

VITAE
OF
PROFESSOR OF CLINICAL EDUCATION
J. DEAN CARRO

The University of Akron
School of Law

Spring 2008

I. PROFESSIONAL EXPERIENCES

Professor of Clinical Education, Coordinator of Legal Clinic Offices
1997-present

Associate Professor of Clinical Education, Coordinator of Legal Clinic
Offices, Staff Attorney, January 1989-present.

Assistant Professor of Clinical Education, Coordinator of Legal Clinic
Offices, Staff Attorney, January 21, 1985-1988.

Instructor in Law, Coordinator of Legal Clinic Offices, Staff Attorney,
July 1982-January 20, 1985

Lecturer in Law, Coordinator of Legal Clinic Offices, Staff Attorney
and Member of the General Faculty, July 1980-June 1982

Lecturer in Law, Assistant Coordinator of Legal Clinic Offices, Staff
Attorney and Member of the General Faculty, The University of Akron
School of Law, November 1978-June 1980

II. EDUCATIONAL BACKGROUND

The University of Akron, School of Law
Juris Doctor, May 1978.

Member, National Moot Court Team
Member, National Order of Barristers
Member, Student Bar Association

State University College of New York at New Paltz
Bachelor of Arts, Political Science, Cum Laude, June 1974.

Dean's List, 1973-1974
Member, Intercollegiate Track Team 1970-1974
Recipient, New York State Regents Scholarship Award

III. SUBJECTS TAUGHT

Clinical Seminar I: Fall 1978-Summer 1986; Summer 1992-Fall 1992

As the assistant coordinator of the Legal Clinic, I inherited this
class from my predecessor, Robert Croyle. The primary focus of this
class was student placement in external government or non-profit legal

offices. The two keys to the course were: (1) insuring an educationally valuable external experience; and (2) providing an informative and reflective class environment.

To this end, I endeavored to explain to all placement supervisors the educational imperative of the placement. I personally spoke with each placement contact person and provided a memo outlining the goals of the placement. I also requested weekly diaries from the students to insure that they were receiving a valuable work experience, and weekly time sheets signed by the placement supervisor.

The class component was divided into three parts. The first two weeks dealt with an overview of the criminal justice system and relevant criminal code sections to equip the students to deal with substantive and procedural queries of inmates. As part of the course requirement, the students were required to visit either a jail or the men's state reformatory to field inmate questions. After the institution trip, I de-briefed the students and directed them toward resources to answer the inmates' particular questions. Thus, every student was required to do some legal research and writing under faculty supervision.

The second part of the class dealt with placement discussions. Approximately every other week, the students would discuss activities at their placements. The purpose behind these discussions was to discuss procedural functions of the placements and also any ethical considerations the students may have had. In this way, all students received some insight into the internal workings of all the various placements.

The final phase of the class required the students to practice interviewing and counseling skills. Using the Binder & Price interviewing text as a foundation, I developed a series of role-plays designed to initially introduce the student to a structured interview format and then test particular interviewing and counseling skills. I gave the students the facts of the role-play one week prior to their interview exercise and assigned a particular chapter of the Binder & Price text for review. I played the role of the client/witness, and the student played the role of the attorney/interviewer. Two role-plays were conducted and videotaped each class and then played back for the whole class to critique. Prior to the play back, I gave a ten-minute overview of the area to be taught. I would then start and stop the tape during the class discussion to elicit student feedback and responses to the tape. In this way, the students were able to critique each other's work and understand both the positive and negative aspects of the interview. I found this exercise to be a particularly effective way to teach this skill.

Basic Legal Research: Spring 1979

I taught appellate brief-writing and oral argument skills.

Clinical Seminar II (Class): Spring 1995-present

Following the ABA/AALS site team visit in 1994, we implemented a class component to this previously offered class. The class component complements the Clinical Seminar I class component by focusing on trial skills, judicial decision making, and ethical considerations.

I also developed a Clinical Placement Protocol for both Clinical Seminar I and II.

Trial Advocacy Intersession: Spring 1995, Spring 1996, Spring 1997, Spring 1998

I team-taught this class with Professor Walsh and Professor Martin. We used the traditional trial advocacy materials (Mauet, NITA) in this intensive one-week course. We videotaped all student presentations, gave extensive critiques and at the end of the course the students tried a civil or criminal case.

Appellate Advocacy: Fall 1982-Fall 1990, Fall 1995, Fall 1996, Fall 1997, Fall 1998, Fall 1999, Fall 2001, Spring 2002, Spring 2003, Spring 2004, Spring 2005, Spring 2006, Spring 2007, and Spring 2008. In the late summer of 1982, I was asked by then Acting Dean Rakas to design a simulated appellate advocacy course. I first modified our state appellate court rules to serve as a set of rules for the course. I then selected the transcripts from criminal cases I had worked on. Next, I drafted an issues checklist for the students. Basically, the course is designed to simulate an actual criminal appeal. The students are required to draft the pleadings necessary to perfect the appeal. During the first two weeks, I hold a class where we discuss the appellate system; the purpose of the notice of appeal and the praecipes; how to read a transcript and identify issues; and how to write a brief. A second class is held to discuss oral advocacy. Following the first two lectures/discussions, I assign the students to play the role of defense or State's counsel. While all students are required to draft the pleadings to perfect the appeal, only appellant's counsel receives a copy of the record immediately upon its filing. When the appellant is finished with the record, it is returned to the library reserve desk for use by the appellee.

Each student must meet with me to discuss the issues he/she will research. Each student also submits at least one draft, which I critique and discuss with the student in individual conferences. Oral argument is held before me and at least one actual jurist. I then take the entire group out of the law school to critique the arguments.

Intermediate Legal Communications: Spring 1984

I taught appellate brief-writing and oral argument skills.

Moot Court Team Advisor: Spring 1980-Summer 1983; Spring, Fall 1985; Summer 1992-present

In my view, the purpose of our moot court program is to train our students to dissect and analyze one fairly complex case; anticipate all possible queries; and present a comprehensible, concise oral and written argument on behalf of the client. To this end, the students and I would meet to discuss the issues and map out research strategies. I divided the teams into two three-member teams with one member of each team acting as a "swing" person to argue both sides of a particular issue. Each team would meet with me alone twice a week and as a group twice a week. During those meetings, the students presented their arguments, were questioned by the panel, and then were critiqued by

myself and the panel. I routinely invited faculty and private practitioners to serve on the panel. I now share coaching with Mrs. Joann Sahl.

During my period as advisor, our moot court team has won four regional championships and represented our school in four national competitions.

Summer Qualification Program--Legal Methods: Basic Criminal

Law: Summer 1985; Summer 1986; Summer 1987

I team-taught Legal Methods the summer of 1985 with Professor Huhn. I also designed and presented a three-hour class on an overview of the legal system from initial interview to appellate argument. Utilizing role plays and simulations, I presented each stage preceded by a discussion of what would be seen. Following the presentation, I discussed with the class what they had seen and the tactics and strategies used in the simulated activity. I continue to present this overview class each summer.

In the summer of 1986, I taught my own course on Basic Criminal Law and offered the skills training session discussed above. In the summer of 1987, I offered the Basic Criminal Law course and supplemented it with four writing exercises, which I critiqued and discussed in class.

Criminal Law: Spring 1986, Spring 1987, Spring 1988, Spring 1989, Spring 1990, Spring 1991; Spring 1992; Spring 1994; Spring 1995, Spring 1996, Spring 1997, Spring 1998, Spring 1999, Spring 2000, Spring 2001, Spring 2002

This was my first substantive course. During the time I have taught this course, I experimented with a variety of different techniques and emphases. I allocated 15 percent of the course grade to class participation. Half of the cases discussed in class were assigned to particular students to present as appellate, closing or opening arguments. For the rest of the cases discussed, I randomly called on students and used the Socratic method. In this way, each student had an opportunity to analyze and present a case in much the same way he/she would in court. I also used problems of my own design to review chapters. The students prepare a written response to these problems; I critiqued each response; and we discussed them in class.

My final exam was divided into short-answer, multiple choice and essay questions. The essay questions require the students to review a fact pattern and a criminal code that is new to them. They are then required to determine the highest crimes to charge and all possible defenses, while supporting the above with relevant analysis.

Administration of Criminal Justice: Fall 2002, Fall 2003, Fall 2004, Fall 2005, Fall 2006, Fall 2007.

This is our Criminal Procedure Course. I use many of the techniques I used in Criminal Law and the same grading materials. I also use Videotapes/DVD's to illustrate a variety of topics.

Clinical Seminar (Mediation Training): Spring, Summer 1986, Fall 1988

I designed the curriculum for training; selected course materials and recruited experts for training. This course represented the School's first entry into the actual implementation of alternatives to dispute resolution. The class allowed students to become skilled in mediation techniques while involving the School in solving the problems of community members.

Basically, the students were given eight hours of mediation training instruction through lectures, videotaping, and student role-plays. The students then observed an actual mediation before doing one on their own. Our Community Dispute Resolution Center successfully mediated over 40 percent of all complaints on which hearings were held.

Basic Legal Communications: Fall 1987, Fall 1988, Fall 1989, Fall 1990; Fall 1991

I team-taught aspects of client counseling and interviewing with Professor Cohen. Essentially, Professor Cohen and I developed a fact pattern relative to a skill to be taught. I then played the role in a videotaping session. We then discussed the videotape in class.

Moot Court Class: Fall 1980-1990

I instructed students on oral advocacy; read and critiqued briefs; and judged oral arguments. This class was the vehicle for selecting our moot court team. Essentially, I read and graded each brief. I then held a weekend of oral arguments with the present team advisor sitting on one panel of judges with myself on another panel. Given the change in our moot court team selection process, I no longer teach this class.

Legal Process Workshop Orientation: Summer 1991-Summer 1992-Present

In 1991 I assisted Professor Reilly in organizing this course and handled some administrative details. I sat on a panel that discussed different jobs lawyers could do. I also presented one segment on the lawyering process from initial client interview to appellate argument. In 1992 Professor Becker and I organized this course and I taught segments on the state court system and the lawyering process.

Introduction to Law and the Legal System: Fall 1993

Together with Professor Coleman, I developed course curriculum and co-taught this basic Legal Process course.

Clinic Activities: 1978-Present

The majority of my time is spent in the Clinic. It is, therefore, important that I discuss my Clinic activities.

A. Administrative Duties

When I first came to the Clinic, my administrative duties were minimal. I was charged with drafting grant proposals and overseeing the inmate assistance program budgets. At the present time, I am responsible for preparing the entire Clinic budget and overseeing the expenditure of all funds, and oversight over all activities.

To a limited extent, I supervise the other attorney's work load and insure full support for activities. I also interview and hire all Clinic student staff. I keep track of the Clinic's pending cases, outstanding inmate letters, and court filing dates. Some of my administrative time is devoted to extra-clinical activities, e.g., organizing Jurist-in-Residence programs; drafting grants for the LRE programs, etc.

B. Teaching/Legal Duties

To explain my Clinic teaching duties, it would be best to explain the working of the Clinic. First, I have six primary areas of responsibility:

1. supervise criminal appellate cases;
2. supervise civil rights litigation;
3. represent clients in court;
4. supervise two inmate assistance programs; and
5. respond to inmate letters.

Cases come to the Clinic in one of three ways: by court appointment; by referral from attorneys or the Ohio Public Defender's Office; or by inmate contacts. When a case comes into the office, I read the trial transcripts (if available), all pleadings and court opinions, and research relevant law. I then decide whether to accept the case based upon its academic value, reasonable chance for success, and the opportunity the case presents to impact on the evolution of the law. For every case I accept, I reject approximately five cases. This means that I must devote time to read six case files for every case we take.

When I decide to accept a case, I assign a student to work on the case. (I keep a small number of cases myself.) When a student is selected to work on a case, I give the student the case file, ask him/her to review it, and then schedule a time to discuss the case. At our initial case meeting, we discuss:

1. the stage the case is at in the court system;
2. the legal issues presented;
3. the research strategy;
4. time frames involved;
5. resources to consult; and
6. ethical concerns in the case.

I then direct the student to begin with a reading of the relevant rules and landmark cases. The student will meet with me periodically to discuss case progress and any problems encountered. On each case, we do many rough drafts of court documents. I read and critique the drafts and meet with the student to discuss any changes and to again

discuss research strategy and tactics. If the case is a civil, misdemeanor, or federal criminal case, I offer the student the opportunity to appear in court if court representation is appropriate. If a student is to do any in-court work, we meet to discuss the strategy and generally "moot court" the examination. If a client or witness interview is involved, the student conducts the interview with me present. We would then evaluate and critique the interview. We have received uniformly positive remarks from judges in this regard.

I meet every week with the inmate assistance directors to discuss the interviews and develop research strategy. I review inmate letters generated by the students and any other inmate letters that leave the office under my name.

I was selected by the parties to the consent decree in Smith v. Troutman to serve as the jail monitor beginning in July 1984. Evidently, the parties felt I could be objective and would be interested in the case. I went to the jail each week and toured the entire facility. I spoke with each inmate in the facility and with each deputy. I inspected the kitchen, ate a meal on the range with the inmates, inspected the dispensary, and reviewed all relevant paperwork. I also prepared quarterly reports to the parties and semi-annual reports to Judge Murphy of the Summit County Court of Common Pleas. In addition, I read material on penology, visited jails that utilized a direct supervision technique, and monitored the present County Jail.

When I noted a situation of non-compliance with the court order, I notified the parties; scheduled a monitor's hearing; and attempted to mediate the dispute. If I was unsuccessful at mediating the dispute, I reported to Judge Murphy so he might resolve the problem. If he was unsuccessful, I then reported to Judge Battisti. During the course of my monitoring duties, I held approximately eight monitor's hearings and had to report to Judge Murphy on only two occasions. One occasion resulted in a modification of the Consent Decree requiring the defendants to construct a new jail. The other occasion dealt with overpopulation in the jail. I "completed" my monitoring in 1994.

My actual representation of clients requires me, inter alia, to keep abreast of recent legal developments. In that regard, on a regular basis, I read the following:

1. Ohio Official Reports;
2. Ohio Bar Association Reports;
3. United States Law Week;
4. Criminal Law Reporter;
5. Sixth Circuit Review;
6. Various law review and law journal articles;
7. Trial magazine;
8. ABA Criminal Justice Section magazine;

9. ABA Litigation magazine; and
10. Other publications.

Before appearing in court on behalf of clients, I discuss with the student (if any) who prepared the brief the merits of the case and problems in the case. I review the file and all relevant cases. I try to take a student with me when I go to court. Following the court appearance, I ask the student to critique my work and what has transpired. I have represented over 25 clients in the Sixth Circuit; 17 clients in the Ohio Supreme Court; and over 150 clients in the Ohio Courts of Appeals. I have also represented scores of individuals in Federal District Courts.

I have also received numerous requests from attorneys for assistance on civil rights and criminal cases. Generally, the contact simply requires a telephone response and providing general case cites or samples of briefs. But on some occasions, I am requested to offer consulting services on an extended basis. For example, on several occasions I have consulted on civil rights cases. Normally, I personally receive no remuneration. Rather, attorneys donate funds to the Legal Clinic.

Other:

Taught selected classes as guest speaker in Trial Advocacy, Seminar in Political and Civil Rights, Pretrial Advocacy, Basic Legal Communications, and Alternative Dispute Resolution. I also assist with the various Moot Court practices and in selecting the Client Counseling team.

IV. NOTEWORTHY CONSTITUTIONAL LITIGATION

United States Supreme Court

Martin v. State of Ohio, 480 U.S. 288 (1987)

Prepared Amicus brief with Professors Aynes and Koosed on behalf of Ohio Public Defender's Commission. The issue was whether the State may constitutionally burden the defendant with proving the defense of self-defense consistent with the Due Process Clause of the United States Constitution.

Engle v. Isaac, 456 U.S. 107 (1982)

I was co-counsel on this case with Dean Aynes. The case dealt with an interpretation of the procedural default rule of "cause and prejudice" expressed in Wainwright v. Sykes. Second, the case concerned whether Ohio could constitutionally burden a defendant with proving the defense of self-defense consistent with the Due Process Clause of the United States Constitution.

Sixth Circuit Court of Appeals

Smith v. Perini, 723 F.2d 478 (6th Cir. 1983)

This case dealt with the reliability of an identification in a criminal case. The brief was noteworthy as it substantially utilized scientific studies to support the legal argument.

Howze v. Marshall, 716 F.2d 396 (6th Cir. 1983)

The issue in this case was whether Ohio may burden a defendant with proving the defense of insanity (irresistible impulse). This is an issue which has never been addressed by the U. S. Supreme Court. I received compliments from the bench on both my brief and my oral argument.

Campbell v. Marshall, 769 F.2d 314 (6th Cir. 1984)

This is the first case reported at the Circuit Court level dealing with the State's obligation to reveal exculpatory evidence to a defendant prior to a plea of guilty. The issue has never been decided by the U. S. Supreme Court.

Rogers v. McMackin, 884 F.2d 252 (6th Cir. 1989)

This is the first case reported in the Sixth Circuit dealing with whether Bruton applies to bench trials.

Federal District Courts

I have represented many clients in 42 U.S.C. §1983 cases.

The following is a list of some of the reported cases on which I have been counsel.

Engle v. Isaac, 456 U.S. 107 (1982)

Wood v. Marshall, 790 F.2d 548 (6th Cir. 1986)

White v. Arn, 788 F.2d 338 (6th Cir. 1986)

Campbell v. Marshall, 769 F.2d 314 (6th Cir. 1985)

Aldridge v. Marshall, 765 F.2d 63 (6th Cir. 1985)

Watters v. Hubbard, 725 F.2d 381 (6th Cir. 1984)

Smith v. Perini, 723 F.2d 478 (6th Cir. 1983)

Long v. McKeen, 722 F.2d 286 (6th Cir. 1983)

Howze v. Marshall, 716 F.2d 396 (6th Cir. 1983)

Rogers v. McMackin, 884 F.2d 252 (6th Cir. 1989)

Logan v. Marshall, 680 F.2d 1121 (6th Cir. 1982)

State v. Lentz, 70 Ohio St.3d 527 (1994)

City of Akron v. Rowland, 67 Ohio St.3d 374 (1993)

State v. Blankenship, 38 Ohio St.3d 116, 526 N.E.2d 816 (1988)

State v. Moore, 16 Ohio St.3d 30, 476 N.E.2d 355, (1985)

State v. Doran, 5 Ohio St.3d 187, 449 N.E.2d 1295, (1983)

State v. Kapper, 5 Ohio St.3d 36, 448 N.E.2d 823, (1983)

State v. Sturm, 66 Ohio St.2d 483, 422 N.E.2d 853, 403 (1981)

State v. Daniels, 61 Ohio St.2d 220, 400 N.E.2d 399, 15 Ohio Op.3d 232 (1980)

In re: Baby Boy Blackshear, 90 Ohio St.3d 197, 736 N.E.2d 462 (2000)

State v. Lozier, 101 Ohio St. 3d 161, 803 N.E.2d 770(2004)

Eads v. Morgan, 101 Ohio St. 3d 1493, 805 N.E.2d 542 (2004)

State v. Talty, Ohio St. 3d 177; 814 N.E.2d 1201 (2004)

State v. Lowe, 112 Ohio St. 3d 507, 861 N.E.2d 512 (2007)

In re: D.A., 113 Oh. St. 3d 88, 802 NE 829 (2007)

Dotson v. Collins, 2008 U.S. App. LEXIS, 1120 (6th Cir. 2008)

V. ACCOMPLISHED RESEARCH

I have written an article on Guilty Pleas and several small pieces for inclusion in the Bar Association newsletter and ARETE. The majority of my research deals with my work on Clinic cases. In that regard, my research runs the spectrum of criminal and constitutional law issues, civil rights litigation, and federal criminal law. I also completed a substantial review and analysis of selected United States and Ohio 1988-2007, Supreme Court cases for a CLE program jointly sponsored by the Akron Bar Association and the School of Law. I have also presented to the Ohio Appellate Judges Conference on criminal law issues. I have written a chapter on Trial Practice for Lawyer's Cooperative.

An article I wrote on teaching was published by the Cooley Law Review Fall 2000.

VI. CURRENT RESEARCH

I am researching the judicial philosophy of Justice Robert H. Jackson and the affect his Nuremburg experiences had on his judicial approach. I was granted a leave Fall 2000 to do this research. I have completed several drafts.

VII. PUBLICATIONS

"Alternatives to Incarceration," Akron Bar Communicator, November 1981.

"Eyewitness Identification," Akron Bar Communicator,

February 1983.

Appealing Guilty Pleas and No Contest Pleas, Ohio Appellate Defense Manual 1983.

Guilty But Mentally Ill, ARETE 1982.

Criminal Law Update--CLE presentation, 1989-2007.

Presentation to Ohio Appellate Judges Conference, July 1993.

Lawyer's Cooperative, Trial Practice, Fall 1995 Chapter

Criminal Law Bulletin, Legal Literature 1999-2002 (2-4 editions/year)

VIII. PROFESSIONAL RECOGNITION

Participated as judge in critiquing attorneys on appellate arguments, NLADA Appellate Advocacy Program, Indianapolis, Spring 1980.

Presentation at Appellate Practice/Death Penalty Seminar, Ohio Public Defender's Commission, Cleveland, Fall 1983 [appealing guilty pleas].

Presentation at Appellate Practice/Death Penalty Seminar, Ohio Public Defender's Commission, Columbus, Fall 1985 [brief-writing and post-conviction relief].

Presented topics at NLADA Appellate Advocacy Program, Indianapolis, Indiana, Spring 1990.

Elected Counselor to Scanlon Inn of Court.

Appointed Vice Chair of Akron Bar Association/University of Akron Liaison Committee, Criminal Law Committee.

Selected to be arbiter in Futures Commodities Arbitrations.

Presented CLE courses on Criminal Law, 1989-2007 to Akron Bar Association Members, Federal CJA Panel Members.

Presented CLE to Trumbull County Bar Association, Spring 1993.

Presented CLE to Ohio Appellate Judges, 1997 and 1998, 2006, 2007.

Presented CLE to Ohio County and Municipal Court Judges 2007.

Elected to the Board of Trustees, Akron Bar Association.

Elected to the Board of Trustees, Akron ACLU.

Selected to the Federal District Court ADR Panel. One of only 10 members to do ADR in over 30 cases.

Appointed and re-appointed to the Summit County Public Defender Commission.

Appointed to the Ohio State Bar Association Committee to draft Ohio's post-conviction statute.

Appointed to Federal Commission to Study PLRA.

Appointed to ABA/AALS site evaluation team. Villanova, North Carolina Central State Law School, and University of Houston.

Appointed to AALS Clinical Law section.

Selected outstanding Alumni of University of Akron School of Law 1999.

Selected as outstanding teacher by BLSA 2005.

Awarded Liberty Bell Award, 2005.

Elected-President-Elect Akron Bar Association (2006-2007)

President-Akron Bar Association (2007-2008)

IX. CIVIC AND PROFESSIONAL ACTIVITIES

Presentations on the legal system to various high schools and community groups (e.g., Columbiana County Bar Association; Knights of Columbus, Akron).

Member, Advisory Committee to Community & Technical College, The University of Akron

Member, Hearing Panel, Akron City Hospital

Member, American Arbitration Association

Presentations to area high schools on law as a career, 1980-present

Various presentations on Criminal Justice System to Summit County Sheriff's Deputies

Initiated Inmate Legal Assistance Program at Summit County Jail, Fall 1983

We started this program on an experimental basis, and it was eventually incorporated into the Consent Decree involving the Summit County Jail. In this program, students tour the jail, speak with inmates about their legal problems, and discuss the interviews with me. We then decide on a strategy for a response.

Annual presentation to University of Akron ROTC students on Civil Rights/Criminal Law.

Selected as presenter at ADR conference, June 1989, July 1993, July 1994.

Initiated Inmate Legal Assistance Program at Mahoning County Jail, May 1984.

This program came about as a result of my appointment by the federal court to represent several inmates in a class-action jail conditions

suit. We settled the case for a small sum of money, and the institution of a legal assistance program resulted.

Federal Court Monitor at Summit County Jail, January 1984-1994.

Chairperson, Phoenix Program Advisory Committee (agency of Akron YMCA), 1981-1984.

YMCA Fundraising Campaign Director, Phoenix Program, 1981-1990.

YMCA Community Campaign Co-Chair 1990; Chair 1991

Outstanding Young Man of America, 1982.

Obtained grants to establish mediation program.

Assigned as special consultant for ABA-CEELI to Slovakia.

Appointed as IRB member for the University of Akron 2001-2002 and Neoucom 2002 - 2005.

Appointed to the Performance Assessment Review Committee to review the County of Summit Children's Services Board 2003.

Chaired Magistrate Judge Re-Appointment Committee 2006, 2007.

XI. SCHOOL OF LAW INVOLVEMENT

Planning and Resources Committee, 1980

Alumni and Student Affairs Committee, 1980-present, Chair 1995, 1996

Admissions Committee, 1982-present

a) Selection Subcommittee Chairman, September 1985-1988

b) Subcommittee on Recruitment, 1984-1988

c) Subcommittee on Scholarships, September 1985-1988

My duties on the Admissions Committee consumed a limited number of hours during the fall semester but a great number of hours in the spring and into the summer. As Chair of the Selection Subcommittee, I read every application file that came to the school. I screened all the prospective admits and denies for Dean Aynes and reported directly to him on these files. I read my share of files that were assigned to committee review, and I chaired committee meetings of the whole to review those files referred by the small review groups.

During the spring, I held bi-weekly meetings to discuss all the files to be considered. In preparation for those meetings, I reviewed each file. Conservatively speaking, my Selection Subcommittee activities consumed at least six hours per week during the spring. My work on the Recruitment Subcommittee annually took me to SUNY at Buffalo for a law fair day and to Muskingum College to interview students.

Dean Jenkins' representative at statewide meeting on Law Related Education, Columbus, August 1983.

Wrote successful grant to Federal Department of Education, for \$21,825 to institute Trial Clinic, Spring 1983.

I wrote the grant proposal through which we started our present Trial Clinic. The grant was designed to expose students to principles of interviewing, pleading and discovery, and trial practice.

Co-wrote a successful grant to Federal Department of Education for \$22,400 to create Community Dispute Resolution Center, Fall 1988. This grant was a follow up to our pilot mediation program, which I started in 1986.

Organized various activities for Justice Goldberg, e.g., Moot Court argument with Judges Bell and Contie and Ohio Supreme Court visit (1984).

Organized Judge Bright's Jurist-in-Residence Program, April 1986.

The planning of this program took in excess of six months. The planning required me to meet personally with Judge Bright, coordinate activities with faculty and design the "advertising" for the week. While Judges Bright and Wood were here, I coordinated their activities.

Organized Justice Mosk's Jurist-in-Residence Program, April 1987.

While my duties in organizing Justice Mosk's visit were similar to those involved with Judge Bright, the Mosk planning activities were compressed into a four-week period.

Various and sundry planning activities.

Appointed chair of self-study committee, Fall 1999.

Coached Thurgood Marshall Mock Trial Team (2004).

XI. UNIVERSITY INVOLVEMENT

I have served on University Council. I served for several years on an Advisory Committee to the Community and Technical College. I also previously assisted Professor Leyerle with the coaching of the University's women's track team. I competed on the University's Corporate Cup Challenge team in 1986 and 1987. I worked part-time as the Interim Assistant Athletic Director from August 1993 to May 1994. I have been the University's Faculty Athletic Representative since 2003.

Appointed by President Proenza to "Plinton" Commission (Student Disciplinary Review Commission) 2006

Appointed to Dean Search Committee 2007.

XII. PERSONAL INTERESTS

My primary personal interest is reading. I have a wide range of reading interests, including fantasy, science fiction, military history, anthropology, contemporaneous historical accounts, and general fiction.

I enjoy a variety of sports and enjoy spending time with my wife and sons, Benjamin and Adam. I coached community traveling soccer. I taught Sunday school at my church.

XIII. OTHER ACCOMPLISHMENTS

During my tenure at the Legal Clinic, I have developed a level of expertise in criminal law and civil rights litigation. I receive three to six federal criminal appointments per year and a corresponding number of civil rights appointments. I have represented in excess of a score of civil rights litigants. I also routinely advise private practitioners in civil rights and criminal cases. Several of these practitioners have donated money to the Clinic in recognition of the value of my assistance.

I have also been active in grant writing, having successfully authored or co-authored federal grants, which have generated over \$50,000 for the School of Law or the Clinic.