

CURRICULUM VITAE
Richard Cohen, Associate Professor of Law

PROFESSIONAL EXPERIENCE

A. Employment

- 1983-presentThe University of Akron School of Law
Associate Professor of Law
- 1981-83University of Bridgeport School of Law
Instructor, Legal Skills (Legal Research and Writing; Moot Court)
Director, Legal Skills and Communication Skills Programs, 1982-83
- 1982-83University of Bridgeport
Adjunct Professor (Undergraduate Division)
Course: Women and the Law
- 1980-83Private law practice
21 Ground Pine Lane, Easton, CT 06612
Sole practitioner: My practice involved work in the areas of domestic relations, residential and commercial real estate transactions, including purchase/sale, financing, personal injury, and planning and zoning.
- 1975-1980Cohen and Wolf, P.C.
10 Middle Street, Bridgeport, CT 06604
Attorney
- 1977-81University of New Haven, West Haven, CT
Adjunct Professor
Courses: Legal Bibliography, Legal Research and Writing, and Real Estate Transactions
- 1980-81Fairfield University, Fairfield, CT
Adjunct Professor
Courses: Real Estate Transactions II, Business Law II
- 1974-75Hebb & Gitlin
Constitutional Plaza, Hartford, CT
Law Clerk
Responsibilities: Drafting civil pleadings; Legal Research; Drafting memoranda of law
- 1973.....Hartford County Probate Court
Main Street, Hartford, CT
Law Clerk
Responsibilities: Legal Research

B. Other Significant Experiences

See Section XII concerning the development of writing programs at the University of Bridgeport School of Law and The University of Akron School of Law, and all related work and materials.

EDUCATIONAL BACKGROUND

University of Connecticut School of Law – J.D. 1975

Activities: Law Review, Associate Editor

Emory University (Atlanta, Georgia) – B.A. 1972

Major: Economics

SUBJECTS TAUGHT

A. Courses Taught

1983-present Legal Analysis, Research, and Writing I & II

1983-present Legal Drafting

2013-present Client Interviewing & Counseling

1995-2008 Contracts I & II

1985-88 & 1990-95 Criminal Law

B. Administrative Work

Legal Analysis, Research, and Writing (LARW)

My ongoing administrative responsibilities include the following:

- (1) I have individual conferences and correspondence with students –
 - (a) to help them complete their legal research assignments
 - (b) to guide them in writing their research memoranda
 - (c) to review the critiquing of their research and writing assignments.

- (2) Writing Center: The law school's Writing Center has two (2) English Graduate Assistants (GA's) to help our students improve their writing skills by providing peer guidance for their writing. As director of the center, I perform the following duties:
 - (a) Interviewing candidates and hiring one GA
 - (b) Setting the schedule of office hours
 - (c) Setting the workshops to be given by the GA's
 - (d) Meeting with the GA's throughout the academic year to discuss the coordination of our program and a variety of issues regarding LARW students.

Legal Drafting

- (1) I prepare memoranda for and hold meetings with the Teaching Assistants to discuss each assignment, to inform them of additional details from class discussion, and to coordinate the editing process.
- (2) I prepare supplemental materials including substantive outlines and memoranda reviewing various aspects of each Legal Drafting contract and our class discussion. These supplemental materials help guide the Teaching Assistants through the course and keep them informed about all class discussion.

PUBLICATION COMMITMENTS

- A. LARW: Each academic year, I update all course materials including:
- (1) Legal Writing Workbook
 - (2) Legal Research Workbook
 - (3) Appellate Advocacy Workbook
 - (4) Client Interviewing & Counseling Workbook

NOTE: For the 2013-14 academic year, I did not use textbooks for LARW, Legal Drafting, or Client Interviewing & Counseling. Instead, I added substantive materials to my workbooks and have my students use them without a text.

- B. LARW I & II: Each academic year, I prepare the memorandum problems and arrange the appellate advocacy problems.
- C. Legal Drafting: Each academic year, I update the Legal Drafting Workbook.
- D. Legal Drafting: Each academic year, I prepare the contract interviews (i.e. hypotheticals) and outlines.
- E. Client Interviewing & Counseling: For 2013, I wrote a 121-page workbook with text and hypotheticals. I prepared many client interviewing videos as examples for the students to review. I also prepared many different interview scenarios for the students to role-play.

PUBLICATIONS **

- A. **Legal Writing Workbook**
- B. **Legal Research Workbook**
- C. LARW I Manual for Instructors
- D. **Appellate Advocacy Workbook**
- E. LARW II Manual for Instructors
- F. **Legal Drafting Workbook**
- G. Manual for Teaching Assistants
- H. **Client Interviewing & Counseling Workbook**

PUBLIC PRESENTATIONS **

- A. In November 1979, I conducted a two-day special seminar to the Connecticut Organization of Municipalities concerning legal drafting, legal analysis, and legal research. The purpose of the seminar was to better prepare officials of many Connecticut cities to draft effective ordinances and deal with other law-related problems.
- B. In November 1987, I was a speaker in the LAWR Counseling Seminar. I spoke about specific techniques of legal interviewing and counseling. I also discussed the role of the attorney in the client's decision-making process and the distinction between legal and non-legal consequences.

PROFESSIONAL RECOGNITION **

In 1986, I was selected by the University as one of the faculty members to be the subject of an article entitled "Among Bright Young Faculty."

PROFESSIONAL ACTIVITIES **

A. Professional Memberships

- (1) University of Connecticut School of Law Alumni Association
- (2) AALS Sections on Legal Research & Writing and Contracts
- (3) Legal Writing Institute
- (4) Association of Legal Writing Directors

B. Court Admissions

- (1) United States District Court, District for Connecticut
- (2) Connecticut Supreme Court and all other Connecticut courts

C. Workshops

- (1) In August, 1982, I attended the Institute of Teaching Legal Writing presented by the Document Design Center, American Institute for Research, Washington, D.C. This was an intensive three-day workshop which dealt with all aspects of teaching legal writing and analysis.
- (2) In May, 1984, I attended the Lawyering Skills Training Conference at Duke University presented by the American Bar Association. This was a two-day conference focusing on teaching client interviewing and counseling.
- (3) I attended several continuing legal education seminars presented by the Bridgeport (CT) Bar Association and the Connecticut Bar Association including seminars in the following areas: commercial real estate transactions, civil pleadings and trial tactics, domestic relations, and others.
- (4) I regularly receive and review tapes and other materials from seminars and workshops concerning teaching legal research & writing.

D. Professional Consultation

- (1) In 1985 I was consulted by Judge Joyce George and Judge Jerry Hayes about exploring the possibility of and need for a book that would be a journalist's guide to the courts and our system of justice.
- (2) In 1986-87, I worked with three attorneys from a prominent Akron law firm in order to help them improve their drafting and writing skills. The managing partner at the firm indicated that the firm noticed definite improvement in the lawyers' drafting skills and that the firm was pleased with the progress of these lawyers through their work with me.

E. Civic Activities

- (1) In 1985 I was consulted by and met with members of the Summit County Mental Health Association concerning the problem of homeless persons.
- (2) From 1986 to 1989, as part of a national Career Awareness Exploring program, I gave talks to high school students. I spoke about preparing for the study of law, the experience of practicing law, and career alternatives after law school.

- (3) From 1986-1998, I served as a hearing moderator for the Akron City Hospital. The hearings involved administrative determinations concerning doctors' privileges and related matters.

SCHOOL OF LAW ACTIVITIES **

A. From 1984 through 1988 I was Chairperson of the Student Recruitment Subcommittee of the Admissions Committee. The committee had the responsibility to make all efforts to maintain both the number of applicants to the law school and the level of quality of the students admitted to the law school. The committee also had the duty to make all efforts to increase the number of minority applicants. As Chairperson of the committee, I devoted a tremendous amount of time and effort to a variety of recruitment projects. Through this subcommittee's efforts (and the efforts of the Scholarship Subcommittee, of which I was chairperson), the School of Law significantly increased its number of applicants and matriculants, maintained or improved the quality of its matriculants, and increased its minority enrollment. I organized, supervised and/or participated in the following projects:

(1) School of Law Viewbook

- (a) 1985-86: The School of Law's Viewbook was completely revised. With Professors Reilly and Zarefsky, I wrote and edited the entire Viewbook. With Professors Carro and Reilly, I selected photographs for the Viewbook. With Professor Reilly, I prepared, edited and proofread the final draft, proofread the galleys, reviewed the keylines and had numerous consultations and meetings with the Communications Department concerning overall concept, layout, graphics and photograph placement. I approved final copy.
- (b) 1986-87: I had updated and finalized the draft of the Viewbook and reviewed the keyline. I had numerous conferences and discussions and worked with the University's Communications Department in order to create the design, concept and layout for the Viewbook. One goal was to develop a design and color theme common to the Viewbook and brochure.

(2) School of Law Brochure

- (a) 1984-85: I designed and wrote the law school brochure with Professor Reilly. I prepared, edited and proofread the final draft, reviewed the keylines, and had several meetings with the printer to discuss and finalize concept and design.
- (b) 1985-86: I redesigned the brochure and had several meetings with the Communications Department to discuss graphic layout.
- (c) 1986-87: I had updated and finalized the draft of the brochure and reviewed the keyline. I had numerous conferences and discussions and worked with the University's Communications Department in order to create the design, concept and layout for the brochure. One goal was to develop a design and color theme common to the Viewbook and brochure.

(3) Photographs for Brochure and Viewbook

I organized an effort to upgrade the pictures in the brochure and Viewbook. I organized and/or supervised a number of sessions with photographers in order to develop a larger portfolio of photographs from which we can choose pictures for the brochure and Viewbook.

(4) Visiting Days/Preview Programs

In an effort to increase our enrollment rate, each year the law school holds four visiting days during which we introduce the law school, our faculty and students, and our program to our guests. Three visiting days are directed at prospective students whom the law school has already admitted. In 1985, one visiting day was directed at minority students. In 1986, two visiting days were directed at minority students and groups. With the assistance of other committee members, I planned the program for the visiting days (except the minority visiting days, the responsibility for which is given to another committee member). I was in charge of all mailings. At each visiting day, I was in charge of the overall organization and coordination (except for the minority visiting days). I also participated in small group discussions with the visiting students, and helped with the food service.

(5) Recruiting Trips

- (a) 1984-85: I organized all recruiting trips (except the law school caravan) including preparation of the package of recruitment materials, mailing an advance package of materials to the Placement Office of each school, mailing announcements of our visit, calling schools and organizations to establish further contacts, and related work. I also went on two recruiting trips – a three-day recruiting trip to visit a number of Pittsburgh-area schools and a recruiting trip to The College of Wooster.
- (b) 1985-86: The package of recruitment materials was updated and upgraded. In order to recruit students at distant schools, committee members contacted and sent alumni to represent the law school on recruiting trips and at “law fairs.” I attended the three-day New York Law Forum sponsored by the Law School Admissions Service.
- (c) 1986-87: I supervised the organization of all recruiting trips (except the law school caravan and alumni recruiting trips) including preparation of the package of recruitment materials, mailing an advance package of materials to the Placement Office of each school, mailing announcements of our visit, calling schools and organizations to establish further contacts, and related work.

(6) Mailings

- (a) 1984-85: I wrote and edited the letters that were sent with the brochure to LSAT-takers in designated geographic areas. With other committee members, I folded and stuffed letters and brochures that were sent to approximately 12,000 prospective law students and several hundred visiting day invitees. In addition, special letters, together with brochures, were sent to minority LSAT-takers and to invitees to our Visiting Day for prospective minority law students.

- (b) 1986-87: I revised the letters that were sent with the brochure to LSAT-takers in designated geographic areas.

(7) Poster

With Professor Huhn, I developed a poster that was sent to and posted at approximately 200 undergraduate schools in a designated geographic area. The poster contained a postcard that the undergraduate students could use to request information from the law school.

(8) Program Descriptions

- (a) 1984-86: With Professor Reilly, I wrote, rewrote, updated, and/or edited ten program descriptions used for recruitment purposes. These descriptions review various academic and programmatic areas and provide the prospective law students with details about course offerings and the professors at the law school.
- (b) 1986-87: With Professors Carro, Huhn and Reilly and Associate Dean Aynes, I wrote, updated and/or edited ten program descriptions used for recruitment purposes.

(9) Minority Recruitment

Professor Zarefsky and I developed special recruitment efforts directed at prospective minority law students including a special visiting day, mailing letters and brochures to minority LSAT-takers, and contacting undergraduate schools and organizations to develop contacts concerning minority student recruitment.

(10) School of Law Videotape

In 1985-86, a videotape was developed which reviews all aspects of the law school and introduces the viewer to the city of Akron. The videotape has been sent to many undergraduate schools and shown to pre-law students who are interested in learning more about our law school.

(11) Alumni Outreach Program

Contacts with alumni have been developed, renewed, or strengthened. The purpose of this effort is to have alumni help us recruit students who reside far from the law school and in the alumnus' area.

(12) Speaker Bureau

A list was developed of law school professors who are willing to travel to undergraduate schools and speak to pre-law clubs. Letters were sent to many pre-law clubs and undergraduate schools in which we offered a speaker on a variety of topics.

(13) Student Questionnaire

With Professor Carro, I developed and sent a questionnaire to our first-year law students. The questionnaire inquired as to the effectiveness of our various recruitment efforts and will be used to formulate our future recruitment efforts.

(14) Cleveland Initiative

Our recruitment process includes a special initiative to recruit students from the Cleveland area. Special letters are sent to prospective law students who live in the Cleveland area. In 1985 and 1986, we also held a visiting day specifically for Cleveland-area LSAT-takers to introduce to them the law school and the city of Akron.

(15) Personalized Letters

For the past two years, I, together with other faculty members, have written numerous personalized letters to students who have been admitted to the law school. This is done to show the personalized "small school" atmosphere at the law school and the extent of our interest in these prospective law students.

(16) Contacts with Feeder Schools

With Professor Carro and Dean Jenkins, I have made special efforts to strengthen our ties with the undergraduate schools which historically have provided the law school with the most students --The University of Akron, Kent State University, and Youngstown State University. I have made several appearances at The University of Akron Pre-Law Club and have made arrangements for Akron pre-law students to visit the law school and observe law classes.

- B. From 1985 through 1988 I was Chairperson of the Scholarship Subcommittee of the Admissions Committee. Through the subcommittee's efforts, the School of Law significantly increased its number of applicants and matriculants and also increased the number of minority students who matriculated to the School of Law.
- C. **For the 2013-14 academic year, I am a member of the Academic Committee and Co-Chair of the Library Committee.**
- D. From 1983-88 and from 1990-91, I was the faculty advisor for the Client Counseling Competition. I organized and supervised the intramural competition which included the following:
- (1) finding judges (including attorneys, judges, counseling professionals, clergy, etc.);
 - (2) making all arrangements concerning food service;
 - (3) developing materials concerning techniques for client interviewing and counseling which are available to the law student participants;
 - (4) presenting a special lecture concerning client interviewing and counseling techniques; and
 - (5) participating as a judge in the competition.

I coached the winning team to prepare for the regional competition. This involved an intensive four-week training during which the student participants conduct many simulated client interviews. By videotaping the interviews, I further review the counseling situations with the students and provide them with a detailed critique. The regional competition involves schools from Michigan, Kentucky, Ohio and Canada.

- E. **I am the faculty advisor to Phi Alpha Delta law fraternity. I have been the advisor since spring, 1984 when the fraternity was essentially inactive. Since that time, the fraternity has regenerated, greatly increasing its membership and adding to the programs and activities it sponsors.**

F. I am the faculty advisor to the Jewish Law Students Association.

G. From spring 1984 through spring 1985 I was one of the faculty advisors to the Legislative Research and Drafting Service. Together with Professors Carro and Purdy, I supervised students on a variety of research and drafting projects for public service organizations, government agencies, and private interest groups.

H. For the 1985 Summer Qualification Program, I developed and participated in a Skills Workshop that was aimed at improving the students' writing skills and analytical abilities. I gave lectures concerning legal writing principles, analytical patterns, and preparing for and taking law school exams.

I. For the 1986 and 1987 Summer Qualification Program, I gave one lecture concerning legal analysis (i.e. analytical patterns) and preparing for and taking law school exams.

J. Drafting Grant Proposals

(1) 1985-86: With Professor Zarefsky, I spent a considerable amount of time and effort drafting a grant proposal in which the law school would seek funds to further develop a Skills Workshop for the Summer Qualification Program.

(2) 1986-87: I attended meetings with other faculty members to discuss and organize our grant proposal for the LSAS Minority Challenge Grant Program. Together with Associate Dean Aynes, I drafted the preliminary grant proposal.

K. In addition to my role as faculty adviser to all students in the writing program, I spend many hours each week advising students concerning a variety of matters including job placement and career decisions, curriculum decisions, the General Writing Requirement, etc.

L. 1986 Orientation

(1) I assisted the student leaders in planning the orientation and, in particular, the orientation class. I had a number of meetings with a student leader in order to select the topic and materials for the orientation class and our approach to the class.

(2) I taught one of the orientation classes. As part of this class, I discussed with the students the "process" of a law school class, the nature of legal analysis, the key role of facts in such analysis, and other matters. My purpose in teaching the class was two-fold: (1) to have the students go through a real law school class and (2) to prepare the students for the law school experience and the type of work and preparation that is expected of them.

M. 2001-08 Orientation

I taught one of the orientation classes. As part of this class, I discussed with the students the "process" of a law school class, the nature of legal analysis, the key role of facts in such analysis, and other matters. My purpose in teaching the class was two-fold: (1) to have the students go through a real law school class and (2) to prepare the students for the law school experience and the type of work and preparation that is expected of them.

N. Development of Writing Programs

I developed and implemented writing programs at The University of Bridgeport School of Law (fall, 1982) and at The University of Akron School of Law (fall, 1983). I also developed and supervised a special Communications Skills Program at The University of Bridgeport School of Law directed at helping students who had particular and acute problems in English composition and grammar.

The writing programs that I have developed have a specific and practical orientation. The students gain experience in writing many different types of documents, all of which they are likely to encounter in law practice. The general emphasis in the writing program is on the following:

- (1) editing skills,
- (2) plain language and readability,
- (3) reader-directed writing (as opposed to writer-centered writing),
- (4) organizational skills, and
- (5) analytical skills.

O. LARW Training Program

1983-87: In addition to the Manual for Instructors, I developed a training program for all LARW instructors. I held several meetings with the instructors at which we reviewed our editing of student memoranda and other assignments. The purpose of the training program was to orient the instructors to the writing principles underlying the writing program and to further develop and refine their editing skills. Each spring, I selected and prepared the materials that will be used in the training program.

P. LARW: Client Interviewing and Counseling

1988-98: I added the teaching of client interviewing and counseling to the LARW course syllabus. I prepared a lesson plan and several interview situations. Using videotaped interviews conducted by LARW students, I teach techniques of client interviewing and counseling.

From 1988-98, I incorporated client interviewing and counseling into LARW. Although this may be a nontraditional component of a writing program, I believe that such training will enable these students to develop a fuller appreciation of all aspects of the lawyering process earlier in the course of their legal education. Also, this training provides them with practical skills that are essential to the lawyering process. Many of the interviewing situations include ethical and other professional problems. By including such problems, I start the students thinking about common ethical considerations and related matters that arise in the practice of law.

Q. LARW Supplemental Program

With the cooperation of the University's Writing Laboratory, I have instituted a supplemental program for LARW students who need special, intensive instruction in language and/or composition. I have prepared a program of instruction for these students. I have also developed special analytical problems on which these students may work in order to develop and improve their skills in legal writing and analysis.

UNIVERSITY ACTIVITIES **

A. For the 1985-86 academic year, I was appointed to serve on the University Council's Student Affairs Committee. I was a member of the Awards, Grants, Scholarships, and Loans Subcommittee.

- B. For the 1986-87 academic year, I had discussions with the University's Writing Laboratory and Reading Laboratory in order to develop a tie with the law school. In particular, I was working with both labs in an effort to help a first-year law student with severe writing (and possibly reading) problems. I am also interested in identifying any learning disabilities this student may have. This connection may help the law school effectively deal with similar types of problems in the future.
- C. I have had discussions and conferences with Dr. Mary King of the University's Writing Laboratory in order to develop a special, supplemental program for BLC students in need of intensive, individual instruction concerning problems in language and/or composition.
- D. For the 1990-91 academic year, I was a member of the faculty pool to hear University student disciplinary matters.
- E. For the 1992-93 academic year, I was a member of the Faculty Senate committee and the Athletics subcommittee of the Faculty Senate.
- F. **From 1999-2004 and 2006-present, I served as the Faculty Advisor to The University of Akron's Hillel, a Jewish student organization for both undergraduate and graduate students. My responsibilities include:**
 - (1) responding to inquiries regarding Hillel activities for undergraduate students**
 - (2) attending activities on campus**

CIVIC ACTIVITIES **

- A. **From 2006-present, I am Vice President, a member of the Board of Directors, and Chair of the Membership & Dues Committee of Anshe Sfard Synagogue.**
- B. **For the past ten (10) years, my family has annually hosted six (6) or seven (7) Sabbath dinners at our home for Jewish law students and other Jewish students at The University of Akron and in the community.**

** within last two years in bold