NASJE CURRICULUM DESIGN

ASSESSING JUDICIAL BRANCH EDUCATION GOVERNANCE

GOVERNANCE: Experienced Level Content

NASJE

NATIONAL ASSOCIATION OF STATE JUDICIAL EDUCATORS

Assessing Judicial Branch Education Governance

This is a summary of the content in this curriculum design.

A. Governance
   a. Definition
   b. Why it matters
   c. Benefits of evaluation
B. Blended Governance in Judicial Branch Education
   a. Definition
   b. Administrative governance
   c. Stakeholder-based governance
   d. Judicial branch education department
C. The Operational Aspects of Judicial Branch Education Governance
   a. Goal achievement
   b. Efficiency
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   d. Clear processes
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D. The Relational Aspects of Judicial Branch Education Governance
   a. Goal consensus
   b. Inclusion
   c. Flexibility
   d. Trust
   e. Legitimacy
E. Assessment and Enhancement of Judicial Branch Education Governance
   a. Assessing the viability of stakeholder-based governance
   b. Assessing the effectiveness of blended governance
F. Assessment of Judicial Branch Education Governance Locally
   a. How do we (or do we) currently assess the effectiveness and functionality of governance?
   b. Would it be important to enhance (or implement) an assessment strategy?
   c. What are some current issues that indicate assessing governance may be an important activity?
   d. What are some initial considerations and steps for enhancing (or implementing) an assessment strategy?
   e. Do we need an assessment strategy or do we need to conduct an evaluation of governance?

NASJE Curriculum Designs
The Numbering System

NASJE Curriculum Designs follow a consistent numbering system to facilitate identifying information and navigating within and among various curriculum designs.

The first number refers to the NASJE Core Competency.

For example:
1 indicates the NASJE <u>competency</u> addressed in this curriculum design is governance

The second number refers to entry- or experienced-level content. (Entry indicates that the <u>content</u> is new to the target audience; it is not a reference to the experience level of the participants. Experienced level indicates learners already have some familiarity with the content.)

For example:
1.**1** is the <u>entry-level</u> governance curriculum design
1.**2** is the <u>experienced level</u>

The third number refers to the section of the design.

For example:
1.2.**1** is the <u>content</u> section for experienced-level governance
1.2.**2** is the <u>faculty resources</u> section
1.2.**3** is the <u>participant activities</u> section
1.2.**4** is the <u>bibliography</u> and selected readings

The final number refers to the order of items in a section.

For example:
1.2.1.**1** is the first content (the overview) in experienced-level governance
1.2.2.**7** is the seventh faculty resource
1.2.3.**3** is the third participant activity

Assessing Judicial Branch Education Governance

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Use of NASJE Curriculum Designs

Taken together, the curriculum designs in this series provide an overarching plan for the education of judicial branch educators; this overarching plan constitutes a curriculum. Individually, each curriculum design and associated information provide faculty with resources and guidance for developing courses for judicial branch educators. Content from the curriculum will be used alongside other content as determined by the NASJE Education Committee.

The designs are based on the NASJE Core Competencies. Two curriculum designs are provided for most competency areas, one for entry-level content and the other for experienced-level content. Content level relates to the participants' familiarity with the subject area and not their tenure in judicial branch education.

Each of the curriculum designs, based on the competency areas, may be used either in its entirety or in segments to meet the needs of the individual circumstance or situation, the particular audience, time constraints, etc.

Each curriculum design includes a series of learning objectives and an outline of content to support those learning objectives. Content is annotated with the bracketed number of the learning objective it supports. Learning objectives for each curriculum design are listed in order of importance or in a logical progression. Faculty is encouraged to select content based on the order of the learning objectives. Content is provided in an abbreviated outline format. Faculty may expand on the content based on the needs of the learners.

Associated information for each curriculum design includes: (a) resources for faculty's use (as reference and/or as participant handouts), and (b) a series of recommended participant activities to measure achievement of objectives. Each resource and participant activity has a cover sheet explaining its use. Faculty notes near the beginning of each curriculum design provide important information to assist faculty in effectively preparing to design and deliver a course.

Developing any course from a curriculum design will require that faculty (a) utilize an instructional design model (in the appendix), (b) employ adult education principles (next page), and (c) have an in-depth knowledge of the content beyond what is included in the design. A bibliography accompanies each curriculum design and contains additional sources of information. Because there are many sources for each content area that are not in the bibliography, faculty is encouraged to fully explore a variety of available sources when designing a course from a curriculum design.

The NASJE Curriculum Committee welcomes feedback, updates, corrections, and enhancements to these designs so they will remain current and viable.

Adult Education Principles

As learners mature, they change in terms of:
1. **Self-concept**: *They evolve from being dependent to self-directed.*
2. **Experience**: *They accumulate a growing reservoir of experience that becomes an increasing resource for learning.*
3. **Readiness to learn:** *Their readiness to learn becomes oriented increasingly to the developmental tasks of their various roles.*
4. **Orientation to learning:** *Their time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly their orientation toward learning shifts from subject-centered to problem-centered.*
5. **Motivation to learn:** *Their motivation to learn is internal rather than externally generated.* (Knowles, 1984).

Effective learning for adults is dependent on faculty:
1. **Engaging learners actively in their learning:**
   Adult learners generally prefer to participate, test new learning, and engage in discussion about the relevant content. Faculty needs to actively engage them at least 50% of the time through questions, activities, etc. and enable learners to discover how their new learning will serve them.
2. **Creating and maintaining an effective, safe learning environment:**
   Adult learners will participate readily in an educational situation if the environment is physically and psychologically suitable. Physically suitable includes comfortable, well-lighted, and easily accessible space; psychologically suitable includes feeling welcome to offer opinions and differing views and to ask questions. Faculty needs to alter the physical environment to meet the needs of learners and to state and demonstrate that the learning situation is open and non-threatening.
3. **Demonstrating respect for differences:**
   Adult learners are independent and self-reliant; they are of varied races, ethnicities, religions, backgrounds, experiences, and education. In an educational situation, they need to be respected for their differences, even if their experience and knowledge is different from faculty. Faculty needs to state and demonstrate their willingness to engage different views.
4. **Providing learners with information on what to expect:**
   Adult learners prefer to understand what will happen in their learning and what will be expected of them in the learning environment. Faculty needs to provide an agenda, an overview, learning objectives, etc.
5. **Basing content on immediately applicable information and skills:**
   Adult learners generally prefer to engage in learning that will help them in their daily lives and work. Faculty needs to ensure that theoretical information serves only as a background for practical application of new knowledge and skills.

[Instructional Design: The Backbone of Effective Education](#) and [Developing Faculty.](#) NASJE curriculum designs include additional information on adult education theory and practical application.

Title: Assessing Judicial Branch Education Governance

NOTES:

Part of the materials for NASJE curriculum designs is a glossary, which will be the basis for developing a shared or common professional language for judicial branch educators. The first time a word found in the NASJE Glossary is used in a curriculum design, it is identified with a word border. Subsequent uses of the word do not have a border. In the online format, the definition will pop up when you roll your cursor over the text inside the border. In the hard copy format, you can find the definition in the glossary at the end of the curriculum. Faculty members using the NASJE curriculum designs are encouraged to familiarize themselves with the definitions relevant to the content area by reviewing the glossary terminology.

Words or terms underlined and in blue indicate a link to parts of the curriculum design. In the electronic format, click on the text to view the identified item. In hard copy format, refer to the page number that follows the text.

Related to NASJE Competency:
Governance: Roles, Responsibilities, Structures, and Functions of Boards, and Advisory and Planning Committees (available on the NASJE website)
Competency Summary: Understanding, developing, and implementing an effective governance system is crucial to provide the necessary infrastructure to support a judicial branch education program. Effective relationships and complementary roles among boards and committees provide a system that ranges from policy-making, to decision-making, and to program implementation

Target Audience:
Judicial branch education department managers or division directors

Content Level: _____ Entry ___X____ Experienced
(This is not a reference to the general experience of the learner, but the experience the learner has with the specific content. For example, a learner with 20 years of experience in judicial branch education may be at the entry content level for a topic if he or she has not had an opportunity to work with the content or become proficient with it.)

Date Approved: June 18, 2013   Last Updated:

1.2.1.0 Curriculum Design

1.2.1.1 Curriculum Design Overview:
(This section provides an overview and states the purpose for this educational area. It does not include all the detail shown in the outline, but is intended to provide a synopsis of the content.)

Judicial branch education products and services are generally the result of a blended governance model. This model combines administrative governance from the overarching administrative organization with some form of volunteer stakeholder-based governance from groups of learners and other stakeholders. Administrative governance (from an administrative office of the courts, a local court, a university, or an association) provides (a) guidance on how the judicial branch education department functions, and (b) support in terms of funding and human resources. Stakeholder-based governance (from one or more stakeholder groups or committees) provides (a) guidance on what the department produces, and (b) the acceptability and relevance of educational products and services to learners. Blended governance places judicial branch education in a unique position: judicial branch education personnel are generally (a) employees of the overarching administrative organization and (b) staff to stakeholder groups and includes responsibility for implementing stakeholder recommendations.

The success of judicial branch education is dependent on how well blended governance works. The administrative governance entity provides authority for judicial branch education and the stakeholder-based governance entity (or entities) provides credibility among learners. The judicial branch education department functions under these two sources of governance and adds its own ingredient – authenticity in the form of educationally sound practices.

Assessing how blended governance works for judicial branch education is an important aspect of ensuring continued success of collaborative governance and judicial branch education generally. Judicial branch education department managers and division directors will benefit from exploring the effectiveness and functionality of blended governance, considering whether and how to assess it, and discussing how to respond to assessment results. Each judicial branch education department is unique and the form and implementation of blended governance will vary. Courses based on this curriculum design will provide judicial branch education managers and directors with insight into key components of blended governance and of potential assessment approaches.

1.2.1.2 Special Notes for Faculty:

Blended governance makes judicial branch education a collaborative effort. It involves judicial branch educators in balancing the needs and perspectives of administrative governance (their employer) and those of stakeholder-based

governance (the groups of learners and others with whom they work on a day-to-day basis). Assessing blended governance may be both a sensitive matter and a daunting undertaking. Because of the groups and individuals involved, using assessment results to make changes may also be a delicate issue. But assessing governance is important to ensure ongoing improvement of processes, procedures, products, and services. Before addressing content on considerations and approaches for assessment, faculty for a course based on this curriculum design needs to ensure a common understanding of blended governance. Faculty should therefore provide a brief overview of blended governance [section B in the curriculum design, which parallels content in the entry-level curriculum design on governance] and facilitate discussion about the variations and similarities of governance represented in any learner group.

Engaging managers and directors in examining the effectiveness of governance is the most important aspect of courses based on this curriculum design. Too often, judicial branch education managers and directors simply accept the form, status, and operation of their blended governance, assuming it cannot be changed or improved. By simply exploring blended governance and its key components, a manager or director may identify issues or problems that can be addressed locally; in some situations they may conduct a formal evaluation.

Resources and references are scarce for the type of blended governance that impacts judicial branch education. Faculty performing research before designing a course may find some relevant information in the literature on networks. Key differences between networks and blended governance include: in networks participating organizations and/or groups have equal status and power, and they may enter or exit the network voluntarily,. Similarities include: the operational and relational components required for collaborative work, the inherent tension that results from individuals wanting the network to be successful vs. the natural tendency to seek what is best for their base group, the unique set of expertise each group brings to the collaborative effort, and the results of the collaboration are more effective than those any of the individual groups could achieve independently.

One sensitive area with regard to blended governance is that judicial branch educators are technically part of the administrative governance entity and yet may work more closely on a day-to-day basis with stakeholder groups. For purposes of this curriculum design, judicial branch educators are considered a separate group in the development and delivery of judicial branch education. Although not in a position of governance, they are in a unique position to see both components of blended governance and to add their own expertise to the collaborative process. Faculty may need to remind judicial branch education managers and directors that they are treated separately in this curriculum design, but are in fact part of the administrative governance entity.

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The Curriculum Committee believes that issues of diversity and fairness, ethics, and technology are viable and valuable considerations to be incorporated into courses developed from NASJE curriculum designs. After reviewing the experienced-level curriculum design for governance, address these areas as appropriate for your specific course. In addition to how these issues are already incorporated into this curriculum design, additional content could include:

- o Diversity and Fairness: Engaging a broad spectrum of relevant individuals throughout the assessment process; constructing questions and interpreting responses fairly; treating all input equally
- o Ethics: Protecting the confidentiality of responders; developing and implementing an assessment with transparency; sharing results appropriately; using results appropriately to make changes to improve governance
- o Technology: Using technology to assist in assessing governance and analyzing results

1.2.1.3 Participant Learning Objectives:

(These are statements of what participants can say and/or do to demonstrate learning when participating in a course designed from this content. Learning objectives are directly related to selection of content for this curriculum design. They are listed in order of importance or in a logical progression in both the "in general" and "for the individual situation" sections. Faculty is encouraged to use learning objectives from both areas. Included with this curriculum design are participant activity suggestions for each learning objective.)

As a result of this education, participants will be able to:

In General:

1. Analyze operational aspects of judicial branch education governance.

2. Analyze relational aspects of judicial branch education governance.

3. Strategize on possible courses of action to address negative results from an assessment of judicial branch education governance.

For the Individual Situation:

4. Appraise any current assessment strategy regarding the effectiveness of judicial branch education governance.

5. Determine whether/which enhancements can or should be made to the local governance assessment strategy.

1.2.1.4 Educational Content:

(This is an outline of content to be included in courses developed from this curriculum design. Each area of content is annotated with the bracketed number of the learning objective it supports. The information in parentheses after key headings of the outline provides faculty with the overarching question the heading is designed to address.)

A. Governance *(what is it and why assess it)* – governance is an ever-present influence in both strategic and daily operation
   a. Definition – governance is a set of arrangements that brings order to a group of people and to their work through clearly defining roles for making decisions, determining and managing processes and procedures, and setting standards for activities, performance, and products or services
   b. Why it matters – governance has a significant and direct impact on the quality and quantity of products and services created and delivered under its jurisdiction or reach; it establishes an environment that includes both a supportive infrastructure as well as parameters on activities based on prescribed processes and procedures
   c. Benefits of assessment – assessing governance provides an opportunity to improve or enhance it, to strengthen its role, to maximize its beneficial aspects, and to achieve higher levels of quality of products and services
B. Blended Governance in Judicial Branch Education *(what is it)* – judicial branch education functions with a combination of two types or sources of governance, both of which are vital to its success
   a. Definition – blended governance in judicial branch education is a collaboration of expertise and coordination of resources between administrative governance and stakeholder-based governance to achieve the common goal of high quality education in the judicial branch; it directly impacts the work of judicial branch educators; the result of the combined efforts is greater than either entity could achieve independently
   b. Administrative governance *(what is it and what is its role)* – generally governance that is based in an organization (examples are an administrative office of the courts, a local court, a university, or an association); generally administrative governance has broad areas of responsibility; although it may have a degree of stakeholder involvement (such as a board, executive committee, or steering committee), it places responsibility on employed individuals (such as an administrator, a president, or a dean) and is focused on managing resources (human and fiscal) and how the overall organization operates; representatives of administrative governance exercise line control over the judicial branch education department and its employees; judicial branch educators generally

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do not affect the way administrative governance is organized or functions; it reflects the following:

    i. Authority – over action and over enabling others to act
    ii. Hierarchy – established levels of decision-making
    iii. Organization-centric model – internal and system based
    iv. Stability and sustainability over time – slow to change
    v. Predetermined structures – typical organizational components

c. Stakeholder-based governance *(what is it and what is its role)* – generally governance that is concerned with what the judicial branch education department produces and its acceptability and relevance to learners and stakeholders; it utilizes volunteers who adopt or accept certain levels of responsibility; representatives of stakeholder-based governance do not have line control over the judicial branch educators but exercise strong influence or some degree of control over courses and other educational products and services; judicial branch educators have a responsibility to support stakeholder-based governance and may influence how it is organized and functions; it reflects the following:

    i. Credibility – generates trust and buy-in from stakeholders for action taken through collaborative efforts
    ii. Network – provides collective and shared decision-making
    iii. Recipient-centric model – product and service based
    iv. Innovative and responsive – changes with circumstances
    v. Variable structures – may evolve over time both in terms of number and responsibilities of groups as well as membership

d. Judicial branch education department *(what is its role)* – is formally part of the administrative governance entity; it is subject to and dependent on both administrative and stakeholder-based governance; it is the center of educational expertise needed to develop education courses; it is the hub of logistical support to ensure delivery; it is responsible for coordinating the resources provided by administrative governance, incorporating the learner-based perspective of stakeholder-based governance, and applying effective educational practices to design and deliver education for the judicial branch; it reflects the following:

    i. Authenticity – ensures the educational viability of products
    ii. Collaboration and coordination – subject to both types of governance and a center for supporting both
    iii. Education-centric model – employs effective models for needs assessment, course development, delivery, and evaluation of relevant content
    iv. Consistent practices – applies available resources to established processes

v. Stable organizational structure – but can vary application of human and fiscal resources to meet varying learner needs

C. The Operational Aspects of Blended Governance in Judicial Branch Education [1] [3] [5] *(what constitutes effectiveness in the operational aspects of governance)* – operational aspects of governance involve the types and quality of activities and products that result from collaboration and coordination; both administrative and stakeholder-based governance entities are concerned with operational aspects of collaboration for judicial branch education; the operational aspects of blended governance may be relatively easy to assess and may represent a tension with the relational aspects of blended governance discussed in section D below [see 1.2.2.1 Balancing the Operational and Relational Aspects of Blended Governance, pg. 29]; relevant operational aspects of judicial branch education governance include evidence that administrative governance and stakeholder-based governance accomplish:

a. Goal achievement – the collaboration contributes to achieving the desired end products

b. Efficiency – processes and activities of the collaboration are streamlined and avoid wasting time, money, and other resources

c. Stability – processes and structures in the collaboration are consistent and dependable

d. Clarity – collaborative work is system-focused, each step is clear, and each step adds value

e. Effectiveness – product quality and/or quantity resulting from the collaboration surpasses baseline standards

D. The Relational Aspects of Blended Governance in Judicial Branch Education [2] [3] [5] *(what constitutes relational aspects of governance)* – relational aspects of governance involve the interactions of people and groups, how they relate to one another, and how they are perceived by each other and by outsiders; both administrative and stakeholder-based governance are concerned with relational aspects of collaboration for judicial branch education; judicial branch educators may play a pivotal role in the relational aspects of blended governance, although administrative and stakeholder-based groups may have other unrelated interactions that impact or shape their collaboration on judicial branch education; the relational aspects of blended governance may be difficult to assess and may represent a tension with the operational aspects of blended governance discussed in section C above [see 1.2.2.1 Balancing the Operational and Relational Aspects of Blended Governance, pg. 29]; relevant relational aspects of judicial branch education governance include perceptions that administrative governance and stakeholder-based governance achieve:

a. Goal consensus – all individuals and groups share the same focus and purpose; individual and group-specific goals are temporarily set aside for the benefit of the collaboration

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b. Inclusion – many people are authentically engaged; those involved directly experience engagement and their engagement is evident to others; those involved understand that effective inclusion takes more time and may generate more complexity, but it creates ownership among more people, reflects diverse needs more broadly, and leads to transparency in interactions

c. Flexibility – individuals and groups are able to respond to changing circumstances and to develop innovative approaches to complex problems

d. Trust – individuals participating believe in the viability, ability, and integrity of others; they believe others are capable; trust is extended to individuals, groups, and the collective effort

e. Legitimacy – those involved and those outside the collaborative effort share belief in the authenticity, genuineness, and believability of the collaborating partners; the collaboration is vital to the end product

    i. Internal – each participating individual and group believes in the credibility of other participants and other groups

    ii. External – participating individuals and groups contribute to and enhance the credibility of the collaboration to those not participating; those not participating believe in the value and authenticity of the collaboration

    iii. Group – those within and outside of the collaboration acknowledge the relevance and importance of each participating group

    iv. Individual – those within and outside of the collaboration acknowledge the value of the individuals representing the collaborating groups

E. Assessment and Enhancement of Judicial Branch Education Governance – judicial branch education managers and directors have numerous options for assessing the effectiveness of governance **[4] [5]**

a. Assessing the viability of stakeholder-based governance – while blended governance involves both administrative governance and stakeholder-based governance, judicial branch education managers and directors may want to examine stakeholder-based governance as an initial step in assessing blended governance; judicial branch educators have some influence over how stakeholder-based governance is organized and functions; they also have responsibility to ensure stakeholder groups are well defined and effectively supported

    i. Stakeholder-based groups *(what are the possibilities)*

        1. Policy level – generally a long-term group with rotating membership and wide representation; assists judicial branch education efforts through adopting

educational policies or standards; may make recommendations to administrative governance entity and/or a higher level stakeholder entity that is charged with final decisions for action that significantly affect the judicial branch (for example, a judicial branch council); often has authority to create other stakeholder groups for specific education purposes; examples of policy level groups could include Committee on Judicial Branch Education and Training, Judicial Branch Education Governing Committee, or Judicial Branch Education Policy Board

2. Advisory level – generally a long-term group(s); represents a significant learner population; responsibilities may include developing curriculum for specific target audience; examples could include Judges Education Advisory Committee, Probation Officer Education Advisory Committee, or Court Staff Education Advisory Committee

3. Planning level – often short-term groups to plan a specific program or course

   a. Program planning – a group tasked with planning an event, such as a conference; components of a program may include site selection, scope of offerings (number of courses and content areas), social events, etc.; examples of program planning groups could include New Judge Orientation Planning Committee, Judicial Conference Planning Committee, or Manager and Supervisor Conference Planning Committee

   b. Course planning – a short-term group tasked with planning a specific course or series of courses; components of a course may include decisions on learning objectives, decisions on topics and subtopics, faculty recommendations or selection, etc.; examples could include Criminal Law Education Committee, Committee on Ethics Education, and Committee on Public Trust and Confidence Course

4. Task forces or work groups – short-term groups that may meet temporarily to perform a certain task (such as develop a partnership between judicial branch education and local universities), study and report on a specific educational need (such as electronic

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delivery of certain content), or other limited activity (such as study and recommend new sources of funding for education); examples could include Judicial Branch Education Partnership Committee, Task Force on Electronic Education Opportunities, Educational Funding Workgroup

   5. Faculty – individuals tasked with developing and delivering content; although not strictly part of stakeholder-based governance, faculty may have an expectation of control over courses, which is generally the responsibility of stakeholder course planning committees and judicial branch educators and/or through partnerships between educators and faculty

ii. Sufficient organization and support for stakeholder groups *(what should be in place for stakeholder-based groups to function effectively)*

   1. Stakeholder groups are generally created by the administrative governance entity or by the judicial branch education department
   2. Groups depend on the judicial branch education department for organizational and operational support [see 1.2.2.2 Foundations of Stakeholder-Based Governance, pg. 31]; organization and support include deciding and documenting:
      a. Number of groups
      b. Scope of responsibility for each group
      c. Roles of members
      d. Group leadership roles and responsibilities
      e. Parameters and guidelines for meetings
   3. Stakeholders rely on the judicial branch education department for support of their work
      a. The true value of stakeholder groups may be revealed in how well the judicial branch education department collaborates with them and implements their recommendations
      b. The perceived value of stakeholder groups (among the administrative governance entity and stakeholders in general) may depend on how they are described by judicial branch educators, who have first-hand knowledge of what these groups offer and how they work

b. Assessing the effectiveness of blended governance – assessing governance goes beyond evaluating judicial branch education products and services [for information on evaluating the products

and services of judicial branch education, see the entry- and experienced-level NASJE curriculum designs on evaluation, Evaluation: The Basics of Five Approaches and Evaluating the Impact of Judicial Branch Education]; assessing governance involves examining operational and relational aspects of the collaboration [see 1.2.2.1 Balancing the Operational and Relational Aspects of Blended Governance, pg. 29] that lead to development and delivery of products and services; blended governance is a permanent part of judicial branch education and its effectiveness directly impacts products and services; participants involved any assessment of blended governance need assurance that their individual responses are confidential

  i. Informally assessing blended governance – judicial branch education managers and directors may take a variety of approaches for an informal assessment [see 1.2.2.3 Informal Assessment Approaches, pg. 33]

    1. Examining the collaboration – consider how the collaboration is working; review policies and procedures that bring administrative and stakeholder representatives together and determine whether they support both entities; consider how well communication fully informs both entities; reflect on the role of meetings in the collaboration and whether there is adequate interaction and opportunities for representatives of both entities to get to know one another and openly share concerns

    2. Analyzing the department's role in the collaboration – review how departmental personnel describe the administrative organization to stakeholders (and how they describe stakeholders to the administrative organization) and whether those descriptions create positive images; examine whether the department has adequate numbers and levels of stakeholder groups and clearly defined roles for each; consider with whom personnel identify, their employer or stakeholders, and whether they balance their role

    3. Discussing governance with department personnel – engage personnel in discussions about their perspectives on the collaboration between administrative and stakeholder representatives; discuss tension that they may have seen; seek their input on causes that contribute to difficulties they identify

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4. Interviewing administrative and stakeholder group leadership – construct a few open-ended questions to ask representatives of each entity that concern different aspects of the collaboration; take note of any problems they identify to see if there are patterns of concern

ii. Formally assessing blended governance – judicial branch education managers and directors need to plan several steps and consider several issues before conducting a formal assessment or evaluation

1. Identify expectations – before beginning a formal assessment, i.e., an evaluation, judicial branch education managers and directors need to:

a. Frame the request to evaluate – stress that the process is to improve the collaboration and not to diminish blended governance

b. Ensure fairness – identify a variety of key people who should be involved in initial discussions and decisions about the process

c. Plan for transparency – develop strategies to evaluate openly and share results appropriately

d. Define blended governance in broad terms – develop approaches to focus on collaboration rather than on specific individuals; blended governance may work well, although certain individuals may be problematic; stress that the evaluation concerns the bigger picture because specific individuals may change

2. Involve administrative governance representatives in the decision to evaluate governance

a. Decide how to evaluate – there is no right or wrong way to evaluate; considerations may include protecting respondent confidentiality, cost in terms of time and money, and ease of analyzing data

i. Interviews – may be face to face or electronic; interviews provide respondents with an opportunity to explain answers and ask for clarification about questions; they take more time than surveys and require careful documentation, and data is often more complex and sometimes difficult to quantify; and they may be more

                                                     appropriate when there is a small number of respondents

        ii. Surveys or questionnaires – hard copy or electronic; surveys and questionnaires generally do not allow respondents to ask questions, but they may be designed to allow elaboration on answers; they are quicker than interviews, and data is generally easier to quantify; and they may be more appropriate when there is a large number of respondents

        iii. Combination of interviews and surveys or questionnaires – a combination of approaches may be effective; an example would be interviews for key individuals and questionnaires for other individuals; or questionnaires for quantifiable data followed by interviews for qualitative data

    b. Decide what will happen with results – possibilities include:

        i. All respondents will receive analysis of results and participate in deciding what action, if any, may be necessary

        ii. All involved in the collaborative effort will receive analysis of results and participate in deciding what action, if any, may be necessary

        iii. Only leadership will receive analysis of the results and participate in deciding what action, if any, may be necessary

3. Involve stakeholder-based governance representatives in the decision to evaluate

    a. Consider the current level of activity and stability of stakeholder groups before deciding to evaluate blended governance; if stakeholder groups are not active or if they are unstable, evaluation results may not be viable

    b. Engage the policy-level group to make a decision to evaluate and/or to determine stakeholders who need to be directly involved in the evaluation; or engage all stakeholder committee chairs

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4. Consider an outside evaluator – to maintain responder confidentiality, effectively design the evaluation, and accurately analyze evaluation results
   a. Partner with a consultant in designing the evaluation to ensure results will be applicable to the governance situation or environment
   b. Clarify how results need to be analyzed and presented; reported results need to:
      i. Provide enough information to identify significant trends or perspectives (e.g., the number of individuals in a group who answered in similar fashion)
      ii. Be grouped by issue (e.g., responses to questions that relate to trust issues should be analyzed and presented as a consolidated indicator of perspectives)
      iii. Protect the identity of individuals
5. Introduce the evaluation – evaluating governance may be a new concept for potential respondents; an invitation to participate needs to be clear about the intent and nature of the evaluation [see 1.2.2.4 Sample Letter of Explanation for Evaluating Governance, pg. 35]
6. Engage administrative governance representatives
   a. Choose representatives who know enough about the blended governance collaboration to provide viable input; often the number of administrative governance representatives is small due to the limited number of people who actively participate in the collaboration
   b. Determine the questions to ask [see 1.2.2.5 Evaluation Questions for Administrative Governance Representatives, pg. 37]; administrators may have limited exposure to the daily collaboration of stakeholder groups, but their views and perspectives are vital in an evaluation
      i. Questions about operational issues – evaluating processes reflects directly on the administrative governance entity
      ii. Questions about relational issues – evaluating how the administrative entity perceives stakeholder-based groups is important because the administrative

governance entity provides resources for the collaboration

iii. Questions about judicial branch educators – administrative governance representatives may have a limited perspective of the role judicial branch educators play in a blended governance situation; their perspectives may be shaped by interaction with department leadership and feedback received from stakeholders on products and services

7. Engage stakeholder-based governance representatives

   a. Choose representatives who know enough about the blended governance collaboration to provide viable input; choices may be to include all stakeholders, chairs of stakeholder committees only, policy-level stakeholder group only, or some other combination of people

   b. Determine the questions to ask [see 1.2.2.6 Evaluation Questions for Stakeholder-Based Governance Representatives, pg. 41]; stakeholders involved in governance have first-hand knowledge of how they contribute to the collaboration, but they may have limited exposure to the administrative governance entity

      i. Questions about operational issues – collaborative processes are important to stakeholder representatives because they impact educational products

      ii. Questions about relational issues – evaluating how stakeholder groups perceive the administrative entity is important because stakeholder representatives give their time to the collaboration

      iii. Questions about judicial branch educators – stakeholder-based governance representatives have first-hand knowledge of the role and activities of educators in the collaboration

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8. Engage judicial branch education representatives
    a. Choose representatives who know enough about the blended governance collaboration to provide viable input; often the judicial branch educators who staff stakeholder committees are the most knowledgeable about blended governance collaboration
    b. Determine the questions to ask [see 1.2.2.7 Evaluation Questions for Judicial Branch Education Representatives, pg. 45]
        i. Questions about operational issues – judicial branch educators have responsibility for ensuring that processes yield the desired results; they have first-hand knowledge of how well the collaboration processes work
        ii. Questions about relational issues – judicial branch educators maintain contact with both administrative and stakeholder-based governance representatives; they are often a point of communication between the two groups; they may be able to identify a variety of relational issues in the collaboration
        iii. Questions about judicial branch educators – judicial branch educators are the only group with full understanding of their role in the collaboration and how blended governance affects their work
iii. Use of assessment results to improve judicial branch education governance [3]
    1. Gathering and interpreting or analyzing assessment data – both quantitative and qualitative assessment results need analysis; for formal assessments (evaluations) an evaluator (who understands statistics) and judicial branch education managers and directors (who understand the implications of responses) may need to be involved
    2. Sharing data with respondents and/or collaborating groups – generally, the decision about what to share and with whom will have been part of the planning process; engaging some respondents in reviewing the assessment

data is important to identify problem areas or specific issues and determine action to resolve them

3. Identifying issues and taking action – issues identified during an assessment may not fit neatly into the specific questions asked, but may indicate more generalized issues; issues and action will be unique to the local judicial branch education environment; a few general themes and responses may include:

    a. Operational issues

        i. Efficiency – some respondents may feel the collaborative efforts waste time and funds; necessary action may include assessment of time and costs of meetings

        ii. Effectiveness – some respondents may feel the collaborative efforts are not meeting expectations, and/or collaborative processes are perfunctory and do not add value; necessary action may include assessment of how meetings are conducted and whether education is meeting learner needs

    b. Relational issues

        i. Trust – some respondents may feel there is a lack of trust between administrative and stakeholder-based governance representatives; necessary action may include activities to bring administrative and stakeholder representatives into a closer working relationship

        ii. Communication – some respondents may feel communication between administrative and stakeholder-based governance representatives is not open and/or honest; necessary action may include assessment of how and when information is shared

        iii. Allegiance – some respondents may feel judicial branch educators are not balanced in their support of both administrative and stakeholder-based governance; necessary action may

CURRICULUM DESIGN

include assessment of educators'
communication skills and biases

iv. Roles – some respondents may feel
the two governance groups are unable
to put aside their own goals for the
benefit of the collaboration; and/or
some respondents feel judicial branch
educators do not play an effective role
in the collaboration; necessary action
may include a review and redefinition
of roles and responsibilities for
everyone involved

F. Assessment of Judicial Branch Education Governance Locally **[4] [5]** – *(what
are some questions to consider before taking action)*

a. How do we (or do we) currently assess the effectiveness and
functionality of governance?

b. Is it important to enhance (or implement) an assessment strategy?

c. What are some current issues that indicate assessing governance
may be an important activity?

d. What are some initial considerations and steps for enhancing (or
implementing) an assessment strategy?

e. Do we need an assessment strategy or do we need to conduct an
evaluation of governance?

1.2.1.5 Resources for Faculty:

*(This is a list of documents, reference materials, and other sources of information that faculty
may find useful. In addition to the attached materials, links are provided to more detailed
resources.)*

1.2.2.1 Balancing the Operational and Relational Aspects of Blended Governance,
pg. 29

1.2.2.2 Foundations of Stakeholder-Based Governance, pg. 31

1.2.2.3 Informal Assessment Approaches, pg. 33

1.2.2.4 Sample Letter of Explanation for Evaluating Governance, pg. 35

1.2.2.5 Evaluation Questions for Administrative Governance Representatives,
pg. 37

1.2.2.6 Evaluation Questions for Stakeholder-Based Governance Representatives,
pg. 41

1.2.2.7 Evaluation Questions for Judicial Branch Education Representatives,
pg. 45

1.2.2.8 Operational and Relational Aspects of Evaluation Questions for Judicial
Branch Education Governance, pg. 49

1.2.1.6 Related Educational Areas:

(This is a list of content and/or contextual issues that are relevant to this educational area; faculty should be familiar with these areas and may include or reference some of this material in courses developed from this curriculum design.)

Other relevant NASJE curriculum designs or curriculum-based courses:

The Basics of Governance in Judicial Branch Education
Evaluation: The Basics of Five Approaches
Evaluating the Impact of Judicial Branch Education

Other relevant topics or educational areas:

Fairness and Diversity
Ethics
Technology
Leadership
Evaluation

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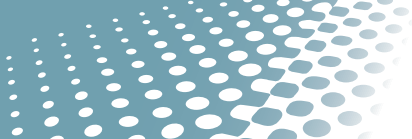## Assessing Judicial Branch Education Governance

1.2.1.7 Learning Objective, Resource, and Activity Chart

This chart shows the relationship between learning objectives, certain faculty resources, and participant activities; there are faculty resources that are not directly linked to learning objectives and thus are not referenced in this chart.

Learning Objective	Faculty Resource	Participant Activity
1. Analyze operational aspects of judicial branch education governance.	1.2.2.1 Balancing the Operational and Relational Aspects of Blended Governance, pg. 29	1.2.3.1 Analyzing the Operational Aspects of Blended Governance for Judicial Branch Education, pg. 53
2. Analyze relational aspects of judicial branch education governance.	1.2.2.1 Balancing the Operational and Relational Aspects of Blended Governance, pg. 29	1.2.3.2 Analyzing the Relational Aspects of Blended Governance for Judicial Branch Education, pg. 55
3. Strategize possible courses of action to address negative results from an assessment of judicial branch education governance.	None	1.2.3.3 Strategizing Action to Address Negative Assessment Results, pg. 57
4. Appraise any current assessment strategy regarding the effectiveness of judicial branch education governance	None	1.2.3.4 Appraising the Current Governance Assessment Strategy, pg. 61
5. Determine whether/which enhancements can or should be made to the local governance assessment strategy.	1.2.2.3 Informal Assessment Approaches, pg. 33; 1.2.2.5 Evaluation Questions for Administrative	1.2.3.5 Enhancing the Current Governance Assessment Strategy, pg. 63

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	[Governance Representatives](#), pg. 37;	
	1.2.2.6 [Evaluation Questions for Stakeholder-Based Governance Representatives](#), pg. 41; and	
	1.2.2.7 [Evaluation Questions for Judicial Branch Education Representatives](#), pg. 45	

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Assessing Judicial Branch Education Governance
Explanation of Faculty Resource

1.2.2.1 Balancing the Operational and Relational Aspects of Blended Governance

Purpose of resource/document

This resource shows the potential tension between two aspects of blended governance: operational aspects and relational aspects. These two aspects of collaboration may be treated independently of one another but are more effectively examined as a balance between operations and relationships. The judicial branch educator often needs to balance these two aspects because both are necessary for effective judicial branch education.

Use of resource/document

This resource would be effectively used after discussing both operational and relational aspects of blended governance [see C and D, The Operational Aspects of Blended Governance and The Relational Aspects of Blended Governance, pg. 11 in the curriculum design]. Judicial branch education managers and directors may identify other areas of potential tension between these two complementary aspects of blended governance and they may also discuss how to most effectively balance them for maximum collaboration.

Related documents or materials

Faculty resources
1.2.2.4 Informal Assessment Approaches, pg. 33
1.2.2.5 Evaluation Questions for Administrative Governance Representatives, pg. 37
1.2.2.6 Evaluation Questions for Stakeholder-Based Governance Representatives, pg. 41
1.2.2.7 Evaluation Questions for Judicial Branch Education Representatives, pg. 45

Participant activities
1.2.3.1 Analyzing the Operational Aspects of Blended Governance for Judicial Branch Education, pg. 53
1.2.3.2 Analyzing the Relational Aspects of Blended Governance for Judicial Branch Education, pg. 55

FACULTY RESOURCES

Assessing Judicial Branch Education Governance
Balancing Operational and Relational Aspects of Blended Governance

Operational Aspects	Possible Tension	Relational Aspects
Goal Achievement requires that the collaboration contributes to achieving desired results.	Visible products and services vs. Sacrifice of self-interests for the bigger picture	**Goal Consensus** requires that collaborating groups and their representatives share the same focus and temporarily set aside individual and group goals for the benefit of the collaboration.
Efficiency requires saving time and money in the process of collaboration.	Direct and abbreviated ways to operate vs. More time-consuming and complex involvement of people	**Inclusion** requires engaging numerous people, which takes time and costs money.
Stability requires that processes and structures are consistent and dependable.	Fixed and understood ways to operate vs. Ability to adapt to meet new needs	**Flexibility** requires that individuals and groups are able to respond to changing circumstances and develop innovative approaches.
Clarity requires that collaboration work is system-focused and that each step is clear and adds value.	Clear and understood system vs. Belief in others to do what is best	**Trust** requires that individuals believe in the viability, ability, and integrity of others.
Effectiveness requires that the collaboration results in product quality and quantity that surpass baseline standards.	Going beyond the product target vs. A viable and authentic process	**Legitimacy** requires that those within and outside believe in the authenticity and genuineness of the collaboration.

Assessing Judicial Branch Education Governance

Explanation of Faculty Resource

1.2.2.2 Foundations of Stakeholder-Based Governance

Purpose of resource/document

This resource provides judicial branch educators with a list of foundational elements to consider before assessing judicial branch education governance as a whole. It may also be used as a basis for improving stakeholder-based governance. The foundational elements listed are generally necessary for effective stakeholder-based governance to function effectively.

NOTE: This resource is similar to one used in the entry-level curriculum design on governance, the Basics of Judicial Branch Education Governance.

Use of resource/document

This resource may be used as part of the discussion on assessing stakeholder-based governance [see E, a, ii, Sufficient organization and support, subpart 2, Groups depend on the judicial branch education department for organizational and operational support, pg. 14 in the curriculum design] before evaluating blended governance as a whole.

Related documents or materials

None

FACULTY RESOURCES

The Basics of Governance in Judicial Branch Education

Foundations of Stakeholder-Based Governance

Check those components of stakeholder-based governance that are in place locally.

For each stakeholder group
- ❑ Mission or purpose statement
- ❑ Statement of life span
- ❑ Description of relationships with other groups
- ❑ Clearly stated level and parameters of authority

For stakeholder group membership
- ❑ Stated roles and responsibilities of members
- ❑ Defined relationship(s) with judicial branch education personnel
- ❑ Documented representation for groups of people
- ❑ Documented types of diversity desirable
- ❑ Defined terms and replacement process
- ❑ Clearly stated policies for awards or recognition for service

For stakeholder group leadership
- ❑ Stated role and responsibilities
- ❑ Defined term and replacement processes
- ❑ Stated succession plan
- ❑ Clearly stated policies for awards or recognition for service

For stakeholder group meetings
- ❑ Types of meetings necessary and possible
- ❑ Defined meeting schedule
- ❑ General guide for seating (members and visitors)
- ❑ General guide for materials
- ❑ Guidelines for voting (including process for proxy voting)
- ❑ Template for agendas
- ❑ Guidelines for recording or documenting meetings
- ❑ Guidelines for problems that can be anticipated
- ❑ Procedures to handle unanticipated problems

What improvements or enhancements do you think would improve the stakeholder-based governance entity and/or relationship between stakeholder groups and judicial branch educators and/or the department?

_____
_____
_____

Assessing Judicial Branch Education Governance

Explanation of Faculty Resource

1.2.2.3 Informal Assessment Approaches

Purpose of resource/document

This resource provides judicial branch education managers and directors with ideas on how to initiate some informal approaches to assessing governance. These examples may generate additional ideas and faculty may have additional suggestions about these approaches.

Use of resource/document

This resource would be effective as part of the discussion of informal assessment approaches [see E, b, i, Informally assessing blended governance, pg. 15 in the curriculum design].

NOTE: Faculty may refer managers and supervisors to the questions associated with evaluating governance for additional ideas; the statements and questions in those resources could be adapted for use in an informal assessment approach.

Related documents or materials

Faculty resources
1.2.2.5 Evaluation Questions for Administrative Governance Representatives,
    pg. 37
1.2.2.6 Evaluation Questions for Stakeholder-Based Governance Representatives,
    pg. 41
1.2.2.7 Evaluation Questions for Judicial Branch Education Representatives,
    pg. 45

FACULTY RESOURCES

Assessing Judicial Branch Education Governance

Informal Assessment Approaches

The following are ideas about how to engage in an informal assessment of judicial branch education governance. An informal assessment may be an initial step to determine whether a formal evaluation is necessary, or it may be all that is needed to determine how well blended governance is working

Questions to ask yourself about the collaboration
o Do we have sufficient numbers of relevant administrative representatives engaged in the collaboration? What about stakeholders?
o What type of communication do we have? What would be the ideal?

Questions to ask yourself about the department's role
o How are we building trust between the administrative and stakeholder representatives?
o How many stakeholder groups (and at what levels of responsibility) would be most effective for our work?
o Are we exercising sufficient leadership on educational issues?

Discussion starters for talking with personnel
o What is working well with our governance model? Are we getting the best results from collaboration?
o What do you think the level of trust is between representatives from our administrative organization and those from stakeholder-based groups?

Open-ended questions for interviewing administrative and stakeholder group leadership

General questions:
o How well do you think the combined efforts of administrative governance and stakeholder-based governance work for judicial branch education?
o What do you think is best about the blended governance model?

Operational questions:
o What do you think about the efficiency and effectiveness of collaboration between administrative and stakeholder-based entities?
o How well do you think the collaboration works for achieving common goals?

Relational questions:
o How well do you think administrative and stakeholder-based groups put aside their own goals for the benefit of collaborating on judicial branch education?
o What do you think about the level of trust between administrative and stakeholder representatives?

Assessing Judicial Branch Education Governance

Explanation of Faculty Resource

1.2.2.4 Sample Letter of Explanation for Evaluating Governance

Purpose of resource/document

This resource provides judicial branch educators with ideas about how to frame and introduce a formal assessment, i.e., an evaluation, of judicial branch education governance.

The sample letter will need to be modified in several ways: the name of the administrative entity, the name(s) of the stakeholder-based governance entities, whether the survey should be returned in hard copy or electronically, whether the evaluation will be a survey or an interview, and the individual who will be gathering the evaluation data (which may be an outside evaluator).

NOTE: Faculty may want to engage judicial branch educators in a discussion regarding the benefits and drawbacks of anonymity of respondents in an evaluation process. Although the sample resource refers to preserving the anonymity of respondents, local circumstances will differ and judicial branch educators may decide that anonymity is not beneficial in their local situation.

Use of resource/document

This resource would be useful as part of the discussion of formally assessing judicial branch education governance [see E, b, ii, 5, Introduce the evaluation, pg. 18 in the curriculum design].

Related documents or materials

Faculty resources
1.2.2.5 Evaluation Questions for Administrative Governance Representatives,
pg. 37
1.2.2.6 Evaluation Questions for Stakeholder-Based Governance Representatives,
pg. 41
1.2.2.7 Evaluation Questions for Judicial Branch Education Representatives,
pg. 45

FACULTY RESOURCES

Assessing Judicial Branch Education Governance

Sample Letter of Explanation for Evaluating Governance

To:
From:
Date:
Regarding: Evaluation of Judicial Branch Education Governance

We are seeking your input to evaluate the current effectiveness of governance for judicial branch education to ensure that it continues to meet the needs of the judiciary. The intent of this evaluation is to explore perspectives on both the operational and relational aspects of how judicial branch education is currently developed and delivered. Results of the evaluation will assist everyone involved in improving judicial branch education.

Judicial branch education is the result of blended governance. **[The administrative governance entity]** provides organizational structure, resources, and administrative support for judicial branch education. The **[stakeholder-based governance entity (or entities)]** provides input and guidance from learner groups, assists in adopting or endorsing educational practices, and ensures the relevance of content to target audiences. Judicial branch educators, working with these two sources of governance, provide the educational expertise and a framework for development and delivery of courses. This blended governance results in collaboration that brings together the strengths of many to focus on development and delivery of the highest quality of education possible for the judicial branch.

By periodically gathering the perspectives of individuals involved in governance for judicial branch education, efforts can be made to improve collaboration and thus improve educational products and services. Attached is a survey for you to complete **[or to complete the survey, please enter the link [http://www.***] into your internet browser].** Please complete and return your survey **[by mail or electronically]** by **[date]**. **[Or – I will be in contact soon to schedule a date and time for an interview.]** I will compile the data and keep the names of individuals and respective organizations confidential. The final results of the evaluation will be presented to **[identified recipients]** to facilitate a discussion about what can be done to improve collaboration and resulting products.

Thank you for participating in this evaluation. Keep in mind that this evaluation is about the collaboration, not about the organization or group you represent.

Sincerely,
[Signature]
[Typed name]

Assessing Judicial Branch Education Governance

Explanation of Faculty Resource

1.2.2.5 Evaluation Questions for Administrative Governance Representatives

Purpose of resource/document

This resource provides judicial branch educators with some ideas about the kinds of evaluation questions that could be posed to administrative governance representatives to evaluate blended governance in a local situation. The resource includes three types of approaches. The first is a questionnaire that uses a Likert Scale, addresses both operational and relational aspects of blended governance, and yields quantifiable results. The second is a short series of statement choices that addresses some of the relational aspects of blended governance and would yield short answer qualitative information. The third is a series of open-ended questions that might yield a substantial amount of information on both operational and relational aspects and would require careful qualitative analysis. Managers and directors may choose one approach or combine approaches; they may decide to evaluate both operational and relational aspects of blended governance or choose one aspect to evaluate.

NOTE: Questions provided are examples only. The Likert Scale used (a five-point scale with text headings) may be changed from text to numerals (1-5) and/or to a seven-point text scale (strongly disagree, disagree, somewhat disagree, neutral, somewhat agree, agree, strongly agree) or to numerals (1-7).

Use of resource/document

This resource may be useful as part of discussing involvement of administrative governance representatives in an evaluation of blended governance [see E, b, ii, 6, Engage administrative governance representatives, subpart b, Determine the questions to ask, pg. 18 in the curriculum design]

Related documents or materials

Faculty resources
1.2.2.6 Evaluation Questions for Stakeholder-Based Governance Representatives, pg. 41
1.2.2.7 Evaluation Questions for Judicial Branch Education Representatives, pg. 45
1.2.2.8 Operational and Relational Aspects of Evaluation Questions for Judicial Branch Education Governance, pg. 49

Participant activities
1.2.3.1 Analyzing the Operational Aspects of Blended Governance, pg. 53
1.2.3.2 Analyzing the Relational Aspects of Blended Governance, pg. 55

FACULTY RESOURCES

Assessing Judicial Branch Education Governance

Questionnaire for Administrative Governance Representatives

Place a check mark in the applicable column for each issue.

The following statements relate to the collaborative work of the stakeholder-based governance entity (or entities) and the administrative governance entity with regard to judicial branch education.	Don't Know	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Through our collaboration we:						
1. Produce desired results						
2. Are efficient in development and delivery						
3. Do not waste time or resources						
4. Are satisfied with our educational products						
5. Are flexible and able to respond to changes						
6. Share ownership of courses and products						
7. Are innovative in solving educational problems						
To support our collaboration, we:						
8. Have clearly defined roles and responsibilities						
9. Communicate honestly and openly						
10. Agree on our goals						
11. Operate with transparency						
As a result of our collaboration:						
12. Judicial branch education processes are stable						
13. Processes are streamlined and system focused						
14. Each process step is clear						
15. Each process step adds value						
16. Products surpass standards and expectations						
17. The collaboration has internal legitimacy						
18. The collaboration has external legitimacy						
I personally:						
19. Trust those in stakeholder-based governance						
20. Trust the judicial branch educators						
21. Believe collaboration is vital to our success						
22. Believe stakeholders trust me and my organization						

Comments and/or suggestions: _____

_____

_____

Assessing Judicial Branch Education Governance

Statement Choices for Administrative Governance Representatives

The following questions ask for your perspective on all three groups involved in judicial branch education. Place a check mark beside all that apply.
.

In my opinion:

Judicial Branch Educators:

a. ❏ Balance the needs and perspectives of both administrative governance and stakeholder-based governance.

b. ❏ Favor administrative governance perspectives.

c. ❏ Favor stakeholder-based governance perspectives.

d. ❏ Exercise strong leadership with regard to educational issues.

e. ❏ Make recommendations regarding only educational issues.

f. ❏ Carry out the desires of committees without influencing those desires.

Individuals involved in Stakeholder-Based Governance:

g. ❏ Put aside individual or group goals to collaborate on judicial branch education.

h. ❏ Use education to foster their own goals.

i. ❏ Provide vital guidance to judicial branch educators.

j. ❏ Are necessary, but mainly to achieve buy-in among learners.

Individuals involved in Administrative Governance:

k. ❏ Put aside individual or group goals to collaborate on judicial branch education.

l. ❏ Use education to foster their own goals.

m. ❏ Provide vital support for judicial branch education.

n. ❏ Are necessary, but mainly to provide financial support for judicial branch education.

FACULTY RESOURCES

Assessing Judicial Branch Education Governance

Interview Questions for Administrative Governance Representatives

This series of questions is to gather information on your perspectives of blended governance for judicial branch education. Judicial branch educators are subject to governance by both your organization and by stakeholder groups.

1. How would you describe the level of collaboration between your organization and stakeholder groups?

2. To what degree are stakeholder groups responsible for the quality of education delivered? To what degree is your organization responsible?

3. How would you describe the collaboration's flexibility when unanticipated issues arise?

4. To what degree does the collaboration contribute to efficiency of judicial branch education processes? What about effectiveness?

5. How would you describe communication between your organization and stakeholders or stakeholder groups?

6. To what degree do you think you are able to put aside your own goals and those of your organization for the sake of the collaborative effort?

7. To what degree do you think stakeholder groups put aside their own goals for the sake of the collaborative effort?

8. How would you describe the efforts of judicial branch educators in balancing the needs and perspectives of your organization with those of stakeholder groups?

9. How would you describe the legitimacy of blended governance both internally and externally in the branch?

10. What do you think is the level of trust between your organization and stakeholder groups?

11. What additional comments would you like to offer regarding blended governance for judicial branch education?

FACULTY RESOURCES

Assessing Judicial Branch Education Governance

Explanation of Faculty Resource

1.2.2.6 Evaluation Questions for Stakeholder-Based Governance Representatives

Purpose of resource/document

This resource provides judicial branch education managers and directors with ideas about the kinds of evaluation questions that could be posed to stakeholder representatives to evaluate blended governance in a local situation. The resource includes three types of approaches. The first is a survey that uses a Likert Scale, addresses both operational and relational aspects of blended governance, and yields quantifiable results. The second is a short series of statement choices that addresses some of the relational aspects of blended governance and would yield short answer qualitative information. The third is a series of open-ended questions that might yield a substantial amount of information on both operational and relational aspects and would require careful qualitative analysis. Managers and directors may choose one approach or combine approaches; they may decide to evaluate both operational and relational aspects of blended governance or choose one aspect to evaluate.

NOTE: Questions provided are examples only. The Likert Scale used (a five-point scale with text headings) may be changed from text to numerals (1-5) and/or to a seven-point text scale (strongly disagree, disagree, somewhat disagree, neutral, somewhat agree, agree, strongly agree) or to numerals (1--7).

Use of resource/document

This resource may be useful when discussing involvement of stakeholder-based governance representatives in an evaluation of blended governance [see E, b, ii, 7, Engage stakeholder-based governance representatives, subpart b, Determine the questions to ask, pg. 19 in the curriculum design].

Related documents or materials

Faculty resources
1.2.2.5 Evaluation Questions for Administrative Governance Representatives, pg. 37
1.2.2.7 Evaluation Questions for Judicial Branch Education Representatives, pg. 45
1.2.2.8 Operational and Relational Aspects of Evaluation Questions for Judicial Branch Education Governance, pg. 49

Participant activities
1.2.3.1 Analyzing the Operational Aspects of Blended Governance for Judicial Branch Education, pg. 53
1.2.3.2 Analyzing the Relational Aspects of Blended Governance for Judicial Branch Education, pg. 55

FACULTY RESOURCES

Assessing Judicial Branch Education Governance

Questionnaire for Stakeholder-Based Governance Representatives

Place a check mark in the applicable column for each issue.

The following statements relate to the collaborative work of the stakeholder-based governance entity (or entities) and the administrative governance entity with regard to judicial branch education.	Don't Know	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Through our collaboration we:						
1. Produce desired results						
2. Are efficient in development and delivery						
3. Do not waste time or resources						
4. Are satisfied with our educational products						
5. Are flexible and able to respond to changes						
6. Share ownership of courses and products						
7. Are innovative in solving educational problems						
To support our collaboration, we:						
8. Have clearly defined roles and responsibilities						
9. Communicate honestly and openly						
10. Agree on our goals						
11. Operate with transparency						
As a result of our collaboration:						
12. Judicial branch education processes are stable						
13. Processes are streamlined and system focused						
14. Each process step is clear						
15. Each process step adds value						
16. Products surpass standards and expectations						
17. The collaboration has internal legitimacy						
18. The collaboration has external legitimacy						
I personally:						
19. Trust those in administrative governance						
20. Trust the judicial branch educators						
21. Believe collaboration is vital to our success						
22. Believe administrators trust me						

Comments and/or suggestions: _____

_____

_____

Assessing Judicial Branch Education Governance

Statement Choices for Stakeholder-Based Governance Representatives

The following statements indicate your perspective on all three groups involved in judicial branch education. Place a check mark beside all that apply.

In my opinion:

Judicial Branch Educators:

a. ❑ Balance the needs and perspectives of both administrative governance and stakeholder-based governance.

b. ❑ Favor administrative governance perspectives.

c. ❑ Favor stakeholder-based governance perspectives.

d. ❑ Exercise strong leadership with regard to educational issues.

e. ❑ Make recommendations regarding only educational issues.

f. ❑ Carry out the desires of committees without influencing those desires.

Individuals involved in Stakeholder-Based Governance:

g. ❑ Put aside individual or group goals to collaborate on judicial branch education.

h. ❑ Use education to foster their own goals.

i. ❑ Provide vital guidance to judicial branch educators.

j. ❑ Are necessary, but mainly to achieve buy-in among learners.

Individuals involved in Administrative Governance:

k. ❑ Put aside individual or group goals to collaborate on judicial branch education.

l. ❑ Use education to foster their own goals.

m. ❑ Provide vital support for judicial branch education.

n. ❑ Are necessary, but mainly to provide financial support for judicial branch education.

FACULTY RESOURCES

Assessing Judicial Branch Education Governance

Interview Questions for Stakeholder-Based Governance Representatives

This series of questions is to gather information on your perspectives of blended governance for judicial branch education. Judicial branch educators are subject to governance by stakeholder groups and by their administrative organization.

1. How would you describe the level of collaboration between stakeholder groups and the administrative organization?

2. To what degree is the administrative organization responsible for the quality of education delivered? To what degree are stakeholder groups responsible?

3. How would you describe the collaboration's flexibility when unanticipated issues arise?

4. To what degree does the collaboration contribute to efficiency of judicial branch education processes? What about effectiveness?

5. How would you describe communication between stakeholder groups and the administrative organization?

6. To what degree do you think you are able to put aside your own goals and those of your stakeholder group for the sake of the collaborative effort?

7. To what degree do you think the administrative organization puts aside their own goals for the sake of the collaborative effort?

8. How would you describe the efforts of judicial branch educators in balancing the needs and perspectives of stakeholder groups and the administrative organization?

9. How would you describe the legitimacy of blended governance both internally and externally in the branch?

10. What do you think is the level of trust between stakeholder groups and the administrative organization?

11. What additional comments would you like to add regarding blended governance in judicial branch education?

Assessing Judicial Branch Education Governance

Explanation of Faculty Resource

1.2.2.7 Evaluation Questions for Judicial Branch Education Representatives

Purpose of resource/document

This resource provides judicial branch educator managers and directors with ideas about the kinds of evaluation questions that could be posed to judicial branch education representatives to evaluate blended governance in a local situation. The resource includes three types of approaches. The first is a survey that uses a Likert Scale, addresses both operational and relational aspects of blended governance, and yields quantifiable results. The second is a short series of statement choices that addresses some relational aspects of blended governance and would yield short-answer qualitative information. The third is a series of open-ended questions that might yield a substantial amount of information on both operational and relational aspects and would require careful qualitative analysis. Managers and directors may choose one approach or combine approaches; they may decide to evaluate both operational and relational aspects of blended governance or choose one aspect to evaluate.

NOTE: Questions provided are examples only. The Likert Scale used (a five-point scale with text headings) may be changed from text to numerals (1-5) and/or to a seven-point text scale (strongly disagree, disagree, somewhat disagree, neutral, somewhat agree, agree, strongly agree) or to numerals (1-7).

Use of resource/document

This resource may be useful as part of discussing involvement of judicial branch education representatives in an evaluation of blended governance [see E, b, ii, 8, Engage judicial branch education representatives, subpart b, Determine the questions to ask, pg. 20 in the curriculum design]

Related documents or materials

Faculty resources
1.2.2.5 Evaluation Questions for Administrative Governance Representatives, pg. 37
1.2.2.6 Evaluation Questions for Stakeholder-Based Governance Representatives, pg. 41
1.2.2.8 Operational and Relational Aspects of Evaluation Questions for Judicial Branch Education Governance, pg. 49

Participant activities
1.2.3.1 Analyzing the Operational Aspects of Blended Governance, pg. 53
1.2.3.2 Analyzing the Relational Aspects of Blended Governance, pg. 55

FACULTY RESOURCES

Assessing Judicial Branch Education Governance

Questionnaire for Judicial Branch Education Representatives

Place a check mark in the applicable column for each issue.

The following statements relate to the collaborative work of the stakeholder-based governance entity (or entities) and the administrative governance entity with regard to judicial branch education.	Don't Know	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Through our collaboration we:						
1. Produce desired results						
2. Are efficient in development and delivery						
3. Do not waste time or resources						
4. Are satisfied with our educational products						
5. Are flexible and able to respond to changes						
6. Share ownership of courses and products						
7. Are innovative in solving educational problems						
To support our collaboration, we:						
8. Have clearly defined roles and responsibilities						
9. Communicate honestly and openly						
10. Agree on our goals						
11. Operate with transparency						
As a result of our collaboration:						
12. Judicial branch education processes are stable						
13. Processes are streamlined and system focused						
14. Each process step is clear						
15. Each process step adds value						
16. Products surpass standards and expectations						
17. The collaboration has internal legitimacy						
18. The collaboration has external legitimacy						
I personally:						
19. Trust those in administrative governance						
20. Trust those in stakeholder-based governance						
21. Believe administrators trust me						
22. Believe stakeholders trust me						
23. Believe collaboration is vital to our success						

Comments and/or suggestions: _____

_____

Assessing Judicial Branch Education Governance

Questionnaire for Judicial Branch Education Representatives

The following statements indicate your perspective on all three groups involved in judicial branch education. Place a check mark beside all that apply.

In my opinion:

Judicial Branch Educators:

a. ❑ Balance the needs and perspectives of both administrative governance and stakeholder-based governance.

b. ❑ Favor administrative governance perspectives.

c. ❑ Favor stakeholder-based governance perspectives.

d. ❑ Exercise strong leadership with regard to educational issues.

e. ❑ Make recommendations regarding only educational issues.

f. ❑ Carry out the desires of committees without influencing those desires.

Individuals involved in Stakeholder-Based Governance:

g. ❑ Put aside individual or group goals to collaborate on judicial branch education.

h. ❑ Use education to foster their own goals.

i. ❑ Provide vital guidance to judicial branch educators.

j. ❑ Are necessary, but mainly to achieve buy-in among learners.

Individuals involved in Administrative Governance:

k. ❑ Put aside individual or group goals to collaborate on judicial branch education.

l. ❑ Use education to foster their own goals.

m. ❑ Provide vital support for judicial branch education.

n. ❑ Are necessary, but mainly to provide financial support for judicial branch education.

FACULTY RESOURCES

Assessing Judicial Branch Education Governance

Interview Questions for Judicial Branch Education Representatives

This series of questions is to gather information on your perspectives of blended governance for judicial branch education. Judicial branch educators are subject to governance by both their administrative organization and by stakeholder groups.

1. How would you describe the level of collaboration between your administrative organization and stakeholder groups?

2. To what degree are stakeholder groups responsible for the quality of education delivered? To what degree is the administrative organization responsible?

3. How would you describe the collaboration's flexibility when unanticipated issues arise?

4. To what degree does the collaboration contribute to efficiency of judicial branch education processes? What about effectiveness?

5. How would you describe communication between the administrative organization and stakeholders or stakeholder groups?

6. To what degree do you think stakeholder groups are able to put aside their own goals for the sake of the collaborative effort?

7. To what degree do you think the administrative organization puts aside its own goals for the sake of the collaborative effort?

8. How would you describe your efforts in balancing the needs and perspectives of the administrative organization and the stakeholder groups?

9. How would you describe the legitimacy of blended governance both internally and externally in the branch?

10. What do you think is the level of trust between the administrative organization and stakeholder groups?

11. What additional comments would you like to offer regarding blended governance in judicial branch education?

Assessing Judicial Branch Education Governance

Explanation of Faculty Resource

1.2.2.8 Operational and Relational Aspects of Evaluation Questions for Judicial Branch Education Governance

Purpose of resource/document

This resource provides judicial branch educators with some ideas about how to classify questions included in the faculty resources that provide sample evaluation questions for administrative, stakeholder, and judicial branch education representatives [see 1.2.2.5 Evaluation Questions for Administrative Governance Representatives, pg. 37; 1.2.2.6 Evaluation Questions for Stakeholder-Based Governance Representatives, pg. 41; and 1.2.2.7 Evaluation Questions for Judicial Branch Education Representatives, pg. 45]. The classifications are provided as examples only. Judicial branch education managers and directors may have other ways to classify the questions.

Use of resource/document

This resource may be useful after discussing evaluation questions for all three groups potentially involved in evaluating blended governance for judicial branch education [see E, b, ii, 6, subpart b, Determine the questions to ask (administrative governance representatives), pg. 18; E, b, ii, 7, subpart b Determine the questions to ask (stakeholder-based governance representatives), pg. 19; and E, b, ii, 8, subpart b, Determine the questions to ask (judicial branch education representatives), pg. 19]. It may also be useful when discussing a local evaluation process [see F, Assessment of Judicial Branch Governance Locally, pg. 22 in the curriculum design]. Managers and directors may choose to focus on questions or statements that evaluate relational aspects, operational aspects, or address both.

Related documents or materials

Faculty resources
1.2.2.5 Evaluation Questions for Administrative Governance Representatives, pg. 37
1.2.2.6 Evaluation Questions for Stakeholder-Based Governance Representatives, pg. 41
1.2.2.7 Evaluation Questions for Judicial Branch Education Representatives, pg. 45

Participant activities
1.2.3.1 Analyzing the Operational Aspects of Blended Governance, pg. 55
1.2.3.2 Analyzing the Relational Aspects of Blended Governance, pg. 53

FACULTY RESOURCES

Assessing Judicial Branch Education Governance

Operational and Relational Aspects of Evaluation Questions for Judicial Branch Education Governance

This chart shows one interpretation of how the questions or statements in the three evaluation approaches may be classified with regard to operational and relational aspects of blended governance. Judicial branch education managers and directors may (a) choose questions to address specific issues they have identified, (b) use a combination of questions to address a broader spectrum of issues, and/or (c) classify the questions or statements differently.

| Evaluation Questions that Address Operational Aspects	Evaluation Questions that Address Relational Aspects
Goal Achievement Questionnaire: 1, 4 Statement choices: None Interview: None	**Goal Consensus**. Questionnaire: 10 Statement choices: g, h, k, l Interview: 6, 7
Efficiency Questionnaire: 2, 3 Statement choices: None Interview: 4	**Inclusion** Questionnaire: 6, 9, 11, 21, 23* Statement choices: a, b, c, m, n Interview: 1, 2
Stability Questionnaire : 12, 13 Statement choices: None Interview: None	**Flexibility** Questionnaire: 5, 7 Statement choices: None Interview: 3
Clarity Questionnaire: 8, 14, 15 Statement choices: None Interview: None	**Trust** Questionnaire: 19, 20, 22 (23*) Statement choices: I, j Interview: 5, 8, 10
Effectiveness Questionnaire : 16 Statement choices: None Interview: 4	**Legitimacy** Questionnaire: 17, 18 Statement choices: d, e, f Interview: 9

* Judicial branch educators only
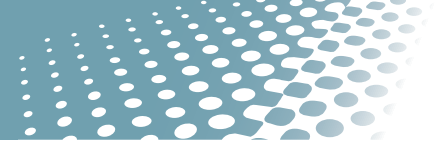
NASJE
CURRICULUM
DESIGN

▲ PARTICIPANT ACTIVITIES
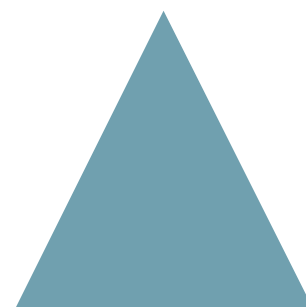
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Assessing Judicial Branch Education Governance

Explanation of Participant Activity

1.2.3.1 Analyzing the Operational Aspects of Blended Governance for Judicial Branch Education

Purpose of activity

This activity involves judicial branch education managers and directors in examining several operational aspects of blended governance in judicial branch education and in analyzing how they are achieved.

Use of activity

This activity would be effective after discussing operational aspects of judicial branch education governance [see C, The Operational Aspects of Blended Governance in Judicial Branch Education, pg. 11 in the curriculum design] so judicial branch educators have definitions of the terms used.

This may be an individual or a small group activity.

Relevant Learning Objective

1. Analyze operational aspects of judicial branch education governance.

PARTICIPANT ACTIVITIES

Assessing Judicial Branch Education Governance

Analyzing the Operational Aspects of Blended Governance for Judicial Branch Education

Answer the following questions regarding blended governance in judicial branch education; consider the collaborative nature of the model and the three groups involved: administrative governance entity, stakeholder-based governance entities, and judicial branch educators.

1. Why are operational aspects of blended governance important?

2. Why is goal achievement relevant? How is it demonstrated for all involved in blended governance?

3. What is necessary to achieve efficiency and make it known to all relevant people and groups?

4. How is stability demonstrated?   Include stability of judicial branch education as well as the stability of collaborative processes and procedures.

5. What is needed to achieve streamlined processes in blended governance?

6. How can the effectiveness of the collaboration be defined or demonstrated?

7. What are some other operational aspects of blended governance and how are they achieved?

Assessing Judicial Branch Education Governance

Explanation of Participant Activity

1.2.3.2 Analyzing the Relational Aspects of Blended Governance for Judicial Branch Education

Purpose of activity

This activity involves judicial branch education managers and directors in examining several relational aspects of blended governance in judicial branch education and in determining how to achieve them.

Use of activity

This activity would be effective after discussing the relational aspects of judicial branch education governance [see D, The Relational Aspects of Blended Governance in Judicial Branch Education, pg. 11 in the curriculum design] so judicial branch educators have definitions of the terms used.

This may be an individual or a small group activity.

Relevant Learning Objective

2. Analyze relational aspects of judicial branch education governance.

PARTICIPANT ACTIVITIES ▲

Assessing Judicial Branch Education Governance

Analyzing Relational Aspects of Blended Governance for Judicial Branch Education

Answer the following questions regarding blended governance in judicial branch education; consider the collaborative nature of the model and the three groups involved: administrative governance entity, stakeholder-based governance entities, and judicial branch educators.

1. Why are relational aspects of blended governance important?

2. What activities contribute to achieving goal consensus?

3. What is necessary to achieve full inclusion of all relevant people?

4. What can be done to build flexibility into blended governance?

5. What contributes to building and maintaining trust?

6. What is needed to build legitimacy both internally and externally?

7. What are some other relational aspects of blended governance and how are they achieved?

Assessing Judicial Branch Education Governance

Explanation of Participant Activity

1.2.3.3 Strategizing Action to Address Negative Assessment Results

Purpose of activity

This activity engages judicial branch education managers and directors in deciding how to handle, respond to, or correct issues highlighted in negative results from an informal or formal assessment regarding judicial branch education governance. The activity uses hypothetical situations; there are no right or wrong strategies for the situations provided. The point of the activity is to demonstrate the potential complexities of handling negative results while demonstrating respect for all individuals and groups involved in judicial branch education governance. Faculty needs to stress that judicial branch education managers and directors should take action to change any negative issues that arise in assessment results, regardless of the complexities.

Use of activity

This activity would be effective as part of the discussion of evaluating and enhancing judicial branch education governance [see E, b, iii, Use assessment results to improve judicial branch education, pg. 20 in the curriculum design].

Hypothetical situations A and B are more comprehensive than C, D, and E. Faculty may choose one hypothetical situation for all small groups or assign different situations to different groups. Or faculty may choose to use one or two hypothetical situations based on the particular group of learners.

This is a small group activity.

Relevant Learning Objective

3. Strategize possible courses of action to address negative results from an assessment of judicial branch education governance.

Assessing Judicial Branch Education Governance

Strategizing Action to Address Negative Assessment Results

Review each hypothetical and answer the related questions.

Hypothetical A: The judicial branch education governance assessment results show there is a lack of trust between administrative governance and stakeholder-based governance entities.

If the lack of trust is based on the collaborative efforts (e.g., several respondents noted lack of trust), what strategy could you employ to address the issue?

Strategy:

Action Steps:

If the lack of trust is based on certain individuals rather than on the collaborative efforts (e.g., only one or two respondents noted lack of trust), what strategies might you employ to address the issue?

Strategy:

Action Steps:

If the lack of trust was noted by judicial branch educator respondents and not by administrative or stakeholder-based governance representatives, what strategy might you employ to address the issue?

Strategy:

Action Steps:

Assessing Judicial Branch Education Governance

Strategies for Courses of Action for Negative Assessment Results
(continued)

Review each hypothetical and answer the related questions.

Hypothetical B: The judicial branch education governance assessment results indicate that many respondents do not feel collaborating groups or individuals are able to put aside their own specific group's goals for the benefit of the collaborative effort.

If the results indicate stakeholders are not able to put aside their goals for the collaborative effort, what strategy might you employ to address the issue?

Strategy:

Action Steps:

If the results indicate that administrators are not able to put aside their goals for the collaborative effort, what strategy might you employ to address the issue?

Strategy:

Action Steps:

If judicial branch educators feel neither governance entity can put aside their group goals, what strategy might you employ to address the issue?

Strategy:

Action Steps:

PARTICIPANT ACTIVITIES ▲

Assessing Judicial Branch Education Governance

Strategies for Courses of Action for Negative Assessment Results
(continued)

Review each hypothetical and answer the related questions.

Hypothetical C: The judicial branch education governance assessment results show that both administrative and stakeholder-based governance entities do not feel communication is honest and open among the collaborating groups. What strategy might you employ to address the issue?

Strategy:

Action Steps:

Hypothetical D: The judicial branch education governance assessment results show that neither the administrative governance representatives nor the stakeholder-based governance representatives feel the collaboration makes judicial branch education flexible and able to respond to changing circumstances. What strategy might you employ to address the issue?

Strategy:

Action Steps:

Hypothetical E: The judicial branch education governance assessment results show that judicial branch educators do not exercise strong leadership with regard to educational issues. What strategy might you employ to address the issue?

Strategy:

Action Steps:

Assessing Judicial Branch Education Governance

Explanation of Participant Activity

1.2.3.4 Appraising the Current Governance Assessment Strategy

Purpose of activity

This resource prompts judicial branch education managers and directors to go beyond evaluating courses and other educational products and examine the effectiveness of blended governance.

Use of activity

This activity would be used effectively at the conclusion of a course based on this curriculum design so managers and directors have complete information to apply to their local environment.

This is an individual activity.

Relevant Learning Objective

4. Appraise any current assessment strategy regarding the effectiveness of judicial branch education governance.

Assessing Judicial Branch Education Governance

Appraising the Current Governance Assessment Strategy

Answer the following questions as they apply to your local situation.

1. How do you currently assess governance locally?

2. Why might it be important to assess the collaboration between your administrative governance and stakeholder-based governance groups?

3. What governance issues can you identify locally that may warrant an assessment to bring them into focus for improvement?

Assessing Judicial Branch Education Governance

Explanation of Participant Activity

1.2.3.5 Enhancing the Current Governance Assessment Strategy

Purpose of activity

This resource prompts judicial branch education managers and directors to make changes, if appropriate, to how they assess the effectiveness of blended governance locally.

Use of activity

This activity would be used effectively at the conclusion of a course based on this curriculum design so managers and directors have complete information to apply to their local environment.

This is an individual activity.

Relevant Learning Objective

5. Determine whether or which enhancements can or should be made to the local governance assessment strategy.

Assessing Judicial Branch Education Governance

Enhancing the Current Governance Assessment Strategy

*Answer the following questions as they apply to your local situation.*

1. What governance issues from this course, not currently included in your assessment of governance, might be worthy of inclusion?

2. What action steps are necessary to enhance your current governance assessment strategy?

3. What are some facilitating factors for improving your assessment strategy (or for implementing an assessment strategy)?

4. What are some inhibiting factors?

5. What might you do immediately to identify and improve any current problems or issues regarding governance?

6. What would be the pros and cons of conducting a formal evaluation of governance locally?
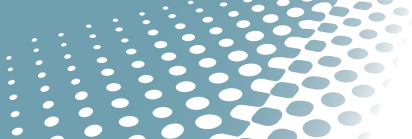
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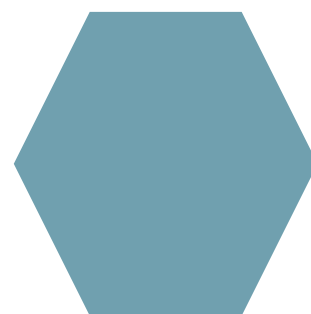
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Assessing Judicial Branch Education Governance

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