

Congratulations are in order for John Hudzik, Maureen Conner, and

the rest of the JERITT staff for *Issues and Trends in Judicial Education 1993*. All members should have received a copy in May. If you have not had a chance to look at it, it is well worth your time. The publication contains a wealth of information on the status of judicial education and a view to the future. We are indeed fortunate to have a resource such as the JERITT project.

I am also pleased to report that V. K. Wetzel and Kay Boothman, NASJE vice-president and treasurer respectively, met in February with Judges Daffron and Dressel, of the ABA's National Conference of State Trial Judges. The meeting, facilitated by Catherine Pierce under a JEAEP grant, explored the possibility of collaborative efforts between the two organizations. Seventeen areas for examination were identified for future discussion. Another meeting will be scheduled this summer.

Finally, I want to once again thank the NASJE board for their dedication and their many contributions made at the critical midyear meeting in February. Many topics were covered at the meeting, and significant steps were taken in the strategic planning process. ■

1993 NASJE Conference, *continued*

In the evening, conference attendees will be treated to a Chinese banquet in the heart of San Francisco's famous Chinatown.

Tuesday, October 12

The day will start with the Second Annual NASJE Fun Run and Walk, which will follow a course down to the Embarcadero, then to Fisherman's Wharf, and perhaps back.

Conference attendees will then join all-day sessions specifically designed for their professional development and personal renewal. The session options are Judicial Educators and Their Boards; Building Effective Relationships; Conference and Seminar Management from Faculty Contracts to Security; Humanities for the Judicial Educa-

tor; and Power and Responsibility in Program Planning.

Following the all-day sessions, an optional bus tour of San Francisco will be available to see the sights that cannot be reached by foot from Union Square.

Wednesday, October 13

The 1993 conference will close with a morning presentation on cultural diversity and its importance in judicial education.

Conference announcement and registration forms should be in your mail box by mid-June. What better way to enhance your judicial education programs and professional development than to use those end-of-the-year budget dollars for the 1993 NASJE Annual Conference? ■

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Vols. 3-7 (1987-1992)

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Benchguides: Are They Beyond Your Capabilities?

Michael W. Runner

Many judicial educators from smaller states consider publications beyond their expertise and fiscal resources. Before writing off publications altogether, however, they should consider alternative methods of creating these judicial practice materials economically. For example, volunteer attorneys and judges can be recruited to draft and review benchguides, which can be photocopied in-house, distributed by bulk mail, and stored in standard three-ring binders. This article attempts to narrow the definition of a benchguide and to offer practical suggestions for producing these useful tools quickly and economically.

What Is a "Benchguide?"

Defining a *benchguide* is not easy; judges and judicial educators have used the term loosely in reference to many types of publications. In general, benchguides are any publication or manual designed to assist judges in performing their judicial duties on or off the bench. The format of benchguides has ranged from general narratives discussing legal/judicial practice to carefully designed, practical guides solely for use in court proceedings.

In developing an extensive collection of judicial practice materials over the past 17 years, the California Center for Judicial Education and Research (CJER) has struggled to distinguish benchguides from benchbooks, manuals, and other materials designed for use by judges. CJER now defines a benchguide as a practical, step-by-step guide intended for use on the bench by new and experienced judicial officers (judges, commissioners, and referees). Each CJER benchguide focuses on a relatively narrow topic (e.g., contempt, arraignment, misdemeanor sentencing) and covers only procedural matters that would be

handled in court; materials that are not intended for use on the bench will be included in different publications, such as manuals, benchbooks, or journals. Thus, benchguides are *not* comprehensive references on the law; they are brief (30-50 pages) procedural guides for handling proceedings in court. Benchguides can be produced relatively quickly and inexpensively because of their brevity and narrow focus.

In contrast, *benchbooks* serve as comprehensive references with extensive background discussion of the law and procedure. Although benchbooks also contain practical tools (checklists, scripts, etc.) for judicial use, they generally consist of bound volumes organized much like treatises, with a narrative discussion of the law presented logically in chapters; the procedural tools are interspersed throughout the text. Benchbooks are very expensive and time-consuming to produce because they usually cover broad topics, such as civil trials, criminal proceedings before trial, etc., and generally must be printed professionally. CJER benchbooks have been financed by grants from a private foundation, which has recouped its costs through sales to attorneys.

After an extensive review in 1992, CJER's publications committee determined that benchguides, as defined above, are the most practical and useful publications for judges. Therefore, CJER will concentrate on creating a comprehensive set of benchguides, including the conversion of some materials now in benchbook format (current benchbook projects will continue in selected areas).

Benchguide Components

The following are the primary components of a benchguide:

- *Procedural checklists.* These are step-by-step instructions for performing various courtroom proceedings. Each instruction includes basic citations to major cases and statutes and cross-references to discussion in the

applicable law section (discussed below). The checklists will be very difficult to update with new cases and statutes unless these basic citations are included.

- *Applicable law.* This is a *brief* discussion of the law supporting the procedural steps provided in the checklists. A lengthy legal analysis is not necessary, but the discussion should include enough explanation of the procedure, with citations to statutory authority and case law, to permit the judicial officer to conduct most proceedings on the bench without consulting additional resources. The discussion should include cross-references to more-detailed discussion in benchbooks (if any) or other appropriate secondary authorities available to judges in the state. Particularly difficult cases might warrant a judge's additional research using these cross-referenced texts in chambers.
- *Appropriate forms, spoken and written.* The most important components of benchguides are the spoken forms or scripts. Spoken forms are most helpful to newer judges or judges who have had little or no experience handling a particular issue. Instructions in the spoken forms should also include basic citations to legal authorities to facilitate updating.
- *Judicial tips.* These are included in the procedural checklists and consist of practical suggestions for handling various proceedings. They also note particular legal and procedural problem areas.
- *Other references.* This is a list of the references to additional, secondary legal resources for more-detailed discussion, such as benchbooks (if any) or appropriate legal reference texts available to judges in the state.
- *Index and tables of authorities.* The benchguide should include an index and tables of cases and statutes, referenced to the other benchguide components by section or page number. The

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tables of authorities are needed to facilitate research and to ensure that all references are found for updating when laws change.

Benchguide components should be presented in the following order: (1) procedural checklists, (2) applicable law, (3) spoken and written forms, (4) other references, and (5) index and tables of authorities. Each component should present all issues in the order that the proceedings would be handled on the bench. Cross-references within the benchguide can be used liberally to guide the reader from one component to another, e.g., the forms to the applicable law to the spoken forms, etc. The benchguide should be updated annually with new cases and statutes.

Some benchguide topics require materials that might not easily fit within the strict procedural format suggested above. For example, the dynamics of domestic violence are extremely important to a judge's understanding of the context and appropriate resolution of a domestic violence case. Because a narrative discussion of the dynamics would not fit within the procedural components of a standard benchguide, it is suggested that these materials be included in an appendix.

Preparation, Review, and Production

Judicial education programs in many states do not have adequate staff to write benchguides, but volunteer assistance should be available from the bench and bar. Volunteer attorneys might be recruited, for example, from the administrative office of the courts, law schools, government attorney offices (legal services, district attorneys, and public defenders), and the private bar. Judges who have handled cases on the various topics are excellent resources.

Benchguides drafted by in-house attorney staff or volunteer authors (attorneys or judges) must be reviewed by judges to ensure balance of coverage, procedural accuracy, and practical application. The ideal reviewers would be judicial planning committee members, with assistance of other respected, expert judges from various

parts of the state. For detailed benchguide drafting tips, see sidebar.

Desktop publishing (or even word processing) can produce an 8-1/2 by 11 inch format, three-hole punched, and side-stitched (stapled) benchguide. This size permits benchguides to be stored in three-ring binders or used individually on the bench. Adequate quality can be obtained at a very reasonable cost by photocopying the final manuscript; benchguides need not be printed commercially.

Maintenance Plan

The development of benchguides should include a plan for regular updating (preferably once annually). In some states, educators obtain updates from annual education program faculty; other educators add benchguides to the rotation of publications that their office updates

regularly. The format guidelines and drafting tips suggested in this article (e.g., citations in checklists and scripts, tables of cases and statutes) will facilitate methodical updating. Attorney/judge resources used in preparing the original benchguides might also be tapped for updates. An appropriate maintenance plan should be adopted at the beginning of the project to ensure that the benchguides do not become obsolete (or dangerous) after several years.

For a sample benchguide created under the guidelines presented in this article, contact CJER, 2000 Powell Street, Suite 850, Emeryville, CA 94608. Telephone: (510) 450-3601. For additional discussion of benchbooks and judges' specialized needs for written resources, see *Benchbook Planning Manual*, National Conference of State Trial Judges, American Bar Association (1985). ■

Benchguide Drafting Tips

The following suggestions might help in the preparation of benchguides:

- For each covered procedure or topic, draft the checklist, applicable law, and spoken/written forms at the same time. Begin by drafting the procedural checklists in their proper order. In general, each checklist should not exceed two pages. Begin each step of the checklist with an italicized instruction that does not exceed two lines. If a more lengthy explanation is required, put it in the applicable law section and cross-reference the checklist.
- In each procedural step, cite the primary authority (statute or case), unless there is no authority to support it. Avoid string cites; lengthy legal references and discussion should be placed in the applicable law section.
- As each checklist is written, draft any "applicable law" that is needed to understand the procedural steps. This will save time, as opposed to writing all checklists first, because the legal summary will be prepared while knowledge of legal resources is fresh. This method also permits better coordination of the checklist and legal discussion and minimizes repetition.
- In the applicable law section, include a brief parenthetical after each case citation to indicate what the court held or how the case is relevant. This frequently saves the reader from having to look up a case.
- As each checklist is written, draft appropriate scripts (called *spoken forms*) and written forms. Scripts or forms submitted by individual judges or included in program materials can be very useful, but they frequently must be adapted to eliminate local peculiarities and to make them representative of practices by most judges. The scripts should use words that judges would feel comfortable saying in court. In all forms, alternatives based on different circumstances should be set forth clearly.
- After checklists, applicable law, and forms are prepared, write a brief scope note for the beginning of the benchguide, prepare the section listing other references, and construct the index and tables of authorities.

Off and Running: The Justice Management Institute

The Justice Management Institute (JMI), which opened for business in early 1993, uses seasoned and experienced consultants to deliver a wide array of education, training, research, and technical assistance services. JMI faculty and consultants include some names well known among judicial educators: Mary Brittain, John Hudzik, Dale Lefever, Barry Mahoney, Harvey Solomon, Maureen Solomon, and Gordon Zimmerman. Dennis Catlin serves on the founding advisory board. JMI has received grants and contracts from such entities as the State Justice Institute; Florida Office of the State Courts Administrator; New Hampshire and California administrative offices of the courts; Maricopa County, Arizona, Superior Court; Ohio Supreme Court; and New Mexico Judicial Education Center.

Goals and Objectives

JMI provides services to state, local, and federal courts, justice system agencies, law firms, and other organizations nationwide and worldwide. Its goals and objectives include:

- Emphasizing interrelationships among courts and other institutions and agencies involved in the administration of justice.

- Strengthening and broadening the national and international network of courts, justice system agencies, organizations, and individuals concerned about the effective administration of justice.
- Promoting user, client, and public perspectives in justice system operations and service delivery.
- Encouraging and assisting in the collection and use of high-quality information to design, manage, and implement justice improvement programs.
- Developing, in collaboration with the private sector, the application of technologies that can enhance justice-related programs and operations.
- Promoting communication, leadership, and team building as key ingredients of effective justice system management and service delivery.

Programs and Services

JMI provides education and services in a wide variety of areas, including: alternative dispute resolution, budgeting and planning, caseflow management, court security and facilities, evaluation research, human resources management, information systems and management statistics, integrated justice system, leadership and team

building, management of notorious cases, project management, records management, redesigning court operations, sentencing policies and practices, strategic planning, justice system technologies, total quality management, trial management, and use and collection of fines and fees.

JMI hopes to offer six courses in 1993 in collaboration with "host courts." For each JMI national or regional program, a host court provides logistical services to support the education session presented by JMI faculty and consultants. The first program, "Critical Issues in Caseflow Management," hosted by Arizona's Maricopa County Superior Court, was held June 2-4 for superior, justice, and federal court judges, court administrators, and court support staff. JMI's second course, dealing with human resources management, is scheduled September 29-October 1 in Boulder, Colorado, under the auspices of the Boulder County District Court; an announcement will be mailed in July.

For additional information and to join JMI's mailing list, contact Justice Management Institute, 1301 Pennsylvania Street, Suite 610A, Box 41, Denver, CO 80203. Phone: (303) 831-7564; Fax: (303) 831-4564. ■

Thank You, *continued*

involvement in the program was an essential ingredient to the success of this meeting. I am extremely pleased with the first council meeting and am confident it will serve as an important step toward fostering improved relations between the federal and state courts.

Again, thank you for your participation. We will be calling on you for guidance in planning future meetings.

- On behalf of the [judicial college], I want to thank you for your participation in the 1991 Judges

Annual Conference. Your informal discussion on the new criminal rules was extremely informative; and, I am confident, it will prove beneficial to the district judges. I am particularly grateful to you and the other judges for your steadfast support of judicial education during these difficult times.

- As usual, your presentation was interesting as well as informative, and the participants received practical advice and materials that will be helpful to them on the bench. We appreciate the time

you were willing to take away from your other responsibilities in order to work with us. We are certain that the judges greatly benefited from your presentation, and we received very favorable comments at the program.

- Your presentation was interesting as well as informative, and the participants received practical advice and materials that will be helpful to them on the bench. We appreciate your interest and the obvious enthusiasm you showed during your presentation. ■



PROFILE

Karen M. Waldrop

It is not surprising that she loves cars. Low, sleek, and energetic, sports cars have attributes similar to her own. At 5'2", Arizona's judicial educator, and NASJE's secretary, may also be described as on a fast track.

Rising at 4:30 a.m., she runs three miles daily. She is a certified scuba diver, an aerobics class participant, a lover of art, a graduate student pursuing a Ph.D., and a single parent to her college-age daughter Wendy. This all in addition to her full-time commitment as the division director—education services, and executive director—Judicial College of Arizona!

Perky, articulate, agile, what roads did the high-performance Karen Waldrop travel before assuming her current responsibilities? Originally the streets were in the heart of Dixie. Raised in Birmingham, Alabama, Karen graduated from the University of Montevallo where her areas of concentration were art, English, and education. She graduated with highest honors. For seven years she taught at two high schools, including a "cross-over" school where busing was instituted to facilitate racial integration. As part of her duties at the cross-over school, Karen assisted in the training of other teachers in a type of cultural diversity effort.

After a challenge from her spouse, when he questioned whether she could function as well in the world of adults as she did in the world of youth, she moved to administration at a convalescent center. For eight years Karen labored in different capacities in the health field, including a majority of time in which she was responsible for continuing education not only of hospital staff, but the community at large. During this interval, Karen served as a member of the park board and the city council in Trussville, Alabama. "One never really knows controversy until one serves on something like a city council," Karen recalls. As a result, she "elected" not to run after her year's appointment concluded.

When in 1986 her husband was transferred to Phoenix, Karen moved west to the Grand Canyon state. Since she visited Phoenix in July, and moved in August, she learned immediately why Phoenix was called "the Valley of the Sun." The area entices one to the great outdoors, particularly when one's home backs up to the Phoenix Mountain Preserve, as hers does.

While perusing the newspaper want-ads, she noticed an advertisement for the position of training coordinator at the admin-

istrative office of the courts. She applied and was hired. Her management, education, and adult-learning experience prepared her well. Karen may perhaps be the only current judicial educator who has done continuing education both for medical doctors and for judges. "The transition was not so hard," Karen comments. One difference from her experience with educators was that educators tend to be, as a general rule, more process/people oriented, and more collaborative in their approach. Physicians and judges are more accustomed to needing to be "in control." This requires different kinds of organizational skills among educators.

In 1988, after transferring six credits from Arizona State University, Karen completed her coursework in adult education and human resources and received a master's degree from the University of Alabama in Birmingham.

Of what in judicial education is Karen most proud? She is most proud that, with support from the court, "judicial education in Arizona has grown exponentially." Second, Karen is proud of the establishment of the judicial college, which now has been in existence just over a year. Hand-in-hand with the college has been the development of a

legal institute for nonlaw-trained judges. Mentoring programs for limited jurisdiction judges, partnership programs with the State Department of Education (wherein the Arizona courts are able to do teleconferencing), and the inclusion of such topic areas as victims rights and domestic violence are all important accomplishments.

There is also a new supreme court building of which the Arizona court system can be proud. It is there that the educational services division of the administrative office of the courts is located. The department is responsible for educating not only judges, but also judicial staff including secretaries, bailiffs, court reporters, clerks, probation staff, and others. There are 16 mandatory judicial education hours required of judges each year, as there are also for other judicial staff.

What has been Karen's involvement with NASJE? When Karen was promoted to director of the Arizona office in 1989, she participated in the January 1990 Conference on Continuing Professional Education, which convened at the University of Arizona at Tucson. This was when she began her NASJE membership. She had some previous introduction to NASJE

continued on page twelve

Profile, continued

members at a bio-ethics conference where she met Florida judicial educator Dee Beranek. In Tucson, Karen determined that NASJE members were "people with whom I really needed to be connected." Subsequently, Karen attended her first NASJE conference in Burlington, Vermont, in October 1990. NASJE presidents Rita Stratton Culbertson and Jerry Beatty selected Karen to serve various judicial education functions, culminating in Karen's election as the NASJE western regional representative.

Karen views herself as having had many mentors. On a national level, she's appreciated Maureen Conner, Rita Stratton Culbertson, and current NASJE president Larry Stone in

particular. Karen considers the Leadership Institute for Judicial Education with Doctors Patricia Murrell and Chuck Claxton particularly helpful. Marilyn Nejelskji, former executive director of the Women Judge's Fund for Justice, was also important. Significant mentors in education in Arizona include former chief justice Frank X. Gordon, current chief Stanley G.

Feldmen, past-court administrator Bill McDonald, and Judge E. G. Noyes, Jr., Arizona Appellate Court and current dean of the Arizona Judicial College

What does the future hold? Karen hopes always to be a people-work person. But a red Corvette also appears on the horizon. Even in retirement, roads untraveled must be visited. ■

LIJE Update

The next Leadership Institute in Judicial Education will be held April 26-30, 1994 (contingent upon availability of appropriations) in Boone, North Carolina. Contact Dr. Charles Claxton, director, at 704/262-2875 for more information. ■



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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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