

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

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**I. STATEMENT ON COMMITTEE CONTINUATION**

The Committee on Education was established to identify ongoing education needs for the Illinois judiciary and to develop short and long term plans to address those needs. In Conference Year 2008, 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 this general charge, the Committee was tasked with assessing the judicial education needs, expectations and program participation of Illinois judges and 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 for approval and award of continuing judicial education credit.

To achieve its overall charge, the Supreme Court established several specific projects and priorities for the Committee for the Conference Year, as follows:

- a. In collaboration with the Administrative Office of the Illinois Courts, deliver and evaluate the inaugural 30-hour curriculum for Education Conference 2008 January and March sessions, in accordance with the Court's Minimum Continuing Judicial Education requirements;
- b. Prepare, produce and distribute comprehensive judicial benchbooks in each of six core curriculum areas: civil law and procedure, criminal law and procedure, evidence, family law and procedure, DUI/traffic 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 benchbooks through electronic media;
- e. Plan and prepare subject matter and schedule for the 2008 - 2009 Seminar Series;
- f. Initiate planning for Education Conference 2010;
- g. Initiate planning for the Advanced Judicial Academy 2009;
- h. Undertake any other such projects or initiatives that are consistent with the Committee's charge.

The Committee requests that it be permitted to continue its work in Conference Year 2009.

## II. SUMMARY OF COMMITTEE ACTIVITIES

### A. *Presentation of Education Conference 2008*

The centerpiece goal of the Committee achieved fruition in Conference Year 2008 through the delivery of the inaugural expanded 30- hour curriculum of continuing judicial education provided during the Education Conference, held January 29 - February 2, and March 4 - 7, 2008, in Chicago. The Supreme Court, in 2006, charged the Committee with crafting the vehicle 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. The expanded Conference, similar to previous Education Conferences, would be held in alternate years, with the 30-hour format to begin in 2008. Under the Court's direction, the Committee provided for the expansion of curriculum to include core curriculum classes and four hours of content addressing judicial conduct, ethics and professionalism issues. Today, the Education Conference serves as a vehicle by which all Illinois judges can attain the minimum of 30 hours of continuing judicial education.

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

A comprehensive description of planning and preparation efforts undertaken by the Committee to present the Education Conference and other judicial education programs is summarized extensively in Conference Year reports 2006 and 2007. The guiding principles used to establish the core curriculum template, which serves to govern the planning for future Education Conferences and other judicial education programs, are noteworthy.

#### ***Curriculum Development***

With Court approval, the Committee established that the core curriculum developed for future Education Conferences should embody 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 will 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.

Based on these goals, the Committee and the Administrative Office created an extensive 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**

Based upon consideration of these questions, the Committee developed specific sessions and courses for inclusion in the 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 these key 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 this session?
- What *session length* will achieve the goals established?

### ***Schedule Development***

Once the Committee developed each session in accordance with the above described process, the individual sessions were merged to create a comprehensive schedule for the four-day conference which allowed maximum flexibility for attendees to choose the topics and sessions that would be of most benefit.

A total of 56 individual sessions, taught by more than 80 judicial faculty and guest speakers, were presented for Education Conference 2008. Each individual session was assisted by staff of the Administrative Office and members of the Committee on Education. Presentations in core curriculum areas, including Appellate Issues and Administrative Issues, were as follows:

<u>Core curriculum areas:</u>	<u>Number of individual sessions presented:</u>
Criminal Law and Procedure	15
Civil Law and Procedure	8
Family Law and Procedure	9
Judicial Conduct and Ethics	11
Juvenile Law	4
Evidence	5
Appellate Issues	2
Administrative Issues	2

### ***Summary of Education Conference***

Under the auspices of the Court, the Committee on Education and the Administrative Office presented the bi-annual Education Conference, held January 29 - February 2, and March 4 - 7, 2008, in Chicago.

- **Attendance:** A total of 890 judicial attendees, and more than 70 judges serving as faculty, attended the January and March conferences.
- **Sessions:** Topic tracks, half-day sessions, concurrent, and workshop sessions featured 56 distinct presentations on criminal law, family law, civil law, evidence, juvenile law, judicial conduct and ethics, appellate issues, and administrative issues.
- **Overall Ratings:** The January and March conferences garnered an overall rating of 4.4, consistent with prior conferences, which indicates that the Education Conference, in its expanded format, continues to be well-received and well-evaluated by judicial attendees.

Through their numerical ratings and evaluation comments, participants indicated that the conference provided useful information, updates and hot topics, and resources which will benefit them in adjudicating and managing cases. Participants indicated that they highly value the opportunity the conference provides for judges to meet, explore common questions and problems

and exchange ideas. The Committee wishes to thank judicial faculty for Education Conference 2008, each of whom invested significant time and effort to prepare for the program. Their commitment and expertise made the fifth presentation of the Education Conference a success. Judicial faculty and Committee liaisons for each session were assisted by staff of the Administrative Office. Appendix A lists the overall evaluation ratings for each Education Conference session. The Committee believes that evaluating training programs and their impact is an essential component in determining whether a program has accomplished its objectives.

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

***Overview***

A unique and equally important goal, which also achieved fruition in Conference Year 2008, was the preparation and production of judicial benchbooks in five of six core curriculum areas: Evidence, Civil Law and Procedure, Family Law and Procedure, Domestic Violence, and DUI/Traffic. Completion of the Criminal Law and Procedure benchbook is anticipated for later in the 2008 calendar year. As previously reported, judicial education needs assessments conducted in 2004 and 2006 were the genesis for the development of judicial education materials in a “benchbook” format. In early 2006, the Committee convened a Reference Materials Workgroup to further analyze the need for reference material and develop recommendations to meet those needs. Later in 2006, the Workgroup transitioned governance of the benchbook project to an Editorial Board comprised of seven Committee members, charged with overseeing all phases of benchbook planning, drafting, editing and finalization for print. Orientation was held, commencing in December 2006, for each of the six panels of judges and law professors comprising the benchbook teams. Appendix B lists the Editorial Board and members of each Benchbook team.

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, DUI/ traffic law and domestic violence – prepared by and for the exclusive use of Illinois judges.
- Each book containing materials, such as caselaw outlines checklists and other reference tools to be of high value to Illinois judges.
- Each book was well-organized and contained a detailed user-friendly index to maximize utility with consistent formatting, organization and content.
- 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.

- While all reference materials were reviewed and approved by judicial faculty, the law professors were charged with preparing the concise outlines of governing law to be contained in each benchbook. Professors were also charged with verifying case citations and references, and ensuring accuracy of the materials.
- Topic Editors, which generally consisted of two trial judges and one appellate justice for each book, worked closely with the law professor to select and develop the benchbook content, reviewed and selected from existing judicial-authored material for inclusion in the books, created and developed checklists and other needed practice aids, created a thorough, user-friendly index and table of contents for the book, and reviewed and guided the work of the professor. Because the DUI/traffic benchbook faculty did not include a law professor, faculty included six trial court judges serving as Topic Writers, two serving as Topic Editors, and two serving as Peer Reviewers.
- Peer Reviewers, generally consisting of two trial judges and one appellate justice for each book, were charged with reviewing the drafts of the books for accuracy of content, scope of materials and ease of use. Their suggestions were provided to the Topic Editors on an ongoing basis, for consideration in conjunction with the law professor, until the books were finalized.

### ***Project Outcome***

Five of six Illinois Judicial Benchbooks have been produced and disseminated to Illinois judges in either hard copy or CD-ROM, or both. The sixth benchbook is anticipated for production later in the calendar year. In total, over 1,800 hardbound versions and 1,000 CD-ROM formats of the benchbooks have been delivered to Illinois judges. The Editorial Board is developing proposed mechanisms to update the benchbooks on a regular basis, similar to that conducted for the *Juvenile Law Benchbook*.

### ***C. Ongoing Faculty Development and Support***

The importance of faculty development and training cannot be over-emphasized. Effective identification, recruitment and preparation of faculty for seminars is a foundation for meeting judges' expectations for excellence in education programs. The skills, expertise, and effective curriculum preparation by judicial faculty determines not only whether judges choose to attend optional programs, but also whether participants fully engage and benefit from mandatory programs such as the New Judge Seminar and the Education Conference.

The Court's adoption of MCJE provisions, and the resulting expansion of Education Conference to a 30-hour curriculum, greatly increases the need for *skilled, knowledgeable, and dedicated* judges to serve as judicial education faculty. Faculty development and training results in quality control and improved faculty skills, which ultimately leads to excellence in teaching.

In its effort to ensure that volunteer judicial faculty are equipped to prepare and present sessions using interactive and engaging methods, culminating in presentation of future Education Conferences, the Committee and Administrative Office are working together to present a Faculty Development Workshop. Faculty and prospective faculty, who will teach seminars during 2008-

2009, were invited to attend the Workshop, scheduled for September 9, 2008 at the AOIC office in Springfield. 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 continues to volunteer considerable time to these continuing education efforts. The Committee wishes to acknowledge and thank Judge Drummond and all judicial faculty for their service which greatly benefits the entire Illinois judiciary.

#### ***Faculty Recognition***

During Education Conference 2008, judges who have served as judicial faculty and have taught at a minimum of five Illinois Judicial Conference seminars were recognized by the Supreme Court. Chief Justice Robert Thomas expressed the Court's appreciation to judges who serve as faculty, especially recognizing those judges who serve often and repeatedly, in their fields of judicial expertise.

#### ***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 2008, the Committee and Administrative Office continued the use of e-mail, list serves, conference calling and video-conferencing 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. 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. Summary of Other Projects***

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

The Committee also oversaw presentation of the annual New Judge Seminar in December 2007. For the fourth consecutive presentation, the program received an excellent overall participant rating of 4.8 on a scale of 1 to 5. Seventy-seven 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.

Faculty teaching at the New Judge Seminar continued to utilize 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. Rather, 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 in transition from a law practice, requests to seal court files, economic interest statements, SOJ motions and completing travel vouchers appropriately. These informal sessions provide a small-group forum for new judges to ask questions and receive practical tips from experienced judges. Based on the continued success of the skills-development approach, a similar agenda and faculty pool will be utilized for the next presentation, approved by the Supreme Court for presentation January 26 - 30, 2009, in Chicago.

### ***Seminar Series***

The Committee also oversaw presentation of an abbreviated seminar series in fall 2007, and spring 2008, 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 conference. The Committee also developed, and submitted to the Supreme Court for approval the proposed 2008-09 Seminar Series. Now approved by the Court, the Seminar Series will commence in October 2008. A listing of seminars planned for the 2008-09 Seminar Series is attached as Appendix C. Each Judicial Conference program will be presented by judicial faculty appointed by the Court at the recommendation of the Committee, and assisted by staff from the Administrative Office of the Illinois Courts. The Committee wishes to thank all judicial faculty members, each of whom contribute 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 during 2007-08 is attached as Appendix D.

### ***Lending Library***

In its fourteenth year of operation, the Resource Lending Library continues to serve as a valuable resource. The library includes loan items available on CD-ROM, DVD, videotapes, and publications. Permanent use items include judicial-authored benchbooks, manuals, and specialty bench guides. The library also serves as a central repository of Illinois Judicial Conference seminar materials prepared by Illinois judges since 1990.

- Items provided: During Fiscal Year 2008, a total of 772 loan and permanent use items, independent of seminars, were disseminated to judges, as compared to 906 items disseminated in 2007. The overwhelming majority of items disseminated were permanent use materials consisting of seminar reading materials, benchbooks, and other materials prepared by, and for, Illinois judges.
- Patrons: During Fiscal Year 2008, 429 judges requested one or more items from the library, as compared to 218 judges in Fiscal Year 2007. One hundred twenty-three (123) (29%) judges were from Cook County while 301 (70%) were from other circuits, and five (1%) were appellate judges.

The Administrative Office is in the process of updating the Resource Lending Library Catalog and will disseminate the catalog to all Illinois Judges by the end of Conference Year 2008.

### III. PROPOSED COMMITTEE ACTIVITIES FOR THE NEXT CONFERENCE YEAR

The members of the Committee 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, p.1)

The Committee therefore requests that its work to develop ongoing judicial education resources for Illinois' judges be continued in Conference Year 2009, 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 and planning for the 2009 Advanced Judicial Academy, Education Conference 2010, New Judge Seminar and 2008-2009 Seminar Series, and consider exploring electronic and secure access to Illinois Judicial Benchbooks.

### IV. RECOMMENDATIONS

The Committee is making no recommendations to the Conference at this time.

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# **Appendix A**

**Education Conference 2008  
Overall Participant Evaluation Scores**

**EDUCATION CONFERENCE 2008**

January 29 - February 2 - March 4-7, 2008  
Hyatt Regency Chicago

<b>EVALUATION SCALE</b>	<b>Poor</b>			<b>Excellent</b>	
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
					<b>Rating</b>
<b>Overall Conference Evaluation</b>					4.4
<b>Plenary: Judging in the Modern Era and the Challenges to Administering Justice</b>					3.9
<b>Plenary: Evolving into the Judge You Hoped You Would Be</b>					3.2
<b>Plenary: Ethics Breakout Discussion Groups</b>					4.0
<b>Administrative Issues I: The Challenges (And Rewards) of Serving as a Chief, Presiding or Supervising Judge</b>					4.3
<b>Administrative Issues II: Judge or Council Chairperson, Collaborator and Social Service Program Initiator</b>					4.1
<b>Appellate Issues I: Frivolous Litigation, Appeals, and Granting Sanctions</b>					3.0
<b>Appellate Issues II: The Costs of Justice</b>					3.3
<b>Civil Law: Updates and Hot Topics</b>					4.6
<b>Civil Law: Anatomy of a Civil Case</b>					4.7
<b>Civil Law: Bankruptcy Issues for Trial and Appellate Court Judges</b>					4.5
<b>Civil Law: Challenging Civil Motions: An In-Depth Look</b>					4.6
<b>Civil Law: Civil Liens</b>					4.4
<b>Civil Law: Damages in Civil Cases</b>					4.1
<b>Civil Law: Privilege Issues</b>					4.3
<b>Civil Law: Writing Trial Court Orders - When, Why and What?</b>					3.6
<b>Criminal Law: Criminal Updates &amp; Hot Topics</b>					4.9
<b>Criminal Law: Criminal Law &amp; Procedure</b>					4.3

<b>Criminal Law: Calculating the Sentence</b>	3.6
<b>Criminal Law: Discovery Issues Unique to Criminal Cases</b>	4.3
<b>Criminal Law: Domestic Violence: Evaluating and Sentencing</b>	3.8
<b>Criminal Law: Evidence Based Practice (EBP) Part I: What Works in Managing Offenders, What Doesn't and Why?</b>	4.7
<b>Criminal Law: Evidence Based Practice (EBP) Part II: Applying the Principles of EBP in the Real World</b>	4.4
<b>Criminal Law: Handling Guilty Pleas</b>	4.6
<b>Criminal Law: Is "Effective Case Management of a Criminal Call" An Oxymoron?</b>	3.2
<b>Criminal Law: Interstate Compact Issues: What do judges need to know? What do judges need to do?</b>	3.4
<b>Criminal Law: Managing Adult and Juvenile Sex Offenders</b>	4.2
<b>Criminal Law: Managing Juries in Criminal Cases I: Selection to Instruction</b>	4.4
<b>Criminal Law: Managing Juries in Criminal Cases II: Post-Instruction to Verdict</b>	4.7
<b>Criminal Law: The Pitfalls of Post Conviction Petitions</b>	4.5
<b>Criminal Law: Proper Communications Between Judge and Defendant</b>	4.4
<b>Evidence: Civil Evidentiary Issues</b>	4.1
<b>Evidence: Criminal Evidence: Selected Issues</b>	4.6
<b>Evidence: Dead-Man's Act in Probate</b>	4.1
<b>Evidence: Dead-Man's Act in Tort Cases</b>	4.6
<b>Evidence: Proper Foundations</b>	4.6
<b>Family Law: Family Law Updates</b>	4.4
<b>Family Law: Hot Topics &amp; Supreme Court Rule 900 Series</b>	4.5
<b>Family Law: Can I Take the Baby With Me: Removal Cases</b>	4.3
<b>Family Law: He Said/She Said: <i>Pro Se</i> Litigants &amp; Resources</b>	4.3

<b>Family Law: Kids Say the Darndest Things: Conducting Child Interviews</b>	4.4
<b>Family Law: Mediation in Family Law Cases</b>	4.2
<b>Family Law: Where Do Babies Come From: Reproductive Technology and the Law</b>	4.2
<b>Family Law: Who Gets to See the Baby, When, Where, and How: Visitation Issues</b>	4.6
<b>Family Law: Who Pays and When Does it Stop: Financial Issues in Family Cases</b>	4.4
<b>Judicial Conduct &amp; Ethics: Courtroom Management &amp; Demeanor</b>	4.1
<b>Judicial Conduct &amp; Ethics: Ethics of Participation in Community Activities</b>	4.4
<b>Judicial Conduct &amp; Ethics: <i>Ex Parte</i> Issues</b>	4.8
<b>Judicial Conduct &amp; Ethics: Faculty Development: An Introduction to Effective Presentations</b>	4.8
<b>Judicial Conduct &amp; Ethics: Interacting with the Media</b>	4.0
<b>Judicial Conduct &amp; Ethics: A Judge's First Amendment Rights</b>	4.4
<b>Judicial Conduct &amp; Ethics: Judicial Campaign Issues</b>	4.2
<b>Judicial Conduct &amp; Ethics: Judicial Ethics in Literature - Is it Justice or My Own Agenda? (Literature &amp; Law I)</b>	4.3
<b>Judicial Conduct &amp; Ethics: Judicial Ethics in Literature - The Role of Punishment (Literature &amp; Law II)</b>	4.3
<b>Judicial Conduct &amp; Ethics: Tools to Challenge Judicial Stress</b>	3.8
<b>Juvenile Law: Adolescent Development: What Judges Need to Know About the Teenage Brain</b>	4.6
<b>Juvenile Law: Child Protection Updates &amp; Challenges</b>	4.6
<b>Juvenile Law: Delinquency Updates &amp; Challenges</b>	4.4

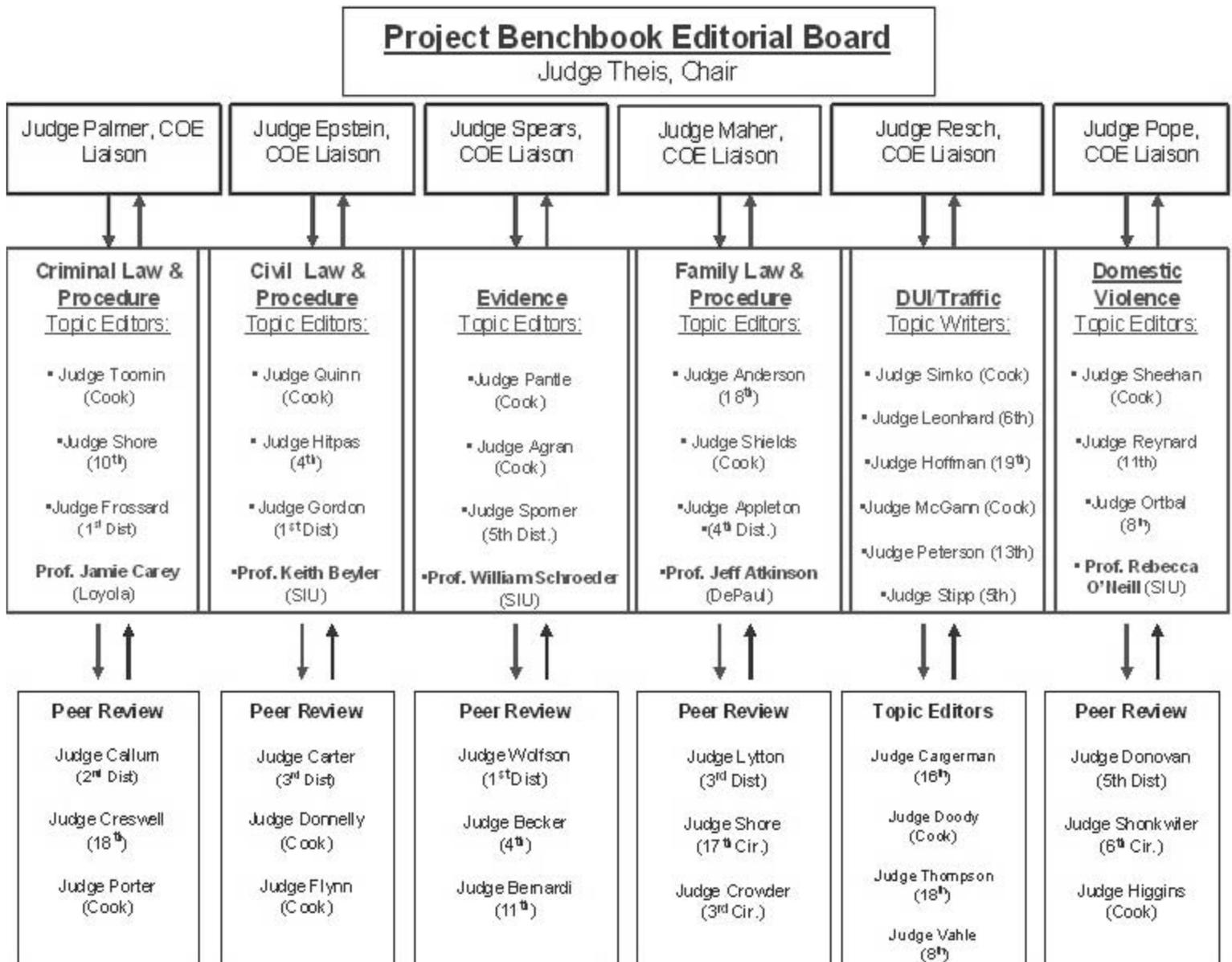
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# **Appendix B**

**Editorial Board of Project Benchbook**

**and**

**Members of the Benchbook Teams**



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## **Appendix C**

**2008 - 09 Seminar Series Schedule**

**Illinois Judicial Conference Seminar Series 2008 - 2009**

**A Judge's Roadmap to Presiding Over Property- Related Litigation  
from Foreclosure to Tax Deeds and Stops in Between**

October 7 - 8, 2008 - Oak Brook  
and November 6 - 7, 2008 - Springfield

**The Hidden Traps of Sentencing**

November 20, 2008 - Springfield  
and March 5, 2009 - Chicago

**Tort Immunities**

February 19, 2009 - Matteson

**Cyber Issues: Traditional Rules and Modern Technology**

March 19 - 20, 2009 - Oak Brook  
and April 2 - 3, 2009 - Springfield

**Powerful Innocence: The Conflicting Promise  
of Protection for the Young**

Literature and the Law

April 23 - 24, 2009- Springfield

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## **Appendix D**

**2007-08 Seminar Series and Other Programs  
Attendance and Evaluation Summaries**

<i>Topic</i>	<i>Date</i>	<i>Location</i>	<i>Rating</i>	<i>Enrollment</i>
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***Specialized Programs:\****

Capital Cases: 4 <sup>th</sup> Series	September 6 - 7, 2007	Springfield	4.6	86
Appellate Court Conference	September 20 - 22, 2007	Oak Brook	4.5	54
New Judge Seminar	December 10 - 14, 2007	Chicago	4.8	77
Capital Cases: 4 <sup>th</sup> Series	June 19 - 20, 2008	Chicago	4.5	82

***Regional & Mini Seminars:***

Administrative Issues for Judges	November 15 - 16, 2007	Chicago	4.6	46
Education Conference	February / March 2008	Chicago	4.4	all
DUI Offenders in the Courts	May 8 - 9, 2008	Oak Brook	4.2	35

*\* Capital Cases Seminars are presented, pursuant to Supreme Court Rule 43, by the Supreme Court Committee on Capital Cases. The Appellate Seminar is presented by the Supreme Court Appellate Court Administrative Committee.*