

**ANNUAL REPORT  
OF THE  
COMMITTEE ON EDUCATION  
TO THE ILLINOIS JUDICIAL CONFERENCE**

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## I. CONFERENCE YEAR 2007 CHARGE TO THE COMMITTEE:

The Committee on Education is charged with identifying ongoing education needs for the Illinois judiciary and developing short and long term plans to address those needs. In Conference Year 2007, the Committee received a continuing charge to identify emerging legal, sociological, cultural, and technical issues that may impact decision-making and court administration and, based on these emerging issues, to recommend and develop programs for new and experienced Illinois judges.

To accomplish these goals, the Committee was charged with assessing the judicial education needs, expectations and program participation of Illinois judges, and with recommending topics and faculty for the annual New Judge Seminar, Seminar Series, Education Conference and the Advanced Judicial Academy. The Committee also was charged with the review and recommendation of judicial education programs offered by organizations and entities other than the Supreme Court, to be approved for the award of continuing judicial education credit.

To achieve its overall charge, several specific activities and priorities were established at the beginning of the Conference Year, as follows:

- A. In collaboration with the Administrative Office of the Illinois Courts, oversee preparation for the 30 hour curriculum for Education Conference 2008, in accordance with the Court's Minimum Continuing Judicial Education requirements;
- B. Oversee preparation of comprehensive judicial benchbooks in each of six core curriculum areas, including civil law and procedure, criminal law and procedure, evidence, family law and procedure, traffic law/DUI issues and domestic violence law and procedure;.
- C. Implement the plan developed in Conference Year 2006 for enhanced identification, recruitment and preparation of judicial education faculty members in each of the recommended core curriculum areas;
- D. Continue development of plans for advanced use of technology to deliver judicial education programs and resources, including web-casting, web archiving, CD and DVD tutorials and other "distance learning" options and provision of benchbooks through electronic media;
- E. Undertake any such other projects or initiatives that are consistent with the Committee charge.

## II. CONFERENCE YEAR 2007 ACTIVITIES AND OUTCOMES

### A. *Enhanced Curriculum Development in Preparation for Education Conference 2008*

#### *Overview*

In 2006, the Committee was asked by the Supreme Court to implement the Minimum Continuing Judicial Education (MCJE) provisions adopted for all Circuit, Associate and Appellate judges, through the presentation of an expanded 30-hour Education Conference in alternate years, beginning in 2008. Under the Court's mandate, the expanded Education Conference will include a minimum of four hours of content addressing judicial conduct, ethics and professionalism issues

and will ensure that all Illinois judges attain a minimum of 30 hours of continuing judicial education in each two year period, similar to the Minimum Continuing Legal Education requirements promulgated for Illinois attorneys. In adopting these provisions, the Court noted that it intends not only to ensure that Illinois judges attain minimum continuing judicial education hours, but also to ensure that judges have access to resources developed specifically for the state's judiciary. To that end, the Court charged the Committee on Education with developing an expanded conference which meets the ongoing judicial education needs of both trial court and appellate judges.

### ***Goals for Education Conference 2008***

To achieve this charge, the Committee established the Education Conference/Seminar Series Workgroup to develop a plan and timeline to implement the mandates for Education Conference 2008 and the Court's MCJE provisions. This Workgroup was asked to recommend any improvements needed to the curriculum, planning and delivery of the Education Conference and to develop a "core curriculum" template and enhanced planning process for the program. As noted in the 2006 Committee report, the Workgroup began its efforts by analyzing both the 2004 and 2006 Judicial Education Needs Assessment results as well as participant evaluations of Education Conference 2006 and recent Seminar Series programs. Based on that feedback from Illinois judges, the Workgroup recommended, and the Committee concurred, that the curriculum for Education Conference 2008 must include the following elements:

- Both "basic" and "advanced" sessions, to provide judges an opportunity to choose among sessions and customize a curriculum which meets their judicial education needs and experience levels with each topic;
- Interactive techniques, application and "problem-solving" elements, which enable judges to address "real-life" situations with their colleagues, while learning different perspectives and approaches and applying new information and skills to their work;
- Varied session lengths and types, based on the scope and complexity of the topics taught;
- Opportunities to learn from experts and practitioners in other fields on clinical topics related to a judge's work; and
- Concrete ties between sessions, the objectives for those sessions and the work of Illinois judges.

### ***Curriculum Development***

Based on these goals, the Committee and the Administrative Office worked together to design and use a new curriculum development model which, for each of the core curriculum areas (civil law, criminal law, juvenile law, family law, evidence and ethics/judicial conduct), asks and answers the following questions:

- In these cases, what are the judge's key *responsibilities, decisions and tasks*?
- For each area of major responsibilities or decisions, what *knowledge* is needed (including legal knowledge, specialized knowledge, information on related fields, etc.)?
- What *judicial skills* are needed (including case management, communication strategies, settlement skills, etc.)?
- What *ethics and/or judicial conduct* issues arise in these cases?
- Are there *specialized or difficult issues* which must be addressed in these cases, such as *pro se* litigation, indigent litigants, case management challenges, media issues, etc.?
- Is there *information from related fields* which would assist judges in handling these cases?

### ***Session Development***

Then, based upon consideration of these questions, the Committee developed specific sessions and courses for inclusion in the 2008 Education Conference curriculum. Committee members considered the overall goals for the curriculum, the responsibilities of judges in each case type and the knowledge and skills needed for each major judicial activity and developed individual session worksheets based on the following questions:

- What are the primary learning *objectives* for this session? What key things will judges *know* or be able *to do* as a result of this session?
- What *key topics* and subtopics must be addressed? Which topics are beyond the scope of the session and should be excluded or covered in other sessions?
- What is the *targeted experience or skill level* for this session (including entry level/refresher, advanced/experienced or updates/emerging issues)?
- What are the suggested *teaching methods* to achieve this goal?
- How many and what type of *faculty* (knowledge, skills, experience and geographical composition) are needed to teach his session?
- What *session length* will achieve the goals established?

### ***Schedule Development***

Once the Committee developed each session in accordance with the process described above, the individual sessions were merged to create a schedule for the 4-day conference which allows maximum flexibility for attendees to choose the topics and sessions that will most benefit

them, while minimizing conflicts among related sessions and utilizing the conference site most effectively. The Supreme Court has approved the recommended topics and faculty and planning for the January 29 - February 1 and March 4 - March 7, 2008 programs is fully underway.

**B. *Preparation of Comprehensive Judicial Benchbooks in Six Core Curriculum Areas***

***Overview***

As reported in 2006, the 2004 and 2006 Judicial Education Needs Assessments conducted by the Committee clearly indicated that Illinois judges supported and desired the development of judicial education materials in a “benchbook” format. The Committee convened a Reference Materials Workgroup to further analyze the need for reference material and develop recommendations to meet those needs. In 2007, the Workgroup transitioned governance of the benchbook projects to an Editorial Board comprised of seven Committee members charged with overseeing all phases of benchbook planning, drafting, editing and finalization for print.

The Workgroup, Board and Administrative Office developed detailed plans, methods and timelines to achieve the following goals:

- Six comprehensive benchbooks – in the areas of civil law and procedure, criminal law and procedure, evidence, family law, traffic law/DUI and domestic violence – prepared by and for the exclusive use of Illinois judges;
- Each book containing materials such as case law outlines, checklists and other reference tools highly valued by Illinois judges;
- Each book well-organized and containing a detailed, user-friendly index to maximize utility with consistent formatting, organization and content among the books; and
- Content and format designed to facilitate transition from “paper-based” reference documents, to resources that can be provided to judges on CD-ROM and/or through the internet, in accordance with the Court’s charge to the Committee to enhance the use of technology to deliver judicial education resources.

***Project Personnel***

With the approval of the Court, the Administrative Office recruited and identified Illinois law professors with expertise in these areas of law to assist with each benchbook, with the exception of the Traffic/DUI Benchbook, for which no professors could be identified. The Traffic/DUI Benchbook is being developed exclusively by judicial faculty. The professors are being guided and assisted by panels of judges appointed by the Court and designated as “writing faculty,” for the preparation of these benchbooks.

The identification and recruitment of judicial “writing faculty” is described further in the section of this report addressing the enhancement of faculty recruitment and development efforts.

Key roles of the members of the writing faculty for the benchbooks are as follows:

- The Editorial Board is comprised of COE members charged with convening meetings of the writing faculty, coordinating all phases of writing and editing of the book and ensuring that each book is prepared in accordance with the timelines and standards established for the project.
- While all reference materials will be reviewed and approved by judicial faculty, the law professors are charged with preparing the concise outlines of governing law to be contained in each benchbook. Professors are also charged with checking case citations and references and ensuring accuracy of the materials.
- Topic Editors, which generally include two trial judges and one appellate justice for each book, work closely with the law professor to select and develop the benchbook content, review and select from existing judicial-authored material for inclusion in the books, create and develop checklists and other needed practice aids, create a thorough, user-friendly index and table of contents for the book, and review and guide the work of the professor. Because the DUI/Traffic Benchbook faculty does not include a law professor, that faculty includes four trial court judges serving as Topic Editors.
- Peer Reviewers, generally consisting of two trial judges and one appellate justice for each book, are charged with reviewing the drafts of the book for accuracy of content, scope of materials and ease of use. Their suggestions are provided to the Topic Editors on an ongoing basis, for consideration in conjunction with the law professor, until the books are finalized for print. The DUI/Traffic Benchbook is utilizing contributions of four Peer Reviewers, including three trial judges and one appellate justice.

### ***Project Status***

With these writing faculties in place, Conference Year 2007 activities were then focused on drafting each benchbook in four distinct phases, as follows:

- Phase I - Defining the scope of the benchbooks: Preliminary outlines were prepared by staff for analysis and modification by each writing faculty to clearly define the scope and subtopics to be included in each book. The members of the Editorial Board worked closely together to ensure that there are no unintended gaps or redundancies between the six books. Generally, the proposed outlines were divided into “modules” and assigned to individual faculty for review and suggestions, with all tables of contents completed in the first quarter of 2007.
- Phase II - Identifying and selecting judicial-authored materials: Writing faculty and the Committee member serving as the Editorial Board member for each book reviewed all existing seminar materials to identify potentially useful items previously prepared by Illinois judges. They also reviewed any written materials submitted in response to the “faculty recruitment and call for materials” process implemented in August 2006. Current, relevant materials were provided to the law professor to assist in drafting the outlines of governing law. Phase II was completed for each benchbook in the second quarter of 2007.

- Phase III - Creating practice aids/reference tools: In this phase, the writing faculty and COE liaisons analyzed existing practice aids/reference tools identified in Phase II for purposes of selecting practice aids for inclusion in each benchbook and creating additional aids and tools to fill in gaps among the outlines of governing law where such materials were deemed appropriate. Phase III was largely completed for each benchbook in the second quarter of 2007.
- Phase IV - Writing and review of outlines: The final phase is an on-going process of writing, editing, and proofing among all members of the writing team beginning in March 2007 and continuing throughout the summer and fall until each book is completed. Once the preliminary work of Phases I and II were accomplished via in-person meetings, writing teams generally convene primarily by conference call every 30 days to report on their progress and review each “module” of material, as it is completed by the law professor. Finalized modules will be included in the final drafts of each book, for review and approval by the Editorial Board.

While the projects are highly ambitious and require significant time and work from all involved, each of the six benchbooks is scheduled for completion between October and December 2007, for circulation in conjunction with Education Conference 2008. These timeframes are intended not only to provide excellent reference materials to Illinois judges as soon as possible, but also to relieve judges teaching at Education Conference 2008 of the duty of preparing extensive reference materials in addition to their teaching responsibilities.

Following completion of the first volume of the books, the Committee may recommend that supplementary or expanded materials be developed in subsequent years or that smaller “stand-alone” benchbooks be developed on a range of additional topics. Following completion, the benchbooks will require continuous updating, similar to that conducted for the Juvenile Law Benchbook. The Committee is developing proposed mechanisms to update the benchbooks on a regular basis.

### **C. *Enhanced Recruitment and Preparation of Judicial Education Faculty Members***

#### ***Overview***

Effective identification, recruitment and preparation of faculty for seminars is a critical component of meeting judges’ expectations for education programs and resources. The skills and effective preparation of judicial faculty determines not only whether judges choose to attend optional programs, but also whether participants fully engage in and benefit from mandatory programs such as the New Judge Seminar and Education Conference.

The Court’s adoption of MCJE provisions and the resulting expansion of Education Conference to a 30 hour curriculum greatly increased the need for skilled, knowledgeable and dedicated judges to serve as judicial education faculty. Likewise, the launching of six benchbooks projects, as discussed above, has required the services of highly knowledgeable and skilled trial and appellate judges for these intense projects. Moreover, the evolution of judicial education resources into two distinct products – education seminars/sessions and reference materials/

benchbooks – has yielded two distinct roles for judicial education faculty: that of “teaching faculty” and that of “writing faculty.” As reported in 2006, the Committee convened a Faculty Recruitment and Development Workgroup to identify effective methods to recruit, prepare and support excellent judicial education faculty for both roles. The Workgroup was charged with answering the following questions regarding faculty recruitment and development:

- How can the Committee *identify and recruit* an adequate number of judicial faculty to teach each program, for recommendation to the Court?
- How can highly skilled judges be recruited to participate in the benchbook writing projects?
- How can the Committee and Administrative Office best *prepare* these faculty members?
- How can we *support* these faculty members, through faculty development and other resources?

### ***Project Outcomes - Faculty Recruitment***

Based on this analysis, the Workgroup and Committee developed a plan for faculty recruitment in 2006 and fully implemented those plans and processes in Conference Year 2007. First, the Administrative Office and Committee circulated materials to all Illinois judges at Education Conference 2006 to ask judges to indicate interest in teaching judicial education seminars.

Next, the Administrative Office also worked with Chief Justice Thomas to distribute correspondence to all judges, in August 2006, indicating the need for skilled judicial faculty. The Chief Justice’s letter was followed by a “faculty recruitment survey” providing more detail about the opportunities to serve as faculty and the roles of these faculty, as follows:

- “Teaching Faculty” prepare and present sessions at programs such as Education Conference, the New Judge Seminar and other programs. Teaching Faculty will have limited responsibilities for creating materials, other than those which directly enhance their presentations.
- “Writing Faculty” work with law professors to create high-quality, well-organized benchbooks that will be produced independently from conferences and seminars.
- Contribution of materials prepared by judges for use in their circuits or for judicial education programs or publications was welcomed. These materials, which were considered for inclusion in the new benchbooks, included case law outlines, sample admonitions or “scripts,” checklists or other similar materials.

The survey also asked judges interested in undertaking any of these three roles to provide information about their experience in handling various types of cases and their experience and interest in teaching and/or writing materials. This data was combined with information gleaned from other sources such as past seminar faculty rosters and evaluations, faculty rosters from bar

association programs, responses to prior faculty recruitment surveys and current case assignment rosters to create detailed lists of potential faculty in each of the core curriculum areas. This database was used extensively by the Division and the Committee in developing faculty recommendations for Education Conference 2008 and the six benchbook projects.

### ***Project Outcomes - Faculty Development & Support***

With faculty recruitment and identification largely accomplished for the current program cycle, Committee efforts then turned to faculty development and preparation. In collaboration with the Judicial Education Division, the Committee substantially revised the curriculum for the annual faculty development workshop and presented an *Education Conference Orientation and Faculty Development Workshop* March 29-30, 2007. Approximately 60 judges serving as faculty attended this program. The program, which also served as the first organizational meeting for the faculty groups presenting each Education Conference session, included new components and hands-on sessions to assist all faculty – both new and experienced presenters – in delivering the types of advanced, interactive and problem-solving sessions the Education Conference must utilize to be successful. Following this program, Committee liaisons and Judicial Education Division staff have been working closely with the faculty to insure that they prepare and present sessions using the interactive and engaging methods needed, culminating in presentation of Education Conference 2008.

Because of the success of this faculty development model for Education Conference faculty, the Committee also planned and presented a revised program for all New Judge Seminar faculty as well, in July 2007. The focus of the program was presentation of interactive, challenging and skills-development sessions for new judges, to assist them in the transition to the bench. Approximately 30 judicial faculty attended this program.

The Judicial Education Division also analyzed the Program Development Guide for Judicial Education Faculty used by the Committee, faculty chairpersons and faculty members for each seminar and presented revisions to the Guide to better support faculty efforts. The revised Guide was provided to all faculty at the Faculty Development Workshop in March and at the New Judge Seminar Faculty Orientation in July and will serve as a reference guide throughout the planning for these programs. The Committee wishes to note that, among the various judicial education programs in development or presented in Conference Year 2007, more than 100 judges have contributed significant time, work and expertise for the benefit of their colleagues on the bench.

It should also be noted that the faculty development programs launched in 2007 were based substantially on the expertise and contributions of Hon. Mark Drummond, 8<sup>th</sup> Judicial Circuit, who volunteered considerable time to these judicial education efforts. The Committee wishes to acknowledge and thank Judge Drummond and all judicial education faculty for their service which greatly benefits the entire Illinois judiciary.

***Project Status - Faculty Recognition***

In Conference Year 2007, the Committee further developed recommendations for recognition of judges who serve as judicial education faculty. These judges dedicate significant time and effort, often after-hours, to prepare and present programs and materials. Recently expanded judicial education programs – including the adoption of a 30-hour Education Conference curriculum and launching of six benchbook projects – require a larger number of highly skilled judicial education faculty than in prior years. For these reasons, the Committee sought authorization from the Court to work with the Administrative Office to develop methods to recognize and thank judges who serve as faculty, with a focus on those judges who serve often and repeatedly. The Committee intends to continue to recognize all judicial education faculty as is done currently, with listings in seminar materials and at conferences, for example. In addition, the Committee recommended and the Court has approved enhanced recognition of faculty beginning at Education Conference 2008 and through other methods, as approved by the Court.

***D. Enhanced Use of Technology to Deliver Judicial Education Programs and Resources***

With escalating demands on judges' time, enhancing the use of technology in the planning, preparation and presentation of judicial education resources is increasingly important. In Conference Year 2007, the Committee and Administrative Office continued use of e-mail and list serves and conference calling to enhance communication and reduce judges' need to travel to meetings, whenever possible. Selected seminar notebooks were also provided to judges on CD-ROM, in addition to paper versions, upon request. Lastly, both content and organization of each of the six benchbooks has been designed to facilitate transition from "paper-based" reference documents, to resources that can be provided electronically to judges. The consistent formatting, clearer organization and concise content of each book is expected to greatly increase judges' interest in receiving and using these materials on CD-ROM and/or through the internet, in accordance with applicable policies and protocols.

***E. Other Projects or Initiatives Included in and Consistent with the Committee Charge  
Advanced Judicial Academy***

The fourth bi-annual Advanced Judicial Academy was held in June 2007 on the campus of the University of Illinois at Springfield. The program was developed over an 18-month planning period to address the fact that, on a daily basis, judges across the state make life-altering decisions for the mentally ill and the addicted in all types of cases. These decisions affect not only the litigants, but their families, communities and, sometimes, the judge. Too often, judges must do so with little information about the origins and impact of mental illness, substance abuse and addiction and even less guidance on effective intervention and treatment options.

In a survey of Academy participants, 70% of respondents indicated that mental illness/

mental health issues arise in one quarter or more of their cases, even if not the “legal issue” to be adjudicated. 76% of respondents indicated that substance abuse/addiction issues arise in one quarter or more of their cases, even if not the “legal issue” to be adjudicated. 33% of the respondents indicated that substance abuse or addiction issues arise in *half or more* of their cases. Meanwhile, 80% of the respondents indicated that they sometimes feel as though they “really don’t know enough to intervene effectively” in the substance abuse, addiction or mental illness issues arising in their courtrooms.

The 2007 Academy examined the challenges posed by the mentally ill and substance abusers in all types of cases, including civil, criminal, family law, delinquency, child protection and other matters. It featured nationally-renowned experts in mental health, addictions, effective interventions, judicial responses and economics to help judges understand the causes, characteristics and impact of mental illness and substance abuse. Daily topics for the program include the following:

- *Day One: The nature and extent of the problems:* Day One illustrated the impact of mental illness on individuals, families, communities and courts and examined tensions between individual rights and “intrusions” into mental health care decisions. It also discussed the role of the courts in balancing personal accountability with addiction. Day One also explored the extent to which mental illness and substance abuse pervade all aspects of the courts and why the courts have become a primary “treatment provider” for the mentally ill and addicted.
- *Day Two: The origins and impact of mental illness:* Day Two focused on mental illness. Faculty and participants examined the environmental, clinical and behavioral elements of mental illness and how mental illness affects the justice system. It provided expert information about how and why mental illness develops, challenges for judges and the options for effective treatment and intervention for those with mental illness and co-occurring addictions and/or anti-social attitudes, values and beliefs.
- *Day Three: The origins and impact of addiction:* Day Three focused on the environmental, clinical and behavioral elements of substance abuse and addiction. It provided expert information about what addiction is, the effect on the user and his/her behavior, challenges for judges and the options for effective treatment and intervention. Faculty and participants discussed common perceptions of substance abuse and whether or not those perceptions are accurate. Faculty and participants also discussed the challenges addiction and substance abuse present to courts in all types of cases.
- *Day Four: Judicial intervention – what works and what doesn’t:* Day Four was designed to allow judges to apply the new knowledge they acquired about mental illness and addiction to analyze the specific types of decisions they are asked to make in a range of cases, from family law, child protection, delinquency, criminal and civil. Day Four featured an interactive session using “standardized patients” from the Southern Illinois University Medical School program to portray courtroom scenarios and to allow judges to apply the skills and strategies judges can utilize to identify issues and intervene effectively.

- *Day Five: Where do we go from here?* The final day encouraged reflection on the knowledge, skills and ideas participants developed throughout the week. It tied the main themes of the Academy together and challenged judges to identify “next steps” to utilize the knowledge and skills gained at the Academy to improve the administration of justice.

The Academy received an overall evaluation of 4.5 on a scale of 1 to 5, with overwhelmingly positive feedback from the 81 judges attending the program. Characteristic of the participant comments, one judge stated “the selection of speakers alone, by itself, was the best for any legal conference I’ve been to in 29 years and as an attorney. The importance and timeliness of the topics were ... significant for today’s trial judge. Each presentation seemed better than the one before. This was the best run legal conference I have ever attended.” Another noted, “what we learned will help us be better, more effective judges.”

The Committee wishes to thank all members of the Academy Planning Committee, which was skillfully guided in its work by Justice Michael Gallagher. Justice Gallagher and the members of the planning committee dedicated more than a year to planning and presenting an excellent program exploring effective judicial interventions with the large number of mentally ill or addicted litigants in the Illinois court system.

### ***New Judge Seminar***

The Committee also oversaw presentation of the annual New Judge Seminar in January 2007. For the third consecutive presentation, the program received an excellent overall participant rating of 4.8 on a scale of 1 to 5. Sixty-nine new judges attended the program and their evaluations indicate that the program will not only facilitate successful transition to the bench, but enhance judicial performance throughout their careers.

As previously reported, the New Judge Seminar utilizes a “skills-based” approach to assist new judges in developing the skills of successful, effective jurists while maintaining sessions on substantive law on key topics. This approach asks faculty to refrain from attempting to convey all the black letter law relevant to a particular topic, which is difficult or impossible in the given time frames. Instead, seminar faculty work with the new judges to identify the key information and knowledge new judges need and then focus on the critical skills and abilities new judges will need to develop. This curriculum approach requires faculty to include interaction, question-and-answer and problem-solving elements, whenever possible.

The program continues to include informational “kiosks” at the close of the day to provide brief, informal sessions on topics of specific interest or concern to new judges, such as conducting weddings, lingering issues from a law practice, requests to seal court files, economic interest statements and the basics of court scheduling. These informal sessions provided a small-group forum for new judges to ask questions and receive practical tips from experienced judges.

Based on the continuing success of the skills-development approach, a similar agenda and faculty pool will be utilized for the next presentation, scheduled for December 2007 in Chicago. To assist faculty in continually enhancing sessions, an advanced faculty development workshop – similar to that provided for Education Conference faculty – was provided in July for the 46 judges who serve as faculty for the New Judge Seminar.

**Seminar Series**

The Committee also oversaw presentation of a scaled-back seminar series to allow for planning of Education Conference 2008. In addition to the Judicial Conference programs, two seminars were conducted by the Supreme Court Committee on Capital Cases, pursuant to Supreme Court Rule 43, while the Court's Appellate Court Administrative Committee presented the annual appellate seminar, and the Administrative Office provided additional judicial education resources. Each Judicial Conference program was presented by judicial faculty appointed by the Court at the recommendation of the Committee. Faculty were assisted by staff from the Administrative Office of the Illinois Courts. The Committee wishes to thank all judicial faculty members, each of whom contributed significant time and expertise, for their contributions to continuing judicial education programs for Illinois judges. A listing of seminar topics, dates, locations, and participant totals for both Judicial Conference and non-Judicial Conference programs follows:

<b>Topic</b>	<b>Date</b>	<b>Location</b>	<b>Enrollment</b>
<b><i>Specialized Programs:*</i></b>			
Faculty Development I	March 29-30, 2007	Oak Brook	58
Faculty Development II	July 18, 2007	Chicago	31
New Judge Seminar	Jan. 29-Feb. 2, 2007	Chicago	69
Mediation Seminar	March 4-10, 2007	Chicago	39
Capital Cases: 3 <sup>rd</sup> Series	Sept. 26-27, 2006	Springfield	62
Capital Cases: 4 <sup>th</sup> Series	May 3-4, 2007	Chicago	97
Advanced Judicial Academy	June 11-15, 2007	Springfield	81
Appellate Court Conference	Sept. 26-27, 2006	Springfield	59
<b><i>Regional &amp; Mini Seminars:</i></b>			
Cutting Edge Issues in Family Law	April 19-20, 2007	Oak Brook	44
DUI Offenders in the Courts	May 17-18, 2007	Springfield	39
Juvenile Sex Offender Management	November 16, 2006	Chicago	20
Administrative Issues for Judges	Rescheduled	Chicago	

*\* Capital Cases Seminars are presented, pursuant to Supreme Court Rule 43, by the Supreme Court Committee on Capital Cases. The March 2007 Mediation Seminar was presented by the Administrative Office of the Illinois Courts. The Appellate Seminar is presented by the Supreme Court Appellate Court Administrative Committee.*

*Lending Library*

The Resource Lending Library operated by the Administrative Office continues to serve as a valued judicial education resource. Loan material available through the library includes videotapes, audiotapes and publications. Permanent use items include seminar reading materials, benchbooks, manuals, and other materials.

- **Items Provided:** During Fiscal Year 2007 a total of 906 loan and permanent use items were disseminated independent of seminars, as compared to the 734 items disseminated in 2006. 881 of the items were permanent use materials, comprised primarily of seminar reading materials, manuals and other materials prepared by and for Illinois judges. 25 items were provided on loan to 20 judges. Loan materials include videotapes, audiotapes, publications and CD-ROMs.
- **Patrons:** During Fiscal Year 2007, 218 judges requested one or more items from the library, compared to 335 judges in Fiscal Year 2006. 36% (81) of these judges were from Cook County while 63% (136) were from the other circuits. 99.5% (217) of the patrons were trial judges.

**III. COMMITTEE RECOMMENDATIONS AND FUTURE ACTIVITIES**

The members of the Committee continue to believe that providing ongoing judicial education is an essential function of the justice system. The importance of judicial education is recognized in the Court's Comprehensive Judicial Education Plan for Illinois Judges, which states:

"It is an obligation of office that each judge in Illinois work to attain, maintain and advance judicial competency. Canon 3 of the Code of Judicial Conduct (Illinois Supreme Court Rule 63) states that a judge should 'be faithful to the law and maintain professional competence in it' and 'maintain professional competence in judicial administration.' Judicial education is a primary means of advancing judicial competency."  
*(Comprehensive Judicial Education Plan for Illinois Judges, Section I, page 1)*

The Committee requests that its work to develop ongoing judicial education resources for Illinois judges be continued in Conference Year 2008, to assist in the transition of new judges to the bench and to continue to provide challenging, meaningful judicial education resources to all Illinois judges through the implementation of the Court's Minimum Continuing Judicial Education provisions and through optional programs and resources.

Specifically, the Committee requests that the Court and the Judicial Conference continue support of planning for Education Conference 2008, an Advanced Judicial Academy in 2009, New Judges Seminars and future Seminar Series. As in Conference Year 2006, the Committee also requests the support of the Court and the Conference in the continuing efforts to recruit and prepare excellent Teaching and Writing Faculty for future programs and requests the support of Chief Circuit Judges to facilitate participation of judges from their circuits as both faculty for, and participants in, Illinois' judicial education programs.