



# ***Professional Education and Development of NASJE Members***

***JERITT Monograph Seven***

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**Professional Education and Development  
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of NASJE Members**

**Maureen E. Conner**

1995

**The Judicial Education Reference, Information  
and Technical Transfer Project**

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### *1993 NASJE Board*

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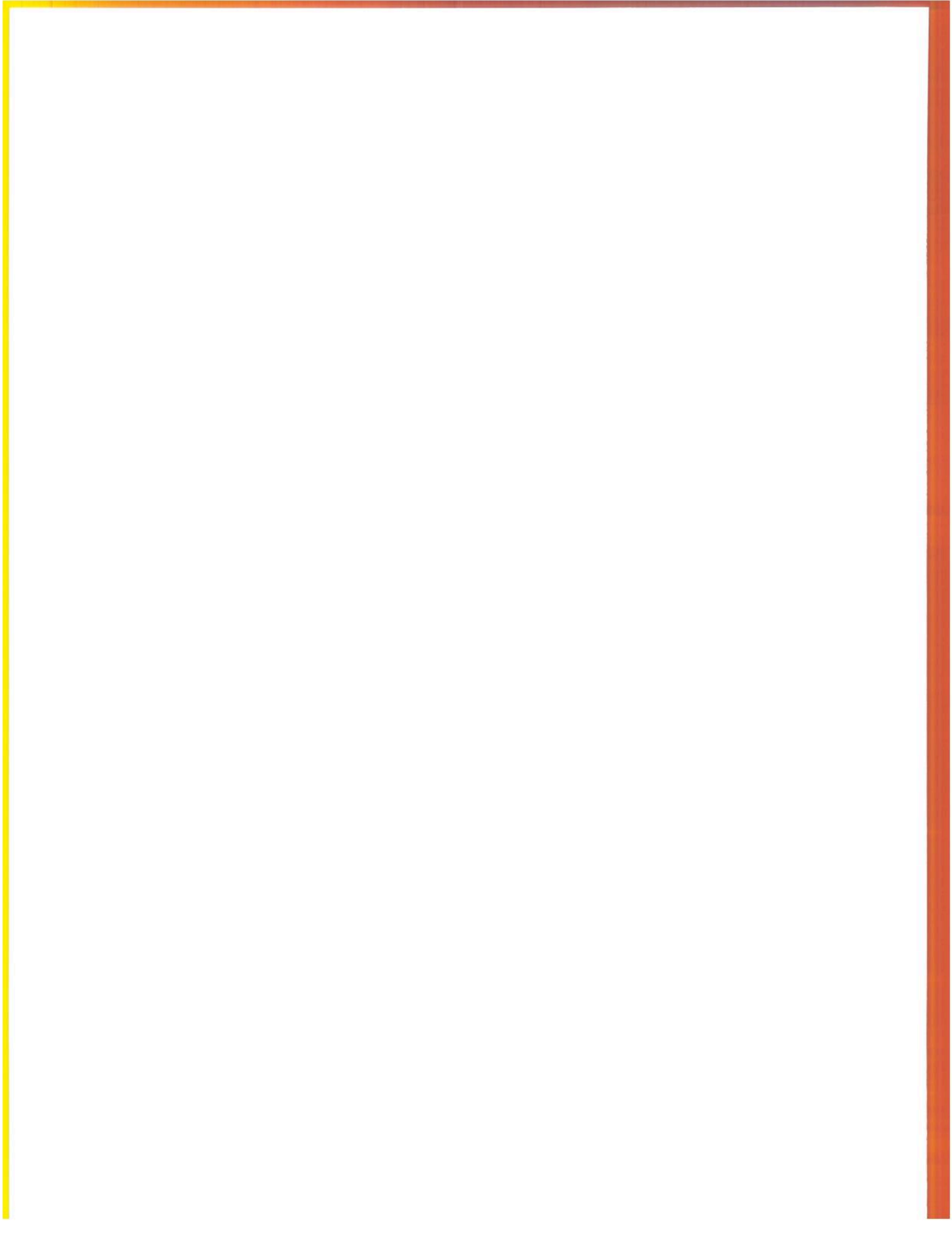
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Karen Waldrop Thorson, Board Liaison  
William T. Capers  
June H. Cicero  
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The findings reported in this monograph are the result of hours of data input, analysis, and table construction. Nanzheng Cheng and Renee Robinson dedicated untold hours to this task over a year and a half period. Without their work this monograph would not have been possible.

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Thank you,

*Maureen E. Conner*  
1995



## Chapter 1: Introduction

In 1993 the National Association of State Judicial Educators (NASJE) education committee proposed to the NASJE board that a needs assessment be conducted to determine the continuing education and professional development needs of the NASJE membership. The NASJE board agreed and wholeheartedly supported the project. The Judicial Education, Reference, Information, and Technical Transfer (JERITT) Project assisted the education committee with instrument design, testing, dissemination, data collection, analysis of the findings, and publication of the needs assessment results via this monograph.

Immediately following board approval, the education committee engaged in a two-step assessment process. The first step solicited feedback from the NASJE membership about their professional needs and desires via an open-ended questionnaire. The results from the questionnaire were tallied which resulted in a list of issues, subject matter, and topics that were formulated into a close-ended survey which was then distributed to the NASJE membership for their feedback and verification. The second survey was titled *NASJE Continuing Education and Professional Development Needs Assessment Final Survey*. The results of the final survey are the subject of this monograph.

Distribution of the final survey and analysis of the returns comprised step two of the assessment process. The final survey, like the initial questionnaire, was distributed to all NASJE membership types—full, associate, and general members. A complete description of the membership types is in chapter three. However, generally speaking, full and associate members are those judicial education administrators and staff members who provide statewide or local nonprofit education and training programs for judges and court personnel. General members are typically directors and staff members of national judicial branch education organizations.

The final survey had the following parts:

- Part 1: Your Professional Education and Development Needs
- Part 2: Problems Facing the Courts and Judicial Branch Education Providers



- Part 3: Subject Matter Topics for Development and Presentation to Your Training Audiences
- Part 4: Purpose of the NASJE Annual Conference
- Part 5: NASJE Annual Conference Delivery and Format
- Part 6: NASJE Services and Benefits
- Part 7: Demographic Questions

Chapters 2-9 roughly parallel the seven parts of the survey. The following is a brief description of each chapter.

**Chapter 2: The Assessment Process, Survey Design, and Analysis** explains how the needs assessment project was developed and managed, how the survey instrument was designed and distributed, and what decision criteria was used in the analysis.

**Chapter 3: Demographic Profile of the Respondents** provides information on a number of demographic variables. The variables are:

- job category/position title
- total time in judicial branch education programming
- total time in current position
- educational attainment
- education field/profession
- number of employees in the judicial education organization
- age of the respondents
- race/ethnicity of the respondents
- NASJE membership type

These demographics are important beyond just providing a profile of the respondents. In all subsequent chapters, the needs assessment survey responses will be reported by one or more demographic variables in addition to the response from the entire sample (i.e., all those who responded to the survey).

**Chapter 4: The Professional Education and Development Needs of the NASJE Membership** reports the respondents' opinions on 61 items spanning the areas of management, personal enhancement, and continuing education and training information. Responses for the entire sample are given for all 61 items. Additionally, the item responses are analyzed by

several demographic variables to determine what, if any, differences were present. The variables used were: job category, years in judicial education programming, number of employees, education field/profession, and age.

**Chapter 5: Problems Facing the Courts and Judicial Branch Education Providers** reports the findings for Part 2 of survey. It had 46 items. This chapter provides the full sample responses and responses by the variables of job category, number of employees, and years of experience in judicial education programming.

**Chapter 6: Judicial Branch Education Programming Subject Matter Preferences** reports the respondents' view of the importance of 80 topics for development and/or delivery within their own organizations. The findings are first offered for the full sample and then by the job category variable.

**Chapter 7: Purpose of the NASJE Annual Conference** reports the preferences of the respondents to 18 purposes offered in the needs assessment survey. The responses were also calculated and analyzed by the variables of job category, membership category, and years of experience.

**Chapter 8: Preferences for the Delivery and Format of the NASJE Annual Conference** offers the respondents preferences to 23 conference delivery and format issues. The findings are given for full sample as well as by the job category and membership category variables.

**Chapter 9: NASJE Services and Benefits** reports the priority assigned to 15 potential services and benefits that NASJE might consider offering to its members. The results are reported for the entire sample as well as by the variables of job category and membership type.

**Chapter 10: Summary** provides a brief overview of the findings, suggests ways to expand on the findings, and encourages NASJE to use this monograph as a guide to further explore the richness of its members and encourage their continual development so that they may find meaning in their lives and in their work.

Hopefully, the contents of this monograph will be useful in building a community that honors the similarities and differences of individuals as they seek professional and personal enrichment. NASJE is perfectly

situated to take the lead in developing such a community. If this monograph can contribute to that endeavor, then the time and energy of the NASJE board and education committee and the JERITT Project was a worthwhile investment.



## **Chapter 2: The Assessment Process, Survey Design, and Analysis**

This chapter provides a brief summary of how the assessment project proceeded, how the survey was designed, and what analysis decisions were made. As previously stated, the assessment was a project of the NASJE education committee, assisted by the JERITT Project, and supported by the NASJE board.

### **The Needs Assessment Process**

A modified delphi process was used that included the following steps:

Step one: The education committee developed a list of questions that was sent to the NASJE membership in the form of a short questionnaire. This questionnaire was open-ended and allowed the members to answer freely. The questions were:

1. What are the most important services or benefits that NASJE currently provides in meeting your professional development needs?
2. What professional development services, products, or benefits would you most like to receive from NASJE that it does not presently offer?
3. Think about your continuing education needs as a judicial educator or as someone involved in continuing judicial education. What are the most important topics that NASJE should try to address in its educational programs or publications for judicial educators? Try to list at least five, more if you wish.
4. What should be the overall purpose(s) of the NASJE Annual Conference?
5. Think more specifically about what should be added/expanded as a matter of priority and what could be deleted/reduced at the NASJE Annual Conference that would make it much more attractive for you to attend?

6. What are the biggest challenges that you face in your job?
7. What are the most important skills and abilities of an effective judicial educator? Please try to list at least seven of those you consider most important—list more if you wish.
8. For those skills and abilities listed by you in question 7, should NASJE seek to help judicial educators to develop, attain, or enhance any of them?
9. What do you think will be the most important problems in the years ahead for: (a) the courts, (b) the profession of judicial educators, and you personally in your work?
10. List any additional issues, questions, or concerns that you believe should be considered by NASJE when designing its future Annual Conference or other NASJE services.

Those results, along with research on other assessment survey designs and research on emerging issues in both the courts and judicial branch education, resulted in the assessment instrument that was used for the final survey.

Step two: This step involved the president of NASJE approving the final survey which was then released for pilot testing. Minor adjustments were made as a result of the pilot test results. The survey was then prepared for distribution.

Step three: The survey was mailed to all members with a letter from the NASJE president encouraging full participation.

Step four: This step involved entering the responses into the computerized statistical analysis program, running the reports, and making the analysis decisions. This work was done exclusively at JERITT.



## Survey Instrument Design

The *NASJE Continuing Education and Professional Development Needs Assessment Final Survey* had seven parts. Each part consisted of close-ended questions. For most of the survey, the response options were five-point scales. NASJE members were asked to choose the answer which most closely represented their opinion. The respondents also had the opportunity throughout the survey to record narrative comments or to further elaborate on any of their answers. The survey instrument is in appendix A.

In part one—*Your Professional Education and Development Needs*, the respondents were asked to rate the degree of their agreement or disagreement with the importance of the survey items as each related to their own professional education and development needs. The purpose of Part 1 was to ascertain what judicial branch educators determine their needs to be as they relate to their own development.

Part one was divided into three main areas. The first area was management knowledge, skills, and abilities, which contained 21 items. The second area was personal enhancement with 19 items. The last area was education and training items that focused on knowledge, skills, and abilities pertinent to continuing education.

*Problems Facing the Courts and Judicial Branch Education Providers* was the second part of the survey. The first area was court problems and it had 19 items. The second area was judicial branch education provider problems and it had 27 items. The purpose of this part was to determine what judicial branch educators might need in the way of knowledge, skills, and abilities to respond to the problems that confront them and their constituent groups.

Part three of this survey, *Subject Matter Topics for Development and Presentation to Your Training Audiences*, moved away from personal and organizational development needs. It presented an opportunity for the respondents to identify subject matter topics for which they may like more information for the purpose of presenting those topics to their audiences. Seventy-eight topics were listed. The purpose of part three was to determine if there were topics that judicial educators would like to develop but need more information before development is possible.

*Purpose of the NASJE Annual Conference* shifted the focus of the survey from the NASJE membership to the association. This was part four of the survey. Respondents were asked to identify what they thought the purpose of the NASJE Annual Conference should be. The reason part four was included in the survey was to determine whether the conference was functioning in such a way that it was compatible with the needs of those who typically attend. Eighteen questions were included.

*NASJE Annual Conference Delivery and Format* consisted of 23 questions. Part five allowed the respondents to indicate their preferences pertaining to presentation of the meetings, workshops, and social activities during the conference.

Part six, *NASJE Services and Benefits*, asked the members to respond to 17 questions relating to important services and benefits that NASJE might consider offering. This part was included for the purposes of determining whether, and in which direction, NASJE might expand its role and responsibilities in the professional development of its membership. The respondents were asked to give each service and benefit a priority rating.

*Demographic Questions* composed part seven. This part asked the respondents to answer nine questions about themselves to establish basic demographic profiles for the purpose of determining the characteristics of the entire respondent group and to also look at how the respondents might vary by job category / position, years of experience, and so on.

Many parts of the survey included priority scales where the participants were asked to review their previous answers and prioritize them from high to low. The results are not reported because the findings suggested that the questions were confusing or otherwise difficult to answer, thus calling into question their validity.

Questions asked in the final survey were crafted from a variety of sources. The primary source, as previously mentioned, was the open-ended questionnaire. The narrative answers given by the respondents resulted in the questions posed in parts one, two, four, five, and six of the final survey.

The questions for part 3, which focused on subject matter, were partially derived from answers given to the questionnaire. The bulk of the 78 topic entries came from JERITT's subject matter index, which is used to code



and store all of the state and national judicial branch education programs reported to JERITT.

The demographic questions asked in part seven of the survey were arrived at through using commonly asked individual profile questions, and also by trying to address concerns the NASJE board and education committee had about whether certain factors would influence the needs and preferences of judicial branch educators.

## Survey Distribution

As previously explained, the final survey was mailed to all NASJE members as of February 1994. The survey was accompanied by a letter from the NASJE president asking for full participation. The survey went to 116 individuals along with stamped and addressed return envelopes. The respondents were instructed to return the surveys to JERITT where they would be compiled and analyzed. The response rate to the survey was 44% for the entire sample. Fifty-one NASJE members returned surveys. Table 2-1 displays the breakdown of who responded by subgroup (i.e., demographic variables).

**Table 2-1: Response Rate by Subgroups**

<b>Job Category/Position</b>	<b>Percentage Response Rate</b>
1. Directors and deputy/assistant directors	57 %
2. Education managers/planners, meeting planner, researchers/writers, and others	43%
<b>Years of Experience</b>	<b>Percentage Response Rate</b>
3. 1 through 3 years experience in judicial branch education programming	26 %
4. 4 + years experience in judicial branch education programming	74 %
<b>Education Field/Profession</b>	<b>Percentage Response Rate</b>
5. Law	36.7 %
6. Education (K-12, adult, or continuing)	26.5 %

7. Business admin, public admin, social sciences, communications, and other	36.8 %
<b>Number of Employees</b>	<b>Percentage Response Rate</b>
8. 1-3 employees	39.6 %
9. 4-9 employees	37.5 %
10. 10+ employees	22.9 %
<b>Age</b>	<b>Percentage Response Rate</b>
11. 20-40 years	33.3 %
12. 41-50 years	47.1 %
13. 51+ years	19.6 %
<b>Membership</b>	<b>Percentage Response Rate</b>
14. Full and associate	89.3 %
15. General	10.6 %

What this response information tells us is that the findings will be biased toward those groups that had the highest response rates as their needs and preferences were registered by the fact that they returned the survey. There will be a slight bias towards the administrators because 14% more administrators than non-administrators answered the survey. Those with four or more years experience are a much larger group than those with less experience. Non-law trained educators were a larger group than the law trained. More people responded from small and mid-size education organizations. The ages of the respondents showed that there were more responses from those over 40. And, responses from the full and associate members far out numbered those from general members.

Even though the response patterns vary enough to indicate bias in favor of one group or another, the actual responses from all subgroups are remarkably similar. This suggests that by and large what is known, felt, and experienced by one is experienced by all. There is more universal agreement than we might expect. Even when there is disagreement among the respondents about what is needed, for the most part, the disagreements are minimal. That is not to say there are no differences because there are, and the differences are what might be expected based on position, age, years of experience, and so on. The differences and similarities are both important



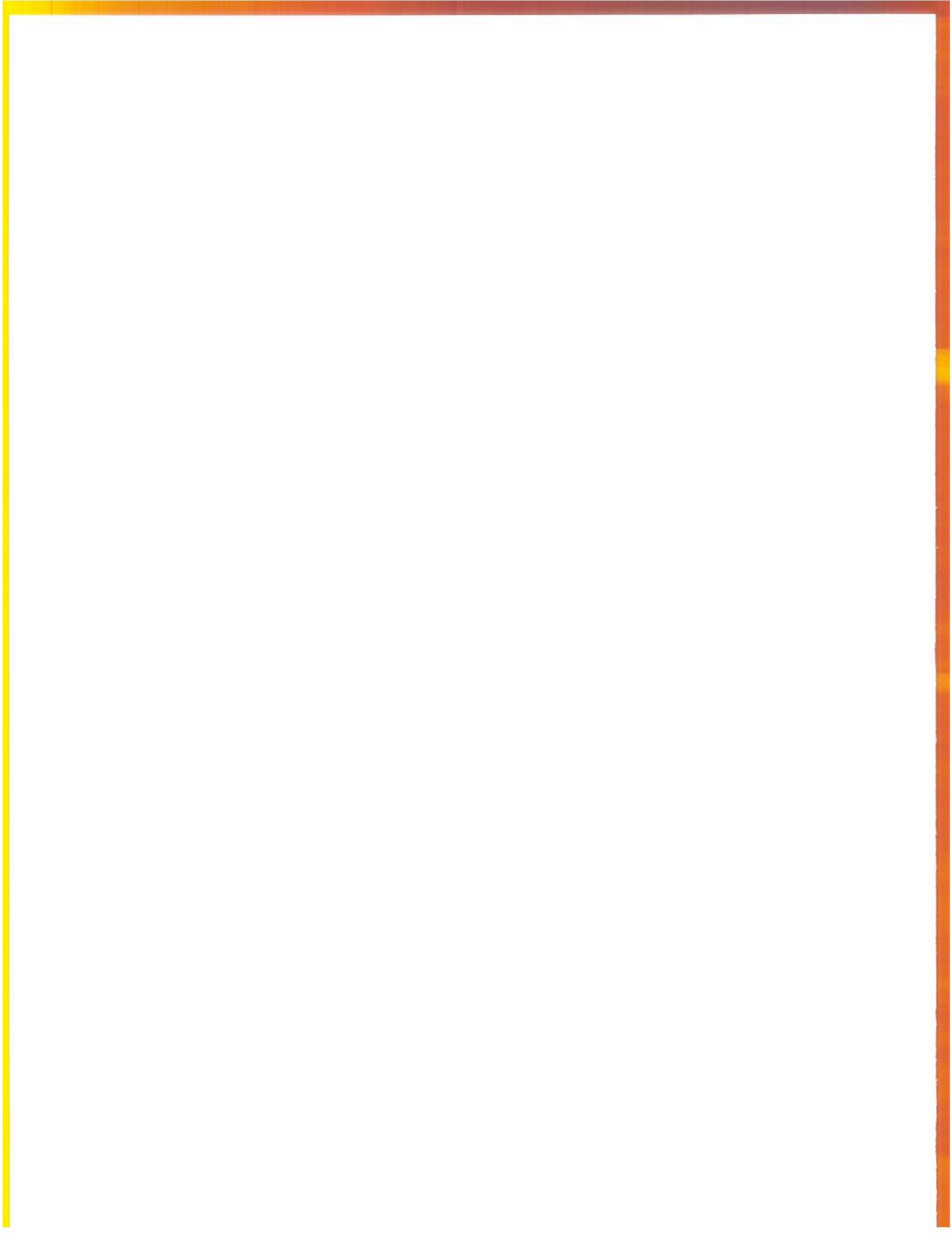
and should be considered when the professional development needs of NASJE members are being addressed.

## **Analysis of Findings**

The responses were entered into a computerized database and subjected to statistical analysis which provided the following statistical information: response frequencies, percentages, means, mediums, modes, and standard deviations. An initial analysis of the findings was conducted. Several determinations were made which resulted in a decision to collapse demographic groupings so that the frequencies of responses would be high enough to provide meaningful information. For the same reason, percentages were used as opposed to mean responses to analyze and report the findings.

The results rendered a great amount of information. As a way to assist users of these findings in making decisions about which respondent needs to address first, the findings were grouped by items which received responses by 80% or more of the educators, 79.9% to 60%, and 59.9% or less. Those items viewed as important or preferred by 80% or more of the respondents should be addressed first. Second priority should be given to items determined to be important or preferred by 79.9% to 60% of the respondents. The rest of the items should be given third priority.

These distinctions are simply a way to set priorities when available resources are limited. There is nothing magic about this priority setting scheme. The percentage groupings can be moved up or down, which would change the overall priority ratings of the survey items. Those who are using these findings to set policy or commit resources may wish to be more liberal in determining what can be addressed. This monograph simply provides guidance on where to begin.



## Chapter 3: Demographic Profile of the Respondents

Several questions were asked on the needs assessment survey about the respondents' backgrounds and characteristics. These included the respondent's job or position title, amount of time the respondent had been involved in judicial branch education programming, total amount of time in current position, respondent's educational attainment and degree area, number of employees in the respondent's judicial education organization, the respondent's age and race/ethnicity, and the respondent's NASJE membership designation. This chapter reports the findings to these questions, and in so doing, a profile of the respondents emerge.

### Job Category/Position Title

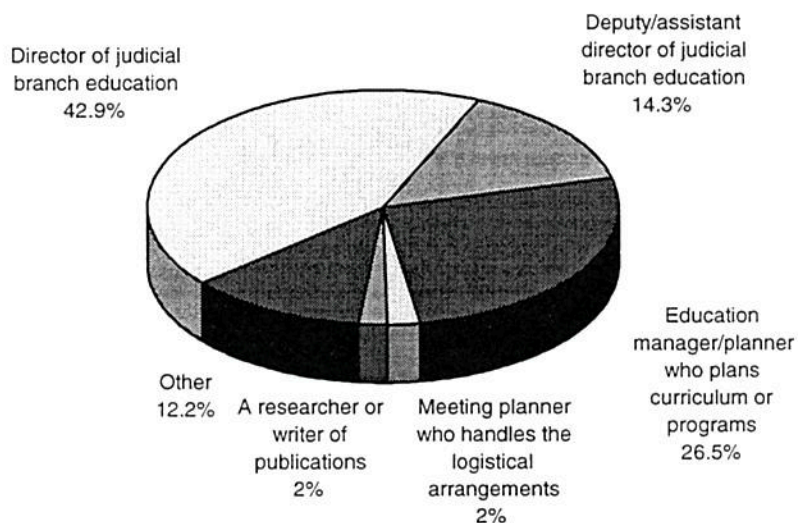
Seven different job or position titles were offered from which members could choose. The options were:

- **Director** of a judicial branch education organization
- **Deputy/assistant director** of a judicial branch education organization
- **Education manager/planner** who plans curriculum or programs
- **Meeting planner** who handles the logistical arrangements and details of program delivery
- **Technical specialist** dealing with audiovisuals, broadcasts, etc.
- **A researcher or writer** of publications or education/training materials
- **Other**

The largest group was the director group with 43% of the survey responses coming from that group. Second, was the education manager/planner group at 27%. Third, was the deputy/assistant director at 14%. The meeting planner group and researcher/writer group were at 2% each. Twelve percent checked the other category. Those in the other category identified themselves as judges, adult educators in higher education, department heads whose responsibilities also included education and training, or deputy state court administrators. No one identified themselves as a technical specialist. Figure 3-1 displays the findings.



Figure 3-1: Job/Position for Entire Sample



As stated in the previous chapter, several categories within the various demographic groups were collapsed for the purpose of analyzing the responses. In the case of job category/position title, the six variables were collapsed into two: (1) directors and deputy/assistant directors (e.g., individuals who have the leadership or administrative responsibility for the judicial branch education organization); and (2) education managers/planners, meeting planners, researchers/writers, and others (e.g., individuals who are responsible for the hands-on development and delivery of judicial branch education programs, projects, or products).

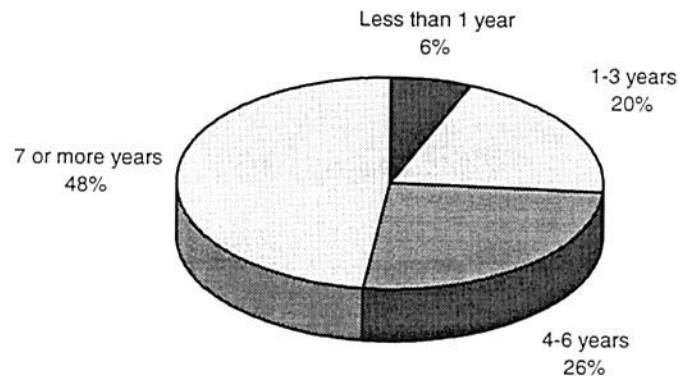
The survey response rate for the directors and deputy/assistant directors was 57%. Forty-three percent was the response rate for the non-administrative group.

### Total Time in Judicial Branch Education Programming

The NASJE members were offered four response options to choose from to identify the time they had been involved in judicial branch education programming: less than 1 year, 1 through 3 years, 4 through 6 years, and 7 or

more years. Figure 3-2 indicates that this is a relatively experienced group with nearly half, 48%, indicating they had 7 or more years of experience.

Figure 3-2: Total Time in Judicial Branch Education Programming for Entire Sample



When this question was analyzed by the job category groups as shown in figures 3-3 and 3-4, the analysis indicated that 50% of the directors and deputy/assistant directors had 7 or more years experience and 25% had 4 through 6 years of experience. The second group which was comprised of education managers/planners, meeting planners, researchers/writers, and others were also quite experienced. Forty-eight percent had 7 or more years experience and 24% had from 4 through 6 years experience.

Figure 3-3: Total Time in Judicial Branch Education Programming by Directors and Deputy/Assistant Directors

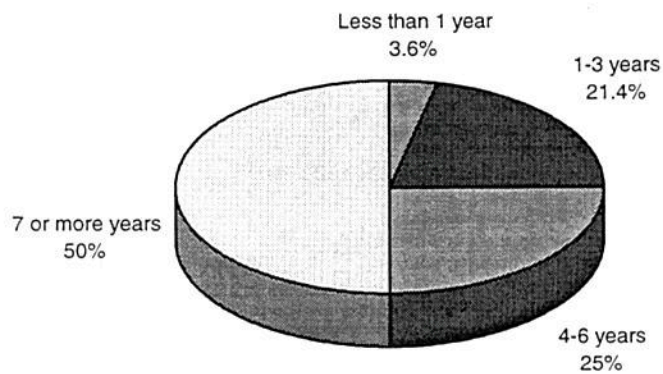
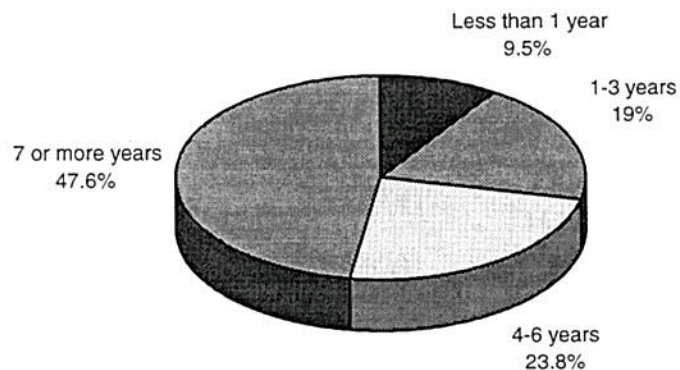


Figure 3-4: Total Time in Judicial Branch Education Programming by Education Managers/Planners, Meeting Planners, Researchers/Writers, and Others



This variable, total time in judicial branch education programming, was also collapsed for analysis purposes. In the subsequent chapters, this variable will appear as: (1) less than 1 year through 3 years and (2) 4 or more years of experience in judicial branch education programming. Therefore,

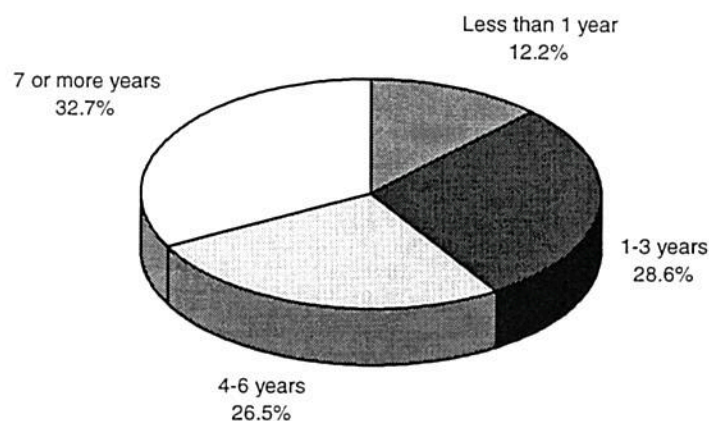


75% of the directors and deputy/assistant directors have four plus years of experience, while 71% of the managers, planners, and researchers/writers have four or more years of experience.

### Total Time in Current Position

The largest percentage of respondents, 33%, had 7 or more years of experience in their current positions. The smallest percentage, 12%, had less than 1 year of experience. Figure 3-5 provides the full results.

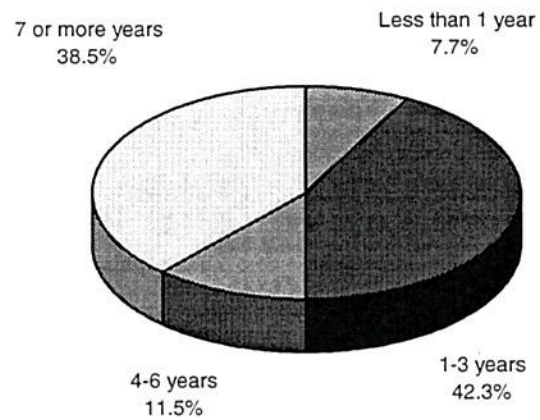
Figure 3-5: Total Time in Current Position for Entire Sample



The time in current position for the directors and deputy/assistant directors showed that there was a very experienced group of administrators—39% had 7 or more years of experience. However, 50% of the administrators were relatively new in their current position, having from less than 1 year through 3 years of experience. The findings are in figure 3-6.

On the other hand, the education managers/planners, meeting planners, researchers/writers, and others had a great deal of experience. Seventy-two percent had four or more years experience in their current positions. The results are displayed in figure 3-7.

**Figure 3-6: Total Time in Current Position by Directors and Deputy/Assistant Directors**



**Figure 3-7: Total Time in Current Position by Education Managers/Planners, Meeting Planners, Researchers/Writers, and Others**

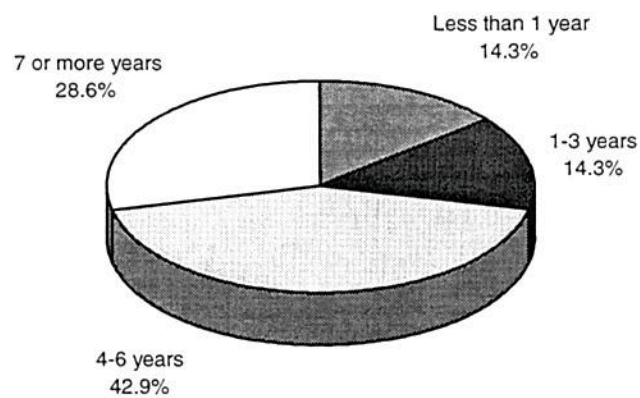
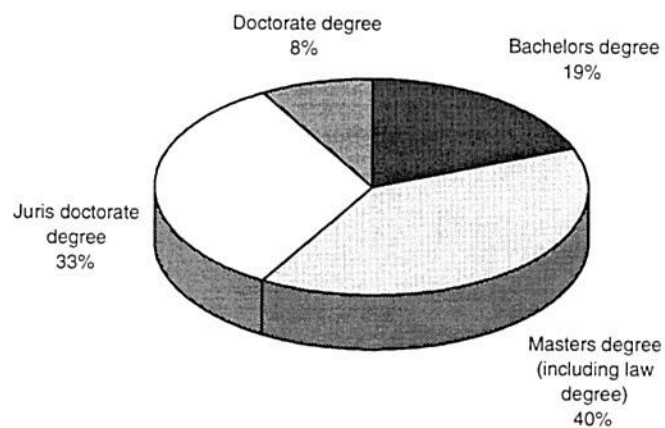


Figure 3-8: Educational Attainment for Entire Sample



## Educational Attainment

The highest degree held by most of the respondents was a masters degree. This was true for all of the respondent groups. Figures 3-8, 3-9, and 3-10 provide the full findings.

Figure 3-9: Educational Attainment by Directors and Deputy/Assistant Directors

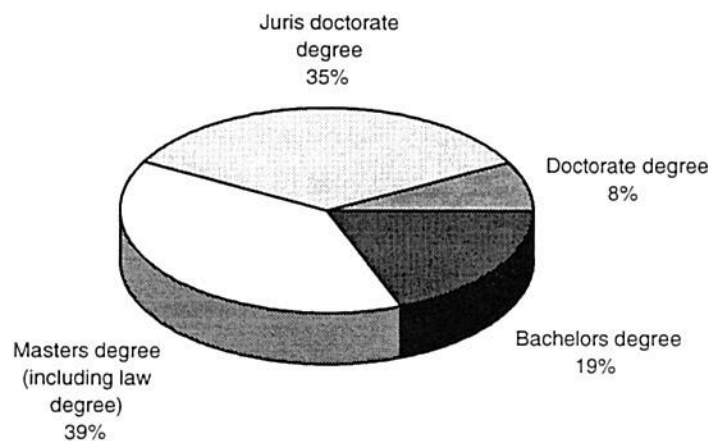
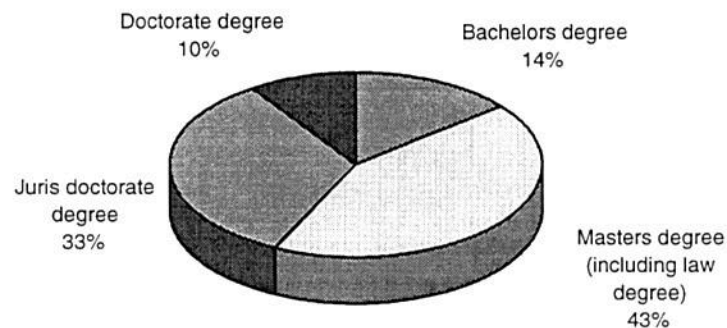




Figure 3-10: Educational Attainment by Education Managers/Planners, Meeting Planners, Researchers/Writers, and Others



## Education Field/Profession

NASJE members were asked to indicate in which fields/professions they had received their education. The most frequently recorded answer was law, followed by education regardless of job category/position title. The third highest field/profession for directors and deputy/assistant directors was administration/management (combining business and public administration/management). The social sciences was the third highest area for the education managers/planners, meeting planners, and researchers/writers. The findings are in figures 3-11, 3-12, and 3-13.

Figure 3-11: Education Field/Profession for Entire Sample

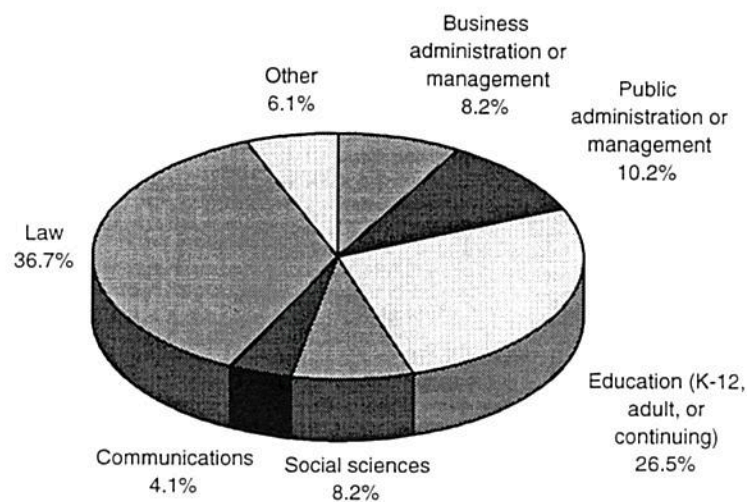
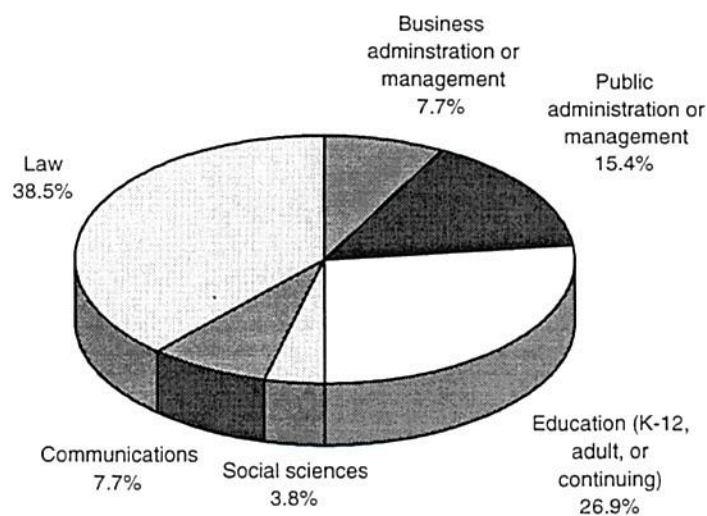
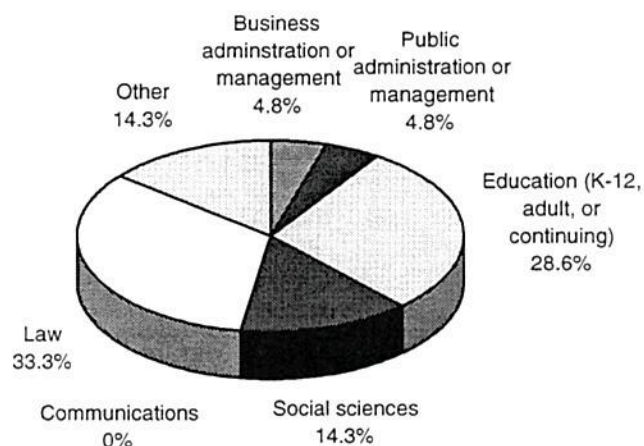


Figure 3-12: Education Field/Profession by Directors and Deputy/Assistant Directors



**Figure 3-13: Education Field/Profession by Education Managers/Planners, Meeting Planners, Researchers/Writers, and Others**



For purposes of analysis the current six education fields/professions were collapsed to three: law; education; and business/public administration, social sciences, communications, and other. The collapsing of categories resulted in the following percentages: 36.7% of respondents were law school trained, 26.5% were from colleges or departments of education, and 36.8% of the respondents received their education and training in business/public administration, social sciences, and other fields or disciplines. These three education field/profession variables were used in the analysis and are referred to throughout the monograph.

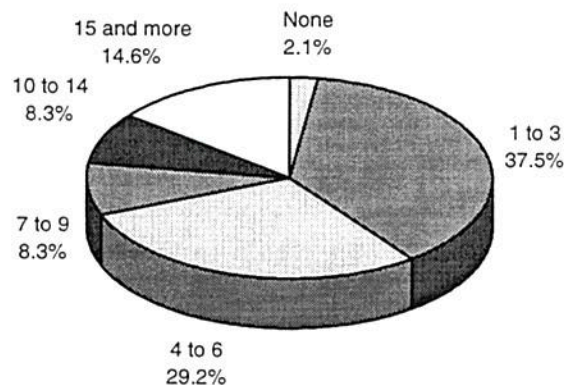
### **Number of Employees in the Judicial Education Organization**

The respondents were asked to indicate the size of their organization by stating how many employees were in their organizations including themselves at the time of the survey. Figure 3-14 demonstrates that most judicial education operations are managed and staffed by a very small number of people. In fact, 38% of the judicial education organizations had only from 1 to 3 people and 29% had only 4 to 6 people. The third highest staff size was in the 15 and more employee range, but only 15% were in this category.



These figures indicate that the vast majority of judicial branch education organizations are small considering the amount of programming that is delivered. To demonstrate this point, a search of JERITT's programs database reported the execution of 3,808 programs from March 1990 to December 1994. These programs are reported primarily by both state and national providers with states reporting the most programming. A handful of countries outside of the United States also report but their numbers are insignificant in comparison to in-country programming. Given these numbers, it is reasonable to say that judicial branch education organizations have high productivity with very low staffing levels.

Figure 3-14: Number of Employees in Judicial Education Organization for Entire Sample



Throughout this monograph when the findings are reported by number of employees, three variables are used instead of the six reported here. Collapsing the six into three resulted in the following number of employee ranges: less than 1 to 3, 4 to 9, and 10 or more employees.

### Age of the Respondents

The needs assessment survey offered five age categories: 20-30 years, 31-40 years, 41-50 years, 51-60 years, and 61 or more years. For the most part, the individuals involved in judicial branch education were in the mid-career

age range, 41-50 years. Fifty percent of the directors and deputy/assistant directors were in this age range and 43% of the education managers/planners, meeting planners, and researcher/writers were also in this same range. Figures 3-15, 3-16, and 3-17 provide the full results.

Figure 3-15: Age for Entire Sample

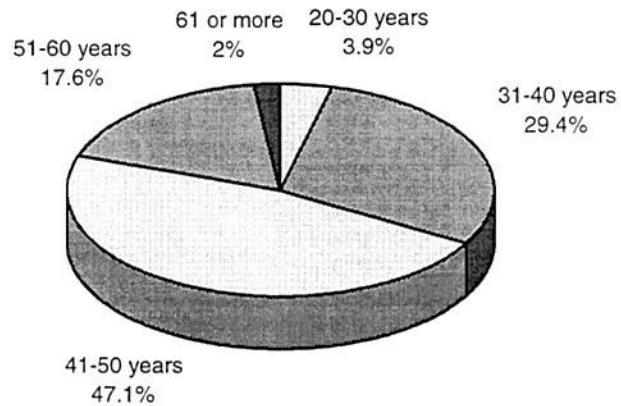


Figure 3-16: Age by Directors and Deputy/Assistant Directors

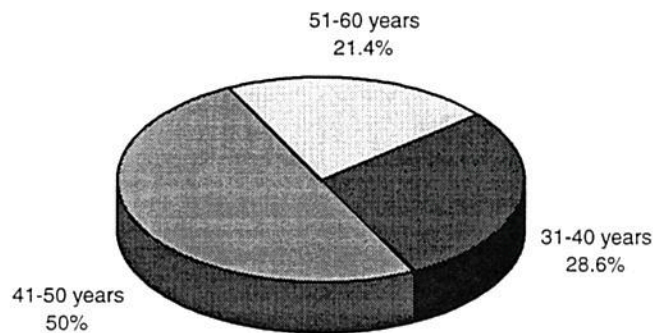
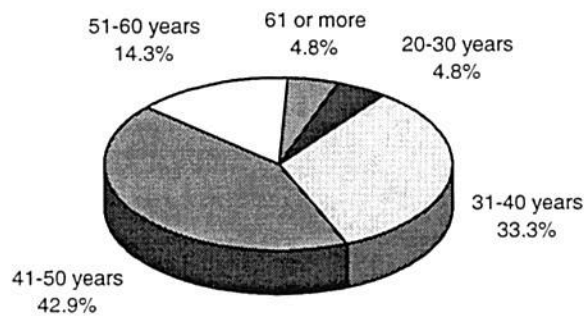


Figure 3-17: Age by Education Managers/Planners, Meeting Planners, Researchers/Writers, and Others



The five age variables were reduced to three for analysis of the responses. The new age range variables are 20-40 years old, 41-50, and 51 or more. The new percentage breakdown of the age of the respondents is: 38% at 20-40 years, 43% at 41-50 years, and 19% at 51 years or more.



## Race/Ethnicity of the Respondents

The respondents were offered five race/ethnicity categories to choose from.

- African descent: African-American, Black
- Asian descent: Japanese-American, Chinese-American, Korean-American, etc.
- European descent: White
- Native American
- Spanish descent: Mexican-American, Chicano, Hispanic

As demonstrated by figure 3-18, the respondents came from two of the five categories: 94% are white and 6% are Native American. Figures 3-18, 3-19, and 3-20 provide the findings.

Figure 3-18: Race Ethnicity by All Respondents

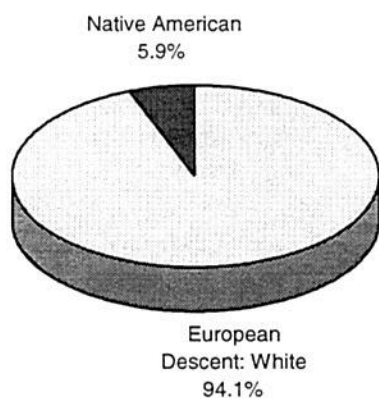


Figure 3-19: Race/Ethnicity by Directors and Deputy/Assistant Directors

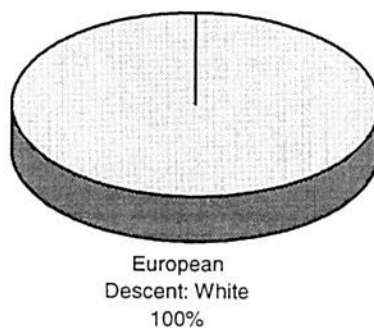
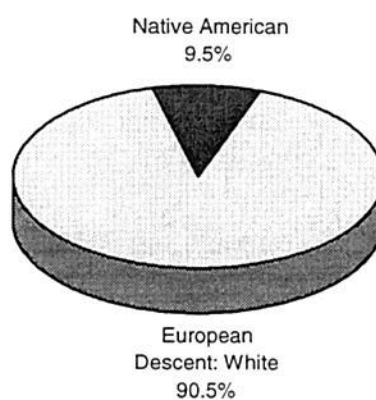


Figure 3-20: Race/Ethnicity by Education Managers/Planners, Meeting Planners, Researchers/Writers, and Others



## NASJE Membership

NASJE has three membership designations: full, general, and associate. NASJE membership is defined in the NASJE Constitution and Bylaws, Article II, Sections 2, 3, 4, and 5.

**Full:** a. Any full-time administrator or director of a statewide or local, nonprofit program of education whose primary duties include the education and training of judges and/or court support personnel; or b. Any assistant administrator, assistant director, or staff member who is employed by a statewide or local, nonprofit program of education whose primary duties include the education and training of judges and/or court personnel and whose full membership is consistent with the provisions of Section 5 (no statewide or local nonprofit organization or program for the education and training of judges and/or court personnel shall have more than three full members) of this article.

**Associate:** Any person who meets the eligibility requirements under Section 2 of this Article for full membership but is ineligible for full membership by the provisions of Section 5 of this Article will be eligible for associate membership in the Association. Any person eligible for full membership under Section 2 of this Article may choose to apply for associate rather than full membership with the Association.

**General:** Any person involved with or interested in judicial education who is not eligible for full or associate membership is eligible for general membership in the Association.

Sixty-four percent of those who responded to this survey were full members, 26% were associates, and 11% were general members. Membership designation is also offered here by the two job category groupings. Figures 3-21, 3-22, and 3-23 display the membership designations by the entire sample and then by the two job category/position title variables.



Figure 3-21: NASJE Membership Type for Entire Sample

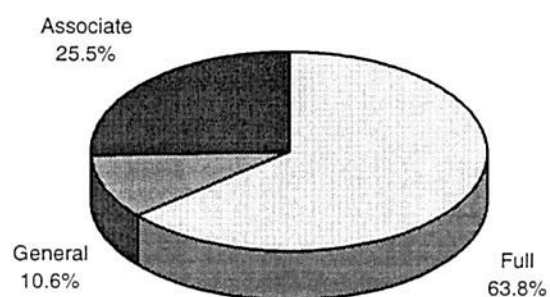


Figure 3-22: NASJE Membership Type by Directors and Deputy/Assistant Directors

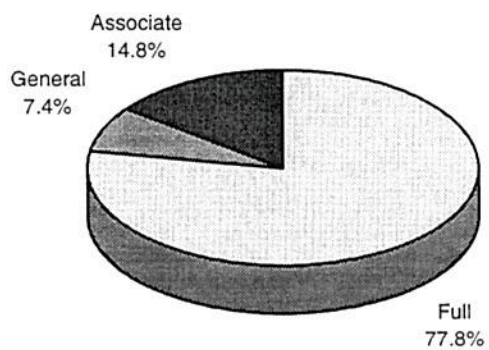
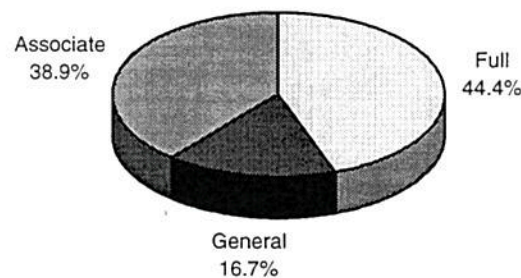


Figure 3-23: NASJE Membership Category by  
Education Managers/Planners, Meeting Planners,  
Researchers/Writers, and Others



The three NASJE membership variables were collapsed into two: (1) full and associate and (2) general. The two membership variables were used to analyze the responses to various survey questions. The bulk of the respondents, 83%, were either full or associate members of NASJE.

In summary, the respondents are well educated. They were primarily schooled in law or education. Those answering the needs assessment survey were quite experienced. Almost 50% of the respondents had 7 or more years of experience in judicial branch education programming. And, 26% had 4-6 years of experience. By and large, this is a middle age and mid- to advance-career group. Fifty percent of the directors and deputy/assistant directors were in the 41-50 age category. Forty-three percent of the education managers/planners, meeting planners, researchers/writers were also in the 41-50 year age category.

These percentages suggest a mature group of professionals who have a long work history, perhaps most or part of which was spent outside of judicial branch education. Judicial branch education is likely a second career for many of the respondents. This is probably particularly true for the directors and deputy assistant directors as 71% of this group ranges in age from 41 to 60 years. Sixty-two percent of the staff group (e.g., education managers/planners, meeting planners, researchers/writers) ranged in age from 41 to 60 or more years which also suggests that planning and executing

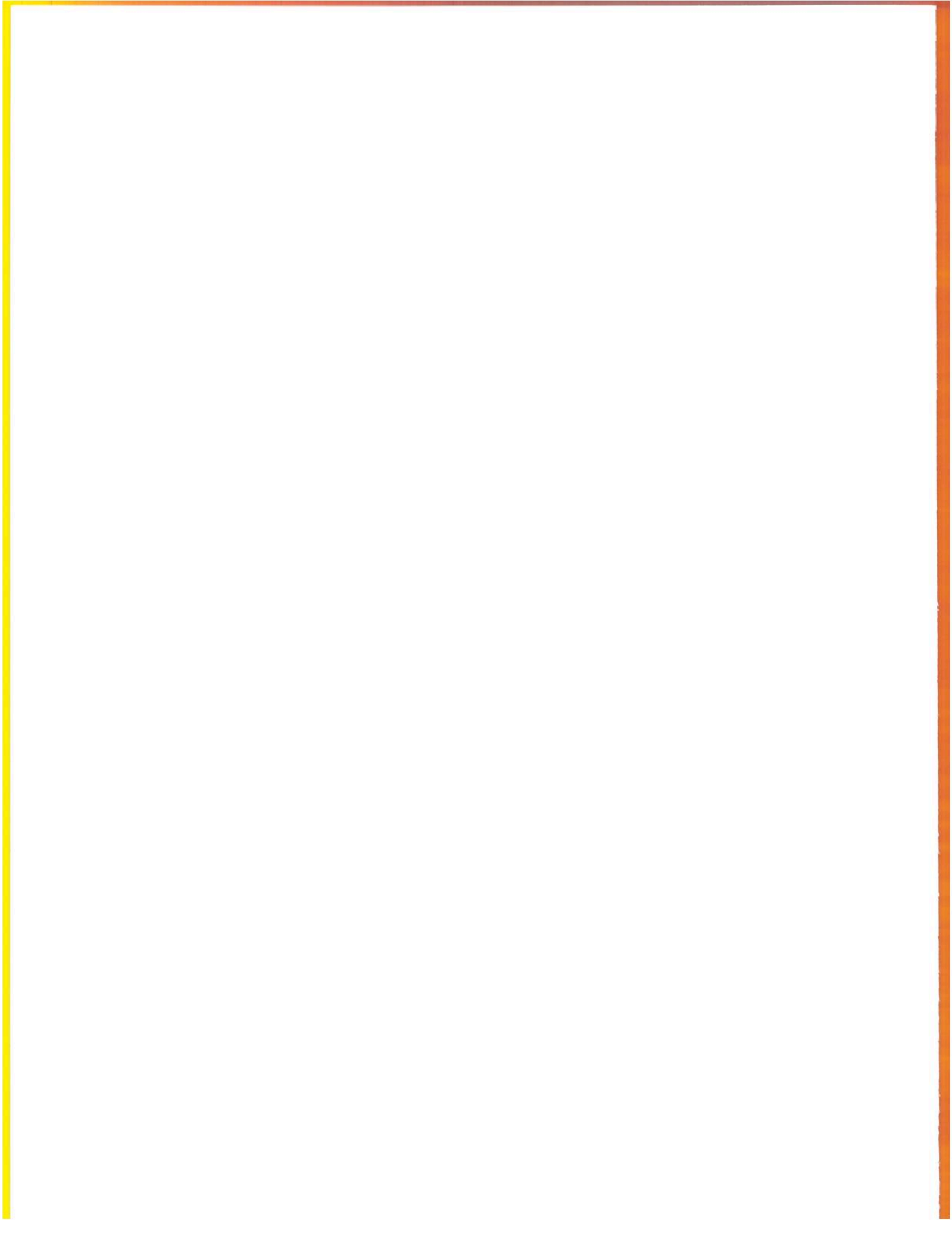
educational programming for the courts was not their first career either. The age of this group, with the fact that approximately 50% of the respondents have from less than 1 year to 6 years of longevity in the judicial branch education profession, is another indicator that the respondents entered judicial branch education after leaving other professions.

The face of the NASJE membership could change drastically in a few short years given the age of this group. With 70% of the judicial branch education administrators (e.g., directors and deputy / assistant directors) approaching retirement, and 62% of the staff group also in the same situation, judicial branch education itself could be very different. For NASJE, such a change should be closely watched as it could signal the need for new approaches and new or different content related to the professional development and continuing education of its members.

A "changing of the guard", so to speak, could initiate an even more profound change in judicial branch education as the discipline is wide but not very deep. This is demonstrated by the fact that 67% of the judicial branch education organizations are administered and operated by six or less people. For larger organizations, changes in the administration group could be handled with relatively little disruption by promoting younger, experienced staff members. This option may be less viable for small judicial branch education organizations because these organizations are usually small and the staff group itself is older with a good portion of those also close to retirement.

The "changing of the guard" could also have other implications for NASJE. Presently, 94% of the respondents are white and 6% are Native American. Turnover in judicial branch education positions at the state and national level could result in new members for NASJE diversifying the racial and ethnic mix of its membership.





## **Chapter 4: The Professional Education and Development Needs of the NASJE Membership**

Part 1 of the needs assessment survey asked the NASJE members to identify what they perceived their education and development needs to be. Sixty-one items were listed across three areas: management, personal enhancement, and continuing education and training information. The respondents were asked to indicate on the survey the importance of the item by checking whether they strongly agreed (5.0), agreed (4.0), neither agreed nor disagreed (3.0), disagreed (2.0), or strongly disagreed (1.0) that the item was important. Their responses to Part 1 of the survey is the focus of this chapter. The findings are presented by area.

Responses for the entire sample are given for all items in all three areas. Additionally, responses by demographic variables are also reported. The variables used were: job category/position title, years in judicial education programming, number of employees, education field/profession, and age.

We will discuss what the respondents thought were important, as well as those items they viewed to be less important. The decision criteria used to determine importance, which was discussed in chapter two, is applied to the findings here and throughout the rest of the monograph. An item is very important if 80% and above of the respondents strongly agreed or agreed that the item was important to them. Items at this level should be considered top priority and will be discussed thoroughly. However, those items not within the very important range are also significant as they can tell us a great deal about the respondents and their perceived needs. Second priority should be given to those items at 79.9% to 60% and third priority to items at 59.9% and below.

### **Professional Education and Development: Management**

#### *Importance of Management Items for the Entire Sample*

Six items were viewed as very important by the entire sample. Those items were:

- learning strategic planning (84.4%)

- developing, conveying, and maintaining a vision for judicial branch education (84.3%)
- organizational leadership (84.3%)
- learning long-range planning (82.4%)
- developing teamwork among employees, committees, faculty, etc. (82.3%)
- marketing judicial branch education topics and programs to policymakers and funding agents (80.9%)

Three of the six items are clearly planning functions: strategic planning, long-range planning, and visioning. Planning is a critical element if a training and education organization is to be successful. So are leadership, teamwork, and marketing, which are the other three items identified as very important. These results suggest that the respondents know they must possess fundamental knowledge and exceptional skills in planning, leading and building cohesive teams if their programs are to exhibit excellence. They also know that they must be able to convince policymakers and funding sources of the validity, quality, and need for their educational programs and products.

These six items will undoubtedly always remain important for at least two reasons. First, changing societal structures and expectations have qualitatively and quantitatively changed the work of the courts and will continue to do so in the foreseeable future. Second, while some policymakers and funding agents understand the necessity of dedicating resources to ongoing education for the purpose of meeting the rapidly changing needs of this global, post-industrial society, it is still not the norm. Consequently, those involved in judicial branch education will have to prove concrete need, direct benefit to the public, and a positive relationship between training dollars and improved service and quality of justice. None of these are easy to do, but all must be a part of a sound marketing plan. More and more those who have the final say on resource distribution will determine the quality and quantity of ongoing education through the budget allocation process. Influencing these individuals is essential. Therefore, all six items should be given top priority when development or enhancement of the respondents management skills are addressed.

An array of topics should be given second priority as they fell within the 79.9%-60% range. These items comprised several broad categories.



- Budget management knowledge, skills, and abilities
  - soliciting alternative funding (78.4%)
  - planning and winning support for your budget request (74.5%)
  - budget management skills and techniques (68.6%)
- People management knowledge, skills, and abilities
  - motivating others (74.5%)
  - personnel management skills and techniques (70.6%)
  - learning how to work in a political environment (62.8%)
  - coaching/counseling employees for enhanced work performance (62.7%)
- Infrastructure building and management knowledge, skills, and abilities
  - marketing programs to potential audiences (76.4%)
  - educating committees/boards about their roles and responsibilities (74.5)
  - developing and implementing policy (72.5%)
  - developing and implementing procedure (66.7%)
- Process management knowledge, skills, and abilities
  - managing competing priorities (76%)
  - project management skills (70.6%)
  - futures planning skills (68%)

There was one item, building a committee/board structure, that should be given third priority. It was viewed as important by approximately 55% of the respondents. All of the findings just discussed are in table 4-1.

Table 4-1: Importance of Management Items for the Entire Sample

SA = 5

Strongly Agree

A = 4

Agree

N = 3

Neither Agree Nor Disagree

D = 2

Disagree

SD = 1

Strongly Disagree

Item #	Management Items	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
15	Learning strategic planning	0.0	2.0	13.7	47.1	37.3	84.4
19	Developing, conveying, and maintaining a vision for judicial branch education	0.0	2.0	13.7	33.3	51.0	83.3
1	Organizational leadership	0.0	3.9	11.8	45.1	39.2	84.3
14	Learning long-range planning	0.0	2.0	15.7	45.1	37.3	82.4
21	Developing teamwork among employees, committees, faculty, etc.	2.0	2.0	13.7	49.0	33.3	82.3
10	Marketing judicial branch education topics and programs to policymakers and funding agents	0.0	7.8	11.8	35.8	45.1	80.9
7	Soliciting alternative funding sources	0.0	2.0	19.6	43.1	35.3	78.4
11	Marketing judicial branch education programs to potential audiences	0.0	7.8	15.7	33.3	43.1	76.4
17	Managing competing priorities	0.0	2.0	22.0	42.0	34.0	76.0
9	Educating committees/boards about their roles and responsibilities	2.0	2.0	21.6	41.2	33.3	74.5
20	Motivating others	0.0	2.0	23.5	54.9	19.6	74.5
6	Planning and winning support for your budget request	0.0	3.9	21.6	56.9	17.6	74.5
3	Developing and implementing policy	0.0	2.0	25.5	43.1	29.4	72.5
2	Personnel management skills and techniques	2.0	3.9	23.5	39.2	31.4	70.6
16	Learning project management skills	0.0	3.9	25.5	45.1	25.5	70.6
5	Budget management skills and techniques	0.0	3.9	27.5	49.0	19.6	68.6
13	Learning judicial branch education futures planning skills	0.0	4.0	28.0	42.0	26.0	68.0
4	Developing and implementing procedure	0.0	2.0	31.4	39.2	27.5	66.7
18	Learning how to work in a political environment	0.0	3.9	33.3	41.2	21.6	62.8

Item #	Management Items	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
12	Coaching/counseling employees for enhanced work performance	0.0	5.9	31.4	43.1	19.6	62.7
8	Building a committee/board structure	2.0	7.8	35.3	33.3	21.6	54.9

Next, we will look at the management items by subgroups. The subgroups are identified by the demographic variables mentioned at the beginning of the chapter: job category, years in judicial branch education, field/profession, and age.

#### *Importance of Management Items by Sample Subgroups*

To facilitate our review and understanding of how each of the subgroups saw the importance of the management items and to compare those items across subgroups, we will display the summarized findings in figures. The full findings for each subgroup can be found in appendix B.



Figure 4-1: Management Items Important to 80% and Above of Respondents by Subgroups

Item #	Items	Job Category		Years in J.E. Prog.		# of Employees			Field/ Profession			Age		
		Dir/ Depu/ Assit	Managers/ Planners/ Resear- chers/ Writers	1-3	4+	1-3	4-9	10+	Edu.	Law	Admin/ Soci/ Comm	20-40	41-50	51+
1	Organizational leadership	X		X	X		X	X		X		X	X	X
2	Personnel management skills and techniques						X							
3	Developing and implementing policy	X						X						X
4	Developing and implementing procedure							X						
5	Budget management skills and techniques							X						
6	Planning and winning support for your budget request		X	X				X				X		
7	Soliciting alternative funding sources		X	X				X		X		X		
8	Building a committee/board structure													
9	Educating committees/boards about their roles and responsibilities			X		X		X			X			X
10	Marketing judicial branch education topics and programs to policymakers and funding agents		X	X				X		X		X		

Item #	Items	Job Category		Years in J.E. Prog.		# of Employees			Field/ Profession			Age		
		Dir/ Depu/ Assit	Managers/ Planners/ Resear- chers/ Writers	1-3	4+	1-3	4-9	10+	Edu.	Law	Admin/ Soci/ Comm	20-40	41-50	51+
11	Marketing judicial branch education programs to potential audiences		X	X			X	X	X			X		
12	Coaching/counseling employees for enhanced work performance													
13	Learning judicial branch education futures planning skills			X								X		
14	Learning long-range planning		X	X	X		X	X	X		X	X	X	
15	Learning strategic planning	X	X	X	X	X	X	X	X	X	X	X	X	
16	Learning project management skills		X										X	
17	Managing competing priorities		X	X		X		X			X			
18	Learning how to work in a political environment		X					X						
19	Developing, conveying, and maintaining a vision for judicial branch education		X	X	X	X		X		X	X	X		X
20	Motivating others			X			X	X						
21	Developing teamwork among employees, committees, faculty, etc.	X	X	X	X		X	X		X		X	X	X

Figure 4-1, provides an "at-a-glance" view of the management items deemed to be most important by the various subgroups. Some differences do appear.

Directors and deputy directors identified only four items that should be considered top priority. Those items show that they think issues pertaining to leadership, policy, strategic planning, and teamwork as most important. While the non-administrative group, ( i.e., managers/planners/researchers/writers), had 11 top priority items. These two groups share the topics of strategic planning and teamwork.

The non-administrative group thought obtaining knowledge, skills, and abilities in program or project funding; marketing to audiences and power brokers; planning, including visioning; project management; managing competing priorities; learning how to work in a political environment; and teamwork were all very important. Their needs in the management area appear to be oriented to the hands-on, day-to-day execution of their job responsibilities.

Any program, project, or service developed for NASJE members should take into consideration that these two groups have different needs. Therefore, professional development opportunities should reflect what each of the groups have identified as important.

Years of experience in judicial education planning also showed some shared needs as well as some differing needs. The two groups, 1 through 3 years and 4 or more years of experience, had mutual interest in organizational leadership, long-range and strategic planning, visioning, and teamwork. This means that total years of experience in judicial branch education has little, if any, bearing on the aforementioned items.

The more experienced group had no other high priority management needs. However, the respondents with less experience had management development needs not shared by those with more longevity. Those needs pertain to securing funding, educating committees/boards about their roles and responsibilities, marketing judicial branch education to potential audiences and power brokers, learning futures planning skills, managing competing priorities, and motivating others. The fact that those who are new to judicial branch education find these items of particular interest is not surprising. Typically, a person new to a profession or a job wants to make their mark. Newcomers often bring new ideas to the workplace, which



means that they must secure funding if their ideas are to become reality. Additionally, they must motivate others to back their ideas. This takes a good measure of marketing and educating at all levels. Last, they must learn to prioritize, pick their battles well, and have a plan for the future that guides all decisions.

The third subgroup, number of employees, indicates size of the organization. Organizational size brings its own managerial challenges. Those respondents who were in judicial education organizations with 10 or more employees identified 16 of the 21 management items as very important. The items that were not high priority for this group related to personnel management issues, building a committee/board structure, coaching/counseling employees for enhanced work performance, futures planning, and project management.

Those organizations with 4 to 9 employees identified seven management items as high priority. Those items related to leadership, personnel management skills, marketing, planning, motivating others, and teamwork.

Four items were high priority for the respondents from organizations with 1 to 3 employees. They were interested in educating committees/boards to their roles and responsibilities, strategic planning, managing competing priorities, and visioning.

Strategic planning was the only management item that was shared by all three groups. The respondents from the largest and the smallest organizations shared interest in educating committees/boards, managing competing priorities, and visioning. The mid-sized and large organizations shared interest in organizational leadership, marketing, long-range planning, motivating others, and teamwork. The small and mid-size judicial education organizations shared no high priority management items.

These findings tell us that organization size has a definite impact on how the respondents view their professional development needs as they relate to management. Those respondents from the larger organizations see more of a need to develop their knowledge, skills, and abilities across more management areas.

Next, we will look at whether management needs change by the respondents' field/profession. Three field/professions were analyzed:

education; law; and business and public administration/management, social sciences, and communications. Those from education backgrounds found three management subjects to be very important: marketing, strategic planning, and long-range planning. Respondents from a law background identified six items: leadership, funding, marketing, strategic planning, visioning, and teamwork. The last group identified educating committees/boards, long-range and strategic planning, managing competing priorities, and visioning as very important.

Strategic planning was the only subject matter deemed to be very important by all three field/profession subgroups. The only shared topics were long-range planning (shared by education and the administration/managements, social sciences and communications subgroups) and visioning (shared by the law and administration/managements, social science, and communications subgroups).

Age was also a variable in this survey. Three age subgroups were analyzed: 20-40, 41-50, and 51 or more. The 51 or more respondents found leadership, policy, educating committees/boards, visioning, and teamwork to be very important. The 41-50 age subgroup thought leadership, long-range planning, strategic planning, project management, and teamwork were very important. The youngest group identified 10 management items: leadership; budgeting and funding; marketing; futures, long-range planning, and strategic planning; visioning; and teamwork. It is not surprising that the youngest age subgroup identified the most management items as high priority for their professional development.

All three subgroups thought leadership and teamwork were very important. Those from ages 20-50 also shared an interest in long-range and strategic planning. Visioning was shared by the youngest and the oldest age subgroups.

What does all of this mean? It means that strategic planning is desired by 92% of the subgroups; that 70% of the subgroups want to learn about and develop their abilities in leadership, long-range planning, and visioning; and 78% want to develop teamwork among their employees, committees, and faculty.

However, to determine how these results might be applied when professional development opportunities are targeted for specific groups, we must look at the differences among all of the subgroups.



First, job category is important. Organizational leaders, directors, and administrators need more in the way of developing leadership, planning, and teamwork skills. Typically, their role is to build infrastructure and maintain it. This is done through thoughtful and appropriate policy development and implementation and through well-cared for team members; whether they be staff, committees, boards, or other constituents who are above, below, or beside them in the organizational scheme.

Non-administrative personnel need knowledge, skills, and abilities to make the organization run via their programs or projects. They are constantly in the business of doing. This does not mean that they are also not involved in the larger organizational issues, but their immediate attention is on the task before them. Therefore, they need both action-oriented, hands-on development and conceptual knowledge and skills related to the organization as a whole. Such things as visioning are important so that they can put their daily work in a larger context which expands the meaning of what they do.

Professional development options should allow for both groups to have separate experiences that pertain to their own development. The administrative and non-administrative respondents should also have the opportunity to join together in offerings where both of their efforts and ideas are needed for the advancement of the organization. Planning activities and developing teamwork among all levels of the organization are two good examples.

Second, people new to judicial branch education need more attention than those who are veterans. However, regardless of longevity, the nature of the work requires continuous planning, budget preparations, visioning, teamwork, and the like. Consequently, both new and seasoned professionals would benefit from such offerings. However, the level of knowledge, skill, and ability might be different for both groups and this factor should not be overlooked.

Third, size of organization also determines what respondents need in the way of management development. Those in larger organizations identified 76% of the management items in the survey as very important. That is quite different compared to 19% identified by the small and 33% identified by the mid-size judicial branch education organizations.

Fourth, the field/profession of the respondents seemed of less consequence than one might expect as it relates to management development.



The education subgroup thought 14% of the items were high priority; law identified 29%; and the administration/management, social sciences, and communications subgroup identified 24% of the items as high priority.

Fifth, age was a factor in that the age group 20-40 thought 48% of the management items were very important compared to the other two age groups who each identified 24% of the management items as very important.

Having said all this, we must remember that the respondents, regardless of their job category, are: primarily very experienced, in small organizations, well-educated, middle-aged, and probably at an advanced career stage. Therefore, professional development opportunities would be best designed around (1) job category; (2) offerings for new people entering the profession and separate offerings for seasoned professionals, except in those areas that would benefit both; (3) emphasis on management that affects small organizations, with a separate track for those few individuals from large organizations; and (4) more nuts and bolts offerings for the younger professionals who are more than likely just entering judicial branch education.

Another striking aspect about these findings are the management items that did not fall within the top priority range. Perhaps the age, experience, size of organization, and education level of respondents explains why so many of the management items were not viewed as more important. Items that were not high priority for any group were building a committee/board structure and counseling/coaching employees. Personnel management, developing and implementing procedure, and budget management were high priority to at least one subgroup. High priority items for at least two groups were futures planning, project management, and learning how to work in a political environment. The rest of the topics were high priority for three or more of the subgroups.

Many of the management items fell below the high priority level as they were viewed as important by 79.9% or less of the respondents. Those items can be found in figures 4-2 and 4-3. We can speculate why fewer respondents thought these items were important. Perhaps it is because this is a more seasoned group. Or, it could be that the respondents have not yet identified a high need or deficiency in any of the areas. Perhaps others who interact with the respondents may have a different opinion. Individuals who seek constant improvement and continual enrichment would do well to

solicit feedback from those around them before they make their final decision about what management development they should undertake.

What must be stated here and reiterated throughout this report is that the items identified as important by 79.9% and less of the respondents are still significant because they were identified important even though they were identified by fewer respondents. However, when making decisions about which management issues to address first, top priority should be given to those items identified as important by 80% or more of the respondents. If resources are not a factor, then certainly all management needs should be addressed.

Figure 4-2: Management Items Important to 79.9% - 60% of Respondents by Subgroups

Item #	Items	Job Category		Years in J.E. Prog.		# of Employees			Field/ Profession			Age		
		Dir/ Depu/ Assit	Managers/ Planners/ Resear- chers/ Writers	1-3 Yrs	4+ Yrs	1-3	4-9	10+	Edu.	Law	Admin/ Soci/ Comm	20-40	41-50	51+
1	Organizational leadership		X			X			X		X			
2	Personnel management skills and techniques	X	X		X	X		X	X	X	X	X	X	X
3	Developing and implementing policy		X	X	X	X	X		X	X	X	X	X	
4	Developing and implementing procedure	X	X	X	X	X	X			X	X		X	X
5	Budget management skills and techniques	X	X		X	X	X		X	X	X	X	X	X
6	Planning and winning support for your budget request	X			X	X	X		X	X	X		X	X
7	Soliciting alternative funding sources	X			X	X	X		X		X		X	X
8	Building a committee/board structure			X				X		X		X		
9	Educating committees/boards about their roles and responsibilities	X	X		X		X			X		X	X	
10	Marketing judicial branch education topics and programs to policy makers and funding agents	X			X	X	X		X		X		X	X



Item #	Items	Job Category		Years in J.E. Prog.		# of Employees			Field/ Profession			Age		
		Dir/ Depu/ Assit	Managers/ Planners/ Resear- chers/ Writers	1-3 Yrs	4+ Yrs	1-3	4-9	10+	Edu.	Law	Admin/ Soci/ Comm	20-40	41-50	51+
11	Marketing judicial branch education programs to potential audiences	X			X	X				X	X		X	X
12	Coaching/counseling employees for enhanced work performance	X		X	X		X	X	X	X		X		
13	Learning judicial branch education futures planning skills	X	X		X		X	X	X	X	X			X
14	Learning long-range planning	X				X				X				X
15	Learning strategic planning													X
16	Learning project management skills	X		X	X	X	X	X	X	X	X			X
17	Managing competing priorities	X			X		X		X	X		X	X	X
18	Learning how to work in a political environment			X	X	X			X	X	X	X	X	X
19	Developing, conveying, and maintaining a vision for judicial branch education	X					X		X				X	
20	Motivating others	X	X		X	X			X	X	X	X	X	X
21	Developing teamwork among employees, committees, faculty, etc.					X			X		X			



Item #	Items	Job Category		Years in J.E. Prog.		# of Employees			Field/ Profession			Age		
		Dir/ Depu/ Assit	Managers/ Planners/ Resear- chers/ Writers	1-3 Yrs	4+ Yrs	1-3	4-9	10+	Edu.	Law	Admin/ Soci/ Comm	20-40	41-50	51+
11	Marketing judicial branch education programs to potential audiences	X			X	X				X	X		X	X
12	Coaching/counseling employees for enhanced work performance	X		X	X		X	X	X	X		X		
13	Learning judicial branch education futures planning skills	X	X		X		X	X	X	X	X			X
14	Learning long-range planning	X				X				X				X
15	Learning strategic planning													X
16	Learning project management skills	X		X	X	X	X	X	X	X	X			X
17	Managing competing priorities	X			X		X		X	X		X	X	X
18	Learning how to work in a political environment			X	X	X			X	X	X	X	X	X
19	Developing, conveying, and maintaining a vision for judicial branch education	X					X		X				X	
20	Motivating others	X	X		X	X			X	X	X	X	X	X
21	Developing teamwork among employees, committees, faculty, etc.					X			X		X			



## Professional Education and Development: Personal Enhancement

This survey area contained 19 personal enhancement items. NASJE members were asked to determine the items importance to them just as they did for the management area. We will begin by looking at what all respondents felt about the importance of these items and then we will look at how the responses differed by two subgroups: job category/position and age.

### *Importance of Personal Enhancement Items for the Entire Sample*

Table 4-15 provides the results for the entire sample. Eighty percent of the survey respondents strongly agreed or agreed that five of the personal enhancement items were important. This makes these five items top priority when personal enhancement issues are being considered for development. The identified items were:

- developing or improving your critical thinking skills (86.3%)
- developing your negotiating skills (86.3%)
- developing your persuasion skills (86.3%)
- enhancing your listening skills (84.3%)
- developing or improving your creative thinking skills (80.4%)

Two of these items pertain to thinking skills. This may suggest that the respondents want to approach their work and their lives in new or expanded ways. Three of the items addressed selective communication skills—negotiating, persuading, and listening. Outstanding communication skills are important in professions where high constituent interaction is a key to success; and, of course, personal relationships are enriched by open, caring, and reciprocal communications.

Eleven topics fell within the 79.9% to 60% important range. These eleven topics relate to communication, mental attitude or motivation, and career/professional development.

- Communication
  - improving your personal credibility, through understanding your nonverbal messages (78.4%)
  - enhancing your verbal communication skills (76.4%)

- developing conflict resolution skills (74.0%)
  - conducting effective meetings (72.6%) (Note: this item also requires good organization skills)
  - developing effective written communications skills (66.6%)
- Mental attitude skills and abilities
  - keeping yourself motivated and enthusiastic about your work (76.5%)
  - developing and maintaining a healthy and happy mental outlook (70%)
- Career/professional development
  - marketing yourself to increase professional recognition and standing (68.7%)
  - career development (62.8%)
  - developing a sense of community among your friends and/or colleagues (62.7%)
- Miscellaneous
  - improving your memory (74.5%)

It is not surprising that communication skills continue to be important to the respondents given that careers in education and training involve high levels of communication, both vertical and horizontal. Also not surprising was the interest in motivation, enthusiasm, and positive mental attitude. The respondents are all primarily older with a substantial amount of experience, thus they are familiar with the very real demands placed on them by their work. They likely have no illusions about what personal fortitude and mental discipline it takes to build and maintain a successful career and work place. In addition to these factors, it was indicated earlier that an enormous amount of programming is carried out by a small number of people. This even more challenges the educators' resolve to maintain motivation, enthusiasm, and a positive mental attitude.

A cursory review of these findings may raise the question why career/professional development is not higher on the list of priorities. From looking at the demographics, we might surmise that it is not more important



to the respondents because judicial branch education is a second or third career for most of those individuals who answered the survey. Consequently, they may feel that they are already proficient in career or professional development skills, or they are satisfied with how their career is progressing and with the professional relationships they have, or judicial branch education may be the field from which they are planning to retire. Any of these are possible explanations and there are probably many others.

Three items were in the third priority range (59% and below). Those items were:

- Maintaining a personal life in the face of a 40+ hour work week (56.9%)
- Developing or enhancing your spiritual self (56.9%)
- Learning strategies for changing careers (46.0%)

**Table 4-15: Importance of Personal Enhancement Items for the Entire Sample**

**SA = 5**  
Strongly  
Agree

**A = 4**  
Agree

**N = 3**  
Neither Agree Nor  
Disagree

**D = 2**  
Disagree

**SD = 1**  
Strongly  
Disagree

Item #	Personal Enhancement Items	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
24	Developing or improving your critical thinking skills	0.0	3.9	9.8	37.3	49.0	86.3
28	Developing your negotiating skills	0.0	2.0	11.8	49.0	37.3	86.3
27	Developing your persuasion skills	0.0	2.0	11.8	54.9	31.4	86.3
25	Enhancing your listening skills	2.0	2.0	11.8	58.8	25.5	84.3
23	Developing or improving your creative thinking skills	0.0	3.9	15.7	27.5	52.9	80.4
40	Improving your personal credibility, through understanding your nonverbal messages	0.0	2.0	19.6	58.8	19.6	78.4
34	Keeping yourself motivated and enthusiastic about your work	0.0	5.9	17.6	41.2	35.3	76.5
32	Enhancing your verbal communication skills	0.0	2.0	21.6	52.9	23.5	76.4



Item #	Personal Enhancement Items	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
26	Improving your memory	0.0	3.9	21.6	39.2	35.3	74.5
30	Developing conflict resolution skills	0.0	6.0	20.0	42.0	32.0	74.0
29	Conducting effective meetings	0.0	2.0	25.5	37.3	35.3	72.6
37	Developing and maintaining a healthy and happy mental outlook	0.0	4.0	26.0	44.0	26.0	70.0
22	Marketing yourself to increase professional recognition and standing	3.9	7.8	19.6	47.1	21.6	68.7
33	Developing effective written communication skills	0.0	2.0	31.4	43.1	23.5	66.6
35	Career development	2.0	5.9	29.4	35.3	27.5	62.8
39	Developing a sense of community among your friends and/or colleagues	0.0	2.0	35.3	45.1	17.6	62.7
31	Maintaining a personal life in the face of a 40+ hour work week	2.0	11.8	29.4	41.2	15.7	56.9
38	Developing or enhancing your spiritual self	7.8	5.9	29.4	37.3	19.6	56.9
36	Learning strategies for changing careers	4.0	10.0	40.0	34.0	12.0	46.0

### *Importance of Personal Enhancement Items by Sample Subgroups*

As stated previously, the subgroups of job category/position and age is looked at to determine what, if any, differences exist. These two were selected because interests and needs typically vary by age and also by what we do. A summary of the findings are in figures 4-4, 4-5, and 4-6. Turn to appendix C to review the subgroup tables related to personal enhancement.

**Figure 4-4: Personal Enhancement Items Important to 80% and Above of the Respondents by Subgroups**

Item #	Items	Job Category		Age		
		Dir/Depu/ Assit	Manager/Planner/ Researcher/Writer	20-40 Yrs	41-50 Yrs	51+
22	Marketing yourself to increase professional recognition and standing					
23	Developing or improving your creative thinking skills		X		X	X
24	Developing or improving your critical thinking skills	X	X	X	X	X
25	Enhancing your listening skills		X	X	X	X
26	Improving your memory				X	
27	Developing your persuasion skills	X	X	X	X	X
28	Developing your negotiating skills	X	X	X	X	X
29	Conducting effective meetings			X		
30	Developing conflict resolution skills		X	X		
31	Maintaining a personal life in the face of a 40+ hour work week					
32	Enhancing your verbal communication skills		X	X		
33	Developing effective written communication skills			X		
34	Keeping yourself motivated and enthusiastic about your work		X	X		X
35	Career development					
36	Learning strategies for changing careers					
37	Developing and maintaining a healthy and happy mental outlook		X			

Item #	Items	Job Category		Age		
		Dir/Depu/ Assit	Manager/Planner/ Researcher/Writer	20-40 Yrs	41-50 Yrs	51+
38	Developing or enhancing your spiritual self					
39	Developing a sense of community among your friends and/or colleagues					
40	Improving your personal credibility, through understanding your nonverbal messages			X		

Perhaps the most striking thing about figure 4-4 is the number of items with empty cells. Six out of nineteen personal enhancement items or 32% were not viewed as important by 80% or more of the respondents from the subgroups of job category/position and age. These six items related to either career/professional development or issues pertaining to their off-the-job lives.

Three skill enhancement items were important to all—critical thinking, persuasion, and negotiation. The rest of the items were important by one or more of the subgroups.

Figure 4-4 reflects that the education managers/planners, meeting planners, and researchers/writers have identified more personal enhancement items as high priority than the directors and deputy/assistant directors. This non-administrative group identified thinking skills, various types of communication skills, motivation, and mental outlook as high priority. The administrative group identified critical thinking and negotiation and persuasion skills as high priority. So, critical thinking skills and negotiation and persuasion were important to both groups. This means that professional development offerings on any of these three topics would be well received regardless of job function.

Age of the respondents made no difference on the importance of four items—critical thinking, listening, persuasion, and negotiation skills. The 20-40 age group identified 10 items as high priority as compared to six each for the other two age groups. The 20-40 age group identified eight items related



to communication skills, one to critical thinking, and one to motivation as important. Five of the ten items were not shared by either of the other age groups. This means that the following items are more important to the 20-40 age group than to the other two age groups: managing a personal life in the face of a 40+ hour work week, career development, strategies for changing careers, developing and maintaining a healthy and happy mental outlook, developing or enhancing your spiritual self, and developing a sense of community among your friends and colleagues.

The 41-50 and 51 and more respondents shared all of their high priority items except two. Improving your memory was important only to the 41-50 year old respondents. The 51 and above and the 20-40 year old respondents saw motivation as a high priority item.

These findings tell us that the major differences lie between those in the 20-40 age range as apposed to the respondents who are over forty. This means that age should be considered when professional development offerings are being chosen. This is not surprising, as conventional wisdom has always supported more learning for younger professionals. However, there are also items that are considered high priority regardless of age. Offering those items first might be a good place to start.

The personal enhancement items that were viewed as important by 79.9% or less of the subgroup respondents can be found in figures 4-5 and 4-6. After reviewing figures 4-5 and 4-6, we can see that the vast majority of the personal enhancement items were important to 60.0% and more of the subgroup respondents. This means that items in figure 4-4 should be addressed first and those in figure 4-5 should be addressed second.

**Figure 4-5: Personal Enhancement Items Important to 79.9% - 60% of the Respondents by Subgroups**

Item #	Items	Job Category		Age		
		Dir/Depu/ Assit	Manager/Planner/ Researcher/Writer	20-40 Yrs	41-51 Yrs	51+
22	Marketing yourself to increase professional recognition and standing	X	X	X	X	

Item #	Items	Job Category		Age		
		Dir/Depu/ Assit	Manager/Planner/ Researcher/Writer	20-40 Yrs	41-51 Yrs	51+
23	Developing or improving your creative thinking skills	X		X		
24	Developing or improving your critical thinking skills					
25	Enhancing your listening skills	X				
26	Improving your memory	X	X	X		X
27	Developing your persuasion skills					
28	Developing your negotiating skills					
29	Conducting effective meetings	X	X		X	X
30	Developing conflict resolution skills	X			X	X
31	Maintaining a personal life in the face of a 40+ hour work week	X			X	X
32	Enhancing your verbal communication skills	X			X	
33	Developing effective written communication skills		X			
34	Keeping yourself motivated and enthusiastic about your work	X			X	
35	Career development	X		X		X
36	Learning strategies for changing careers					X
37	Developing and maintaining a healthy and happy mental outlook			X	X	X
38	Developing or enhancing your spiritual self	X			X	
39	Developing a sense of community among your friends and/or colleagues	X		X	X	

Item #	Items	Job Category		Age		
		Dir/Depu/ Assit	Manager/Planner/ Researcher/Writer	20-40 Yrs	41-51 Yrs	51+
40	Improving your personal credibility, through understanding your nonverbal messages	X	X		X	X

**Figure 4-6: Personal Enhancement Items Important to 59.9% or Less of the Respondents by Subgroup**

Item #	Items	Job Category		Age		
		Dir/Depu/ Assit	Manager/Planner/ Researcher/Writer	20-40 Yrs	41-51 Yrs	51+
22	Marketing yourself to increase professional recognition and standing					x
23	Developing or improving your creative thinking skills					
24	Developing or improving your critical thinking skills					
25	Enhancing your listening skills					
26	Improving your memory					
27	Developing your persuasion skills					
28	Developing your negotiating skills					
29	Conducting effective meetings					
30	Developing conflict resolution skills					
31	Maintaining a personal life in the face of a 40+ hour work week			X		
32	Enhancing your verbal communication skills					X



Item #	Items	Job Category		Age		
		Dir/Depu/ Assit	Manager/Planner/ Researcher/Writer	20-40 Yrs	41-51 Yrs	51+
33	Developing effective written communication skills	X			X	X
34	Keeping yourself motivated and enthusiastic about your work					
35	Career development		X		X	
36	Learning strategies for changing careers	X		X	X	
37	Developing and maintaining a healthy and happy mental outlook	X				
38	Developing or enhancing your spiritual self			X		X
39	Developing a sense of community among your friends and/or colleagues		X			X
40	Improving your personal credibility, through understanding your nonverbal messages					

## Professional Development and Education: Training and Education

This area contained 21 survey items. The items focused on acquiring knowledge, skills, and abilities in the profession of adult continuing education and in the field of judicial branch education. Again, the respondents were asked to determine the importance of each item as it related to their continuing professional development and education. The findings are offered for the entire group and then by job category groups.

Job category/position was selected because the tools and knowledge needed for a job typically depends on the job classification. Significant difference between job category/position may be less prominent in judicial branch education as most organizations are small requiring administrative

and non-administrative personnel to do many of the same tasks. By looking at the job category / position subgroups we will see if any differences exist.

### *Importance of Education and Training Items for the Entire Sample*

We will first look at the findings for the entire sample, which are in table 4-21. Those items that were viewed as important by 80% or more of the respondents are related to producing and promoting judicial branch education. Those items were:

- Producing judicial branch education
  - learning about a wide variety of education/training delivery methods and techniques (88.3%)
  - developing and using program evaluations (80.4%)
  - developing and using needs assessments (80.4%)
- Promoting judicial branch education
  - learning ways to increase professional recognition of judicial branch education/training (80.4%)

Those items that were considered important to 79.9% to 60.0% of the respondents also fell into two categories—development of education/training and faculty preparation. A few items did not fit in either of these two categories and are listed under miscellaneous.

- Development of education/training
  - learning how to develop programming which achieves attitudinal change (78.5%)
  - developing a judicial branch education curriculum which includes all of your education/training audiences (74.5%)
  - receiving updates on national and state trends impacting judicial branch education subject matter and curriculum (72.5%)
  - developing and using electronic benchbooks/publications (70.6%)
  - developing and implementing quality standards in programming (70.6%)

- learning about adult education research theories and practices (70.0%)
- developing instructional design skills and methods (66.7%)
- learning to develop an education/training program from beginning to end (60.7%)
- Faculty preparation
  - learning advanced faculty development skills (78.4%)
  - working with volunteer faculty (66.6%)
  - learning basic faculty developmental skills (62.8%)
- Miscellaneous
  - helping faculty, staff, and education/training audiences accept change (74.6%)
  - receiving updates on legal/ethical issues affecting judicial branch education providers (70.6%)

Four items were rated as important by 59.9% or less of the respondents. Those items were:

- Receiving comprehensive information about national programs (58.8%)
- Developing distance training options (56.0%)
- Managing the logistics and details involved in planning and delivering educational programming (54.9%)
- Writing and/or approving contracts with faculty, facilities, and other service providers (45.1%)

This area of the assessment, in some ways, represents the very heart of what judicial branch educators do everyday. It is the educator's job to deliver what their audiences want as well as delivering programming that addresses needs not yet identified by the audiences but which have been identified by others.

The very nature of this work requires constant assessment, development, evaluation, and faculty recruitment to be successful. It also requires a good measure of promotion. While promotion is always necessary to maintain high audience attendance because of huge workloads and



reduced resources that often makes attendance a hardship, it becomes even more important when all of the critical indicators suggest that educators must take their audiences where they do not want to go or do not see that they need to go.

Given the maturity of the educators who responded to this survey, it is probably safe to say that they have become proficient in the knowledge, skills, and abilities represented by these education/training items, however, it is equally safe to say that the respondents want all of the tools necessary to be successful in their jobs. Therefore, staying on the cutting edge of the industry is of paramount importance. As such, these educators will always be interested in adult continuing education and legal/judicial branch education innovations.

**Table 4-21: Importance of Education and Training Items  
for the Entire Sample**

		<div> <div>SA = 5 Strongly Agree</div> <div>A = 4 Agree</div> <div>N = 3 Neither Agree Nor Disagree</div> <div>D = 2 Disagree</div> <div>SD = 1 Strongly Disagree</div> </div>					
Item #	Items	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
45	Learning about a wide variety of education/training delivery methods and technologies	0.0	2.0	9.8	47.1	41.2	88.3
47	Developing and using program evaluations	0.0	0.0	19.6	54.9	25.5	80.4
48	Developing and using needs assessments	0.0	2.0	17.6	54.9	25.5	80.4
41	Learning ways to increase professional recognition of judicial branch education/training	0.0	0.0	19.6	51.0	29.4	80.4
53	Learning how to develop programming which achieves attitudinal change	0.0	3.9	17.6	31.4	47.1	78.5
51	Learning advanced faculty development skills	0.0	2.0	19.6	49.0	29.4	78.4
58	Helping faculty, staff, or education/training audiences accept change	0.0	2.0	23.5	47.1	27.5	74.6
49	Developing a judicial branch education curriculum which includes all of your education/training audiences	0.0	3.9	21.6	39.2	35.3	74.5
60	Receiving updates on national and state trends impacting judicial branch education subject matter and curricula	0.0	3.9	23.5	52.9	19.6	72.5

Item #	Items	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
46	Receiving updates on legal/ethical issues affecting judicial branch education providers	0.0	2.0	27.5	45.1	25.5	70.6
43	Developing and using electronic benchbooks/ publications	2.0	7.8	19.6	47.1	23.5	70.6
57	Developing and implementing quality standards in programming	0.0	5.9	23.5	56.9	13.7	70.6
44	Learning about adult education research theories and practices	2.0	6.0	22.0	46.0	24.0	70.0
55	Developing instructional design skills and methods (e.g., action planning, case study, etc.)	0.0	3.9	29.4	51.0	15.7	66.7
52	Working with volunteer faculty	0.0	3.9	29.4	52.9	13.7	66.6
50	Learning basic faculty development skills	0.0	2.0	35.3	41.2	21.6	62.8
54	Learning to develop an education/training program from beginning to end	2.0	5.9	31.4	43.1	17.6	60.7
59	Receiving comprehensive information about national programs	0.0	7.8	33.3	41.2	17.6	58.8
42	Developing distance training options	0.0	2.0	42.0	34.0	22.0	56.0
61	Managing the logistics and details involved in planning and delivering educational programming	2.0	7.8	35.3	47.1	7.8	54.9
56	Writing and/or approving contracts with faculty, facilities, and other service providers	2.0	13.7	39.2	35.3	9.8	45.1

### *Importance of Education and Training Items by Subgroups*

Next we will look at whether the responses differed by job category/position. Figure 4-7 contains those items considered important at all levels. Those items considered important by 80% and above of the respondents will be represented by an *H* or high priority, those items marked with an *M* represent medium priority or important to 79.9% to 60% of the respondents, *L* represents low priority or those items important to 59.9% or less of the respondents.

Figure 4-7 shows minimal difference in how the administrative and non-administrative groups viewed the importance of the education and training items. Fifty percent or half of the items were in the medium



importance range by both groups. One item, learning about a wide variety of delivery methods and technologies was high priority for both groups. Two items were low priority for both groups—developing distance training options and contracts. The rest of the items were either high-medium or medium-low combinations. Consequently, little difference exists between the administrative and non-administrative respondents. To review the subgroup results in greater detail, see appendix D.

**Figure 4-7: Importance of Education and Training Items  
by Job Category/Position Subgroup**

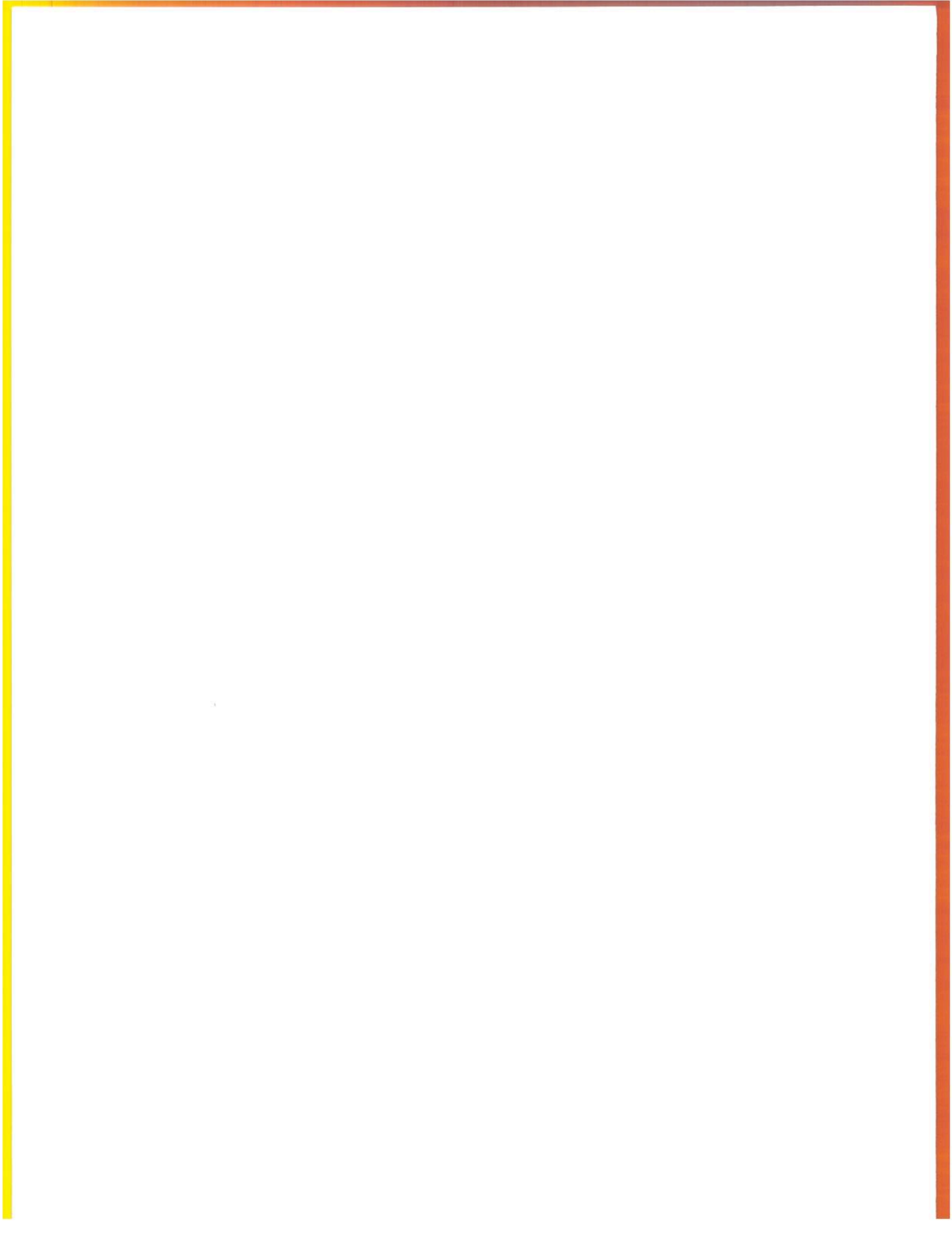
Item #	Items	Job Category/Position					
		Dir/Depu/Asst			Managers/Planners/ Researchers/Writers		
		H	M	L	H	M	L
41	Learning ways to increase professional recognition of judicial branch education/training		M		H		
42	Developing distance training options			L			L
43	Developing and using electronic benchbooks/ publications		M			M	
44	Learning about adult education research theories and practices		M			M	
45	Learning about a wide variety of education/training delivery methods and technologies	H			H		
46	Receiving updates on legal/ethical issues affecting judicial branch education providers		M			M	
47	Developing and using program evaluations		M		H		
48	Developing and using needs assessments		M		H		
49	Developing a judicial branch education curriculum which includes all of your education/training audiences		M			M	
50	Learning basic faculty development skills		M			M	
51	Learning advanced faculty development skills		M			M	
52	Working with volunteer faculty		M			M	
53	Learning how to develop programming which achieves attitudinal change	H				M	



Item #	Items	Job Category/Position					
		Dir/Depu/Asst			Managers/Planners/ Researchers/Writers		
		H	M	L	H	M	L
54	Learning to develop an education/training program from beginning to end		M				L
55	Developing instructional design skills and methods (e.g., action planning, case study, etc.)		M			M	
56	Writing and/or approving contracts with faculty, facilities, and other service providers			L			L
57	Developing and implementing quality standards in programming		M			M	
58	Helping faculty, staff, or education/training audiences accept change		M		H		
59	Receiving comprehensive information about national programs			L		M	
60	Receiving updates on national and state trends impacting judicial branch education subject matter and curricula		M			M	
61	Managing the logistics and details involved in planning and delivering educational programming			L		M	

Key: H = High priority or 80% and more of respondents identified this item as important  
M = Medium priority or 79.9%-60.0% of respondents identified this item as important  
L = Low priority or 59.9% or less of respondents identified this item as important

Chapter 4 contains the bulk of the survey findings related to the professional development of the respondents. These results are one and a half years old but remain viable unless there is a major turnover in NASJE membership or unless the membership needs are addressed as identified. Studying these findings provides the information needed to develop offerings for NASJE members. Focus groups or other data collection methods can be used to provide the depth of information needed to develop rich and salient professional development opportunities for NASJE members.



## Chapter 5: Problems Facing the Courts and Judicial Branch Education Providers

Part 2 of the needs assessment survey asked NASJE members to identify what they believed would be the most important problems in the future for the courts and for them as judicial branch education providers. Part 2 had 46 items which were divided into two areas—the court problem area and the judicial branch education provider problem area. The respondents were asked to identify how important they thought each item was by checking the answer which most closely represented their opinion.

The findings for the entire sample are reported first. They are followed by subgroup results. The subgroups are: job category/position, number of employees, and years of experience in judicial education programming.

### Problems Facing the Courts

The court problems area had 19 items. The items covered an array of court functions and responsibilities. The findings reported here are for the full sample and are in table 5-1.

#### *Importance of Problems Facing the Courts for the Entire Sample*

The findings indicate that nine items were important to 80% or more of the respondents. These nine items fell into docket or workload issues, public perception of the courts, obtaining resources, and a miscellaneous category.

- Docket or workload issues
  - Increasing numbers of family and juvenile cases (92.1%)
  - Adjudicating cases in a timely manner while still doing justice (88.1%)
  - Increasing caseload/volume of work (80.4%)
- Public perception of the courts



- Eroding public trust and confidence in the courts (90.2%)
- Eroding image the public has of the courts (90.2%)
- Resources
  - Competing successfully with other units of government for scarce resources (82.4%)
  - Doing the work with decreasing budgets and staff (82.4%)
- Miscellaneous
  - Being comfortable with and utilizing modern methods and technologies in court operations (88.2%)
  - Delivering services to culturally diverse constituencies (84.3%)

Eight court problems were identified as important by 79.9% to 60% of the respondents. They were:

- Inadequate sentencing alternatives to incarceration and/or constraints imposed by mandated sentencing legislation (76.5%)
- Increasing demand for the courts to be the provider of solutions to a wide array of social problems (74.5%)
- Handling the influx of substance abuse matters into the courts (72.5%)
- Court security (70.6%)
- Access to justice by immigrants, minority groups, etc. (68.7%)
- Retaining qualified and experienced judges (66.7%)
- Complying with the Americans with Disabilities Act (62.8%)
- Responding to pro se litigants and the needs they generate (60.0%)

There were two problems identified as important by 59.9% or less of the respondents.

The respondents identified the same pressing problems with the courts as have many others. This demonstrates the extent to which the educators have their fingers on the pulse of the judicial branch. Educators must stay current on contemporary problems and forecast or be aware of future trends. Perhaps that is why over 80% of the respondents said needs assessment was important to their work. NASJE is perfectly suited for keeping judicial branch educators current on court problems.

**Table 5-1: Problems Facing the Courts by the Entire Sample**

SA = 5  
Strongly  
Agree

A = 4  
Agree

N = 3  
Neither Agree Nor  
Disagree

D = 2  
Disagree

SD = 1  
Strongly  
Disagree

Item #	Court Problem Item	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
18	Increasing numbers of family and juvenile cases	0.0	0.0	7.8	52.9	39.2	92.1
3	The eroding public trust and confidence in the courts	0.0	2.0	7.8	33.3	56.9	90.2
2	The eroding image the public has of the courts	0.0	2.0	7.8	35.3	54.9	90.2
6	Being comfortable with and utilizing modern methods and technologies in court operations	0.0	0.0	11.8	58.8	29.4	88.2
1	Adjudicating cases in a timely manner while still doing justice	0.0	0.0	11.8	35.2	52.9	88.1
9	Delivering services to culturally diverse constituencies	0.0	3.9	11.8	39.2	45.1	84.3
7	Competing successfully with other units of government for scarce resources	0.0	2.0	15.7	41.2	41.2	82.4
10	Doing the work with decreasing budgets and staff	2.0	0.0	15.7	51.0	31.4	82.4
16	Increasing caseload/volume of work	0.0	0.0	19.6	41.2	39.2	80.4
15	Inadequate sentencing alternatives to incarceration and/or constraints imposed by mandated sentencing legislation	0.0	3.9	19.6	49.0	27.5	76.5
14	Increasing demand for the courts to be the provider of solutions to a wide array of social problems	0.0	0.0	25.5	31.4	43.1	74.5
13	Handling the influx of substance abuse matters into the courts	0.0	2.0	25.5	39.2	33.3	72.5

Item #	Court Problem Item	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
5	Court security	0.0	2.0	27.5	47.1	23.5	70.6
17	Access to justice by immigrants, minority groups, etc.	0.0	3.9	27.5	47.1	21.6	68.7
4	Retaining qualified and experienced judges	3.9	5.9	23.5	45.1	21.6	66.7
19	Complying with the Americans with Disabilities Act	0.0	3.9	33.3	56.9	5.9	62.8
8	Responding to pro se litigants and the needs they generate	0.0	6.0	34.0	36.0	24.0	60.0
12	Increase in complicated socio-bio-technical science	0.0	13.7	27.5	37.3	21.6	58.9
11	Inadequate space or antiquated facilities	2.0	2.0	37.3	33.3	25.5	58.8

### Problems Facing Judicial Branch Education Providers for the Entire Sample

This area of the needs assessment survey was comprised of 27 items. The findings are offered for the entire sample and then by several of the subgroups. Table 5-2 provides the findings for the full sample.

#### *Importance of Problems Facing Judicial Branch Education Providers for the Entire Sample*

**Table 5-2: Problems Facing Judicial Branch Education Providers for the Entire Sample**

SA = 5      A = 4      N = 3      D = 2      SD = 1  
 Strongly Agree      Agree      Neither Agree Nor Disagree      Disagree      Strongly Disagree

Item #	Judicial Branch Education Problem Item	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
27	Continuing to provide fresh and effective approaches to education/training	0.0	2.0	3.9	47.1	47.1	94.2
20	Securing adequate funding to carry out missions and mandates	0.0	2.0	5.9	52.9	39.2	92.1



Item #	Judicial Branch Education Problem Item	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
29	Keeping audiences enthusiastic about education/training programming	0.0	2.0	7.8	54.9	35.3	90.2
22	Continuing to provide quality programming with decreasing resources and/or increasing demands	0.0	0.0	14.0	52.0	34.0	86.0
23	Time to develop requested new programming and services while still meeting current needs and demands	0.0	0.0	15.7	49.0	35.3	84.5
21	Acquiring an adequate staffing level so that the increased demands for programming can be met	0.0	0.0	17.6	47.1	35.3	82.4
35	Staying current with new technologies	0.0	0.0	21.6	47.1	31.4	78.5
26	Making education/training useful and appealing to diverse audiences	0.0	3.9	19.6	52.9	23.5	76.4
36	Developing, presenting, and gaining support for the judicial branch education budget	0.0	0.0	25.5	47.1	27.5	74.6
28	Avoiding burnout of the judicial branch education provider	0.0	2.0	23.5	49.0	25.5	74.5
31	Being given sufficient lead time to develop programs before they have to be offered	0.0	0.0	25.5	58.8	15.7	74.5
39	Managing programs as they expand out of traditional training topics or audiences and into new topics and audiences that you have no experience with	0.0	2.0	24.0	54.0	20.0	74.0
38	Finding ways to stay enthusiastic and motivated with not enough time, money, or staff to fulfill all of the demands placed on you	0.0	0.0	30.0	36.0	34.0	70.0
30	Making the judicial branch education professional image synonymous with leadership in the area of education/training	0.0	0.0	32.0	32.0	36.0	68.0
41	Marketing your programs to achieve increased recognition and status	3.9	9.8	19.6	52.9	13.7	66.6
25	Using education/training as a method to respond to crises as opposed to using it as a preventive strategy	0.0	3.9	31.4	37.3	27.5	64.8
43	Maintaining satisfaction with your job	0.0	4.0	30.0	40.0	24.0	64.0
24	Using education/training to solve problems which cannot be solved by education/training alone	0.0	2.0	35.3	37.3	25.5	62.8
33	Being required to do too many tasks, thus not allowing time to do any one task thoroughly	0.0	2.0	35.3	43.1	19.6	62.7

Item #	Judicial Branch Education Problem Item	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
42	Improving working relationships with high-level administrators and judges	0.0	5.9	33.3	49.0	11.8	60.8
37	Finding ways to enrich yourself	2.0	4.0	34.0	34.0	26.0	60.0
44	Getting those individuals who do not usually attend education/training programs to enroll and attend regularly	2.0	7.8	31.4	47.1	11.8	58.9
34	Lack of support from policymakers	2.0	3.9	39.2	37.3	17.6	54.9
32	Managing personnel	0.0	4.0	46.0	36.0	14.0	50.0
45	Implementing and monitoring mandatory judicial education	11.8	7.8	31.4	29.4	19.6	49.0
40	Marketing yourself to achieve increased recognition and status	7.8	3.9	45.1	27.5	15.7	43.2
46	Record-keeping of mandatory judicial education credits	13.7	11.8	35.3	29.4	9.8	39.2

Eighty percent and more of the respondents identified quality programming (items 27, 29, and 22) and resource issues (items 20, 23, and 21) as important. Technology (item 35), job satisfaction (items 28, 43, and 37), recognition of the judicial branch education profession and programs (items 30 and 41), inappropriate use of education/training (items 25 and 24), and improved relationships with high-level administrators and judges (item 42) were important to 79.9% to 60% of the respondents. There was also a handful of quality (items 26 and 39) and resource (items 36, 31, 38, and 33) items, not previously identified, that were important to 79.9% to 60% of the respondents.

What these findings mean for the professional development of judicial branch educators is that they desire the knowledge, skills, and abilities to meet these challenges head-on. Therefore, offerings that target building and maintaining quality programming that continuously meet the needs of their constituents will be well received, as will offerings related to resources. Resource concerns for this group includes more time, money, and personnel.

Just as the quality issue is no surprise, neither is the resource issue. When reflecting on the demographics of this group, which shows that a great deal of programming is done by relatively few people in each organization, it

is no wonder that educators want to expand their resource base. Performing at a lower level is probably not an option as doing more with less is a necessity. These educators are feeling the pinch (or shove) and are responding accordingly.

Six items were identified as important to 59.9% or less of the respondents. There are some interesting aspects about these items. First, as we have already discussed, lack of resources was a major problem for a large majority of the respondents. Often times limited resources are due, in part, to the power brokers not supporting certain efforts. Their lack of support is typically evident in small resource allocations. However, lack of support from policymakers was only an issue for slightly more than half of the respondents. This may mean that support is present, but resources are not. Or, the policymakers who support judicial branch education are not power brokers in the resource allocation arena. A final explanation may be that the educators have not learned how to effectively turn support into more resources.

A second interesting fact was that increased recognition of the judicial branch education profession and judicial branch education programming was important to a significant number of educators, but their own recognition and status was not. Perhaps the respondents felt that they were already sufficiently recognized and have achieved adequate amounts of status, even though their programming and their profession could benefit from increased recognition and standing. Or, they may have found marketing their programs and profession both understandable and acceptable, while self-promotion may seem distasteful or unwarranted. Whatever the reasons, these findings are interesting.

Third, issues related to mandating judicial education were also not important to very many respondents. This may indicate that problems related to implementing, monitoring, and record keeping have been resolved. And, with the passage of time, mandatory judicial education may have become an institutionalized function, not requiring any real special attention.

And finally, what is not surprising is (1) the low interest in getting recalcitrant individuals to attend programming and (2) personnel management issues. As stated before, the bulk of judicial branch education organizations are small with few if any employees, thus making the lack of personnel a pressing problem. Personnel management becomes a non-issue, which explains why it is not viewed as important by very many educators.



The interest in getting nonattenders involved in on-going education is probably not high on the priority list for several reasons: they may be a very small proportion of the whole, mandatory education requirements may have already solved the problem, and/or the educators have all they can do to serve those who want on-going education.

We will now look at how the responses vary by the subgroups of job category/position, organizational size (e.g., number of employees), and years of experience. We will review the subgroups findings using figures 5-1, 5-2, and 5-3. The full responses are in tables 5-3 through 5-9 and can be found in appendix E.

### *Importance of Problems Facing Judicial Branch Education Providers by Subgroups*

Figure 5-1 contains the important items identified by 80% or more of the respondents. A quick review of this figure shows that 4 of the 27 items are important regardless of subgroup affiliation. Two of the items relate to resources (items 20 and 23) and two to quality issues (items 22 and 27).

Within the job category/position subgroup we see that the administrative and non-administrative group share five items that they think are very important. Again, these five items pertain to quality and resource issues. The administrative group has one item that it does not share with the non-administrative group—acquiring adequate staffing. The education managers/planners, meeting planners, and researchers/writers found three items important that the administrative group did not. Those items relate to technology, the political side of budgeting, and expanding into new topics and audiences. The fact that the non-administrative group is closer to actual program delivery explains their interest in new technologies and expanding programming. What is a little surprising is that they identified developing, presenting, and gaining support for the judicial branch education budget as important when the administrative group did not. Perhaps the administrative group feels more comfortable with this topic, thus not identifying it as a problem.

The second subgroup in figure 5-1 is number of employees which indicates size of organization. The first thing that is noticeable about this subgroup is that the organizations with 10 plus employees identified 17 problem items, which is more than twice the items identified by the other two smaller organizations. We know from the demographic findings that larger

organizations are not the norm in judicial branch education. While there are very few large organizations, they have needs not identified by the smaller organizations. Seven of the 17 items they do share with educators from the smaller organizations. If the problem items identified in this assessment are addressed through NASJE, the differences in need by organizational size must be taken into consideration.

Years of experience made little difference to 80% or more of the respondents as they determined the importance of these problem items. They each have two needs not shared by the other. The more experienced respondents viewed acquiring adequate staffing and learning new technologies as important. The less experienced educators identified two specific problem areas not shared by their more experienced colleagues—managing programs that expand into unfamiliar topics and new audiences and marketing programs for increased recognition and status. Both of these items are understandably more important to new educators who are trying to establish themselves and the credibility of their work, to say nothing of learning the finer points of judicial branch education.

Figure 5-1 indicates that while some differences can be found among the subgroups, job category/position and size of organization shows the biggest differences. Both should be considered when the depth and breadth of the subject matter is decided upon.

**Figure 5-1: Problems Facing Judicial Branch Education Providers Important to 80% and Above  
of the Respondents by Subgroups**

Item #	Judicial Branch Education Problem Item	Job Category/Position		# of Employees			Years Experience	
		Dir/Depu/ Assit	Manager/ Planner/ Researcher/ Writer	1-3	4-9	10+	Less Than 1 Thru 3 Yrs	4-7 or More Yrs
20	Securing adequate funding to carry out missions and mandates	X	X	X	X	X	X	X
21	Acquiring an adequate staffing level so that the increased demands for programming can be met	X		X		X		X
22	Continuing to provide quality programming with decreasing resources and/or increasing demands	X	X	X	X	X	X	X
23	Time to develop requested new programming and services while still meeting current needs and demands	X	X	X	X	X	X	X
24	Using education/training to solve problems which cannot be solved by education/training alone							
25	Using education/training as a method to respond to crises as opposed to using it as a preventive strategy							
26	Making education/training useful and appealing to diverse audiences				X	X		
27	Continuing to provide fresh and effective approaches to education/training	X	X	X	X	X	X	X
28	Avoiding burnout of the judicial branch education provider							



Item #	Judicial Branch Education Problem Item	Job Category/Position		# of Employees			Years Experience	
		Dir/Depu/ Assit	Manager/ Planner/ Researcher/ Writer	1-3	4-9	10+	Less Than 1 Thru 3 Yrs	4-7 or More Yrs
29	Keeping audiences enthusiastic about education/training programming	X	X	X		X	X	X
30	Making the judicial branch education professional image synonymous with leadership in the area of education/training					X		
31	Being given sufficient lead time to develop programs before they have to be offered					X		
32	Managing personnel							
33	Being required to do too many tasks, thus not allowing time to do any one task thoroughly			X		X		
34	Lack of support from policy makers					X		
35	Staying current with new technologies		X			X		X
36	Developing, presenting, and gaining support for the judicial branch education budget		X	X				
37	Finding ways to enrich yourself							
38	Finding ways to stay enthusiastic and motivated with not enough time, money, or staff to fulfill all of the demands placed on you					X		
39	Managing programs as they expand out of traditional training topics or audiences and into new topics and audiences that you have no experience with		X		X		X	

Item #	Judicial Branch Education Problem Item	Job Category/Position		# of Employees			Years Experience	
		Dir/Depu/ Assit	Manager/ Planner/ Researcher/ Writer	1-3	4-9	10+	Less Than 1 Thru 3 Yrs	4-7 or More Yrs
40	Marketing yourself to achieve increased recognition and status							
41	Marketing your programs to achieve increased recognition and status					X	X	
42	Improving working relationships with high-level administrators and judges					X		
43	Maintaining satisfaction with your job					X		
44	Getting those individuals who do not usually attend education/training programs to enroll and attend regularly					X		
45	Implementing and monitoring mandatory judicial education							
46	Record keeping of mandatory judicial education credits							

Figures 5-2 and 5-3 should also be consulted as they hold results to those items considered important by 79.9% to 60% of the respondents and 59.9% or less of the respondents, respectively.

Figure 5-2 shows that there are two items favored by all of the subgroups: 1) using education/training as a method to respond to crises as opposed to using it as a preventive strategy and 2) avoiding burnout. These items should be considered as topics for professional development offerings once all of the top priority items have been addressed.

Figure 5-3 displays those items determined to be important to 59.9% or less of the respondents. What is interesting about figure 5-3 is that only two of the items are not shared by more than one of the subgroups. Those items are: being required to do too many tasks and marketing your programs for achieved recognition. Managing personnel, lack of support from policymakers, finding ways to enrich yourself, marketing yourself for recognition and status, improving working relationships, maintaining job satisfaction, getting non-attendees to attend programming, and mandatory judicial education issues were viewed as important by a majority of the subgroup respondents.



**Figure 5-2: Problems Facing Judicial Branch Education Providers  
Important to 79.9% to 60% of the Respondents by Subgroup**

Item #	Judicial Branch Education Problem Item	Job Category		# of Employees			Years Experience	
		Dir/Depu/ Assit	Manager/ Planner/ Researcher/ Writer	1-3	4-9	10+	Less Than 1 Thru 3 Yrs	4-7 or More Yrs
20	Securing adequate funding to carry out missions and mandates							
21	Acquiring an adequate staffing level so that the increased demands for programming can be met		X	X	X		X	
22	Continuing to provide quality programming with decreasing resources and/or increasing demands							
23	Time to develop requested new programming and services while still meeting current needs and demands			X				
24	Using education/training to solve problems which cannot be solved by education/training alone	X		X	X		X	
25	Using education/training as a method to respond to crises as opposed to using it as a preventive strategy	X	X	X	X	X	X	X
26	Making education/training useful and appealing to diverse audiences	X	X	X			X	X
27	Continuing to provide fresh and effective approaches to education/training							
28	Avoiding burnout of the judicial branch education provider	X	X	X	X	X	X	X

Item #	Judicial Branch Education Problem Item	Job Category		# of Employees			Years Experience	
		Dir/Depu/ Assit	Manager/ Planner/ Researcher/ Writer	1-3	4-9	10+	Less Than 1 Thru 3 Yrs	4-7 or More Yrs
29	Keeping audiences enthusiastic about education/training programming				X			
30	Making the judicial branch education professional image synonymous with leadership in the area of education/training	X	X		X			X
31	Being given sufficient lead time to develop programs before they have to be offered	X	X	X	X		X	X
32	Managing personnel					X		
33	Being required to do too many tasks, thus not allowing time to do any one task thoroughly	X	X	X			X	X
34	Lack of support from policymakers							
35	Staying current with new technologies	X		X	X		X	
36	Developing, presenting, and gaining support for the judicial branch education budget	X		X	X	X	X	X
37	Finding ways to enrich yourself		X		X			X
38	Finding ways to stay enthusiastic and motivated with not enough time, money, or staff to fulfill all of the demands placed on you	X	X		X			X
39	Managing programs as they expand out of traditional training topics or audiences and into new topics and audiences that you have no experience with	X		X		X		X

Item #	Judicial Branch Education Problem Item	Job Category		# of Employees			Years Experience	
		Dir/Depu/ Assit	Manager/ Planner/ Researcher/ Writer	1-3	4-9	10+	Less Than 1 Thru 3 Yrs	4-7 or More Yrs
40	Marketing yourself to achieve increased recognition and status					X		
41	Marketing your programs to achieve increased recognition and status	X	X		X			X
42	Improving working relationships with high-level administrators and judges		X					X
43	Maintaining satisfaction with your job		X					X
44	Getting those individuals who do not usually attend education/training programs to enroll and attend regularly		X					
45	Implementing and monitoring mandatory judicial education		X					
46	Record keeping of mandatory judicial education credits							



Figure 5-3: Problems Facing Judicial Branch Education Providers Important to 59.9% and Less of the Respondents by Subgroup

Item #	Judicial Branch Education Problem Item	Job Category		# of Employees			Years Experience	
		Dir/Depu/ Assit	Manager/ Planner/ Researcher/ Writer	1-3	4-9	10+	Less Than 1 Thru 3 Yrs	4-7 or More Yrs
20	Securing adequate funding to carry out missions and mandates							
21	Acquiring an adequate staffing level so that the increased demands for programming can be met							
22	Continuing to provide quality programming with decreasing resources and/or increasing demands							
23	Time to develop requested new programming and services while still meeting current needs and demands							
24	Using education/training to solve problems which cannot be solved by education/training alone		X			X		X
25	Using education/training as a method to respond to crises as opposed to using it as a preventive strategy							
26	Making education/training useful and appealing to diverse audiences							
27	Continuing to provide fresh and effective approaches to education/training							
28	Avoiding burnout of the judicial branch education provider							
29	Keeping audiences enthusiastic about education/training programming							

Item #	Judicial Branch Education Problem Item	Job Category		# of Employees			Years Experience	
		Dir/Depu/ Assit	Manager/ Planner/ Researcher/ Writer	1-3	4-9	10+	Less Than 1 Thru 3 Yrs	4-7 or More Yrs
30	Making the judicial branch education professional image synonymous with leadership in the area of education/training			X			X	
31	Being given sufficient lead time to develop programs before they have to be offered							
32	Managing personnel	X	X	X	X		X	X
33	Being required to do too many tasks, thus not allowing time to do any one task thoroughly				X			
34	Lack of support from policymakers	X	X	X	X		X	X
35	Staying current with new technologies							
36	Developing, presenting and gaining support for the judicial branch education budget							
37	Finding ways to enrich yourself	X		X		X	X	
38	Finding ways to stay enthusiastic and motivated with not enough time, money or staff to fulfill all of the demands placed on you			X			X	
39	Managing programs as they expand out of traditional training topics or audiences and into new topic and audiences that you have no experience with							
40	Marketing yourself to achieve increased recognition and status	X	X	X	X		X	X

Item #	Judicial Branch Education Problem Item	Job Category		# of Employees			Years Experience	
		Dir/Depu/ Assit	Manager/ Planner/ Researcher/ Writer	1-3	4-9	10+	Less Than 1 Thru 3 Yrs	4-7 or More Yrs
41	Marketing your programs to achieve increased recognition and status			X				
42	Improving working relationships with high-level administrators and judges	X		X	X		X	
43	Maintaining satisfaction with your job	X		X	X		X	
44	Getting those individuals who do not usually attend education/training programs to enroll and attend regularly	X		X	X		X	X
45	Implementing and monitoring mandatory judicial education	X		X	X	X	X	X
46	Record keeping of mandatory judicial education credits	X	X	X	X	X	X	X



When priorities are set, those items in figure 5-1 should be addressed first as they were viewed as important by 80% or more of the respondents. Second priority should be given to the items in figure 5-2. Even though priorities must be set given the realities of resource limitations, it does not mean that those items identified as important by a fewer number of respondents are not of critical importance to them.

The overriding theme of the findings in this chapter for judicial branch education providers has been the need for increased resources and building and maintaining quality in programming and services.

The resource issues of more time, personnel, and money appears to be of keen interest. While it is not easily solved, it must be addressed. In this day of shrinking public revenues, obtaining more money is a huge challenge. The pot of money may not be getting bigger, but educators may be able to get more of it if they expanded their knowledge and skill in budgeting. Time and personnel could also be expanded through more money and through creative innovation. If resource concerns are as great as they appear from these results, being creative and pushing the limits may result in solutions not previously thought possible.

For the courts, the most pressing problems revealed through this survey were determined to be reduced resources, increased workload/caseload, eroding image, and lack of trust and confidence in the courts. These findings suggest that the courts as a whole need more resources. However, they need the resources at the time when the courts may not be held in high esteem, thus making the challenge to secure them even greater.

## Chapter 6: Judicial Branch Education Programming Subject Matter Preferences

Part 3 of the needs assessment survey asked NASJE members to identify subject matter for which they would like more information for the purpose of developing program offerings in their own locales. Seventy-eight topics comprised this part of the survey.

The findings are reported for the entire sample first in table 6-1. Table 6-2 contains the findings for the directors and deputy/assistant directors. Table 6-3 holds the results for the education managers/planners, meeting planners, and researchers/writers.

### *Subject Matter Topic Preferences for the Entire Sample*

Sixteen of the topics were considered important to 80% or more of the respondents. Seventy-nine point nine percent to 60% identified 43 items as important to them. Nineteen topics were important to 59.9% or less of the respondents.

**Table 6-1: Subject Matter Topics for the Entire Sample**

Item #	Subject Matter Topics	Percentage of Responses (%)					SA/A
		NA	UI	N	I	VI	
50	Domestic violence	2.0	0.0	6.1	38.8	53.1	91.9
49	Discipline and ethics for judges	0.0	2.0	8.2	42.9	46.9	89.8
26	Juvenile crime	2.0	0.0	8.2	46.9	42.9	89.8
59	Child abuse/neglect	2.0	2.0	8.2	34.7	53.1	87.8
60	Child sexual abuse	2.0	2.0	8.2	34.7	53.1	87.8
58	Juvenile offenders	2.0	2.0	8.2	49.0	38.8	87.8

Item #	Subject Matter Topics	Percentage of Responses (%)					SA/A
		NA	UI	N	I	VI	
6	Case management	2.0	2.0	10.2	53.1	32.7	85.8
51	Child support, custody, and visitation	2.0	4.1	8.2	38.8	46.9	85.7
15	Gender bias	0.0	0.0	14.3	49.0	36.7	85.7
25	Effective use of technology	0.0	0.0	14.3	49.0	36.7	85.7
23	Erosion of public trust and confidence in the courts	0.0	2.0	14.3	32.7	51.0	83.7
14	Race/ethnic bias	0.0	2.0	14.3	49.0	34.7	83.7
62	Children as witnesses	2.0	2.0	12.2	49.0	34.7	83.7
44	Constitutional rights	2.0	0.0	14.3	59.2	24.5	83.7
20	Court management	0.0	2.0	16.3	49.0	32.7	81.7
56	Scientific evidence	4.1	0.0	14.3	49.0	32.7	81.7
39	Oral communication	0.0	0.0	20.4	51.0	28.6	79.6
21	Case flow management/delay reduction	2.0	2.0	16.3	49.0	30.6	79.6
64	Community and media relations	0.0	2.0	18.4	53.1	26.5	79.6
40	Nonverbal communication	0.0	0.0	20.8	58.3	20.8	79.1
55	Expert opinions	4.1	0.0	18.4	49.0	28.6	77.6
11	Cultural diversity	0.0	6.1	16.3	40.8	36.7	77.5
4	Sentencing	4.1	6.1	12.2	51.0	26.5	77.5
61	Child development	4.1	2.0	18.4	38.8	36.7	75.5
63	Court technology	0.0	0.0	24.5	49.0	26.5	75.5
3	Alternative sentencing options	4.1	6.1	14.3	30.6	44.9	75.5
68	Sexual harassment prevention and reporting	0.0	2.0	22.4	53.1	22.4	75.5
12	Using interpreters	0.0	4.1	20.4	55.1	20.4	75.5
10	Courtroom security	2.0	2.0	20.4	57.1	18.4	75.5
43	Search and seizure	6.1	0.0	18.4	61.2	14.3	75.5
1	Alternative dispute resolution	2.1	4.2	18.8	50.0	25.0	75.0
22	Equal access to the courts	2.0	2.0	22.4	38.8	34.7	73.5
72	Constitutional law	8.2	4.1	14.3	53.1	20.4	73.5



Item #	Subject Matter Topics	Percentage of Responses (%)					SA/A
		NA	UI	N	I	VI	
31	Dealing with increased demand for services	2.0	0.0	26.5	46.9	24.5	71.4
19	U.S. Supreme Court decisions and their affect on state courts	4.1	2.0	22.4	46.9	24.5	71.4
54	Hearsay	4.1	0.0	24.5	51.0	20.4	71.4
17	Age bias	0.0	0.0	30.6	40.8	28.6	69.4
75	Stress management	2.0	4.1	24.5	55.1	14.3	69.4
24	Court financing	2.1	2.1	27.1	43.8	25.0	68.8
8	Substance abuse	2.1	2.1	27.1	47.9	20.8	68.7
38	Legal/opinion writing	0.0	2.0	30.6	53.1	14.3	67.4
33	Enforcement of orders/judgments	0.0	4.1	28.6	59.2	8.2	67.4
16	Sexual orientation bias	0.0	4.1	28.6	36.7	30.6	67.3
27	Americans with Disabilities Act	2.0	2.0	30.6	46.9	18.4	65.3
57	Jury selection and management	4.1	4.1	26.5	42.9	22.4	65.3
47	Motions	4.1	0.0	30.6	59.2	6.1	65.3
74	Bioethics	6.1	4.1	24.5	57.1	8.2	65.3
73	Clerks training	18.4	4.1	12.2	49.0	16.3	65.3
2	Mediation	2.1	6.3	27.1	50.0	14.6	64.6
53	Dissolution/divorce	6.1	6.1	24.5	44.9	18.4	63.3
36	Pretrial proceedings	4.1	2.0	30.6	55.1	8.2	63.3
52	Property rights	4.1	0.0	32.7	59.2	4.1	63.3
46	Arraignments/initial appearances	6.1	2.0	28.6	51.0	12.2	63.2
42	Capital cases	14.3	2.0	20.4	40.8	22.4	63.2
30	Pro se litigants	2.1	4.2	31.3	37.5	25.0	62.5
28	The cost to the courts of criminalizing offenses and making sentences mandatory	4.2	2.1	31.3	41.7	20.8	62.5
7	Judicial employee orientation programs	10.2	8.2	20.4	24.5	36.7	61.2
67	Organizational change	0.0	4.1	34.7	49.0	12.2	61.2
76	Stranger/non-stranger rape cases	6.1	2.0	30.6	51.0	10.2	61.2

Item #	Subject Matter Topics	Percentage of Responses (%)					SA/A
		NA	UI	N	I	VI	
32	Judicial performance evaluation	4.1	4.1	32.7	44.9	14.3	59.2
45	Plea agreements	6.1	2.0	32.7	49.0	10.2	59.2
77	Guardianships	4.1	2.0	34.7	55.1	4.1	59.2
34	Complex litigation	8.2	2.0	30.6	49.0	10.2	59.2
66	Team building	0.0	4.1	36.7	46.9	12.2	59.1
78	Bio-socio-technical court cases	2.3	2.3	36.4	45.5	13.6	59.1
9	Gangs	4.2	4.2	35.4	37.5	18.8	56.3
5	Community corrections	4.2	8.3	31.3	37.5	18.8	56.3
18	Total quality management	2.1	6.4	38.3	38.3	14.9	53.2
37	Small claims	4.1	4.1	38.8	42.9	10.2	53.1
65	Records management	2.0	6.1	38.8	46.9	6.1	53.0
13	Imposition of judicial constraints	6.5	6.5	37.0	43.5	6.5	50.0
35	Landlord/tenant	4.1	4.1	42.9	42.9	6.1	49.0
41	Traffic offenses	6.1	6.1	42.9	32.7	12.2	44.9
69	Environmental law	8.2	4.1	42.9	38.8	6.1	44.9
48	Discipline and ethics for attorneys	24.5	10.2	26.5	34.7	4.1	38.8
71	Real estate law	10.2	10.2	42.9	30.6	6.1	36.7
29	Downsizing/rightsizing	2.1	4.2	60.4	25.0	8.3	33.3
70	Tribal law	24.5	8.2	36.7	20.4	10.2	30.6

Those items determined to be important by 80% or more of the full sample fell within four broad categories: children, youth, and families; court administration and management; bias; and miscellaneous. The list of favored topics was virtually unchanged when they were analyzed by administrative and non-administrative job categories/positions. The actual topics shared by both groups were:

- domestic violence
- discipline and ethics for judges
- juvenile crime

- juvenile offenders
- court management
- child support, custody, and visitation
- child sexual abuse
- child abuse and neglect
- effective use of technology
- gender bias
- constitutional rights

These items should be given top priority as should all of the topics that are viewed as important by 80% or more of the participants. Second priority would go to the topics viewed as important by 79.9% to 60% of the respondents.

**Table 6-2: Subject Matter Topics  
by Directors and Deputy/Assistant Directors Subgroup**

		VI = 5 Very Important	I = 4 Important	N = 3 Neither Important Nor Unimportant	UI = 2 Unimportant	NA = 1 Not Applicable for your Audience	
Item #	Subject Matter Topics	Percentage of Responses (%)					SA/A
		NA	UI	N	I	VI	
50	Domestic violence	3.6	0.0	3.6	35.7	57.1	92.8
23	Erosion of public trust and confidence in the courts	0.0	0.0	10.7	35.7	53.6	89.3
49	Discipline and ethics for judges	0.0	3.6	7.1	42.9	46.4	89.3
26	Juvenile crime	3.6	0.0	7.1	42.9	46.4	89.3
58	Juvenile offenders	3.6	0.0	7.1	50.0	39.3	89.3
20	Court management	0.0	3.6	10.7	42.9	42.9	85.8
51	Child support, custody, and visitation	3.6	3.6	7.1	42.9	42.9	85.8
60	Child sexual abuse	3.6	0.0	10.7	32.1	53.6	85.7
59	Child abuse/neglect	3.6	0.0	10.7	32.1	53.6	85.7
25	Effective use of technology	0.0	0.0	14.3	50.0	35.7	85.7
62	Children as witnesses	3.6	0.0	10.7	46.4	39.3	85.7
15	Gender bias	0.0	0.0	17.9	50.0	32.1	82.1



Item #	Subject Matter Topics	Percentage of Responses (%)					SA/A
		NA	UI	N	I	VI	
64	Community and media relations	0.0	3.6	14.3	46.4	35.7	82.1
44	Constitutional rights	3.6	0.0	14.3	57.1	25.0	82.1
61	Child development	3.6	0.0	17.9	39.3	39.3	78.6
6	Case Management	3.6	3.6	14.3	39.3	39.3	78.6
56	Scientific evidence	3.6	0.0	17.9	42.9	35.7	78.6
14	Race/ethnic bias	0.0	3.6	17.9	50.0	28.6	78.6
39	Oral communication	0.0	0.0	21.4	53.6	25.0	78.6
63	Court technology	0.0	0.0	21.4	46.4	32.1	78.5
10	Courtroom security	0.0	3.6	17.9	57.1	21.4	78.5
40	Non-verbal communication	0.0	0.0	22.2	63.0	14.8	77.8
1	Alternative dispute resolution	3.7	0.0	18.5	44.4	33.3	77.7
11	Cultural diversity	0.0	3.6	21.4	28.6	46.4	75.0
55	Expert opinions	3.6	0.0	21.4	39.3	35.7	75.0
21	Case flow management/delay reduction	3.6	3.6	17.9	39.3	35.7	75.0
3	Alternative sentencing options	7.1	7.1	10.7	32.1	42.9	75.0
75	Stress management	0.0	3.6	21.4	53.6	21.4	75.0
68	Sexual harassment prevention and reporting	0.0	0.0	25.0	60.7	14.3	75.0
43	Search and seizure	7.1	0.0	17.9	64.3	10.7	75.0
73	Clerks training	10.7	3.6	10.7	60.7	14.3	75.0
54	Hearsay	3.6	0.0	25.0	42.9	28.6	71.5
4	Sentencing	7.1	7.1	14.3	53.6	17.9	71.5
22	Equal access to the courts	3.6	3.6	21.4	35.7	35.7	71.4
38	Legal/opinion writing	0.0	0.0	28.6	57.1	14.3	71.4
57	Jury selection and management	3.6	0.0	25.0	50.0	21.4	71.4
12	Using interpreters	0.0	3.6	25.0	57.1	14.3	71.4
72	Constitutional law	7.1	3.6	17.9	50.0	21.4	71.4
78	Bio-socio-technical court cases	0.0	4.0	28.0	56.0	12.0	68.0
33	Enforcement of orders/judgments	0.0	3.6	28.6	53.6	14.3	67.9

Item #	Subject Matter Topics	Percentage of Responses (%)					SA/A
		NA	UI	N	I	VI	
46	Arraignments/initial appearances	3.6	0.0	28.6	53.6	14.3	67.9
53	Dissolution/divorce	7.1	3.6	21.4	42.9	25.0	67.9
76	Stranger/non-stranger rape cases	7.1	0.0	25.0	53.6	14.3	67.9
32	Judicial performance evaluation	7.1	3.6	21.4	53.6	14.3	67.9
24	Court financing	0.0	0.0	32.1	46.4	21.4	67.8
36	Pretrial proceedings	3.6	0.0	38.6	57.1	10.7	67.8
8	Substance abuse	3.7	0.0	29.6	44.4	22.2	66.8
30	Pro se litigants	3.7	3.7	25.9	40.7	25.9	66.6
17	Age bias	0.0	0.0	35.7	39.3	25.0	64.3
31	Dealing with increased demand for services	0.0	0.0	35.7	42.9	21.4	64.3
7	Judicial employee orientation programs	3.6	10.7	21.4	28.6	35.7	64.3
27	Americans with Disabilities Act	3.6	3.6	28.6	46.4	17.9	64.3
67	Organizational change	0.0	3.6	32.1	53.6	10.7	64.3
45	Plea agreements	7.1	0.0	28.6	53.6	10.7	64.3
66	Team building	0.0	3.6	32.1	57.1	7.1	64.2
28	The cost to the courts of criminalizing offenses and making sentences mandatory	7.4	3.7	25.9	37.0	25.9	62.9
2	Mediation	3.7	0.0	33.3	44.4	18.5	62.9
34	Complex litigation	7.1	0.0	32.1	42.9	17.9	60.8
16	Sexual orientation bias	0.0	3.6	35.7	35.7	25.0	60.7
52	Property rights	3.6	0.0	35.7	57.1	3.6	60.7
42	Capital cases	14.3	0.0	25.0	39.3	21.4	60.7
74	Bioethics	3.6	3.6	32.1	57.1	3.6	60.7
19	U.S. Supreme Court decisions and their affect on state courts	3.6	0.0	17.9	35.6	25.0	60.6
37	Small claims	3.6	3.6	35.7	42.9	14.3	57.2
77	Guardianships	3.6	0.0	39.3	50.0	7.1	57.1
41	Traffic offenses	3.6	3.6	39.3	35.7	17.9	53.6
9	Gangs	3.7	0.0	44.4	29.6	22.2	51.8

Item #	Subject Matter Topics	Percentage of Responses (%)					SA/A
		NA	UI	N	I	VI	
18	Total quality management	3.7	3.7	40.7	40.7	11.1	51.8
35	Landlord/tenant	3.6	3.6	42.9	42.9	7.1	50.0
5	Community corrections	7.1	7.1	35.7	35.7	14.3	50.0
65	Records management	3.6	7.1	42.9	42.9	3.6	46.5
13	Imposition of judicial constraints	7.4	3.7	44.4	37.0	7.4	44.4
69	Environmental law	7.1	0.0	50.0	39.3	3.6	42.9
47	Motions	7.1	0.0	32.1	35.6	7.1	42.7
29	Downsizing/rightsizing	3.7	0.0	55.6	33.3	7.4	40.7
71	Real estate law	7.1	10.7	46.4	28.6	7.1	35.7
70	Tribal law	25.0	0.0	39.3	21.4	14.3	35.7
48	Discipline and ethics for attorneys	21.4	10.7	32.1	32.1	3.6	35.7

**Table 6-3: Subject Matter Topics by Education Managers/Planners,  
Meeting Planners, Researchers/Writers, and Others Subgroup**

VI = 5  
Very  
Important

I = 4  
Important

N = 3  
Neither Important  
Nor Unimportant

UI = 2  
Unimportant

NA = 1  
Not Applicable for  
your Audience

Item #	Subject Matter Topics	Percentage of Responses (%)					VII/I
		NA	UI	N	I	VI	
49	Discipline and ethics for judges	0.0	0.0	5.3	47.4	47.4	94.8
14	Race/ethnic bias	0.0	0.0	5.3	52.6	42.1	94.7
15	Gender bias	0.0	0.0	5.3	52.6	42.1	94.7
6	Case Management	0.0	0.0	5.3	68.4	26.3	94.7
50	Domestic violence	0.0	0.0	10.5	47.4	42.1	89.5
59	Child abuse/neglect	0.0	5.3	5.3	42.1	47.4	89.5
60	Child sexual abuse	0.0	5.3	5.3	42.1	47.4	89.5
21	Case flow management/delay reduction	0.0	0.0	10.5	63.2	26.3	89.5



Item #	Subject Matter Topics	Percentage of Responses (%)					VII
		NA	UI	N	I	VI	
44	Constitutional rights	0.0	0.0	10.5	68.4	21.1	89.5
25	Effective use of technology	0.0	0.0	10.5	52.6	36.8	89.4
26	Juvenile crime	0.0	0.0	10.5	52.6	36.8	89.4
20	Court management	0.0	0.0	15.8	63.2	21.1	84.3
11	Cultural diversity	0.0	10.5	5.3	63.2	21.1	84.3
51	Child support, custody, and visitation	0.0	5.3	10.5	31.6	52.6	84.2
4	Sentencing	0.0	5.3	10.5	47.4	36.8	84.2
58	Juvenile offenders	0.0	5.3	10.5	52.6	31.6	84.2
31	Dealing with increased demand for services	5.3	0.0	10.5	57.9	26.3	84.2
56	Scientific evidence	5.3	0.0	10.5	57.9	26.3	84.2
23	Erosion of public trust and confidence in the courts	0.0	0.0	21.1	31.6	47.4	79.0
17	Age bias	0.0	0.0	21.1	47.4	31.6	79.0
39	Oral communication	0.0	0.0	21.1	47.4	31.6	79.0
68	Sexual harassment prevention and reporting	0.0	5.3	15.8	47.4	31.6	79.0
63	Court technology	0.0	0.0	21.1	57.9	21.1	79.0
64	Community and media relations	0.0	0.0	21.1	63.2	15.8	79.0
62	Children as witnesses	0.0	5.3	15.8	57.9	21.1	79.0
55	Expert opinions	5.3	0.0	15.8	57.9	21.1	79.0
72	Constitutional law	5.3	5.3	10.5	63.2	15.8	79.0
74	Bioethics	10.5	0.0	10.5	63.2	15.8	79.0
22	Equal access to the courts	0.0	0.0	21.1	42.1	36.8	78.9
16	Sexual orientation bias	0.0	5.3	15.8	42.1	36.8	78.9
40	Non-verbal communication	0.0	0.0	21.1	52.6	26.3	78.9
12	Using interpreters	0.0	5.3	15.8	52.6	26.3	78.9
24	Court financing	0.0	0.0	22.2	44.4	33.3	77.7
3	Alternative sentencing options	0.0	5.3	21.1	26.3	47.4	73.7
1	Alternative dispute resolution	0.0	5.3	21.1	57.9	15.8	73.7

Item #	Subject Matter Topics	Percentage of Responses (%)					VII/I
		NA	UI	N	I	VI	
10	Courtroom security	5.3	0.0	21.1	57.9	15.8	73.7
43	Search and seizure	5.3	0.0	21.1	63.2	10.5	73.7
61	Child development	5.3	5.3	21.1	42.2	26.3	68.5
54	Hearsay	5.3	0.0	26.3	63.2	5.3	68.5
42	Capital cases	15.8	5.3	10.5	47.4	21.1	68.5
28	The cost to the courts of criminalizing offenses and making sentences mandatory	0.0	0.0	31.6	52.6	15.8	68.4
27	Americans with Disabilities Act	0.0	0.0	31.6	52.6	15.8	68.4
8	Substance abuse	0.0	5.3	26.3	52.6	15.8	68.4
19	U.S. Supreme Court decisions and their affect on state courts	5.3	5.3	21.1	42.1	26.3	68.4
2	Mediation	0.0	10.5	21.1	57.9	10.5	68.4
47	Motions	0.0	0.0	31.6	68.4	0.0	68.4
33	Enforcement of orders/judgments	0.0	5.3	26.3	68.4	0.0	68.4
5	Community corrections	0.0	11.1	22.2	44.4	22.2	66.6
52	Property rights	5.3	0.0	31.6	57.9	5.3	63.2
75	Stress management	5.3	5.3	26.3	63.2	0.0	63.2
77	Guardianships	5.3	5.3	26.3	63.2	0.0	63.2
30	Pro se litigants	0.0	5.3	31.6	36.8	26.3	63.1
65	Records management	0.0	0.0	36.8	52.6	10.5	63.1
38	Legal/opinion writing	0.0	5.3	31.6	52.6	10.5	63.1
9	Gangs	5.3	10.5	21.1	52.6	10.5	63.1
13	Imposition of judicial constraints	5.9	11.8	23.5	52.9	5.9	58.8
66	Team building	0.0	0.0	42.1	36.8	21.1	57.9
67	Organizational change	0.0	0.0	42.1	42.1	15.8	57.9
57	Jury selection and management	5.3	10.5	26.3	31.6	26.3	57.9
53	Dissolution/divorce	5.3	5.3	31.6	47.4	10.5	57.9
76	Stranger/non-stranger rape cases	5.3	5.3	31.6	52.6	5.3	57.9
78	Complex litigation	10.5	5.3	26.3	57.9	0.0	57.9

Item #	Subject Matter Topics	Percentage of Responses (%)					VI/I
		NA	UI	N	I	VI	
80	Bio-socio-technical court cases	5.9	0.0	41.9	35.3	17.6	52.9
45	Plea agreements	5.3	5.3	36.8	42.1	10.5	52.6
7	Judicial employee orientation programs	21.1	5.3	21.1	15.8	36.8	52.6
36	Pretrial proceedings	5.3	5.3	36.8	52.6	0.0	52.6
46	Arraignments/initial appearances	10.5	5.3	31.6	42.1	10.5	52.6
18	Total quality management	0.0	11.1	38.9	27.8	22.2	50.0
32	Judicial performance evaluation	0.0	5.3	47.4	31.6	15.8	47.4
73	Clerks training	31.6	5.3	15.8	31.6	15.8	47.4
48	Discipline and ethics for attorneys	26.3	10.5	15.8	42.1	5.3	47.4
69	Environmental law	10.5	5.3	36.8	36.8	10.5	47.3
35	Landlord/tenant	5.3	5.3	47.4	42.1	0.0	42.1
37	Small claims	5.3	5.3	47.4	42.1	0.0	42.1
71	Real estate law	10.5	10.5	42.1	36.8	0.0	36.8
70	Tribal law	21.1	15.8	36.8	21.1	5.3	26.4
29	Downsizing/rightsizing	0.0	10.5	63.2	15.8	10.5	26.3
41	Traffic offenses	10.5	10.5	52.6	26.3	0.0	26.3

Importance of subject matter topics can change (1) if new or emerging issues have surfaced since the time the survey was completed, (2) if these topics have been addressed sufficiently enough for the respondents to feel knowledgeable, or (3) if changes in case law or statutes precipitate education in new areas. Studying Tables 6-1, 6-2, and 6-3 should provide a good start for setting priorities in this area; however, using focus groups are advisable to reaffirm the importance of these topics.





## Chapter 7: Purpose of the NASJE Annual Conference

This part of the needs assessment survey addressed the question, "what should the purpose of the NASJE Annual Conference be?" Eighteen purposes were offered. NASJE members were asked to indicate their preferences. The findings are reported for the entire sample and by three subgroups.

### *Purpose of the NASJE Annual Conference for the Entire Sample*

Twelve activities were considered to be important in defining the conference purpose as eighty percent and more of the respondents indicated their preference for these items. Five items fell within the second priority range as these items were preferred by 79.9% to 60% of the respondents. Only conducting association business was in the third priority range.

**Table 7-1: Purpose of the NASJE Annual Conference  
as Assessed by the Entire Sample**

SA = 5                      A = 4                      N = 3                      D = 2                      SD = 1  
Strongly                      Agree                      Neither Agree Nor                      Disagree                      Strongly  
Agree    Disagree    Disagree

Item #	Item	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
7	Providing current information about the field of judicial education	0.0	0.0	3.9	45.1	51.0	96.1
2	Exchanging ideas	0.0	0.0	5.9	7.8	86.3	94.1
1	Networking	0.0	0.0	7.8	31.4	60.8	92.2
4	Development of judicial branch education as a profession	0.0	2.0	5.9	31.4	60.8	92.2
16	Receiving information and skills to perform your job better	0.0	0.0	7.8	23.5	68.6	92.1

Item #	Item	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
13	Learning about trends affecting judicial branch education	0.0	0.0	9.8	58.8	31.4	90.2
6	Addressing the continuing education needs of NASJE members	0.0	0.0	11.8	51.0	37.3	88.3
10	Receiving exposure to subject matter topics/programs for replication	0.0	2.0	13.7	45.1	39.2	84.3
15	Increasing the standing/value of judicial branch education in the court world	0.0	2.0	13.7	51.0	33.3	84.3
3	Collegial support and fellowship	0.0	0.0	17.6	27.5	54.9	82.4
9	Personal rejuvenation/renewal	0.0	3.9	13.7	54.9	27.5	82.4
18	Developing community among judicial branch educators	0.0	0.0	20.0	44.0	36.0	80.0
8	Providing current information about adult education research, theories, and practices for use in judicial branch education programming	0.0	4.0	18.0	30.0	48.0	78.0
5	Development of your own professional identity	0.0	5.9	19.6	43.1	31.4	74.5
17	Providing a forum for judicial branch providers to debate issues and exchange information and viewpoints	0.0	2.0	27.5	33.3	37.3	70.6
12	Problem solving with colleagues	0.0	2.0	27.5	39.2	31.4	70.6
14	Challenging NASJE members to think and act in new and different ways	0.0	0.0	35.3	27.5	37.3	64.8
11	Conducting association business	4.0	6.0	38.0	40.0	12.0	52.0

### *Purpose of the NASJE Annual Conference by Subgroups*

The purposes for the conference favored by 80% or more of the respondents were:

- receiving and sharing ideas and information as represented by items 7, 2, 16, 13, and 10.
- rejuvenation, support, and networking as represented by items 1, 3, 9, and 18.



- professional development and standing as represented by items 4, 6, and 15.

The purposes considered important by 79.9% to 60% of the respondents were:

- information exchange as represented by items 8, 17, and 12.
- challenging NASJE members to think and act in new ways (item 14).
- developing professional identity (item 5).

The purpose considered important to 59.9% or less of the respondents was:

- association business

These findings support the notion that the NASJE Annual Conference should have a good mix of information and idea sharing, rejuvenation and networking, and personal/professional development.

Figures 7-1, 7-2, and 7-3 display what the subgroups thought the conference purpose should be. The full responses reported in tables 7-2 through 7-7 are in appendix F.

Almost universally the respondents agreed that the purpose of the annual conference was not to conduct association business. Only the general members disagreed with this opinion. The vast majority of the responses for the purpose of the annual conference are in figure 7-1. This figure reports the opinions of 80% or more of the respondents. All subgroups agree on virtually all of the items. These findings suggest that the annual conference should be about the exchange of ideas, enrichment, and information sharing. These are certainly appropriate purposes for an association membership which only meets once a year.

**Figure 7-1: Purpose of the NASJE Annual Conference  
Preferred by 80% and Above of the Respondents by Subgroups**

Item #	Item	Job Category			Membership Category		Years of Experience	
		Dir/ Depu/ Assit	Manager/ Planner/ Researcher/ Writer		Full & Assoc	General	Less Than 1 Thru 3 Yrs	4-7 or More Yrs
1	Networking	X	X		X	X	X	X
2	Exchanging ideas	X	X		X	X	X	X
3	Collegial support and fellowship	X	X		X	X		X
4	Development of judicial branch education as a profession	X	X		X	X	X	X
5	Development of your own professional identity					X		
6	Addressing the continuing education needs of NASJE members	X	X		X	X	X	X
7	Providing current information about the field of judicial education	X	X		X	X	X	X
8	Providing current information about adult education research, theories, and practices for use in judicial branch education programming		X			X	X	
9	Personal rejuvenation/renewal		X			X	X	X

Item #	Item	Job Category			Membership Category		Years of Experience	
		Dir/ Depu/ Assit	Manager/ Planner/ Researcher/ Writer	Full & Assoc	General	Less Than 1 Thru 3 Yrs	4-7 or More Yrs	
10	Receiving exposure to subject matter topics/programs for replication	X	X	X	X	X	X	
11	Conducting association business							
12	Problem solving with colleagues							
13	Learning about trends affecting judicial branch education	X	X	X	X	X	X	
14	Challenging NASJE members to think and act in new and different ways				X			
15	Increasing the standing/value of judicial branch education in the court world		X	X	X	X	X	
16	Receiving information and skills to perform your job better	X	X	X	X	X	X	
17	Providing a forum for judicial branch providers to debate issues and exchange information and viewpoints			X	X	X		
18	Developing community among judicial branch educators		X		X		X	

Figure 7-2: Purpose of the NASJE Annual Conference by 79.9% to 60% of the Respondents by Subgroups

Item #	Item	Job Category		Membership Category		Years of Experience	
		Dir/ Depu/ Assit	Manager/ Planner/ Researcher/ Writer	Full & Assoc	General	Less Than 1 Thru 3 Yrs	4-7 or More Yrs
1	Networking						
2	Exchanging ideas						
3	Collegial support and fellowship	X				X	
4	Development of judicial branch education as a profession						
5	Development of your own professional identity	X	X	X		X	X
6	Addressing the continuing education needs of NASJE members						
7	Providing current information about the field of judicial education						
8	Providing current information about adult education research, theories, and practices for use in judicial branch education programming	X		X			X
9	Personal rejuvenation/renewal	X		X			
10	Receiving exposure to subject matter topics/programs for replication						

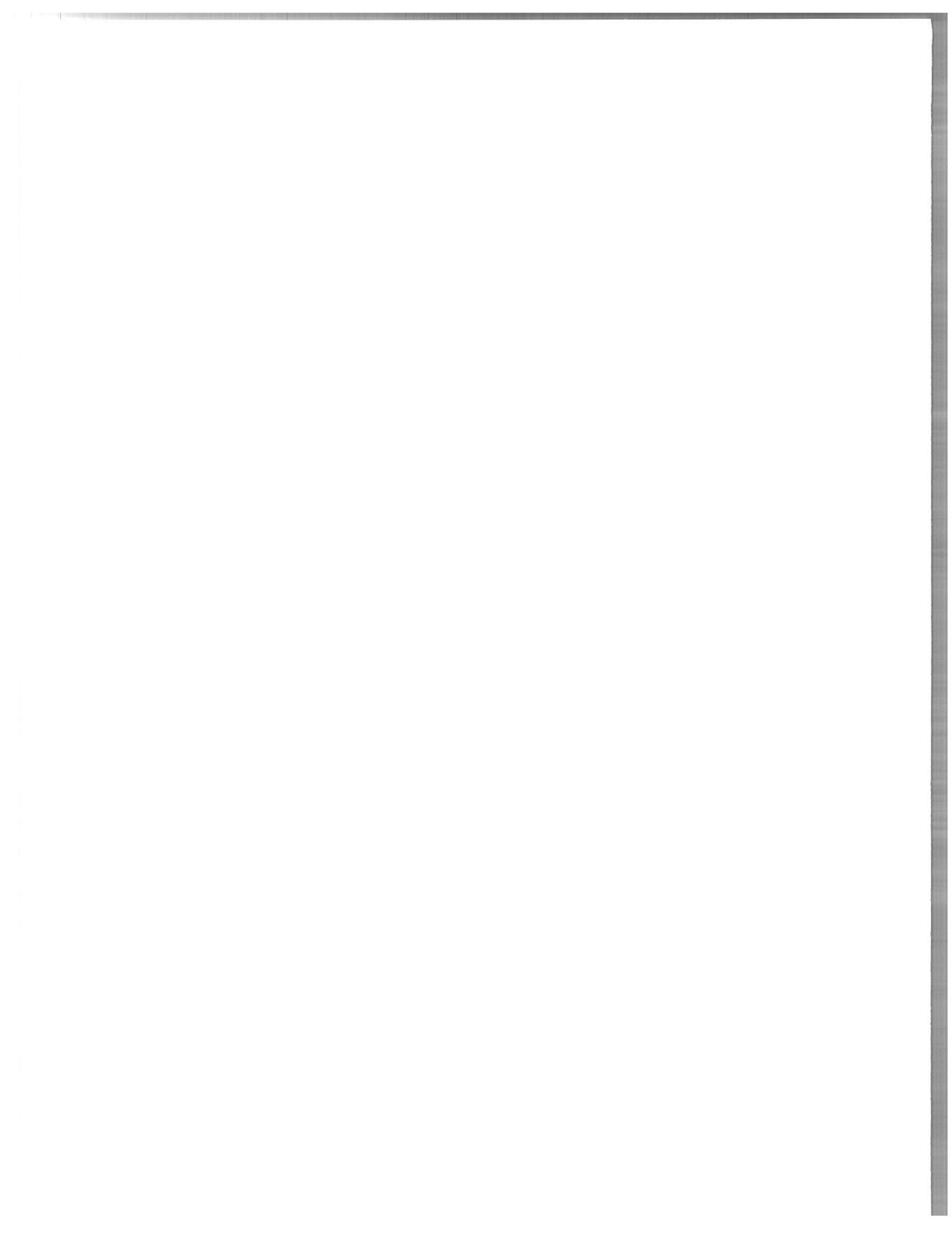


Item #	Item	Job Category			Membership Category		Years of Experience	
		Dir/ Depu/ Assit	Manager/ Planner/ Researcher/ Writer	Full & Assoc	General	Less Than 1 Thru 3 Yrs	4-7 or More Yrs	
11	Conducting association business		X		X			
12	Problem solving with colleagues	X	X	X		X	X	
13	Learning about trends affecting judicial branch education							
14	Challenging NASJE members to think and act in new and different ways	X	X	X			X	
15	Increasing the standing/value of judicial branch education in the court world	X						
16	Receiving information and skills to perform your job better							
17	Providing a forum for judicial branch providers to debate issues and exchange information and viewpoints	X	X	X			X	
18	Developing community among judicial branch educators	X		X		X		

Figure 7-3: Purpose of the NASJE Annual Conference by 59.9% and Less of Respondents by Subgroups

Item #	Item	Job Category		Membership Category		Years of Experience	
		Dir/ Depu/ Assit	Manager/ Planner/ Researcher/ Writer	Full & Assoc	General	Less Than 1 Thru 3 Yrs	4-7 or More Yrs
1	Networking						
2	Exchanging ideas						
3	Collegial support and fellowship						
4	Development of judicial branch education as a profession						
5	Development of your own professional identity						
6	Addressing the continuing education needs of NASJE members						
7	Providing current information about the field of judicial education						
8	Providing current information about adult education research, theories, and practices for use in judicial branch education programming						
9	Personal rejuvenation/renewal						
10	Receiving exposure to subject matter topics/programs for replication						

Item #	Item	Job Category			Membership Category		Years of Experience	
		Dir/ Depu/ Assit	Manager/ Planner/ Researcher/ Writer	Full & Assoc	General	Less Than 1 Thru 3 Yrs	4-7 or More Yrs	
11	Conducting association business	X	X	X		X	X	
12	Problem solving with colleagues				X			
13	Learning about trends affecting judicial branch education							
14	Challenging NASJE members to think and act in new and different ways					X		
15	Increasing the standing/value of judicial branch education in the court world							
16	Receiving information and skills to perform your job better							
17	Providing a forum for judicial branch providers to debate issues and exchange information and viewpoints							
18	Developing community among judicial branch educators							





## Chapter 8: Preferences for the Delivery and Format of the NASJE Annual Conference

Part 5 of the needs assessment survey asked NASJE members to indicate their preferences for how the annual conference is formatted and delivered. This part of the survey was comprised of 23 items. For 16 of the items, the members were asked to indicate their preferences using a five-point scale. Seven of the 23 items had multiple response options, and the members were asked to select one option for each item.

### *Preferences for Delivery and Format for the Entire Sample*

As previously stated, 16 items were listed for NASJE members to indicate their preferences for delivery and format. Their responses are in table 8-1. When looking at the table, it becomes evident that a variety of conference management issues were covered. The issues related to faculty; length and scheduling of sessions; curriculum planning, which considered job categories and career stages; social activities; and whether the conference should only be made available through teleconferencing and whether there should be regional meetings during the conference. We will review the findings for each of the conference management issues.

**Table 8-1: Preferences for NASJE Annual Conference  
Delivery and Format for the Entire Sample**

SA = 5      A = 4      N = 3      D = 2      SD = 1  
Strongly      Agree      Neither Agree      Disagree      Strongly  
Agree                      Nor Disagree                      Disagree

Item #	Item	Percentage of Responses (%)					SA/A
		SA	A	N	D	SD	
16	Allow NASJE members and other qualified consultants, subject matter experts, etc. to be faculty at the annual conference	0.0	0.0	8.0	34.0	58.0	92.0
6	Offer a blend of topical session lengths (1-day long, 2-day long, half-day long sessions) which best suits the topics being presented	0.0	0.0	15.7	45.1	39.2	84.3

Item #	Item	Percentage of Responses (%)					SA/A
		SA	A	N	A	SD	
13	Develop conference topics to address specific needs of the new, mid-career and advanced-career NASJE member	0.0	6.0	12.0	44.0	38.0	82.0
3	Offer popular topics more than once at the conference	0.0	9.8	11.8	56.9	21.6	78.5
14	Develop conference topics to specifically address the needs of each professional group, such as administrators, curriculum/program planners or program managers/meeting planners	4.0	2.0	16.0	52.0	26.0	78.0
5	Offer NASJE regional meetings	0.0	3.9	21.6	39.2	35.3	74.5
10	Arrange more structured time for networking	2.0	4.0	34.0	44.0	16.0	60.0
11	Offer good breakfasts as part of the conference	2.0	13.7	35.3	39.2	9.8	49.0
9	Arrange more optional social activities in the evenings for which participants can sign-up at the conference	0.0	8.2	44.9	36.7	10.2	46.9
4	Have a hospitality suite	5.9	9.8	43.1	27.5	13.7	41.2
2	Add optional Sunday sessions	3.9	17.6	37.3	27.5	13.7	41.2
1	Add optional Saturday sessions	6.0	16.0	42.0	24.0	12.0	36.0
12	Offer group dinners as part of the conference	5.9	21.6	39.2	27.5	3.9	31.4
8	Discontinue the annual banquet	15.7	23.5	47.1	11.8	2.0	13.8
15	Allow only NASJE members to be faculty at the annual conference	44.0	36.0	14.0	4.0	2.0	6.0
7	Only offer the annual conference through teleconferencing	47.1	27.5	23.5	2.0	0.0	2.0

### *Faculty Preferences*

Two items pertained to faculty. One question asked whether only NASJE members should be faculty for the annual conference. Only 6% of the respondents agreed. The other faculty item pertained to using a faculty mix including NASJE members, qualified consultants, subject matter experts, and so on. This type of faculty composition was viewed very favorably. Ninety-two percent of the respondents favored this option.

### *Scheduling and Length of Sessions*

The respondents preferred that sessions be varied in length and that the length be determined by what best suits the topic being presented. The blending of session lengths was preferred by 84.3% of all respondents.

Two of the items that pertained to scheduling and length of sessions were (1) offering popular topics more than once at the conference with 78.5% agreeing, and (2) arranging more structured time for networking with 60% favoring this activity.

The two remaining items pertained to adding optional preconference sessions on Saturday and Sunday. Neither were strongly supported.

### *Curriculum Planning*

Two items pertained to curriculum considerations. The first was whether conference topics should be planned and delivered to address the specific needs of the new, mid-career, and advanced-career NASJE member. This was considered important by 82% of the respondents. Developing and delivering conference topics by job category was the other curriculum oriented item. It was viewed as important by 78% of the respondents.

### *Social Activities and Meals*

None of the items related to social activities were determined to be of great importance. Offering more social activities at the conference that attendees could register for at the conference was favored by 46.9% of the respondents. The respondents also were not particularly interested in a conference hospitality suite.

When asked if the annual banquet should be discontinued, the respondents disagreed. Discontinuing the annual banquet was favored by only 13.8% of the respondents.

The members were also asked if they would prefer group breakfasts and dinners throughout the conference. Less than 50% thought this was important.

*Regional Meetings and the NASJE Annual Meeting Via Teleconference*

NASJE regional meetings during the conference were favored by slightly less than 75% of the respondents.

When asked if the only vehicle for delivery of the NASJE Annual Conference should be via teleconferencing, the respondents disagreed. Only 2% favored this option.

*Preferences for Delivery and Format by Subgroups*

These same 16 items are reported by job category/position and membership category subgroups to determine what, if any, differences may appear. The findings are in figure 8-1. What this figure shows us is that across the board there is relatively little difference by job category/position and NASJE membership subgroups. Those individuals responsible for setting policy and planning the annual conference should review these findings as there are many items definitely not favored by any respondents. For the full responses, see table 8-2 through 8-5 in appendix G.



Figure 8-1: Conference Delivery and Format Preferences by Subgroups

Item #	Item	Job Category						Membership Category					
		Dir/Depu/ Assit			Manager/Planner/ Researcher/Writer			Full & Associate			General		
		H	M	L	H	M	L	H	M	L	H	M	L
1	Add optional Saturday sessions			L			L			L			L
2	Add optional Sunday sessions			L			L			L			L
3	Offer popular topics more than once at the conference		M		H				M			M	
4	Have a hospitality suite			L			L			L			L
5	Offer NASJE regional meetings		M			M		H					L
6	Offer a blend of topical session lengths (1-day long, 2-day long, half-day long sessions) that best suits the topics being presented	H			H			H				M	
7	Only offer the annual conference through teleconferencing			L			L			L			L
8	Discontinue the annual banquet			L			L			L			L
9	Arrange more optional social activities in the evenings for which participants can sign-up at the conference			L			L			L			L
10	Arrange more structured time for networking		M				L		M				L
11	Offer group breakfasts as part of the conference			L			L			L			L

Item #	Item	Job Category						Membership Category			
		Dir/Depu/ Assit			Manager/Planner/ Researcher/Writer			Full & Associate			General
		H	M	L	H	M	L	H	M	L	
12	Offer group dinners as part of the conference			L			L			L	L
13	Develop conference topics to address specific needs of the new, mid-career, and advanced-career NASJE member		M		H				M		H
14	Develop conference topics to specifically address the needs of each professional group, such as administrators, curriculum/program planners or program managers/meeting planners		M		H				M		H
15	Allow only NASJE members to be faculty at the annual conference			L			L			L	L
16	Allow NASJE members and other qualified consultants, subject matter experts, etc. to be faculty at the annual conference	H			H			H			H

Key: H= High Priority or 80% and more of the respondents identified this item as important

M= Medium Priority or 79.9% - 60% of respondents identified this item as important

L= Low Priority or 59.9% or less of the respondents identified this item as important

### *Preferences for NASJE Annual Business Meeting*

NASJE holds an annual business meeting every year during the conference in accordance with its constitution and bylaws.

The needs assessment survey asked the NASJE members to indicate their preferences related to the length and placement of the meeting on the conference agenda. The survey also asked that the members indicate their preferences for the delivery of reports during the meeting.

### *Length of the Meeting*

Three response options were offered and the respondents were asked to select one. The options for meeting length were 1 hour, 1 ½ hours, and 2 hours. Table 8-6 contains the results. The results are reported for the entire sample and by NASJE membership category. The findings by the entire sample indicated a preference for a 1 hour meeting. This option was also favored by the full and associate members. The general members were evenly split between a 1 hour and 1 ½ hour annual business meeting.

**Table 8-6: Length of Annual Business Meeting**

Item	Percentage Response Assessed by Different Respondent Groups (%)		
	Entire Sample	Full and Associate Members	General Members
1 hour	43.8	47.5	40.0
1 ½ hours	31.3	27.5	40.0
2 hours	25.0	25.0	20.0

### *Committee Reports*

NASJE has several committees that conduct association business throughout the year and they are required through the bylaws to report every year during the annual business meeting. The survey asked members to indicate their preferences for how the committee reports should be delivered. The findings in table 8-7 indicate that the preference, regardless of membership category, is to require both written and oral committee reports.

Table 8-7: Committee Reports

Item	Percentage Response Assessed by Different Respondent Groups (%)		
	Entire Sample	Full and Associate Members	General Members
Continue as is (verbal report with an option of providing a written report)	28.0	28.6	20.0
Require all committee reports to be submitted in writing with no oral presentation	20.0	19.0	20.0
Require both written and oral committee reports	52.0	52.4	60.0

*Judicial Education Consortium Reports*

The Judicial Education Consortium at the time of the final survey was comprised of the Judicial Education Adult Education Project (JEAEP), the Leadership Institute in Judicial Education (LIJE), and the Judicial Education Reference, Information, and Technical Transfer (JERITT) Project. \*JEAEP is no longer in operation. All Project received State Justice Institute (SJI) funding. Each Project would deliver a report of its activities over the past year to the NASJE members during the annual meeting. The reporting preference, as seen in table 8-8, is for the Project reports to be delivered orally and in written form.

Table 8-8: Judicial Education Consortium Reports

Item	Percentage Response Assessed by Different Respondent Groups (%)		
	Entire Sample	Full and Associate Members	General Members
Continue as is (verbal report with an option of providing a written report)	24.0	24.4	0.0
Require all committee reports to be submitted in writing with no oral presentation	32.0	31.7	20.0
Require both written and oral committee reports	44.0	43.9	80.0



### *Day and Time of Annual Business Meeting*

To encourage as much membership involvement as possible in the annual business meeting, the NASJE board has tried a variety of placements for the meeting on the conference agenda. They found that the highest attendance and the most involvement was when the meeting was scheduled for the first morning of the conference.

The needs assessment survey asked the members to indicate their preferred day and time for the meeting. The results are in table 8-9. The day and time that was most preferred was Monday morning.

**Table 8-9: Preferred Day/Time for Annual Business Meeting**

Item	Percentage Response Assessed by Respondents (%)		
	Entire Sample	Full and Associate Members	General Members
Sunday afternoon	18.6	13.2	33.3
Sunday evening	14.0	15.8	0.0
Monday morning	39.5	39.5	66.7
Monday afternoon	7.0	7.9	0.0
Tuesday morning	2.3	2.6	0.0
Tuesday afternoon	4.7	5.3	0.0
Wednesday morning	14.0	15.8	0.0

### *Guest/Honorary Speakers*

Many times the NASJE board will invite guest or honorary speakers to deliver a message during the conference. The survey asked the members to indicate whether they thought such speakers should be invited to present and, if so, when should they present. Seventy-nine point two percent thought that guest/honorary speakers should be invited to present if they have a substantive message. Further, the respondents thought that such presentations should be scheduled during the time slot most appropriate for their message. See table 8-10 for responses.

**Table 8-10: Preference for Guest/Honorary Speakers by All Respondents**

Item	Percent of Responses (%)
Have guest/honorary speakers if they have a substantive message to present	79.2
Have no guest/honorary speakers	20.8
<b>If you favor guest/honorary speakers, when should they be scheduled:</b>	
During the time slot most appropriate for their message	73.0
During the opening session	21.6
During group lunches	5.4

### *Recording the Conference*

The survey asked NASJE members to provide their opinion on whether the annual conference should be recorded and, if recorded, whether the recording should be audiotaped, videotaped, or both. Last, the survey also asked if the recordings should be at cost or no cost. The majority of the respondents felt that the conference should not be recorded (see table 8-11).

**Table 8-11: Preference for Recording the Conference by All Respondents**

Item	Percent of Responses (%)
No	52.1
Yes, both audiotape and videotape the conference and sell the tapes at cost	18.8
Yes, videotape the conference and sell the tapes at cost	14.6
Yes, audiotape the conference and sell the tapes at cost	6.3
Yes, audiotape but make the tapes available at no cost	4.2
Yes, videotape but make the tapes available at no cost	2.1
Yes, audiotape and videotape and make the tapes available at no cost	2.1

### *Conference Materials*

The members were given three options pertaining to conference materials. The most favored option was to keep the conference notebook (79.6%). The results are in table 8-12.

**Table 8-12: Preference for Conference Materials by All Respondents**

Response Options	Percent of Responses (%)
Keep conference notebook	79.6
Discontinue conference notebook and instead distribute handouts at each session for placement in folders given out at registration	20.4
Have no written materials	0.0

The respondents, on average, have strong preferences about the delivery and format of the NASJE Annual Conference. Studying this chapter will help inform conference planners and policymakers about what the respondents prefer. These findings should remain salient unless there is a substantial change in the NASJE membership.





## Chapter 9: NASJE Services and Benefits

Part 6 of the needs assessment survey pertained to NASJE services and benefits. The members were asked to assign a priority to 15 service and benefit items that NASJE might consider offering. The members entered their answers on a five-point scale which ranged from very high priority (VH) to none (N).

### *NASJE Services and Benefits Prioritized by the Entire Sample*

None of the 15 items were given high priority by 80% or more of the respondents. Table 9-1 reveals the low interest in expanding the services and benefits of NASJE.

**Table 9-1: Priority of NASJE Services and Benefits for the Entire Sample**

VH = 5      H = 4      M = 3      L = 2      N = 1  
 Very High      High      Moderate      Low      None - NASJE should not  
 Priority      Priority           Priority      offer to do this

Item #	Item	Percentage of Responses (%)					SA/A
		N	L	M	H	VH	
9	Develop a database to network judicial educators and others who can teach, provide curriculum development services, etc. to other judicial system educators	0.0	4.0	26.0	40.0	30.0	70.0
7	Define a clear and active role for the NASJE regions and their board members which addresses the needs of the NASJE members within the regions	0.0	0.0	31.4	45.1	23.5	68.6
4	Mentoring program for new NASJE members	2.0	11.8	23.5	27.5	35.3	62.8
12	Networking of information between state, national, and international judicial branch education providers	0.0	9.8	31.4	37.3	21.6	58.9
5	NASJE conference scholarship fund	3.9	9.8	27.5	49.0	9.8	58.8
13	Establish a library of training aids (notebooks, videotapes, research materials, etc.) to help judicial branch educators improve themselves and their programs	3.9	15.7	25.5	35.3	19.6	54.9

Item #	Item	Percentage of Responses (%)					SA/A
		N	L	M	H	VH	
6	Institute NASJE Committees based on professional job classifications (e.g., director of a judicial branch education organization, curriculum planner, or meeting planner, etc.) for the purpose of furthering professional development, information sharing, and networking within each classification	8.3	18.8	18.8	33.3	20.8	54.1
1	Regional NASJE seminars	5.9	11.8	31.4	19.6	31.4	51.0
8	Issue more publications related to judicial system education which offer theory, research, and/or application	2.0	19.6	33.3	29.4	15.7	45.1
11	Publish a professional journal on judicial system education	7.8	7.8	39.2	33.3	11.8	45.1
2	Teleconferencing on special topics throughout the year	5.9	19.6	31.4	29.4	13.7	43.1
10	Develop a computer bulletin board	3.9	19.6	37.3	29.4	9.8	39.2
3	Electronic mail for NASJE members	5.9	25.5	33.3	17.6	17.6	35.2
15	Develop a certification program for judicial branch educators	18.0	18.0	36.0	8.0	20.0	28.0
14	Publish the NASJE News bi-monthly	7.8	21.6	49.0	15.7	5.9	21.6

### *NASJE Services and Benefits Prioritized by Subgroups*

Even when the findings were separately analyzed by subgroups, there was only one topic, establishing a library of training aides for educators, that received high priority. The general members thought this was important. The idea of a database to network all educators who can teach, provide curriculum development services, and so on for each other was favored across the board.

NASJE may wish to revisit the role it plays in the professional development of its members. If it does, it may want to consider some of the services and benefits shown here. However, NASJE should consider going beyond these items as none were viewed as high priority by the respondents. Figure 9-1 shows the services and benefits and how each item differed in importance by the subgroups. The full findings comprised of tables 9-2 through 9-5 are in appendix H.

Figure 9-1: NASJE Services and Benefits Items by Subgroups

Item #	Item	Job Category						Membership Category					
		Dir/Depu/ Assit			Manager/Planner/ Researcher/Writer			Full & Associate			General		
		H	M	L	H	M	L	H	M	L	H	M	L
1	Regional NASJE seminars			L			L			L			L
2	Teleconferencing on special topics throughout the year			L			L			L			L
3	Electronic mail for NASJE members			L			L			L			L
4	Mentoring program for new NASJE members		M				L		M				L
5	NASJE conference scholarship fund			L		M			M				L
6	Institute NASJE committees based on professional job classifications (e.g., director of a judicial branch education organization, curriculum planner, or meeting planner, etc.) for the purpose of furthering professional development, information sharing, and networking within each classification		M				L			L			L
7	Define a clear and active role for the NASJE regions and their board members which addresses the needs of the NASJE members within the regions		M			M			M				L
8	Issue more publications related to judicial system education which offer theory, research, and/or application			L			L			L		M	

Item #	Item	Job Category						Membership Category			
		Dir/Depu/ Assit			Manager/Planner/ Researcher/Writer			Full & Associate		General	
		H	M	L	H	M	L	H	M	L	L
9	Develop a database to network judicial educators and others who can teach, provide curriculum development services, etc. to other judicial system educators		M			M			M		
10	Develop a computer bulletin board			L			L			L	
11	Publish a professional journal on judicial system education			L			L			L	
12	Networking of information between state, national, and international judicial branch education providers		M				L		M		
13	Establish a library of training aids (notebooks, videotapes, research materials, etc.) to help judicial branch educators improve themselves and their programs			L			L			L	
14	Publish the NASJE News bi-monthly			L			L			L	
15	Develop a certification program for judicial branch educators			L			L			L	

Key: H= High Priority or 80% and more of the respondents identified this item as important  
M= Medium Priority or 79.9% - 60% of respondents identified this item as important  
L= Low Priority or 59.9% or less of the respondents identified this item as important



*Payment for Increased Services and Benefits*

The needs assessment survey asked NASJE members if they would be willing to pay higher association dues if their very high or high priority items were delivered by the association. Eighty-two point six percent said that they would pay. Therefore, if in the future NASJE decides to expand its services and benefits, the membership seems willing to financially contribute.

Nonetheless, due to the low interest for many of the items, the findings seem to indicate that NASJE members are either satisfied with the current level of services or benefits, have no need or desire for increased services or benefits, or believe NASJE is not structurally or financially able to provide increased services or benefits. Whatever the reasons, no pressing new services or benefits surfaced in this survey for which NASJE leaders need to give immediate attention. However, as previously stated, NASJE may wish to expand its services as new demands surface within judicial branch education.



## Chapter 10: Summary

The findings from this 1994 survey provide valuable information. By and large, we know that the respondents are well educated and experienced. Judicial branch education was likely not their first career choice. For the most part, the respondents are middle-aged and in the mid- or advanced-stages of their careers.

The majority of the respondents work in small judicial branch education organizations. The size of their organizations may be small but their responsibilities are not. For this reason and perhaps others, they are concerned about enough time, money, and personnel to deliver quality programming to their constituents.

The respondents believe in their programs and want to promote them while at the same time they seem less interested in promoting themselves. Nonetheless, they want their programs and the judicial branch education occupation to be acknowledged and receive the status and recognition they believe both deserve.

Problems of the court system in general and judicial branch education in particular are well known and understood by these respondents. They remain informed on current issues and future trends affecting the courts. Their desire is to be prepared to take on these problems, if education and training can be a solution.

They have definite opinions about their association. The respondents want the association conference to inform, renew, and challenge them. They want to be part of a community they can rely on and network with.

In many ways, these respondents have the same needs and desires as other working professionals. They strive to do more with less and do it better than anyone else.

Professional development for NASJE members can be a more manageable undertaking by considering the findings in this monograph. However, the information provided in these results should be supplemented by research pertaining to the courts and continuing education. Also, not to be overlooked is assessment information from those who work with judicial branch educators or those who are recipients of their services. Obtaining additional information from

a variety of sources is best. Also, more information from the same source can be very valuable; therefore, focus groups, interviews, or periodic surveying of the NASJE membership is a must for taking the pulse of those who are dedicated to the work of judicial branch education.

The findings presented here provide a glimpse into the possibilities awaiting those who wish to expand the way they think, the skills they cultivate, and the meaning they ascribe to their work and lives. While the findings were presented in the conventional manner of tables and figures that divide and label, judicial branch educators and NASJE should not lose sight of the fact that contained within the tables and figures is a road map from which a self-enrichment and group advancement journey can begin.

To start the journey, courage must be high as transformation comes with risks as well as benefits. To sustain the journey, the vision must be large and encompass all ideas, opinions, and approaches. Journeys take travelers over seas, mountains, valleys, and plains; therefore, they must come from varied backgrounds and possess diverse skills and abilities which they are encouraged to use to the benefit of all. Journeys bring insight and appreciation which inspire celebration of the distance traveled.

At the end of the journey, travelers have new lenses through which they see the importance of inclusiveness, delight in new horizons, and relinquish old fears that isolate and prevent change.

This monograph is dedicated to those who take the journey. The hope is that the journey is started here, but ends far, far away. Some may wish to go alone while others may wish to travel together. Either way, individual judicial educators and NASJE will benefit from the energy and optimism engendered by those brave enough to embark on the journey of professional development and personal growth.



## **Appendix A**

### **NASJE Continuing Education and Professional Development Needs Assessment Final Survey**

For JERITT Staff Use Only
Computer Coding:
3NASJE120:

Return by February 28 to:
Reneé Robinson
The JERITT Project 560 Baker Hall East Lansing, MI 48824-1118

## NASJE Continuing Education and Professional Development Needs Assessment Final Survey

### Part 1: Your Professional Education and Development Needs

**Question 1.** The first survey asked you and others to identify subject matter or issues important to your own professional education and development needs. A composite list of your responses is provided below and it is divided into three main areas: management, personal enhancement and training/education. Using the scale provided, please rate each according to the **degree of your agreement or disagreement** with the importance of the item as it relates to *your* professional education and development needs. (Check the appropriate box for each.)

SCALE				
SA	A	N	D	SD
(Strongly Agree)	(Agree)	(Neither Agree nor Disagree)	(Disagree)	(Strongly Disagree)

### Management Items

	SA	A	N	D	SD
1. Organizational leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Personnel management skills and techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Developing and implementing policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Developing and implementing procedure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Budget management skills and techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Planning and winning support for your budget request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Soliciting alternative funding sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Building a committee/board structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Educating committees/boards about their roles and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Marketing judicial branch education topics and programs to policymakers and funding agents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Marketing judicial branch education programs to potential audiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	SA	A	N	D	SD
12. Coaching/counseling employees for enhanced work performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Learning judicial branch education futures planning skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Learning long-range planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Learning strategic planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Learning project management skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Managing competing priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Learning how to work in a political environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Developing, conveying, and maintaining a vision for judicial branch education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Motivating others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Developing teamwork among employees, committees, faculty, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Personal Enhancement Items

22. Marketing yourself to increase professional recognition and standing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Developing or improving your creative thinking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Developing or improving your critical thinking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Enhancing your listening skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Improving your memory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Developing your persuasion skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Developing your negotiating skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Conducting effective meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Developing conflict resolution skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Maintaining a personal life in the face of a 40+ hour work week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Enhancing your verbal communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Developing effective written communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Keeping yourself motivated and enthusiastic about your work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Career development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Learning strategies for changing careers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Developing and maintaining a healthy and happy mental outlook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Developing or enhancing your spiritual self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	SA	A	N	D	SD
39. Developing a sense of community among your friends and/or colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Improving your personal credibility, through understanding your nonverbal messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Training and Education Items

41. Learning ways to increase professional recognition of judicial branch education/training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Developing distance training options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Developing and using electronic bench books/publications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Learning about adult education research theories and practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Learning about a wide variety of education/training delivery methods and technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Receiving updates on legal/ethical issues affecting judicial branch education providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Developing and using program evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Developing and using needs assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Developing a judicial branch education curriculum which includes all of your education/training audiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. Learning basic faculty development skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Learning advanced faculty development skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Working with volunteer faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Learning how to develop programming which achieves attitudinal change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. Learning to develop an education/training program from beginning to end	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Developing instructional design skills and methods (e.g., action planning, case study, problem solving exercises, note taking guides, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. Writing and/or approving contracts with faculty, facilities, and other service providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Developing and implementing quality standards in programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. Helping faculty, staff, or education/training audiences accept change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. Receiving comprehensive information about national programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. Receiving updates on national and state trends impacting judicial branch education subject matter and curricula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. Managing the logistics and details involved in planning and delivering educational programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



- Question 2.** Please review all of the preceding sixty-one items in Part 1. Choose up to ten which *you* consider to be the most important to you. You may choose less than ten, but please no more than ten. Indicate your choices by writing the item numbers below. Those items of higher priority should be recorded on the left moving in descending order to the right which is lower priority.

(High Priority)											(Low Priority)
	(10)	(9)	(8)	(7)	(6)	(5)	(4)	(3)	(2)	(1)	

Please review only the preceding Management Items (items 1 through 21 in question 1). Choose up to 5 which you consider to be the most important. Indicate your choices by writing the item numbers below.

(High Priority)						(Low Priority)
	(5)	(4)	(3)	(2)	(1)	

Please review only the preceding Personal Enhancement Items (items 22 through 40 in question 1). Choose up to 5 which you consider to be the most important. Indicate your choices by writing the item numbers below.

(High Priority)						(Low Priority)
	(5)	(4)	(3)	(2)	(1)	

Please review only the preceding Training and Education Items (items 41 through 61 in question 1). Choose up to 5 which you consider to be the most important. Indicate your choices by writing the item numbers below.

(High Priority)						(Low Priority)
	(5)	(4)	(3)	(2)	(1)	

- Question 3.** If you wish to comment, explain, or provide additional remarks about your ratings given in questions one and two above, please do so here. If you need more space, write on the back of this page.

## Part 2: Problems Facing the Courts and Judicial Branch Education Providers

**Question 4.** The first survey asked you and others to identify what you believe will be the most important problems in the future for the courts and for you as a judicial branch education provider. Below is a composite list of the responses. It is divided into two main areas: court problem items and judicial branch education provider problem items. Using the scale provided, please rate each according to the **degree of your agreement or disagreement** that the item will be an important problem. (Check the appropriate box for each.)

SCALE				
SA	A	N	D	SD
(Strongly Agree)	(Agree)	(Neither Agree nor Disagree)	(Disagree)	(Strongly Disagree)

### Court Problem Items

	SA	A	N	D	SD
1. Adjudicating cases in a timely manner while still doing justice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The eroding image the public has of the courts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The eroding public trust and confidence in the courts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Retaining qualified and experienced judges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Court Security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Being comfortable with and utilizing modern methods and technologies in court operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Competing successfully with other units of government for scarce resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Responding to pro se litigants and the needs they generate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Delivering services to culturally diverse constituencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Doing the work with decreasing budgets and staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Inadequate space or antiquated facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Increase in complicated socio-bio-technical science litigation such as frozen embryos, environmental conflicts, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Handling the influx of substance-abuse matters into the courts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Increasing demand for the courts to be the provider of solutions to a wide array of social problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Inadequate sentencing alternatives to incarceration and/or constraints imposed by mandated sentencing legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Increasing caseload/volume of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Access to justice by immigrants, minority groups, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Increasing numbers of family and juvenile cases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Complying with the Americans with Disabilities Act	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**The Judicial Branch Education Provider Problem Items**

	SA	A	N	D	SD
20. Securing adequate funding to carryout missions and mandates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Acquiring an adequate staffing level so that the increased demands for programming can be met	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Continuing to provide quality programming with decreasing resources and/or increasing demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Time to develop requested new programming and services while still meeting current needs and demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Using education/training to solve problems which cannot be solved by education/training alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Using education/training as a method to respond to crises as opposed to using it as a preventive strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Making education/training useful and appealing to diverse audiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Continuing to provide fresh and effective approaches to education/training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Avoiding burnout of the judicial branch education provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Keeping audiences enthusiastic about education/training programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Making the judicial branch education professional image synonymous with leadership in the area of education/training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Being given sufficient lead time to develop programs before they have to be offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Managing personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Being required to do too many tasks, thus not allowing time to do any one task thoroughly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Lack of support from policymakers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Staying current with new technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Developing, presenting, and gaining support for the judicial branch education budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Finding ways to enrich yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Finding ways to stay enthusiastic and motivated with not enough time, money, or staff to fulfill all of the demands placed on you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Managing programs as they expand out of traditional training topics or audiences and into new topics and audiences that you have no experience with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Marketing yourself to achieve increased recognition and status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Marketing your programs to achieve increased recognition and status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Improving working relationships with high-level administrators and judges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Maintaining satisfaction with your job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Getting those individuals who do not usually attend education/training programs to enroll and attend regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- |  |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|  | SA                       | A                        | N                        | D                        | SD                       |
| 45. Implementing and monitoring mandatory judicial education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46. Record-keeping of mandatory judicial education credits   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Question 5.** Please review the forty-six statements of "problems" given above. Choose up to ten which *you* consider to be the most critical. You may choose less than ten, but please no more than ten. Indicate your choices by writing the item numbers below. Those items of higher priority should be recorded on the left moving in descending order to the right which is lower priority.

High Priority											Low Priority
	(10)	(9)	(8)	(7)	(6)	(5)	(4)	(3)	(2)	(1)	

**Question 6.** If you wish to comment, explain, or provide additional remarks about your ratings given in questions four and five above, please do so here. If you need more space, write on the back of this page.



### Part 3: Subject Matter Topics for Development and Presentation to Your Training Audiences

**Question 7.** In the first survey you and others identified many subject matter topics you would like more information on for presentation within your own judicial branch education organizations. A composite list of the responses and additional subject matter topics listed in the JERITT Subject Matter Index Data Base are listed below. Please indicate the importance of the subject matter topics to you by using the scale provided. (Check the appropriate box for each.) You may add topics on the lines provided.

SCALE				
VI	I	N	UI	NA
(Very Important)	(Important)	(Neither Important nor Unimportant)	(Unimportant)	(Not Applicable for your Audience)

	VI	I	N	UI	NA
1. Alternative dispute resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Mediation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Alternative sentencing options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Sentencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Community corrections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Case management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Judicial employee orientation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Substance abuse (alcohol/drugs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Gangs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Courtroom security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Cultural diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Using interpreters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Imposition of judicial constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Race/ethnic bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Sexual orientation bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Age bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Total quality management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. U.S. Supreme Court decisions and their affect on state courts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Court management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	VI	I	N	UI	NA
21. Case flow management/delay reduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Equal access to the courts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Erosion of public trust and confidence in the courts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Court financing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Effective use of technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Juvenile crime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Americans with Disabilities Act	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. The cost to the courts of criminalizing offenses and making sentences mandatory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Downsizing/rightsizing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Pro se litigants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Dealing with increased demand for services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Judicial performance evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Enforcement of orders/judgments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Complex litigation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Landlord/tenant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Pretrial proceedings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Small claims	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Legal/opinion writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Oral communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Nonverbal communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Traffic offenses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Capital cases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Search and seizure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Constitutional rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Plea agreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Arraignments/initial appearances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Motions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Discipline and ethics for attorneys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Discipline and ethics for judges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. Domestic violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Child support, custody, and visitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Property rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	VI	I	N	UI	NA
53. Dissolution/divorce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. Hearsay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Expert opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. Scientific evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Jury selection and management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. Juvenile offenders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. Child abuse/neglect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. Child sexual abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. Child development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. Children as witnesses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. Court technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. Community and media relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. Records management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. Team building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. Organizational change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68. Sexual harassment prevention and reporting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69. Environmental law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70. Tribal law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71. Real estate law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72. Constitutional law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73. Clerks training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74. Bioethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75. Stress management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76. Stranger/nonstranger rape cases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77. Guardianships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78. Bio-socio-technical court cases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
82. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
83. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
84. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	VI	I	N	UI	NA
85. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
86. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
87. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
88. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Question 8.** If you wish to comment, explain, or provide additional remarks about question seven above, please do so here. If you need more space, write on the back of this page.



## Part 4: Purpose of the NASJE Annual Conference

**Question 9.** The first survey asked you and others to state what the purpose of the NASJE Annual Conference should be. A composite list of suggestions is provided below. Using the scale provided, please rate each according to your **degree of agreement or disagreement** with the statement as an appropriate purpose for the NASJE Annual Conference. (Check the appropriate box for each.)

SCALE				
SA	A	N	D	SD
(Strongly Agree)	(Agree)	(Neither Agree nor Disagree)	(Disagree)	(Strongly Disagree)

	SA	A	N	D	SD
1. Networking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Exchanging ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Collegial support and fellowship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Development of judicial branch education as a profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Development of your own professional identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Addressing the continuing education needs of NASJE members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Providing current information about the field of judicial education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Providing current information about adult education research, theories, and practices for use in judicial branch education programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Personal rejuvenation/renewal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Receiving exposure to subject matter topics/programs for replication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Conducting association business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Problem solving with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Learning about trends affecting judicial branch education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Challenging NASJE members to think and act in new and different ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Increasing the standing/value of judicial branch education in the court world	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Receiving information and skills to perform your job better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Providing a forum for judicial branch providers to debate issues and exchange information and viewpoints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Developing community among judicial branch educators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Question 10:** Please review the eighteen statements given above. Choose up to ten which *you* consider to be the most critical. You may choose less than ten, but please no more than ten. Indicate your choices by writing the item numbers below. Those items of higher priority should be recorded on the left moving in descending order to the right which is lower priority.

High Priority											Low Priority
	(10)	(9)	(8)	(7)	(6)	(5)	(4)	(3)	(2)	(1)	

**Question 11.** If you wish to comment, explain, or provide additional remarks about question nine or ten, please do so here. If you wish to provide additional comments about the NASJE Annual Conference purpose, please do so here. If you need more space, write on the back of the page.

## Part 5: NASJE Annual Conference Delivery and Format

**Question 12.** The first survey asked you and others to identify delivery and format considerations pertaining to the NASJE Annual Conference. A composite list of your responses is provided below, please rate each according to the **degree of your agreement or disagreement** with the item. (Check the appropriate box for each.)

SCALE				
SA	A	N	D	SD
Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

	SA	A	N	D	SD
1. Add optional Saturday sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Add optional Sunday sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Offer popular topics more than once at the conference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Have a hospitality suite	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Offer NASJE Regional Meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Offer a blend of topical session lengths (1-day long, 2-day long, half-day long sessions) which best suits the topics being presented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Only offer the annual conference through teleconferencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Discontinue the annual banquet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Arrange more optional social activities in the evenings for which participants can sign-up at the conference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Arrange more structured time for networking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Offer group breakfasts as part of the conference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Offer group dinners as part of the conference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Develop conference topics to address specific needs of the new, mid-career and advanced-career NASJE member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Develop conference topics to specifically address the needs of each professional group, such as administrators, curriculum/program planners or program managers/meeting planners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Allow only NASJE members to be faculty at the annual conference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Allow NASJE members and other qualified consultants, subject matter experts, etc. to be faculty at the annual conference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. How much time should be scheduled for the annual business meeting (check one):

- ☐ 1 hour      ☐ 1 1/2 hours      ☐ 2 hours

18. How should committee reports be handled at the annual business meeting (check one):

- ☐ Continue as is (verbal report with an option of providing a written report)  
☐ Require all committee reports to be submitted in writing with no oral presentations  
☐ Require both written and oral committee reports

19. How should the Judicial Education Consortium (JEAEP, JERITT, LIJE) reports be handled at the annual business meeting (check one):

- ☐ Continue as is (verbal report with an option of providing a written report)  
☐ Require all consortium reports to be submitted in writing with no oral presentations  
☐ Require both written and oral consortium reports

20. When should the annual business meeting be scheduled (check one):

- ☐ Sunday afternoon  
☐ Sunday evening  
☐ Monday morning  
☐ Monday afternoon  
☐ Tuesday morning  
☐ Tuesday afternoon  
☐ Wednesday morning

21. What is your opinion about having guest/honorary speakers (e.g. luncheon speakers) at the conference (check one):

- ☐ Have no guest/honorary speakers  
☐ Have guest/honorary speakers if they have a substantive message to present

If you favor guest/honorary speakers, when should they be scheduled (check one):

- ☐ During the opening session  
☐ During group lunches  
☐ During the time slot most appropriate for their message



22. Should the conference be recorded (check one):

- ☐ No
- ☐ Yes, audiotape the conference and sell the tapes at cost
- ☐ Yes, videotape the conference and sell the tapes at cost
- ☐ Yes, both audiotape and videotape the conference and sell the tapes at cost
- ☐ Yes, audiotape but make the tapes available at no cost
- ☐ Yes, videotape but make the tapes available at no cost
- ☐ Yes, audiotape and videotape and make the tapes available at no cost

23. How do you think the conference materials should be presented (check one):

- ☐ Discontinue conference notebook and instead distribute handouts at each session for placement  
in folders given out at registration
- ☐ Keep conference notebook
- ☐ Have no written materials

## Part 6: NASJE Services and Benefits

**Question 15.** The first survey asked you and others to identify important services and benefits which NASJE should offer. A composite list of suggestions is provided below. Using the scale below, enter the appropriate number in the box next to each item.

SCALE				
VH	H	M	L	N
(Very High Priority)	(High Priority)	(Moderate Priority)	(Low Priority)	(None — NASJE should not offer to do this)

	VH	H	M	L	N
1. Regional NASJE seminars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teleconferencing on special topics throughout the year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Electronic mail for NASJE members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Mentoring program for new NASJE members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. NASJE conference scholarship fund	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Institute NASJE Committees based on professional job classifications (e.g. director of a judicial branch education organization, curriculum planner, or meeting planner, etc.) for the purpose of furthering professional development, information sharing and networking within each classification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Define a clear and active role for the NASJE regions and their board members which addresses the needs of the NASJE members within the regions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Issue more publications related to judicial system education which offer theory, research, and/or application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Develop a database to network judicial educators and others who can teach, provide curriculum development services, etc. to other judicial system educators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Develop a computer bulletin board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Publish a professional journal on judicial system education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Networking of information between state, national, and international judicial branch education providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Establish a library of training aids (notebooks, videotapes, research materials, etc.) to help judicial branch educators improve themselves and their programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Publish the NASJE News bi-monthly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Develop a certification program for judicial branch educators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Question 16.** For any of the services above which you rated either a very high or high priority, please comment on how these services should/could be provided. If you need more space, write on the back of this page.

**Question 17.** For any of the above services which you rated either a very high or high priority, would you be willing to pay higher dues or otherwise meet the increased costs associated with them (check one):

☐ Yes ☐ No

### Part 7: Demographic Questions

**Question 18.** Please answer the following demographic questions.

1. Please check the category which best describes your position (check one):

- ☐ Director of a judicial branch education organization
- ☐ Deputy/assistant director of a judicial branch education organization
- ☐ Education manager/planner which plans curriculum or programs
- ☐ Meeting planner who handles the logistical arrangements and details of program delivery
- ☐ Technical specialist dealing with audio-visuals, broadcasts, etc.
- ☐ A researcher or writer of publications or education/training materials
- ☐ Other, please specify: \_\_\_\_\_

2. Total amount of time you have been involved in judicial branch education programming (check one):

- ☐ Less than 1 year
- ☐ 1 through 3 years
- ☐ 4 through 6 years
- ☐ 7 years +

3. Total amount of time you have been in your current position:

- ☐ Less than 1 year
- ☐ 1 through 3 years
- ☐ 4 through 6 years
- ☐ 7 years +

4. Educational attainment (check your highest degree):

- ☐ Less than a bachelors degree
- ☐ Bachelors degree
- ☐ Masters degree (including a law degree)
- ☐ Juris Doctorate degree
- ☐ Doctorate degree (e.g., Ph.D., Ed.D.)

5. Check one category which most closely describes the field/profession within which you were educated:

- ☐ Business Administration or Management
- ☐ Public Administration or Management
- ☐ Education (K-12, Adult or Continuing)
- ☐ Social Sciences
- ☐ Communications
- ☐ Law
- ☐ Other, please specify: \_\_\_\_\_

6. Number of employees in your judicial education organization, including yourself (check one):

- ☐ None
- ☐ 1-3
- ☐ 4-6
- ☐ 7-9
- ☐ 10-14
- ☐ 15+



7. Please indicate your age (check one):

- ☐ 20-30 years
- ☐ 31-40 years
- ☐ 41-50 years
- ☐ 51-60 years
- ☐ 60+ years

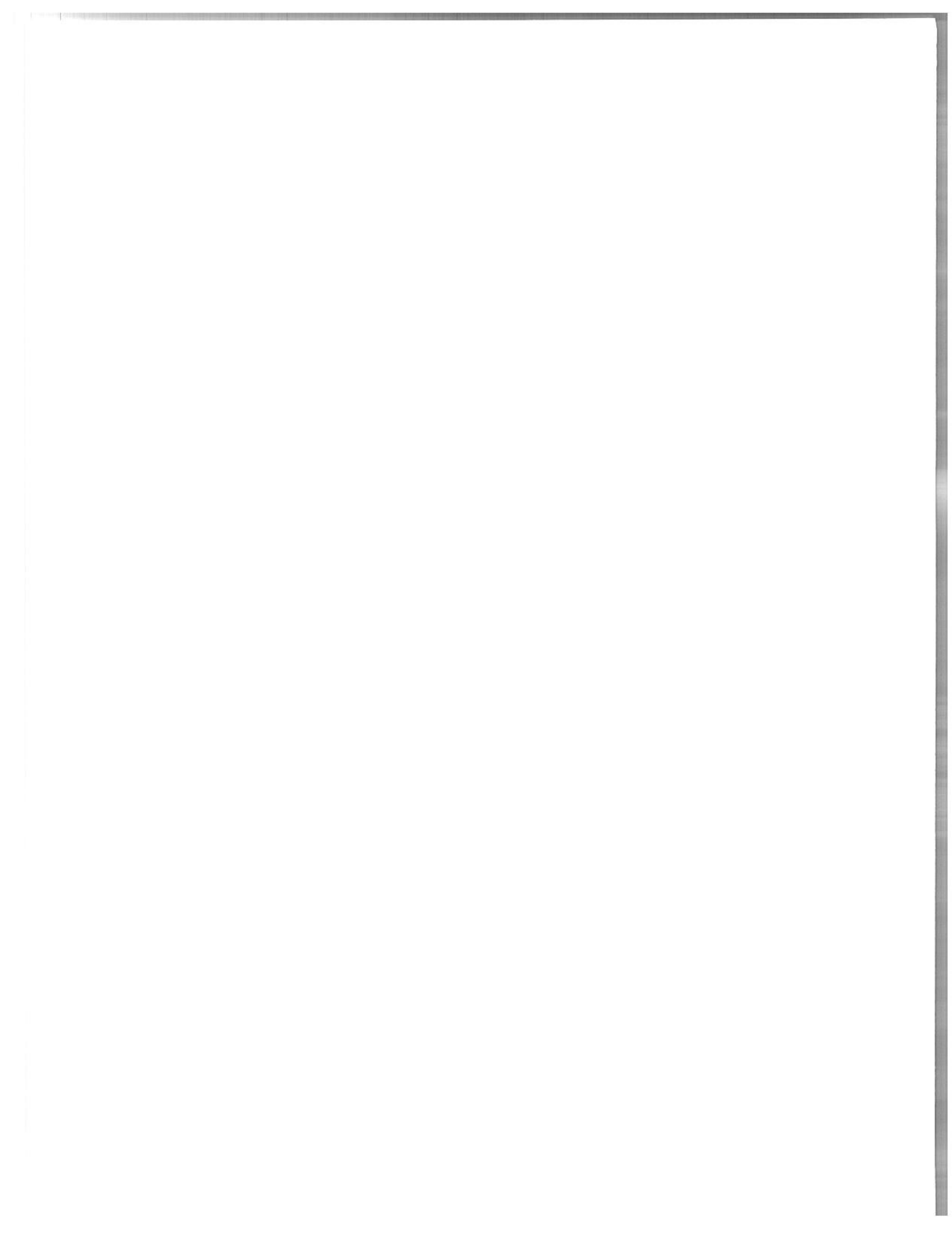
8. Please indicate your race/ethnicity (check one):

- ☐ African Descent: African-American, Black
- ☐ Asian Descent: Japanese-American, Chinese-American, Korean-American, etc.
- ☐ European Descent: White
- ☐ Native American
- ☐ Spanish Descent: Mexican-American, Chicano, Hispanic

9. Please indicate your NASJE membership designation (check one):

- ☐ Full
- ☐ General
- ☐ Associate

Thank you for responding. **If you have any additional comments, please record them here.**



## **Appendix B**

**Tables 4-2 through 4-14**

**Table 4-2: Importance of Management Items for the Directors and Deputy/Assistant Directors Sub-Group**

**SA = 5**  
Strongly  
Agree

**A = 4**  
Agree

**N = 3**  
Neither Agree Nor  
Disagree

**D = 2**  
Disagree

**SD = 1**  
Strongly  
Disagree

Item #	Management Items	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
1	Organizational leadership	0.0	3.6	3.6	46.4	46.4	92.8
15	Learning strategic planning	0.0	3.6	10.7	42.9	42.9	85.8
3	Developing and implementing policy	0.0	0.0	17.9	42.9	39.3	82.8
21	Developing teamwork among employees, committees, faculty, etc.	0.0	3.6	14.3	50.0	32.1	82.1
19	Developing, conveying, and maintaining a vision for judicial branch education	0.0	3.6	17.9	10.7	67.9	78.6
14	Learning long-range planning	0.0	3.6	17.9	42.9	35.7	78.6
10	Marketing judicial branch education topics and programs to policy makers and funding agents	0.0	14.3	7.1	42.9	35.7	78.6
9	Educating committees/boards about their roles and responsibilities	0.0	3.6	17.9	46.4	32.1	78.5
2	Personnel management skills and techniques	0.0	3.6	21.4	35.7	39.3	75.0
4	Developing and implementing procedure	0.0	0.0	25.0	46.4	28.6	75.0
7	Soliciting alternative funding sources	0.0	3.6	21.4	50.0	25.0	75.0
20	Motivating others	0.0	3.6	21.4	57.1	17.9	75.0
13	Learning judicial branch education futures planning skills	0.0	7.4	22.2	40.7	29.6	70.3
5	Budget management skills and techniques	0.0	3.6	28.6	39.3	28.6	67.9
6	Planning and winning support for your budget request	0.0	7.1	25.0	53.6	14.3	67.9
12	Coaching/counseling employees for enhanced work performance	0.0	3.6	28.6	50.0	17.9	67.9
11	Marketing judicial branch education programs to potential audiences	0.0	14.3	17.9	35.7	32.1	67.8
17	Managing competing priorities	0.0	3.7	29.6	37.0	29.6	66.6
16	Learning project management skills	0.0	7.1	28.6	42.9	21.4	64.3
8	Building a committee/board structure	0.0	10.7	32.1	39.3	17.9	57.2
18	Learning how to work in a political environment	0.0	7.1	39.3	32.1	21.4	53.5



**Table 4-3: Importance of Management Items for the Education Managers/Planners, Meeting Planners, Researchers/Writers and Others Sub-Group**

SA = 5  
Strongly  
Agree

A = 4  
Agree

N = 3  
Neither Agree Nor  
Disagree

D = 2  
Disagree

SD = 1  
Strongly Disagree

Item #	Management Items	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
14	Learning long-range planning	0.0	0.0	9.5	52.4	38.1	90.5
11	Marketing judicial branch education programs to potential audiences	0.0	0.0	9.5	33.3	57.1	90.4
19	Developing, conveying, and maintaining a vision for judicial branch education	0.0	0.0	9.5	57.1	33.3	90.4
7	Soliciting alternative funding sources	0.0	0.0	14.3	38.1	47.6	85.7
10	Marketing judicial branch education topics and programs to policy makers and funding agents	0.0	0.0	14.3	23.8	61.9	85.7
17	Managing competing priorities	0.0	0.0	14.3	47.6	38.1	85.7
6	Planning and winning support for your budget request	0.0	0.0	14.3	61.9	23.8	85.7
15	Learning strategic planning	0.0	0.0	19.0	52.4	28.6	81.0
16	Learning project management skills	0.0	0.0	19.0	52.4	28.6	81.0
18	Learning how to work in a political environment	0.0	0.0	19.0	57.1	23.8	80.9
21	Developing teamwork among employees, committees, faculty, etc.	4.8	0.0	14.3	47.6	33.3	80.9
1	Organizational leadership	0.0	4.8	23.8	42.9	28.6	71.5
20	Motivating others	0.0	0.0	28.6	52.4	19.0	71.4
5	Budget management skills and techniques	0.0	4.8	23.8	61.9	9.5	71.4
13	Learning judicial branch education futures planning skills	0.0	0.0	33.3	42.9	23.8	66.7
9	Educating committees/boards about their roles and responsibilities	4.8	0.0	28.6	33.3	33.3	66.6
3	Developing and implementing policy	0.0	4.8	28.6	47.6	19.0	66.6
4	Developing and implementing procedure	0.0	4.8	33.3	33.3	28.6	61.9
2	Personnel management skills and techniques	4.8	4.8	28.6	42.9	19.0	61.9
12	Coaching/counseling employees for enhanced work performance	0.0	9.5	33.3	33.3	23.8	57.1
8	Building a committee/board structure	4.8	4.8	38.1	23.8	28.6	52.4

**Table 4-4: Importance of Management Items for the Number of Years Respondents Have Been in Judicial Education Programming: Less Than 1 Year Through 3 Years Sub-Group**

Item #	Management Items	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
11	Marketing judicial branch education programs to potential audiences	0.0	0.0	7.7	46.2	46.2	92.4
1	Organizational leadership	0.0	0.0	7.7	38.5	53.8	92.3
10	Marketing judicial branch education topics and programs to policy makers and funding agents	0.0	0.0	7.7	38.5	53.8	92.3
7	Soliciting alternative funding sources	0.0	0.0	7.7	53.8	38.5	92.3
9	Educating committees/boards about their roles and responsibilities	0.0	0.0	15.4	38.5	46.2	84.7
19	Developing, conveying, and maintaining a vision for judicial branch education	0.0	0.0	15.4	38.5	46.2	84.7
17	Managing competing priorities	0.0	0.0	15.4	46.2	38.5	84.7
14	Learning long-range planning	0.0	0.0	15.4	53.8	30.8	84.6
15	Learning strategic planning	0.0	0.0	15.4	61.5	23.1	84.6
6	Planning and winning support for your budget request	0.0	0.0	15.4	69.2	15.4	84.6
21	Developing teamwork among employees, committees, faculty, etc.	0.0	0.0	15.4	69.2	15.4	84.6
20	Motivating others	0.0	0.0	15.4	84.6	0.0	84.6
13	Learning judicial branch education futures planning skills	0.0	0.0	16.7	58.3	25.0	83.3
3	Developing and implementing policy	0.0	7.7	23.1	30.8	38.5	69.3
4	Developing and implementing procedure	0.0	7.7	23.1	53.8	15.4	69.2
16	Learning project management skills	0.0	0.0	30.8	61.5	7.7	69.2
8	Building a committee/board structure	0.0	0.0	38.5	38.5	23.1	61.6
18	Learning how to work in a political environment	0.0	0.0	38.5	46.2	15.4	61.6
12	Coaching/counseling employees for enhanced work performance	0.0	7.7	30.8	46.2	15.4	61.6
2	Personnel management skills and techniques	0.0	7.7	38.5	38.5	15.4	53.9
5	Budget management skills and techniques	0.0	7.7	38.5	38.5	15.4	53.9

**Table 4-5: Importance of Management Items for the Number of Years Respondents Have Been in Judicial Education Programming: 4 Years or More Sub-Group**

Item #	Management Items	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
		SA = 5 Strongly Agree      A = 4 Agree      N = 3 Neither Agree Nor Disagree      D = 2 Disagree      SD = 1 Strongly Disagree					
19	Developing, conveying, and maintaining a vision for judicial branch education	0.0	2.7	13.5	29.7	54.1	83.8
15	Learning strategic planning	0.0	2.7	13.5	40.5	43.2	83.7
14	Learning long-range planning	0.0	2.7	13.5	43.2	40.5	83.7
21	Developing teamwork among employees, committees, faculty, etc.	2.7	2.7	13.5	40.5	40.5	81.0
1	Organizational leadership	0.0	5.4	13.5	45.9	35.1	81.0
10	Marketing judicial branch education topics and programs to policy makers and funding agents	0.0	10.8	10.8	35.1	43.2	78.3
2	Personnel management skills and techniques	2.7	2.7	18.9	37.8	37.8	75.6
3	Developing and implementing policy	0.0	0.0	24.3	48.6	27.0	75.6
5	Budget management skills and techniques	0.0	2.7	24.3	51.4	21.6	73.0
11	Marketing judicial branch education programs to potential audiences	0.0	10.8	16.2	29.7	43.2	72.9
16	Learning project management skills	0.0	5.4	21.6	40.5	32.4	72.9
7	Soliciting alternative funding sources	0.0	2.7	24.3	40.5	32.4	72.9
17	Managing competing priorities	0.0	2.8	25.0	38.9	33.3	72.2
6	Planning and winning support for your budget request	0.0	5.4	24.3	51.4	18.9	70.3
20	Motivating others	0.0	2.7	27.0	43.2	27.0	70.2
9	Educating committees/boards about their roles and responsibilities	2.7	2.7	24.3	40.5	29.7	70.2
4	Developing and implementing procedure	0.0	0.0	32.4	35.1	32.4	67.5
18	Learning how to work in a political environment	0.0	5.4	29.7	40.5	24.3	64.8
13	Learning judicial branch education futures planning skills	0.0	5.4	32.4	35.1	27.0	62.1
12	Coaching/counseling employees for enhanced work performance	0.0	5.4	32.4	40.5	21.6	62.1
8	Building a committee/board structure	2.7	10.8	35.1	29.7	21.6	51.3

**Table 4-6: Importance of Management Items by the Number of Employees in Respondents Judicial Education Organization: 1 through 3 Employees Sub-Group**

SA = 5

Strongly Agree

A = 4

Agree

N = 3

Neither Agree Nor Disagree

D = 2

Disagree

SD = 1

Strongly Disagree

Item #	Management Items	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
17	Managing competing priorities	0.0	0.0	5.9	47.1	47.1	94.2
15	Learning strategic planning	0.0	0.0	11.1	61.1	27.8	88.9
19	Developing, conveying, and maintaining a vision for judicial branch education	0.0	0.0	16.7	44.4	38.9	83.3
9	Educating committees/boards about their roles and responsibilities	5.6	0.0	11.1	44.4	38.9	83.3
7	Soliciting alternative funding sources	0.0	0.0	22.2	27.8	50.0	77.8
14	Learning long-range planning	0.0	0.0	22.2	55.6	22.2	77.8
1	Organizational leadership	0.0	5.6	16.7	33.3	44.4	77.7
10	Marketing judicial branch education topics and programs to policy makers and funding agents	0.0	0.0	27.8	33.3	38.9	72.2
16	Learning project management skills	0.0	0.0	27.8	44.4	27.8	72.2
21	Developing teamwork among employees, committees, faculty, etc.	5.6	0.0	22.2	55.6	16.7	72.2
3	Developing and implementing policy	0.0	5.6	27.8	50.0	16.7	66.7
6	Planning and winning support for your budget request	0.0	0.0	33.3	44.4	22.2	66.6
18	Learning how to work in a political environment	0.0	0.0	33.3	44.4	22.2	66.6
4	Developing and implementing procedure	0.0	5.6	33.3	33.3	27.8	61.6
11	Marketing judicial branch education programs to potential audiences	0.0	5.6	33.3	33.3	27.8	61.6
2	Personnel management skills and techniques	5.6	0.0	33.3	33.3	27.8	61.1
5	Budget management skills and techniques	0.0	5.6	33.3	44.4	16.7	61.1
20	Motivating others	0.0	0.0	38.9	61.1	0.0	61.1
13	Learning judicial branch education futures planning skills	0.0	0.0	41.2	35.3	23.5	58.8
12	Coaching/counseling employees for enhanced work performance	0.0	5.6	44.4	33.3	16.7	50.0
8	Building a committee/board structure	5.6	11.1	33.3	22.2	27.8	50.0



**Table 4-7: Importance of Management Items by the Number of Employees in Respondents Judicial Education Organization: 4 through 9 Employees Sub-Group**

SA = 5  
Strongly  
Agree

A = 4  
Agree

N = 3  
Neither Agree Nor  
Disagree

D = 2  
Disagree

SD = 1  
Strongly  
Disagree

Item #	Management Items	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
1	Organizational leadership	0.0	5.6	5.6	50.0	38.9	88.9
21	Developing teamwork among employees, committees, faculty, etc.	0.0	5.6	5.6	50.0	38.9	88.9
20	Motivating others	0.0	5.6	11.1	66.7	16.7	83.4
11	Marketing judicial branch education programs to potential audiences	0.0	11.1	5.6	22.2	61.1	83.3
14	Learning long-range planning	0.0	5.6	11.1	38.9	44.4	83.3
2	Personnel management skills and techniques	0.0	11.1	5.6	44.4	38.9	83.3
15	Learning strategic planning	0.0	5.6	11.1	44.4	38.9	83.3
19	Developing, conveying, and maintaining a vision for judicial branch education	0.0	5.6	16.7	33.3	44.4	77.7
10	Marketing judicial branch education topics and programs to policy makers and funding agents	0.0	22.2	0.0	44.4	33.3	77.7
13	Learning judicial branch education futures planning skills	0.0	11.1	16.7	44.4	27.8	72.2
12	Coaching/counseling employees for enhanced work performance	0.0	11.1	16.7	50.0	22.2	72.2
6	Planning and winning support for your budget request	0.0	11.1	16.7	72.2	0.0	72.0
7	Soliciting alternative funding sources	0.0	5.6	27.8	61.1	5.6	66.7
3	Developing and implementing policy	0.0	0.0	33.3	44.4	22.2	66.6
16	Learning project management skills	0.0	5.6	27.8	44.4	22.2	66.6
17	Managing competing priorities	0.0	5.6	27.8	44.4	22.2	66.6
9	Educating committees/boards about their roles and responsibilities	0.0	5.6	33.3	22.2	38.9	61.1
4	Developing and implementing procedure	0.0	0.0	38.9	38.9	22.2	61.1
5	Budget management skills and techniques	0.0	5.6	33.3	50.0	11.1	61.1
18	Learning how to work in a political environment	0.0	11.1	38.9	27.8	22.2	50.4
8	Building a committee/board structure	0.0	11.1	44.4	22.2	22.2	44.4

**Table 4-8: Importance of Management Items by the Number of Employees in Respondents Judicial Education Organization: 10 or More Employees Sub-Group**

**SA = 5**  
Strongly  
Agree

**A = 4**  
Agree

**N = 3**  
Neither Agree Nor  
Disagree

**D = 2**  
Disagree

**SD = 1**  
Strongly  
Disagree

Item #	Management Items	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
10	Marketing judicial branch education topics and programs to policy makers and funding agents	0.0	0.0	0.0	27.3	72.7	100.0
19	Developing, conveying, and maintaining a vision for judicial branch education	0.0	0.0	0.0	27.3	72.7	100.0
7	Soliciting alternative funding sources	0.0	0.0	0.0	45.5	54.5	100.0
11	Marketing judicial branch education programs to potential audiences	0.0	0.0	0.0	54.5	45.5	100.0
5	Budget management skills and techniques	0.0	0.0	0.0	63.6	36.4	100.0
14	Learning long-range planning	0.0	0.0	9.1	45.5	45.5	91.0
20	Motivating others	0.0	0.0	9.1	45.5	45.5	91.0
21	Developing teamwork among employees, committees, faculty, etc.	0.0	0.0	9.1	45.5	45.5	91.0
3	Developing and implementing policy	0.0	0.0	9.1	36.4	54.5	90.9
6	Planning and winning support for your budget request	0.0	0.0	9.1	63.6	27.3	90.9
1	Organizational leadership	0.0	0.0	9.1	54.5	36.4	90.9
18	Learning how to work in a political environment	0.0	0.0	9.1	72.7	18.2	90.9
15	Learning strategic planning	0.0	0.0	18.2	36.4	45.5	81.9
17	Managing competing priorities	0.0	0.0	18.2	45.5	36.4	81.9
4	Developing and implementing procedure	0.0	0.0	18.2	54.5	27.3	81.8
9	Educating committees/boards about their roles and responsibilities	0.0	0.0	18.2	54.5	27.3	81.8
16	Learning project management skills	0.0	9.1	18.2	45.5	27.3	72.8
2	Personnel management skills and techniques	0.0	0.0	27.3	45.5	27.3	72.8
12	Coaching/counseling employees for enhanced work performance	0.0	0.0	27.3	45.5	27.3	72.8
8	Building a committee/board structure	0.0	0.0	27.3	54.5	18.2	72.7
13	Learning judicial branch education futures planning skills	0.0	0.0	27.3	54.5	18.2	72.7

**Table 4-9: Importance of Management Items by Respondents' Field/Profession:  
Education Sub-Group**

**SA = 5**  
Strongly  
Agree

**A = 4**  
Agree

**N = 3**  
Neither Agree Nor  
Disagree

**D = 2**  
Disagree

**SD = 1**  
Strongly  
Disagree

Item #	Management Items	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
11	Marketing judicial branch education programs to potential audiences	0.0	0.0	7.7	38.5	53.8	92.3
14	Learning long-range planning	0.0	0.0	15.4	53.8	30.8	84.6
15	Learning strategic planning	0.0	0.0	15.4	61.5	23.1	84.6
10	Marketing judicial branch education topics and programs to policy makers and funding agents	0.0	15.4	7.7	30.8	46.2	77.0
17	Managing competing priorities	0.0	0.0	23.1	46.2	30.8	77.0
1	Organizational leadership	0.0	7.7	15.4	46.2	30.8	77.0
19	Developing, conveying, and maintaining a vision for judicial branch education	0.0	0.0	23.1	23.1	53.8	76.9
20	Motivating others	0.0	0.0	23.1	69.2	7.7	76.9
6	Planning and winning support for your budget request	0.0	15.4	7.7	61.5	15.4	76.9
16	Learning project management skills	0.0	0.0	30.8	46.2	23.1	69.3
18	Learning how to work in a political environment	0.0	7.7	23.1	38.5	30.8	69.3
21	Developing teamwork among employees, committees, faculty, etc.	7.7	0.0	23.1	38.5	30.8	69.3
5	Budget management skills and techniques	0.0	15.4	15.4	53.8	15.4	69.2
7	Soliciting alternative funding sources	0.0	7.7	30.8	38.5	23.1	61.6
2	Personnel management skills and techniques	7.7	7.7	23.1	30.8	30.8	61.6
3	Developing and implementing policy	0.0	7.7	30.8	46.2	15.4	61.6
12	Coaching/counseling employees for enhanced work performance	0.0	7.7	30.8	53.8	7.7	61.5
13	Learning judicial branch education futures planning skills	0.0	0.0	38.5	61.5	0.0	61.5
9	Educating committees/boards about their roles and responsibilities	7.7	0.0	38.5	30.8	23.1	53.9
4	Developing and implementing procedure	0.0	7.7	38.5	38.5	15.4	53.9
8	Building a committee/board structure	7.7	7.7	46.2	15.4	23.1	38.5

**Table 4-10: Importance of Management Items by Respondents' Field/Profession:  
Law Sub-Group**

**SA = 5**  
Strongly  
Agree

**A = 4**  
Agree

**N = 3**  
Neither Agree Nor  
Disagree

**D = 2**  
Disagree

**SD = 1**  
Strongly  
Disagree

Item #	Management Items	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
7	Soliciting alternative funding sources	0.0	0.0	5.6	50.0	44.4	94.4
1	Organizational leadership	0.0	5.6	0.0	50.0	44.4	94.4
21	Developing teamwork among employees, committees, faculty, etc.	0.0	5.6	0.0	61.1	33.3	94.4
19	Developing, conveying, and maintaining a vision for judicial branch education	0.0	5.6	11.1	38.9	44.4	83.3
15	Learning strategic planning	0.0	5.6	11.1	44.4	38.9	83.3
10	Marketing judicial branch education topics and programs to policy makers and funding agents	0.0	5.6	11.1	50.0	33.3	83.3
3	Developing and implementing policy	0.0	0.0	22.2	27.8	50.0	77.8
14	Learning long-range planning	0.0	5.6	16.7	38.9	38.9	77.8
4	Developing and implementing procedure	0.0	0.0	22.2	50.0	27.8	77.8
5	Budget management skills and techniques	0.0	0.0	22.2	55.6	22.2	77.8
17	Managing competing priorities	0.0	5.6	16.7	50.0	27.8	77.8
20	Motivating others	0.0	5.6	16.7	50.0	27.8	77.8
2	Personnel management skills and techniques	0.0	5.6	16.7	55.6	22.2	77.8
6	Planning and winning support for your budget request	0.0	0.0	22.2	61.1	16.7	77.8
11	Marketing judicial branch education programs to potential audiences	0.0	5.6	16.7	55.6	22.2	77.8
12	Coaching/counseling employees for enhanced work performance	0.0	11.1	11.1	55.6	22.2	77.8
8	Building a committee/board structure	0.0	11.1	11.1	61.1	16.7	77.8
9	Educating committees/boards about their roles and responsibilities	0.0	5.6	16.7	44.4	33.3	77.7
13	Learning judicial branch education futures planning skills	0.0	11.1	17.6	47.1	23.5	70.6
16	Learning project management skills	0.0	5.6	27.8	44.4	22.2	66.6
18	Learning how to work in a political environment	0.0	5.6	27.8	44.4	22.2	66.6

**Table 4-11: Importance of Management Items by Respondents' Field/Profession:  
Business Administration or Management, Public Administration or Management, Social Sciences,  
Communications, and Others Sub-Group**

SA = 5  
Strongly  
Agree

A = 4  
Agree

N = 3  
Neither Agree Nor  
Disagree

D = 2  
Disagree

SD = 1  
Strongly  
Disagree

Item #	Management Items	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
19	Developing, conveying, and maintaining a vision for judicial branch education	0.0	0.0	11.1	38.9	50.0	88.9
9	Educating committees/boards about their roles and responsibilities	0.0	0.0	16.7	38.9	44.4	83.3
15	Learning strategic planning	0.0	0.0	16.7	38.9	44.4	83.3
14	Learning long-range planning	0.0	0.0	16.7	44.4	38.9	83.3
17	Managing competing priorities	0.0	0.0	17.6	35.3	47.1	82.4
10	Marketing judicial branch education topics and programs to policy makers and funding agents	0.0	5.6	16.7	27.8	50.0	77.8
1	Organizational leadership	0.0	0.0	22.2	38.9	38.9	77.8
21	Developing teamwork among employees, committees, faculty, etc.	0.0	0.0	22.2	44.4	33.3	77.7
16	Learning project management skills	0.0	5.6	16.7	44.4	33.3	77.7
3	Developing and implementing policy	0.0	0.0	27.8	55.6	16.7	72.3
20	Motivating others	0.0	0.0	27.8	55.6	16.7	72.3
2	Personnel management skills and techniques	0.0	0.0	27.8	33.3	38.9	72.2
7	Soliciting alternative funding sources	0.0	0.0	27.8	38.9	33.3	72.2
11	Marketing judicial branch education programs to potential audiences	0.0	11.1	22.2	5.6	61.1	66.7
6	Planning and winning support for your budget request	0.0	0.0	33.3	55.6	11.1	66.7
13	Learning judicial branch education futures planning skills	0.0	0.0	33.3	22.2	44.4	66.6
4	Developing and implementing procedure	0.0	0.0	38.9	27.8	33.3	61.1
18	Learning how to work in a political environment	0.0	0.0	38.9	44.4	16.7	61.1
5	Budget management skills and techniques	0.0	0.0	38.9	44.4	16.7	61.1
12	Coaching/counseling employees for enhanced work performance	0.0	0.0	50.0	22.2	27.8	50.0
8	Building a committee/board structure	0.0	5.6	55.6	11.1	27.8	38.9



Table 4-12: Importance of Management Items by Respondents' Age: 20 to 40 Years Sub-Group

Item #	Management Items	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
10	Marketing judicial branch education topics and programs to policy makers and funding agents	0.0	0.0	5.9	29.4	64.7	94.1
19	Developing, conveying, and maintaining a vision for judicial branch education	0.0	0.0	5.9	35.3	58.8	94.1
15	Learning strategic planning	0.0	0.0	11.8	52.9	35.5	88.4
11	Marketing judicial branch education programs to potential audiences	0.0	0.0	11.8	35.3	52.9	88.2
1	Organizational leadership	0.0	5.9	11.8	35.3	47.1	82.4
14	Learning long-range planning	0.0	0.0	17.6	47.1	35.3	82.4
21	Developing teamwork among employees, committees, faculty, etc.	5.9	0.0	11.8	70.6	11.8	82.4
7	Soliciting alternative funding sources	0.0	0.0	17.6	52.9	29.4	82.3
13	Learning judicial branch education futures planning skills	0.0	0.0	17.6	58.8	23.5	82.3
6	Planning and winning support for your budget request	0.0	0.0	17.6	64.7	17.6	82.3
17	Managing competing priorities	0.0	0.0	23.5	58.8	17.6	76.4
20	Motivating others	0.0	0.0	23.5	52.9	23.5	76.4
9	Educating committees/boards about their roles and responsibilities	5.9	0.0	23.5	35.3	35.3	70.6
3	Developing and implementing policy	0.0	5.9	23.5	47.1	23.5	70.6
2	Personnel management skills and techniques	5.9	0.0	23.5	52.9	17.6	70.5
12	Coaching/counseling employees for enhanced work performance	0.0	0.0	29.4	52.9	17.6	70.5
5	Budget management skills and techniques	0.0	5.9	29.4	41.2	23.5	64.7
18	Learning how to work in a political environment	0.0	0.0	35.3	47.1	17.6	64.7
8	Building a committee/board structure	5.9	0.0	29.4	41.2	23.5	64.7
16	Learning project management skills	0.0	0.0	41.2	35.3	23.5	58.8
4	Developing and implementing procedure	0.0	5.9	41.2	29.4	23.5	52.9

Table 4-13: Importance of Management Items by Respondents' Age: 41 to 50 Years Sub-Group

Item #	Management Items	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
15	Learning strategic planning	0.0	0.0	8.3	54.2	37.5	91.7
14	Learning long-range planning	0.0	0.0	12.5	50.0	37.5	87.5
1	Organizational leadership	0.0	0.0	16.7	41.7	41.7	83.4
21	Developing teamwork among employees, committees, faculty, etc.	0.0	0.0	16.7	33.3	50.0	83.3
16	Learning project management skills	0.0	0.0	16.7	58.3	25.0	83.3
19	Developing, conveying, and maintaining a vision for judicial branch education	0.0	0.0	20.8	37.5	41.7	79.2
7	Soliciting alternative funding sources	0.0	4.2	16.7	50.0	29.2	79.2
17	Managing competing priorities	0.0	0.0	21.7	30.4	47.8	78.2
9	Educating committees/boards about their roles and responsibilities	0.0	0.0	25.0	33.3	41.7	75.0
10	Marketing judicial branch education topics and programs to policy makers and funding agents	0.0	8.3	16.7	37.5	37.5	75.0
11	Marketing judicial branch education programs to potential audiences	0.0	8.3	16.7	37.5	37.5	75.0
4	Developing and implementing procedure	0.0	0.0	25.0	50.0	25.0	75.0
20	Motivating others	0.0	0.0	25.0	58.3	16.7	75.0
5	Budget management skills and techniques	0.0	4.2	25.0	54.2	16.7	70.9
6	Planning and winning support for your budget request	0.0	4.2	25.0	54.2	16.7	70.9
2	Personnel management skills and techniques	0.0	4.2	25.0	33.3	37.5	70.8
3	Developing and implementing policy	0.0	0.0	29.2	37.5	33.3	70.8
12	Coaching/counseling employees for enhanced work performance	0.0	8.3	25.0	41.7	25.0	66.7
18	Learning how to work in a political environment	0.0	0.0	37.5	41.7	20.8	62.5
13	Learning judicial branch education futures planning skills	0.0	4.3	39.1	34.8	21.7	56.5
8	Building a committee/board structure	0.0	8.3	37.5	29.2	25.0	54.2

**Table 4-14: Importance of Management Items by Respondents' Age:  
51 Years or More Sub-Group**

**SA = 5**  
Strongly  
Agree

**A = 4**  
Agree

**N = 3**  
Neither Agree Nor  
Disagree

**D = 2**  
Disagree

**SD = 1**  
Strongly  
Disagree

Item #	Management Items	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
1	Organizational leadership	0.0	0.0	10.0	70.0	20.0	90.0
19	Developing, conveying, and maintaining a vision for judicial branch education	0.0	10.0	10.0	20.0	60.0	80.0
3	Developing and implementing policy	0.0	0.0	20.0	50.0	30.0	80.0
21	Developing teamwork among employees, committees, faculty, etc.	0.0	10.0	10.0	50.0	30.0	80.0
9	Educating committees/boards about their roles and responsibilities	0.0	10.0	10.0	70.0	10.0	80.0
7	Soliciting alternative funding sources	0.0	0.0	30.0	10.0	60.0	70.0
4	Developing and implementing procedure	0.0	0.0	30.0	30.0	40.0	70.0
2	Personnel management skills and techniques	0.0	10.0	20.0	30.0	40.0	70.0
13	Learning judicial branch education futures planning skills	0.0	10.0	20.0	30.0	40.0	70.0
14	Learning long-range planning	0.0	10.0	20.0	30.0	40.0	70.0
5	Budget management skills and techniques	0.0	0.0	30.0	50.0	20.0	70.0
17	Managing competing priorities	0.0	10.0	20.0	40.0	30.0	70.0
6	Planning and winning support for your budget request	0.0	10.0	20.0	50.0	20.0	70.0
10	Marketing judicial branch education topics and programs to policymakers and funding agents	0.0	20.0	10.0	40.0	30.0	70.0
20	Motivating others	0.0	10.0	20.0	50.0	20.0	70.0
15	Learning strategic planning	0.0	10.0	30.0	20.0	40.0	60.6
11	Marketing judicial branch education programs to potential audiences	0.0	20.0	20.0	20.0	40.0	60.0
16	Learning project management skills	0.0	20.0	20.0	30.0	30.0	60.0
18	Learning how to work in a political environment	0.0	20.0	20.0	30.0	30.0	60.0
12	Coaching/counseling employees for enhanced work performance	0.0	10.0	50.0	30.0	10.0	40.0
8	Building a committee/board structure	0.0	20.0	40.0	30.0	10.0	40.0

## **Appendix C**

**Tables 4-16 through 4-20**

**Table 4-16: Importance of Personal Enhancement Items for the Directors and Deputy/Assistant Directors Subgroup**

**SA = 5**  
Strongly  
Agree

**A = 4**  
Agree

**N = 3**  
Neither Agree Nor  
Disagree

**D = 2**  
Disagree

**SD = 1**  
Strongly  
Disagree

Item #	Personal Enhancement Items	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
28	Developing your negotiating skills	0.0	3.6	7.1	53.6	35.7	89.3
27	Developing your persuasion skills	0.0	3.6	10.7	53.6	32.1	85.7
24	Developing or improving your critical thinking skills	0.0	3.6	14.3	25.0	57.1	82.1
40	Improving your personal credibility, through understanding your nonverbal messages	0.0	3.6	17.9	53.6	25.0	78.6
25	Enhancing your listening skills	0.0	3.6	17.9	57.1	21.4	78.5
23	Developing or improving your creative thinking skills	0.0	3.6	21.4	10.7	64.3	75.0
26	Improving your memory	0.0	7.1	17.9	50.0	25.0	75.0
34	Keeping yourself motivated and enthusiastic about your work	0.0	10.7	17.9	39.3	32.1	71.4
29	Conducting effective meetings	0.0	3.6	28.6	39.3	28.6	67.9
32	Enhancing your verbal communication skills	0.0	3.6	28.6	50.0	17.9	67.9
35	Career development	0.0	7.1	28.6	28.6	35.7	64.3
30	Developing conflict resolution skills	0.0	11.1	25.9	44.4	18.5	62.9
39	Developing a sense of community among your friends and/or colleagues	0.0	3.6	35.7	35.7	25.0	60.7
22	Marketing yourself to increase professional recognition and standing	0.0	10.7	28.6	35.7	25.0	60.7
38	Developing or enhancing your spiritual self	7.1	7.1	25.0	32.1	28.6	60.7
31	Maintaining a personal life in the face of a 40+ hour work week	0.0	14.3	25.0	46.4	14.3	60.7
37	Developing and maintaining a healthy and happy mental outlook	0.0	7.4	33.3	29.6	29.6	59.2
33	Developing effective written communication skills	0.0	3.6	39.3	35.7	21.4	57.1
36	Learning strategies for changing careers	0.0	14.3	46.4	25.0	14.3	39.3



**Table 4-17: Importance of Personal Enhancement Items for the  
Education Managers/Planners, Meeting Planners, Researchers/Writers, and Others**

**SA = 5**  
Strongly  
Agree

**A = 4**  
Agree

**N = 3**  
Neither Agree Nor  
Disagree

**D = 2**  
Disagree

**SD = 1**  
Strongly  
Disagree

Item #	Personal Enhancement Items	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
24	Developing or improving your critical thinking skills	0.0	4.8	4.8	52.4	38.1	90.5
25	Enhancing your listening skills	4.8	0.0	4.8	66.7	23.8	90.5
27	Developing your persuasion skills	0.0	0.0	9.5	57.1	33.3	90.4
30	Developing conflict resolution skills	0.0	0.0	14.3	42.9	42.9	85.8
23	Developing or improving your creative thinking skills	0.0	4.8	9.5	47.6	38.1	85.7
32	Enhancing your verbal communication skills	0.0	0.0	14.3	57.1	28.6	85.7
28	Developing your negotiating skills	0.0	0.0	19.0	42.9	38.1	81.0
34	Keeping yourself motivated and enthusiastic about your work	0.0	0.0	19.0	47.6	33.3	80.9
37	Developing and maintaining a healthy and happy mental outlook	0.0	0.0	19.0	57.1	23.8	80.9
29	Conducting effective meetings	0.0	0.0	23.8	38.1	38.1	76.2
33	Developing effective written communication skills	0.0	0.0	23.8	47.6	28.6	76.2
40	Improving your personal credibility, through understanding your nonverbal messages	0.0	0.0	23.8	66.7	9.5	76.2
22	Marketing yourself to increase professional recognition and standing	9.5	4.8	9.5	57.1	19.0	76.1
26	Improving your memory	0.0	0.0	28.6	28.6	42.9	71.5
35	Career development	4.8	4.8	28.6	42.9	19.0	61.9
39	Developing a sense of community among your friends and/or colleagues	0.0	0.0	38.1	57.1	4.8	61.9
36	Learning strategies for changing careers	5.0	5.0	35.0	45.0	10.0	55.0
31	Maintaining a personal life in the face of a 40+ hour work week	4.8	9.5	38.1	33.3	14.3	47.6
38	Developing or enhancing your spiritual self	9.5	4.8	38.1	38.1	9.5	47.6

Table 4-18: Importance of Personal Enhancement Items by Respondents' Age: 20 to 40 Years

SA = 5  
Strongly  
AgreeA = 4  
AgreeN = 3  
Neither Agree Nor  
DisagreeD = 2  
DisagreeSD = 1  
Strongly  
Disagree

Item #	Personal Enhancement Items	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
28	Developing your negotiating skills	0.0	0.0	11.8	41.2	47.1	88.3
27	Developing your persuasion skills	0.0	0.0	11.8	47.1	41.2	88.3
33	Developing effective written communication skills	0.0	0.0	11.8	47.1	41.2	88.3
30	Developing conflict resolution skills	0.0	0.0	11.8	52.9	35.3	88.2
24	Developing or improving your critical thinking skills	0.0	5.9	5.9	52.9	35.3	88.2
32	Enhancing your verbal communication skills	0.0	0.0	11.8	64.7	23.5	88.2
29	Conducting effective meetings	0.0	0.0	17.6	35.3	47.1	82.4
34	Keeping yourself motivated and enthusiastic about your work	0.0	0.0	17.6	47.1	35.3	82.4
40	Improving your personal credibility, through understanding your nonverbal messages	0.0	0.0	17.6	64.7	17.6	82.3
25	Enhancing your listening skills	5.9	0.0	11.8	58.8	23.5	82.3
23	Developing or improving your creative thinking skills	0.0	5.9	23.5	35.3	35.3	70.6
35	Career development	0.0	0.0	29.4	41.2	29.4	70.6
22	Marketing yourself to increase professional recognition and standing	0.0	5.9	23.5	41.2	29.4	70.6
37	Developing and maintaining a healthy and happy mental outlook	0.0	0.0	29.4	58.8	11.8	70.6
39	Developing a sense of community among your friends and/or colleagues	0.0	0.0	29.4	58.8	11.8	70.6
26	Improving your memory	0.0	0.0	35.3	29.4	35.3	64.7
38	Developing or enhancing your spiritual self	0.0	11.8	35.3	41.2	11.8	53.0
36	Learning strategies for changing careers	0.0	6.3	43.8	31.3	18.8	50.6
31	Maintaining a personal life in the face of a 40+ hour work week	0.0	11.8	47.1	35.3	5.9	41.2

Table 4-19: Importance of Personal Enhancement Items by Respondents' Age: 41 to 50 Years

SA = 5  
Strongly  
AgreeA = 4  
AgreeN = 3  
Neither Agree Nor  
DisagreeD = 2  
DisagreeSD = 1  
Strongly  
Disagree

Item #	Personal Enhancement Items	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
24	Developing or improving your critical thinking skills	0.0	0.0	12.5	20.8	66.7	87.5
23	Developing or improving your creative thinking skills	0.0	0.0	12.5	25.0	62.5	87.5
25	Enhancing your listening skills	0.0	0.0	12.5	54.2	33.3	87.5
28	Developing your negotiating skills	0.0	0.0	12.5	58.3	29.2	87.5
26	Improving your memory	0.0	4.2	12.5	54.2	29.2	83.4
27	Developing your persuasion skills	0.0	0.0	16.7	58.3	25.0	83.3
34	Keeping yourself motivated and enthusiastic about your work	0.0	4.2	25.0	45.8	25.0	79.8
32	Enhancing your verbal communication skills	0.0	0.0	20.8	54.2	25.0	79.2
40	Improving your personal credibility, through understanding your nonverbal messages	0.0	0.0	20.8	54.2	25.0	79.2
22	Marketing yourself to increase professional recognition and standing	4.2	0.0	20.8	62.5	12.5	75.0
37	Developing and maintaining a healthy and happy mental outlook	0.0	0.0	30.4	43.5	26.1	69.6
30	Developing conflict resolution skills	0.0	4.3	26.1	39.1	30.4	69.5
29	Conducting effective meetings	0.0	0.0	33.3	41.7	25.0	66.7
39	Developing a sense of community among your friends and/or colleagues	0.0	0.0	37.5	41.7	20.8	62.5
38	Developing or enhancing your spiritual self	8.3	0.0	29.2	45.8	16.7	62.5
31	Maintaining a personal life in the face of a 40+ hour work week	4.2	8.3	25.0	50.0	12.5	62.5
35	Career development	0.0	4.2	37.5	33.3	25.0	58.3
33	Developing effective written communication skills	0.0	0.0	41.7	45.8	12.5	58.3
36	Learning strategies for changing careers	4.2	8.3	50.0	29.2	8.3	37.5

Table 4-20: Importance of Personal Enhancement Items by Respondents' Age: 51 Years or More

SA = 5  
Strongly  
AgreeA = 4  
AgreeN = 3  
Neither Agree Nor  
DisagreeD = 2  
DisagreeSD = 1  
Strongly  
Disagree

Item #	Personal Enhancement Items	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
27	Developing your persuasion skills	0.0	10.0	0.0	60.0	30.0	90.0
23	Developing or improving your creative thinking skills	0.0	10.0	10.0	20.0	60.0	80.0
34	Keeping yourself motivated and enthusiastic about your work	0.0	20.0	0.0	20.0	60.0	80.0
28	Developing your negotiating skills	0.0	10.0	10.0	40.0	40.0	80.0
24	Developing or improving your critical thinking skills	0.0	10.0	10.0	50.0	30.0	80.0
25	Enhancing your listening skills	0.0	10.0	10.0	70.0	10.0	80.0
26	Improving your memory	0.0	10.0	20.0	20.0	50.0	70.0
29	Conducting effective meetings	0.0	10.0	20.0	30.0	40.0	70.0
37	Developing and maintaining a healthy and happy mental outlook	0.0	20.0	10.0	20.0	50.0	70.0
31	Maintaining a personal life in the face of a 40+ hour work week	0.0	20.0	10.0	30.0	40.0	70.0
40	Improving your personal credibility, through understanding your nonverbal messages	0.0	10.0	20.0	60.0	10.0	70.0
30	Developing conflict resolution skills	0.0	20.0	20.0	30.0	30.0	60.0
35	Career development	10.0	20.0	10.0	30.0	30.0	60.0
36	Learning strategies for changing careers	10.0	20.0	10.0	50.0	10.0	60.0
32	Enhancing your verbal communication skills	0.0	10.0	40.0	30.0	20.0	50.0
33	Developing effective written communication skills	0.0	10.0	40.0	30.0	20.0	50.0
39	Developing a sense of community among your friends and/or colleagues	0.0	10.0	40.0	30.0	20.0	50.0
38	Developing or enhancing your spiritual self	20.0	10.0	20.0	10.0	40.0	50.0
22	Marketing yourself to increase professional recognition and standing	10.0	30.0	10.0	20.0	30.0	50.0

## **Appendix D**

**Tables 4-22 through 4-23**



**Table 4-22: Importance of Training and Education Items for the Directors and Deputy/Assistant Directors Subgroup**

**SA = 5**  
Strongly  
Agree

**A = 4**  
Agree

**N = 3**  
Neither Agree Nor  
Disagree

**D = 2**  
Disagree

**SD = 1**  
Strongly  
Disagree

Item #	Training Items	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
45	Learning about a wide variety of education/training delivery methods and technologies	0.0	0.0	14.3	50.0	35.7	85.7
53	Learning to develop programming which achieves attitudinal change	0.0	7.1	10.7	21.4	60.7	82.1
51	Learning advanced faculty development skills	0.0	3.6	17.9	42.9	35.7	78.6
48	Developing and using needs assessments	0.0	3.6	17.9	50.0	28.6	78.6
41	Learning ways to increase professional recognition of judicial branch education/training	0.0	0.0	21.4	46.4	32.1	78.5
47	Developing and using program evaluations	0.0	0.0	21.4	46.4	32.1	78.5
49	Developing a judicial branch education curriculum which includes all of your education/training audiences	0.0	3.6	21.4	35.7	39.3	75.0
43	Developing and using electronic bench book/publications	3.6	3.6	17.9	53.6	21.4	75.0
55	Developing instructional design skills and methods (e.g., action planning, case study, etc.)	0.0	7.1	21.4	53.6	17.9	71.5
60	Receiving updates on national and state trends impacting judicial branch education subject matter and curricula	0.0	7.1	21.4	53.6	17.9	71.5
44	Learning about adult education research theories and practices	3.7	7.4	18.5	44.4	25.9	70.3
58	Helping faculty, staff, or education/training audiences accept change	0.0	3.6	28.6	42.9	25.0	67.9
57	Developing and implementing quality standards in programming	0.0	7.1	25.0	35.6	14.3	67.9
52	Working with volunteer faculty	0.0	3.6	28.6	57.1	10.7	67.8
46	Receiving updates on legal/ethical issues affecting judicial branch education providers	0.0	0.0	35.7	35.7	28.6	64.3
50	Learning basic faculty development skills	0.0	3.6	32.1	39.3	25.0	64.3
54	Learning to develop an education/training program from beginning to end	3.6	7.1	28.6	46.4	14.3	60.7
59	Receiving comprehensive information about national programs	0.0	14.3	32.1	42.9	10.7	53.6
42	Developing distance training options	0.0	0.0	48.1	25.9	25.9	51.8

Item #	Training Items	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
61	Managing the logistics and details involved in planning and delivering educational programming	3.6	10.7	39.3	42.9	3.6	46.5
56	Writing and/or approving contracts with faculty, facilities, and other service providers	3.6	17.9	42.9	32.1	3.6	35.7

**Table 4-23: Importance of Training and Education Items for the Education Managers/Planners, Meeting Planners, Researchers/Writers, and Others Subgroup**

SA = 5  
Strongly  
Agree

A = 4  
Agree

N = 3  
Neither Agree Nor  
Disagree

D = 2  
Disagree

SD = 1  
Strongly Disagree

Item #	Training Items	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
45	Learning about a wide variety of education/training delivery methods and technologies	0.0	4.8	4.8	47.6	42.9	90.5
58	Helping faculty, staff, or education/training audiences accept change	0.0	0.0	14.3	52.4	33.3	85.7
47	Developing and using program evaluations	0.0	0.0	19.0	66.7	14.3	81.0
41	Learning ways to increase professional recognition of judicial branch education/training	0.0	0.0	19.0	57.1	23.8	80.9
48	Developing and using needs assessments	0.0	0.0	19.0	57.1	23.8	80.9
49	Developing a judicial branch education curriculum which includes all of your education/training audiences	0.0	4.8	19.0	42.9	33.3	76.2
51	Learning advanced faculty development skills	0.0	0.0	23.8	52.4	23.8	76.2
60	Receiving updates on national and state trends impacting judicial branch education subject matter and curricula	0.0	0.0	23.8	52.4	23.8	76.2
46	Receiving updates on legal/ethical issues affecting judicial branch education providers	0.0	4.8	19.0	57.1	19.0	76.1
59	Receiving comprehensive information about national programs	0.0	0.0	28.6	42.9	28.6	71.5
53	Learning to develop programming which achieves attitudinal change	0.0	0.0	28.6	47.6	23.8	71.4
44	Learning about adult education research theories and practices	0.0	4.8	23.8	52.4	19.0	71.4
57	Developing and implementing quality standards in programming	0.0	4.8	23.8	61.9	9.5	71.4
43	Developing and using electronic benchbooks/ publications	0.0	9.5	23.8	38.1	28.6	66.7
50	Learning basic faculty development skills	0.0	0.0	38.1	42.9	19.0	61.9
52	Working with volunteer faculty	0.0	4.8	33.3	47.6	14.3	61.9
55	Developing instructional design skills and methods (e.g., action planning, case study, etc.)	0.0	0.0	38.1	52.4	9.5	61.9
61	Managing the logistics and details involved in planning and delivering educational programming	0.0	4.8	33.3	52.4	9.5	61.9
54	Learning to develop an education/training program from beginning to end	0.0	4.8	38.1	42.9	14.3	57.2

Item #	Training Items	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
42	Developing distance training options	0.0	4.8	38.1	38.1	19.0	57.1
56	Writing and/or approving contracts with faculty, facilities, and other service providers	0.0	9.5	38.1	38.1	14.3	52.4





## **Appendix E**

**Tables 5-3 through 5-9**

**Table 5-3: Problems Facing Judicial Branch Education Providers by  
Directors and Deputy/Assistant Directors Subgroup**

SA = 5  
Strongly  
Agree

A = 4  
Agree

N = 3  
Neither Agree Nor  
Disagree

D = 2  
Disagree

SD = 1  
Strongly  
Disagree

Item #	Judicial Branch Education Problem Item	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
27	Continuing to provide fresh and effective approaches to education/training	0.0	3.6	3.6	39.3	53.6	92.9
23	Time to develop requested new programming and services while still meeting current needs and demands	0.0	0.0	10.7	39.3	50.0	89.3
21	Acquiring an adequate staffing level so that the increased demands for programming can be met	0.0	0.0	10.7	50.0	39.3	89.3
20	Securing adequate funding to carry out missions and mandates	0.0	3.6	7.1	50.0	39.3	89.3
29	Keeping audiences enthusiastic about education/training programming	0.0	3.6	7.1	67.9	21.4	89.3
22	Continuing to provide quality programming with decreasing resources and/or increasing demands	0.0	0.0	14.8	44.4	40.7	85.1
31	Being given sufficient lead time to develop programs before they have to be offered	0.0	0.0	21.4	60.7	17.9	78.6
24	Using education/training to solve problems which cannot be solved by education/training alone	0.0	0.0	25.0	39.3	35.7	75.0
26	Making education/training useful and appealing to diverse audiences	0.0	3.6	21.4	42.9	32.1	75.0
30	Making the judicial branch education professional image synonymous with leadership in the area of education/training	0.0	0.0	28.6	39.3	32.1	71.4
28	Avoiding burnout of the judicial branch education provider	0.0	0.0	28.6	46.4	25.0	71.4
35	Staying current with new technologies	0.0	0.0	28.6	50.0	21.4	71.4
39	Managing programs as they expand out of traditional training topics or audiences and into new topic and audiences that you have no experience with	0.0	3.7	25.9	55.6	14.8	70.4
36	Developing, presenting and gaining support for the judicial branch education budget	0.0	0.0	32.1	42.9	25.0	67.9
41	Marketing your programs to achieve increased recognition and status	3.6	10.7	21.4	60.7	3.6	64.3
25	Using education/training as a method to respond to crises as opposed to using it as a preventive strategy	0.0	0.0	35.7	32.1	32.1	64.2

Item #	Judicial Branch Education Problem Item	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
38	Finding ways to stay enthusiastic and motivated with not enough time, money, or staff to fulfill all of the demands placed on you	0.0	0.0	35.7	32.1	32.1	64.2
33	Being required to do too many tasks, thus not allowing time to do any one task thoroughly	0.0	0.0	39.3	39.3	21.4	60.7
34	Lack of support from policy makers	3.6	3.6	39.3	35.7	17.9	53.6
42	Improving working relationships with high-level administrators and judges	0.0	10.7	35.7	42.9	10.7	53.6
32	Managing personnel	0.0	3.6	42.9	39.3	14.3	53.6
43	Maintaining satisfaction with your job	3.7	7.4	37.0	40.7	11.1	51.8
37	Finding ways to enrich yourself	3.6	7.1	39.3	25.0	25.0	50.0
44	Getting those individuals who do not usually attend education/training programs to enroll and attend regularly	0.0	7.1	46.4	39.3	7.1	46.4
40	Marketing yourself to achieve increased recognition and status	7.1	7.1	50.0	21.4	14.3	35.7
45	Implementing and monitoring mandatory judicial education	17.9	7.1	39.3	28.6	7.1	35.7
46	Record keeping of mandatory judicial education credits	17.9	14.3	42.9	21.4	3.6	25.0

**Table 5-4: Problems Facing Judicial Branch Education Providers by  
Education Managers/Planners, Meeting Planners, Researchers/Writers, and Others Subgroup**

SA = 5  
Strongly  
Agree

A = 4  
Agree

N = 3  
Neither Agree Nor  
Disagree

D = 2  
Disagree

SD = 1  
Strongly  
Disagree

Item #	Judicial Branch Education Problem Item	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
20	Securing adequate funding to carry out missions and mandates	0.0	0.0	4.8	61.9	33.3	95.2
27	Continuing to provide fresh and effective approaches to education/training	0.0	0.0	4.8	61.9	33.3	95.2
29	Keeping audiences enthusiastic about education/training programming	0.0	0.0	9.5	42.9	47.6	90.5
22	Continuing to provide quality programming with decreasing resources and/or increasing demands	0.0	0.0	9.5	61.9	28.6	90.5
35	Staying current with new technologies	0.0	0.0	14.3	47.6	38.1	85.7
36	Developing, presenting and gaining support for the judicial branch education budget	0.0	0.0	19.0	52.4	28.6	81.0
39	Managing programs as they expand out of traditional training topics or audiences and into new topic and audiences that you have no experience with	0.0	0.0	19.0	52.4	28.6	81.0
23	Time to develop requested new programming and services while still meeting current needs and demands	0.0	0.0	19.0	61.9	19.0	80.9
43	Maintaining satisfaction with your job	0.0	0.0	23.8	42.9	33.3	76.2
21	Acquiring an adequate staffing level so that the increased demands for programming can be met	0.0	0.0	23.8	47.6	28.6	76.2
41	Marketing your programs to achieve increased recognition and status	0.0	9.5	14.3	47.6	28.6	76.2
31	Being given sufficient lead time to develop programs before they have to be offered	0.0	0.0	23.8	61.9	14.3	76.2
26	Making education/training useful and appealing to diverse audiences	0.0	4.8	19.0	61.9	14.3	76.2
28	Avoiding burnout of the judicial branch education provider	0.0	4.8	19.0	57.1	19.0	76.1
38	Finding ways to stay enthusiastic and motivated with not enough time, money or staff to fulfill all of the demands placed on you	0.0	0.0	25.0	45.0	30.0	75.0
37	Finding ways to enrich yourself	0.0	0.0	28.6	42.9	28.6	71.5
25	Using education/training as a method to respond to crises as opposed to using it as a preventive strategy	0.0	9.5	19.0	47.6	23.8	71.4

Item #	Judicial Branch Education Problem Item	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
42	Improving working relationships with high-level administrators and judges	0.0	0.0	28.6	57.1	14.3	71.4
44	Getting those individuals who do not usually attend education/training programs to enroll and attend regularly	4.8	9.5	14.3	61.9	9.5	71.4
33	Being required to do too many tasks, thus not allowing time to do any one task thoroughly	0.0	0.0	33.3	52.4	14.3	66.7
30	Making the judicial branch education professional image synonymous with leadership in the area of education/training	0.0	0.0	35.0	25.0	40.0	65.0
45	Implementing and monitoring mandatory judicial education	4.8	9.5	23.8	33.3	28.6	61.9
34	Lack of support from policy makers	0.0	4.8	38.1	38.1	19.0	57.1
40	Marketing yourself to achieve increased recognition and status	4.8	0.0	38.1	38.1	19.0	57.1
24	Using education/training to solve problems which cannot be solved by education/training alone	0.0	4.8	42.9	38.1	14.3	52.4
46	Record keeping of mandatory judicial education credits	9.5	9.5	28.6	42.9	9.5	52.4
32	Managing personnel	0.0	4.8	47.6	33.3	14.3	47.6



**Table 5-5: Problems Facing Judicial Branch Education Providers  
by Number of Employees in Judicial Education Organizations: 1 to 3 Employees Subgroup**

SA = 5  
Strongly  
Agree

A = 4  
Agree

N = 3  
Neither Agree Nor  
Disagree

D = 2  
Disagree

SD = 1  
Strongly  
Disagree

Item #	Judicial Branch Education Problem Item	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
29	Keeping audiences enthusiastic about education/training programming	0.0	0.0	0.0	55.6	44.4	100.0
20	Securing adequate funding to carry out missions and mandates	0.0	0.0	5.6	55.6	38.9	94.5
27	Continuing to provide fresh and effective approaches to education/training	0.0	0.0	5.6	44.4	50.0	94.4
22	Continuing to provide quality programming with decreasing resources and/or increasing demands	0.0	0.0	17.6	52.9	29.4	82.3
36	Developing, presenting and gaining support for the judicial branch education budget	0.0	0.0	22.2	44.4	33.3	77.7
21	Acquiring an adequate staffing level so that the increased demands for programming can be met	0.0	0.0	27.8	27.8	44.4	72.2
33	Being required to do too many tasks, thus not allowing time to do any one task thoroughly	0.0	0.0	27.8	38.9	33.3	72.2
31	Being given sufficient lead time to develop programs before they have to be offered	0.0	0.0	27.8	50.0	22.2	72.2
35	Staying current with new technologies	0.0	0.0	27.8	50.0	22.2	72.2
23	Time to develop requested new programming and services while still meeting current needs and demands	0.0	0.0	33.3	33.3	33.3	66.6
28	Avoiding burnout of the judicial branch education provider	0.0	0.0	33.3	44.4	22.2	66.6
39	Managing programs as they expand out of traditional training topics or audiences and into new topic and audiences that you have no experience with	0.0	0.0	33.3	44.4	22.2	66.6
24	Using education/training to solve problems which cannot be solved by education/training alone	0.0	0.0	38.9	33.3	27.8	61.1
26	Making education/training useful and appealing to diverse audiences	0.0	0.0	38.9	38.9	22.2	61.1
25	Using education/training as a method to respond to crises as opposed to using it as a preventive strategy	0.0	5.6	33.3	38.9	22.2	61.1
43	Maintaining satisfaction with your job	0.0	0.0	41.2	35.2	23.5	58.7
42	Improving working relationships with high-level administrators and judges	0.0	0.0	44.4	38.9	16.7	55.6

Item #	Judicial Branch Education Problem Item	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
41	Marketing your programs to achieve increased recognition and status	5.6	16.7	22.2	38.9	16.7	55.6
30	Making the judicial branch education professional image synonymous with leadership in the area of education/training	0.0	0.0	44.4	22.2	33.3	55.5
38	Finding ways to stay enthusiastic and motivated with not enough time, money or staff to fulfill all of the demands placed on you	0.0	0.0	44.4	22.2	33.3	55.5
37	Finding ways to enrich yourself	0.0	0.0	47.1	29.4	23.5	52.9
34	Lack of support from policy makers	0.0	5.6	44.4	22.2	27.8	50.0
45	Implementing and monitoring mandatory judicial education	16.7	11.1	22.2	22.2	27.8	50.0
44	Getting those individuals who do not usually attend education/training programs to enroll and attend regularly	5.6	11.1	38.9	27.8	16.7	44.5
32	Managing personnel	0.0	0.0	55.6	33.3	11.1	44.4
46	Record keeping of mandatory judicial education credits	22.2	16.7	27.8	16.7	16.7	33.4
40	Marketing yourself to achieve increased recognition and status	16.7	0.0	61.1	11.1	11.1	22.2

**Table 5-6: Problems Facing Judicial Branch Education Providers  
by Number of Employees in Judicial Education Organizations: 4 to 9 Employees Subgroup**

SA = 5  
Strongly  
Agree

A = 4  
Agree

N = 3  
Neither Agree Nor  
Disagree

D = 2  
Disagree

SD = 1  
Strongly  
Disagree

Item #	Judicial Branch Education Problem Item	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
27	Continuing to provide fresh and effective approaches to education/training	0.0	5.6	5.6	38.9	50.0	88.9
23	Time to develop requested new programming and services while still meeting current needs and demands	0.0	0.0	11.1	55.6	33.3	88.9
22	Continuing to provide quality programming with decreasing resources and/or increasing demands	0.0	0.0	11.1	66.7	22.2	88.9
39	Managing programs as they expand out of traditional training topics or audiences and into new topic and audiences that you have no experience with	0.0	5.9	5.9	70.6	17.6	88.2
26	Making education/training useful and appealing to diverse audiences	0.0	5.6	11.1	55.6	27.8	83.4
20	Securing adequate funding to carry out missions and mandates	0.0	5.6	11.1	66.7	16.7	83.4
28	Avoiding burnout of the judicial branch education provider	0.0	0.0	22.2	50.0	27.8	77.8
21	Acquiring an adequate staffing level so that the increased demands for programming can be met	0.0	0.0	22.2	55.6	22.2	77.8
29	Keeping audiences enthusiastic about education/training programming	0.0	5.6	16.7	50.0	27.8	77.8
38	Finding ways to stay enthusiastic and motivated with not enough time, money, or staff to fulfill all of the demands placed on you	0.0	0.0	23.5	41.2	35.3	76.5
24	Using education/training to solve problems which cannot be solved by education/training alone	0.0	0.0	27.8	38.9	33.3	72.2
31	Being given sufficient lead time to develop programs before they have to be offered	0.0	0.0	27.8	61.1	11.1	72.2
37	Finding ways to enrich yourself	5.6	11.1	11.1	44.4	27.8	72.2
25	Using education/training as a method to respond to crises as opposed to using it as a preventive strategy	0.0	0.0	33.3	27.8	38.9	66.7
41	Marketing your programs to achieve increased recognition and status	5.6	5.6	22.2	61.1	5.6	66.7
30	Making the judicial branch education professional image synonymous with leadership in the area of education/training	0.0	0.0	33.3	22.2	44.4	66.6
35	Staying current with new technologies	0.0	0.0	33.3	44.4	22.2	66.6

Item #	Judicial Branch Education Problem Item	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
36	Developing, presenting and gaining support for the judicial branch education budget	0.0	0.0	33.3	44.4	22.2	66.6
43	Maintaining satisfaction with your job	5.6	5.6	33.3	38.9	16.7	55.6
44	Getting those individuals who do not usually attend education/training programs to enroll and attend regularly	0.0	5.6	38.9	50.0	5.6	55.6
42	Improving working relationships with high-level administrators and judges	0.0	11.1	38.9	44.4	5.6	50.0
45	Implementing and monitoring mandatory judicial education	11.1	5.6	33.3	44.4	5.6	50.0
32	Managing personnel	0.0	5.9	47.1	41.2	5.9	47.1
40	Marketing yourself to achieve increased recognition and status	5.6	5.6	44.4	38.9	5.6	44.5
46	Record keeping of mandatory judicial education credits	11.1	5.6	38.9	38.9	5.6	44.5
33	Being required to do too many tasks, thus not allowing time to do any one task thoroughly	0.0	5.6	55.6	33.3	5.6	38.9
34	Lack of support from policy makers	0.0	5.6	55.6	33.3	5.6	38.9

**Table 5-7: Problems Facing Judicial Branch Education Providers by Number of Employees in Judicial Education Organizations: 10 or More Employees Subgroup**

SA = 5  
Strongly  
Agree

A = 4  
Agree

N = 3  
Neither Agree Nor  
Disagree

D = 2  
Disagree

SD = 1  
Strongly  
Disagree

Item #	Judicial Branch Education Problem Item	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
20	Securing adequate funding to carry out missions and mandates	0.0	0.0	0.0	27.3	72.7	100.0
21	Acquiring an adequate staffing level so that the increased demands for programming can be met	0.0	0.0	0.0	54.5	45.5	100.0
35	Staying current with new technologies	0.0	0.0	0.0	54.5	45.5	100.0
23	Time to develop requested new programming and services while still meeting current needs and demands	0.0	0.0	0.0	63.6	36.4	100.0
27	Continuing to provide fresh and effective approaches to education/training	0.0	0.0	0.0	63.6	36.4	100.0
22	Continuing to provide quality programming with decreasing resources and/or increasing demands	0.0	0.0	9.1	36.4	54.5	90.9
29	Keeping audiences enthusiastic about education/training programming	0.0	0.0	9.1	54.5	36.4	90.9
26	Making education/training useful and appealing to diverse audiences	0.0	9.1	0.0	63.6	27.3	90.9
30	Making the judicial branch education professional image synonymous with leadership in the area of education/training	0.0	0.0	10.0	60.0	30.0	90.0
38	Finding ways to stay enthusiastic and motivated with not enough time, money or staff to fulfill all of the demands placed on you	0.0	0.0	18.2	45.5	36.4	81.9
43	Maintaining satisfaction with your job	0.0	0.0	18.2	45.5	36.4	81.9
34	Lack of support from policymakers	0.0	0.0	18.2	54.5	27.3	81.8
33	Being required to do too many tasks, thus not allowing time to do any one task thoroughly	0.0	0.0	18.2	63.6	18.2	81.8
41	Marketing your programs to achieve increased recognition and status	0.0	0.0	18.2	63.6	18.2	81.8
31	Being given sufficient lead time to develop programs before they have to be offered	0.0	0.0	18.2	72.7	9.1	81.8
42	Improving working relationships with high-level administrators and judges	0.0	0.0	18.2	72.7	9.1	81.8
44	Getting those individuals who do not usually attend education/training programs to enroll and attend regularly	0.0	9.1	9.1	72.7	9.1	81.8



Item #	Judicial Branch Education Problem Item	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
36	Developing, presenting, and gaining support for the judicial branch education budget	0.0	0.0	27.3	45.5	27.3	72.8
25	Using education/training as a method to respond to crises as opposed to using it as a preventive strategy	0.0	9.1	18.2	54.5	18.2	72.7
28	Avoiding burnout of the judicial branch education provider	0.0	9.1	18.2	54.5	18.2	72.7
40	Marketing yourself to achieve increased recognition and status	0.0	0.0	36.4	18.2	45.5	63.7
39	Managing programs as they expand out of traditional training topics or audiences and into new topic and audiences that you have no experience with	0.0	0.0	36.4	45.5	18.2	63.7
32	Managing personnel	0.0	9.1	27.3	45.5	18.2	63.7
24	Using education/training to solve problems which cannot be solved by education/training alone	0.0	9.1	36.4	45.5	9.1	54.6
37	Finding ways to enrich yourself	0.0	0.0	54.5	27.3	18.2	45.5
45	Implementing and monitoring mandatory judicial education	9.1	9.1	36.4	18.2	27.3	45.5
46	Record keeping of mandatory judicial education credits	9.1	9.1	45.5	27.3	9.1	36.4

**Table 5-8: Problems Facing Judicial Branch Education Providers by Years of Experience in Judicial Education Programming: Less Than 1 to 3 Years Subgroup**

**SA = 5**  
Strongly  
Agree

**A = 4**  
Agree

**N = 3**  
Neither Agree Nor  
Disagree

**D = 2**  
Disagree

**SD = 1**  
Strongly  
Disagree

Item #	Judicial Branch Education Problem Item	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
20	Securing adequate funding to carry out missions and mandates	0.0	0.0	7.7	61.5	30.8	92.3
22	Continuing to provide quality programming with decreasing resources and/or increasing demands	0.0	0.0	8.3	75.0	16.7	91.7
23	Time to develop requested new programming and services while still meeting current needs and demands	0.0	0.0	15.4	46.2	38.5	84.7
27	Continuing to provide fresh and effective approaches to education/training	0.0	7.7	7.7	46.2	38.5	84.7
39	Managing programs as they expand out of traditional training topics or audiences and into new topic and audiences that you have no experience with	0.0	7.7	7.7	53.8	30.8	84.6
29	Keeping audiences enthusiastic about education/training programming	0.0	7.7	7.7	61.5	23.1	84.6
41	Marketing your programs to achieve increased recognition and status	7.7	0.0	7.7	69.2	15.4	84.6
21	Acquiring an adequate staffing level so that the increased demands for programming can be met	0.0	0.0	23.1	30.8	46.2	77.7
24	Using education/training to solve problems which cannot be solved by education/training alone	0.0	0.0	23.1	46.2	30.8	77.0
25	Using education/training as a method to respond to crises as opposed to using it as a preventive strategy	0.0	0.0	23.1	46.2	30.8	77.0
36	Developing, presenting, and gaining support for the judicial branch education budget	0.0	0.0	23.1	53.8	23.1	76.9
31	Being given sufficient lead time to develop programs before they have to be offered	0.0	0.0	23.1	53.8	23.1	76.9
35	Staying current with new technologies	0.0	0.0	30.8	38.5	30.8	69.3
26	Making education/training useful and appealing to diverse audiences	0.0	7.7	23.1	46.2	23.1	69.3
33	Being required to do too many tasks, thus not allowing time to do any one task thoroughly	0.0	0.0	38.5	38.5	23.1	61.6
28	Avoiding burnout of the judicial branch education provider	0.0	0.0	38.5	53.8	7.7	61.5
43	Maintaining satisfaction with your job	0.0	8.3	33.3	41.7	16.7	58.4

Item #	Judicial Branch Education Problem Item	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
38	Finding ways to stay enthusiastic and motivated with not enough time, money or staff to fulfill all of the demands placed on you	0.0	0.0	46.2	23.1	30.8	53.9
44	Getting those individuals who do not usually attend education/training programs to enroll and attend regularly	7.7	7.7	30.8	38.5	15.4	53.9
32	Managing personnel	0.0	7.7	46.2	46.2	0.0	46.2
30	Making the judicial branch education professional image synonymous with leadership in the area of education/training	0.0	0.0	53.8	7.7	38.5	46.2
34	Lack of support from policy makers	0.0	7.7	46.2	30.8	15.4	46.2
37	Finding ways to enrich yourself	7.7	7.7	38.5	23.1	23.1	46.2
42	Improving working relationships with high-level administrators and judges	0.0	7.7	46.2	46.2	0.0	46.2
45	Implementing and monitoring mandatory judicial education	15.4	0.0	38.5	30.8	15.4	46.2
46	Record keeping of mandatory judicial education credits	15.4	0.0	46.2	38.5	0.0	38.5
40	Marketing yourself to achieve increased recognition and status	7.7	0.0	69.2	15.4	7.7	23.1

**Table 5-9: Problems Facing Judicial Branch Education Providers by Years of Experience in Judicial Education Programming: 4 to 7 or More Years Subgroup**

**SA = 5**  
Strongly  
Agree

**A = 4**  
Agree

**N = 3**  
Neither Agree Nor  
Disagree

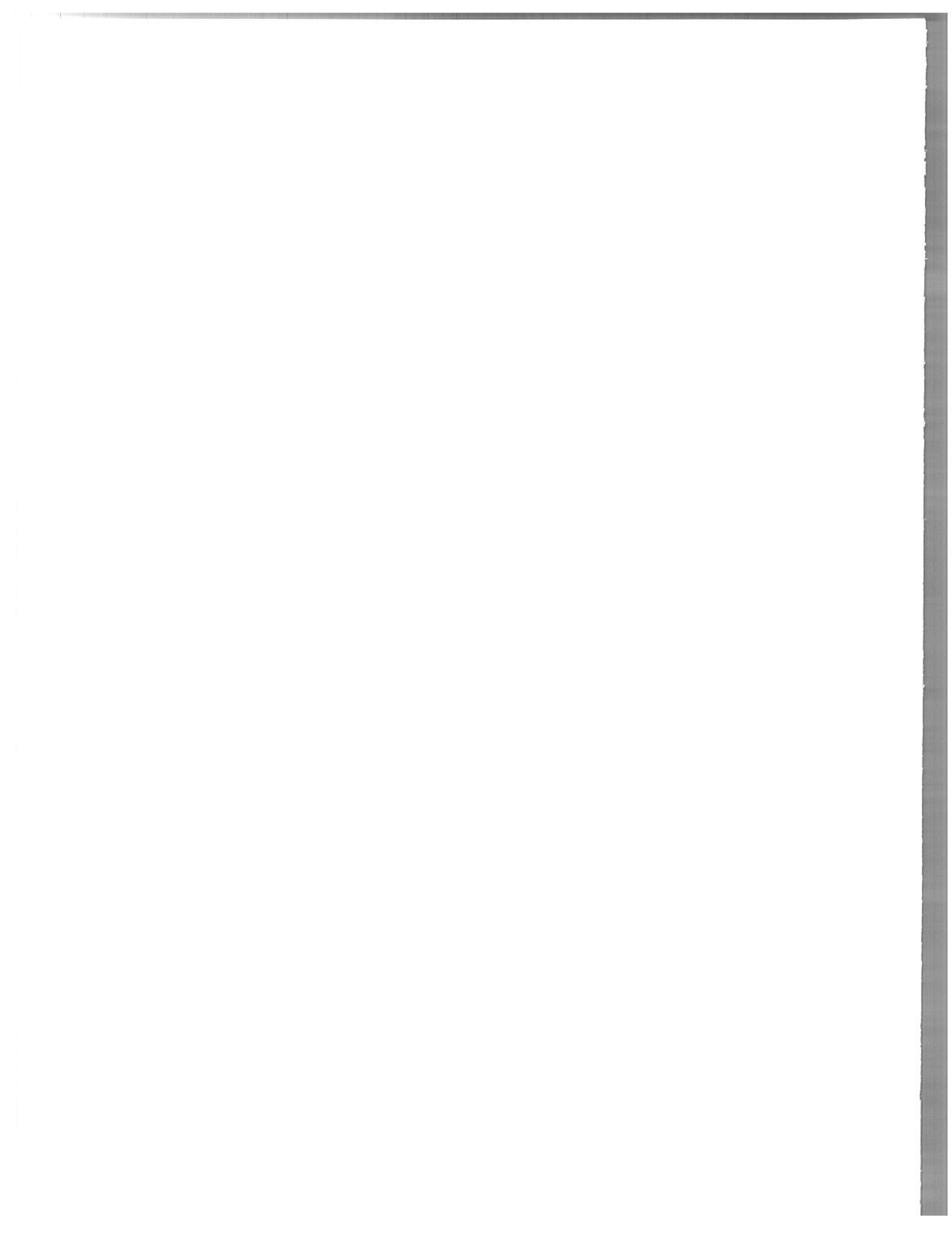
**D = 2**  
Disagree

**SD = 1**  
Strongly  
Disagree

Item #	Judicial Branch Education Problem Item	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
27	Continuing to provide fresh and effective approaches to education/training	0.0	0.0	2.7	48.6	48.6	97.2
20	Securing adequate funding to carry out missions and mandates	0.0	2.7	5.4	51.4	40.5	91.9
29	Keeping audiences enthusiastic about education/training programming	0.0	0.0	8.1	54.1	37.8	91.9
21	Acquiring an adequate staffing level so that the increased demands for programming can be met	0.0	0.0	13.5	54.1	32.4	86.5
22	Continuing to provide quality programming with decreasing resources and/or increasing demands	0.0	0.0	13.5	45.9	40.5	86.4
23	Time to develop requested new programming and services while still meeting current needs and demands	0.0	0.0	16.2	48.6	35.1	83.7
35	Staying current with new technologies	0.0	0.0	18.9	51.4	29.7	81.1
26	Making education/training useful and appealing to diverse audiences	0.0	2.7	18.9	54.1	24.3	78.4
28	Avoiding burnout of the judicial branch education provider	0.0	2.7	18.9	48.6	29.7	78.3
31	Being given sufficient lead time to develop programs before they have to be offered	0.0	0.0	24.3	62.2	13.5	75.7
30	Making the judicial branch education professional image synonymous with leadership in the area of education/training	0.0	0.0	25.0	41.7	33.3	75.0
38	Finding ways to stay enthusiastic and motivated with not enough time, money or staff to fulfill all of the demands placed on you	0.0	0.0	25.0	41.7	33.3	75.0
36	Developing, presenting and gaining support for the judicial branch education budget	0.0	0.0	27.0	43.2	29.7	72.9
39	Managing programs as they expand out of traditional training topics or audiences and into new topic and audiences that you have no experience with	0.0	0.0	27.8	55.6	16.7	72.3
37	Finding ways to enrich yourself	0.0	2.7	32.4	37.8	27.0	64.8
43	Maintaining satisfaction with your job	2.7	2.7	29.7	40.5	24.3	64.8
42	Improving working relationships with high-level administrators and judges	0.0	5.4	29.7	48.6	16.2	64.8

Item #	Judicial Branch Education Problem Item	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
25	Using education/training as a method to respond to crises as opposed to using it as a preventive strategy	0.0	5.4	32.4	35.1	27.0	62.1
33	Being required to do too many tasks, thus not allowing time to do any one task thoroughly	0.0	2.7	35.1	45.9	16.2	62.1
41	Marketing your programs to achieve increased recognition and status	0.0	13.5	24.3	48.6	13.5	62.1
44	Getting those individuals who do not usually attend education/training programs to enroll and attend regularly	0.0	8.1	32.4	51.4	8.1	59.5
24	Using education/training to solve problems which cannot be solved by education/training alone	0.0	2.7	37.8	35.1	24.3	59.4
34	Lack of support from policy makers	2.7	2.7	35.1	40.5	18.9	59.4
32	Managing personnel	0.0	2.8	44.4	33.3	19.4	52.7
40	Marketing yourself to achieve increased recognition and status	5.4	5.4	37.8	32.4	18.9	51.3
45	Implementing and monitoring mandatory judicial education	10.8	10.8	29.7	29.7	18.9	48.6
46	Record keeping of mandatory judicial education credits	13.5	16.2	32.4	27.0	10.8	37.8





## **Appendix F**

**Tables 7-2 through 7-7**

**Table 7-2: Purpose of the NASJE Annual Conference  
as Assessed by Directors and Deputy/Assistant Directors**

**SA = 5**  
Strongly  
Agree

**A = 4**  
Agree

**N = 3**  
Neither Agree Nor  
Disagree

**D = 2**  
Disagree

**SD = 1**  
Strongly  
Disagree

Item #	Item	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
7	Providing current information about the field of judicial education	0.0	0.0	7.1	39.3	53.6	92.9
2	Exchanging ideas	0.0	0.0	7.1	7.1	85.7	92.8
1	Networking	0.0	0.0	10.7	17.9	71.4	89.3
16	Receiving information and skills to perform your job better	0.0	0.0	10.7	25.0	64.3	89.3
4	Development of judicial branch education as a profession	0.0	3.6	10.7	17.9	67.9	85.8
10	Receiving exposure to subject matter topics/programs for replication	0.0	0.0	14.3	46.4	39.3	85.7
13	Learning about trends affecting judicial branch education	0.0	0.0	14.3	53.6	32.1	85.7
6	Addressing the continuing education needs of NASJE members	0.0	0.0	17.9	46.4	35.7	82.1
3	Collegial support and fellowship	0.0	0.0	21.4	14.3	64.3	78.6
17	Providing a forum for judicial branch providers to debate issues and exchange information and viewpoints	0.0	0.0	21.4	28.6	50.0	78.6
9	Personal rejuvenation/renewal	0.0	7.1	14.3	50.0	28.6	78.6
18	Developing community among judicial branch educators	0.0	0.0	22.2	33.3	44.4	77.7
15	Increasing the standing/value of judicial branch education in the court world	0.0	3.6	21.4	42.9	32.1	75.0
5	Development of your own professional identity	0.0	10.7	17.9	42.9	28.6	71.5
12	Problem solving with colleagues	0.0	0.0	28.6	39.3	32.1	71.4
8	Providing current information about adult education research, theories, and practices for use in judicial branch education programming	0.0	3.6	28.6	14.3	53.6	67.9
14	Challenging NASJE members to think and act in new and different ways	0.0	0.0	39.3	17.9	42.9	60.8
11	Conducting association business	3.6	10.7	28.6	46.4	10.7	57.1

**Table 7-3: Purpose of the NASJE Annual Conference as Assessed by  
Education Managers/Planners, Meeting Planners, Researchers/Writers, and Others**

		SA = 5 Strongly Agree		A = 4 Agree		N = 3 Neither Agree Nor Disagree		D = 2 Disagree		SD = 1 Strongly Disagree	
Item #	Item	Percentage of Responses (%)					SA/A				
		SD	D	N	A	SA					
4	Development of judicial branch education as a profession	0.0	0.0	0.0	52.4	47.6	100.0				
7	Providing current information about the field of judicial education	0.0	0.0	0.0	52.4	47.6	100.0				
1	Networking	0.0	0.0	4.8	42.9	52.4	95.3				
6	Addressing the continuing education needs of NASJE members	0.0	0.0	4.8	52.4	42.9	95.3				
13	Learning about trends affecting judicial branch education	0.0	0.0	4.8	66.7	28.6	95.3				
15	Increasing the standing/value of judicial branch education in the court world	0.0	0.0	4.8	66.7	28.6	95.3				
2	Exchanging ideas	0.0	0.0	4.8	9.5	85.7	95.2				
16	Receiving information and skills to perform your job better	0.0	0.0	4.8	23.8	71.4	95.2				
8	Providing current information about adult education research, theories, and practices for use in judicial branch education programming	0.0	5.0	0.0	55.0	40.0	95.0				
9	Personal rejuvenation/renewal	0.0	0.0	9.5	66.7	23.8	90.5				
3	Collegial support and fellowship	0.0	0.0	14.3	38.1	47.6	85.7				
18	Developing community among judicial branch educators	0.0	0.0	19.0	52.4	28.6	81.0				
10	Receiving exposure to subject matter topics/programs for replication	0.0	4.8	14.3	47.6	33.3	80.9				
5	Development of your own professional identity	0.0	0.0	23.8	42.9	33.3	76.2				
14	Challenging NASJE members to think and act in new and different ways	0.0	0.0	28.6	42.9	28.6	71.5				
12	Problem solving with colleagues	0.0	4.8	23.8	38.1	33.3	71.4				
17	Providing a forum for judicial branch providers to debate issues and exchange information and viewpoints	0.0	4.8	33.3	42.9	19.0	61.9				
11	Conducting association business	5.0	0.0	50.0	30.0	15.0	45.0				

Table 7-4: Purpose of the NASJE Annual Conference as Assessed by Full and Associate Members

Item #	Item	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
		SA = 5 Strongly Agree      A = 4 Agree      N = 3 Neither Agree Nor Disagree      D = 2 Disagree      SD = 1 Strongly Disagree					
7	Providing current information about the field of judicial education	0.0	0.0	4.8	52.4	42.9	95.3
16	Receiving information and skills to perform your job better	0.0	0.0	7.1	26.2	66.7	92.9
2	Exchanging ideas	0.0	0.0	7.1	9.5	83.3	92.8
4	Development of judicial branch education as a profession	0.0	2.4	7.1	28.6	61.9	90.5
1	Networking	0.0	0.0	9.5	33.3	57.1	90.4
10	Receiving exposure to subject matter topics/programs for replication	0.0	2.4	9.5	47.6	40.5	88.1
6	Addressing the continuing education needs of NASJE members	0.0	0.0	11.9	54.8	33.3	88.1
13	Learning about trends affecting judicial branch education	0.0	0.0	11.9	54.8	33.3	88.1
3	Collegial support and fellowship	0.0	0.0	19.0	28.6	52.4	81.0
15	Increasing the standing/value of judicial branch education in the court world	0.0	2.4	16.7	45.2	35.7	80.9
18	Developing community among judicial branch educators	0.0	0.0	21.4	40.5	38.1	78.6
9	Personal rejuvenation/renewal	0.0	4.8	16.7	50.0	28.6	78.6
12	Problem solving with colleagues	0.0	2.4	23.8	40.5	33.3	73.8
5	Development of your own professional identity	0.0	7.1	19.0	40.5	33.3	73.8
8	Providing current information about adult education research, theories, and practices for use in judicial branch education programming	0.0	4.9	22.0	31.7	41.5	73.2
17	Providing a forum for judicial branch providers to debate issues and exchange information and viewpoints	0.0	2.4	28.6	28.6	40.5	69.1
14	Challenging NASJE members to think and act in new and different ways	0.0	0.0	33.3	28.6	38.1	66.7
11	Conducting association business	4.9	7.3	34.1	46.3	7.3	53.6



Table 7-5: Purpose of the NASJE Annual Conference as Assessed by the General Members

SA = 5  
Strongly  
AgreeA = 4  
AgreeN = 3  
Neither Agree Nor  
DisagreeD = 2  
DisagreeSD = 1  
Strongly  
Disagree

Item #	Item	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
2	Exchanging ideas	0.0	0.0	0.0	0.0	100.0	100.0
4	Development of judicial branch education as a profession	0.0	0.0	0.0	20.0	80.0	100.0
7	Providing current information about the field of judicial education	0.0	0.0	0.0	20.0	80.0	100.0
8	Providing current information about adult education research, theories, and practices for use in judicial branch education programming	0.0	0.0	0.0	20.0	80.0	100.0
1	Networking	0.0	0.0	0.0	40.0	60.0	100.0
3	Collegial support and fellowship	0.0	0.0	0.0	40.0	60.0	100.0
18	Developing community among judicial branch educators	0.0	0.0	0.0	60.0	40.0	100.0
9	Personal rejuvenation/renewal	0.0	0.0	0.0	80.0	20.0	100.0
13	Learning about trends affecting judicial branch education	0.0	0.0	0.0	80.0	20.0	100.0
15	Increasing the standing/value of judicial branch education in the court world	0.0	0.0	0.0	80.0	20.0	100.0
10	Receiving exposure to subject matter topics/programs for replication	0.0	0.0	0.0	60.0	40.0	100.0
6	Addressing the continuing education needs of NASJE members	0.0	0.0	20.0	40.0	40.0	80.0
16	Receiving information and skills to perform your job better	0.0	0.0	20.0	0.0	80.0	80.0
5	Development of your own professional identity	0.0	0.0	20.0	60.0	20.0	80.0
14	Challenging NASJE members to think and act in new and different ways	0.0	0.0	40.0	20.0	40.0	80.0
17	Providing a forum for judicial branch providers to debate issues and exchange information and viewpoints	0.0	0.0	20.0	60.0	20.0	80.0
11	Conducting association business	0.0	0.0	40.0	20.0	40.0	60.0
12	Problem solving with colleagues	0.0	0.0	60.0	40.0	0.0	40.0

**Table 7-6: Purpose of the NASJE Annual Conference Assessed by Respondents' Years of Experience in Judicial Education Programming: Less Than 1 to 3 Years**

SA = 5  
Strongly  
Agree

A = 4  
Agree

N = 3  
Neither Agree Nor  
Disagree

D = 2  
Disagree

SD = 1  
Strongly  
Disagree

Item #	Item	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
2	Exchanging ideas	0.0	0.0	0.0	15.4	84.6	100.0
7	Providing current information about the field of judicial education	0.0	0.0	0.0	46.2	53.8	100.0
16	Receiving information and skills to perform your job better	0.0	0.0	7.7	23.1	69.2	92.3
4	Development of judicial branch education as a profession	0.0	0.0	7.7	38.5	53.8	92.3
8	Providing current information about adult education research, theories, and practices for use in judicial branch education programming	0.0	0.0	7.7	53.8	38.5	92.3
10	Receiving exposure to subject matter topics/programs for replication	0.0	0.0	7.7	53.8	38.5	92.3
6	Addressing the continuing education needs of NASJE members	0.0	0.0	7.7	61.5	30.8	92.3
13	Learning about trends affecting judicial branch education	0.0	0.0	7.7	61.5	30.8	92.3
15	Increasing the standing/value of judicial branch education in the court world	0.0	0.0	15.4	46.2	38.5	84.7
17	Providing a forum for judicial branch providers to debate issues and exchange information and viewpoints	0.0	0.0	15.4	46.2	38.5	84.7
1	Networking	0.0	0.0	15.4	15.4	69.2	84.6
9	Personal rejuvenation/renewal	0.0	0.0	15.4	53.8	30.8	84.6
18	Developing community among judicial branch educators	0.0	0.0	23.1	46.2	30.8	77.0
3	Collegial support and fellowship	0.0	0.0	23.1	15.4	61.5	76.9
5	Development of your own professional identity	0.0	7.7	23.1	38.5	30.8	69.3
12	Problem solving with colleagues	0.0	7.7	30.8	30.8	30.8	61.6
14	Challenging NASJE members to think and act in new and different ways	0.0	0.0	53.8	15.4	30.8	46.2
11	Conducting association business	0.0	7.7	46.2	23.1	23.1	46.2

**Table 7-7: Purpose of the NASJE Annual Conference Assessed by Respondents' Years of Experience in Judicial Education Programming: 4 to 7 or More Years**

**SA = 5**  
Strongly  
Agree

**A = 4**  
Agree

**N = 3**  
Neither Agree Nor  
Disagree

**D = 2**  
Disagree

**SD = 1**  
Strongly  
Disagree

Item #	Item	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
2	Exchanging ideas	0.0	0.0	2.7	10.8	86.5	97.3
1	Networking	0.0	0.0	5.4	35.1	59.5	94.6
7	Providing current information about the field of judicial education	0.0	0.0	5.4	43.2	51.4	94.6
16	Receiving information and skills to perform your job better	0.0	0.0	8.1	24.3	67.6	91.9
4	Development of judicial branch education as a profession	0.0	2.7	5.4	29.7	62.2	91.9
13	Learning about trends affecting judicial branch education	0.0	0.0	10.8	59.5	29.7	89.2
6	Addressing the continuing education needs of NASJE members	0.0	0.0	13.5	45.9	40.5	86.4
3	Collegial support and fellowship	0.0	0.0	16.2	29.7	54.1	83.8
15	Increasing the standing/value of judicial branch education in the court world	0.0	2.7	13.5	54.1	29.7	83.8
9	Personal rejuvenation/renewal	0.0	5.4	10.8	56.8	27.0	83.8
10	Receiving exposure to subject matter topics/programs for replication	0.0	2.7	16.2	43.2	37.8	81.0
18	Developing community among judicial branch educators	0.0	0.0	19.4	41.7	38.9	80.6
12	Problem solving with colleagues	0.0	0.0	24.3	43.2	32.4	75.6
5	Development of your own professional identity	0.0	5.4	18.9	43.2	32.4	75.6
8	Providing current information about adult education research, theories, and practices for use in judicial branch education programming	0.0	5.6	22.2	22.2	50.0	72.2
14	Challenging NASJE members to think and act in new and different ways	0.0	0.0	29.7	32.4	37.8	70.2
17	Providing a forum for judicial branch providers to debate issues and exchange information and viewpoints	0.0	2.7	32.4	29.7	35.1	64.8
11	Conducting association business	5.6	5.6	33.3	47.2	8.3	55.5



## **Appendix G**

**Tables 8-2 through 8-5**



**Table 8-2: Preferences for NASJE Annual Conference Delivery and Format  
for Directors and Deputy/Assistant Directors**

<div> SA = 5 Strongly Agree A = 4 Agree N = 3 Neither Agree Nor Disagree D = 2 Disagree SD = 1 Strongly Disagree </div>							
Item #	Item	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
6	Offer a blend of topical session lengths (1-day long, 2-day long, half-day long sessions) which best suits the topics being presented	0.0	0.0	10.7	50.0	39.3	89.3
16	Allow NASJE members and other qualified consultants, subject matter experts, etc. to be faculty at the annual conference	0.0	0.0	11.1	37.0	51.9	88.9
5	Offer NASJE regional meetings	0.0	7.1	14.3	39.3	39.3	78.6
13	Develop conference topics to address specific needs of the new, mid-career, and advanced-career NASJE member	0.0	7.1	14.3	42.9	35.7	78.6
3	Offer popular topics more than once at the conference	0.0	7.1	17.9	57.1	17.9	75.0
14	Develop conference topics to specifically address the needs of each professional group, such as administrators, curriculum/program planners, or program managers/meeting planners	7.4	3.7	18.5	51.9	18.5	70.4
10	Arrange more structured time for networking	3.6	0.0	28.6	46.4	21.4	67.8
11	Offer group breakfasts as part of the conference	3.6	7.1	35.7	39.3	14.3	53.6
2	Add optional Sunday sessions	3.6	10.7	35.7	32.1	17.9	50.0
9	Arrange more optional social activities in the evenings for which participants can sign-up at the conference	0.0	3.7	51.9	37.0	7.4	44.4
1	Add optional Saturday sessions	7.4	11.1	40.7	22.2	18.5	40.7
4	Have a hospitality suite	10.7	7.1	50.0	10.7	21.4	32.1
12	Offer group dinners as part of the conference	10.7	21.4	32.1	25.0	7.1	32.1
8	Discontinue the annual banquet	14.3	21.4	46.4	14.3	3.6	17.9
15	Allow only NASJE members to be faculty at the annual conference	48.1	22.2	22.2	3.7	3.7	7.4
7	Only offer the annual conference through teleconferencing	46.4	21.4	32.1	0.0	0.0	0.0

**Table 8-3: Preferences for NASJE Annual Conference Delivery and Format for Education Managers/Planners, Meeting Planners, Researchers/Writers, and Others**

SA = 5 Strongly Agree	A = 4 Agree	N = 3 Neither Agree Nor Disagree	D = 2 Disagree	SD = 1 Strongly Disagree
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Item #	Item	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
16	Allow NASJE members and other qualified consultants, subject matter experts, etc. to be faculty at the annual conference	0.0	0.0	4.8	33.3	61.9	95.2
14	Develop conference topics to specifically address the needs of each professional group, such as administrators, curriculum/program planners or program managers/meeting planners	0.0	0.0	14.3	57.1	28.6	85.7
3	Offer popular topics more than once at the conference	0.0	9.5	4.8	61.9	23.8	85.7
13	Develop conference topics to address specific needs of the new, mid-career and advanced-career NASJE member	0.0	5.0	10.0	50.0	35.0	85.0
6	Offer a blend of topical session lengths (1-day long, 2-day long, half-day long sessions) which best suits the topics being presented	0.0	0.0	19.0	42.9	38.1	81.0
5	Offer NASJE regional meetings	0.0	0.0	33.3	38.1	28.6	66.7
10	Arrange more structured time for networking	0.0	10.0	40.0	40.0	10.0	50.0
9	Arrange more optional social activities in the evenings for which participants can sign-up at the conference	0.0	15.0	35.0	40.0	10.0	50.0
4	Have a hospitality suite	0.0	14.3	38.1	42.9	4.8	47.7
11	Offer group breakfasts as part of the conference	0.0	23.8	38.1	38.1	0.0	38.1
1	Add optional Saturday sessions	4.8	19.0	42.9	28.6	4.8	33.4
2	Add optional Sunday sessions	4.8	23.8	38.1	23.8	9.5	33.3
12	Offer group dinners as part of the conference	0.0	23.8	47.6	28.6	0.0	28.6
8	Discontinue the annual banquet	14.3	23.8	52.4	9.5	0.0	9.5
7	Only offer the annual conference through teleconferencing	42.9	38.1	14.3	4.8	0.0	4.8
15	Allow only NASJE members to be faculty at the annual conference	38.1	52.4	4.8	4.8	0.0	4.8

**Table 8-4: Preferences for NASJE Annual Conference Delivery and Format for Full and Associate Members**

<div> <div>SA = 5 Strongly Agree</div> <div>A = 4 Agree</div> <div>N = 3 Neither Agree Nor Disagree</div> <div>D = 2 Disagree</div> <div>SD = 1 Strongly Disagree</div> </div>							
Item #	Item	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
16	Allow NASJE members and other qualified consultants, subject matter experts, etc. to be faculty at the annual conference	0.0	0.0	7.3	34.1	58.5	92.6
6	Offer a blend of topical session lengths (1-day long, 2-day long, half-day long sessions) which best suits the topics being presented	0.0	0.0	11.9	45.2	42.9	88.1
5	Offer NASJE regional meetings	0.0	4.8	14.3	40.5	40.5	81.0
3	Offer popular topics more than once at the conference	0.0	9.5	11.9	59.5	19.0	78.5
13	Develop conference topics to address specific needs of the new, mid-career and advanced-career NASJE member	0.0	7.3	14.6	39.0	39.0	78.0
14	Develop conference topics to specifically address the needs of each professional group, such as administrators, curriculum/program planners or program managers/meeting planners	4.9	2.4	17.1	46.3	29.3	75.6
10	Arrange more structured time for networking	2.4	4.9	26.8	48.8	17.1	65.9
11	Offer group breakfasts as part of the conference	2.4	11.9	31.0	42.9	11.9	54.8
9	Arrange more optional social activities in the evenings for which participants can sign-up at the conference	0.0	10.0	40.0	37.5	12.5	50.0
2	Add optional Sunday sessions	4.8	19.0	28.6	33.3	14.3	47.6
4	Have a hospitality suite	7.1	11.9	38.1	26.2	16.7	42.9
1	Add optional Saturday sessions	7.3	19.5	36.6	24.4	12.2	36.6
12	Offer group dinners as part of the conference	7.1	19.0	38.1	28.6	4.8	33.4
8	Discontinue the annual banquet	14.3	23.8	47.6	11.9	2.4	14.3
15	Allow only NASJE members to be faculty at the annual conference	46.3	36.6	9.8	4.9	2.4	7.3
7	Only offer the annual conference through teleconferencing	50.0	21.4	26.2	2.4	0.0	2.4

**Table 8-5: Preferences for NASJE Annual Conference Delivery and Format for General Members**

SA = 5  
Strongly  
Agree

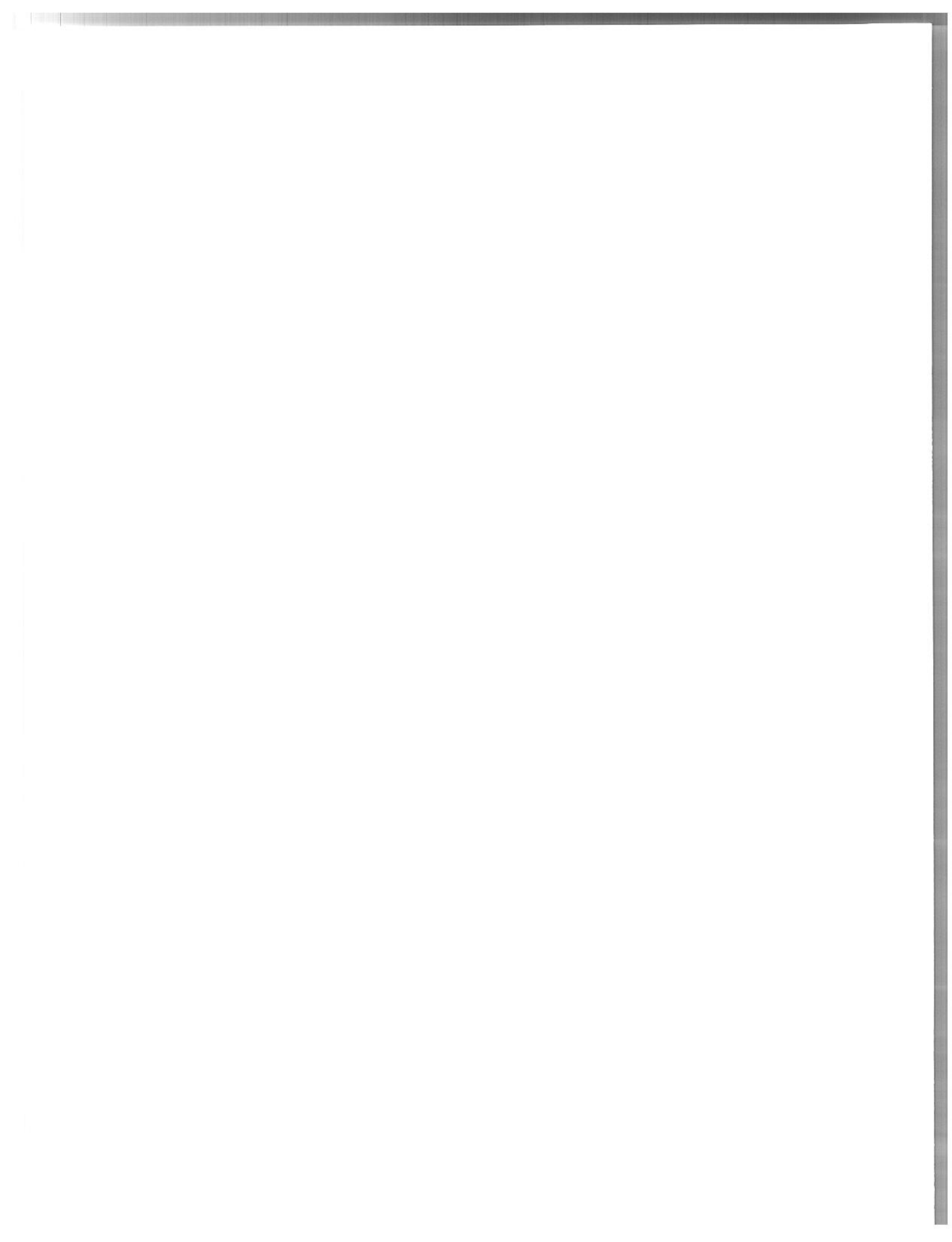
A = 4  
Agree

N = 3  
Neither Agree Nor  
Disagree

D = 2  
Disagree

SD = 1  
Strongly  
Disagree

Item #	Item	Percentage of Responses (%)					SA/A
		SD	D	N	A	SA	
13	Develop conference topics to address specific needs of the new, mid-career and advanced-career NASJE member	0.0	0.0	0.0	60.0	40.0	100.0
14	Develop conference topics to specifically address the needs of each professional group, such as administrators, curriculum/program planners or program managers/meeting planners	0.0	0.0	0.0	100.0	0.0	100.0
16	Allow NASJE members and other qualified consultants, subject matter experts, etc. to be faculty at the annual conference	0.0	0.0	20.0	40.0	40.0	80.0
6	Offer a blend of topical session lengths (1-day long, 2-day long, half-day long sessions) which best suits the topics being presented	0.0	0.0	40.0	40.0	20.0	60.0
3	Offer popular topics more than once at the conference	0.0	20.0	20.0	40.0	20.0	60.0
1	Add optional Saturday sessions	0.0	0.0	60.0	40.0	0.0	40.0
5	Offer NASJE regional meetings	0.0	0.0	60.0	40.0	0.0	40.0
9	Arrange more optional social activities in the evenings for which participants can sign-up at the conference	0.0	0.0	60.0	40.0	0.0	40.0
10	Arrange more structured time for networking	0.0	0.0	60.0	40.0	0.0	40.0
4	Have a hospitality suite	0.0	0.0	100.0	0.0	0.0	0.0
2	Add optional Sunday sessions	0.0	20.0	80.0	0.0	0.0	0.0
11	Offer group breakfasts as part of the conference	0.0	20.0	80.0	0.0	0.0	0.0
8	Discontinue the annual banquet	0.0	40.0	60.0	0.0	0.0	0.0
12	Offer group dinners as part of the conference	0.0	40.0	60.0	0.0	0.0	0.0
15	Allow only NASJE members to be faculty at the annual conference	20.0	40.0	40.0	0.0	0.0	0.0
7	Only offer the annual conference through teleconferencing	20.0	80.0	0.0	0.0	0.0	0.0





## **Appendix H**

**Tables 9-2 through 9-5**

**Table 9-2: Priority of NASJE Services and Benefits for Directors and Deputy/Associate Directors**

VH = 5  
Very High  
Priority

H = 4  
High Priority

M = 3  
Moderate

L = 2  
Low Priority

N = 1  
None - NASJE should not  
offer to do this

Item #	Item	Percentage of Responses (%)					SA/A
		N	L	M	H	VH	
9	Develop a database to network judicial educators and others who can teach, provide curriculum development services, etc. to other judicial system educators	0.0	7.4	14.8	48.1	29.6	77.7
4	Mentoring program for new NASJE members	0.0	7.1	21.4	32.1	39.3	71.4
7	Define a clear and active role for the NASJE regions and their board members which addresses the needs of the NASJE member within the regions	0.0	0.0	32.1	42.9	25.0	67.9
6	Institute NASJE Committees based on professional job classifications (e.g., director of a judicial branch education organization, curriculum planner, or meeting planner, etc.) for the purpose of furthering professional development, information sharing, and networking within each classification	3.8	19.2	15.4	46.2	15.4	61.6
12	Networking of information between state, national, and international judicial branch education providers	0.0	3.6	35.7	35.7	25.0	60.7
13	Establish a library of training aids (notebooks, videotapes, research materials, etc.) to help judicial branch educators improve themselves and their programs	3.6	10.7	28.6	32.1	25.0	57.1
5	NASJE conference scholarship fund	3.6	10.7	28.6	46.4	10.7	57.1
1	Regional NASJE seminars	3.6	14.3	28.6	25.0	28.6	53.6
8	Issue more publications related to judicial system education which offer theory, research, and/or application	3.6	10.7	39.3	32.1	14.3	46.4
11	Publish a professional journal on judicial system education	3.6	14.3	35.7	32.1	14.3	46.4
2	Teleconferencing on special topics throughout the year	3.6	17.9	39.3	21.4	17.9	39.3
3	Electronic mail for NASJE members	3.6	25.0	32.1	17.9	21.4	39.3
10	Develop a computer bulletin board	3.6	28.6	28.6	28.6	10.7	39.3
15	Develop a certification program for judicial branch educators	14.3	21.4	32.1	7.1	25.0	39.3
14	Publish the NASJE News bi-monthly	0.0	25.0	57.1	14.3	3.6	17.9

**Table 9-3: Priority of NASJE Services and Benefits  
for Education Managers/Planners, Meeting Planners, Researchers/Writers, and Others**

VH = 5  
Very High  
Priority

H = 4  
High Priority

M = 3  
Moderate

L = 2  
Low Priority

N = 1  
None - NASJE should not  
offer to do this

Item #	Item	Percentage of Responses (%)					SA/A
		N	L	M	H	VH	
7	Define a clear and active role for the NASJE regions and their board members which addresses the needs of the NASJE member within the regions	0.0	0.0	33.3	47.6	19.0	66.6
9	Develop a database to network judicial educators and others who can teach, provide curriculum development services, etc. to other judicial system educators	0.0	0.0	38.1	33.3	28.6	61.9
5	NASJE conference scholarship fund	0.0	9.5	28.6	52.4	9.5	61.9
12	Networking of information between state, national, and international judicial branch education providers	0.0	14.3	28.6	42.9	14.3	57.2
4	Mentoring program for new NASJE members	4.8	19.0	23.8	23.8	28.6	52.4
13	Establish a library of training aids (notebooks, videotapes, research materials, etc.) to help judicial branch educators improve themselves and their programs	4.8	19.0	23.8	42.9	9.5	52.4
2	Teleconferencing on special topics throughout the year	9.5	23.8	19.0	38.1	9.5	47.6
1	Regional NASJE seminars	9.5	9.5	38.1	14.3	28.6	42.9
8	Issue more publications related to judicial system education which offer theory, research, and/or application	0.0	28.6	28.6	28.6	14.3	42.9
11	Publish a professional journal on judicial system education	9.5	0.0	47.6	33.3	9.5	42.8
6	Institute NASJE Committees based on professional job classifications (e.g., director of a judicial branch education organization, curriculum planner, or meeting planner, etc.) for the purpose of furthering professional development, information sharing, and networking within each classification	15.0	20.0	25.0	15.0	25.0	40.0
10	Develop a computer bulletin board	4.8	9.5	47.6	33.3	4.8	38.1
3	Electronic mail for NASJE members	9.5	28.6	38.1	14.3	9.5	23.8
14	Publish the NASJE News bi-monthly	14.3	19.0	42.9	14.3	9.5	23.8
15	Develop a certification program for judicial branch educators	25.0	15.0	45.0	5.0	10.0	15.0

Table 9-4: Priority of NASJE Services and Benefits for Full and Associate Members

VH = 5  
Very High  
Priority

H = 4  
High Priority

M = 3  
Moderate

L = 2  
Low Priority

N = 1  
None - NASJE should not  
offer to do this

Item #	Item	Percentage of Responses (%)					SA/A
		N	L	M	H	VH	
7	Define a clear and active role for the NASJE regions and their board members which addresses the needs of the NASJE member within the regions	0.0	0.0	23.8	50.0	26.2	76.2
9	Develop a database to network judicial educators and others who can teach, provide curriculum development services, etc. to other judicial system educators	0.0	4.9	24.4	43.9	26.8	70.7
4	Mentoring program for new NASJE members	2.4	7.1	21.4	31.0	38.1	69.1
5	NASJE conference scholarship fund	4.8	7.1	26.2	50.0	11.9	61.9
12	Networking of information between state, national, and international judicial branch education providers	0.0	9.5	28.6	42.9	19.0	61.9
6	Institute NASJE Committees based on professional job classifications (e.g., director of a judicial branch education organization, curriculum planner, or meeting planner, etc.) for the purpose of furthering professional development, information sharing, and networking within each classification	7.7	17.9	15.4	33.3	25.6	58.9
1	Regional NASJE seminars	7.1	9.5	26.2	23.8	33.3	57.1
13	Establish a library of training aids (notebooks, videotapes, research materials, etc.) to help judicial branch educators improve themselves and their programs	4.8	19.0	23.8	31.0	21.4	52.4
11	Publish a professional journal on judicial system education	9.5	9.5	33.3	33.3	14.3	47.6
2	Teleconferencing on special topics throughout the year	4.8	16.7	33.3	31.0	14.3	45.3
8	Issue more publications related to judicial system education which offer theory, research, and/or application	2.4	19.0	35.7	28.6	14.3	42.9
10	Develop a computer bulletin board	4.8	21.4	33.3	31.0	9.5	40.5
3	Electronic mail for NASJE members	7.1	23.8	33.3	16.7	19.0	35.7
15	Develop a certification program for judicial branch educators	14.6	22.0	34.1	9.8	19.5	29.3
14	Publish the NASJE News bi-monthly	7.1	23.8	50.0	16.7	2.4	19.1

**Table 9-5: Priority of NASJE Services and Benefits for General Members**

VH = 5  
Very High  
Priority

H = 4  
High Priority

M = 3  
Moderate

L = 2  
Low Priority

N = 1  
None - NASJE should not offer to do this

Item #	Item	Percentage of Responses (%)					SA/A
		N	L	M	H	VH	
13	Establish a library of training aids (notebooks, videotapes, research materials, etc.) to help judicial branch educators improve themselves and their programs	0.0	0.0	20.0	80.0	0.0	80.0
9	Develop a database to network judicial educators and others who can teach, provide curriculum development services, etc. to other judicial system educators	0.0	0.0	40.0	20.0	40.0	60.0
12	Networking of information between state, national, and international judicial branch education providers	0.0	0.0	40.0	20.0	40.0	60.0
8	Issue more publications related to judicial system education which offer theory, research, and/or application	0.0	20.0	20.0	60.0	0.0	60.0
11	Publish a professional journal on judicial system education	0.0	0.0	40.0	60.0	0.0	60.0
7	Define a clear and active role for the NASJE regions and their board members which addresses the needs of the NASJE member within the regions	0.0	0.0	60.0	40.0	0.0	40.0
5	NASJE conference scholarship fund	0.0	20.0	40.0	40.0	0.0	40.0
6	Institute NASJE Committees based on professional job classifications (e.g., director of a judicial branch education organization, curriculum planner, or meeting planner, etc.) for the purpose of furthering professional development, information sharing, and networking within each classification	20.0	0.0	40.0	40.0	0.0	40.0
10	Develop a computer bulletin board	0.0	20.0	40.0	20.0	20.0	40.0
14	Publish the NASJE News bi-monthly	0.0	20.0	40.0	20.0	20.0	40.0
4	Mentoring program for new NASJE members	0.0	20.0	60.0	0.0	20.0	20.0
3	Electronic mail for NASJE members	0.0	60.0	20.0	0.0	20.0	20.0
1	Regional NASJE seminars	0.0	40.0	60.0	0.0	0.0	0.0
15	Develop a certification program for judicial branch educators	20.0	0.0	80.0	0.0	0.0	0.0
2	Teleconferencing on special topics throughout the year	20.0	40.0	40.0	0.0	0.0	0.0



