

Robina Foundation

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Version 3
August 20, 2018

ROBINA FOUNDATION
Board Meeting

Conference Call

Wednesday, May 18, 2011
10 a.m. – 12 noon (CDT)
8 a.m. – 10 a.m. (PDT)
11 a.m. – 1 p.m. (EDT)

ROBINA FOUNDATION

TO: **Board of Directors**

FROM: **Penny Hunt**

RE: **May 18, 2011 Board Meeting**

DATE: **May 9, 2011**

This board book is bulging with interesting material! I'm sorry to burden you with a significant amount of reading, but want to make sure you have all the information you need to discuss the various programs and proposals and make timely decisions.

Tab 4:
Yale and CFR: The Board will be asked to make key decisions concerning the direction of new multi-year grants at Yale and CFR.

University of Minnesota: The University of Minnesota's proposal for the Robina Institute on Criminal Law and Justice follows up on the Board's discussion in February when the Board approved a grant to accommodate the timing of the U's fundraising campaign, but asked the U to submit a full proposal for fine tuning with the help of outside readers and further Robina Board input. The next step will be to engage readers to review the enclosed proposal before the August meeting. (Note that the U's material includes a list of potential reviewers.)

Tab 5:
Yale Law School: This annual report requires Board approval to facilitate funding of the final year of Robina's multi-year grant. At our request, the Law School conducted an assessment of the Robina Foundation Human Rights Initiative. (As of this writing, we have only the 56 page report. We have asked for an executive summary, which may need to be sent to you via email if it is not available when the books are mailed.)

CFR: CFR's assessment of the IIGG program is not included in the board book. We anticipate receiving an interim report by May 13 and will email that to you when it is received.

The "action" regarding the ArtPlace Initiative is simply ratification of the Board's past grant commitment. My Executive Director's Report describes work on this grant since the February Board Meeting.

Tab 6: Please look over the Draft Agenda for the August Board Meeting. I want to make sure we maximize your time at that meeting and welcome your suggestions about topics for Board consideration.

I think that's it. Please feel free to contact me if you have questions or concerns before the meeting.

Robina Foundation Board of Directors Meeting

Conference Call

Wednesday, May 18, 2011

10:00 a.m. to 12:00 Noon (CDT)

Participant Instructions:

1. **Dial 1-866-633-3380**
2. **Dial the room number *3167335* (The star key must be pressed before and after your room number.)**
3. **Wait to be added to the conference.**

Time	Agenda Item	Tab #
10:00 a.m.	**Welcome and Call to Order – Crosby**	
10:05 a.m.	**Minutes of February 23, 2011 Board Meeting – Schroeder** - Action	**1**
10:10 a.m.	**Executive Director's Report – Hunt**	**2**
10:20 a.m.	**Governance and Legal Report – Crosby**	
10:30 a.m.	**Treasurer's Report – Crosby** • Assets and Cumulative Grants • Foundation Assets Summary • Reports ➢ USbank ➢ J. P. Morgan	**3**
10:40 a.m.	**New Grants – Hunt** • Multi-Year Grants ➢ Yale – Grant Opportunities ➢ CFR – Meeting Follow-up; Grant Opportunities ➢ University of Minnesota Law School – Criminal Law Proposal ➢ ANWH – Update • Small Grants/Discretionary Fund ➢ Policy/Guidelines – Amount, Duration, Timing	**4**
11:40 p.m.	**Current Grants – Hunt** • Grant Spread Sheet • Yale Law School ➢ Annual Report – Action ➢ Assessment of Human Rights Fellowship Initiative • Quarterly Reports – Abbott, CFR, U of M, Yale School of Drama • CFR: Assessment of IIGG Program (interim report to follow) • ArtPlace Initiative - Action	**5**
11:55 p.m.	**Other Business** • Draft Agenda for August Board Meeting • Future Board Meeting Dates: 2011 and 2012 (Proposed) (Please have your calendars available)	**6**
12:00 noon	**Adjournment**	

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Robina Foundation Board of Directors
Meeting Minutes
February 23, 2011

A meeting of the Board of Directors of the Robina Foundation, a Minnesota nonprofit corporation, was held on February 23, 2011 at The University Club, Washington DC.

Directors present: Gordon Aamoth, Kathleen Blatz, Thomas Crosby, Peter Karoff, and Steven Schroeder.

Staff present: Penny Hunt, Executive Director, and Nancy Gilberg, Administrative Consultant.

Guest present: Susan Berresford, Special Consultant.

Latoya Arnold, OfficeTeam Associate was present and served as recorder.

Welcome and Call to Order

Crosby, Chair, called the meeting to order and welcomed Board Members and guest, Susan Berresford.

Discussion of CFR: IIGG Program and Future Opportunities

Berresford, special consultant to the Foundation, provided her summary of discussions with the Council on Foreign Relations held the previous day. She emphasized that CFR occupies its niche perfectly, with excellent leadership in Richard Haass and wonderful staff. With respect to the Robina-supported IIGG program, Robina funding permitted the deepening of important work that CFR might have done in the normal course of the organization's activities. Robina's request for an evaluation of the program is appropriate and the right next step to enable the Foundation to stay on top of the program and CFR's operations.

Berresford outlined her assessment of the programs presented by CFR as possible future investments:

Council of Councils: interesting program with potential; more information would be helpful.
Center for Civil Society, Markets and Democracy: appealing program, perhaps worthy of low level funding from Robina.
Education Initiative: questionable program for CFR given the nature of CFR and the barriers to operating a program in high schools.

Technology Program: based on a conversation with Jim Lindsay, use of videos by program staff has interesting potential; a change in a technology platform could transform the organization.
Diversity: CFR's lack of diversity is disappointing; the Foundation should push CFR to address diversity within the organization as well as in the foreign affairs field.

Following Berresford's remarks, Board Members and Berresford discussed follow-up with CFR. Board Members expressed interest in the Center for Civil Society, Markets and Democracy program, but would like financial information and budget justification, as well as clarification regarding the meaning of "civil society" as used by CFR. Additional support for the IIGG program will depend on the assessment CFR is undertaking. Robina would like to work with CFR on the protocol, budget and reviewers and would like to review the original quality protocols used by CFR. In addition, more detailed information on the budget and the length of the program is needed. Limited support for video equipment may be of interest, depending, in part, on CFR's estimate of the cost. Board Members expressed great interest in pushing CFR to explore ways to enhance diversity within CFR and in the field and would be willing to fund a scan of the field to determine organizations that CFR could partner with to build diversity within CFR and beyond.

Board Members directed Hunt to provide CFR with this feedback and request for additional information, to inform CFR of Robina's cap on the funding of overhead at 15%, and to alert CFR to Robina's intention to use outside readers to assist with evaluation of proposals from CFR and other Robina Grantees.

Minutes of November 16, 2010, Board Meeting

A motion made and seconded to approve the Minutes of the November 16, 2010 meeting was approved unanimously.

Governance and Legal Report

Crosby indicated that the August 2011 Board Meeting will include a discussion of the "Lead Director" program. In preparation for the discussion, Board Members suggested that Hunt circulate a survey to compile Board Members' views of the implementation of the Lead Director program. Board Members also requested a discussion of Board Members' terms and compensation, Board composition and size, and officers' terms.

Crosby noted that he had just learned that JP Morgan will transfer another $38 million to the Robina Foundation. Tax issues still remain with respect to funds the family owes Robina.

Executive Director's Report

Hunt and the Board discussed the best way for Board Members to receive information regarding the work of the Foundation. Most information for Board Members will be included in the notebooks for Board Meetings. In general, emails will be used when advice/information is needed by Hunt.

Treasurer's Report

Foundation Assets:
Crosby noted that as of December 31, 2010, the Foundation's assets totaled $128 million. Recent activity included the sale of the Foundation's investment in TIFF, receipt of funds from the IRS and from Jane Mauer's letter of credit. Issues surrounding 301 Clifton remain and must be resolved.

Fourth Quarter Financial Statement:
Hunt called the Board's attention to the Fourth Quarter Financial Statement prepared by Mayer Hoffman McCann.

> A motion made and seconded to approve the Fourth Quarter Financial Statement was approved unanimously.

(Berresford left meeting at 9:45 a.m.)

Sunset Investment Management:
Crosby summarized the process followed to obtain proposals from JP Morgan, USBank and Northern Trust for the management of Robina assets, as well as discussions with the "investment committee" comprised of Crosby, Conley Brooks and David Crosby, with consultant Mike Sullivan. Following a discussion of the approach recommended by the investment firms,

> A motion made and seconded to approve the engagement of USBank to manage the Foundation's assets was approved unanimously.

Crosby described discussions with Mike Sullivan concerning engagement as an investment consultant in 2011.

> Upon motion made and seconded, the Board approved the engagement of Mike Sullivan at the annual rate of $10,000 to serve as an investment consultant working with USBank and the investment committee on the management of the Foundation's assets.

Board Members requested that the agenda for the Foundation's August meeting include a presentation by Sullivan and USBank.

2011 Operating Budget:
Hunt and Gilberg presented the 2011 Operating Budget included in the Board Book.

A motion made and seconded to approve the budget as presented was approved unanimously.

Grant Program

Guidelines:
Hunt called the Board's attention to the Foundation's draft guidelines included in the Board Book. These draft guidelines were discussed at the November Board Meeting and were distributed to Robina Grantees for information and comment.

A motion made and seconded to approve the guidelines included in the Board Book as the Foundation's guidelines was approved unanimously.

Board Members requested that the agenda for the August Board Meeting include a discussion of human rights, the use and implementation of the Discretionary Fund, multiple grants to Robina Grantees, and the requirement that Robina Grantees submit quarterly reports.

2011 Work Plan:
Hunt called Board Members' attention to the draft 2011 Work Plan included in the Board Book. Board Members confirmed the broad framework of the plan, but questioned the feasibility of developing a preliminary budget for Multi-Year Grants and the Discretionary Fund for the May meeting.

Multi-Year Grant Possibilities:
Abbott Northwestern Hospital:
Hunt noted that several Board Members will meet with ANWH on April 4 to learn more about ANWH/Allina's priorities and financial situation and possibilities for future funding. Board Members discussed the three programs ANWH/Allina has proposed for future funding (Advancing Primary Care Redesign through Development of Adaptive Health Practice and Payment Reform, A Systems Approach to Late Life Supportive Care and Integration of Behavioral Health with Physical Health Care in Primary Care Setting) as well as questions regarding funding for ANWH vs. Allina. Hunt will provide Marcus Thygeson with the Board's feedback on the three programs and questions concerning funding of ANWH vs. Allina, the future of the Care Guide Program and the role of philanthropy at ANWH/Allina.

(Schroeder left meeting at 11:40 a.m.)

University of Minnesota Law School:
Blatz, Crosby and Hunt described the University of Minnesota Law School's capital campaign and Dean Wippman's request that the Foundation consider making a five-year commitment to support the Law School and emphasized the value of an early commitment to facilitate the public launch of the campaign. Board Members discussed the U's plans for the Robina Institute on Criminal Law and Justice and the U's need for scholarship support.

> Upon motion made and seconded, the Board agreed to provide a total of $7.5 million payable over 5 years beginning in 2012 to support the Robina Institute on Criminal Law and Justice plus $250,000 per year for five years to support scholarships at the Law School.

Board Members emphasized that this early commitment of funding is an exception to the Foundation's process for Robina Foundation multi-year grants. The U will be required to submit a full proposal for the Institute on Criminal Law and Justice and use of the scholarship funds, and the Foundation's review will include review by outside readers.

Yale:
Crosby and Karoff introduced opportunities for future funding presented by Yale during Robina's day-long meetings with Yale leadership in January. As a result of that meeting, Yale provided extensive material describing the initiative "Transforming Undergraduate Science Teaching at Yale and Beyond." Board Members are interested in learning more about other opportunities at Yale and expressed the belief that Yale ought to undertake this undergraduate science initiative on its own rather than seeking outside support. Several Board Members expressed support for additional funding at Yale Law School and the Yale School of Drama, but are unclear about the nature and level of appropriate support. Additional information is needed about opportunities at Yale, including opportunities at Yale Law School and Yale School of Drama and how Robina funding fits into other human rights programs at the Law School.

CFR Extension Grant:
Board Members discussed the budget received from CFR for the use of the Foundation's $2 million extension grant to support the IIGG Program. Board Members expressed concern about the level of overhead included in the budget and directed Hunt to inform CFR that overhead in future budgets, including budgets for continuation of the IIGG Program, will be limited to 15%.

> Upon motion made and seconded, the Board approved the payment of $2,000,000 to the Council on Foreign Relations in September 2011 to support the continuation of the International Institutions: Global Governance program.

Quarterly Reports:
Since Board Members needed to leave to catch planes, the Board did not discuss the quarterly reports included in the Board Notebook, but noted that Lead Directors and Hunt had discussed the reports with Robina Grantees and did not identify issues that required Board consideration.

Adjournment

There being no other business, the meeting was adjourned.

Respectfully Submitted,

Steven A. Schroeder, Secretary **Date**

ROBINA FOUNDATION
BOARD OF DIRECTORS MEETING
May 18, 2011

EXECUTIVE DIRECTOR'S REPORT

Not surprisingly, the bulk of my work since the February Board Meeting involved follow-up to that meeting, preparation for the Abbott Northwestern Hospital/Allina meeting on April 4 and preparation for the May meeting.

Follow-up to February Board Meeting
As you know, the Board covered a lot of ground at the February meeting, so there was a flurry of activity after the meeting to fill Robina Grantees in on the Board's discussions. Thanks to all of you for your prompt review of draft emails so that I was able to provide Robina Grantees with timely information.

CFR:
In addition to providing Richard Haass and others at CFR with feedback, I worked with Jim Lindsay as he developed plans for the outside assessment of the IIGG Program, providing him with input on the categories and relative weight of the people to be interviewed by the two reviewers. I also reviewed and discussed with Jim background information on CFR's internal assessment process. (That material is included at Tab 4.)

Attached is information on CFR Blogs, which we requested during our meetings in Washington.

University of Minnesota Law School:
Follow-up with David Wippman included several conversations clarifying the Board's discussions and discussing next steps for the University.

Yale:
The Board will discuss opportunities at Yale in more detail, so the detailed follow-up will occur after the May meeting.

Abbott Northwestern Hospital / Allina "Deep Dive"
I worked with Marcus Thygeson on the development of the agenda for the meeting and the material needed for Robina Board Members in advance of the meeting. Following the meeting and the Board's conference call to discuss the meeting, I provided Marcus with the Board's feedback.

In addition to attendance at the April 4 deep dive, I attended a luncheon for ANWH donors hosted by Jeff Peterson, CEO of ANWH, and the ANWH Foundation. About a dozen donors attended the luncheon along with several ANWH doctors and ANWH Foundation board members. Jeff holds these

luncheons several times a year, primarily to update donors on the work of ANWH. Jeff made a point of highlighting the Care Guide Program and Robina Foundation's support of ANWH.

ArtPlace Initiative

I have been working on finalizing Robina's $500,000 grant to support the ArtPlace initiative spearheaded by Rocco Landesman, head of the NEA. This has involved discussions with the staff at the Nonprofit Finance Fund, which is the fiscal agent for the initiative, review of documents and information related to the Nonprofit Finance Fund as well as to the ArtPlace initiative, and drafting of Robina's commitment. Once we provide our commitment letter, the funders' attorneys will provide us with a "Master Funding and Participation Agreement" for execution. Upon execution of the agreement, we will provide the funding. Since the Ford Foundation and the National Endowment for the Arts are covering the administrative costs of the initiative, Robina's grant will support initiative grants.

The Rockefeller Foundation recently joined the founding funders (The Ford Foundation, The James Irvine Foundation, John S. and James L. Knight Foundation, Kresge Foundation, The Andrew W. Mellon Foundation, and Bloomberg Family Foundation). Carol Coletta has been hired as the Director, ArtPlace and is contracted with NFF in this capacity. Prior to this current role, Carol was President and CEO of CEOs for Cities, a Chicago-based nonprofit organization. According to NFF, Carol is a highly sought after speaker on the success formula for cities and creative communities and is frequently interviewed by national media as an expert on urban issues.

The first meeting of the NEA and private sector funders was held in March. The due diligence process is now underway for ArtPlace to make the first round of investments. A proposed set of inaugural projects will be presented to a meeting in June 9 in Washington, DC. Current plans call for the public announcement of ArtPlace to take place in September. The thought is to move forward with inaugural investments over the next few months and to then include those projects in the more formal public launch in the fall.

Since the Robina Board Members' approval of a grant to support ArtPlace took place by email, Board Members will be asked to formalize that action as part of the discussion of "Current Grants."

COUNCIL *on*
FOREIGN
RELATIONS

CFR Expands Its Blog Offerings

www.cfr.org/blogs

Elliott Abrams Pressure Points

Former deputy national security adviser explores democracy, human rights, and the Middle East.
http://blogs.cfr.org/abrams/

John Campbell Africa in Transition

Former ambassador to Nigeria tracks political and security issues in today's Africa.
http://blogs.cfr.org/campbell/

James M. Lindsay The Water's Edge

CFR's director of studies looks at the politics shaping U.S. foreign policy.
http://blogs.cfr.org/lindsay/

Steven A. Cook From the Potomac to the Euphrates

CFR scholar analyzes developments in the Middle East and their resonance in Washington.
http://blogs.cfr.org/cook/

Michael Levi Energy, Security, and Climate

CFR expert dissects the science and politics surrounding climate change, energy, and nuclear security.
http://blogs.cfr.org/levi/

Asia Unbound

Scholars in CFR's Asia studies program offer insights on the issues and trends shaping the region.
http://blogs.cfr.org/asia/

Geo-Graphics

CFR's Center for Geoeconomic Studies explains pressing global economic issues with easy-to-read graphs and charts.
http://blogs.cfr.org/geographics/

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ROBINA FOUNDATION
ASSETS AND GRANTS

Q/E DATE	ASSETS	GRANTS (cumulative)	GRANTS (outstanding commitments)
12/31/07	$149,839,012.57	$350,000.00	$ 0
12/31/08	128,359,302.03	7,028,535.00	17,507,864.00
12/31/09	127,065,750.39	14,719,093.00	9,947,881.00
03/31/10	126,595,324.27	14,719,093.00	9,947,881.00
06/30/10	123,001,620.97	15,719,093.00	8,947,881.00
09/30/10	121,856,212.63	20,549,431.00	10,067,543.00
12/31/10	128,007,811.51	22,922,663.00	7,694,311.00
03/31/10	128,482,893.73	22,922,663.00	16,944,311.00 (1)

(1) Includes 2011 commitment of $850,854 and the 2012 commitment of $893,457 to the U of M Law School plus the $7.5M payable over 5 years beginning in 2012 and the $250,000/year for 5 years; the additional year of funding in 2011 of $5,950,000 for CFR, U of M, Yale Law and Yale Drama, and $500,000 for ArtPlace Initiative (one time).

ROBINA FOUNDATION
ASSETS DETAIL

*USbank Checking, USbank Investment Account, TIFF Account, Estate of Jim Binger, IRS Refund (a constant number based on recent estimates)

Assets	12/31/07	12/31/08	12/31/09
USbank Checking	$28,607.85	$39,292.02	$3,299,000.81
USbank Investment	28,068,147.99	21,523,747.18	30,793,370.96
TIFF	8,587,802.83	6,356,616.51	8,183,916.75
Estate of Jim Binger	96,165,289.90	83,450,482.32	67,800,297.87
IRS Refund	16,989,164.00	16,989,164.00	16,989,164.00
Total	**$149,839,012.57**	**$128,359,302.03**	**$127,065,750.39**

	03/31/10	06/30/10	9/30/10
USbank Checking	$3,260,931.19	$2,211,528.66	$5,338,375.00
USbank Investment	30,990,610.24	31,231,745.96	23,575,643.46
TIFF	8,441,421.21	8,058,254.83	8,792,014.78
Estate of Jim Binger	66,913,197.63	64,510,927.52	67,161,015.39
IRS Refund	16,989,164.00	16,989,164.00	16,989,164.00
Total	**$126,595,324.27**	**$123,001,620.97**	**$121,856,212.63**

	12/31/10	03/31/11	06/30/11
USbank Checking	5,279,343.30	3,969,261.41	
USbank Investment	21,160,516.65	70,072,133.88	
TIFF	9,262,202.25	Closed – Funds wired to USbank	
Estate of Jim Binger	82,985,461.31	45,121,210.44	
IRS Refund	9,320,288.00 (1)	9,320,288.00	
Total	**$128,007,811.51**	**$128,482,893.73**	

? → (1) Updated IRS info from Peggy Quinn of McDermott (attached)

usbank.
P.O. Box 1800
Saint Paul, Minnesota 55101-0800

3039 IMG Y ST01

4.12.11 cc to Lisa

THE PRIVATE CLIENT RESERVE
Business Statement

[redacted]

Statement Period:
Mar 1, 2011
through
Mar 31, 2011

000002409 1 AT 0.357 106481021192642 P
ROBINA FOUNDATION
ATTN: NANCY
80 S 8TH ST STE 4900
MINNEAPOLIS MN 55402-2226

2% yield

To Contact U.S. Bank

24-Hour Business Solutions:	*1-800-673-3555*
Telecommunications Device for the Deaf:	*1-800-685-5065*
Internet:	*usbank.com*

CHECKING

Member FDIC

[redacted]

U.S. Bank National Association

Account Summary

	# Items		
Beginning Balance on Mar 1		$	14,580,793.72
Other Deposits	1		1,483.48
Other Withdrawals	1		10,576,309.00-
Checks Paid	17		36,706.79-
Ending Balance on Mar 31, 2011		**$**	**3,969,261.41**

Interest Paid this Year	$	6,231.11
Number of Days in Statement Period		31

Other Deposits

Date	*Description of Transaction*	*Ref Number*	*Amount*
Mar 31	Interest Paid	3100004582	$ 1,483.48
		Total Other Deposits	**$ 1,483.48**

Other Withdrawals

Date	*Description of Transaction*	*Ref Number*	*Amount*
Mar 10	Electronic Withdrawal From U.S. BANK TRUST REF=11069014091895 Y 192058493 ACH 150009449700		$ 10,576,309.00-
		Total Other Withdrawals	**$ 10,576,309.00-**

Checks Presented Conventionally

[redacted]

Date	*Ref Number*	*Amount*
Mar 4	8990973640	946.71
Mar 3	8898398865	2,565.00
Mar 7	9395688468	882.80
Mar 24	7040374184	711.43
Mar 4	8991014136	90.23
Mar 15	9398188318	3,000.00
Mar 21	9390589381	4,637.30
Mar 11	8995420774	49.03
Mar 10	9494979190	152.98

[redacted]

Date	*Ref Number*	*Amount*
Mar 10	5942618876	804.40
Mar 16	8890321817	1,119.88
Mar 18	8891958149	123.00
Mar 18	2026553233	2,823.44
Mar 16	7048037234	1,206.20
Mar 28	5943473424	10,000.00
Mar 31	8991212048	94.39
Mar 31	7041577738	7,500.00

* Gap in check sequence

Conventional Checks Paid (17) $ 36,706.79-

Balance Summary

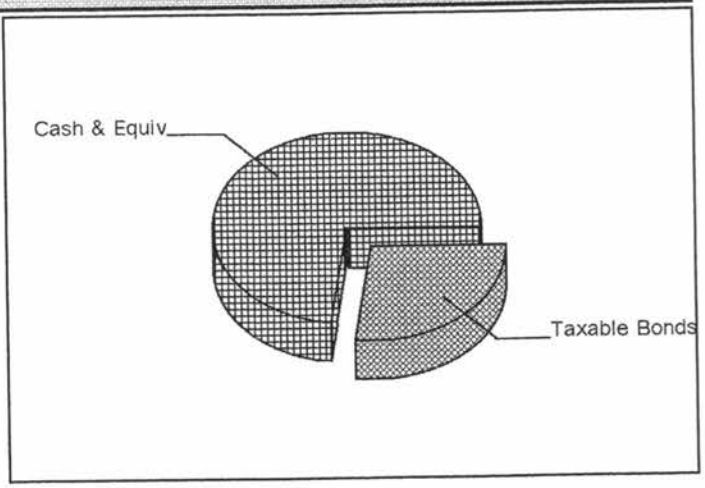
Date	*Ending Balance*	*Date*	*Ending Balance*	*Date*	*Ending Balance*
Mar 3	14,578,228.72	Mar 11	3,998,993.57	Mar 21	3,986,083.75
Mar 4	14,577,191.78	Mar 15	3,995,993.57	Mar 24	3,985,372.32
Mar 7	14,576,308.98	Mar 16	3,993,667.49	Mar 28	3,975,372.32
Mar 10	3,999,042.60	Mar 18	3,990,721.05	Mar 31	3,969,261.41

Balances only appear for days reflecting change.

This statement is for the period from March 1, 2011 to March 31, 2011

ASSET SUMMARY AS OF 03/31/11

Assets	Current Period Market Value	% of Total	Est Annual Income
Cash & Equivalents	51,206,036.55	73.10	128,015.09
Taxable Bonds	18,866,097.33	26.90	759,225.53
Total Market Value	**$70,072,133.88**	**100.00**	**$887,240.62**



YOUR INVESTMENT OBJECTIVE IS ALL FIXED/NON TAXABLE

MARKET VALUE SUMMARY

	Current Period 03/01/11 to 03/31/11	Year-to-Date 01/01/11 to 03/31/11
Beginning Market Value	**$21,175,486.33**	**$21,160,516.65**
Taxable Interest	92,100.17	150,797.05
Fees and Expenses	- 6,136.62	- 17,068.75
Cash Receipts	48,871,309.00	48,871,309.00
Long Term Gains/Losses	- 537.85	- 1,580.89
Short Term Gains/Losses	- 5,478.28	- 5,478.28
Change in Investment Value	- 54,608.87	- 86,360.90
Ending Market Value	**$70,072,133.88**	**$70,072,133.88**

Current Residuary Assets on Hand (as of March 31, 2011)

Cash and Short Term[1]	Market
James H. Binger Revocable Trust [redacted]	$ 4,494,582.00
James H. Binger Revocable Trust - Income Account [redacted]	7,226,233.65
Estate of James H. Binger [redacted]	25,401,059.27
Estate of James H. Binger - Income Account [redacted]	449,121.46
Total Cash and Short Term:	**$ 37,570,996.38**

Tartan I LP (as of 03/31/2011)[1]	Total Market	% Owned	JHB Trust	
Tartan I LP - Scotch I	106,981.27	43.4%	46,429.75	
Tartan I LP - ScotchGard	106,076.79	19.8%	21,003.24	
Tartan I LP - Post It	93,783.76	33.3%	31,230.07	
Total:	**306,841.82**		**98,663.06**	**$ 98,663.06** (Liquidation Value)

Other Assets:

James H. Binger Revocable Trust [redacted]

Tomsten Inc.	125,001.00	
301 Clifton	272,000.00	→ ~~GA FTC~~ - sit down w/ Marion.
MN Community Dev. Bond	-	
Jason McLean Prom. Note	50,000.00	
Venture Capital	6,602,439.00	→ going to our acct. Docs signed
Eridon	60,000	
Loring Pasta Bar	66,576	
Myfitlife Inc.	275,000	
Project Apple	-	
Raymedica Inc.	535	
Total:	**7,451,551.00**	**$ 7,451,551.00**

TOTAL ASSETS FOR DISTRIBUTION FOR TAXES AND EXPENSES AND ROBINA: $ 45,121,210.44

Note: Distributions to date total $85.3MM (an interim distribution of $27MM was made on 10/4/2007, of $20mm on 3/25/2009, and of $38.295MM on 3/3/11).
Note: Robert Pennell devise of $584,575.34 on 1/22/09
[1]Cash and Short Term Values as of 3.31.11

ROBINA FOUNDATION

TO: **Board of Directors**

FROM: **Penny Hunt**

RE: **Yale University**

DATE: **May 5, 2011**

At the February Board Meeting, Board Members deferred making a decision on Yale's proposal for funding to support the transformation of undergraduate science teaching and requested information on other opportunities at Yale. You will recall that Peter, Tom and I participated in a "deep dive" at Yale in January, which resulted in Yale's preparation of the undergraduate science proposal.

To facilitate consideration of Yale programs and a decision on next steps with Yale, I have attached the following documents:

Attachment 1: "Transformative Opportunities at Yale University: Proposed Topics for Discussion with the Robina Foundation" This is the initial list of options Yale provided in advance of the January meeting.

Attachment 2: "Transformative Opportunities at Yale University: Proposed Topics for Discussion with the Robina Foundation" For consideration during our visit to Yale, Peter, Tom and I narrowed the list down to these three initiatives plus continued funding opportunities at Yale Law School.

Attachment 3: "Yale Law School: A Proposal to the Robina Foundation on Transformative Programs" This document outlines opportunities for continued funding at YLS. (Because Board Members asked questions about Robina's current funding at YLS, I have also attached YLS's responses to a series of questions about the Robina Human Rights Fellowship Initiative.)

Attachment 4: Agenda for January meetings at Yale.

Attachment 5: Following our meeting, we requested that Yale provide more detail on the undergraduate science program. This is the material you received shortly before the February Board Meeting.

I apologize for the quantity of material and hope it's not too confusing!

Transformative Opportunities at Yale University
Proposed Topics for Discussion with the Robina Foundation

Partnering with the City of New Haven to Transform the Public School System

The "The New Haven Promise Program" is a partnership between the City of New Haven and Yale designed to encourage students in the city's public schools to meet certain benchmarks in order to qualify for a free college or university education. The Promise is that Yale will do fundraising to pay the full cost of tuition for graduates of the New Haven public schools to attend any public college or university in the state of Connecticut, provided the students maintain a 3.0 grade point average, have a 90% class attendance, and complete a community service requirement. Yale will also pay up to $2,500 towards tuition at a private college in the state. Once students qualify, they must maintain a 2.5 GPA while in college.

Yale's leadership role in this new program represents a major commitment on the part of the University and the City to address and transform the city's struggling public education system. The Promise Program builds on the University's historic and highly successful partnership with New Haven that stimulated economic growth through commercial investments and stabilized the city's downtown through a creative and highly successful mortgage program.

The "New Haven Promise" also builds on extensive existing partnerships with local public schools, which include various academic programs on the Yale campus, as well as faculty, staff, and student participation in local schools and community centers each year as tutors and mentors. In addition, the University's SCHOLAR program provides area high school students with opportunities to hone their skills in physics, biology, and chemistry. All of the participants in the program have gone on to higher education, with nearly half being the first in their family to attend college. Yale also provides opportunities for high school students to take advantage of the University's many resources in the visual, performing, and literary arts through its "Music in the Schools" program and the "Morse Summer Music Academy" for gifted inner-city children.

Rebuilding Yale's Historic Strength in Engineering and Applied Science: The Design Institute

Under President Levin, the University has undertaken steps to restore the School of Engineering and Applied Science at Yale, to its former position of preeminence within Yale and beyond. The appointment of Dean Kyle Vanderlick and the development of a bold and visionary strategic plan for the future of the School, which focuses on building areas of selective strength, have been turning points in this evolution.

A crucial component of the strategic plan is the development of a Design Institute aimed at bridging the gap between analysis (i.e., "science") and applications (i.e., "engineering"). The Institute for Engineering Innovation and Design would serve as a catalyst for developing and

nurturing design experiences throughout the School's curricular and extracurricular activities. The Institute would work closely and collaboratively with engineering faculty to bring hands-on design experiences into the classroom, including courses for non-majors as well as capstone design courses for seniors across the engineering disciplines. Beyond undergraduate and graduate education contributions, the Institute can also serve as a commercial product design incubator, partnering with the School of Law and School of Management and other schools, and thereby extend the School of Engineering and Applied Science's reputation into the entrepreneurial domain. The Institute would play an essential role in establishing and promoting a culture of engineering on the Yale campus that would both attract and retain students to engineering.

Transforming the teaching of undergraduate science

Yale is renowned for the quality and strength of its undergraduate humanities and arts education. Programs are now being developed to enhance undergraduate science education to a similar level of excellence.

STARS (Science, Technology, and Research Scholars) is Yale's nationally recognized flagship program for broadening access to the sciences. Designed to enable historically under-represented groups (including women, ethnic minorities, and the socioeconomically disadvantaged) to succeed in the study of science and engineering, the program includes academic support, mentorship and engagement in faculty –mentored, original research and has played a critically important role in the undergraduate experience of up to 100 students per year. Studies on the impact of STARS show that participation in the program is the single most important determinant of whether a Yale College student ultimately will pursue a science or engineering major. Over the course of its existence, STARS has excelled at preparing students for postgraduate study at the nation's top graduate and professional degree programs, with the objective that these students will be leaders of a new generation of scientists, professionals and public servants. Beyond Yale, it seeks to be a model for other colleges and universities in how to foster and strengthen science education and quantitative reasoning and ensure diversity in the sciences.

Additional components of the program include the strengthening and expansion of Yale's program to bring undergraduates into the laboratories of senior faculty for research purposes. The establishment of a supportive and effective administrative infrastructure geared to facilitating the matching of students with laboratory research will be key in significantly expanding the number of students who can avail themselves to these research opportunities. Revamping pre-major science advising represents another challenge that Yale plans to address as part of this overall strengthening of science teaching.

The capstone of the program to revitalize undergraduate science teaching will be the development of several highly creative and bold science introductory level lecture courses that will be developed and delivered by some of Yale's most senior and gifted science faculty.

Transforming the Yale School of Drama (YSD) by making it tuition free

The Yale School of Music became tuition free as the result of a transformative gift in 2005. Within a mere couple of years, it has gone on to become one of the finest Schools of Music in the country. The Yale School of Drama already enjoys top quality status and strength across all theatre disciplines—in acting, directing, playwriting, technical design and production, as well as in academic study (e.g. dramaturgy and theatre history). It consistently attracts a broad and highly talented group of student prospects. It has the Yale Repertory Theatre, which, aside from its prominence as a performance venue, acts as a professional "laboratory" for YSD students in an array of theatre-related disciplines.
However, the lack of adequate financial aid for its students is beginning to jeopardize its outstanding reputation and ability to continue to attract the most gifted artists as its students.

The chart below illustrates the resources that would be required to make the School tuition free and provide partial/full stipends for all its students.

	ALL STUDENTS TUITION FREE	TUITION FREE + STIPENDS FOR NEED	TUITION FREE + STIPENDS FOR ALL
Annual cost to YSD	$550,000	$1.55M	$2M
Endowment required	$11M	$31M	$40M

Transforming the teaching and practice of Global Health at Yale

The Global Health Initiative (GHI) at Yale University, announced by President Levin in May 2009, is a comprehensive series of programs to transform global health at Yale and make it a leader in the field. The Initiative also responds to significantly increased undergraduate interest in global issues, and is a natural outgrowth of Yale's comprehensive global agenda. The component parts of the Initiative include:

1. Global Health Leadership Institute (GHLI), which works to strengthen healthcare systems globally;
2. Graduate Certificate Program in Global Health for graduate and professional students;
3. Global Health Fellowships to support global health travel opportunities;
4. Faculty Travel Awards program to support collaborations in low- and middle-income countries;
5. Post-Doctoral Fellowship Program.

The GHLI is the flagship program of GHI. It consists of an annual leadership conference, an

innovative course, "Strategic Thinking in Global Health," to prepare Yale students for leadership positions, and a "Leaders in Global Health" Speaker Series. It also conducts health systems research in a number of countries, including China, Egypt, Ethiopia, and Liberia

Now entering its third year, the highly successful GHLI annual conference provides country delegates with an opportunity to apply tools of strategic problem solving to their national health priorities. For the past two years health ministry officials from four countries have attended the week-long conference at Yale: Ethiopia, Liberia, Ghana, and Rwanda. In addition to engagement with Yale faculty during the conference, Yale students spend a summer supporting select projects in each of the countries.

We are seeking funding to expand these efforts both on the Yale campus as well as in the field and provide increased support to accommodate the ever increasing interest in Global health issues by our students.

Transformative Opportunities at Yale University
Proposed Topics for Discussion with the Robina Foundation

Partnering with the City of New Haven to Transform the Public School System

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Transforming the teaching of undergraduate science

Yale is renowned for the quality and strength of its undergraduate humanities and arts education. Plans are now being developed to enhance undergraduate science education to a similar level of excellence. At the same time that Yale wishes to embark on these changes, science teaching in higher education has become a national priority. The President's Council of Advisors on Science and Technology, of which President Levin is a member, recently convened a subcommittee to provide recommendations for improving undergraduate science education. The co-chair of the subcommittee is Yale Professor, Jo Handelsman, nationally recognized as an expert on this topic. The timing of Yale's plans coincides perfectly with the national agenda, allowing Yale the opportunity to serve as a national model.

Components of the program include the adoption of the latest cognitive research on how students learn, called active learning, and providing instruction to professors on utilizing this research while strengthening and expanding Yale's program to bring undergraduates into the laboratories of senior faculty for research.

Revamping pre-major science advising represents another challenge that Yale plans to address while expanding STARS (Science, Technology, and Research Scholars), Yale's nationally recognized flagship program for broadening access to the sciences. Designed to enable historically under-represented groups (including women, ethnic minorities, and the socioeconomically disadvantaged) to succeed in the study of science and engineering, STARS includes academic support, mentorship and engagement with faculty in original research. Over the course of its existence, STARS has excelled at preparing students for postgraduate study at the nation's top graduate and professional degree programs.

The capstone of the program to revitalize undergraduate science teaching will be the development of several highly creative and bold introductory level courses aimed at students early in their academic careers that will be designed and delivered by some of Yale's most senior and gifted science faculty.

Finally, from a facilities perspective, many of the undergraduate science laboratories are in disrepair. A plan to develop a Science Teaching Center would not only completely transform the science infrastructure, but also would serve to make the science campus, known as Science Hill, a visible destination for all undergraduates.

Transforming the Yale School of Drama (YSD) by making it tuition free

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Yale Law School:
A Proposal to the Robina Foundation on Transformative Programs

Introduction:

We propose three programs that are in alignment with the long-range priorities of the Yale Law School (YLS) and of Yale University.

First, we recommend maintaining the key elements of the existing Robina Foundation Human Rights Initiative at Yale Law School and expanding the Initiative by adding four components that deepen and broaden the Initiative's impact on the Law School, the University, and the human rights community. The expanded Initiative would (1) provide financial aid to students who after law school choose a career in human rights; (2) provide support for human rights field missions; (3) provide support for the creation of a center to study and influence immigration policy; and (4) provide fellowship support for students taking public interest jobs and visiting practitioners in the area of foreign policy. These elements would enhance the Initiative and enlarge its future influence by developing and sustaining a cadre of leaders ready to defend and protect human rights on a global scale.

Second, we propose to transform the existing Yale Law School Community and Economic Development Clinic into a cutting-edge interdisciplinary Center. The Center will play a unique and valuable role within the University by advancing the study and practice of public policy and by serving as an interdisciplinary nexus for Yale University. Building on the Law School's long-standing commitment to our local community, the Center would prepare students to become theoretically informed, practical problem solvers with regard to issues of community and economic development. These issues range from the mortgage foreclosure crisis to education and food policy reform.

Third, we propose to develop a Media Freedom Clinic that would bring the unique knowledge and resources of Yale University to bear in advancing the cause of government transparency and press freedoms. The Clinic would work with Yale Law School's existing Information Society Project to address the intersection of technological development and constitutional protections for media and speech. It will engage adjudication, administrative policy-making, and scholarship, and will have both national and international aspects. The Clinic will create alliances with law schools in the Southern Hemisphere to bring First Amendment rights to Latin America, even as it imports northward the rights to information established by the Inter-American Commission on Human Rights.

Each of these three programs pursues sustainable, realistic goals that have developed naturally from the history and mission of the Law School and from its relationship with Yale University.

They have also been designed with clear benchmarks of success. We have already begun the process of measuring the impact of the Robina Foundation Human Rights Fellowship Initiative by conducting assessments of individuals affiliated with the program, and we will continue to measure its effects in this and other ways in the future. We will measure the success of proposed Center for Community and Economic Development by assessing its ability to effectively address major social issues of community and economic development; develop models of interdisciplinary education at Yale; and create a model for national interdisciplinary and policy-oriented legal instruction that can be replicated throughout the United States. We shall evaluate the success of the Media Freedom Clinic by assessing its influence on the development of the law of freedom of speech and government transparency.

If the Robina Foundation can provide the initial support necessary to establish these ventures, we will exercise our best efforts to identify and attract the financial support necessary for them to flourish long into the future. Although each of these projects has already generated some initial support from external funders, the substantial and timely investment of the Robina Foundation will enable the Law School to make them an institutional reality that will change the face of American legal education and the nature of graduate education at Yale University. We pledge that these programs will honor James Binger's commitment to creative social innovation.

I. Continuing Support for Human Rights at Yale Law School

Our first proposal is to expand and enroot the programmatic initiatives that the Robina Foundation has already established at the Yale Law School. In the past three years, with the generous support of the Robina Foundation Human Rights Fellowship Initiative, Yale Law School has been able to grow its capacity to support students and graduates who seek to understand and advance the realm of human rights. The impact of the Robina Foundation Initiative has been quite notable: we have been able to foster a substantial cohort of students, fellows, and emerging practitioners who are ready to defend and protect human rights on a global scale.

We are now ready to expand and entrench the Human Rights Fellowship Initiative. We propose, first, to maintain the key elements of the Initiative that have been implemented in the past few years and to fund these successful and important programs for the next ten years. With this kind of stable financial support, the Law School will be able to deepen and broaden the Initiative's impact, so that the Robina Foundation will shape an entire generation of leading human rights lawyers and scholars. There is no doubt that the world's need for practitioners and scholars who understand and respect human rights will grow more intense and urgent as we move into an uncertain and potentially violent future.

We propose, second, to add four additional components to enlarge the future influence of the Initiative. The Robina Foundation Initiative currently provides support for scholarships for J.D. students interested in human rights; summer fellowships for students doing fieldwork abroad; post-doctoral fellowships for recent graduates engaging in full-time human rights work; visiting human rights fellowships for advanced practitioners and scholars to share their knowledge through teaching and conducting independent research at the Law School; and administrative and

leadership support. Each of these elements has been vital in creating a synergetic human rights program at YLS that attracts outstanding students and practitioners. We propose to complement these strengths by adding components that provide (1) financial aid to students who after law school choose a career in human rights; (2) support for human rights field missions; (3) support for the creation of a center to study and influence immigration policy; and (4) fellowship support for students taking public interest jobs and visiting practitioners in the area of foreign policy.

Financial Aid: Yale Law School admits students on a need-blind basis. We are committed to providing the financial support necessary for every deserving applicant to attend the School. This means that approximately 75% of Yale Law Students receive some form of financial aid, predominantly in the form of student loans. The average debt of a Yale Law student upon graduation is approximately $98,000. So that our graduates will not be compelled to choose a career on the basis of whether it will offer remuneration capable of repaying this large burden of debt, the Yale Law School conceived of a novel program, called the Career Options Assistance Program (COAP), which helps students in low-paying positions repay their student loans. COAP is a very expensive program that in this era of declining or stagnant endowment represents a continuous threat to the financial security of the School. Most students who choose to enter the world of human rights must take relatively low-paying positions at NGO's or government agencies. Without COAP, such students would be simply unable to repay their law school debts, and hence would have strong incentives to forego a public interest career in favor of more financially rewarding options. Because of the dismal financial climate, and because financial aid programs like COAP are counter-cyclical, it is unclear how much longer the Law School can sustain such generous financial aid. We therefore propose that the Robina Foundation help to support COAP loan repayment assistance specifically for graduates working in the human rights arena. Such support would stabilize the ability of YLS graduates to choose and remain in human rights careers. Graduates receiving Robina Foundation funding through COAP will receive notification of their support from the Robina Foundation and would be included in the expanding human rights community catalyzed by the Robina Foundation.

Field Missions: We propose that the Robina Foundation augment the Law School's existing human rights clinical education by providing support for human rights field missions for the Allard K. Lowenstein International Human Rights Law Clinic. Many student projects in the Clinic require international travel for critical field and fact-finding missions. The Clinic does not currently have a budget for such travel. By supporting such field missions, the Robina Foundation would enhance students' ability to take on more complicated and influential projects. In effect, the Robina Foundation would underwrite powerful educational experiences that will alter the world of human rights.

Immigration Center: Human rights are typically associated with international issues and abuses. But the United States is itself facing a human rights issue of the greatest magnitude. We are referring of course to the question of immigration. Immigration policy and the treatment of immigrants, documented and undocumented, are among the most important domestic issues facing the United States, and are intrinsically entangled with questions of human rights. Through the generous support of the Foundation, we have been fortunate to have had Lucas Guttentag as a Robina Foundation Distinguished Senior Fellow in Residence at the Law School for the past one and a half years. Guttentag is the founder and the present director of the ACLU's Immigrants'

Rights Project. During his time at the Law School, Guttentag has inspired our students and has been a superlative educator on issues of immigration and human rights. Guttentag has recently proposed that he initiate a Center at the Law School dedicated to questions of immigration and migration. So that we can consolidate and institutionalize the study of these questions at the Law School, we propose that the Robina Foundation create the Robina Center for Immigration Law, Policy, and Individual Rights. The mission of the Center would be to achieve policy solutions to the many difficult questions raised by transborder population flows. The Center would also work to define and protect the human rights of immigrants. The Robina Center would work synergistically with the Law School's existing clinics to train future generations of practitioners capable of designing and implementing legal structures of immigration. It would also become an interdisciplinary center on the Yale campus for the study of immigration policy. The Center would convene conferences and roundtables and would partner with NGO's to provide a forum for developing and supporting new initiatives and strategies.

Foreign Policy: Both the U.S. government and scholars understand that an effective human rights policy must be developed and implemented within a larger framework of U.S. foreign policy. Prospective human rights policy-makers, including our Yale Law School students, need to be better trained to understand foreign policy. Yale Law School has produced a remarkable number of senior foreign policy figures in our government, ranging from Secretary of State Hillary Clinton to Deputy Secretary of State James Steinberg, from State Department Legal Advisor Harold Koh to former National Security Advisor Stephen Hadley. Recent Yale Law School graduates now occupy many important junior government positions in the foreign policy field. An increasing number of our incoming students have had significant foreign policy experience between college and law school, and Yale Law School is fast becoming a significant training ground for those seeking careers in U.S. foreign policy, including our human rights policies.

For this reason the Law School is beginning a new program in foreign policy. In each of the last two semesters we have offered a seminar on American Foreign Policy that has attracted exceptional student interest, as well as electrifying guest speakers such as senior officials from the Obama and Bush administrations. Broader plans are now being developed. We propose that the Robina Foundation help us to launch this new program in two ways: we ask that the Robina Foundation support two post graduate fellowships each year in the foreign policy field to advance student training and launch prospective public interest careers; and we ask that the Robina Foundation help us to bring advanced practitioners and scholars in the broader foreign policy field to the Law School to teach and do research in ways that will enlarge our human rights training and that will respond to our growing student interest in careers that engage the arena of foreign policy.

* * *

The proposed components of this program include the following elements with their projected costs: the Robina Foundation Initiative as it currently stands ($1,000,000); support for graduates working in human rights-related positions through COAP ($300,000); augmentation of human rights clinical education through field missions conducted by the Allard K. Lowenstein International Human Rights Law Clinic ($50,000); the inception of the Robina Center for

Immigration Law, Policy, and Individual Rights ($350,000); and fellowship support for students taking public interest jobs and visiting practitioners in the area of foreign policy ($335,000). Supporting all components of the program on an annual basis would require a total of $2,035,000.

II. The Center for Community and Economic Development

A great national law school must remain firmly rooted in its own locality. It must give back to the community in which it is situated. We therefore created a Community and Economic Development Clinic, which in the past few years has become one of the most prominent such clinics in the nation. The Law School now proposes to convert the Clinic into a Center that will (a) provide a model of interdisciplinary education on the Yale campus; (b) provide a model for national legal instruction in the United States by training students to solve problems, not merely to litigate; and (c) that will effectively and creatively address major social issues of community and economic development.

The Clinic is at present situated entirely within the Law School. It is engaged in several major projects: (a) it is involved in New Haven educational reform by assisting the Mayor of New Haven, at his request, in creating a legal structure for the New Haven Promise program; (b) it is addressing issues of neighborhood blight by seeking to ameliorate the catastrophic effects of the mortgage foreclosure crisis on poor city neighborhoods; and (c) it is developing and launching New Haven's first community development bank. The Clinic also has participated in international projects. It has been called upon to help develop proposed recommendations for financial sector reform policies for the government of India and has conducted a comparative analysis of international governmental regimes' strategies to protect consumers in credit transactions for the Consultative Group to Assist the Poorest, which is affiliated with the World Bank.

We request that the Robina Foundation help support the Clinic evolve into a full-scale Center that will over the next ten years instruct Yale Law students how to identify and solve social problems in the area of community and economic development. We hope to train lawyers who are leaders as well as litigators. In order to access the expertise necessary for this approach, the Center will ally itself with diverse substantive units at Yale University. The Center will be formed in collaboration with the Yale School of Management (SOM), but in particular contexts the Center will also partner with units like the School of Public Health, the Medical School, or particular academic departments of Yale College like Economics and Political Science. Individual faculty with relevant expertise will also be invited to participate in the Center's projects, as will graduate students from departments and Schools throughout the University. The web of alliances forged by the Center will be distinctive at Yale University, and we anticipate that it will become a model for interdisciplinary legal education and scholarship throughout the nation.

Because Yale University does not now have a School of Public Policy, the Center will play a unique and indispensable role within the University. It will teach students to become practical problem solvers who are nevertheless theoretically sophisticated. Students will acquire

"traditional" lawyerly skills, as well as learn how to exercise political and administrative leadership by mobilizing relevant constituencies. Students will also be instructed on how to identify and address the local, national and international dimensions of policy issues. The Clinic's present project on mitigating the effect of mortgage foreclosures, for example, involves creating a forum in which local, state, national, and international actors can come together to help prevent neighborhood blight.

We believe that New Haven provides an ideal setting for the Center. New Haven is the right size: it is large enough to possess all the challenges of a troubled urban center, yet small enough to make change possible and achievable. At the moment, New Haven is led by a Mayor who is eager to work with the Law School to establish innovative programs. Yale's present Community and Economic Development Clinic has excellent relations with the City, as well as with local community development groups.

When it is fully realized, the Center will be staffed by a Director and an Executive Director, and it will feature visiting fellows as well as adjunct clinical faculty. We also propose securing support for graduates entering the field of community and economic development by helping them to repay their student loans through COAP. The Law School is presently actively fundraising for the Center, but support from the Robina Foundation will provide crucial transitional financing as we make the conversion. It will equip the Center with the resources necessary to establish an innovative and we hope influential model of interdisciplinary cooperation and education on the Yale campus. The total annual cost for this project would approximate $1,075,000.

III. Media Freedom Clinic

Healthy democracies require informed citizens. As James Madison observed at the outset of our Republic, "A popular Government, without popular information, or the means of acquiring it, is but a Prologue to a Farce or a Tragedy."[1]

Yet, freedom of the press is not self-enforcing. It requires lawyers and judges who are willing to interpret and enforce it so that it can achieve its democratic purposes. Traditionally, free speech has been defended through litigation by non-governmental organizations, such as the ACLU, and by large media organizations, such as *The New York Times*, *The Washington Post*, etc. Over the past decade, however, the media market has changed radically. The financial health of large media companies is so precarious that they can no longer afford to bring and defend important First Amendment cases on the scale that had previously characterized their participation. Compounding this problem, channels of media have begun to disperse. No longer confined to the pages of newspapers and magazines, media now include online publications, bloggers, and citizen journalists. The emergence of these new channels of media has created complex new forms of First Amendment questions. Do citizen reporters deserve reporters' privileges? Is net neutrality necessary for healthy public circulation of information? How should libel laws and

[1] Letter from James Madison to W.T. Barry (Aug. 4, 1822), *reprinted in* 9 THE WRITINGS OF JAMES MADISON 103 (Hunt ed. 1910).

privacy suits play out in the context of internet media? These questions, and many like them, are all difficult and conceptually undertheorized in the context of traditional media representation. Some of these questions can be addressed through litigation; others require legislation and administrative policy-making.

If press freedoms are to be protected in this new environment, strong, financially stable and legally sophisticated institutions must pick up the slack. While nonprofit organizations such as the National Freedom of Information Coalition, the ACLU, and the Reporters Committee for Freedom of the Press have begun some of this work, they cannot sustain these important freedoms all by themselves. They need access both to cutting-edge legal thought and to a cadre of lawyers willing to lend their time and efforts to the cause. A clinic at a top-flight American law school would perfectly combine these requirements; it would leverage the resources of faculty and students to promote access to information and media freedom.

Building on the Law School's long-standing history of training leaders in media law, we founded the Media Freedom and Access to Information Practicum to teach students to defend press freedoms and protect the rights of journalists and the public in gaining access to critical information on which our democracy stands. The Practicum's work has already met with much success, having represented *The New York Times* in Freedom of Information Act (FOIA) requests and appeals and having recently won a case allowing a journalist to gain entrance to the controversial Varick Street federal detention facility in New York City.

The Law School seeks support to further this work over the next five years by developing the Practicum into a full-blown Media Law Clinic. The Clinic will seek to protect the capacity of media to disseminate the information necessary for democratic self-governance. The Clinic will promote government transparency. It will both engage in litigation and draft model legislation and administrative rules. The Clinic will primarily focus on cases that concern (1) core newsgathering and news dissemination functions, (2) access to information about government operations, and (3) the right to freely communicate information relevant to the formation of public opinion in a democracy. This will include both cases involving constitutional rights under the First Amendment and cases involving statutory and administrative rights (e.g., the Freedom of Information Act, press shield laws, and so on).

The Clinic will also work on cases to set precedents that will help media adjust to the changing technological landscape. The effects on journalism of the digital revolution require increased attention. Through its connection with Yale Law School's Information Society Project, an intellectual center specializing in the implications of new technologies and the law, the Clinic will be uniquely situated to propose legal structures that will connect old and new media. By drawing on cutting-edge scholarship, the Clinic will become a forum for the development of a new constitutional framework for our digital age.

We expect, also, that the Clinic will have a strong international component to its programming. Our nation has much to learn from the ways in which the Inter-American Commission on Human Rights conceives rights of access to information. In order to import this jurisprudence northwards to the United States, the Clinic will strengthen its existing partnerships with South American universities such as the Palmero Law School in Argentina and the Alberto Hurtado University in

Chile. We expect that in turn our South American colleagues will have a great deal to learn from American expertise in applying statutory rights of information access. The Clinic, in short, will establish important international partnerships to promote global rights of expression and governmental transparency.

Currently, due to inadequate funding, the Practicum is organized as an externship. Because on this model students are supervised by practitioners, the Practicum lacks the institutional and pedagogical resources necessary to enable it to achieve its ultimate goals. To strengthen its impact, both at the Law School and internationally, the Practicum must evolve into a Clinic, replete with the necessary resources and support to sustain its ambitious programming. In order to build the Media Freedom Clinic, we would require the following components: a Clinical Professor, who would provide organization and leadership; Clinical Teaching Fellows, who would assist student teams and help to coordinate the many practical requirements of legal practice, such as compliance with local rules, scheduling, and appearances; and support for its litigation, publicity, administrative expenses and educational activities, such as workshops and colloquia on the First Amendment and FOIA. The overall cost to initiate and sustain such a program on an annual basis would require $400,000.

Yale Law School is well situated to host a Media Law Clinic. It boasts outstanding students and faculty, and has a long history of promoting the study of law and media through the Knight Law and Media Program and the Masters of Studies in Law degree program, which attracts and educates a high-caliber stratum of journalists each year. The Clinic will be able to capitalize on the first-hand engagement of eminent First Amendment scholars such as Dean Robert Post and Professor Jack Balkin, as well as draw on the strengths of the School's other clinical programs and the Information Society Project. Finally, the Clinic will benefit from its strong connections with prominent journalists and media lawyers.[2]

Conclusion

In sum, the Yale Law School proposes a number of projects that will transform pedagogy and institutional relationships at Yale and have significant consequences in the world. Though each of the proposed projects varies in subject and magnitude, they all provide the tutelage, experiential training, and financial support necessary for students to choose effective and influential careers in public service. The Robina Foundation is well aware of the importance of investing in human capital. By choosing to support the establishment and growth of these cutting-edge programs, the Foundation will expand the capacity of the Yale Law School to produce students equipped to serve persons who are in need, as well as institutions that are essential to the defense and health of our democracy. We are proud to have the opportunity to honor James Binger's foresight and commitment toward improving humankind through these socially innovative projects, and we thank the Foundation for its consideration.

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[2] Active affiliates include Adam Liptak '88 (Supreme Court correspondent of *The New York Times)*; Emily Bazelon '00 (Senior Editor for Slate magazine and currently in residence at Yale Law School); Linda Greenhouse '78 MSL/J (Pulitzer Prize-winning legal writer and Supreme Court reporter for *The New York Times* who is also in residence at Yale Law School); Floyd Abrams '59 (constitutional law expert at Cahill Gordon & Reindel); and Richard Cotton '69 (Executive Vice President and General Counsel of NBC Universal), among others.

Questions About the Robina Human Rights Fellowship Initiative at Yale Law School

What is the relationship between the Orville H. Schell, Jr., Center for International Human Rights and the Robina Human Rights Fellowship Initiative?

The Robina Human Rights Fellowship Initiative is a part of the overall human rights activities of the Law School and is facilitated through the Schell Center for Human Rights, which is the nexus for human rights activities at the Law School. The Schell Center works to provide a multi-faceted program that includes opportunities for practical experience, fostering scholarship and the exchange of ideas, adding human rights content to the law school through teaching and events, as well as being of service in the world through great clinical project work. Funding from the Robina Initiative has expanded the opportunities for students and professionals to pursue human rights work through scholarships, summer fellowships, post-graduate fellowships, and visiting fellowships. The Robina Initiative helps to support and can help sustain and grow human rights activities at the Law School.

How has the Robina Human Rights Fellowship Initiative furthered a "community of interest" among individuals interested in human rights?

The Schell Center and the Robina Initiative work in tandem to create and expand opportunities for students and scholars to pursue human rights activities. In addition to the Robina Initiative, the Law School facilitates several human rights programs that promote a "community of interest" among individuals interested in human rights; these programs include the Allard K. Lowenstein Human Rights Clinic, the Allard K. Lowenstein Human Rights Project, the Robert L. Bernstein Fellowships in Human Rights, and the *Yale Human Rights and Development Law Journal*, in addition to a weekly Human Rights Workshop and a rich schedule of lectures, panels, and conferences such as the Robert L. Bernstein Symposium, which annually draws more than 150 students, scholars and advocates interested in human rights to discuss specific topics.

The Robina Initiative has added to and grown this "community of interest." By providing scholarships to JD students interested in human rights, the Robina Initiative has encouraged students to participate in the myriad of human rights activities at the Law School and has reduced their debt-burden, making them more likely to be able to choose human rights careers. Through providing support for summer human rights fellowships, the Robina Initiative has enabled students to pursue human rights work directly in the field and to return to the Law School to talk about and share their experiences with others at numerous human rights events and in classes. The gathering of summer fellows for a reception every fall is a wonderful sharing of perspectives and insights. These students often go on to apply to become Robina Post-Graduate Fellows, who then contribute to the development of the human rights community at large through their continuing work. When these fellows return to the Law School for symposia and other events, they enrich the experience of current students and have further opportunities to develop connections with each other. Lastly, the Robina Visiting Fellows participate in and help to facilitate a community of interest in human rights by leading seminars, giving talks, facilitating workshops, and teaching classes, as noted in the quarterly report.

Below are a few specific examples of the ways that the Robina Human Rights Fellowship

Initiative has helped to engender a greater "community of interest" in human rights:

• Funding from the Robina Initiative has been used each fall to support a gathering for students who have just returned from Robina-supported summer human rights fellowships, allowing them to share their experiences among themselves. Students also participate in a number of panels in which they promote the summer fellowships and share their experiences with other students. This year, Robina summer fellows are hosting two additional panels in which they will lead discussions of substantive issues in human rights.• In academic year 2009-10, funding from the Robina Initiative was used to support "The Immigration Theory and Practice Workshop Series," which Robina Visiting Fellow Lucas Guttentag helped to organize. With a group of students, Lucas organized the following sessions:

- November 11, 2009: "Migration, Gender, and Nationality," featuring Judith Resnik and Patrick Weil
- November17,2009:"Immigration and Adjudication,"featuring Lucas Guttentag and Michael Wishnie
- December 9,2009:"Global Justice and Development,"featuring Muneer Ahmad and Cristina Rodriguez

Through the support of the Robina Initiative, the Immigration Theory and Practice Workshop Series is continuing in the 2010-11 year.

• In academic year 2008-09, Dapo Akande and Ryan Goodman participated in an event open to the community in which they talked about their work and activities as Robina Fellows.

• Another example of the impact the Robina Initiative has had on the "community of interest" in human rights is the enthusiasm of Robina Visiting Fellow Lucas Guttentag. As Founding Director of the Immigrants' Rights Project at the American Civil Liberties Union, Mr. Guttentag has litigated class action and constitutional cases to advance the legal rights of immigrants and refugees in federal courts, including in the Supreme Court, for more than twenty-five years. Mr. Guttentag has remarked that the Robina Fellowship has provided valuable time for him to take a respite from his busy work as a litigator to teach, participate in panels and workshops, and work with students to provide public interest career counseling and supervise student research papers. Last year, in addition to teaching three courses, Mr. Guttentag spoke at the Law School's Human Rights Workshop on *Immigrants' Rights and the Obama Administration: Developments and Dangers*; helped organize and participated in the Law School's Immigration Theory and Practice; participated in the Global Constitutionalism Seminar; and was a guest lecturer in Professor Owen Fiss's Civil Procedure class, Professor Judith Resnik's Procedure small section, and Professor Christina Rodriguez' Immigration Law course. He was also a moot court judge for Professor Paul Kahn's Constitutional Law class. In addition, he consulted with Lowenstein International Human Rights Clinic students and faculty on various cases and issues and supervised student research and papers. Mr. Guttentag is currently developing a casebook on constitutional litigation against federal agencies for use by law faculty teaching immigration law or constitutional litigation courses.

• This year, in order to enhance the "community of interest," Katherine Lawder, the recently hired Robina Human Rights Fellowship Coordinator, is developing a new database to document previous students' human rights work and to prospectively track students'

human rights activities at the Law School. The database will help students interested in human rights connect with graduates who have relevant interests and experience. We will continue to cultivate relationships between students and graduates by developing this database to facilitate greater networking. By providing opportunities for visiting fellows to interact with interested students and faculty in an extraordinary learning environment, we are enabling students to develop important and lasting relationships with people working in human rights who can continue to be valuable resources for our students. Ms. Lawder is also collecting and organizing all of the summer fellows' reports, which include practical information and reflective essays, to make them available to current students who are exploring the possibility of developing their own summer fellowship opportunities.
In the future, the Law School expects to organize a regular symposium, probably every other year, in which current and past Robina Visiting Human Rights Fellows would be invited to participate as panelists and to which students and former students who have benefited from Robina support, whether through scholarships, summer fellowships or post-graduate fellowships, as well as other students and alumni interested in human rights, would be invited.

Are there differences between the position of the "Robina Project Director" and the "Robina Fellowship Coordinator"?

There are a few slight differences between the Robina Human Rights Fellowship Coordinator position and the Robina Project Director position, as originally envisioned in our proposal. Because Jim Silk, the Executive Director of the Schell Center, was most knowledgeable about the various aspects of the human rights program at the Law School and in the best position to oversee the various components of the Robina Initiative, we thought that it would be best to retain many of the director's responsibilities and to hire someone to work directly with him to carry out the administrative and assessment aspects of the Robina Initiative. This also enables us to have the Coordinator help conduct outreach to other parts of the University to encourage wider participation in the Law School's human rights activities. The Robina Coordinator is devoting a significant portion of her time to create a set of evaluation tools to assess impact of the Robina Human Rights Fellowship Initiative. The Robina Coordinator is spending the vast majority of her time working on activities of the Robina Initiative, but may, from time to time, also help facilitate related human rights activities at the Law School.

What is the relationship between the level of funding from the Robina Initiative and the overall funding for human rights activities at Yale Law School?

The annual budget of the Schell Center is roughly $500,000 per year. This includes the following expenses: the salary of Jim Silk, Executive Director of the Orville H. Schell, Jr. Center for International Human Rights; a small portion of the salary of Professor Paul Kahn, Director of the Orville H. Schell, Jr. Center for International Human Rights; the salary of the Cover-Lowenstein Fellow in International Human Rights Law, who helps teach the Lowenstein Clinic and supervise the activities of the Schell Center; a portion of the salary of one administrative assistant, who also works for several individual faculty members; the expenses of the Allard K. Lowenstein International Human Rights Law Clinic; expenses associated with the human rights conferences, symposia, workshops and other events sponsored by the Schell Center; and the expenses of post-graduate human rights fellowships not associated with the Robina Human Rights Fellowship Initiative.

Funding from the Robina Foundation has provided an additional budget of $1,000,000 annually this year and throughout the past two years to support the Robina Human Rights Fellowship Initiative at Yale Law School. Each year, the Robina Foundation's funding has provided approximately $250,000 for Robina JD Scholarships; $200,000 for summer fellowships, which include a weekly living stipend and travel support; $120,000 for Post-Graduate Fellows; $260,000 for Robina Visiting Fellows; and $170,000 for the Robina Project Director, clerical support and associated expenses.

ROBINA FOUNDATION
SCHEDULE OF VISIT TO YALE UNIVERSITY

THOMAS M. CROSBY, JR., J.D., CHAIRMAN & TREASURER
H. PETER KAROFF, DIRECTOR
PENNY A. HUNT, EXECUTIVE DIRECTOR

TUESDAY, JANUARY 11, 2011

Inge T. Reichenbach, Vice President for Development, will host beginning at 10:00 AM

PICK UP MR. CROSBY AND MS. HUNT – THE STUDY AT YALE HOTEL AND TRAVEL TO WEST CAMPUS — *8:00 AM*
Accompanied by Hans van Dyk (cell phone 203-747-0787)

TOUR OF WEST CAMPUS — **8:30 AM – 9:30 AM**

TRAVEL TO THE STUDY AT YALE HOTEL – PICK UP MR. KAROFF AND TRAVEL TO WOODBRIDGE HALL — *9:45 AM*

WELCOME AND DISCUSSION — **10:00 AM – 11:00 AM**
Woodbridge Hall
105 Wall St.

Richard C. Levin, President; Frederick William Beinecke Professor of Economics
- Setting institutional priorities
- Transformative giving from an institutional perspective
- Comments on Robina Foundation Framework
- Introduction to agenda presentations

TRAVEL TO PROVOST'S HOUSE — *11:00 AM*
Accompanied by Inge Reichenbach and Lauragene Lyons (cell phone 203-530-5181)

DEANS' PRESENTATIONS — **11:10 AM – 12:15 PM**
Provost's House
35 Hillhouse Ave.

Robert Post, Dean, Law School; Sol & Lillian Goldman Professor of Law — **11:10 AM – 11:40 AM**
- Expansion/Continuation of the Robina Human Rights Initiative as a transformative project

James Bundy, Dean, School of Drama; Professor, School of Drama; Artistic Director, Yale Repertory Theatre — **11:45 AM – 12:15 PM**
- Making the School of Drama tuition-free
- Continuation of the Center for New Theatre as a transformative project

WORKING LUNCH: UNDERGRADUATE SCIENCE **12:30 PM – 2:00 PM**
Provost's House

Peter Salovey, Provost; Chris Argyris Professor of Psychology
Steven Girvin, Deputy Provost for Science & Technology; Eugene Higgins Professor of Physics & Applied Physics
Scott Strobel, Vice President, West Campus Planning & Program Development; Henry Ford II Professor of Molecular Biophysics & Biochemistry
Michael Donoghue, G. Evelyn Hutchinson Professor of Ecology and Evolutionary Biology
Jo Handelsman, Professor of Molecular, Cellular & Developmental Biology
Bill Segraves, Associate Dean of Science Education, Yale College
- Transforming the teaching of undergraduate science at Yale

NEW HAVEN PROMISE PROGRAM **2:15 PM – 3:00 PM**
Bruce Alexander, Vice President for New Haven & State Affairs & Campus Development
Provost's House

WRAP-UP **3:10 PM – 4:00 PM**
Provost's House

Peter Salovey
Inge Reichenbach

TRAVEL TO THE STUDY AT YALE **4:00 PM**

"Melt" of College Students from STEM Fields

Prepared for the Robina Foundation

May, 2011

Science and technology are the fastest growing sectors of the U.S. economy, expanding the need for trained scientists and engineers as well as a scientifically conversant workforce. Statistics show that the proportion of students graduating in STEM fields (science, technology, engineering, math) has declined nationally for some years (Figure 1). Predictions indicate that this trend will result in a substantial shortage of scientists and engineers in the U.S. by 2020. This shortage could be countered by combating the attrition or "melt" of students who express interest in majoring in a STEM field upon high school graduation or entering college but who do not graduate with such a degree. "Melt" is a measure of the difference between the number of students who intend to major in a STEM field early in their undergraduate careers to the number who actually graduate with such a degree. This difference is a well-recognized challenge throughout higher educational institutions in the U.S.

National data demonstrate that only 30 to 40% of those who intend to major in a STEM field upon entering college go on to graduate with a degree in such a field (NRC). Most of the attrition occurs in the first year and is associated with enrollment in introductory science courses. Many educators are surprised to learn that the proportional loss of students from STEM majors is similar regardless of the type of institution, from large state universities and small liberal arts colleges to the most elite institutions in the U.S. (Elliott and Christopher Strenta 1996).

Yale has for many years monitored the persistence and corresponding "melt" of students in STEM fields and has collected data to compare the numbers of students who indicate intent to major in a STEM field on admissions forms to the number of students who graduate with such a major. The data demonstrate that the number of students who persist, i.e., obtain a degree in a STEM field is better than at many institutions, but nonetheless the corresponding "melt" rate remains a substantive problem. Yale loses approximately 30% of science students to "melt."(Figure 2). Moreover, the persistence of Yale undergraduates in science has dropped from its peak in the 1990's. Even Asian students who have long accounted for the highest persistence in pursuing STEM majors at Yale have shown decreasing proportions of STEM degrees since the mid 1990s (Yale University Office of Institutional Research).

The attrition problem is caused by a few well-established factors. Students generally do not leave the sciences because of lack of ability or low grades. Some studies show that as many or more students performing at the top of their science classes abandon the sciences than those with lower grades (Tobias 1990). The definitive study in the field, involving in-depth interviews of students at diverse institutions, revealed that students leave science majors because of the teaching methods, the atmosphere in science classes, the "weed-out mentality," and the emphasis on memorization rather than ideas in introductory science courses (Seymour and Hewitt 1997).

Other studies have also shown dramatic effects of teaching methods on attrition rates. A study in engineering compared students taught by traditional lecture methods with those in identical courses taught with active learning. The students in the traditional lecture course were twice as likely to leave engineering and three times as likely to drop out of college entirely compared with the students taught with active learning (Felder 1998).

The attrition rate for underrepresented minorities is of particular concern as it is substantially higher than for Asian and white students (Figure 3). Although Figure 3 is a measure of persistence, the inverse of "melt," the "melt" rate can be readily calculated by subtracting the persistence rate from 100%. Black students switch out of science majors at twice the frequency of white students, even though in recent years, the intention to major in science has approached parity among white and black students entering college (Table 1). Active learning, mentoring, and role models all seem to reduce departures from science among minority students. When interventions are initiated, persistence rates equalize among minority and majority students (NRC).

Conducting research with a faculty member also has a dramatic effect on retaining students in science. For example, in a randomized trial at the University of Michigan, students who engaged in sophomore research with a professor were much less likely to leave science majors than those who did not. The results were dramatic for all ethnic groups: attrition rates dropping from 20% to 11% for African American students, from 14% to 0% for Hispanic students, and from 5.5% to 1.4% for white students (Nagda, Gregerman et al. 1998).

The preproposal submitted by Yale for the consideration of the Robina Foundation builds on the large body of research demonstrating that active learning and research experiences reduce "melt" from STEM majors while building higher order thinking skills, including critical and analytical thinking and synthesis. With the support of the Robina Foundation, Yale believes it can achieve the vision of transforming the teaching of undergraduate science.

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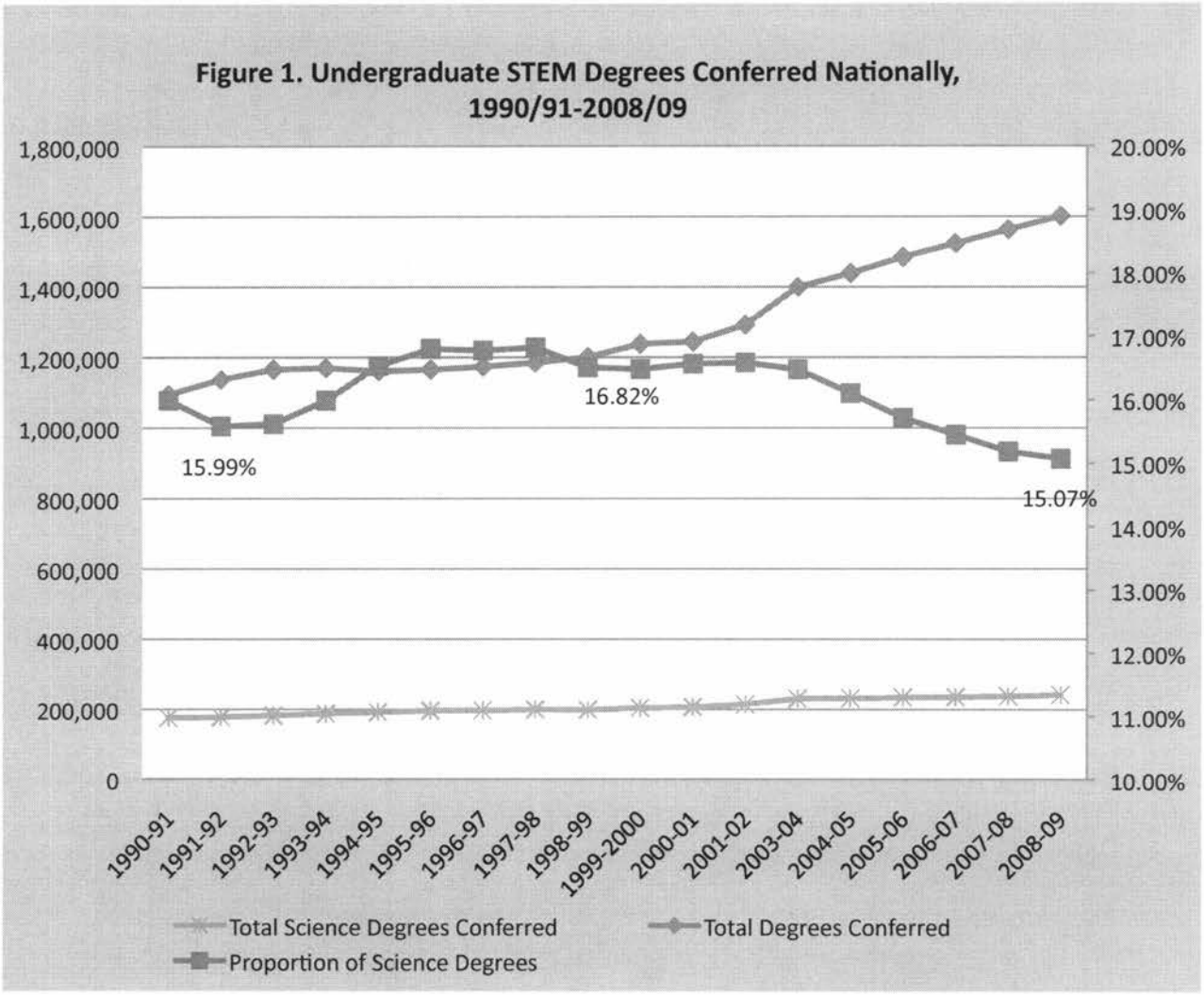
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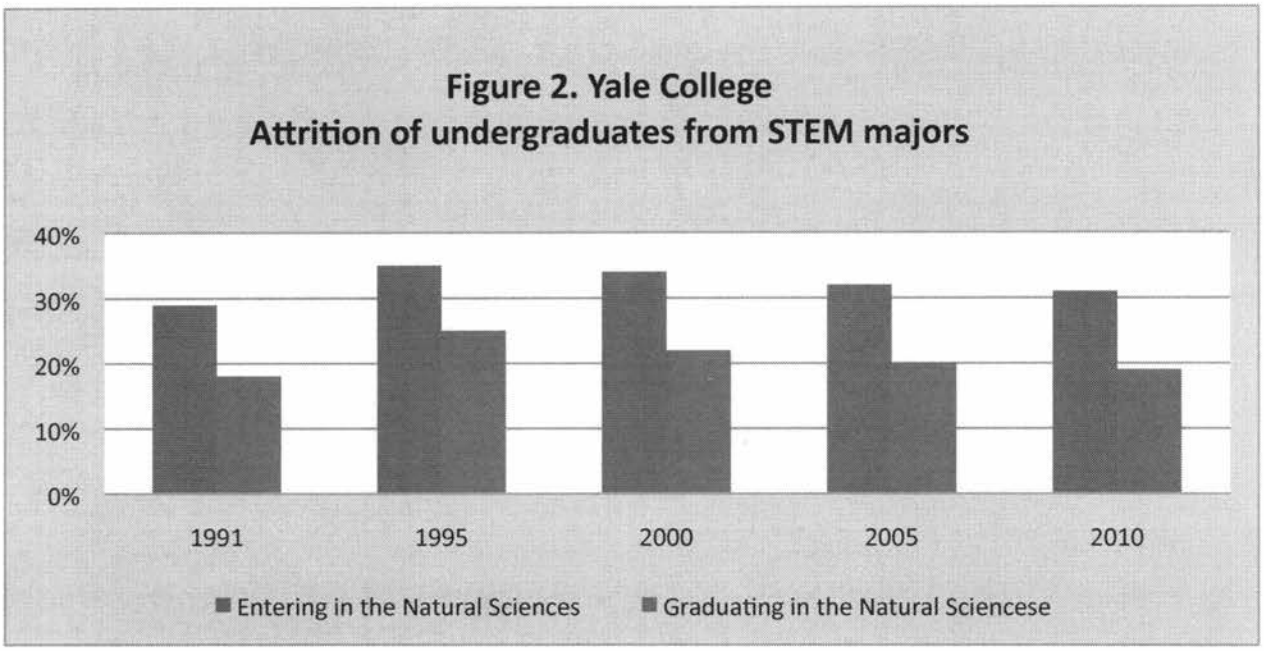
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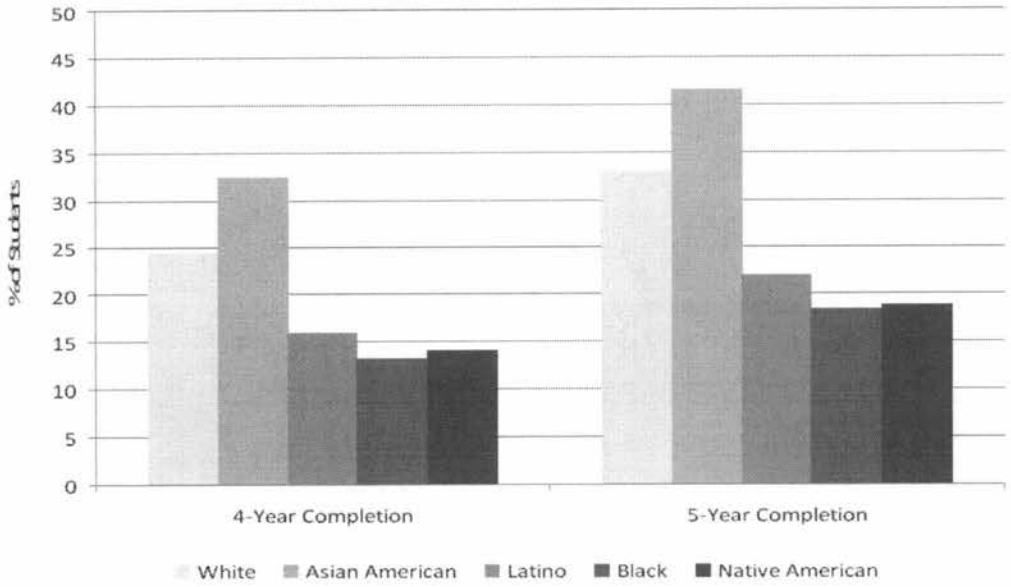
Derived from: 2010 Digest of Education Statistics (Table 285)



	1991	1995	2000	2005	2010
Entering in the Natural Sciences	29%	35%	34%	32%	31%
Graduating in the Natural Sciences	18%	25%	22%	20%	19%

Source: Office of Institutional Research, Yale University, *Yale College Natural Science Graduates: Proportion of the Class and Persistence in the Natural Sciences*, December, 2010

Figure 3. Percentage of 2004 STEM Aspirants Nationally Who Completed STEM Degrees In Four and Five Years, by Race/Ethnicity



Source: University of California Los Angeles, Higher Education Research Institute

Table 1. Interest in Science Among High School Seniors

Comparison group	Proportion of students of each race intending to major in science			
	White	Black	Hispanic	Asian
University of California - average	34.7%	37.5%		52.6%
University of California - 2004-06	37.3%	40.5%		57.1%
HERI-CIRP data (Astin et al.)	27.3%	34.2%	35.7%	52.6%

TRANSFORMING UNDERGRADUATE SCIENCE TEACHING

AT YALE AND BEYOND

PREPARED FOR THE

ROBINA FOUNDATION

FEBRUARY 2011



YALE UNIVERSITY

Transforming Undergraduate Science Teaching at Yale and Beyond

"There are those who say we cannot afford to invest in science, that support for research is somehow a luxury at moments defined by necessities. I fundamentally disagree. Science is more essential for our prosperity, our security, our health, our environment, and our quality of life than it has ever been before. . . . And so today I want to challenge you to use your love and knowledge of science to spark the same sense of wonder and excitement in a new generation. . . We can't start soon enough."
President Barack Obama, National Academy of Sciences, 2009

"We are looking extensively at our own science and engineering curriculum here at Yale and the quality of teaching. How can we improve the gateway experience for scientists and engineers at Yale - so that their first years are years that get them excited about continuing in those fields. From the point of view of a contribution to America's future, we should be educating more, have more persistence in the sciences and engineering. I think that President Obama's agenda and Yale's, not surprisingly, are very much aligned."
Richard C. Levin, Yale Town Hall Meeting, 2011

Vision for Change

Yale's vision for transforming undergraduate science teaching will meet the challenge in two inseparable ways: re-conceiving class design and pedagogy. We aim to create a robust pipeline of scientists and scientifically literate graduates by reconfiguring the gateway, the introductory curricula through which students become interested in science, and by providing cohorts of teachers with new skills in scientific pedagogy. Yale is convinced of the potential of this transformation for its own students and for students from educational institutions throughout the country. Success will be measured by the increasing numbers of students drawn by the gateway to major in science, by the growth in the numbers of eminent scientists and technologists ready to tackle the world's most pressing problems, and by the next generation of leaders, well versed in the lexicon and rigors of scientific study.

The Opportunity

As a leader in education and science, Yale aims to be at the forefront, driving the national conversation about the reform in science education. Science education is at the center of concerns of many leaders in the United States. The National Academy of Sciences has issued a series of reports in the past decade calling for reform of science education to attract more U.S. students to science careers and increase science literacy of all citizens. Major funders are taking an increased interest in addressing the problem. The Howard Hughes Medical Institute has invested heavily in efforts to engage students in learning science in the classroom and the research lab. President Obama recently commissioned a committee to advise him on the key steps he should take to improve science learning in K-12 and college education.

An opportune confluence of important factors positions Yale to take a leadership role in this transformational effort. We currently have in place a faculty team that is deeply committed to bringing about this change and a Yale culture that already excels in a strong tradition of undergraduate teaching. Yale leaders are also positioned nationally to advance the course of science education. President Levin is a member of President Obama's Council of Advisors on Science and Technology (PCAST). Professor Jo Handelsman is the co-chair of the Sub-Committee on Science Learning in Higher Education of PCAST. Professor Handelsman is also the Director of the Center for Scientific Teaching, soon to be located at Yale, a ground-breaking organization dedicated to revolutionizing how undergraduate science is taught in research universities. The Howard Hughes Medical Institute has awarded Yale University significant support for science education, including funding an innovative course designed by Professor Scott Strobel. And we have a critical mass of senior faculty leaders intent on making major contributions to this effort.

The Yale Model for Transforming Undergraduate Science Teaching

Plans for transforming undergraduate science education at Yale are multi-dimensional and include designing novel approaches to the basic building blocks of the curriculum such as the lecture and the lab, providing the opportunity for fieldwork and research early in a student's undergraduate career, enriching the experience of science by fostering intellectual ownership, and teaching the current and future generations of teachers in an entirely new pedagogy for science. Embedded within the rationale for what we will call the Yale Model is that learning and teaching are two sides of the same coin, and both must be addressed simultaneously.

Taken as a comprehensive program, these approaches will be developed and combined in ways that are at the cutting edge of what we know about science education and how to succeed at it. We hope that the Yale Model, in its multiple parts, will also serve as a template for the national efforts we mentioned to improve undergraduate science education. In doing so, we are convinced that The Yale Model will accomplish two main objectives: increase the number of college graduates who choose to pursue advanced science degrees and careers; and ensure greater success in the nation's efforts to educate a scientifically literate populace.

The Yale Model will accomplish these improvements in

Learning by

- Expanding inquiry based and other active learning methods
- Emphasizing the total scientific experience including meaningful field and lab work early in undergraduate science education
- Making science truly compelling through stellar lecture courses that narrate and explain what science is and engage students actively in further exploration

Teaching by

- Committing to training a cohort of "next generation" science teachers among graduate students and postdoctoral fellows

- ❖ Committing to extending new pedagogical methods and techniques to instructors at all levels, including senior faculty, by offering training and incentives for the adoption of new course paradigms

I. Re-conceptualizing the Science Gateway

Training scientists involves educating them in the basics of their discipline, often supported by the lecture format; introducing them to the essentials of the laboratory and the instruments and techniques they will employ; and depending on the discipline, training can also involve fieldwork, or data gathering and observation in real time. In turn, scientific training includes taking ownership of a novel research topic or problem and working with it over time. However, undergraduate science education is usually limited in its exposure to the elements of science training, often beginning and ending with large lectures and labs. Rarely do undergraduates get the opportunity to engage fully in the tradecraft of science. Additionally, the manner in which undergraduates are taught is often influenced by the need to maximize a relatively narrow range of possibilities. As well, the teachers involved are not themselves necessarily trained in pedagogy or in the assessment techniques that would allow them to measure success or learning outcomes.

The Yale Model seeks to transform undergraduate science education by broadening substantially a student's introductory experience with science, ensuring that the basic building blocks of the undergraduate science curriculum are best suited to a broader array of educational opportunities, improving the pedagogical skills and techniques of science teachers, and instilling in undergraduate students the challenges and rewards of independent thinking and research as fundamental to the development of a scientist: claiming a problem as their own and pursuing it through the various stages of investigation. Following are the principal approaches we seek to follow.

Expanding inquiry-based learning

Curiosity about the natural world is part of being human. Science is about curiosity. But science education too often evolves into collections of facts to be memorized without context. The central goal of the Yale Model is to bring inquiry and discovery to introductory courses so that students understand the process – and therefore the excitement – of science. In other fields, it is unthinkable to teach about the subject without engaging in the subject firsthand – we would not expect students who had never read literature to be in a lecture on Dickens – but scientists often assume that the material is intrinsically interesting without the driver of participation in original research. Consequently, many creative students are lost from science who might have been fabulous researchers, but are discouraged by the tedium of memorization and lack of apparent relevance.

Inquiry based learning requires students to play an active role in the science coursework, engaging them by providing the opportunity to produce original work and ideas over which they exert intellectual control. This type of learning proves effective in attracting and retaining students in the sciences. Yale has a unique example of such a course, the Rainforest Expedition

and Laboratory, designed by Professor Scott Strobel which will be described below. While there is no prescribed recipe for what makes such a course successful, there are a few components that inspire and encourage students which we believe are widely applicable and adaptable throughout the sciences. Professor Strobel's course is also instructive in that it recapitulates three major elements of science education: the lecture, the field expedition, and the lab. The course employs all three elements in its aim to foster the idea of intellectual ownership and persistence as innovative but solid principles of a revised approach to science education.

The Model Course: The Rainforest Expedition and Laboratory (REAL) – Professor Scott Strobel

The REAL course is founded on the principle that one of the best ways to inspire a student's interest in the possibilities of scientific investigation is to have the student develop an original project over which he/she has intellectual ownership. The central premise of REAL is that the discovery of biological diversity is an accessible and highly engaging paradigm for novice scientists to make original observations about the natural world. This program is focused on collecting and identifying endophytes from plants from a tropical rainforest in Ecuador. Endophytes are microorganisms that live within healthy plants. Estimates suggest there are more than one million endophytic fungi, only a small fraction of which have been characterized. Students thus have an opportunity to identify not only new species of organisms, but even entirely new genera. These organisms have a demonstrated but under-explored potential to make a trove of novel products that await discovery and utilization. In addition, all regions of the earth, from deserts to rainforests, harbor distinct and exceptional endophyte diversity, making the project accessible to a wide variety of educational programs.

The Lecture

REAL begins with a spring semester course that prepares students for the field work and subsequent laboratory research. Topics include information about the history of the field sites. There is also a significant segment of material devoted to botany, ecology, microbiology, plant and microbe taxonomy, chemical characterization of natural products, molecular and structural analysis and commercial product development. Students come up with a plant-related research question based on their scientific interests and develop a research plan to address that question. They are also required to find a Yale professor who can suggest assays to screen for compounds related to their research.

The Field Experience/Expedition

In March, Professor Strobel leads sixteen undergraduate students on a two-week expedition to the upper Amazonian forests of Ecuador. Plant samples are collected by the students based upon a theme they select during the lecture course. Examples of collecting themes selected in previous years include plants used as fish poisons, as snake bite treatments, as treatments for wounds or abrasions, as hallucinogens, and to ease complications related to child-birth. Each student will collect, document, catalog and prepare voucher specimens for 25-30 plant samples for analysis upon return to campus.

The Laboratory

Following the close of the spring semester, students remain on campus to participate in an 11-week full-time laboratory research experience at Yale throughout the summer. The lab begins in mid-May and continues until the last week in July. The University has dedicated space and a significant amount of equipment for this effort.

During the summer lab, the students use their samples to culture new microorganisms. They become the experts on the new organism they culture and isolate, and ultimately characterize and name. They screen these microbes for molecules that could have beneficial applications for human health or sustaining healthy ecosystems. Since 2006, nearly 80 students from Yale have participated in the program. They have collected more than 2,000 plant samples and isolated over 5,000 endophytes. They have isolated hundreds of organisms that could be classified as new species and, on average they have discovered one new genus per student per year. This represents an opportunity for novice scientists to analyze new branches of the tree of life.

Because it is unlikely that their research can be completed during the summer, students have the option of continuing their work over subsequent semesters in Yale laboratories. In the first four years of the program (total of 63 students), of the 58 non-seniors who could continue their research projects, 54 elected to do so. Research from the REAL program has resulted in eight publications, including a joint paper with 15 undergraduate coauthors that showed that the organisms isolated by these students are among the most diverse fungi that have ever been characterized.

Faculty Partners

The program provides students with the opportunity to express and develop their own scientific interests. Each student identifies a faculty member with a biological assay against which the endophyte extract library produced during the summer can be screened. Students meet with their faculty member, prepare a written report and make an oral presentation to the class about their bioassay. This is not just an academic exercise. The unique extract collection generated from all endophyte isolates is used in each of these bioassays in collaboration with faculty across the campus. In this way the course engages scientific experts with a broad diversity of interests and it provides the students with a faculty collaborator with whom their research can continue in subsequent semesters, but with an important difference. Unlike the typical situation where a student knocks on a professor's door hoping to be assigned a project, these students approach the faculty with a unique resource that could significantly advance their research program. Through this process we have initiated collaborations with faculty in departments throughout the University and at other research institutions.

Measures of Success – Impacts on Students

For the past three years we have implemented this educational experiment and tested the impact of inquiry-based undergraduate research experiences that bridge traditional scientific boundaries and are tailored for individual project ownership. The program has been highly

successful by every metric we have monitored. Additionally, data collected by REAL students provided preliminary data for six grant applications involving faculty collaborators. Upon graduation, 50% of the students who participated in REAL pursued Ph.D. or M.D./Ph.D. degrees, a rate that is five times higher than the typical rate of Ph.D. matriculation among graduating Yale science students. Our goal is to continue this level of success at Yale University as well as to adapt the principles of inquiry-based learning to develop new platforms throughout the science disciplines at Yale. Beyond Yale, we plan to disseminate the primary features of the program to other institutions (see Section V, below).

Adapting the rainforest course model to other areas

Yale's model anticipates the long term continuation of Professor Strobel's REAL course using both the small scale international model and incorporating a new, larger course based on domestic collection opportunities. Beyond that, Yale believes that the model provided by the rainforest course can be widely adapted to other areas of science. Not every adaptation must comply strictly with the components of Professor Strobel's course, but each program empowers the students to "own" their scientific inquiry. The following are a few examples of adapting the concept to the life sciences, physical sciences, and beyond and the academic leadership who would lead the development of each course.

Biological and Chemical Diversity, Professors Jo Handelsman and Scott Miller

Biodiversity affords endless possibilities for the collection and study of organisms. Professor Handelsman (Molecular, Cellular and Developmental Biology) and Miller (Chair of Chemistry) will serve as co-instructors of a two-semester long course which will combine descriptive biological analysis with analytical chemical techniques.

The first semester will be devoted to biology and will entail a laboratory component in which the students will learn isolation of microorganisms from natural samples, basic microbial taxonomy and phylogeny including DNA sequence analysis, approaches to screening for potential drug activities, and characterization of active isolates. Laboratory experiments will be complemented and informed by 2 lectures per week on the fundamental science that is needed for them to pursue their projects. They will bring creativity to the research in the choice of samples to study, design of the screen for activity, and the choice of which active isolates to pursue.

In the second semester of the course, devoted to chemistry, the students will focus on isolating and identifying the molecules responsible for the activities of interest. They will learn physical isolation techniques, spectrometry methods for characterization, and structural analysis. The lecture portion of the course will introduce the fundamental chemistry needed to pursue the research.

Microbial Evolution-In-Action, Professor Paul Turner

In addition to the study of endophytes, inquiry-based learning methods will also be extended to the study of many classes of ubiquitous and easily accessible microbes. An ideal

system in which to examine evolutionary dynamics in real time, microbes such as bacteriophages (viruses that infect bacteria), allow students to study hundreds of generations of evolution over the course of a single semester. Their extremely small genome size also permits students to examine evolution in novel environments, and to fully sequence the evolved strains to identify molecular changes across the entire genome. Although scientists currently know very little about the vast diversity of microbial life on the planet, studies of bacteriophages isolated from natural local environments, such as Long Island Sound and the Yale Forest, will provide students with unparalleled opportunities to contribute to efforts at cataloging Earth's biodiversity and to observe how these newly discovered microbes evolve in the face of environmental change.

Leveraging Fieldwork, Professor Richard Prum

In addition to enhancing the laboratory experience, fieldwork for undergraduates will also be enriched by including classes that focus on teaching observational skills. Field biology provides an additional dimension to the breadth of such scientific training through direct experiences of observation of biodiversity. Field research requires students to employ their senses and extract information about biodiversity from the environment in a scientific context. The experience of field-based scientific inquiry is distinct from the abstract sterility of a PowerPoint lecture, the controlled environment of the laboratory, or even the most dynamic seminar discussion.

Going into the field with professor-mentors who are experts in specific groups of organisms or ecosystems can be a truly transformative experience for young scientists. The physical context of field science has unique appeal to students with a variety of personal learning styles. Most of all, they learn that inspiration and inquiry are activities, and that biodiversity provides an inexhaustible focus for these activities.

Professor Richard Prum has experience leading field biology courses at Yale. He has taken undergraduate students to Ecuador during Spring Break to observe avian diversity in multiple life zones from the heights of the Andes to the lowland Amazonian rainforest. These groups observed 450 to 490 species of birds, and experienced firsthand the tremendous ecological diversity and geographic complexity for all this biodiversity. Unfortunately, this course was eliminated during the economic downturn. Yale would like to reestablish this course or replicate it in some other venue, perhaps capitalizing on bird populations in the United States, for example.

Inquiry-based learning principles and techniques will be extended to other science courses, including those with and without laboratory sections, customizing them accordingly. As an example, the following is a description of a course from the School of Engineering and Applied Science where students again "own" their work:

Appropriate Technology for Developing Countries, Professor John Morrell

The developing world presents unique problems for solving seemingly intractable issues. Designing technical solutions to providing clean water, improved cook stoves or new agricultural

techniques is only the first step in creating lasting change because an understanding of the local culture and norms is critical to ensuring widespread adoption of any new technology.

Mechanical Engineering Professor, John Morrell, has designed a class that targets engineers and political science/economics students to simultaneously develop both a technology and commercialization strategy which will be acceptable to the local population. Professor Morrell believes that this course would be even stronger if a field component could be included so that the students would have the opportunity to see firsthand the challenges of the target population and the implementation of their technology. More importantly, this class provides only one example of how the concepts of REAL can be expanded into the physical sciences.

Scientific teaching and inquiry based learning extends to other course configurations beyond lab and fieldwork. Lecture courses and seminars may be developed thematically, around a compelling narrative. These courses will provide, among other things, the context of scientific endeavor, and in some cases, its rich history. An example of a thematic course is:

The Irish Potato Famine, Professor Jo Handelsman

The Irish Potato Famine is a part of history that fascinates and absorbs people for its horror and implications. Students are drawn to its human dimensions, but the scientific issues are complex, interesting, and historically significant as well. The Irish Potato Famine course will explore the historical record about the Famine and then dissect the events biologically. Topics will include, discovery of the potato and its route to Ireland; genetic diversity in plants; modes of reproduction in plants; microorganisms and plant disease and health; plant breeding and genetics; modern genetic engineering of crops; and epidemiology. Using the Famine as a point of reference, the course will be cohesive and yet expansive in the scientific ideas that are studied. The mode of teaching will be inquiry-based, requiring students to learn on their own, be responsible for bringing knowledge to class, ask questions, and design creative strategies for experiments and practical problem solving.

Timeline for expansion

Yale's Model anticipates the long-term continuation of Scott Strobel's REAL course as well as a new domestically-focused course. In addition, Yale will design three new inquiry based learning courses for implementation during the academic year 2012-2013, and two for each of the subsequent three academic years. We expect to offer ten new inquiry based courses by the end of the fifth year. Assessment will be ongoing during this time frame, and the five year time period will allow for evaluation of the first class to experience four years of the newly designed curricula. Continued scale up after the first five year period will be planned according to the results achieved.

Designing spectacular introductory lecture courses

Beyond the expansion of inquiry-based learning, another hallmark of Yale's transformational plan is to design "spectacular introductory science lecture courses." There can be no doubt that the lecture course has been a vital and successful attribute to undergraduate

education in the humanities and the social sciences, and we expect it will be equally revered in the sciences.

The Power of the Spectacular Lecture: A Case in Point

For more than 60 years, Vincent Scully, Sterling Professor Emeritus of the History of Art, offered two legendary introductory courses in the histories of architecture and art, which were among the most sought-after undergraduate classes ever taught at Yale. Professor Scully's lectures were a combination of the effects of a master storyteller, a superb lecturer, and the adoption of necessary changes, aided by expert support, in the presentation and course design reflecting corresponding changes in student learning. Enrollments were consistently at capacity; standing room only for those observers fortunate enough to gain admittance was a commonplace. Some of the most important architects and art historians of our time were taught and mentored by Professor Scully, but many more Yale undergraduates were encouraged to experience his lecture courses and took away lifetime memories of them and a level of literacy in art history and architecture similar to the science literacy we are aspiring to teach. Travelling the country and the world, Yale officers and staff are often told by alumni, "I was lucky enough to take Scully's class."

Another iconic figure was Professor Harvey Goldberg, the renowned historian best known for his rapt audiences at Ohio State University and then at the University of Wisconsin. Professor Goldberg's lectures were tour-de-force performances that drew standing room only crowds in the largest venues available on the Madison campus. He brought history to life, and made it pertinent to the lives of his students. His field was modern and contemporary history; his range diverse—the courses included lectures on the October Revolution in 1917, Greek Fascism and Resistance, 20th Century China, French Social Democracy, the post-World War II Truman Doctrine, and Russia under De-Stalinization. The thread running through these varied offerings was an unremitting commitment to galvanizing students into social awareness and making them believe that history was relevant at a time of particular social upheaval in the United States when more than anything, the young wished to leave the past behind. Harvey Goldberg's classes proved a revelation and for many, served as a transformative experience. The Harvey Goldberg Center for the Study of Contemporary History at the University of Wisconsin-Madison is named in memory of this extraordinary teacher.

While success might be as much a matter of personal chemistry as superior course design, some of the principles of the spectacular lecture that could be adapted to science education are:

- Creating a compelling narrative
- Adapting the manner of presentation to current methodologies (e.g. technology in the classroom)
- Recognizing the ways in which undergraduates work and learn
- Creating sections or labs that are inquiry based
- Inspiring wonder and the desire to learn more

The development of a superior lecture course, however, requires a considerable commitment of resources. If we are to encourage more of them at Yale, we need to:

- Enlist more of our top senior faculty
- Allocate appropriate resources for new course design, including providing release (where necessary) from upper-level teaching commitments for faculty willing to develop new introductory-level classes
- Provide assistance with course preparation (stunning visuals, class materials, etc.)
- Support lab-like or field-like experiences as components of introductory lecture courses
- Offer summer salary to enable some prospective faculty to dedicate this time for course development
- Commit resources to developing on-line components
- Engage graduate students as co-developers, instructors and mentors (for faculty as needed and for students, see II, below)

Professor Michael Donoghue, Sterling Professor of Ecology and Evolutionary Biology has committed to the development of such a course in the area of evolution, and in early conversations with some of Yale's most prominent faculty, has learned of their own enthusiasm for creating a stellar lecture course in the sciences. The Yale Model envisions incorporating five new lecture courses over the first five years. The inception of the first new lecture course is planned for the 2012-2013 academic year and will be attended by ~100 undergraduates. Through the expansion of these lecture courses, Yale will reach significant numbers of underclassmen over the course of the first five years.

Enriching the undergraduate laboratory experience

Another way in which the undergraduate science educational experience will be enriched is through re-thinking the lab. The Yale Model will take into consideration two particular areas of improvement. The first is increasing research lab opportunities for undergraduates, including freshmen. Professor Strobel's idea of faculty partners for his students is a case in point. The second area involves developing new models for laboratory use, through an innovative training program for postdocs and graduate students as mentors, as further described in the next section, and maximizing laboratory schedules with the aim of fewer students in the labs at a given time.

Creating a summer science experience for incoming freshmen

The re-conceived gateway to the sciences does not need to wait to encourage and inspire until classes begin freshman year. Leveraging a highly successful orientation wilderness program for new students, the Freshman Outdoor Orientation Trip (FOOT), Yale will design one or two sections of 50 incoming freshmen who have indicated an interest in the sciences. Approximately 400 freshmen participate in FOOT each summer. The trips are lead by trained upperclassmen who lead backpacking trips in eight scenic locations throughout the Northeast. The possibilities for such a program to provide an early and personal introduction to science at Yale are enormous and compelling. For example, this trip could be used as the opportunity for the students to collect materials in the field. These can be used as the basis for study throughout the year, transitioning from biological study (mainly descriptive) into chemical study (mostly analytical). Such a preparatory program would also help to establish a community of undergraduates interested in science. Experience demonstrates that the students will bond

quickly and once starting classes, be able to distinguish their like-minded colleagues. These connections have already been shown to aid in the retention of students in the sciences.

Timeline for expansion

Professor Michael Donoghue is already planning a redesigned lecture course on evolution which he will offer in 2012-2103. We expect that another new lecture course will be ready for implementation during this academic year. In the following three years, one new lecture course will be added to each year, with the goal of providing a total of five new lectures over the course of five years.

II. Re-Inventing Scientific Pedagogy

"Imagine if music schools trained pianists to play with only the right hand, leaving them on their own to figure out the left hand's responsibility. Ridiculous? Yes, but that is not unlike the way research universities train scientists, who emerge largely untrained to teach. Research universities should raise a generation of future scientists who, like pianists who play with both hands, practice their art with a dynamic component of skills, to the great benefit of society."
Professor Jo Handelsman

A successful transformation in science education cannot be limited to course design or focusing on new methods of student learning. The Yale Model seeks to achieve transformation through re-inventing scientific pedagogy at Yale as integral to the process and through training faculty, post docs and graduate students in this new approach. There will be no success in learning without similar success in teaching.

The Center for Scientific Teaching at Yale

The Center for Scientific Teaching at Yale will serve as the focal point for re-inventing pedagogy for undergraduate education at Yale. The Center's Director, Jo Handelsman, Professor of Molecular, Cellular, and Developmental Biology, came to Yale in 2010 from the University of Wisconsin-Madison, where the Center for Scientific Teaching was first initiated. The Center provides leadership to enhance science education at Yale and in universities nationwide.

Its work is based on the principles of "scientific teaching," an evidence-based approach to teaching college-level science formulated by Professor Handelsman. Decades of education research demonstrate that traditional modes of teaching science have proven ineffective in the means by which students acquire information and is even less effective in advancing higher order thinking skills (analysis, evaluation, and creative synthesis of ideas). Simple additions to lectures that engage students actively in processing information and ideas transform lectures into highly effective teaching tools. It is these methods that form the basis for the arsenal presented by scientific teaching.

The Center sponsors programs in which graduate students, postdocs, and faculty at Yale learn the principles and practices of scientific teaching and designs processes for evaluating teaching effectiveness. The Center also directs a national program, the National Academies Summer Institute on Undergraduate Education in Biology, an annual workshop that is at the forefront of the to drive change in college-level science education. Current programs along with expansions for the Yale Model include:

Yale Scientific Teaching Fellows Program

The Center presently offers a year-long training program for graduate students and postdocs that harnesses the latest information on cognitive research into how students learn. During the fall semester, each fellow enrolls in a course, *"Scientific Teaching,"* in which the instructors teach about the active engagement of diverse students, regular assessment of learning, and redesign of classroom strategies based on data collected – and the students experiment with methods and philosophies to achieve their own style of scientific teaching. The participants then design teaching materials and during the second semester, they pilot them in an undergraduate biology course. The graduates of the Fellows Program are well-equipped to attain and excel in positions at the nation's leading colleges and universities. Entry into this program is highly competitive. Last year, 54 students applied and only 20 could be accommodated. The Yale Model envisions expanding the Center's operations in order to train post docs and graduate students who will partner with the faculty in the design and teaching of the new courses described in Section I.

Expanding Opportunities for Graduate Students and Post-Docs

The Yale Model will transform graduate and post-graduate education by training graduate students and postdocs in methods to foster active learning in undergraduate science education. The results of this effort will be multifold: improved teaching of Yale undergraduates: teaching partnerships between graduate students/postdocs and faculty: and a unique graduate training experience that builds excellence in both teaching and research, which will attract students and postdocs to train at Yale and will launch a new generation of educators in the U.S.

Postdoc Program. Postdocs will be invited to participate in the training program for one year, during which their stipends will be paid by the grant. This is an important aspect of the Yale Model as the participants need to have the freedom to spend time on their teaching and not be constrained by the source of funding for their research. They will be expected to continue their research, but dedicate 10 to 20 hours/week to teaching. The program will teach time management skills and discuss strategies for having two priorities, which will provide excellent training for future faculty. Postdocs will be invited to attend the Yale Summer Institute with faculty so that they share a common experience and perspective for the ensuing academic year, during which they will develop and collaboratively teach an undergraduate science course, implementing the principles of scientific teaching.

Graduate Student Program. Graduate students from across the sciences will be invited to participate in a two-semester program in teaching. During the first semester, the participants

will take a course in pedagogy and then develop instructional materials in collaboration a faculty member to be used in the faculty member's course. In the spring semester, the graduate students will implement the instructional materials that they develop in an undergraduate science course. We envision that graduate students will implement their own and each others' instructional materials and evaluate and revise the materials accordingly.

The graduate student program described here will provide intensive, high level training in teaching coupled with a rigorous in-class experience. This is in contrast to many current teaching opportunities available to many graduate students, which involve menial lab chores and grading. The graduate students emerging from this program will have a unique type of doctoral degree, one that indicates excellence in both teaching and research, and these graduates will step into the professional world with a prowess that will distinguish them from peers from all other research universities. The Yale Model will make our graduate programs more attractive to students who will be attractive to other universities, in turn extending our impact far beyond the walls of Yale.

National Academies Summer Institute on Undergraduate Education in Biology

The Summer Institute is the product of a collaboration among the National Academies, the Howard Hughes Medical Institute, and the Center for Scientific Teaching. The Summer Institute's goal is to induce a revolution in science education at research universities by training faculty revolutionaries who effect change in their classrooms, institutions, and disciplines. At present, in a competitive annual process, 40-50 university faculty and instructional staff are chosen to participate in a 5-day workshop in which they develop instructional materials for introductory biology courses. Expert instructors present tested approaches to classroom teaching and assessment through presentations that model the techniques being taught so that participants experience them as students. Past participants of the Summer Institute teach well over 100,000 undergraduates annually. The Summer Institute is slated to move to Yale in 2012. HHMI has recently funded the expansion of the Summer Institute so that it can be offered 5 to 9 times each summer in diverse regions of the United States. The Yale Model aims to capitalize on these well-tested and effective Institutes to create a Yale Summer Institute dedicated exclusively to serving Yale faculty. We expect that we could train all of the faculty in Yale College who are interested over the course of several years. In addition to changing teaching practices in our undergraduate science courses, the Yale Summer Institute will create a common language and shared experience that will serve as the basis for building a community of teaching scholars. We envision a time when faculty will engage as vigorously and enthusiastically in discussions of pedagogy as in those about research.

III. Implementation and Timeline

The Yale Model is based on the premise that the two principal components, re-conceptualizing the science gateway and re-designing scientific pedagogy are interdependent and that the programs must be developed and implemented in tandem. As the program budget illustrates, such an integrated approach requires funding to cover the initiation of all the essential program elements at the same time.

The following is an example of the anticipated scale up of the Model over the first three years with similar growth in years 4 and 5 by which time we expect to offer ten new inquiry based courses and five new lecture courses:

Year 1 2011-2012

- Continue REAL
- Design three new inquiry based courses for implementation during academic year 2012-2013
- Train graduate students and post docs in scientific teaching and guide them in development and implementation of course materials in discussion sections of introductory science courses
- Provide faculty time for the preparation of two lecture courses for implementation during academic year 2012-2013
- Hold first Yale Summer Institute with 10 faculty

Year 2 2012-2013

- Continue REAL
- Implement three new inquiry based with the assistance of trained graduate students and post docs
- Design two new inquiry based courses for implementation during academic year 2013-2014
- Implement two introductory lecture courses
- Provide faculty time for the preparation of a third lecture course for implementation during academic year 2013-2014
- Train graduate students and post docs in scientific teaching and guide them in development and implementation of course materials in discussion sections of introductory science courses
- Hold second Summer Institute at Yale (10 Yale faculty)

Year 3 2013-2014

- Continue REAL
- Implement the fourth and fifth inquiry based courses
- Design two new inquiry based courses for implementation during academic year 2014-2015
- Implement a third introductory lecture course
- Train graduate students in scientific teaching and guide them in development and implementation of course materials in discussion sections of introductory science courses
- Provide faculty time for the preparation of a fourth lecture course for implementation during academic year 2014-2015
- Hold third Summer Institute at Yale (10 Yale faculty)

IV. Assessment

Redefining the undergraduate science learning experience necessitates that we address the question: What does success look like? It also requires that we expand upon models/programs that are working and discontinue those that are not. Planned assessment will be directed by the Graduate Teaching Center, which has personnel trained and experienced in evaluation of educational programs. Assessment will include a focus on both learning and teaching as follows (see also Table in attachments):

For the undergraduates:

We will examine the impact of the inquiry-based courses on the students' learning. Evidence suggests that many more students will experience what the literature refers to as "deep learning" – significant shifts in how they understand and are motivated toward science. Students in this model will not be mere recipients of instruction; rather they will learn to reflect on what they are learning, and how they are learning it. We will examine specific instructional strategies and collect data on the learning they are designed to produce. We will look, for example, at the effects of certain –inquiry-oriented strategies on different populations of students or the way in which certain disciplinary goals are met through alternative approaches to teaching. We will collect data on what students are learning and experiencing in innovative courses and compare them to similar data from traditional courses. To do this, we will use questions that have been developed for national use to assess learning in various scientific disciplines. The application of these questions will enable us to compare learning across courses and campuses. Yale plans to share these results through publications.

Ultimately, any evaluation of the components of Yale undergraduate science curriculum and pedagogy must be benchmarked against broad-based student recruitment and retention criteria. These include how many Yale undergraduates become science majors, how many non-majors take science course beyond the core requirements, how many science majors go on to graduate and post-graduate work, and how many non-majors, who, after taking Yale science courses, pursue graduate and post-graduate work in the sciences and medicine. Yale has an outstanding analysis of retention of students in the sciences, broken down by discipline, gender, race and ethnicity; thus, the data we collect in this project can be compared with data from many previous years as well as with students who are in the traditional curriculum (this latter analysis is flawed because of self-selection, so it is essential to couple it with a pre-/post-implementation analysis).

For the participants in the Center for Scientific Teaching:

Evaluating the success of the Yale model in implementing new methods of teaching and the training programs for them, will consist of assessing the degree to which teaching philosophies and practices based on the components of scientific teaching and learner-centered approaches are adopted. Measuring change will reveal how much and in what ways active learning is incorporated into individual classes. Evidence of active learning can be assessed by whether students engage in small group discussions, are given the opportunity to analyze a case study, or respond to questions using clicker technology for immediate statistical data capture.

Outcomes sought for students taught in active learning classes include whether they are introduced to and learn one or more aspects of scientific discovery—scientific methods, science as an iterative process, group-problem solving, critical thinking, communication of scientific ideals, as examples

Program assessment will also involve measuring changes in attitudes towards, and philosophies of, scientific teaching. This process will include comparing statements written before and after the training program, responding to survey questions, and rating an individual's ability to develop active learning strategies, employ myriad assessments, and foster inclusive classrooms—ones that are attentive to student diversity and where teachers engage with problems in context, including socioeconomic, international and global issues as well as those reflecting race, gender, and ethnicity.

Finally, we will also measure other criteria such as the graduate students' time-to-degree and conduct longitudinal tracking of career trajectories.

V. Outcomes - Documentation and Dissemination

Explaining the "how" and the "what" of the success of the Yale Model will be crucial, but we also need to understand the "why." For example we will focus on:

- Quantitative and qualitative changes in faculty participation: we will encourage a few early adopters who have success and by example they inspire their colleagues to participate. What level of interest do the new teaching paradigms generate and how quickly are they adopted? Do the innovations prove exciting to faculty as well to students? Do the new approaches become the "new normal?"

- Different attitudes towards undergraduate science teaching: Yale has a very strong college teaching identity, but has that extended to the sciences? Are science faculty judged more on their research or advanced teaching than on undergraduate teaching, particularly at the introductory level? Are undergraduate teaching and mentoring as well regarded in tenure and promotion decisions? If not, would attitudes and outcomes change?

Extending REAL Beyond Yale

A desired outcome of the Yale Model will be to extend to research universities across the country the innovative science teaching platform our program envisions. As an initial step, the present Rainforest Expedition and Laboratory (REAL) program will be expanded to other universities. There is already considerable interest from colleague institutions and Professor Strobel is becoming a national resource on the methods for developing and delivering inquiry-based undergraduate courses. The course has proved successful enough and has warranted sufficient interest that making it into a "franchise" of sorts has significant merit. The potential also derives from the expectation that the concept of ownership as a platform for undergraduate

science education can be readily adopted by other institutions, both nationally and internationally.

Dissemination will occur in numerous ways. Professor Strobel is already highly sought after as a keynote speaker and presenter at seminars in colleague institutions throughout the country. He is presently in conversations with several institutions to implement a REAL-based program including University of Texas at Austin, Miami University of Ohio, and John Hopkins University. Based upon experience with these partners, Yale will identify additional dissemination sites over the next five years including the possibility of expanding into a liberal arts college and a community college.

We anticipate that dissemination of the newly designed inquiry based courses will follow a pathway similar to Professor Strobel's REAL course. However, Yale will also consider other opportunities for engaging our colleagues such as an annual conference where the outcomes and assessment of the Yale Model are presented. In addition, we will continue to make results widely available through publications. Another idea under consideration is the creation of a website accessible to all partner institutions to provide a forum for exchange of ideas and comparison of results.

Dissemination of Scientific Teaching through Regional HHMI Summer Institutes

The Center for Scientific Teaching will expand to allow growth from the present 20 students to enable 80 students to participate in training by year 5. It will also increase dissemination of its program content by amplifying the amount and variety of Center publications and informational resources, including guidebooks, websites, webinars and videos, making the Institute content more widely accessible

The Request

Yale is eager for the opportunity to transform scientific teaching and believes in the potential of the Yale Model. Through expanding inquiry-based and new lecture courses, we expect to attract and retain many more students in the sciences. The commitment to undergraduate teaching is already deeply imbedded in Yale's culture. The opportunity to improve upon teaching skills through learning the most current cognitive approaches in a program located on campus, will be highly compelling for faculty, post docs and graduate students. We believe that the Yale Model comprises the requisite components for success: a highly motivated and well-positioned leadership team; a deep understanding of and experience with the issues; the passion for finding a solution; and a robust and determined strategy.

Yale respectfully requests that the Robina Foundation consider support for the Yale Model to transform undergraduate science teaching in the projected amount over ten years of $24M. For the first five years, we are requesting approximately $12M. The five year time period allows for the first class that has experienced the transformation to graduate and thus the opportunity to completely assess the impact of each of the components. The program for the second five year period will be designed with these results in hand. The University would be honored to partner with the Robina Foundation in this transformative endeavor.

Assessment Tables

The Yale Model for Transformation of Science Education Undergraduate Learning				
Initiative	**Lead Faculty Member**	**Assessment**		
REAL courses	Strobel	Student surveys Interviews Performance on nationally approved questions to test competency Longitudinal tracking of science courses taken, graduate study, and career choices;		
First-year "Biological Chemical Diversity" Sequence	Miller, Phillips, and Handelsman			
Boot camp				
Semester I				
Semester II				
Evolution-in-action	Turner			
Leveraging Field Work	Prum			
Appropriate Technology for Developing Countries	Morrell			
Spectacular Undergraduate Science Courses	Donoghue			

The Yale Model for Transformation of Science Education Graduate Student, Postdoctoral, and Faculty Training			
Initiative	**Target Group**	**Activity**	**Assessment**
Yale Summer Institute	Faculty-postdoc partners	Attend the Yale Summer Institute to learn scientific teaching approaches	Surveys Interviews Measure time-to-degree (graduate students) Longitudinal tracking of career trajectory
Inquiry-based course development	Faculty-postdoc partners	Design and teach new or revised course using active learning	
Course – "Scientific Teaching"	Graduate Teaching Fellows	Learn about scientific teaching approaches	
Instructional materials development	Graduate Teaching Fellows	Develop instructional materials that can be used in discussion sections of undergraduate course	
Design and implementation of discussion section for existing or new course	Graduate Teaching Fellows	Teach discussion sections with material they and other Fellows developed.	
Plant and Microbial Sciences Graduate Training Program	Graduate students	Create new graduate program to experiment with teaching training as a required aspect of graduate training	

ROBINA FOUNDATION BUDGET CONSIDERATIONS
February 19, 2011

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Inquiry based course expansion						
Assumes costs for two courses in year 1 increasing incrementally to costs for 10 courses in year 5*	105,000	225,000	275,000	405,000	455,000	**1,465,000**
Pre-Frosh Summer Orientation		25,000	25,000	25,000	25,000	**100,000**
Lab Expenses average of $25K/course	25,000	100,000	150,000	200,000	250,000	**725,000**
Office supplies/Publication costs	10,000	10,000	10,000	10,000	10,000	**50,000**
						-
Inquiry Based Expansion Total	**140,000**	**360,000**	**460,000**	**640,000**	**740,000**	**2,340,000**
Lectures						
Release time - one summer month, $15K per professor	30,000	15,450	15,914	16,391	16,883	**94,637**
Lab/Field Expenses (Assumes $1K per student. Not every lecture will have a lab)		100,000	200,000	200,000	300,000	**800,000**
Online Development		20,000	20,000	20,000	20,000	**80,000**
						-
Lectures Total	**30,000**	**135,450**	**235,914**	**236,391**	**336,883**	**974,637**
Training for post docs and graduate students						
Post doc stipends - $45K plus fringe to assist with teaching	178,200	244,728	315,087	454,356	534,842	**1,727,213**
Graduate student stipends - graduate students $25K plus fringe	165,000	271,920	385,107	504,840	594,269	**1,921,135**
Training Total	**343,200**	**516,648**	**700,194**	**959,196**	**1,129,110**	**3,648,348**
Center for Scientific Teaching						
Summer Salary - one month for 7 professors	105,000	108,150	111,395	114,736	118,178	**557,459**
Staff to teach scientific teaching 2 staff members @ $100K/year	200,000	206,000	212,180	218,545	225,102	**1,061,827**
Administrative Support	60,000	61,800	63,654	65,564	67,531	**318,549**
Center for Scientific Teaching Total	**365,000**	**375,950**	**387,229**	**398,846**	**410,811**	**1,937,835**
Assessment	100,000	103,000	106,090	109,273	112,551	**530,914**
Assessment Total	**100,000**	**103,000**	**106,090**	**109,273**	**112,551**	530,914
Dissemination	200,000	206,000	212,180	218,545	225,102	**1,061,827**
Dissemination Total	**200,000**	**206,000**	**212,180**	**218,545**	**225,102**	**1,061,827**
Grand Total Direct Costs	**1,178,200**	**1,697,048**	**2,101,606**	**2,562,251**	**2,954,457**	**10,493,561**
Indirect Costs @12%	**141,384**	**203,646**	**252,193**	**307,470**	**354,535**	**1,259,227**
GRAND TOTAL DIRECT AND INDIRECTS	**1,319,584**	**1,900,694**	**2,353,799**	**2,869,721**	**3,308,992**	**11,752,789**

*Course costs vary depending on international or domestic travel

**Inflation is included in the Program Administration salaries at 3% per University guideline:

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Printed on: 2/19/2011

ROBINA FOUNDATION

TO: **Board of Directors**

FROM: **Penny Hunt**

RE: **Council on Foreign Relations Material**

DATE: **May 5, 2011**

Following the Foundation's February meetings with CFR we asked CFR for additional information on several of CFR's programs, as well as background information on CFR's assessment process. Attached is the follow-up email sent to CFR and material provided by CFR:

- Email dated March 4 to Richard Haass
- Letter from Richard Haass along with material responding to our requests;
- Four memos that outline CFR's assessment process. Each memo addresses a separate aspect of the process: approval procedures for initiating a Council Special Report; the development of the marketing strategy once a CSR is approved for publication; the post-mortem impact report; and the strategy for promoting the Global Governance Monitor.
- Email exchange providing additional information on CFR's assessment process.

In addition, Jim Lindsay sent a complete set of CSR approval packages and post mortem reports for three IIGG-sponsored CSRs: *Intervention to Stop Mass Atrocities; The Future of NATO;* and *the Law of the Seas* and a set of impact reports for three other IIGG-sponsored CSRs. These reports are about an inch thick! Let me know if you would like to see this material.

The next step in our process with CFR is to identify a program or programs to be fleshed out with a full proposal for Board consideration. I hope that this material will help the Board make that determination. *

W/ respect to IIGG - Assessment - Tab 5



From: Penny Hunt <pennhunt@gmail.com>
Subject: **Robina Foundation / Meeting Follow-Up**
Date: March 4, 2011 10:43:32 AM CST
To: president@cfr.org
Cc: "James M. Lindsay" <JLindsay@cfr.org>, Stewart Patrick <spatrick@cfr.org>, Suzanne Helm <shelm@cfr.org>, Crosby Tom <tcrosby@tcrosbylaw.com>, Aamoth Gordy <gaamoth@msn.com>, Blatz Kathleen <kathleenblatz@msn.com>, Karoff Peter <pkaroff@TPI.ORG>, Schroeder Steve <schroeder@medicine.ucsf.edu>, Susan Berresford <sberresford@nyct-cfi.org>, Gilberg Nancy <ngilberg@robinafoundation.org>

Dear Richard,

First and foremost, all of us connected with the Robina Foundation want to thank you and the leaders of the Council on Foreign Relations for the superb day-long meeting last week. We recognize that you and your busy leadership team spent considerable time preparing careful, thoughtful presentations. We particularly appreciated your candor in describing CFR's work and in responding to our questions. Although we can't pretend to fully understand the complexity of CFR and the challenges you face today, we do understand the organization better and are proud to foster Jim Binger's commitment to CFR.

As promised, I'm writing to provide all of you with feedback from our meetings and Robina Board discussions following the meetings to assist you in your preparation of material for the Foundation.

Assessment of the IIGG Program:

We're delighted that you are enthusiastic about an outside assessment of the IIGG Program and are willing to accelerate the evaluation so that results can be available in time for the Robina Board of Directors' meeting on May 17. We hope the evaluation can be structured to provide information that will be valuable to CFR not only in connection with the IIGG Program, but also for other CFR work. As you know, Jim and Stewart moved quickly to develop Terms of Reference for the external assessment. I've provided Jim with feedback on the draft and will continue to work with him so that the assessment can proceed as quickly as possible.

With respect to follow-on investments we discussed at the meeting:

CFR Education Initiative:

We understand the need to foster Americans' knowledge of the world and U.S foreign policy and were intrigued by CFR's decision to expand its Academic Initiative through outreach to high schools and community colleges and universities. In the end, though, the Robina Board concluded that other aspects of CFR's work are a better fit for Robina funding.

Technology to Transform the Way CFR Connects with its Constituencies:

We wrestled with this area, trying to determine whether support for technology can meet Jim Binger's challenge that Robina Foundation grants be transformational. We know, as do you, that technology changes so rapidly that its acquisition may have only a short-term impact, and the process of upgrading is continuous, rather than one-time. However, we also recognize that technology can jumpstart an organization into new areas. Based on conversations with Jim about the potential for the use of "short-form video interviews" by his staff, we are interested in learning more about this opportunity and how it would enhance the work of CFR Fellows, expand the reach of their work and help them develop new increasingly important skills. Material that you provided suggests an annual budget of $325,000 to produce and distribute short-form video interviews. A budget broken down by category will help us identify what portion of the expenses might be appropriate for Robina funding. We would also be interested in knowing how CFR would sustain this effort after Robina funding ends.

Center for Civil Society, Markets and Democracy:

Although you mentioned that funding may be more readily available for this program than for other CFR initiatives, we are interested in determining whether some level of support might make sense for Robina and for CFR. Following are questions and comments that should help us make that determination:

- The meaning of "civil society" in the program title and description is not clear to us. Is this term used solely to reference civic action as evidenced by voting, a constitution and other aspects of government or does it also include the existence of nongovernmental organizations and their role in society? If the intent is to include nongovernmental organizations, will CFR through this initiative collaborate with, or convene INGOs or indigenous NGOs?

- In what manner will this initiative connect to the IIGG Program?

- How will CFR's efforts in this area intersect with the extensive literature and documented experience of the Global Civil Society?

- In order to determine a level of funding to support this initiative, we would like to see the breakdown of the $1.5 million per year total budget referenced in information on the initiative.

IIGG Program: Phase II Plans / Council of Councils:

Assuming the outside evaluation confirms the value of the IIGG Program (which we expect it will), the Robina Foundation is interested in providing additional funding to support the program along the lines of the plans provided to us. Following are our collective comments / questions about IIGG Phase II:

- We would like to understand how long CFR plans to continue this program. Two years? Three years? Not sure yet?

- Following our meeting, Stewart provided a summary budget for continuation of the program. In order to consider additional funding, we would need a detailed budget for the duration of the program. This budget would be subject to the comment below concerning Robina support for overhead.

- From what we know about the Council on Councils we think it has potential both for CFR and non-US think tanks, as well as foreign policy in general. We would like to know more about your vision for the formation, leadership and operation of the CoC. It seems to us that the Council on Councils is a natural extension of the IIGG Program, so the Foundation would consider funding it as part of IIGG Phase II. Given that, the budget for the CoC should be included in the budget for IIGG Phase II.

Diversity Initiative:

I'm sure you could tell from Robina Board Members' questions and the discussion that followed that Board Members are interested in diversity within CFR as well as in the foreign policy arena. We were disturbed by the explanation that "the field" just isn't diverse and found it ironic that CFR's own staff is not diverse given the increasing diversity of the U.S. and since the organization works on issues related to developing countries. Given its leadership position, we believe that CFR has a responsibility to the field and that doing nothing makes CFR part of the problem. We believe CFR could help address this situation by partnering with at least one organization that engages diverse groups of young people in issues of foreign affairs, democratic governance, diversity and identity. CRF could provide experiences that deepen promising young people's knowledge and add to the "training" already being provided. The Council often takes on big challenges, and this could be a particularly important one for the future. It could also be transformational for the organization.

If CFR is interested in understanding opportunities to broaden the field, the Robina Foundation would be willing to fund a scan of the field to determine organizations that CFR could partner with to build diversity within CFR and beyond. This could lead to CFR developing a new "diversity" program to be staffed and implemented within CFR, or the potential for an alliance that could benefit CFR and the field.

Budgets:

As we do for all grantees, proposals from CFR need to include a detailed program budget, supplemented with descriptions of any items that may not be self-explanatory. Discussions at the recent board meeting included consideration of the level of overhead the Foundation would support going forward. A determination was made that 15% was the appropriate level, so please restrict CFR budgets to that percentage. We should note that in previous CFR budgets, it has been difficult to identify what is overhead and what is a part of the project.

Readers:

I believe we mentioned that we plan to engage external readers for proposals from all Robina Grantees. When the time comes, we will let you know the readers we select for CFR proposals and may ask you for suggestions of appropriate readers.

Timing:

We appreciate very much CFR's willingness to accelerate the IIGG assessment since that will help us determine the best approach for continuation of funding for IIGG Phase II. We hope that CFR will respond to the questions and comments described here within the next month so that we can give CFR direction for the preparation of full proposals. If full proposals are available in June or July, we would then engage readers over the summer so that the Robina Board can begin making decisions about future funding at its August meeting. We recognize that this is a tight timetable for both CFR and Robina. It can be extended if necessary, but given the prolific style of Jim, Stewart and you, we sense that this is a reasonable timetable.

I believe that summarizes our feedback. We anticipate and hope that our comments will generate further discussions with you and others.

In case you haven't heard, Susan Berresford has agreed to join the Robina Board. We are thrilled that she accepted board membership and know that her extensive experience and knowledge will benefit all of the Robina Grantees, including CFR.

I look forward to working with CFR leadership on this important work.

Warm regards,

Penny

Penny A. Hunt
Executive Director

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March 31, 2011

Ms. Penny Hunt
Executive Director
Robina Foundation
80 South 8th Street
Suite 4900
Minneapolis, MN 55402

Dear Penny:

The Council on Foreign Relations (CFR) was pleased to host the Robina Board of Directors at our Washington office in February. Thank you for your kind words about the day. We agree that the exchange was most useful, and we are pleased to hear that the Board now has a better understanding of the Council and its activities.

Jim Lindsay is working with you directly on the outside assessment of the International Institutions and Global Governance (IIGG) program that the Foundation asked CFR to carry out.

Robina's initial grant allowed CFR to launch IIGG in 2008. Since that time, CFR has emerged as the leading U.S. platform for analysis on effective multilateral cooperation in the twenty-first century. It is no accident that U.S. Secretary of State Hillary Rodham Clinton chose CFR's Washington office as the venue for her September 2010 policy speech on the need for a "new global architecture" of international cooperation. Her speech reflected the core themes of the IIGG research agenda. We could not have achieved this without Robina's initial investment, and CFR is committed to continuing this important work for the next five years.

Enclosed in this packet are specific documents that address the programs we are asking you to consider for future funding. We have also provided detailed budgets, which reflect the foundation's cap of 15 percent for indirect cost recovery. Please note that since our 2008 proposal submission, CFR has revised its budget documents to provide greater detail for all programs.

I have also enclosed a brief outline of CFR's current diversity profiles and initiatives. CFR is proactive in seeking diversity in every aspect of its operation. We are proud of our record along these lines, especially in terms of our Board, full staff, and membership. Regarding our Studies Program staff, the pool of racially and ethnically diverse foreign policy scholars is relatively small and competition is keen. While we make extra efforts to recruit the best of the brightest, our inability to offer tenure often makes it difficult to compete with elite universities that are also looking for diversity. However, CFR has recognized that it has an important role in helping to foster diversity long before one's career path is chosen, and, as a result, it has invested in a number of strategic partnerships, starting with high school programs geared towards racially, economically, and ethnically diverse populations, to encourage people from these communities to pursue careers in foreign relations. As CFR continues these efforts, I am open to discussing other steps that could be taken to build further diversity with CFR and beyond.

I trust that the enclosed materials will provide enough information for the Foundation to determine which projects will move on to the next level of review. We will be able to give you complete proposals in June or July, as you suggest.

Suzanne Helm, Jim Lindsay, or I will be happy to provide any further information as needed. Thank you again for the Robina Foundation's past support of the Council on Foreign Relations. We look forward to working with you on this next chapter in our partnership.

Sincerely,

Richard N. Haass
President
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president@cfr.org

Enclosures

Council on Foreign Relations
Video Production Program
March 2011

As the Council on Foreign Relations (CFR) heads into its second century, the organization's website continues to serve as a trusted source of nonpartisan information and analysis on complex foreign policy issues for both traditional elites and general public alike. Now averaging more than 400,000 visitors per month, CFR.org offers daily analysis of international news authored by CFR fellows, its team of journalists, as well as external experts from around the world. CFR.org's main aim is to be a "one-stop shop" for the best, most up to date analysis on international affairs, regardless of the source. It delivers this content in a variety of formats—starting in 2011, its multimedia hub began to offer short videos of discussions with and analysis from leading thinkers and policymakers on the issues that top today's international agenda.

The recent explosion in the production and distribution of online videos has created an entirely new way to communicate ideas and commentary on public policy issues to a large new audience. Examples of successful implementation of this approach range from the major news organizations' websites and the TED Talks to Intelligence Squared Debates and videos embedded in blogs.

CFR believes that it is important for the organization, particularly among its staff in the Studies Program, to develop the capacity to harness the full potential of this burgeoning medium to build new audiences and conversations around foreign policy and to continue to extend CFR's reach beyond its traditional constituencies. The opportunity is made timelier by the surge in popularity of mobile devices as a platform for viewing videos.

Undertaking this work will require three types of investment:

- Professional training of CFR scholars to master the art of this new communication channel, whether as an interviewee, an interviewer, a blogger, or a briefer— or even a series producer; and professional training of CFR multimedia production staff;
- Additional video and multimedia production and engineering support to allow CFR to significantly expand its production of high-quality video for distribution on its own site, CFR.org, as well as other video platforms like YouTube and iTunes;
- Investment in equipment, such as additional cameras, necessary to support this initiative ($100,000, for the first year only).

Qualitative measures of success include the degree to which the videos produced by CFR meet or exceed established criteria for production values, the clarity with which the videos present new ideas and arguments, and CFR's success in making use of different formats and set-ups to present the content in a compelling way. Quantitative measures include the total number of views the videos garner on CFR's website and other portals (such as YouTube), the number of video viewers who become regular consumers of other CFR web content, and the performance of each video as measured by the percentage of viewers who watch an entire video (i.e. continue to watch the video beyond the first sixty seconds).

After five years, CFR will have developed sufficient skills across the research staff (both fellows and their research associates) that continued training and development would have become an integral part of the organizational culture. There would be some level of ongoing need for coverage of the production and engineering roles, which CFR would seek to cover by leveraging the Robina Foundation's initial investment to seek additional grants from other sources, and be partially funded by CFR's ongoing unrestricted operating budget.

Council on Foreign Relations
Video Production Budget

	Total	Year 1	Year 2	Year 3	Year 4	Year 5
Program Management						
Multimedia Production and Engineering Staff Salaries and Benefits	**$ 962,747**	$ 185,000	$ 188,700	$ 192,474	$ 196,323	$ 200,250
Professional Video Training (Outside Consultants)	**$ 100,000**	$ 50,000	$ 50,000	$ -	$ -	$ -
Sub-total Program Management	**$ 1,062,747**	$ 235,000	$ 238,700	$ 192,474	$ 196,323	$ 200,250
Equipment						
Cameras and other equipment	**$ 100,000**	$ 100,000	$ -	$ -	$ -	$ -
Sub-total Equipment	**$ 100,000**	$ 100,000	$ -	$ -	$ -	$ -
TOTAL DIRECT COSTS	**$ 1,162,747**	$ 335,000	$ 238,700	$ 192,474	$ 196,323	$ 200,250
Indirect Costs @ 15%	**$ 174,412**	$ 50,250	$ 35,805	$ 28,871	$ 29,449	$ 30,037
TOTAL PROGRAM COSTS	**$ 1,337,160**	**$ 385,250**	**$ 274,505**	**$ 221,345**	**$ 225,772**	**$ 230,287**

Council on Foreign Relations
Center for Civil Society, Markets and Democracy
Response to the Robina Foundation
March 2011

Question: The meaning of "civil society" in the program title and description is not clear to us. Is this term used solely to reference civic action as evidenced by voting, a constitution and other aspects of government or does it also include the existence of nongovernmental organizations and their role in society? If the intent is to include nongovernmental organizations, will CFR through this initiative collaborate with, or convene INGOs or indigenous NGOs?

"Civil society" in the context of the CSM&D Initiative refers to the sector that is neither the market (for-profit businesses) nor the state (government institutions). Although scholars debate the precicise definition of the concept, we believe there is broad agreement that civil society comprises nongovernmental organizations and other groups formed voluntarily by citizens to advance their interests. Some of these groups have aims that bear directly on public affairs, such as organizations that educate voters in new democracies, while others, such as sports leagues or religious congregations, do not. Media organizations can also be seen as part of civil society. Since the 1990s, supporting civil society organizations has occupied an important place in democracy-building efforts because many people believe they are central to fostering democratic practices, holding governments accountable, and promoting citizen action across ethnic, religious, and other lines. CSM&D aims to test this proposition by exploring the impact of efforts to support civil society and the impact of civil society groups on their countries' political and economic development. Given the seismic events in recent months in the Middle East, understanding the role of civil society in that region—both in the uprisings that have occurred and in the reform efforts that lie ahead—will be a particular focus. Part of this work will certainly include convening a variety of NGOs from both the developed and developing worlds, as Isobel Coleman has already done on various occasions in the Women and Foreign Policy program.

Question: In what manner will this initiative connect to the IIGG Program?

CSM&D and IIGG are separate but complementary. There is certainly scope for collaboration around issues such as the global coordination of civil society organizations and the role of international institutions in promoting democracy. CSM&D and IIGG staff discuss these and other topics, and both programs look for opportunities for mutual efforts. Each brings a unique perspectives to any joint effort, and each can amplify the impact of the other's work by sharing it with a different set of audiences. Ultimately, however, each program will pursue a distinct research agenda and produce its own range of outputs.

Question: How will CFR's efforts in this area intersect with the extensive literature and documented experience of the Global Civil Society?

There is certainly a good deal of literature on civil society and its role at the national and global level, especially in the context of democracy-building efforts over the last two decades in regions such as Eastern Europe. We see CFR's principal role as bridging the gap between academic analysis and

concrete policy experience. This means making the ideas contained in the best academic work accessible to the policy-makers, business leaders, and others who can use it. Capitalizing on CFR's wide expertise and convening power, CSM&D will produce publications that analyze and review the most relevant studies, and it will host meetings and events at which scholars can discuss their work with practitioners from government, foundations, NGOs, and other organizations. In so doing, CSM&D will identify and disseminate lessons from the experience of global civil society, lessons that are directly applicable to ongoing events in the Middle East and elsewhere.

Council on Foreign Relations
Civil Society, Markets, and Democracy Budget

	Total	Year 1	Year 2	Year 3	Year 4	Year 5
Program Management						
Program Management Salaries and Benefits						
Core Program Staff	$ 3,495,554	$ 671,700	$ 685,134	$ 698,837	$ 712,813	$ 727,070
Affiliated CFR Fellows and Staff	$ 1,988,308	$ 382,070	$ 389,711	$ 397,506	$ 405,456	$ 413,565
Research Support and Materials	$ 66,976	$ 12,870	$ 13,127	$ 13,390	$ 13,658	$ 13,931
Travel	$ 270,610	$ 52,000	$ 53,040	$ 54,101	$ 55,183	$ 56,286
Sub-total Program Management	$ 5,821,447	$ 1,118,640	$ 1,141,013	$ 1,163,833	$ 1,187,110	$ 1,210,852
Multimedia/Digital	$ 26,020	$ 5,000	$ 5,100	$ 5,202	$ 5,306	$ 5,412
Sub-total Multimedia/Digital	$ 26,020	$ 5,000	$ 5,100	$ 5,202	$ 5,306	$ 5,412
Events						
Civil Society, Markets, and Democracy Annual Meeting	$ 171,733	$ 33,000	$ 33,660	$ 34,333	$ 35,020	$ 35,720
Civil Society, Markets, and Democracy Workshops (2 per year)	$ 31,224	$ 6,000	$ 6,120	$ 6,242	$ 6,367	$ 6,495
Civil Society, Markets, and Democracy Roundtable Series (8 mtgs per year)	$ 30,183	$ 5,800	$ 5,916	$ 6,034	$ 6,155	$ 6,278
Countering Radicalism Roundtable Series (5 mtgs per year)	$ 17,694	$ 3,400	$ 3,468	$ 3,537	$ 3,608	$ 3,680
Women and Foreign Policy Roundtable Series (5 mtgs per year)	$ 17,694	$ 3,400	$ 3,468	$ 3,537	$ 3,608	$ 3,680
Development Economics Roundtable Series (5 mtgs per year)	$ 17,694	$ 3,400	$ 3,468	$ 3,537	$ 3,608	$ 3,680
Political Economy and Global Capitalism Roundtable Series (5 mtgs per year)	$ 17,694	$ 3,400	$ 3,468	$ 3,537	$ 3,608	$ 3,680
Human Rights Roundtable Series (5 mtgs per year)	$ 17,694	$ 3,400	$ 3,468	$ 3,537	$ 3,608	$ 3,680
Civil Society, Markets, and Democracy Advisory Council meetings (1 mtg per year)	$ 6,544	$ 1,258	$ 1,283	$ 1,308	$ 1,334	$ 1,361
Women and Foreign Policy Advisory Council meetings (4 mtgs per year)	$ 20,816	$ 4,000	$ 4,080	$ 4,162	$ 4,245	$ 4,330
Sub-total Events	$ 348,970	$ 67,058	$ 68,399	$ 69,767	$ 71,162	$ 72,585
Publications						
Policy Innovation Memoranda (6 per year)	$ 122,540	$ 23,900	$ 24,198	$ 24,502	$ 24,812	$ 25,128
Council Special Reports (2 per year)	$ 168,673	$ 33,000	$ 33,360	$ 33,727	$ 34,102	$ 34,484
Working Papers (5 per year)	$ 77,602	$ 15,500	$ 15,510	$ 15,520	$ 15,531	$ 15,541
Editorial Review (13 publications per year)	$ 84,566	$ 16,250	$ 16,575	$ 16,907	$ 17,245	$ 17,590
Sub-total Publications	$ 453,381	$ 88,650	$ 89,643	$ 90,656	$ 91,689	$ 92,743
Outreach and Communications Activities						
Media Outreach and Marketing	$ 26,020	$ 5,000	$ 5,100	$ 5,202	$ 5,306	$ 5,412
Outreach Programs	$ 104,081	$ 20,000	$ 20,400	$ 20,808	$ 21,224	$ 21,649
Sub-total Outreach and Communications	$ 130,101	$ 25,000	$ 25,500	$ 26,010	$ 26,530	$ 27,061
TOTAL DIRECT COSTS	$ 6,779,919	$ 1,304,348	$ 1,329,654	$ 1,355,468	$ 1,381,797	$ 1,408,653
Indirect Costs at 15%	$ 1,016,988	$ 195,652	$ 199,448	$ 203,320	$ 207,270	$ 211,298
TOTAL PROJECT COST	$ 7,796,907	$ 1,500,000	$ 1,529,103	$ 1,558,788	$ 1,589,066	$ 1,619,951

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Center for Civil Society, Markets, and Democracy
February 2011

The Center for Civil Society, Markets, and Democracy (CSM&D) at the Council on Foreign Relations (CFR), launched this fiscal year, is dedicated to offering fresh thinking on what the United States and others can do to foster open, prosperous, and stable societies. The Center's work comes at a critical time. After the Cold War ended, many believed that the Western model of liberal capitalism and democracy had triumphed. Today, however, that model faces a range of challenges. These include the economic crisis of recent years, which has damaged confidence in the free market; China's exceptional growth, which has made its own economic and political system more attractive; the rise of extremism and non-state terrorist networks, which poses unprecedented risks to open, democratic societies; and, most recently, the crisis in the Middle East, which was sparked in part by the clash between rising economic aspirations and limited opportunities and freedoms.

CSM&D is pursuing four cross-cutting streams of work:

1. **Markets and democracy in the 21st century:** This area of work examines issues surrounding political and economic openness and reform—and the United States' efforts to promote these goals—in the context of the global economic crisis, the changing landscape in the Middle East, and other ongoing developments.
2. **Civil society in troubled states:** In this area of work, the Center is evaluating the most effective ways to strengthen the building blocks of democracy, promote human rights, foster civic engagement, and combat radicalism in the Arab and Muslim worlds and the West.
3. **Women and foreign policy:** In this area, the Center is examining the connection between women's empowerment and the economic and political development of their societies, with particular attention to the evolution of women's rights in Muslim-majority countries.
4. **Entrepreneurship and development:** This area of work explores the inter-relationship among entrepreneurship, economic growth, and governance, and also evaluates what conditions are most conducive to entrepreneurship in developing countries.

Support from the Robina Foundation would enable the Center for Civil Society, Markets, and Democracy to pursue a broader and deeper set of activities.

- First, the Center would advance the debate on innovative solutions to development challenges by bringing new expertise to bear on CSM&D's full range of issues. This would include increasing collaboration with existing CFR scholars, hiring additional experts on such topics as markets and democracy and human rights, and making the best cutting-edge academic work, particularly by economists, accessible to policymakers, business leaders, and other important constituencies.
- Second, to disseminate its ideas, CSM&D would bolster its website (www.cfr.org/csmd) with multimedia information and analysis. New products would include video interviews with leading thinkers and practitioners, working papers on critical countries and issues, and interactive features

designed to explain the challenges of development and democracy in an engaging way. CSM&D personnel would also continue to produce articles, books, and other publications.

- Third, the Center would enhance its programming for a wide range of constituencies. This would include an expanded suite of roundtable meetings, an annual event designed to bring together CFR experts and leading outside voices, and one or two annual symposia on selected topics.

CSM&D's expansive scope and inter-disciplinary approach allow it to fill a gap in a crowded market for ideas. Using its own resources along with the broader expertise and visibility of CFR, the Center achieves significant impact by bringing together a diverse range of actors, analyzing issues whose complex dimensions are seldom examined together, and marketing innovative ideas to policymakers, business leaders, other influential audiences, and the public.

Support of $1.5 million per year would allow CSM&D to pursue the full range of activities described here.

Council on Foreign Relations
Council of Councils
Response to the Robina Foundation
March 2011

Question: What is your vision for the formation, leadership, and operation of the Council of Councils?

The Council of Councils (CoC) will be the first forum of its kind: a global network through which leading foreign policy organizations around the world can exchange ideas. Such collaboration is needed in a world in which problems increasingly cross borders and require multilateral cooperation to address. CoC will provide influential opinion leaders of major policy institutions from both developed and emerging nations the opportunity to gather annually, communicate regularly and candidly, and build consensus around new and different solutions for pressing global issues.

Formation. CFR has identified roughly twenty foreign policy organizations in countries around the world (roughly tracking the G20) to become inaugural members of the CoC. These twenty institutions share several common characteristics, including:

- Pre-eminent expertise and foreign policy analysis
- Access to high-level decision-makers
- Independence from government (which will be stronger for some organizations than others, given the nature of their home governments)

CFR is in the process of issuing invitations to these target organizations to inform them of the CoC initiative, gauge their interest in participating in the network, and inviting them to participate in the inaugural CoC conference late next winter.

Leadership. CFR is taking the lead in establishing the CoC. CFR will conduct two-way dialogues with member organizations to develop the substantive agendas for discussion. The CoC is a special initiative of CFR President Richard Haass. The CoC will be an important component within CFR's Program on International Institutions and Global Governance (IIGG), and day-to-day responsibility for managing the CoC will belong to the Stewart Patrick in his capacity as IIGG's director. He will be assisted by a staff assistant dedicated to the CoC initiative. CFR's director of Studies, James M. Lindsay, will oversee the CoC project as part of his broader oversight responsibilities for IIGG's work.

Operations. CFR looks to stimulate the CoC's work through an annual conference, as well as through regional discussions and consultations via email, wiki sites, and videoconferences. CFR will work with appointed leaders and experts at CoC member organizations to identify a narrow set of topics for the annual conference, craft an agenda, and facilitate member communication between annual and regional meetings. Additionally, the dedicated CoC staff will manage all logistics surrounding the annual conference and regional meetings.

Council on Foreign Relations
International Institutions and Global Governance Program Budget

	Total	Year 1	Year 2	Year 3	Year 4	Year 5
Program Management						
Program Management Salaries and Benefits						
Core Program Staff	$ 2,479,725	$ 476,500	$ 486,030	$ 495,751	$ 505,666	$ 515,779
Affiliated CFR Fellows and Staff	$ 1,597,640	$ 307,000	$ 313,140	$ 319,403	$ 325,791	$ 332,307
Research Support and Research Materials	$ 61,772	$ 11,870	$ 12,107	$ 12,350	$ 12,597	$ 12,848
Travel	$ 377,707	$ 72,580	$ 74,031	$ 75,512	$ 77,022	$ 78,562
Database and Equipment Fees	$ 42,217	$ 8,230	$ 8,335	$ 8,441	$ 8,550	$ 8,661
Sub-total Program Management	$ 4,559,061	$ 876,180	$ 893,643	$ 911,456	$ 929,625	$ 948,158
Multimedia/Digital						
Global Governance Monitors, Scorecards, regionalism maps, and other interactive projects	$ 626,671	$ 120,420	$ 122,828	$ 125,285	$ 127,791	$ 130,346
Sub-total Multimedia/Digital	$ 626,671	$ 120,420	$ 122,828	$ 125,285	$ 127,791	$ 130,346
Council of Councils Program						
Program Management Salaries and Benefits	$ 536,406	$ 103,075	$ 105,137	$ 107,239	$ 109,384	$ 111,572
Pre-Conference Working Papers (6 papers)	$ 326,049	$ 62,751	$ 63,956	$ 65,185	$ 66,439	$ 67,718
Annual Conference Costs	$ 217,008	$ 41,700	$ 42,534	$ 43,385	$ 44,252	$ 45,137
Travel (25 participants)	$ 451,450	$ 86,750	$ 88,485	$ 90,255	$ 92,060	$ 93,901
Editorial Review (6 publications per year)	$ 48,918	$ 9,400	$ 9,588	$ 9,780	$ 9,975	$ 10,175
Rapporteur Reports	$ 77,224	$ 15,000	$ 15,220	$ 15,442	$ 15,667	$ 15,895
CFR Domestic Outreach	$ 34,607	$ 6,650	$ 6,783	$ 6,919	$ 7,057	$ 7,198
Sub-total Council of Councils	$ 1,691,663	$ 325,326	$ 331,703	$ 338,205	$ 344,835	$ 351,595
Events						
International Meeting (1 per year)	$ 440,990	$ 84,740	$ 86,435	$ 88,163	$ 89,927	$ 91,725
Annual Symposium	$ 235,837	$ 45,318	$ 46,224	$ 47,149	$ 48,092	$ 49,054
Making Multilateralism Work Workshop Series (5 meetings per year)	$ 47,992	$ 9,222	$ 9,406	$ 9,595	$ 9,786	$ 9,982
IIGG Roundtables: U.S.-United Nations, and U.S. and Future of Global Governance (8 meetings per year)	$ 47,357	$ 9,100	$ 9,282	$ 9,468	$ 9,657	$ 9,850
Sub-total Events	$ 772,175	$ 148,380	$ 151,348	$ 154,375	$ 157,462	$ 160,611
Publications						
Policy Innovation Memoranda (6 per year)	$ 122,540	$ 23,900	$ 24,198	$ 24,502	$ 24,812	$ 25,128
Council Special Report (2 per year)	$ 168,673	$ 33,000	$ 33,360	$ 33,727	$ 34,102	$ 34,484
Working Papers (3 per year)	$ 47,602	$ 9,500	$ 9,510	$ 9,520	$ 9,531	$ 9,541
Editorial Review (11 publications per year)	$ 84,566	$ 16,250	$ 16,575	$ 16,907	$ 17,245	$ 17,590
Sub-total Publications	$ 423,381	$ 82,650	$ 83,643	$ 84,656	$ 85,689	$ 86,743
Outreach and Communications Activities						
Media Outreach and Marketing	$ 31,224	$ 6,000	$ 6,120	$ 6,242	$ 6,367	$ 6,495
CFR Meetings and Outreach Programs	$ 367,724	$ 70,720	$ 72,104	$ 73,516	$ 74,957	$ 76,426
Sub-total Outreach and Communications	$ 398,948	$ 76,720	$ 78,224	$ 79,759	$ 81,324	$ 82,921
TOTAL DIRECT COSTS	$ 8,471,900	$ 1,629,676	$ 1,661,390	$ 1,693,735	$ 1,726,726	$ 1,760,374
Indirect Costs @15%	$ 1,270,785	$ 244,451	$ 249,208	$ 254,060	$ 259,009	$ 264,056
TOTAL PROGRAM COSTS	$ 9,742,685	$ 1,874,127	$ 1,910,598	$ 1,947,796	$ 1,985,735	$ 2,024,430

Council on Foreign Relations
Diversity Profile for the Robina Foundation
March 2011

The Council on Foreign Relations (CFR) strives for increased diversity within its nearly 4,500 members, on its staff, on its Board of Directors, and in its programming for students, educators and religious groups. CFR defines diversity broadly, including racial, ethnic, gender, political, religious, sexual orientation, geographical, and professional considerations. While CFR has undertaken many diversity initiatives in its ninety year history, we are especially committed to a number of ongoing strategic partnerships that foster diversity in the field, beginning as early as high school.

Membership
CFR's membership– now numbering over 4,500, including five hundred term members who are younger professionals elected for a five-year term– is the heart of CFR. Drawn from professionals with diverse backgrounds and varying expertise, CFR members are leaders in the fields of government, academia, business, finance, media, and the nonprofit sector. CFR has focused on and continues to emphasize bringing an increased number of women and minority candidates into its membership and programs. Today, 15 percent of CFR's entire membership is African American, Asian, or Hispanic, and 26 percent are women. Among our term members, 40 percent are women and 26 percent are minorities– an excellent indicator of what the future full membership of CFR will begin to look like, as they are a significant part of the pool from which we draw our life members.

Staff
CFR is an equal opportunity employer and actively seeks candidates from diverse backgrounds. It is CFR's policy not to discriminate against any applicant or employee on the basis of age, race, creed, color, national origin, sexual orientation, military status, sex, disability, genetic predisposition or carrier status, or marital status. This policy applies to all employment and personnel practices including recruitment, hiring, promotion, transfer, benefits administration, training, compensation, and termination.

Currently, 56 percent of CFR's staff are women and 28 percent are minorities. Twenty-three of the 117 professional staff members are either African-American, Asian, or Hispanic and sixty-three of the 117 are women. Forty-seven of 134 support staff members are African-American, Asian, or Hispanic and seventy-eight of 134 are women. CFR's senior management consists of seven women and four men.

Board of Directors
A major reason for expanding the board of directors in 2006 was to increase diversity in CFR's leadership and CFR continues to work to achieve a better balance. Eleven of the thirty-six board members are women. Six of the thirty-six Board members are African-American, Arab-American, Asian, or Hispanic.

Studies Program
The Council's David Rockefeller Studies Program, its think tank, actively recruits scholars from underrepresented populations. The pool of all candidates qualified to be fellows is small and the number of qualified candidates from underrepresented populations is smaller still. This makes

successfully hiring a tremendous challenge. Nonetheless, the Studies Program employs fellows from a diverse array of backgrounds, as the chart below shows:

Fellows	Minority	Female	Total
Full-time	12.9% 4	8	31
Adjunct	8% 2	4	24
Visiting	2	4	13
Not-in-residence	2	6	15
Total	10	22	83

Franklin Williams Internship

The CFR Internship Program offers outstanding opportunities for college and graduate students focusing on international relations who are considering a career in foreign policy or a related field to spend one to six months at CFR. Competition is fierce, with more than five thousand applicants for a small number of internships available in New York and Washington, DC each year.

CFR's commitment to promoting a diverse workforce extends to its internship program. Beyond this commitment, CFR offers the Franklin Williams internship, designed to provide opportunities for underrepresented populations in New York and Washington, DC, to participate in the internship program. CFR established the internship in 1990 in honor of the late Ambassador Franklin H. Williams, a distinguished foreign policy expert and former CFR director who helped to form several organizations that advance opportunities for American minority groups, including the Association of Black American Ambassadors.

Minority college and graduate students who are studying international relations or a related field are strongly encouraged to apply, and the internship has been filled primarily by African-American students. All CFR interns have the opportunity to attend CFR's Meetings Program events and to participate in CFR's Junior Staff Professional Development Program, which seeks to further develop the knowledge and career skills of junior staff members as a foundation for possible future work in the foreign policy arena.

Outreach Program

CFR has a formal Outreach Program that seeks to connect with and serve as a resource for educators and students; religious and congregational leaders; state and local officials; and civic and nonprofit community leaders– these constituencies reflect the shifting demographics of the United States. The goal of these outreach initiatives is to raise awareness of CFR as a resource on pressing international issues and ultimately to continue increasing diversity of all kinds within CFR's membership, staff, and general programming.

Global Access Pipeline (GAP) Project

CFR is actively involved in a consortium, the Global Access Pipeline (GAP) project. The mission of GAP is to enhance the quality and diversity of U.S. participation in international affairs by encouraging collaboration among internationally-oriented programs for the underrepresented, from the pre-collegiate level through mid-career professional development programs, and linking these to diversity efforts with leading research and policy institutions, such as CFR.

Global Kids

For more than a decade, CFR has partnered with Global Kids, a high-school-based and after-school program for at-risk urban youth. The mission of the organization is to transform urban youth into successful students and global and community leaders through educating them about foreign policy issues. CFR sponsors a range of programs with and for Global Kids each year. This includes hosting a three-week summer institute for high school students at CFR's New York headquarters, where CFR fellows speak on foreign policy topics, as well as a session on career planning. CFR also organizes and hosts a monthly roundtable on foreign policy topics for Global Kids. During these sessions, CFR staff gives historical background and current policy perspectives on pressing international topics and engages the students in discussion. The *New York Times* and the *Huffington Post* both published pieces highlighting CFR's ongoing collaboration with Global Kids in 2010. CFR is working with Global Kids to explore opportunities for expanding this initiative to include similar programs in Washington, DC.

Colin Powell Center for Policy Studies at the City College of New York

CFR works with the Colin Powell Center for Policy Studies at the City College of New York to host small student groups for customized briefings by CFR scholars and staff throughout the year. Established in 1997, the Center's mission is to prepare new generations of publicly engaged leaders from populations previously underrepresented in public service and policy circles. Additionally, students from the Powell Center are invited to attend select CFR meetings over the course of the program year.

Outreach to Historically Black Colleges and Ethnically Diverse Institutions

Since CFR's Academic Initiative was founded in 2005, a special effort has been made to reach out to historically black colleges, community colleges, and organizations that advance opportunities for minority groups. For example, CFR's Higher Education Working Group convenes college and university presidents at the New York headquarters twice a year to explore the role of higher education institutions in meeting the challenges posed by major global issues. Invitees have included the presidents of Tuskegee University, Spelman College, Morehouse College, Fisk University, and select colleges within the City University of New York system. As part of its educational outreach activities to students, CFR offers foreign policy briefings to college classes in New York and Washington, DC. Past participants have included Howard University's Charles B. Rangel International Affairs Program and the United Negro College Fund Institute for International Public Policy Fellows Program.

Religious Diversity

The Religion and Foreign Policy Initiative provides a nonpartisan forum to deepen the understanding of issues at the nexus of religion and U.S. foreign policy. CFR connects with, and serves as a resource for, religious and congregational leaders, scholars, and thinkers whose voices are increasingly important to the national foreign policy debate. At the July 2010 Fourth Annual Religion and Foreign Policy Summer Workshop, participants included ethnically diverse representatives of the Christian, Jewish, Muslim, Zoroastrian, Buddhist, and Hindi traditions.

cfr

Memorandum

Date: March 10, 2011

To: James M. Lindsay

Cc:

Re: Procedures for Initiating New Council Special Reports

Sender: Andrew Lim

The Council on Foreign Relations (CFR) begins the process of assessing the impact of Council Special Reports (CSRs) before each report is formally begun. Fellows proposing to write or oversee the writing of a CSR must justify the need for the report, sketch the intended argument, and present a plan for maximizing the report's impact. No CSR can formally begin until CFR President Richard Haass has approved the terms of reference (TOR) for a CSR.

Preliminary Steps

Before writing a proposal, fellows discuss their proposed topic and project with the director of studies. The purpose of the preliminary discussion is to make initial determinations about the project's feasibility, its potential contributions to intellectual and public policy debates, and its relevance to CFR's research goals. These issues may be resolved in a single meeting or over the course of several meetings.

Draft Proposal

After the preliminary discussion takes place and a topic is deemed suitable for a CSR, fellows draft the material needed for formal review. If the CSR is to be written by someone outside of CFR, the fellow serves as project director and works with the intended author to prepare the proposal package. The central piece in a CSR proposal package is a terms of reference (TOR) memo.

- **Terms of Reference**: The TOR memo is a one-page document (see attachment) that discusses the main argument and purpose of the proposed CSR, outlines proposed policy recommendations, provides an anticipated table of contents for the report, identifies potential advisory committee chairs, and lays out a timeline for the project's completion.

In addition to the TOR memo, the fellow/author prepares four other documents: a list of proposed members of the advisory committee; a draft invitation to join the advisory committee; a list of target constituencies; and a list of the "Top Fifteen" people the report seeks to reach.

- **List of Proposed Advisory Committee Members**: Each CSR is written in consultation with an advisory committee, which is typically composed of twelve to twenty scholars and policymakers with expertise on the topic in question. The committee serves as a sounding board for the author and provides feedback on the draft; it is not, however, responsible for the content of the final report. The advisory committee typically meets twice during the course of the project, once before a draft is written and again to review the written draft. Each fellow or author compiles a list of proposed committee members that is in turn reviewed initially by the director of studies and subsequently by the president to ensure that the committee reflects a wide and diverse range of views. In drafting the list of advisory committee members, fellows are required to solicit suggestions from CFR's Corporate, Development, Membership, and National and Outreach departments. This ensures that the advisory committee will reflect the wide range of constituencies with a potential interest in the topic; specifically, business leaders, NGO and foundation staff, CFR members, academics, local government officials, and religious leaders.

- **Draft Invitation Letter to Join the Advisory Committee:** The director of studies invites individuals to serve on the advisory committee. The fellow drafts the invitation following templates and previous examples.

- **List of Target Constituencies:** The fellow is responsible for drafting a list that identifies the target constituencies that will receive hard or electronic copies of the CSR. As is the case with the list of proposed advisory committee members, fellows are required to solicit advice from CFR's various departments. This ensures that the target constituency list reflects the range of government agencies and departments, international organizations, academic institutions, diplomatic corps, and select individuals that have an interest in the topic of the CSR.

- **List of "Top Fifteen" Individuals**: The fellow identifies the fifteen most influential people on the subject that the CSR addresses. Their influence may stem from expertise, interest, or position. The "Top Fifteen" receive a personal letter from CFR's president along with a hard copy of the CSR. This list, along with the target constituencies list serve as the basis for the marketing and distribution effort carried out when the CSR is complete.

Director of Studies Review

The director of studies conducts the first formal review of the TOR and supplementary materials. At this stage, the director may return the entire package to the fellow with directions for revision. Addressing the director of studies' concerns may take multiple rounds of edits and revisions.

Executive Office Review

The director of studies submits the approved TOR package to CFR's Executive Office for presidential review. The president may direct that additional changes be made to the package or request further explanation for any component of the proposal. Any TOR package returned by the president must be re-reviewed by the director of studies before it can be submitted again to the Executive Office.

Approval

Once the president has approved a TOR and its accompanying documents, authors move expeditiously to implement their plans and begin work. The Director of Studies' office announces the launch of a new CSR project to the CFR department heads so that they may begin planning outreach and distribution efforts for their respective constituencies.

Appendix: Terms of Reference Template

"Title of Proposed Council Special Report"

Council Special Report Terms of Reference

Author:
Project Director (Only if the CSR is to be written by an outside expert)

Argument: One sentence stating the main point of the CSR. *For example*: The UN and regional organizations should strengthen their ability to do crisis prevention and mitigation.

Purpose: A brief paragraph (four to five sentences) stating what the proposed CSR will address and where it fits in current policy debates.

Anticipated Table of Contents: Please indicate and briefly explain the main sections of the proposed CSR.

Policy Recommendations: Please state the conclusions and recommendations that the CSR is likely to make.

Proposed Chair: Please suggest three to five names of potential chairs, listed in order of desirability.

Anticipated Timetable: Please identify the anticipated schedule for the advisory committee meetings and the submission of the draft CSR for review.

Funding: Please identify the source of funds for the project.

****Please Note that the TOR Submitted for Approval Should Be One Page in Length****

cfr

Memorandum

Date: March 10, 2011

To: James M. Lindsay

Cc:

Re: Council Special Reports Marketing Procedures

Sender: Andrew Lim

The Council on Foreign Relations' (CFR) marketing process for Council Special Reports (CSRs) seeks to generate marketing ideas and coordinate work across departments so that efforts to promote CSRs publications have maximum impact. CSRs are marketed and distributed to the different constituencies CFR wants to reach, including government officials, policymakers, academics, local and state officials, members of the media, religious leaders, and the corporate community. CSRs are disseminated through several channels, including hard copy distribution, CFR.org, eNewsletters, media outreach and press releases, promotional materials, and rollout meetings.

Before a CSR's Completion

When CSR is near completion, a member of the Communications and Marketing department is assigned to each project as the marketing lead. This individual is charged with working with the author or project director (if the author is a consultant) to coordinate media outreach, draft a press release, and create a one-sheet flyer about the report.

Compilation of the Distribution Package

Authors/project directors are responsible for compiling a list of individuals that will receive the report, either in hard copy or electronic form. The list is based on the target constituencies list approved during the CSR proposal process. Authors/project directors work to generate this list in consultation with the Corporate, Development, National and Outreach, Communications and Marketing, and Congressional departments so that a wide range of constituencies can be reached. The list is tiered based on the type of copy distributed and from whom the accompanying letter is sent.

- **President's List**: This is a short list of people who will be sent a hard copy of the CSR along with a letter from the CFR president. This list is typically composed of high-level members of the administration, heads of international organizations, directors of research or academic institutions,

or high-level individuals in the private sector. Members of the CSR advisory committee also receive a letter and hard copy of the report from the CFR president thanking them for their service on the committee.

- **Director of Studies List**: Similar to the president's list, this list also contains the names of high-level individuals, including members of the CFR board of directors, diplomatic corps, current funders, prominent scholars, and contacts provided by non-Studies departments. They receive a hard copy of the CSR along with a letter from the director of studies.

- **Electronic Distribution List**: A longer list of individuals will receive a link to the electronic version of the CSR, which is posted on CFR.org. This list can include any additional contacts provided by non-Studies departments, staff-level personnel in relevant government offices, additional contacts from institutions and offices listed in the previous two lists, and CFR members.

In addition to this list of targeted individuals, the author/project director is also charged with drafting the letters and emails that will accompany the copies of the report.

Lastly, a memorandum is drafted for the president that provides a narrative to explain the components of the distribution list and lists any plans already in place for the report's distribution. The memo, distribution list, and draft letters, are expected to be prepared and made ready for the president's and director of studies' review upon completion of the publication for release.

Upon a CSR's Completion

Once a CSR is approved for release by the CFR president, the Communications and Marketing department creates a document known as a "marketing memo." It lists and explains the outreach and marketing efforts of each CFR department. The Communications department also sets a date for a marketing meeting convening all the CFR departments to discuss promotion and distribution efforts for the publication.

The Marketing Memo

The marketing memo is a group document (see attached) to which each CFR department contributes information about its respective plans for marketing and distributing the publication. Each department is responsible for the content in its section of the marketing memo. For example, the National and Outreach Program will list its plans to hold meetings across the country featuring the publication and its author while the Corporate department will add its plans to hold conference calls and briefings with the author to discuss the report's topic and findings.

A CSR's author provides a 150-word description of the publication as well as information about the distribution package that she or he has prepared in advance. The short description helps other CFR departments understand the publication's main points so that they can promote the report to their constituencies accordingly.

Communications requests that all parties complete their sections before the day of the marketing meeting.

The Marketing Meeting

The Communications and Marketing Department runs the marketing meeting, which convenes representatives from Studies, Meetings, Membership, Corporate, National and Outreach, the Library, CFR.org, the Congressional program, Development, Executive, and Publications. The purpose of the marketing meeting is to discuss the report; brainstorm and outline marketing strategies, including details of the rollout and targeted outreach; and inform other departments of dissemination plans.

The CSR's author attends the meeting and briefs the group on the publication's general content and the distribution list. The author also discusses how CFR departments can help market and distribute the report.

The Communications and Marketing lead on the project outlines the rollout plan and timing, which will inform the timeframe for broader distribution and promotion. If a date for the official release of the CSR has been set, the Communications lead will announce the release date at this time. If not, possible dates will be discussed with the author and the representatives of the other CFR departments.

Representatives from other departments are invited to ask questions about the report or rollout, and to discuss their marketing strategy and the extent to which the report will be relevant to their constituents. The Communications lead takes notes on the discussion and then updates the marketing memo accordingly.

Review of the Distribution Package

After the marketing meeting, the president and the director of studies review their respective distribution lists and draft letters. Each may direct that changes be made to their letters. The president or the director of studies may also make suggestions or request clarification on the individuals that appear on their distribution lists. If so, the author is asked to address these concerns. It is the author/project director's responsibility to obtain approval from both the president and the director of studies before the release date set by the Communications and Marketing department.

During this time, the Communications lead works with the author to prepare a press release and a one-sheet flyer that will be sent out to media and press outlets on the day of the publication's launch. Before press releases are sent, they must be approved by the vice president of communications and marketing.

Official Release

Once approval has been obtained for all components of the distribution package and for the press release, hard copies of the report are readied and the publication is posted on CFR.org. On the scheduled day of the release, the Communications and Marketing department sends out the press release to the media, while the Studies Program and Executive office mail hardcopies and electronic versions of the publication to the individuals on the distribution list.

Appendix: Marketing Memo Template

MARKETING STRATEGY MEMO

[Project Type: Name]

Updated:

TITLE:

AUTHOR: Name, tel; email

RESEARCH ASSOCIATE: Name, tel; email

COMMUNICATIONS/MARKETING LEAD: Name,tel; email

TARGET RELEASE DATE:

STATUS:

DESCRIPTION:

HEADLINE(S):

TARGET AUDIENCES:

TOP STAKEHOLDERS:

NOTES:

DEPARTMENTAL RESPONSIBILITIES

COMMUNICATIONS

- **Lead:**
- **Targeted Press:**
- **Press Release:**
- **Press Briefing:**
- **Press Conference Call:**
- **Op-ed:**
- ***Chronicle* Story:**
- **Photos:**
- **TWTW:**
- **Homepage Callouts:**
- **DNB Callouts:**
- **Online Ads:**
- **Media Messaging:**
- **Editorial Board Meeting:**

STUDIES

- **Advisory Committee (for CSRs and CPCs):**

Scholar/RA/Project Director Distribution and Outreach

- **Lead:**
  - **Date TOR and CC list approved by Exec.:**
  - **Hard-copy distribution list:**
    - **Date submitted to Communications:**
    - **Date submitted to Exec.:**
    - **MO files names:**
  - **E-mail distribution list:**
    - **Date submitted to Communications:**
    - **Date submitted to Exec.:**
    - **MO files names:**
  - **Administration outreach/briefings:**
  - **Hill outreach/briefings:**
  - **Other outreach meetings:**
  - **Fellow's Grant Officer/ Friends List:**

Director of Studies Distribution and Outreach

- **Lead:**
  - **Committee on Studies:**

MEETINGS

- **NY/Lead/Date:**
- **DC/Lead/Date:**

WASHINGTON PROGRAM EVENTS

- **Congress Program Lead:**
  - **Congressional Roundtable:**
  - **Chiefs-of-Staff Lunch:**
  - **Hill Briefings:**
- **Outreach Lead:**
  - **Administration Briefings:**
- **DCM Briefings:**

NATIONAL

- **Lead:**
- **National Meetings:**
- **Outreach to National/International Members:**
- **Webcast:**
- **Conference Call:**

OUTREACH

- **Lead:**
- **Educators/Academic:**
  - Teaching notes:
- **Religious Community:**
- **State/Local Leaders:**
- **Other Outreach (nontraditional/international):**
- **Webcast:**
- **Conference Call:**

CORPORATE

- **Lead:**
- **Conference Call:**
- **Meeting:**

LIBRARY

- **Lead:**
- **List Consultation:**

CFR.ORG

- **Lead:**
- **Gwertzman interview:**
- **Q&A/Backgrounder:**
- **DAB:**
- **Podcasts:**

WEBSITE POSTING

- **Lead:**
- **Embargo Date:**
- **Items to post:**

PUBLICATIONS

- **Lead:**
- **Internal distribution of page proofs and hard copies:**
- **Print runs:**
- **Coordinate printing and distribution of final hard copies and cover letters:**
- **PDF and post on cfr.org:**
- **Brookings Catalogue:**
- **Quarterly eNewsletter:**
- **Publications Brochure:**
- **Google Book Search and ebrary:**
- ***Foreign Affairs* ad:**

- **Coordinate with outside conferences:**

MEMBERSHIP

- **Lead:**
- **Outreach to CFR members:**

HUMAN RESOURCES

- **Staff Brownbag:**
- **JSPD:**

EXECUTIVE

- **Other:**

cfr

Memorandum

Date: March 10, 2011

To: James M. Lindsay

Cc:

Re: Impact Report Procedures for Major Council on Foreign Relations Projects

Sender: Andrew Lim

The Council on Foreign Relations (CFR) conducts formal, written "post-mortems" on all major CFR projects—books, task force reports, and Council Special Reports (CSRs). These impact reports assess the impact each project has had on the public debate and thereby provide a basis to glean lessons that can be used to improve future outreach and dissemination efforts. CFR's Communication and Marketing department oversees the creation of all post-mortem impact reports. The preparation of each report is led by the project's lead author, or in cases in which the lead author is an outside consultant, by the CFR fellow who serves as the project director. The post-mortem impact report process begins five months after the product in question is publicly released. The final report is reviewed by the vice president for communications and marketing, the director of studies, and ultimately CFR's president.

Impact Report Contents

Each impact report contains a wide array of data and metrics about the book, task force report, or CSR in question. This information is both qualitative and quantitative in nature:

- Qualitative
  - Anecdotes on how the report was received
  - Anecdotes on how the report affected policy debates
  - Lessons learned during the course of the project

- Quantitative
  - Number of copies distributed
  - Notable recipients of the report
  - Press and Internet mentions and reviews
  - Meetings with administration officials and members of Congress
  - Legislative efforts in the United States or abroad to incorporate project recommendations
  - Requests for reprinting rights

- Use in textbooks or class curricula
- Summary of additional departments' outreach efforts
- Web analytics (number of downloads, links on websites)

Collection of Impact Data

CFR project authors (or project directors, if the author is an outside consultant) bear the responsibility for collecting the information that appears in the impact report. They begin collecting this information even before the book, task force report, or CSR is released. For example, project authors/directors keep track of who participated in the study groups for a book or sat on the advisory committee for a CSR. Impact information is collected until six months after the product is publicly released.

Contributions by Other CFR Departments

CFR's Communications and Marketing department formally initiates the impact report process five months after the release for a project. Communications and Marketing directs the Corporate, Membership, Meetings, Congressional, Washington, National and Outreach, and Publishing departments to provide the project author/director with updated information on their own effort to disseminate the work to their respective constituencies as well as with feedback they have received on the project's merits. The specific information that the non-Studies CFR departments provide include:

- Meetings hosted for CFR members, corporate representatives, and academics on the project
- Conference calls with the author for members of the press
- Congressional staff briefings
- Executive branch briefings
- Web traffic to the publication's page on CFR.org.

Drafting the Impact Report

At the same time that Communications and Marketing directs the non-Studies departments to collect and present information about the project in question, it directs the project author/director to begin drafting the impact report and sets a deadline for its submission. Project authors/directors are expected to follow a template (see attachment) when drafting the impact report.

Director of Studies Review of the Impact Report

The completed impact report is submitted to the director of studies for review. The director of studies may direct that the report be revised to include overlooked information or to expand/explain specific claims in the report. The initial review by the director of studies is intended first to ensure that the impact report meets CFR standards and second to provide an opportunity to glean early impact lessons that could be applied to either the project in question or to other ongoing projects. Once the director of studies approves the impact report, it is submitted to the vice president for communications and marketing for review.

Communications and Marketing Review of the Impact Report

The vice president for communications and marketing reviews the impact memo and makes any edits deemed necessary. These edits may include other press or media mentions or extra anecdotal information that was not included by the author the impact report. If the vice president makes any changes, the report is returned

to the project director/author for their review. Once all parties are aware of the updated report, the vice president submits the report to the CFR president for final review.

Review of the Impact Report by the CFR President

The CFR president reviews the final report, which is then distributed to members of the senior staff and the entire Communications and Marketing department. The report then serves as a basis for conversation among CFR senior management about how to improve and refine efforts to disseminate future work so as to maximize each project's impact.

cfr

Memorandum

Date:
To:
Cc:
Re: Six-Month Impact Report for REPORT NAME
Sender: **AUTHOR, DIRECTOR (IF APPLICABLE)**

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Ongoing Marketing Strategy.....
Lessons Learned.....

Introduction

Description of Report (Includes type, title, author, approval date, publish date, brief description of advisory group, and whether it was written in conjunction with another organization).

Report Consultations

In preparation for this project, *AUTHOR* consulted with (*GENERAL DESCRIPTION OF GROUPS*).

Consultations included:

- Name, Title, Organization

Distribution

The final publications print run of the report was **XXX** copies. Of those, **XXX** were for external distribution and **XXX** were for internal and additional distributions. Distribution lists, both hard copy and email, were developed by *AUTHOR/PROJECT DIRECTOR AND RELEVANT COUNCIL DEPARTMENTS*.

Hard copies were sent to:

- *GROUP NAME (Organize by branch of government, other constituent groups, such as NGOs, corporate, academics, etc), (Number of copies sent)*

E-mail copies were sent to nearly **XXX** persons including:

- *GROUP NAME (Organized by branch of government, other constituent groups, such as NGOs, corporate, academics, etc), (Number of copies sent)*

Report Release

Time, location, and description of each report launch event

Reviews and Mentions

Date, publication/website, and description of each review or mention

Reactions and Responses

Email and other written responses, as well as any anecdotes provided by the author/project director

Web Analytics

Including: Download counts, click-thrus, and other web-traffic statistics

Follow-up Activities

List specific meetings or activities. Please include date, location, with whom the meeting was convened, and the outcome, if any

Marketing Initiatives by Department

Summary of each department's marketing efforts

Ongoing Marketing Strategy

In the coming six months, AUTHOR/PROJECT DIRECTOR will continue to:

Lessons Learned

Please explain any lessons learned or best practices gained throughout the course of this project

COUNCIL *on*
FOREIGN
RELATIONS

International Institutions and Global Governance Program

1777 F Street, NW, Washington, DC 20006
tel 202.509.8400 fax 202.509.8490 www.cfr.org

Memorandum

Date: March 14, 2011
To: James M. Lindsay
Re: IIGG Global Governance Monitor Strategy
Sender: Stewart Patrick

Global Governance Monitor

Over the last twenty-two months, the International Institutions and Global Governance (IIGG) program has launched six components of the Global Governance Monitor (GGM). Each issue package includes (a) a video overview; (b) an interactive timeline; (c) an issue brief; (d) a matrix of all major institutions and multilateral efforts in this field, including their strengths and weaknesses; and (e) an interactive multimedia map. The interactive features are:

— Global Governance Monitor: Nuclear Proliferation
— Global Governance Monitor: Global Finance
— Global Governance Monitor: Oceans
— Global Governance Monitor: Climate Change
— Global Governance Monitor: Public Health
— Global Governance Monitor: Armed Conflict

Since its launch, the GGM has consistently been among CFR's most popular online interactives, receiving close to 90,000 page views since June 2009. In 2010 alone, the GGM was the fourth most viewed CFR content page, with 62,769 page views. The Global Governance Monitor has been widely recognized by the multimedia industry, winning awards for excellence in providing educational and informational content. In April 2010, it was designated an official Webby honoree, and in June 2010, it was awarded five bronze Telly Awards.

— The Webby: Awarded annually to honor excellence in interactive design, creativity, usability, and functionality on the internet.

Global Governance Monitor: Nuclear Nonproliferation, Webby Honoree—Rich Media: Nonprofit/Educational

— The Telly: Recognizing the best work created for the internet.
Global Governance Monitor: Nuclear Nonproliferation, Bronze 2010 Telly—Education
Global Governance Monitor: Nuclear Nonproliferation, Bronze 2010 Telly—Information
Global Governance Monitor: Finance, Bronze 2010 Telly—Education
Global Governance Monitor: Oceans, Bronze 2010 Telly—Information
Global Governance Monitor: Oceans, Bronze 2010 Telly—Nature/Wildlife

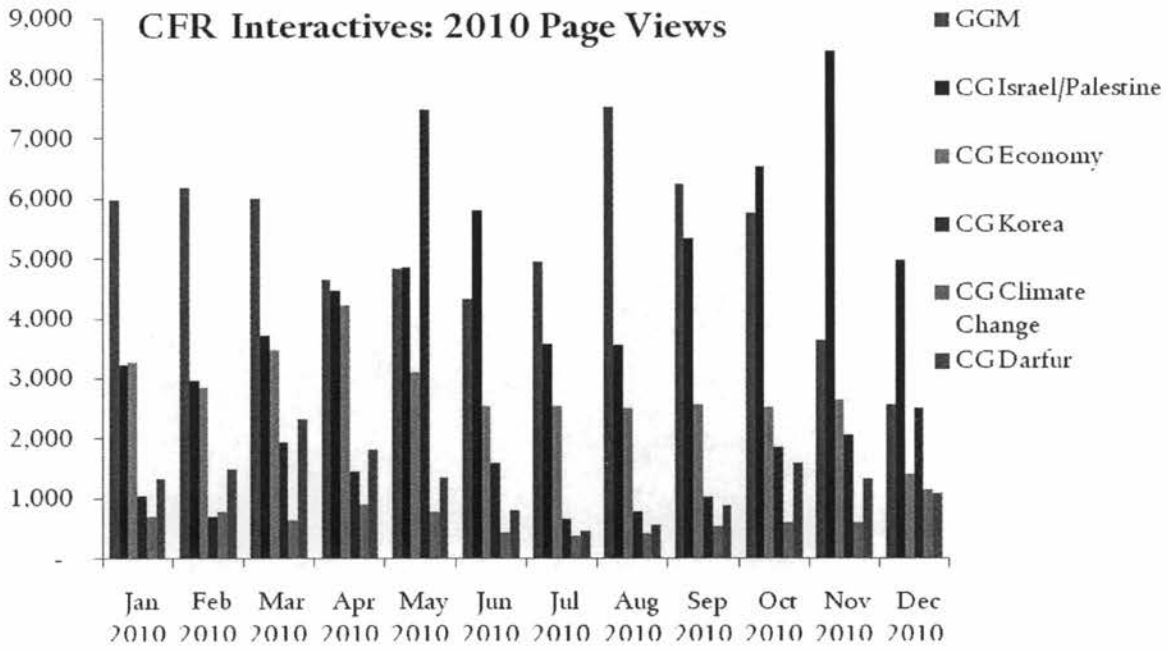
Launch Strategy

The launch of each GGM is carefully planned for maximum impact and reach. IIGG aims to release new components to correspond with major events on the international calendar. For instance, April IIGG launched the Global Governance Monitor: Climate Change on Earth Day in April 2010, and it launched the Global Governance Monitor: Public Health in August 2010 ahead of a major meeting at the UN on the Millennium Development Goals. Coordinating with departments across the Council on Foreign Relations (CFR), IIGG also pursues an aggressive marketing strategy to optimize the impact of each new component. Strategies include:

— Meeting with all CFR departments to share information about the new installment and to discuss promotional strategies.
— Blasting a promotional newsletter to IIGG constituents, experts, and relevant international and regional organizations. For the latest component on armed conflict, the list reached more than 6,000 people.
— Emailing, with the help of CFR's National Program, an announcement about the release of an installment of the GGM to more than 23,000 educators.
— Emailing, with the help of CFR's Communications and Marketing Department, an announcement about the release of an an installment to relevant bloggers and reporters.
— Posting the GGM on CFR's Twitter and Facebook pages.
— Highlighting the GGM on CFR blogs.
— Running advertising campaigns on Google.
— Running advertising campaigns on Facebook.
— Mentioning the component in relevant CFR and IIGG publications, including the *Chronicle* and the IIGG promotional trifold.

Significant traffic has also been driven organically through course syllabi and Wikipedia postings. In a particularly interesting case, one teacher based an entire written assignment around Global Governance Monitor: Nuclear Proliferation. The interactive has also been added to the World Affairs Council's Study Guide for national high school competition on global issues, called Academic World Quest. About three thousand students compete regionally through the World Affairs Council's local chapters and the top regional teams come to Washington, DC, to participate in the national finals. In addition, the U.S. Coast Guard has incorporated Global Governance Monitor: Oceans into presentations it gives to civic organizations throughout the United States.

Performance



The GGM consistently ranks as one of the most popular interactive features on CFR.org. The above chart shows that throughout 2010 the GGM outperformed or performed at comparable levels to the CFR Crisis Guides in terms of page views. Viewership declined in the months after IIGG launched the public health component in August 2010. This decline was expected as viewership jumps when a component is released and then trails off. It is expected that viewership will jump again this month with the release of the component on armed conflict.

IIGG is aggressively looking for ways to improve its promotional efforts on behalf of the GGM. To that end, the program is working closely with CFR's Marketing and Communication department to refine its marketing strategy to better target the program's potential audience. IIGG is devoting particular effort to determining how to better utilize various types of social media (e.g., Facebook, Twitter, blogs, etc.). This month, CFR received an outside consultant's analysis of how the institution as a whole can better use social media to reach its intended audiences. IIGG is now working to implement those suggestions.

Likewise, IIGG is working with CFR's National Program to improve the effectiveness of its efforts to inform college professors and high school teachers about the GGM and to show them ways they can incorporate the various GGM components into their curricula. To that end, IIGG will run a booth in the exhibition hall at the annual convention of the International Studies Association (ISA) in Montreal later this month. The ISA is the best attended academic conference in the world devoted to the study of international relations, attracting more than four thousand scholars from around the globe. The

Stewart –

convention's theme this year is, coincidentally, "Global Governance: Political Authority in Transition," making what IIGG has to offer a perfect fit. The exhibition hall is the focal point of the ISA convention. It features exhibits by a wide range of publishers and software providers, and conference participants spend a good deal of their time visiting the exhibits. The IIGG booth will showcase the GGM videos on a widescreen TV. IIGG has also created a large banner for the GGM to attract walk-in traffic. The IIGG booth will be located next to the booths for CFR and for *Foreign Affairs*, in order to benefit from cross-traffic.

From: Penny Hunt [mailto:pennhunt@gmail.com]
Sent: Monday, March 21, 2011 12:17 PM
To: James M. Lindsay
Cc: Aamoth Gordy
Subject: IIGG Assessment

Hi Jim -

I've started to read the material you sent and have several quick questions / comments:

1. I'm reading the "Procedures for Initiating New Council Special Reports." Does CFR undertake the kind of advance planning described in this material for other kinds of written materials and activities? (e.g. roundtable discussions, workshops, working papers, etc.)

2. When you described this process at the Robina Foundation meeting with CFR, I was under the impression that CFR went through some sort of advance planning to set the goals and work plan for the IIGG program as a whole, rather than simply for individual projects such as CSRs. Did I misunderstand your process?

3. I assume that the reviewers will review the proposal Robina received from CFR at the time of the funding of the IIGG program and perhaps the annual reports of the program's operation. Is that correct?

You mentioned that we would receive material on Friday. We haven't received it, but perhaps it will arrive today or tomorrow.

I look forward to hearing from you. Once again, congratulations on selection of excellent reviewers to assess the program! As you and others have said, quality reviewers will assure a quality report.

Warm regards,
Penny

From: "James M. Lindsay" <JLindsay@cfr.org>
Date: March 22, 2011 9:23:58 AM CDT
To: Penny Hunt <pennhunt@gmail.com>
Cc: Aamoth Gordy <gaamoth@msn.com>, Stewart Patrick <SPatrick@cfr.org>
Subject: RE: IIGG Assessment

Hi Penny,

Good to know that the materials we shipped finally made their way to Minneapolis.

Here are answers to your questions:

1. The various activities you mention go through different types of review.

a. Symposia. These go through a process analogous to the process for CSRs, suitably altered to reflect the fact that a.) There is no written product to review, and b.)The actual event (symposium) is handed over to our Meetings Program to run.
b. Roundtable Series. I approve the focus/subject of Roundtable Series, usually as part of the annual budgeting and review process (discussed below under point #2). Fellows have discretion to determine who will speak at specific roundtable meetings, but they must solicit input from other CFR departments on whom to invite to these meetings. We monitor who and how many people attend each meeting.
c. Working Papers. I have to approve all proposals for working papers. In the case of IIGG, Stewart has to persuade me that that topic is worthy of investigation and that he has identified an author who can produce a worthwhile paper in a timely fashion. Working papers go through the same marketing process as CSRs once they are completed. We do not do post-mortems for working papers.
d. Workshops. The main workshop we have done through IIGG has been the Emerging Pivotal Powers workshop series. This proposal was vetted through the annual budgetary and activity processes described in para #2.

2. The macro planning for IIGG is done through a comprehensive review process that spans the entire year. The original IIGG proposal provides our basic guidance, and we use the review process to adapt our tactics to changing events and to incorporate lessons learned. CFR's annual budgeting process, which begins each March and runs for about a month, starts the process of reviewing and setting program goals for the coming year. (The budget process applies to every center, program, and fellow at CFR.) The budget review process runs simultaneously with the annual activity report process, which is when I sit down separately with every full-time fellow or senior fellow to review their proposed work plan for the coming year. (I have attached a copy of the activity report template that each fellow must complete. Stewart completes one that covers his individual activities as well as IIGG's activities.) The two-step budgetary and activity report process means that I review IIGG's work plan from two perspectives—from vantage point of the program as a whole as well in terms of what individual fellows propose to contribute to it. We have a mid-year budget and activity report process that begins in November and runs through December. This provides the opportunity for me to review how well each program is doing in meeting its goals for the year and to discuss any necessary adjustments. I also meet monthly with Stewart for a dedicated review of how IIGG is faring. (Stewart is not being singled out. I hold separate monthly meetings with the heads of all CFR centers as well as the heads of cross-disciplinary programs like IIGG.) These meetings are in addition to reviews/discussions we conduct as individual products (e.g., CSRs, working papers, policy innovation memoranda, etc.) near completion.

3. Yes, we have given Anne-Marie and Ambassador Crocker copies of the original IIGG proposal along with copies of all the documents we sent you last week. I don't know if we have done this yet, but Anne-Marie and Ambassador Crocker will also be receiving all the IIGG annual reports. We have also told Anne-Marie and Ambassador Crocker that we will supply them with any other documents they would like to see. Stewart and I will also sit down separately with Anne-Marie and Ambassador Crocker to review CFR procedures and objectives for the IIGG program.

Please don't hesitate to let me know if you need any more detail on these or other questions.

Best,

Jim

cfr

Memorandum

Date: March 14, 2011

To: Senior Fellows and Fellows

Cc: Research Associates

Re: FY11 Year-End Activity Report

Sender: James M. Lindsay

It is time to file a year-end report on your CFR activities. Your report should cover all of the areas below in which you used your CFR affiliation since your last submission in October 2010. Please e-mail your reports to Madison Schramm. All reports are due no later than Monday, April 11.

PROJECT-RELATED WORK

1. Describe separately the status of each of your CFR projects as set forth in your agreement letter. Be specific about the progress you have made (e.g., books and articles published, chapters drafted, roundtables held, etc.) on each project. In the case of books, note the planned number of chapters, the number completed, and the anticipated completion date. Note any significant changes in project focus, scope, funding, and timing.

2. Describe your media exposure. Indicate approximately how much time each week you spend talking to the press.

3. Describe any contacts you have had with policymakers since your last report, including any congressional testimony you have given.

4. Describe your contacts with existing project funders, whether foundations, corporations, or individuals since the last activity report.

5. If you are blogging on CFR.org, please describe how your blog is progressing, including relevant data on audience size, average number of weekly posts, and plans for increasing the blog's reach. If you are not blogging at all, please indicate if you are interested in starting a blog over next six months.

OVERALL INSTITUTIONAL ACTIVITIES

1. Detail your participation in CFR-related activities (e.g., presiding at CFR events, speaking in national cities, participating in corporate conference calls, contributing to CFR.org, speaking at brown bags, speaking at junior staff professional development events, etc).

2. Describe your efforts to develop relations with CFR members and members of the Board of Directors.

3. Please list any activities you have undertaken since the start of 2011 that fall under CFR's theme of Renewing America, as well as any activities that you plan to conduct in the second half of 2011 that fit under this theme.

4. Describe initiatives you have taken to promote junior staff development.

IMPACT

1. CFR seeks to track the impact of our work on U.S. government policy and congressional legislation, as well as decision-making by foreign governments and international institutions and NGOs. Impact can be direct or indirect. Please cite examples where you think your intellectual output (publications, testimony, briefings, meetings, etc.) has had an influence on decision-making in the range of national and international organizations that are crucial in your field. This should include your direct interactions with officials, officers, staffers, legislators, and so forth.

2. Impact can also be indirect, in terms of educating the public, influencing the broader debate, and changing public opinion. Please cite examples where your publications, media appearances, speeches, etc. have received broad public attention or notice among particular constituencies and opinion groups, including the expert community in your own field. As much as possible, include quantitative measures of your audience, such as books sold, website hits, and so forth.

FUNDRAISING STRATEGY

1. Indicate your current funding sources and the amount of additional fundraising that will be necessary to fully fund your program in FY12.

2. Summarize your efforts to cultivate new funding sources, whether foundations, corporations, or individuals during the past fiscal year.

3. Provide a detailed description of your proposed strategy for raising additional funds for the coming year. This information will serve as the basis for your spring fundraising strategy meeting with Janine Hill.

OUTSIDE ACTIVITIES

1. Discuss outside activities such as teaching responsibilities, speaking engagements, etc.

2. Mention other professional activities (including service on boards and committees).

3. List any outside commitments that make use of your foreign policy expertise. Such commitments include political activity, serving on boards, government consulting, commissions, consultancies, and teaching commitments. This information will be forwarded to Jan Hughes, vice president for human resources and administration, to update your records.

WORK PLAN

1. Provide a work plan for each project with specific targets for the next six- and twelve-month periods.

2. Identify any new projects you propose to launch in the next year and specify when you hope to start the project. Please also identify the intended products and potential funding sources.

FEEDBACK

1. Please offer any thoughts you might have on research topics that you think the Studies Program should be concentrating on over the next year.

2. Please offer any thoughts you might have on how to improve administrative procedures in the Studies Program.

3. Please offer any suggestions you might have for CFR's policies, procedures, staff training, and staff events.

UNIVERSITY OF MINNESOTA

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The Robina Institute of Criminal Law and Justice

Proposal to the Robina Foundation
May 5, 2011

1. Executive Summary

2. Full Proposal

Appendix A	Administrative Structure
Appendix B	Research Stream on Criminal Justice Policy
Appendix C	Research Stream on Sentencing Law and Policy
Appendix D	Research Stream on Criminal Law and Criminal Process
Appendix E	Year 1 Activities

3. Potential Reviewers

4. Draft Budget

The Robina Institute of Criminal Law and Justice

Proposal to the Robina Foundation
May 5, 2011

Executive Summary

The creation of the Robina Institute of Criminal Law and Criminal Justice will enable the University of Minnesota Law School to create the preeminent program on criminal law and criminal justice in the United States, and one of the strongest in the world. Everyone will win if that happens. The Law School will be in a position to influence changes in research, doctrine, and policy concerning criminal law and criminal justice in the United States. American criminal law, procedure, and justice are broken. The Institute will play a major role in fixing them. The Institute will strengthen the Law School's faculty and curriculum, create new educational and career opportunities for students, and enrich relations with practicing lawyers and government officials. The visibility and status of the University and its Law School will be enhanced.

Organization. The proposed Institute is the mechanism for making those things happen. It will be built around the Law School's existing senior criminal law faculty, augmented by promising younger faculty, strategic new hires, short-term research fellows who aspire to academic careers, and a regular flow of nationally and internationally prominent visiting scholars and practitioners. The Institute will establish ongoing substantive—not pro forma, but substantive—collaborations with other leading criminal law and criminal justice programs in the United States and elsewhere. There will be collaborations with other University of Minnesota departments (government, philosophy, sociology, political science, history). The work will be organized around three main streams of activity, each led by current faculty members working with an external co-leader: criminal law theory (Antony Duff), sentencing and punishment (Richard Frase and Kevin Reitz), and criminal justice policy (Michael Tonry). Components of work in each of the streams will address selected issues in juvenile justice, international criminal law, and comparative and cross-national studies. The internal and external co-leaders of the three streams, working together, will develop and implement strategic, cumulative programs of research, conferences, law reform proposals, and publications. Annual Robina Conferences will highlight their work. The streams, and their work, will feed into a major reorganization of criminal law teaching and learning in the classroom, the law clinics, and student work opportunities.

Why Minnesota? No other American law school could realistically propose such a program. Minnesota's senior criminal law faculty is often described as the strongest in the United States and possibly the world. Its breadth and depth of coverage are matched nowhere. In criminal law theory, Antony Duff is universally acknowledged as a scholar of the highest rank. In punishment theory, no other law school can match Antony Duff, Richard Frase, and Michael Tonry as a group. Nor can any law school come close to matching Frase and Reitz on sentencing law and policy, or Reitz and Tonry on criminal justice policy. Barry Feld has few or no equals in juvenile justice. Frase and Tonry have few or no equals in comparative and cross-national studies. The international criminal law group of Oren Gross, Fionnuala Ni Aolain, and David Wippman, is impressively strong.

Why Now? This is a moment when an Institute like that proposed can have transformative effect. The American systems of criminal law and justice are a mess. Forty and fifty years ago, criminal law and procedure were glamorous, dynamic subjects. They attracted the most talented academics and the most idealistic students. The *Model Penal Code* served as a law reform model throughout the English-speaking world, the Supreme Court was celebrated world-wide for integrating human rights concerns and protections into criminal procedure, and the U.S. was admired everywhere as a beacon of progressive, humane criminal justice policies and practices. In 2011, it is different. With its three-strikes, life-without-possibility-of-parole (LWOP), and mandatory sentencing laws; an 800 per 100,000 imprisonment rate—8 times higher than the average of other developed countries; and one-third of black men in their 20s in prison or jail or on probation or parole, the United States is generally viewed elsewhere as an exemplar of what not to do. Substantive criminal law and criminal procedure have atrophied as the Supreme Court weakened and muddied doctrine in response to the exigencies of the War on Drugs. In law schools, most of the glamour and excitement are long gone. BUT, that will all change. American criminal law and procedure, and criminal justice and sentencing policy, must change, and will. Minnesota can help show the way.

External Collaborators. For each stream, there will be an external co-coordinator and at least one continuing collaborating institution. Here are some illustrative possibilities. For criminal law theory, the inside coordinator will be Duff and the outsider might be Douglas Husak (Rutgers) or Nicola Lacey (Oxford); the corresponding institutions might be Rutgers and All Souls College, Oxford. For sentencing law and policy, the inside coordinators will be Frase and Reitz and the outsiders might be Joan Petersilia, Stanford, or Andrew Ashworth, Oxford; the corresponding institutions would be Stanford and Oxford. For criminal justice policy, the inside coordinator will be Tonry and the outsider might be Jeffrey Fagan, Columbia, or Hans-Jörg Albrecht, director, Max Planck Institute for Comparative and International Criminal Law, Freiburg, Germany; corresponding institution: Max Planck Institute.

Teaching and Students. The work of the Institute will feed naturally into broadening the criminal law curriculum, strengthening the criminal law concentration, expanding criminal law clinical programs, establishing new degree programs, providing numerous opportunities for students to work for and participate in strand activities, and creating a variety of new job opportunities. There will be many opportunities for student placements and internships nationally and internationally. Minnesota faculty have the contacts to arrange summer placements, internships, and externships in most of the leading criminal justice reform organizations (examples include Human Rights Watch, the Vera Institute in New York, the Sentencing Project in Washington, the ACLU, the CATO Institute, various Open Society Institute affiliates nationally and internationally, and internationally active NGOs). Over time, those associations will provide rich networks of employment opportunity.

Concrete Products. Each of the three activity streams offers realistic hope of substantially improving American law, policy, and practice. The Model Penal Code was drafted to fit the beliefs and policy preferences of an earlier era; the Institute's criminal law work could lay a foundation for development of a body of substantive criminal law for a new century, grounded in a renewed understanding of the ends that criminal law can be expected to serve -- as in parallel

Kevin Reitz is doing in his work as Reporter for a second edition of the Code's sentencing provisions. The Institute's work on sentencing and punishment, through its technical assistance, its creation of archives and data bases, its scholarly output, and its critical engagements with current sentencing policies and practices, could importantly influence the direction of sentencing policy in the states. The Institute's policy work could show the way forward to create a criminal justice system of which Americans can once again be proud and on which outsiders can look with respect. These are ambitious aims and may be beyond the reach of one institute. Nonetheless, the people now on hand and others who will join them are uniquely placed to have influence out of proportion to their numbers and the amounts of money involved. A more detailed outline of the Institute's work is contained in Appendices B-D.

The Robina Institute of Criminal Law and Justice

Proposal to the Robina Foundation
May 5, 2011

Full Proposal

The University of Minnesota Law School will create the Robina Institute of Criminal Law and Justice, with funding for an initial period of five years; an application for further funding will be made on the basis of the Institute's performance over its first three years. This proposal describes the Institute's structure (§ 1); the context that makes its creation both important and likely to be fruitful (§ 2); its aims (§ 3); how it will be organized to achieve those aims (§ 4); how success will be defined and assessed (§ 5); and how it will continue after its first five years (§ 6). The appendices describe in more detail the Institute's administrative structure (Appendix A) and the three research streams (Appendices B—D).

1. The Institute

The Institute will be based in the University of Minnesota Law School.

Personnel will include—

- Two directors (Antony Duff and Michael Tonry): full-time senior tenured faculty who will give intellectual leadership and direction.
- Other existing senior and mid-career criminal law faculty at the University of Minnesota Law School (Susanna Blumenthal, Barry Feld, Richard Frase, Perry Moriearty, Kevin Reitz).
- Two entry-level faculty appointments, in addition to one criminal law clinical appointment to advance experiential learning capacity in the criminal law arena.
- A half-time chief of operations, and an administrative assistant.
- Two research fellows, who will provide essential staff support for major Institute projects and whose roles will include both research and administration.
- Faculty from other departments in the University with relevant interests and expertise in criminal justice (political science, sociology, philosophy) and other local law schools.
- An advisory board composed of local practitioners and policy makers, and eminent scholars from elsewhere in the United States.

The Institute's structure is described in more detail in Appendix A.

The Institute's central aim will be to develop and sustain activities which will influence, improve and enrich criminal justice policies in the United States and elsewhere. To that end, it will—

- initiate, and provide pump-priming support for, coordinated research in a number of streams dealing with different aspects of criminal law and justice;

- develop and strengthen appropriate links between researchers, policy-makers and the public;

- develop and execute a strategy for the dissemination of reports, proposals, publications, and information about Institute activities, to policy makers, practitioners, news media, and the general public;

- help to achieve and maintain a preeminent role for the University of Minnesota Law School in curricular developments and innovation in criminal law and criminal justice;

- develop experiential and external learning opportunities for students interested in criminal law and criminal justice while at the law school;

- provide fellowships for senior scholars, junior scholars, early career researchers, and policy makers and practitioners;

- organize a major annual Robina Conference;

- develop a web site to assist the coordination and dissemination of research and curricular innovation.

These activities are sketched in more detail in § 3 below. A central aim is the development and strengthening of boundary-crossing connections and conversations: between researchers from different disciplinary backgrounds, different jurisdictions, and different traditions of criminal law theory; between scholars and policy makers and practitioners; between researchers and students. The international dimension, especially connecting American and European thought, is crucial.

2. The Context

Several features of the local, national and international context make this a very appropriate time and place to create such an institute. Part of that context is the climate of crisis that surrounds criminal law and criminal justice both in the US and elsewhere. The perceived crises include—

- *Overcriminalization.* The scope of the criminal law is constantly expanding, as legislatures reach for criminalization as a first rather than as a last resort. More and more people thus become liable to conviction and punishment for an ever wider range of conduct, conduct that is often remote from the harms with which the criminal law should be concerned. The deeper problem, however, lies not so much in overcriminalization as in an increasingly unprincipled criminal law: criminal justice policies and legislation seem to lack any principled or coherent conception of the proper aims and roles of criminal law in a modern democracy.

- *Policing and Prosecuting.* One effect of an ever-expanding criminal law is that police and prosecutors must exercise an ever-wider discretion in deciding which cases to investigate,

whom to prosecute, and on what charges. Such discretion has obvious dangers: the danger of selective, discriminatory police attention that bears especially harshly on particular (often disadvantaged) groups; the danger that prosecutors will choose charges and plea-bargains on the basis of convenience, of economy of effort, of personal political advantage, or of actual or perceived bias, rather than of justice.

- *Criminal Process*. Fundamental flaws in the American criminal justice system, attributable in part to resource limitations but exacerbated by overcriminalization, have undermined the criminal process. Instead of facing conviction and punishment only after a fair trial in which they can answer the charges that they face, alleged offenders are too often processed through a system of plea bargaining that has little to do with justice or with the truth of the charges, and more to do with the cost-effective control of an expanding criminal population.

- *Criminal Punishment*. The most serious problems of U.S. criminal justice systems include over-punishment (notably in its prison populations, with the U.S. as the world "leader" in incarceration rates) and racial and ethnic disparities in sentenced populations (with a black male incarceration rate nationwide that is 7 times the white male rate). Major pathologies of this kind must be combated through system-wide reforms. Since criminal law is administered primarily by the states, all of which have distinct systems and circumstances, considerable effort is required to advance jurisdiction-by-jurisdiction change.

- *After Punishment*. Punishment effectively continues for many offenders after the completion of their formal criminal sentence. They might notionally have "paid their debt" to society, but they do not gain the readmission to ordinary civic life that the metaphor of debt-paying suggests: they may be subject to further legal restrictions (including disenfranchisement, which is of enormous symbolic importance); they are also likely to face a range of economic and social barriers that make resocialization almost impossible.

American criminal law and justice systems have lost their way, and with that any shared public understanding of their roles has been lost. The result is a collection of systems whose functions have become unclear; whose operations are certainly expensive and harmful, but whose benefits are far from clear; and whose legitimacy is increasingly called into doubt both by those subjected to the law's coercion and by those in whose name the criminal law claims to act.

Criminal law practitioners, policy makers, researchers, and theorists must confront these challenges concerning the role of criminal law in the domestic sphere. But they must at the same time get to grips with the expanding realm of transnational and international criminal law, which presents its own significant challenges. The central questions are what the jurisdiction, remit and aims of international criminal law and criminal tribunals should be, and what the relations (and the divisions of jurisdictional labor) should be between domestic and international criminal law.

A second, more hopeful, aspect of that context is that there is no lack of intellectual resources to address the various crises of criminal justice. In the U.S. a large number of researchers and scholars are engaged, from different disciplinary backgrounds and with different agendas, with aspects of criminal justice, and are producing both incisive diagnoses of our current malaises and innovative ideas for how to tackle them. Some of these researchers, notably some of the

internationally recognized leaders of research in sentencing and penal policy, are already based in the University of Minnesota Law School. Outside the U.S.—especially in Canada, in Britain, and elsewhere in Europe, where problems akin to those facing the U.S. have been tackled in different ways, on the basis of political and moral ideals that should resonate with American thinking—there is also a wealth of creative thinking about the proper purposes and workings of criminal law. *What is missing is an institutional structure (and resources) that enables these researchers and scholars to work together more effectively; to engage effectively with policy makers and practitioners; and to train new generations of students and scholars who can take the work forward.* One thing that makes the need for such a structure particularly acute is that productive research in this area must be genuinely interdisciplinary and inter-jurisdictional: it must mobilize the resources of a range of disciplines, including law, criminology, philosophy, political science, and history; it must involve conversations and explorations between different countries and different legal traditions. What is required is nothing less than a rethinking of criminal law—of its aims, of its place in a contemporary democratic polity, of the principles that should guide and structure its operations. Such a rethinking must be historically situated, empirically grounded, and informed by normative theorizing; it can be achieved only collaboratively, through extensive conversations and explorations reaching across disciplinary and jurisdictional boundaries. But such collaborations are very hard, often impossible, to secure and maintain without appropriate institutional resources.

A third, more local aspect of the context is the existing research strength to be found in the Law School at the University of Minnesota, where scholars have long been engaged in just the kind of empirically grounded, theoretically informed, policy-oriented research that is needed. Scholars such as Barry Feld, Richard Frase, Kevin Reitz, and Michael Tonry have produced seminal work in areas such as sentencing policy, juvenile justice, criminal justice policy, and comparative criminal law and justice. The criminal law faculty has recently been strengthened by the appointment of Antony Duff, who is internationally recognized as a leading theorist of criminal law and punishment, and who brings with him experience of running large interdisciplinary research projects in the UK (on the criminal trial and on criminalization) as well as close connections to European networks of criminal law theorists. Close relations have also been established with two leaders in criminal law and justice scholarship and policy-oriented research in Britain—Andrew Ashworth and Nicola Lacey (both at All Souls College, University of Oxford); they will be regular visitors to Minneapolis. In addition to this core group of senior scholars, the Institute will support the appointment, mentoring and development of the next generation of leading scholars/teachers in the criminal law area among newly hired Minnesota faculty, short-term research fellows, and younger scholars elsewhere who participate in Institute activities; this will enable the Institute to sustain and enhance its intellectual and policy influence nationally and internationally. The Law School also has internationally recognized scholars working in international criminal law and human rights with whom fruitful collaborations will be possible. The Law School's existing reputation as a center for criminal justice research, and the wealth of relevant experience among its faculty, make it an ideal place in which to create a new Institute that will transform research in criminal justice in the U.S.

3. The Institute's Mission

The Institute's mission will be to foster the systematic, critical, interdisciplinary, international, and integrated policy-oriented study and teaching of criminal law—

- *policy-oriented*, because an essential aim is to engage productively with policy-makers and practitioners of criminal justice in ways that make a difference to their understanding of what they are doing, of what needs to be done, and of how it can be done.

- *systematic*, because what is needed is an institutional structure that will bring together some of the often disparate kinds of research being done in criminal justice;

- *critical*, because what is needed is not just to understand where we are now, but why we have the problems we do and how we can pursue viable reforms to address those problems;

- *interdisciplinary*, because any serious critical work of this kind will need to draw on a range of disciplines, to understand the operations and underpinnings of our present systems, and to explore plausible directions for reform;

- *international*, because we can gain a clearer understanding of our present situation, and of possible directions for change, by drawing on the thought and experience of other countries, and because the increasing transnational and international dimensions of criminal law make international collaboration and dialogue ever more important;

- *Integrated*, because in addition to applying these dimensions to scholarly and policy arenas we will also train and teach the next generation of leading practitioners, policy-makers and scholars, making Minnesota the leading educational home for thinking about, teaching in, and changing the criminal law.

The Institute will connect theory to policy and practice, and bring together researchers from different disciplinary and national backgrounds to work together fruitfully on common themes, to engage with policy-makers and practitioners about practicable ways of responding to the serious problems that we face, and to equip new generations of students to tackle those problems. This linkage between policy and practice will enhance and revitalize the student experience and students will be the direct beneficiaries of an invigorated and challenging environment, advancing the broader model of arcs to excellence that pervades the Law School's approach to scholarly and teaching distinction.

4. The Institute's Operations

The Institute's main functions will be pursued primarily within three broad, overlapping streams of activity, augmented by work focused on emerging targets of opportunity that cut across these streams, concerning international criminal law, juvenile justice, and comparative and cross-national studies.

Research Streams

The research streams will build on the existing scholarly and policy strengths of the Law School's criminal law faculty, augmented by strategic appointments that will bring greater depth

and diversity to the group of criminal law scholars at the Law School. This generational approach to new appointments will be particularly important in developing a balanced cohort of scholars, where generational leadership and the transfer and development of leadership skills will be a core element. The research streams give capacity for a depth of coverage and expertise at the Law School which will be unrivalled by any university in the United States, and arguably elsewhere. In its scholarly and policy work, the Institute will create and provide initial funding for a range of research streams, dealing with different dimensions of criminal law theory, practice, and policy. The first three streams (described in more detail in Appendices B—D) will be—

- ***Criminal Law Theory***: the proper scope of the criminal law, its relation to other modes of legal regulation, the principles of criminal liability; the criminal process, especially the roles of police, prosecutors and judges, and the aims of the criminal trial *(Antony Duff's current (UK-based) project on the principles of criminalization is an example of a project that would fit in this stream, as is Michael Tonry's project on comparative judicial and prosecutorial practice, Barry Feld's research on police interrogation of juveniles, which will expand to cover adult interrogations, and Susanna Blumenthal's new historical project on fraud.)*

- ***Sentencing Law and Policy***: system-wide reform efforts aimed at control and reduction of prison populations, elimination of racial and ethnic disparities in punishment, encouragement of principled, proportionate, and evidence-based sentencing practices, and the pursuit of fairness and legitimacy throughout system. *(Kevin Reitz's ongoing work as Reporter for a second edition of the Model Penal Code sentencing provisions, and Richard Frase's work on a principled framework for sentencing, are examples of projects that fall within this stream.)*

- ***Criminal Justice Policy***: setting up a distinguished non-partisan commission of practitioners, policy makers, and scholars to report within five years on what an optimal US criminal justice system would look like in 20 years and how that optimal future might be achieved; immediate work would focus on the five most important policy challenges facing the American criminal justice system and how they may most effectively be addressed. (*The projects noted above, and others to be pursued within the other streams, are relevant to the work in this stream, as is much of Michael Tonry's and Kevin Reitz's previous and current work on crime control policy and racial disparities in the American criminal justice system.)*

In each stream the emphasis must be on new thinking—on new ways of conceptualizing criminal law and its roles and new ways of thinking about our responses to crime. It will also be crucial to ensure proper coordination and connections between the activities in the three streams, and to identify cross-cutting themes which impinge on all three streams: three such themes for which the Minnesota Law School already has significant expertise are juvenile justice (Barry Feld, Perry Moriearty) international criminal law (Oren Gross, Fionnuala Ní Aoláin, David Wippman) and comparative and cross-national studies (Francesco Parisi, Richard Frase, Michael Tonry). Two over-arching goals for all these activities are: 1) to influence policy making at both the domestic and international level, and 2) to apply insights from theory to the teaching of a new generation of students whose understanding of the functions, capacities and future of both domestic and international criminal law will have influence far beyond the Law School.

Streams will be led by coordinators whose responsibility will be to stimulate, organize and assist collaborative research projects on topics within the stream, and to identify researchers, both within and outside the U.S., to pursue such projects (see Appendices B-D for the names of some potential collaborators from outside the Law School). In advancing the goal of strengthening and sustaining the influence of the Law School, particular emphasis will be placed on utilizing our existing scholars and giving prominent roles to newly appointed scholars in the leadership of the Institute and its streams. We place particular importance on fostering the new generation of scholars and thinkers in criminal law, developing and honing their leadership skills.

However, given our broader ambitions for the project, and the Law School's ambition to achieve both national and international influence, there will be an important role for researchers from elsewhere within and outside the U.S. Senior researchers from other universities will be invited to act as coordinators or consultants for, or to help lead projects within, the research streams.

Coordination and collaboration between the streams will be crucial to the success of the enterprise: the problems of our criminal justice systems can be effectively tackled only by a properly connected series of projects that can draw on and learn from each other. This will be one task for the Institute's directors, assisted by regular meetings between the coordinators and the management committee, by the advisory board, and by the web site and the annual conference.

Academic Staff

Faculty Appointments: The Institute's mission will be strengthened by the addition of two outstanding early career scholars. With support from the Robina Foundation, the Law School has already appointed an internationally recognized senior scholar (Antony Duff) and is building continuing relationships with two of the leading scholars of criminal law in Europe (Andrew Ashworth and Nicola Lacey). The Robina Foundation has also supported a number of valuable research initiatives in the criminal law. This strategy has augmented our visibility in the scholarly and policy fields and means that with our existing senior scholars (Tonry, Duff, Frase, Reitz, Feld), we have the strongest group of senior scholars in the criminal law in the United States working together in one institution. However, without the presence of a younger cohort of scholars, we may lose the opportunity to build and influence the next generation of scholars and teachers.

Clinical Appointments: In tandem, we view criminal law as a key site for advancing skills based learning, particularly for those students wishing to pursue some form of criminal practice in their careers (e.g. white collar crime, criminal defense, public prosecution). To that end, the Institute will also support an expansion of clinical criminal law offerings by appointing one full time clinical member of the faculty. The clinical appointment will be fully integrated into the research life of the Institute, and the clinical program will offer exciting opportunities to advance and address "real-life" problems encountered in the broader criminal law research streams.

Research Fellows: The Institute's core faculty staffing will be augmented by the presence of a succession of Research Fellows, each appointed for up to three years (with two serving at any one time). Their participation, as well as that of newly-appointed teaching faculty, are necessary preconditions to achieving the institute's aims; many planned activities are labor-intensive and

will require ongoing, substantial, and first-rate substantive work by people other than senior law school faculty. The research fellowships are designed for young scholars embarking on academic careers, who will combine their own research (on topics falling within the Institute's remit) with active administrative, organizational, and substantive participation in the Institute's life and work, and in disseminating the results of its projects. This will provide necessary administrative support for the Institute's activities, while strengthening its research. Equally importantly, it will enable the Institute to shape the development of leading criminal law scholars of coming generations.

Fellowships

The Institute's mission will also be furthered by the funding of various fellowships, to be held at the Institute.

- ***Robina Distinguished Visiting Professors***: These will be high profile, internationally known researchers in criminal justice, from the U.S. and from overseas. They will spend between one and four weeks in the Law School during which they will work with other Institute members and fellows; pursue their own projects and receive feedback on them; give at least one public lecture; participate in a workshop or conference on a theme connected to their work; and put on or contribute to an intensive seminar course for students at the Law School.

- ***Robina Visiting Professors***: These will be more junior scholars—some of the rising stars in criminal justice research, from the US and from overseas. They too will spend between one and four weeks in the Law School, during which they will work with other Institute members and fellows, pursue their own projects and receive feedback, participate in a workshop, and put on or contribute to an intensive seminar course for students at the Law School.

- ***Robina Practitioner Fellowships***: These will be held (full-time for a short period or part-time for a longer period) by leaders in the criminal justice field, especially from Minnesota—for instance, policy makers, legislators, judges, prosecutors, senior police officers, and journalists. The fellowships will enable the Fellows to step back from their daily work and reflect on the criminal justice issues with which the Institute will deal; to engage with other members and fellows of the Institute in conversations that will benefit all parties; and to engage with the Law School's students by offering seminars or contributing to courses.

This set of fellowships will serve a number of important aims. It will advance research and collaboration in criminal justice; it will help young researchers to establish themselves and to develop their skills; it will foster fruitful interaction between practitioners and researchers, and enable practitioners to reflect on their practice; and it will significantly enrich the criminal law curriculum for the Law School's students. It will also help to establish the Institute and the Law School yet more firmly as the center of research on criminal law and justice in the U.S.

Student Enhancement

The Institute will also make an important contribution to supporting students interested in the study and practice of criminal law and criminal justice. It will provide—

- ***A capstone course*** (once new faculty appointments are in place): this will provide students with a thorough, hands-on, introduction to criminal justice research, and to the task of connecting theory to practice.

- ***Special seminar courses*** taught by Robina Visiting Professors and Fellows: these will give students a chance to engage with some of the leading people in the field of criminal justice.

- ***Research assistantships***: students will be selected to work as part-time and summer research assistants on Institute projects, which will give them invaluable training.

These provisions, together with the chance to attend some of the workshops and other events that the Institute will organize, and take advantage of the vibrant culture of research and engagement that the Institute will foster, will add very significant value to the education of students pursuing criminal law and justice, and enhance the Law School's reputation as a place to study criminal law and justice.

The Robina Conference

The Institute will hold at least one major, international conference each year, to highlight the Institute's activities, to disseminate the results of research projects conducted under its aegis, and to promote the interdisciplinary and international conversations on which productive research depends. The theme of each year's conference will be drawn from one of the research streams, but it will also and crucially aim to strengthen connections between the different streams.

Communications and Web Site

To maximize the Institute's policy impact, it will be necessary to disseminate the Institute's research, reports and policy proposals widely, with a particular emphasis on reaching government officials, legislators, prosecutors, public defenders, scholars, and others in a position to influence the future development of criminal law and criminal justice institutions. To this end, the Institute will seek funding for the wide dissemination of its work. Apart from scholarly monographs and papers arising from its research, it will publish a series of reports aimed at audiences of policy makers and practitioners, as well as at the wider public, and arrange conferences and meetings at which its work will be discussed with these wider groups.

Another key mechanism will be a dedicated web site, which will be an important resource for members and fellows of the Institute, for those working on projects in the various themes, and for researchers and practitioners more broadly. It will publicize research projects and conferences; disseminate the results of research; maintain useful data bases of information and links to other resources; and enable those working on different projects in different streams to keep in contact.

A central aim of the Institute's communication efforts will be to build and maintain links between researchers and practitioners—to ensure that researchers are able to talk to practitioners about their concerns, and that practitioners are able and helped to interact with researchers and to benefit from (as well as contributing to) the Institute's research agenda and projects. The Institute will also find ways to engage the wider public in informed debate about criminal justice: since one obvious barrier to the reform of our criminal justice institutions is the strength of

public opinion on the issues, we must find ways both of giving citizens a better and deeper understanding of the issues, and of facilitating more educated public debate about them. (The Community Workshops on the state budget that the Citizens League has been organizing in and around Minneapolis provide one good model of what might be done for criminal justice.)

5. Measures of Success

The Institute will have three sets of goals against which the extent of its success will be assessed.

Internal goals: The simplest set of goals consists in the fulfillment of the functions specified in § 4 above.

- ***Research streams***: internal coordinators for each stream have already been identified (see Appendix A); external coordinators and consultants will be identified before the Institute begins operation (discussions are already under way with key people). By the end of Year 5 each stream will complete the program of work described in its outline (see Appendices B-D)—a program involving such activities as workshops and conferences, publishing books, articles and reports, and disseminating the results of the research to a wide audience.

- ***Fellowships***: The first fellows will visit the Law School during Year 1.

- ***Student opportunities*** will be developed from the start: research assistantships will begin as soon as suitable research projects have started; the seminars by Robina fellows will begin with their visits; the capstone course will be developed when new faculty take up post.

- ***Robina Conferences*** will begin in Year 1, as major events to highlight the Institute's work: after Year 1, each will be based on work being done in one of the research streams, but will connect that work with the other streams.

- ***The Website*** will be designed during Year 1.

- ***Policy makers*** will be engaged from the beginning, through the advisory board and more informal contacts. Policy makers and practitioners will be key participants in much of the Institute's work, especially that in the Sentencing Law and Policy and Criminal Justice Policy streams. Work on improving public engagement will begin in Year 1, and the first public meetings or workshops will be held during Year 1.

See Appendix E for a more detailed provisional sketch of activities during the first year.

Changing the world: The Institute's primary aims are also those for which success will be hardest to assess.

- ***Transforming research in criminal justice***: We can count the number of fellows who are appointed to the Institute, the number of researchers engaged in each stream, the number of conferences held, books and articles published, and the number of citations these publications generate: but these will have been worthwhile only if scholars can talk after a

decade about the way in which criminal justice research has been transformed by the more systematic and interconnected depth that the Institute has made possible.

- ***Transforming law and policy***: The ultimate aim is to transform the character of public debates and deliberations about criminal justice theory, practice, and policy among policy makers, practitioners, scholars, and lay citizens. That is a tall order—and probably overly ambitious. Nonetheless that is the aim on the rationale that the Institute's reach should exceed its grasp. Whether we succeed and how close we come should be observable in a number of ways: the existence of scholarly products that distill ideas and offer concrete reform proposals; innovations in theory, policy, practice, and law that are demonstrably results of the institute's work; completion of the tasks and products described in this proposal; measurement of institute name recognition on the part of leaders of relevant professional and practice organizations; and measurement of the institute's reputation for influence, creativity, and usefulness among relevant practitioners and policy makers (e.g., state and federal sentencing commissions, senior staff in law reform NGOs). It will take time to be able to point to particular changes that could be attributed to the Institute's work (e.g., adoption of a revised Model Penal Code that reflects Institute research and proposals). Our hope is that, looking back, those involved in criminal justice will be able to say that the Institute made a substantial contribution to deepening and improving the process of debating and formulating penal policy—both directly through the projects that it initiates and the conferences and workshops that it runs, and less directly through the activities and influence of the students, researchers and fellows who pass through it.

- ***Transforming student learning***: We can count the number of students who benefit from the Institute's activities, but the success of those activities will lie in the improvement in the quality of the students who graduate from the Law School having specialized in criminal justice, and the difference they then make in their profession.

Progress in all these dimensions will be monitored by the Management Committee: the Directors of the Institute will make annual reports to the Advisory Committee and the Robina Board.

Fund-raising: Another Institute aim will be to raise further external funding for its projects and activities. This is a challenging aim in the current economic climate: it will be pursued (both by the Directors and by the Coordinators of the research streams) partly by exploring other possible sources of funding (foundations and government agencies in the U.S. and elsewhere), and by working with collaborators who may have access either to institutional funds from their own universities or to funding from bodies outside the U.S., especially in Canada and Europe (since international collaborations form a key part of the Institute's mission).

6. The Institute's Future

This proposal seeks funding for an initial five years for the Institute, to give it time to establish its structure and activities and to begin to produce substantial outputs that will make a real impact on penal thinking, policy and practice. If the Foundation allows this, an application for funding for a further four years will be made on the basis of a successful first three years.

Ultimately, however, the Institute will need to become financially self-supporting—and should be able to do so.

- The Law School will eventually take over the costs of the Directors' posts, of the new faculty posts, and of the clinic post.

- Given the funding that is now sought, the Institute will be well enough established, and will have gained a high enough profile and reputation, before that funding ends to be able to raise further funding for its own future work.

7. Conclusion

This is an ambitious proposal, but it is appropriate to the scale and importance of the problems to be addressed. The Institute could transform research in criminal law and justice in the U.S., thus making a substantial impact on important social problems; it could be transformative for students and early career researchers, and thus for the future education and training of people to work in this area; and it could be transformative for policy makers and for a wider public, by deepening and enriching public debate and deliberation about criminal justice. It will enable everyone—researchers, students, policy makers, lay citizens—to understand present predicaments more clearly; and it will facilitate and support research that will explore new ways of dealing with those predicaments.

Robina Institute of Criminal Law and Justice

Appendix A

Administrative Structure

Two Directors
Antony Duff, Michael Tonry

Two (or more) Coordinators for each research stream
The lead coordinator(s) will be Minnesota faculty, but each stream will have at least one collaborator from outside Minnesota.

- *Criminal Law and Process* (Duff + external collaborator)
- *Sentencing Law and Policy* (Frase, Reitz + external collaborator)
- *Criminal Justice Policy* (Tonry + external collaborator)

Each stream's coordinators will decide how best to organize and structure the stream's activities, and will have a budget allocation for that purpose. A key responsibility for the directors and the management committee will be to ensure appropriate coordination and collaboration between the streams, and to allocate funding for activities that cut across the streams.

A Management Committee
The Directors
The Internal Coordinators for each stream
One faculty member dealing with Juvenile Justice
One faculty member dealing with International Criminal Law

Institute Members
Faculty members from inside and outside the Law School whom we wish to involve quite closely in the Institute's activities, including the external co-ordinators or collaborators for each of the research streams, and others who act as consultants for the streams or for the Institute.

Executive Director
If we can identify an appropriate candidate, this should be a 0.5 fte post.

Two Research Fellows
These will be three-year posts, aimed at young researchers aiming to embark on academic careers. The Fellows will have two primary kinds of responsibility—

- To pursue their own research, under the mentorship of Law School faculty, on topics falling within the Institute's remit.

- To play a significant role in the administration and organization of the Institute's activities (both centrally organized activities and those of the research streams), under the guidance of

the Executive Director.

The Research Fellows will also be given the opportunity, but will not be required, to undertake a small amount of teaching (this might be important for Research Fellows who hope to apply for academic jobs).

One Full-Time Administrative Assistant

Working under the supervision of the Executive Director.

Advisory Board

The Advisory Board will meet once a year to receive a report from the Directors on the past year's Institute activities and to discuss planned future activities. Its members will be—

- Eminent criminal justice researchers from outside Minnesota—for instance: Jeffrey Fagan (Columbia), Douglas Husak (Rutgers), Joan Petersilia (Stanford), Carol Steiker (Harvard).

- Local experts in criminal justice practice and policy—for instance: a senior prosecutor; an appellate court judge (serving or retired); a local criminal lawyer; perhaps members of local foundations with interests in criminal justice.

Members of the Advisory Board will also be available for informal consultations during the year.

Robina Institute of Criminal Law and Justice

Appendix B

Criminal Justice Policy Stream

The work of this stream will focus on imagining or designing how American criminal justice systems could or should look in 2030. A five-year plan will aim to culminate in dissemination and promotion of the report of a "blue ribbon commission" of 15 people, including prominent senior, perhaps retired, public officials. The report will describe how it would want the US criminal justice system to be different in 20 years and will identify the five most important policy challenges facing the American criminal justice system and the commission's proposals for addressing them. Precisely which 5 topics is a matter for exploration and negotiation; here are some possibilities:

* Reducing absolute severity of punishments
* Achieving radical reductions in prison use
* Achieving radical reductions in racial and ethnic disparities in the justice system
* Finding a viable balance between "homeland security" and criminal justice system operations
* Developing an infrastructure for funding and implementation of social and developmental crime prevention
* Understanding why crime rates rise and fall, and propose justice system changes premised on that understanding
* Understanding future interactions among domestic, international, and transnational criminal laws and processes
* Exploring criminalization and decriminalization.

Time Line

The time line will include 18 month's preparatory work, a 30-month working phase, and a 12-month dissemination and promotion phase. At least some lines of activity in the preparatory phase will continue into and inform the working phase.

Preparatory Work

The aims of the preparatory phase are to lay a foundation for and inform the work of the commission, generate high-quality publishable reports and analyses, and through the meetings and publications begin to generate a public profile for the commission: Major tasks:

1. Identify chair, select commission members, select staff and consultants;

2. Undertake preliminary background work, including workshops, consultants' papers, published articles and books on a number of major topics:

A. Why Have American Crime Rates Been Falling For Twenty Years?

External Collaborators: Philip J. Cook, Duke; Manuel Eisner, Cambridge

Inside Responsibility: Michael Tonry

B. The Effects on Crime and System Costs of Alternative Policy Approaches for Reducing Racial and Ethnic Disparities;

External Collaborator: Marc Mauer, Sentencing Project
Inside Responsibility: Richard Frase, Perry Moriearty, Michael Tonry

C. What Can American Policy Makers Learn from Policies and Practices in Other Countries? [Potentially there are multiple topics here—on organization of the justice system; on reconciling criminal justice and security needs; on criminalization/decriminalization and their effects; on prison population control; on social and developmental crime prevention.]

External Collaborator: Hans-Joerg Albrecht, Max-Planck, Freiburg
Inside Responsibility: Richard Frase, Michael Tonry

D. Issues Agenda for Commission.

External Collaborator: Jeffrey Fagan, Columbia; Michael Smith, Wisconsin
Inside Responsibility: Michael Tonry

3. Hold Robina Crime and Justice Conference in April 2012 on Past and Future of American Criminal Justice.

Commission Work

1. Convene the commission 8-to-10 times over 30 months and smaller working sub-groups as needed;
2. Prepare and commission reports on relevant issues;
3. Prepare successive drafts of eventual final report;
4. Plan communication and dissemination strategy.

Dissemination and Communication

There will be three elements:

1. Through time of report release, devise and execute a strategy, including publication of reports and scholarly spin-offs (and possibly convening of public hearings), for establishing a public profile for the commission and its work.

2. Launch and carry out a major dissemination effort, advised by professional publicists, including a Washington or New York conference to release the report, congressional briefings, op-ed placements, small conferences, and workshops around the country.

3. Facilitate the publication of scholarly articles and books (with sole and joint authors and editors, including a 2013 *Crime and Justice* volume coming out of the 2012 Robina Conference)

Possible Co-coordinators
Crime Rates: Philip J. Cook, Duke, Public Policy and Economics; Manuel Eisner, Cambridge, Sociology and History; Daniel Nagin, Carnegie-Mellon.

Racial Disparities: William Julius Wilson, Harvard, Public Policy; Glenn Loury, Brown, Economics; Marc Mauer, Sentencing Project.

Robina Institute of Criminal Law and Justice

Appendix C

Sentencing Law and Policy Stream

Internal directors: Richard Frase and Kevin Reitz
Possible external coordinators: Joan Petersilia (Stanford), Andrew Ashworth (Oxford), Franklin Zimring (Berkeley)

Activities
The focus of the stream would be to effect large-scale, systemic improvements in sentencing law and policy in jurisdictions within and outside the U.S. There would be two main strategies:

- Provide assistance directly to individual states, nation states, law reform organizations, or international tribunals to explore ways in which their sentencing systems may be advanced. Potential collaborators for carrying out this work include the National Association of Sentencing Commissions, the American Law Institute, the American Bar Association, the Pew Center for the States, the Vera Institute of Justice, and the American NGO Coalition to Support the International Criminal Court. Both faculty and students would participate in individual projects, which could be facilitated by the development of coursework (such as seminars or a law school "capstone" course) devoted to policy issues in specific jurisdictions.

- Produce, encourage, and collect policy-relevant research about the operations and effects of sentencing systems in the U.S. and elsewhere in the world, with prescriptions for positive change, and take steps to disseminate that research to responsible policymakers. The Institute's favored model will be comparative research (analyzing a number of U.S. jurisdictions, or comparing U.S. systems with those of other nations) rather than single-jurisdiction studies. This is an innovative research method that explores the relative advantages of many different approaches. Work of this kind is challenging, and is now rarely performed. It would be produced by faculty and Institute research fellows, with the assistance of law students. Target audiences will include lawmakers, policymakers, practitioners, academics, and students of various criminal-justice related disciplines.

Goals
The substantive goals of the stream would include: (1) Reduction of prison populations and encouragement of deliberation and restraint in the use of all criminal sanctions; (2) Reduction of racial and ethnic disparities in punishment; (3) Encouragement of rational policymaking and application across all sectors of sentencing and corrections; (4) Provision of adequate resources for rehabilitative programs in and outside of prisons; (5) Promotion of better information systems for monitoring the operation of the sentencing system; (6) Greater investments in correctional program evaluations by individual jurisdictions, the U.S. federal government, or consortiums of

jurisdictions; (7) Improvement of the fairness and accuracy of decision-making procedures, including judicial sentencing proceedings, prison release decisions, and sentence revocations.

Immediate Priorities

There would be two initial areas of priority for the work of the Sentencing Law and Policy Stream, with flexibility to develop other areas of activity depending on recruitment of Institute personnel, and the interests of outside governments and other entities:

- The Institute would work directly with U.S. and foreign jurisdictions that have adopted a sentencing commission and guidelines structure for their sentencing systems, or are considering adoption of such a system. These have been by far the most successful among U.S. sentencing structures in advancing the substantive goals noted above, and have won the endorsements of the American Bar Association and American Law Institute—yet they are in use in only a minority of all states (many of which are deficient as a matter of system design). Replication of the best guidelines systems in additional jurisdictions would be a major policy achievement, and there are many opportunities for the improvement of existing guidelines systems.

- The Institute would also target its work toward the so-called "indeterminate" sentencing system (two-thirds of all American jurisdictions), which employ parole-release agencies to set the actual length of prison terms. These are the most numerous of U.S. jurisdictions, and have been the sites of greatest prison growth in the last 30 years, and the largest standing prison populations. Incremental improvements in such systems, especially in the areas of prison population control and procedural fairness, could affect hundreds of thousands of human lives.

Time Line

In the first several years, the Institute would convene two international academic-practitioner conferences, with published proceedings, and would establish a center for synthesis and analysis of research into sentencing system operations:

- A conference on sentencing guidelines systems, in partnership with the National Association of Sentencing Commissions, would be planned during the first year and would occur soon thereafter. This would be both an academic conference and a gathering of policymakers and practitioners from 15 to 20 jurisdictions. It would aim toward the production and publication of policy-relevant research and the establishment of ongoing relationships between the Institute and responsible officials.

- A similar conference on indeterminate sentencing systems would be planned in the first two years, with the goal of hosting official representatives from 25 to 30 jurisdictions within and outside the U.S. Stanford Law School and Vanderbilt University Law School are possible partners. While published research would be one important product of this effort, the primary goal would be to create a community or organization of indeterminate sentencing

jurisdictions that can work together and with the Institute on future reform initiatives.

- The Institute would establish an in-house center for synthesis and analysis of research into sentencing system operations. There is a great deal of such research produced by individual jurisdictions, especially the American sentencing guidelines states, that remains known only to a local audience within each jurisdiction, and is unexploited for purposes of comparative policy analysis. The Institute would make use of faculty, research fellows, and law students to pursue subject-specific research initiatives into subjects that could include: The most successful systems for projection and governance of prison population growth; comparative study of emergency parole release powers for circumstances of prison crowding; the most promising efforts to combat racial and ethnic disparities in sentencing and punishment; and those systems that have encouraged new practices of appellate sentence review and the growth of a relevant body of sentencing jurisprudence through the common law process.

Outside Partners

For sentencing guidelines projects, outside partners could include Joan Petersilia and Robert Weisberg (both of Stanford Law School), Andrew Ashworth and Julian Roberts (both of Oxford University), and Anthony Doob (University of Toronto), Kay Knapp (former Director of the Minnesota Sentencing Commission), Roxanne Lieb (Director of the Washington Institute of Public Policy), Richard Kern (Director of the Virginia Criminal Sentencing Commission), Thomas Ross (former Director of the North Carolina Sentencing Policy and Advisory Commission), and Robert M.A. Johnson (former County Attorney, Anoka County, Minnesota).

For indeterminate sentencing projects, outside partners could include Joan Petersilia (Stanford), Nancy King and Christopher Slobogin (both of Vanderbilt University), Nicola Padfield (Oxford University), Allan Manson (Queens University), Cecilia Klingele (University of Wisconsin), Mark Bergstrom (Director of the Pennsylvania Sentencing Commission), and Jeremy Travis (Urban Institute).

Robina Institute of Criminal Law and Justice

Appendix D

Research Stream in Criminal Law Theory

It is common to talk of our contemporary crisis of overcriminalization, as our apparently ever-expanding criminal law brings more and more people within its grasp, for more and more kinds of conduct that are often increasingly remote from the kinds of harm or mischief with which the criminal law was traditionally thought to be concerned. Classical theorists of criminal law argued that it must be a 'last resort' (*ultima ratio*); contemporary legislatures are prone to use it as a first resort in response to perceived social problems—though a resort whose function is perhaps often symbolic or rhetorical rather than substantive. The deeper problem, however, lies not so much in an ever-expanding criminal law as in an increasingly unprincipled criminal law: criminal policy and legislation lack any principled or coherent conception of the proper aims of criminal law and of the role we should expect it to play in a modern liberal democracy.

The overarching task for this research stream is therefore to retrieve (or to construct anew) an adequate understanding of the aims and role of criminal law—an understanding that is both normatively adequate, in that it rests on political, moral and legal principles that those who are to be bound by the law can be expected to accept; and also empirically adequate, in that it posits for criminal law purposes that we can realistically expect it to fulfil. The outcome of such an inquiry will be a normative theory of criminal law—or, more modestly, a normative theoretical account of criminal law—that will engage criminal law theorists and help to set their future agenda. It will also generate guidance for legislators and others involved in processes of criminalization. It will not provide a blueprint for criminal legislation: but it will produce materials—discussions of the proper aims, principles and functions of criminal law—that will help legislators and policy makers think more rationally and systematically about what they are doing; and it will find ways of engaging legislators and policy makers in this crucial exercise.

The fundamental theoretical question must of course be about the aims of the criminal law. We cannot tackle this question without recourse to political theory, since the question has to be about the role of criminal law in a particular kind of polity. How far are the proper purposes of this distinctive kind of law expressive or declaratory; how far preventive; how far responsive? We will then be better placed to work out what kinds of consideration do, or do not, constitute good reasons for criminalizing particular kinds of conduct; what kinds of constraint we should set on the scope of the criminal law; the terms in which it should address those whom it binds. But the inquiry will have to concern structure as well as scope. How should criminal offenses be understood, defined and classified? What principles should determine criminal liability, and what kinds of defense should the criminal law recognize? Questions such as these can be adequately answered only on the basis of an understanding of the criminal law's proper aims and role.

A further, more ambitious goal would be a reconsideration of the *Model Penal Code*, which is now almost fifty years old, and which reflects a conception of criminal law's role that needs to be subjected to critical re-examination. That is not a project that could be encompassed in five

years, or with the resources currently available; but it is a longer term project to which the work of this stream would certainly contribute, and towards which it would be worth working.

Theorists of criminal law have, of course, tackled both the overarching task of articulating a normative theory of criminal law, and the more specific issues about particular dimensions of the criminal law with which such a theory must deal. Some of the work that needs to done consists, therefore, in building on existing research, and bringing together the most interesting researchers to work with each other. However, criminal law theorists also too often operate with too narrow a vision of their subject matter, in ways that limit the scope and usefulness of their work: a major task for this research stream will be to overcome those limitations, two of which are noted here.

- Theorists of criminal law often treat substance and process as two separate fields of inquiry: they are taught separately and researched separately—to the real detriment of both kinds of inquiry. We should instead take a more holistic view of criminal law as a set of practices and processes through which criminal wrongdoing is defined and prosecuted, and attend to the various ways in which legislators, police, prosecutors and courts help to determine what is to count as criminal. If we are to understand the substantive criminal law, we must understand how it is applied in, and how it both structures and is structured by, the criminal processes of prosecution and trial. That is why this research stream will cover both substantive criminal law and criminal process.

- Those who identify themselves as theorists of criminal law also often focus only on domestic criminal law, leaving transnational and international criminal law to be studied by others—often others whose main expertise does not lie in criminal law. This is unfortunate, not only because the burgeoning fields of international and transnational criminal law stand in need of normative theorizing that reflects a broader understanding of criminal law, but also because our understanding of domestic criminal law can be deepened by attention to these other types of criminal law. Questions about the legitimacy of the law; about the authority of the courts that apply it; about when we should respond to wrongdoing through the criminal process, or through some other kind of non-criminal, non-punitive procedure; about the aims that trials should serve: all take on new contours in the context of international criminal law, whilst our attempts to answer them can reveal new possibilities for a critical understanding of domestic criminal law. This research stream will therefore deal with central issues in transnational and international criminal law as well as with domestic criminal law—and with the complicated relationships between them.

In designing the more specific projects to be undertaken within this stream (on which see below), we will therefore ensure that they pay due attention to the interconnections between substance and procedure, and between domestic and international criminal law.

Although the overarching task for this research stream is the development of a general account of the proper aims, principles and structure of criminal law, that task will be best pursued through a number of more specific investigations into particular—particularly controversial or troubling—aspects of criminal law. Here are a few possible topics.

- *Drug Offenses*: A very large proportion of those convicted of criminal offenses, and of those serving prison sentences, are either convicted of offenses involving drugs, or commit their offenses because of their addiction to illegal drugs. At the same time, the normative rationale for criminalizing the use, possession and supply of a range of currently criminal drugs is far from clear. Although there has been a considerable amount of both empirical and theoretical work on the grounds for and effects of criminal drug laws, the time is right for a systematic reconsideration, as part of the larger inquiry into the proper aims of criminal law. This is also one of the key areas in which criminal law reaches beyond national borders: it raises difficult issues about the relations between domestic and transnational law, and about the jurisdiction of domestic courts.
  External Collaborators: Douglas Husak (Rutgers), Mireille Hildebrandt (Brussels)

- *Strict Liability and the Presumption of Innocence*: One of the ways in which the reach of the criminal law (both in the books and on the streets) has been expanded is through the erosion of the classical principle that criminal liability should depend on proof not only of criminal conduct, but of criminal fault—of intention, recklessness (or negligence) as to the criminal conduct. Increasingly, law makers have defined offenses 'strictly', in ways that do not make liability depend on fault; or they have shifted onto the defendant the burden of proving lack of fault, rather than requiring the prosecution to prove fault. We need a principled inquiry into the role (if any) that strict liability can properly play in criminal law. This topic very clearly implicates both substance and procedure: it concerns not just the way that offenses are defined, but the distinction between offenses and defenses, the ways in which probative burdens are allocated in the trial, and the meaning of the presumption of innocence.
  External Collaborators: Ken Simons (Boston); Andrew Simester (Singapore)

- *Preventive Justice*: Another significant recent trend is the growth of 'preventive justice': of measures whose primary aim is the prevention of predicted future harm either by very wide offenses covering conduct very remote from the potential harm, or by control measures that by-pass the criminal law and subject people to stringent restrictions without proof of criminal wrongdoing, or by sentencing provisions that subject offenders judged to be dangerous to extended or indefinite detention (legislative provisions concerned with the threat of terrorism exemplify all these kinds of measure). A critical examination of such provisions will help us to get clearer about the aims that the criminal law should serve, and about when and why we should look to the criminal law rather than to non-criminal modes of control. Here again we must look beyond domestic criminal law: at, for instance, the expanding range of terrorist offences created under multi-lateral treaties; at the ways in which, in post-conflict contexts, such preventive procedures as lustration and vetting are used in place of a criminal process.
  External Collaborators: Andrew Ashworth (Oxford), Lucia Zedner (Oxford)

- *Regulatory Offenses*: One way to reduce the (apparent) scope of the criminal law is to create a formal regime of non-criminal 'regulatory' or 'administrative' offenses, into which we can then shift a large number of what were (formally) criminal offenses—thus formalizing the informal distinction that many draw between 'real' crimes and 'quasi-crimes'. We must ask whether this is a rational way of dealing more efficiently with kinds of conduct that need to be regulated, without bringing to bear the unwieldy and expensive apparatus of criminal law;

or a dangerous attempt to extend the state's coercive and de facto punitive control without the kinds of protection that the criminal law offers those subjected to it. Here again, if we are to answer this question, we must think about the proper aims of criminal law, including the criminal process (since a common feature of regimes of regulatory offenses is that they lack the kinds of procedural requirements and protections that criminal trials involve).
External Collaborators: Thomas Weigend (Cologne); Jeremy Horder (London)

- *Prosecutors*: What is the proper role of the prosecutor? What kind and extent of discretion should prosecutors have in deciding which cases and which charges to pursue, which plea bargains to make? Given the centrality of plea bargaining in the functioning of the criminal justice system, set alongside the serious ethical doubts that its operations produce, we need a new, principled examination of the practice. Another important question, which arises most obviously in the context of domestic violence, concerns the role of the victim: what kind of say, if any, should the victim have in the decision about whether to prosecute. The issues at stake here can be addressed in part by a more thorough inquiry into the responsibilities and roles of different criminal justice officials, attending again both to domestic criminal law and to international criminal law.
External Collaborators: Michelle Dempsey (Villanova); Kimberley Brownlee (Manchester)

- *Domestic and International Criminal Law*: We can throw light on the proper structures of both domestic and international criminal law by comparative study: how far do the principles and doctrines of international criminal law resemble those of any national systems—and how far should they? What particular problems are involved in an attempt to define crimes of the gravity of those dealt with by international tribunals. Another aspect of this topic could be the issue of jurisdiction: is there any principled way of deciding which kinds of crime should be dealt with by which kinds of body?
External Collaborators: Adil Haque (Rutgers); Miriam Gur-Arye (Jerusalem)

We will not be able to pursue all these projects in the first phase of the Institute's life: discussion with potential collaborators, and their availability, will help to determine which four projects will be pursued in the first five years. Further projects for the longer term include—

- *Policing*: There can of course be no simple account of the role of the police in preventing and in detecting crime—nor should we suppose that such prevention and detection exhaust their role in civil society; but a range of important normative issues appear when we ask both just what the aims of police work should be, and what principled constraints should be set on the means that police officers may properly use. Some of these concern discretion: on what kids of ground should police officers and those who direct them decide where to focus their resources, which kinds of case to pursue, which prosecutable suspects to indict, and so on? Others concern the means that police officers can properly use, in particular those involving various kinds of coercion, manipulation or deception. Here again the research will need to attend to the realm of international criminal law: how can the traditional policing functions of the state be discharged in that sphere?
External Collaborators: Jeffrey Fagan (Columbia); John Kleinig (John Jay, Canberra)

- *The Criminal Trial*: Given the dearth of actual, contested criminal trials (let alone trials by jury), it might seem that the trial is of little theoretical interest. It is arguable, however, that it should be seen as the lynchpin of a criminal justice system, as a process through which those who are accused of criminal wrongdoing are summoned, and given a chance, to answer to their fellow citizens for their alleged wrongdoing. We need to ask, therefore, just what aims the criminal trial should serve; what kind of truth it should aspire to reveal; what role in the trial the defendant should be expected to play; what kinds of constraint should be set on its procedures, even if they inhibit the search for truth, and why. International criminal trials will be important here, given the rich literature that has grown up about their aims, and about when and why a criminal trial is the appropriate response to past wrongdoing.
  External Collaborators: Robert Burns (Northwestern); Lindsay Farmer (Glasgow)

The methodology for these specific investigations is described below: they will not only advance the debate about these particular issues, but will also combine to illuminate the general topic of the proper aims, scope and structure of criminal law.

The activities of the research stream will be guided and co-ordinated by two co-directors, and by an advisory board consisting of the external collaborators on each project and a small group of consultants (who will also take part in specific projects)—

Potential Co-ordinators: Antony Duff (Minnesota); Nicola Lacey (Oxford);
Potential Consultants: Andrew Ashworth (Oxford); Michelle Demspey (Villanova); Stuart Green (Rutgers); Alice Ristroph (Seton Hall); Carol Steiker (Harvard)

It will also be important to interact with criminal law theorists outside the US: any real progress in understanding the aims (and limits) of criminal law requires collaboration across both national and disciplinary boundaries. Potential collaborators from outside the US (some of whom will be able to raise further funding) include—

Canada: Malcolm Thorburn (Queen's); Francois Tanguay-Renaud (Osgoode)
Britain: Nicola Lacey (Oxford); Andrew Ashworth (Oxford); Victor Tadros (Warwick)
Ireland: William Schabas (Galway)
Belgium: Mireille Hildebrandt (Brussels)
Germany: Thomas Weigend (Cologne); Tatjana Hörnle (Berlin); Frank Meyer (Bonn)
Italy: Antonio Cassesse (Florence)
Denmark: Thomas Brudholm (Copenhagen)
Norway: Vidar Halvorsen (Oslo)
Finland: Kimmo Nuotio (Helsinki)
Sweden: Magnus Ulvang (Uppsala)
Poland: Michal Krolikowski (Warsaw)
Israel: Miriam Gur-Arye (Jerusalem); Alon Harel (Jerusalem); Yuval Shany (Jerusalem)

We will also seek fruitful engagements with policy makers and practitioners in planning each of the projects and in disseminating and discussing the research that results: to that end, we will set up a small advisory group of practitioners and policy makers from the local area.

Each particular project will be conducted by a small group of researchers, who will have regular meetings (face to face or virtual). Other key elements will be—

- Two workshops involving key researchers to discuss issues and draft papers: one to be held in Minneapolis, one elsewhere (possibly outside the US).

- Two student research assistants who will collect relevant material (literature, empirical data) for the researchers, which will also provide valuable training for the students.

- At least one meeting with relevant policy makers and practitioners.

Each project will produce a collection of papers from the workshops (which will also include a substantial introduction and overview), and a report: the collection will be targeted primarily at scholars and theorists, the report at a wider audience, including practitioners and policy makers. We will also organize dissemination events at which the results of the research can be reported to and discussed with that wider audience.

By the end of the first five years of the Institute's life, we should have completed four specific projects, and produced a substantial interim overall report on the issues that have emerged and on the new ways of understanding and tackling the issues that the projects have developed. This will mark the start of a fresh understanding of the proper role and functioning of the criminal law, and point the directions in which both further theoretical work and practical reform of the law and its institutions should proceed.

The Robina Institute of Criminal Law and Justice

Appendix E

Current and Planned Activities for 2011-2012

1. Spring 2011

Four criminal law events, with support from Robina Foundation funds have been or will be held in Spring 2011: they exemplify the kinds of research activity that the Institute will promote.

a) Comparative Prosecution Studies (8-9 April; Michael Tonry)
Comparative studies of prosecution practices in a number of American states (Arizona, North Carolina, Washington) and foreign jurisdictions (Germany, Italy, Japan, Netherlands, Poland, Sweden, Switzerland); participants included scholars and senior prosecutors from 8 American states, Canada, and 7 European countries.

b) Human Dignity and the Criminal Law (15-16 April; Antony Duff, Fionnuala Ní Aoláin)
An international, interdisciplinary symposium on the role that appeals to human dignity can play in both domestic and international criminal law; participants included scholars with backgrounds in law, philosophy, political science, criminology, from the U.S., Australia, Britain, Canada, Denmark, Germany, Ireland, and Israel.

c) Just Sentencing: Principles and Policies for the 21st Century (29-30 April; Richard Frase)
A workshop to discuss a draft of Richard Frase's new book on just sentencing, which offers a contemporary development, refinement and application of the 'limiting retributivism' model, to provide comments that will be useful in making final revisions; participants from other U.S. law schools and from Britain, Canada, and Belgium.

d) Police Interrogation of Juveniles (20-21 May; Barry Feld)
A workshop to discuss a draft of Barry Feld's new book on police interrogation of juveniles, based on extensive field work and empirical data; participants drawn from the University of Minnesota and from other U.S. law schools.

2. Robina Institute Year 1

Robina Distinguished Visiting Professors

Professor Nicola Lacey (All Souls College, Oxford)—Spring 2012
Professor Andrew Ashworth (Vinerian Professor of English Law, Oxford)—Fall 2012

Robina Conference 2012

American Criminal Justice Policy and Research, 1975-2025—April 18-21, 2012

Other Conferences 2011-12

Why are Crime Rates Declining in Most or All Western Countries?

(to be jointly sponsored with Netherlands Institute for the Study of Crime and Law Enforcement, Free University Amsterdam; co-convenor: Philip J. Cook, Departments of Public Policy and Economics, Duke University). December 2011 or January 2012

Cross-national and Comparative Studies of Prosecutorial and Judicial Systems
Spring 2012

Robina Workshops 2011-12

Sentencing Fragments (Fall 2011, book-in-progress conference, Michael Tonry)
The Most Urgent Tasks for Criminal Law Theory (Fall 2011)
Criminal Responsibility (Spring 2012, with Nicola Lacey)
Preventive Justice (Fall 2012, with Andrew Ashworth)
Indeterminate Sentencing Systems and the Severity of Prison Sanctions (Spring or Fall 2012)
Structured Sentencing Systems: Bringing Research to Bear on Policy (Spring or Fall 2012)

Other visiting professors and fellows for 2011-12 will be appointed during the summer.

Robina Institute of Criminal Law and Justice

Potential Reviewers

Academics within the United States

Professor Jeffrey Fagan (Columbia Law School)
Professor Douglas Husak (Rutgers Law School)
Professor Joan Petersilia (Stanford Law School)
Professor Carol Steiker (Harvard Law School)
Professor Kate Stith (Yale Law School)

Practitioners and Policy Makers within the United States

Robert Johnson (Anoka Co MN DA, trustee of University of Minnesota Foundation)
Honorable Theodore McKee (former chair PA Sentencing Commission; 3rd Cir Fed Ct)
Thomas W Ross (former NC Superior Court judge, NC Sentencing Commission chair, president of Davidson College, executive director of the Z. Smith Reynolds Foundation; now President of University of North Carolina)
Honorable Andrew Sonner (former Prince George MD DA and MD Appeal Court judge, chairman of the Maryland Sentencing Commission)

From outside the United States

Honorable Ybo Buruma (Supreme Court of the Netherlands)
Professor Arie Freiberg (Dean, Law Faculty, Monash)
Professor Roger Hood (Faculty of Law, University of Oxford)
Professor Jeremy Horder (King's College London; former Law Commissioner)
Professor Tapio Lappi-Seppala (Helsinki, head of National Research Institute of Legal Policy)
Honorable Miklos Levay (Constitutional Court of Hungary)
Professor Thomas Weigend (Faculty of Law, University of Cologne; Director, Institute for Foreign and International Law)

Robina Institute of Criminal Law and Justice

	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
Research Streams						
Criminal Law Theory	60,000	85,000	85,000	85,000	85,000	400,000
Criminal Process and Procedure	60,000	85,000	85,000	85,000	85,000	400,000
Criminal Justice Policy	60,000	85,000	85,000	85,000	85,000	400,000
						0
Senior Visitors (2 for 1 month)	40,000	40,000	40,000	40,000	40,000	200,000
Junior Visitors (1-2 for 1 month)	15,000	15,000	15,000	15,000	15,000	75,000
Practitioner Visitors (4 one week/year)	7,500	7,500	7,500	7,500	7,500	37,500
Annual Robina Conferences	40,000	40,000	40,000	40,000	40,000	200,000
Target of Opportunity Research Funds	20,000	30,000	30,000	30,000	20,000	130,000
Communications/Program Support	22,500	42,000	42,000	42,000	45,000	193,500
Subtotal Program Activities	325,000	429,500	429,500	429,500	422,500	2,036,000
FACULTY DEVELOPMENT						
2 Co-Directors	311,190	312,000	312,000	312,000	312,000	1,559,190
New Junior Level Faculty (1)		227,424	234,247	236,589	165,612	863,872
New Junior Level Faculty (2)			234,247	236,589	165,613	636,449
New Criminal Law Clinical Faculty		213,210	219,606	226,194	232,980	891,991
Subtotal Faculty Development	311,190	752,634	1,000,100	1,011,373	876,205	3,951,503
ADMINISTRATION AND FACILITIES						
Advisory Board	1,000	2,000	2,000	2,000	2,000	9,000
Executive Director (0.5 fte)	90,000	95,000	97,850	100,786	103,809	487,445
Research Fellow (1)	75,000	80,000	82,400	84,872	87,418	409,690
Research Fellow (2)		80,000	82,400	84,872	87,418	334,690
Administrative Assistant	45,000	55,000	56,650	58,350	60,100	275,099
Subtotal Administration and Facilities	211,000	312,000	321,300	330,879	340,745	1,515,924
ANNUAL BUDGET	**847,190**	**1,494,134**	**1,750,900**	**1,771,752**	**1,639,451**	**7,503,427**

ROBINA FOUNDATION GRANTS AND GRANT REQUESTS
May 2011

ORGANIZATION	DATE OF REQUEST AMOUNT REQUESTED	PURPOSE	STATUS OF REQUEST Amount and Date of approval or declination	GRANT PAYMENTS Amount Paid - Mo/Yr	SCHEDULED PAYMENTS/REPORTS • Narrative report due quarterly • Narrative and Financial report due annually
Abbott Northwestern		Planning Grants 2005, 2006	**Approved** $75,000 – 2005 $50,000 - 2006	$75,000 pd 2005 $50,000 pd 2006	Paid in Full
Abbott Northwestern	7/08 $5,995,070/3 years	Project: Care Guides in the Primary Care Office	**Approved** $6 million/3 years – 8/08	$1,253,535 pd 9/08 $2,373,233 pd 12/09 $2,373,232 pd 12/10	No Payment Scheduled for 2011
ArtPlace Initiative (In conjunction with NEA/ Rocco Landesman)	2/23/11 $2M/One Time	Revitalizing Communities through Arts and Culture	**Approved** $500,000/One Time – 3/11		2011 - $500,000
Aspen Institute: Justice and Society Program	3/09 $130,575/One Time	Hold a Judicial Seminar on "International Human Rights and Humanitarian Laws: Their Application in National Jurisprudence"	**Approved** $130,575/One Time – 5/09	$130,575 pd 6/09	Paid in Full
The Center for Victims of Torture	8/08 $25,000/One Time	In Recognition of Edson W. Spencer's contribution as Board Member	**Approved** $25,000/One Time – 8/08	$25,000 pd 8/08	Paid in Full
Council on Foreign Relations		Planning Grant 2006	**Approved** $50,000 - 2006	$50,000 pd 2006	Paid in Full
Council on Foreign Relations	1/14/07 $10M/5 years	Project: International Institutions and Global Governance	**Approved** $6 million/3 years – 1/08 $2M/1 yr for 2011 – 5/10	$2 million pd 2/08 $2 million pd 9/09 $2 million pd 9/10	2011 - $2,000,000 – Additional Year Funding

ORGANIZATION	DATE OF REQUEST AMOUNT REQUESTED	PURPOSE	STATUS OF REQUEST Amount and Date of approval or declination	GRANT PAYMENTS Amount Paid/Date	SCHEDULED PAYMENTS/REPORTS • Narrative report due quarterly • Narrative and Financial report due annually
U of MN Law School		Planning Grants 2005, 2006	**Approved** $75,000 – 2005 $50,000 - 2006	$75,000 pd 2005 $50,000 pd 2006	Paid in Full
U of MN Law School	3/08	Special request from Dean Wippman for faculty retention and other initiatives	**Approved** $250,000 – 3/08	$250,000 pd 4/08	Paid in Full Brief financial and narrative report received and reviewed by Board 5/08
U of MN Law School	10/08 $6,061,339 (revised amount exclusive of endowment support)	Project: Program on Law, Public Policy, and Society	**Approved** $6,061,399/5 years – 11/08 $2M/1 yr for 2011 – 5/10	$1.4 million pd 12/08 $1,436,750 pd 9/09 $1,480,338 pd 9/10	2011 - $850,854 2011 - $2,000,000 – Additional Year Funding 2012 - $893,457
U of MN Law School	02/23/11 $7,500,000/5 years	Institute on Criminal Law & Justice (beginning 2012)	**Approved** $7,500,000/5 years –02/11		2012 -2016 - $7,500,000 ($1,500,000/per year)
U of MN Law School	02/23/11 $250,000/5 years	Support Scholarships at the Law School (beginning 2012)	**Approved** $250,000/5 years - 2/11		2012-2016 - $1,250,000 ($250,000/per year)
Yale University		Planning Grant	**Approved** $50,000 - 2006	$50,000 pd 2006	Paid in Full
Yale University Drama School	11/15/07 $2.2M/3 years	Program: Yale Center for New Theatre	**Approved** $2.85million/3 years – 3/08 $950K/1 yr for 2011– 5/10	$750,000 pd 4/08 $750,000 pd 9/09 $1,350,000 pd 9/10	2011 - $950,000 Additional Year Funding
Yale University Law School	5/14/08 $3M/3 years	Robina Human Rights Fellowship Initiative	**Approved** $3 million/3 years – 5/08 $1M/1 yr for 2011 – 5/10	$1 million pd 6/08 $1 million pd 5/09 $1 million pd 6/10	2011 - $1,000,000 Additional Year Funding
TOTALS				**2005 - $150,000** **2006 - $200,000** **2007 – 0** **2008 - $6,678,535** **2009 – 7,690,558** **2010 - $8,203,570** **Total - $22,922,663**	Commitments Going Forward: 2011 - $850,854 (U of M Law School original grant) 2011 - $5,950,000 (Add'l Year Funding except Abbott) 2011 - $500,000 (ArtPlace Initiative/One Time) **$7,300,854 total committed for 2011** 2012 - $893,457 (U of M Law School original grant) 2012 – 2016 - $1,500,000/per yr (U of M Institute on CL&J) 2012 – 2016 - $250,000/per yr (U of M Scholarships) **$2,643,457 total committed for 2012 as of 5/2011** $1,750,000/per year committed for 2013-2016 (UofM)

5/5/11 – 10:00

Yale Law School

KATHERINE R. NORTON
Associate Director of Development

April 26, 2011

Penny Hunt
Executive Director
Robina Foundation
4900 IDS Center
80 South 8th Street
Minneapolis, MN 55402

Dear Penny,

On behalf of Yale Law School, let me thank you and the Robina Foundation for your grant in support of the Robina Foundation Human Rights Fellowship Initiative at Yale Law School. I am delighted to provide this report outlining the many fellowships and scholarships that were awarded during the third year of the grant, and I hope that you will be pleased to know that the Initiative has made a huge impact on the intellectual life of the School, allowing us to increase our capacity to advance human rights on a global scale.

I. PROGRAMMATIC GOALS AND OBJECTIVES

As you know, the goals of the Initiative were to:

A. Provide *Robina JD Scholarships* annually for 15-20 students interested in pursuing human rights careers;
B. Provide *Robina Summer Human Rights Fellowships* annually to 30-35 students interested in spending a summer working for human rights-affiliated organizations;
C. Provide *Post-Graduate Fellowships** to emerging professionals interested in entering the human rights field;
D. Provide *Robina Visiting Human Rights Fellowships** to experienced human rights professionals who will teach, write, conduct research, lecture and/or participate in the School's legal clinics and centers, and who will generally inspire future generations of international lawyers, judges, and scholars; and

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COURIER ADDRESS 127 WALL STREET, NEW HAVEN, CONNECTICUT 06511 • KATHERINE.NORTON@YALE.EDU

E. Provide support for a *Robina Human Rights Coordinator**, who will assess the Initiative's impact and evaluate needs in the field and coordinate students' work in these areas.

*As per past discussions with the Robina Foundation, we have modified some of the titles from the original proposal in the following way: the "Robina Post-Doctoral Fellows" originally discussed in the 2008 proposal are referred to as "Robina Post-Graduate Fellowships"; the "Robina Senior and International Fellows" are referred to as "Robina Visiting Human Rights Fellows"; and the "Robina Project Director" is referred to as the "Robina Human Rights Coordinator."

II. PROGRESS TOWARD GOALS

A. Robina Human Rights JD Scholarships

Yale Law School is pleased to report that we provided *Robina Human Rights Scholarships* to 10 JD students interested in studying and pursuing careers in human rights. The names of the scholarship recipients are listed below with short biographies.

Jay Butler, Class of 2011
Jay Butler graduated from Harvard University with a BA, *magna cum laude*, in History. His thesis was entitled, "At Freedom's Helm: Emancipation Struggles in 19th Century Bermuda." He was a Rhodes Scholar and earned an additional degree in Jurisprudence from Oxford University.

At Yale Law School, Jay has participated in the Allard K. Lowenstein International Human Rights Clinic and the Landlord-Tenant Clinic. He is also an editor of the *Yale Journal of International Law* and was a Coker Teaching Fellow for Contracts in Fall 2010. In addition, Jay has focused on prisoners' rights work through his representation of mentally ill clients at a supermaximum security prison.

Jay has received a clerkship next year, but following this, plans to join the public interest sector. He hopes to begin his career doing direct representation for prisoners' rights, and to eventually work on class action suits related to the same subject.

Megan Corrarino, Class of 2012
Megan Corrarino graduated from the University of Chicago with a BA, *summa cum laude*, in Latin American Studies and International Relations. While there, she was a recipient of the College Honors Scholarship (full-tuition merit award) and the Adlai Stevenson Prize for the best thesis in international studies. Before spending a year as a Fulbright Scholar researching community-based economic development projects in Brazil, she worked for a language education component at the US Department of Defense. She also worked in Nicaragua, Costa Rica, Peru, and Portugal, and studied abroad in Italy. Megan is currently completing a JD/MPA degree at Yale Law School and the Woodrow Wilson School at Princeton University.

At Yale Law School, Megan is Articles Editor of the *Yale Journal of International Law* and a Student Director of the Allard K. Lowenstein International Human Rights Project. In the Lowenstein Project, she has drafted memos on joint and several liability in South African and Canadian tort law for potential litigation on conditions facing undocumented immigrants in South Africa. She also co-wrote a complaint for the Organization for Economic Co-operation and Development on the community harms resulting from a company's failure to comply with a privatization agreement.

In addition, she has participated in the Transnational Development Clinic, the Yale Visual Law Project, and the Linkages student exchange program with South American law schools. She is a student research assistant for Professor Eugene Fidell in the areas of law and linguistics.

Sarah El-Ghazaly, Class of 2012

Sarah El-Ghazaly grew up in Chandler, Arizona. She attended the University of Tennessee (UT), where she received a BA, *summa cum laude,* in Political Science and History. During her undergraduate years, she spent a semester studying abroad in Cairo, Egypt, and a summer studying abroad in Fez, Morocco, on a Rotary Ambassadorial Scholarship. She completed a senior thesis for the University's Chancellor's Honors Program on the subject of the heritage preservation movement in Fez.

Sarah's awards at UT included being named a Ruth Stephens Scholar and a Paul Pinckney Scholar by the Political Science and History departments, respectively. The College of Arts and Sciences also recognized her as a Top Collegiate Scholar for the Class of 2008. At UT, Sarah wrote and edited *The Daily Beacon*, the university's student newspaper, where she served as the Editor-in-Chief her senior year. Prior to her arrival in New Haven, she spent a year working as a social scientist for the US Department of Treasury.

At Yale Law School, Sarah is interested in international law, human rights, poverty law, and development. She is a Submissions Editor of the *Yale Journal of International Law*, for which she also wrote a book review last spring. She spent her 1L summer working with the Atlanta Legal Aid Society and hopes to spend her 2L summer gaining experience in private international law as a law firm summer associate. Ultimately, she is interested in a career that includes work in both the private and public sectors.

Courtney Hostetler, Class of 2011

Courtney Hostetler graduated with a BA, *summa cum laude*, from Colgate University in 2004. She earned a MPhil in Development Studies from Oxford University in 2007, focusing on community development in conflict and post-conflict zones. She has worked and conducted research projects in South Africa, Uganda, Sierra Leone, and Ireland. Prior to entering law school, she was an analyst for the Genocide Intervention Network, where she focused on targeted divestment, corporate engagement, and other economic strategies to prevent and mitigate ongoing mass atrocities. She also worked for one year at the Close Up Foundation, managing its national youth voting program.

At Yale Law School, Courtney is interested in civil rights law and human rights law, as well as international law. She has participated in the Civil Liberties and National Security After 9/11 Clinic, the Complex Federal Litigation Clinic, and the Allard K. Lowenstein International Human Rights Clinic. She is also an Executive Editor of the *Yale Journal of International Law*. She spent her 1L and 2L summers interning at the International Criminal Tribunal for the Former Yugoslavia and at the Constitutional Accountability Center.

Heeyong Daniel Jang, Class of 2012

Heeyong (Daniel) Jang was born in Seoul, South Korea. He subsequently lived in Malaysia, China, and the US, and learned three languages simultaneously. After obtaining a BA in Political Science and International Studies with highest distinction and honors from the University of North Carolina-Chapel Hill, he served in the Korean military for two years, a year of which was spent in Lebanon as a United Nations peacekeeper. During his undergraduate years, he demonstrated a deep interest in human rights issues by spending two summers in China to help North Korean escapees, which was the primary topic of his undergraduate honors thesis, entitled, "An Analysis of the North Korean Refugee Crisis: The Role of International Pressure in Determining Chinese Refugee Policy."

At Yale Law School, Daniel has participated in the Iraqi Refugee Assistance Project and the *Yale Journal of International Law*. He is also a member of the Yale Law Christian Fellowship. Last summer, he worked at a law firm in Korea, where he conducted research and translated documents on tobacco regulations in Organisation for Economic Co-operation and Development (OECD) countries, the European Union's pharmaceutical directive, and international arbitration.

Stephanie Keene, Class of 2012

Stephanie Keene graduated from Princeton University with an AB, with high honors, in English as well as a certificate in African American Studies. As an undergraduate, she was a Co-President of the National Black Law Students Association of Princeton and she was the winner of the best African American Studies senior thesis. Before attending law school, she worked for the United Nations World Food Program in Dakar, Senegal.

At Yale Law School, Stephanie has participated in the Allard K. Lowenstein International Human Rights Clinic. She is a Founding Member of the Yale Visual Law Project, a Submissions Editor of the *Yale Journal of International Law*, and Co-Chair of the American Constitution Society's Civil Rights Committee. She hopes to pursue a career in international relations and judicial reform issues.

Christine Ku, Class of 2011

Christine Ku, a southern California native, attended Stanford University, where she received a BA in Urban Studies and an MA in Sociology. After completing a fellowship in the Coro Fellows Program in Public Affairs in San Francisco, Christine lived in Argentina and India for half a year working on various community development projects.

She continued to practice her Spanish translation skills in Mexico, where she volunteered for mobile medical clinics. Prior to joining Yale Law School, she was involved in the medical field as the Senior Operations Analyst of CareMore Health Plan, a Medicare Advantage company, and as a board member of the Los Angeles Christian Health Centers (formerly, the Los Angeles Mission Community Clinic).

Her coursework and activities reflect her interest in public interest and international human rights law. Christine has assisted with civil rights litigation through the Civil Liberties and National Security after 9/11 Clinic. This past year, she was the Advocacy Chair for Yale Law Women and she Co-Chaired the Yale Law Women Top Ten Family Friendly Firms Committee. She served as the Inter Alia Editor of the *Yale Law and Policy Review* and is currently the Managing Editor of the *Yale Law Journal*. She spent last summer working at the Civil Rights Division of the US Department of Justice as well as at the International Criminal Tribunal for the former Yugoslavia, where she was a clerk for Judge Theodor Meron.

Paul Linden-Retek, Class of 2012

Paul Linden-Retek is originally from Prague, Czech Republic, but he grew up in Boca Raton, Florida. He attended Harvard College, graduating with an AB, *summa cum laude,* in Social Studies and as a member of Phi Beta Kappa. His senior thesis, entitled "Public Responsibility, Solidarity, and Citizenship: Václav Havel and Jürgen Habermas on Morality and Democratic Politics," won the prestigious Thomas T. Hoopes Prize for outstanding scholarly work. Prior to attending law school, Paul worked as a policy adviser in the European Union Department of the Ministry of the Environment of the Czech Republic, primarily addressing international climate change negotiations in the context of the Czech Presidency of the European Union Council.

At Yale Law School, Paul has focused on international human rights law, constitutional law, and jurisprudence. He has participated in the Allard K. Lowenstein International Human Rights Clinic and the Project Assisting the Extraordinary Chambers in the Courts of Cambodia. In addition to his work for the *Yale Journal of International Law*, he is an Articles/Comments Editor of the *Yale Human Rights & Development Law Journal*.

Tasha Manoranjan, Class of 2012

Tasha Manoranjan was born and raised in Columbus, Ohio. She completed her undergraduate education at Georgetown University in Washington, DC. As an undergraduate, she took a year off to volunteer in war-torn regions of northern Sri Lanka. In DC, she also founded a non-profit human rights advocacy organization dedicated to resolving Sri Lanka's ethnic conflict.

At Yale Law School, Tasha has continued to pursue her interest in international law. She is an Editor of the *Yale Journal of International Law*, Co-Chair of the South Asian Law Students Association, and Community Enrichment Chair of the Women of Color Collective. Next summer she will work at Amnesty International, in Washington DC. Ultimately, she hopes to pursue a career involving impact litigation to defend human rights.

Rupali Sharma, Class of 2012

Rupali Sharma graduated with a BA, *magna cum laude*, Phi Beta Kappa, and with departmental honors from Northwestern University, where she majored in Political Science and Gender Studies, and minored in Philosophy. After graduation, Rupali worked as an advocate at a domestic violence shelter for recent immigrants from all over the world.

At Yale Law School, Rupali has focused on studying the ways in which the law constructs and disrupts gender norms. To that end, she has studied surrogacy agreements between Indian women and foreign intended parents. She is a Managing Editor of the *Yale Journal of Law and Feminism* and a Student Director of the Orville H. Schell Human Rights Center. She is also a Director of the Immigration Legal Services Clinic, through which she has helped clients secure asylum in the US. Ultimately, she hopes to litigate gender equality cases and pursue a career in academia.

B. Robina Summer Human Rights Fellowships

The Robina Foundation grant enabled us to expand our summer fellowship program, at a time when budget cuts and a reduction in grants would have otherwise brought serious cutbacks to the program. Through your grant, we funded 37 fellowships this year.

Typically, international Summer Public Interest Fellowships are named in honor of Kirby Simon, the son of Professor John Simon—a Foreign Service officer who died in 1995 while serving in Taiwan. In order to continue to honor Kirby's memory as well as acknowledge the generous support provided by the Robina Foundation, the fellowships are called the *Kirby Simon Summer Fellows, supported by the Robina Foundation*. Below is a list of the names of students who received fellowships, as well as their brief biographies and descriptions of summer projects.

Pouneh Aravand, Class of 2012

Pouneh Aravand graduated from New York University (NYU) with a BA, *summa cum laude*, in Middle Eastern Studies and Politics. While there, she received the NYU Founders' Day Award. She was also on the Gallatin Dean's Honor Society and the Dean's Honor List. She was President of the Persian Cultural Society and the Middle Eastern Cultural Celebration at NYU and was Secretary of NYU's Islamic Center. After graduation, she received a Fulbright Fellowship to spend nine months in Syria examining the interaction of international NGOs and refugee populations.

At Yale Law School, Pouneh is Co-Chair of the Women of Color Collective. She is also an Articles Editor of the *Yale Journal of International Law* and Lead Editor of the *Yale Human Rights & Development Law Journal*. She is a Legal Director for the Iraqi Refugee Assistance Project, a volunteer for the Yale Law School Temporary Restraining Order Project, and a participant in the Worker and Immigrant Rights Advocacy Clinic and the Criminal Defense Project.

Last summer, Pouneh was an intern at the Center for Constitutional Rights, where she worked closely with staff attorneys on three active cases. She also performed research and drafted memoranda on the state secrets privilege, procedural due process in the prison context, and US Coast Guard responsibilities.

Michelle Argueta, Class of 2011

Michelle Argueta graduated from the American University's School of International Service with a BA, *summa cum laude*, in US Foreign Policy and Asian Studies. As an undergrad, she earned the School of International Service's Outstanding Undergraduate Scholar Award and the Multicultural Affairs Academic Award. Her thesis was entitled, "National Sovereignties v. Regional Institutions: The Central American Challenge."

At Yale Law School, Michelle participated in the Allard K. Lowenstein Human Rights Project, the Iraqi Refugee Assistance Project, and the Legal Services for Immigrant Communities Clinic. She also participated in the International Criminal Court (ICC) Moot Competition, where she crafted compelling legal arguments outlining personal jurisdiction and individual criminal responsibility of a hypothetical case, applying ICC and ad hoc tribunals' jurisprudence.

Last summer, Michelle spent twelve weeks working at the Legal Sub-Unit of the International Criminal Tribunal for Rwanda's Appeals Chamber in the Netherlands. In this position, Michelle conducted legal research and analysis of appellants' arguments, applied relevant case law, and conducted an in-depth review of pertinent exhibits, transcripts, and applicable rules of evidence and procedure.

Leah Bellshaw, Class of 2012

Leah Bellshaw graduated *magna cum laude* from the University of California-Berkeley with a BA in Development Studies. Leah was inducted into Phi Beta Kappa and was a recipient of the UC-Berkeley Leadership Award Scholarship. After graduation, she worked for two years at the Refugee Law Project in Kampala, Uganda, where she investigated illegal deportations of asylum seekers. She also provided legal services to deportees and documented human rights violations, living conditions, and refugees' legal concerns during visits to refugee settlements throughout Uganda.

At Yale Law School, Leah has worked as a Co-Chair of the American Constitutional Society's Human Rights Committee and as Co-Coordinator of the Legal Project Assisting the Extraordinary Courts in the Chambers of Cambodia. She is also the Policy Editor of the *Yale Law and Policy Review* and a Submissions Editor of the *Yale Journal of International Law*. In addition, she is a board member of the Initiative for Public Interest Law.

Last summer, Leah spent half the summer working for the World Bank and the other half of the summer working for the Hebrew Immigrant Aid Society. At the World Bank, Leah developed legal guidelines for internal investigations of staff misconduct; best practices of other international organizations; and an analysis of World Bank Administrative

Tribunal case law. At the Hebrew Immigrant Aid Society, Leah composed a memo on the international legal implications of Congress's decision to withdraw benefits from aged, blind, and disabled refugees. She also investigated the legislative history of amendments to US refugee law in support of efforts to extend advantages to certain religious minorities.

Robert Braun, Class of 2011

Robert Braun graduated from Princeton with an AB, *summa cum laude*, in Sociology and African American Studies. He was a member of Phi Beta Kappa and was Vice President of the Princeton University Chapel Choir as well as Editorial Board Chairman of the *Daily Princetonian.* His thesis was entitled, "The Effect of Mass Incarceration on Blacks and Communities."

At Yale Law School, Robert is a participant in the Civil Liberties and National Security After 9/11 Clinic, where he represented a Yemeni citizen who was detained by US forces and held in Bagram Prison in Afghanistan. He is also a Student Fellow for the China Law Center, Co-Chair of the American Constitution Society's Civil Rights Committee, and a member of the *Yale Journal of International Law*.

Last summer, Robert spent his summer at the Brennan Center for Justice, where he worked for their Liberty and National Security Project. He focused on topics pertaining to domestic information sharing and wrote memos on suspicious activity reporting, state and local fusion centers, and the New York Police Department's "stop-and-frisk" program.

Burke Butler, Class of 2011

Burke Butler graduated from the University of Chicago, with a BA, *summa cum laude*, in English. As an undergraduate, she won the prize for the Finest BA English thesis in her class. She was also a recipient of three human rights and language grants to support her subsequent experiences in Peru and India. Burke's past experiences include working for Human Rights Watch, the Kovler Center for the Treatment for the Survivors of Torture, and the Orphanage for Muslim Girls in Pune, India.

At Yale Law School, Burke has participated in the Iraqi Refugee Assistance Project and is an Articles and Notes Editor of the *Yale Journal of Law and the Humanities*. She is also a member of the Court Jesters (a Yale Law School acting troupe) and a member of the Congo Minerals Project.

Last summer, Burke worked for the American Civil Liberties Union's National Legal Division. Throughout the summer, Burke researched and wrote memos for various lawsuits, including the topic of whether the Fourteenth Amendment "right to citizenship" clause includes a right to return to the United States for No-Fly-List Cases.

Jay Butler, Class of 2011 (also a Robina JD Scholar)

Jay Butler is also a Robina Human Rights JD Scholarship recipient; his biography is included in the JD Scholars section above.

Last summer, Jay worked at two organizations: the Justice and Development Project at the World Bank and the National Headquarters of the American Civil Liberties Union (ACLU). At the World Bank, he focused on implementing alternative justice systems in developing countries. At the ACLU, he provided research support that directly informed the strategies and content of many lawsuits, including lawsuits about targeted killing, airport laptop screening, and national security letters.

Elizabeth Compa, Class of 2011

Elizabeth Compa graduated from New York University with a BA, *magna cum laude*, in History and a minor in Spanish. While there, she was on the Dean's List and in the Presidential Honors Society.

At Yale Law School, Elizabeth has participated in the Detention and Human Rights in the US Clinic, the Temporary Restraining Order Project, the Civil Liberties and National Security After 9/11 Clinic, and the Allard K. Lowenstein Human Rights Project, where she worked on a project for the Bolivian High Court of Electoral Affairs. She is also a Co-Chair of the American Constitutional Society's Civil Rights Committee and a Student Notes Editor of the *Yale Human Rights & Development Law Journal*.

Last summer, Elizabeth worked on human rights issues for Paul Hoffman, the former Legal Director of the American Civil Liberties Union of Southern California. Throughout the summer, Elizabeth drafted court documents including two briefs related to a pending petition for a *writ of certiorari* before the U.S. Supreme Court for a case brought under the Alien Tort Claims Act (ATCA), 28 U.S.C. § 1350. She also prepared memoranda related to maritime torts and the law of nations in the Founding Era; the viability of potential ATCA claims for actions arising from the "War on Terror"; and a potential wrongful termination claim for a nurse. In addition, she researched bankruptcy procedure and notice requirements for ongoing ATCA litigation regarding South African apartheid.

Katherine D'Ambrosio, Class of 2012

Katherine D'Ambrosio attended Wesleyan University as an undergraduate, where she majored in History. She was in the Phi Beta Kappa society and won the school's Dutcher Prize, which is awarded for excellence in the field of History. She was also a founding member of the *Wesleyan Critical Review* and an Editor of *Historical Narratives*.

While at Yale Law School, Katherine has participated as a Student Fellow for the China Law Center's Juvenile Justice Project; she has also been a Research Assistant for former Robina Visiting Fellow Patrick Weil's class on Comparative Citizenship Law. In addition, she is a student intern for the Detention and Human Rights in the US Clinic and a Board Member of the Yale Forum on International Law, an organization founded for students interested in both public and private international law.

Katherine spent the last summer working at two international human rights organizations in London: the Doughty Street Chambers and the Death Penalty Project. While there, she researched statutes and case law regarding the death penalty in Asia, Africa, and the

Caribbean. She also helped to draft an argument challenging the constitutionality of the mandatory death penalty in Malaysia and researched the European Court of Human Rights' judgments regarding use of evidence obtained in violation of Article 3 of the European Convention. Moreover, she observed many important issues relating to human rights law, including how some other countries view the US legal system.

Bonnie Doyle, Class of 2012

Bonnie Doyle graduated with a BA, with honors, Phi Beta Kappa, in Political Science from the University of Chicago. Her thesis was entitled, "Mobility Control, Stratification, and China's Hukou System." After graduation, she received a Fulbright Scholarship to Hanoi, Vietnam, where she studied at the Institute of Chinese Studies, Vietnamese Academy of Social Sciences.

While at Yale Law School, she has participated in the Iraqi Refugee Assistance Project, the Worker and Immigrant Rights Advocacy Clinic, and the Yale Legal Services for Immigrant Communities Clinic. She is also the Development Editor of the *Yale Journal of International Law*.

Last summer, Bonnie worked as an intern for the United Nations High Commissioner for Refugees in Panama City, Panama. She conducted refugee intake interviews and country-of-origin research for asylum cases; participated in a Diploma Program on International Refugee Law at the University of Panama; and prepared reports for headquarters and documents for publication in both English and Spanish. Next summer, she plans to work for the American Civil Liberties Union of San Diego.

Erin Evers, Class of 2011

Erin Evers received a BA, *magna cum laude*, with honors, from New York University. As an undergraduate, she received a Dean's Merit Scholarship and was inducted into the Phi Beta Kappa society. She was also granted a fellowship to study at the Center for Arabic Study Abroad in Cairo.

At Yale Law School, she has participated in the Iraqi Refugee Assistance Project and the Allard K. Lowenstein International Human Rights Clinic. She is also an Editor of the *Yale Human Rights & Development Law Journal* and the *Yale Journal of Law and Feminism*. She has also worked as a Research Assistant for Professor Jim Silk on a project involving the research of religious freedom in Turkey.

Last summer, Erin worked at the International Rehabilitation Council for Torture Victims in Cairo, Egypt, where she facilitated coordination between the Egyptian National Human Rights Council and local NGOs to promote a culture of the prohibition of torture in Egypt, as mandated by a project funded by the Dutch government. She was also a facilitator and rapporteur of activities undertaken by the Civil Society Task Force, including coordinating meetings, translating meeting minutes and legal documents from Arabic to English and vice versa, and planning substantive Task Force activities.

Carrick Flynn, Class of 2011

Carrick Flynn graduated from the University of Oregon with a BA, *summa cum laude*, in Economics and International Studies. As an undergraduate, he was involved with the HIV Alliance Needle Exchange; participated in the Student Conduct Hearings Board; and volunteered for the Humane Society. From June through December 2006, Carrick worked for the East African Center for the Empowerment of Women and Children in Takaungu, Kenya, where he produced two promotional videos to be used as fundraising tools; taught after-school classes; conducted a rural health appraisal; designed a website for the volunteer organization affiliated with the program; and assisted in school record-keeping.

At Yale Law School, Carrick has worked as the Submissions Editor of the *Yale Human Rights & Development Law Journal* and has also participated in the *Yale Journal of International Law*. In addition, he has volunteered for the Iraqi Refugee Assistance Project, where he assisted two clients, one of them a family, as they applied for resettlement into the US.

Last summer, Carrick worked for the Asia Foundation in Dili, Timor-Leste, where he helped to write the first-ever ethics textbook based on Timor-Leste law and assisted in the administration and programming of a community paralegal program. In summer 2009, as a Robina Summer Human Rights Fellow, he worked as a legal clerk at the Carter Center in Monrovia, Liberia, where he worked as the sole member for the Legal Working Group to design the human rights and "gender justice" curriculum to be taught to all Liberian magistrates.

Sue Guan, Class of 2012

Sue Guan was born in China and grew up in San Diego, California. She attended the University of Pennsylvania (UPenn), where she earned a BS in Economics, with a concentration in Finance, from the Wharton School, as well as a BA in English from the College of Arts and Sciences, both *summa cum laude*. After graduation, she spent a year studying English at Oxford University.

At Yale Law School, Sue is particularly interested in international law. To this end, she has participated in the Allard K. Lowenstein International Human Rights Clinic and has been the Submissions Editor of the *Yale Journal of International Law* and an Editor of the *Yale Journal on Regulation*. She is also the Publicity Chair for the Pacific Islander, Asian, and Native American Law Students Association.

Last summer, Sue worked at the United Nations International Criminal Tribunal for the former Yugoslavia, where she wrote summaries of evidence, monitored witness testimony, and collaborated with the legal team and judges in drafting and editing final judgments. She hopes to pursue a career in international law.

Lisa Guo, Class of 2012

Lisa Guo grew up in Atlanta, Georgia, and received a BA, *summa cum laude,* in Chemistry, Psychology and Spanish at Vanderbilt University. While at Vanderbilt, Lisa worked as an Editor for the student paper and served on the board of the campus chapter

of Amnesty International. After graduating, she received a Fulbright Scholarship to work for a year as an English teaching assistant in Hong Kong.

At Yale Law School, Lisa has participated in the Domestic Violence Clinic and the *Yale Human Rights & Development Law Journal*. She has also participated in the Temporary Restraining Order Project and the Allard K. Lowenstein International Human Rights Project, where she researched and wrote legal memoranda on Venezuelan constitutional law for an election-monitoring organization. She is a Co-Chair of the Pacific Islander, Asian, and Native American Law Students Association.

Last summer, she worked at the High Court of Hong Kong, where she was an intern for Justice Anselmo Reyes. In this position, she was responsible for drafting preliminary opinions on several cases, including appeals from administrative court decisions.

Katherine "Casey" Hinkle, Class of 2012

Casey Hinkle graduated from Harvard University with an AB, *magna cum laude*, in History and Literature. She was inducted in Phi Beta Kappa and received the John Harvard Scholar Award for highest academic distinction. After graduation, she studied at Oxford University, where she conducted research and wrote about the United Kingdom's constitutional counter-terrorism policy and human rights law as well as American intellectual history.

At Yale Law School, Casey has been a Student Director of the Community Economic and Development Law Clinic and an Executive Board Member of the Yale Law Women student group.

Last summer, Casey worked at the International Criminal Tribunal for Rwanda, where she drafted and edited decisions and judgments delivered by the Appeals Chamber in collaboration with the drafting team and Appeals Chamber judges. She spent the majority of her time researching topics in international criminal and humanitarian law.

Shari Inniss-Grant, Class of 2012

Shari Innis-Grant graduated from Howard University with a BA, *magna cum laude*, in English Literature and with a minor in French. She was inducted in Phi Beta Kappa and participated in a study-abroad program with the Université de La Sorbonne. She was also a reporter for the *Barbados Advocate*, through which she investigated topics of national concern and security and reported on breaking news and criminal trials.

At Yale Law School, she has participated in the Critical Legal Studies Reading Group *Exploration of Race, Sex and Gender*; she is also the Development Chair for the Black Law Students Association and OutLaws, a LBGT student organization. She is also the Student Director of the Temporary Restraining Order Project and a Student Intern for the LGBT Litigation Clinic.

Last summer, Shari spent half the summer working as an intern for the Doughty Street Chambers and the other half of the summer working for the Death Penalty Project, both

of which are located in London, UK. At the Doughty Street Chambers, she researched and wrote legal memorandum on fair trials, employment protection, and ethnic and gender discrimination for leading barristers. She also studied the implications of human rights legislation for UK-based NGOs. At the Death Penalty Project, she compiled a succinct analysis of state of death penalty laws across Asia, Africa and the Caribbean; she also examined the UK legal system, the role of the Privy Council, and recent cases concerning the death penalty.

Kevin Jiang, Class of 2012

Kevin graduated with an AB, *cum laude*, in Economics from Harvard College. At Harvard, he was a Tournament Director of the Speech and Parliamentary Debate Society and a Senior Editor of the *Harvard International Review*.

At Yale Law School, Kevin has participated in the Legal Services for Immigrant Communities Clinic, where he interviewed clients during intake sessions and researched questions on topics including immigration, employment, torts, property, and child custody. He is also a Production Director for the Yale Visual Law Project and has participated in the *Yale Journal of International Law*, the *Yale Journal of Law and Technology*, and the China Law Center's activities.

Last summer, Kevin worked for the Center for Legal Assistance to Pollution Victims (CLAPV), located at the China University of Political Science and Law. While there, he conducted research on Chinese statutes and codes for ongoing cases and investigations and translated into English the CLAPV's database of case summaries and analyses. He also attended interviews and meetings with potential clients and observed civil and criminal trials in local Beijing district courts.

Sharanya Kanikkannan, Class of 2012

Sharanya Kanikkannan graduated from the University of Oregon with a BS, *magna cum laude*, in International Studies and Economics. While there, she received the University of Oregon Presidential Scholars' Award, the Robert D. Clark Honors College Student, and the Wigham Family Thesis Prize. In 2006, Sharanya worked as an intern for the East African Center for the Empowerment of Women and Children in Takaungu, Kenya, where she designed a computer training curriculum and co-taught the Technology for Youth program, an after-school tutoring program to promote adult and child literacy. She also worked at the Environmental Law Alliance Worldwide in Eugene, Oregon, where she researched materials for Community Legal Education in Laos as part of an international coalition of lawyers working on the rights of people affected by environmental problems.

At Yale Law School, Sharanya has worked as the Articles Editor of the *Yale Journal of Law and Feminism* and has volunteered for the *Yale Human Rights & Development Law Journal* and the *Yale Journal of International Law*. She has also participated on the Moot Court and in the Iraqi Refugee Assistance Project, where she has assisted clients awaiting their Refugee Status Determination hearings at the United Nations Refugee Agency.

Last summer, Sharanya worked at the United Nations Development Programme (UNDP) in Timor-Leste, where she assisted the UNDP Capacity Building Project in developing a national human rights investigating and monitoring institution, entitled "Provedoria for Human Rights and Justice." In this capacity, she conducted legal research, assisted with evaluations of the current phase of the project, and prepared documents for communication with consuls, donors, and media.

Jeremy Kaplan-Lyman, Class of 2012

Jeremy Kaplan-Lyman graduated from Washington University in St. Louis with an AB, *magna cum laude*, in History. He was inducted into Phi Beta Kappa and his thesis was entitled, "A Community Action Movement: The Struggle for Political Power in Postwar Newark."

At Yale Law School, Jeremy has participated in the Worker and Immigrants Rights Advocacy Clinic. In the Clinic, he represented day laborers who were illegally arrested and imprisoned in removal proceedings in their civil rights lawsuit against the City of Danbury and the Federal Government. He is also a Grant Coordinator of the Yale Initiative for Public Interest Law.

Last summer, Jeremy worked for the Southern Center for Human Rights, where he researched and wrote legal memoranda evaluating potential constitutional challenges to Georgia's private probation system and death penalty system. He also represented an Alabama prisoner in a parole hearing and successfully gained his release. In addition, he investigated indigent defendants' access to counsel in courts in rural Georgia and drafted juror and judicial misconduct sections of briefs for death row *habeas corpus* petitioners.

Stephanie Keene, Class of 2012 (also a Robina JD Scholar)

Stephanie Keene is also a Robina Human Rights JD Scholarship recipient; her biography is included in the JD Scholars section above.

Last summer, Stephanie was a legal intern for the US Department of Justice's Overseas Prosecutorial Development Assistance and Training Program, which assists developing countries in reforming their criminal justice systems and promoting the rule of law. While there, she authored memoranda concerning criminal procedure, evidence law, and criminal legislation involving comparative issues between the United States, Eastern Europe, and Eurasia's laws.

Alyssa King, Class of 2012

Alyssa King is originally from Milton, Massachusetts. Alyssa graduated from Harvard University with an AB, *magna cum laude,* in Social Studies. As an undergraduate, Alyssa was a Co-Director of the Harvard Institute of Politics Policy Program and a Student Coordinator for Federal Judiciary Study Group.

At Yale Law School, Alyssa has participated in the Temporary Restraining Order Project and has been a Comments and Features Editor of the *Yale Journal of International Law*. She has also been a Research Assistant for former Robina Visiting Fellow Patrick Weil

and Professors Reva Siegel and Robert Ellickson. She is also a member of the Veterans' Legal Services Clinic.

Last summer, Alyssa worked for Judge Frank Stock of the Court of Appeals for the High Court of Hong Kong. In this role, she researched and wrote memoranda on Hong Kong and comparative law issues for pending opinions in appeals.

Heejin Kim, JSD

Heejin Kim graduated with LLB and LLM degrees from Sookmyung Women's University in Seoul, Korea. While there, she received the President's Honor Award (for salutatorian) and the Dean's Award for the Best Academic Performance in the College of Law. She participated in a study abroad program to Wellesley College and to Bamberg University in Germany.

She went on to receive an LLM degree from Yale Law School and is currently working on her JSD. She is on the editorial team of the *Yale Journal of International Law* and was a recipient of the Howard M. Holtzmann Fellowship in International Arbitration and Dispute Resolution.

Last summer, Heejin clerked for the Constitutional Court of Korea, where she drafted memos and researched topics related to the court's constitutional and human rights cases.

Malani (Dale) Kotcha-Alanes, Class of 2012

Born and raised in Las Vegas, Dale Kotcha-Alanes graduated from Loyola Marymount University in Los Angeles with a BA, *summa cum laude*, in Spanish, Philosophy, and Political Science. As an undergraduate, she was a Trustee Scholar and a recipient of the Hansard Scholarship, which supported her study abroad at the London School of Economics and Political Science.

At Yale Law School, she has focused on the subjects of immigration and international law. Dale has participated in the Worker and Immigrant Rights Advocacy Clinic, where she represented victims of immigration raids, wrote numerous briefs, and questioned a witness in Immigration Court. She has also worked as a Research Assistant for the Open Society Institute, conducting research on international human rights law.

Last summer, Dale was an intern at the International Criminal Tribunal for the former Yugoslavia at The Hague, where she wrote draft decisions for the judges presiding over the Radovan Karadžić case; researched international criminal law issues and wrote legal memoranda; and attended court sessions and prepared witness summaries. This spring, Dale applied to clerkship positions beginning after her graduation. Dale ultimately hopes to pursue public interest work and would be interested in returning to The Hague to pursue a career in international human rights law.

Daniel Knudsen, Class of 2012

Daniel graduated with a BA from the University of Wisconsin-Madison with comprehensive honors in Economics, History, and International Studies. His thesis was

entitled, "HIV/AIDS and South African Household Education: Treatment Effects and the Counter Factual."

At Yale Law School, Daniel has participated in the Allard K. Lowenstein Human Rights Project, where he has worked closely with the Dui Hua Association researching US imposed sanctions on China after the Tiananmen Square massacre; he also drafted a memo on the prospects of repealing these sanctions based on China's human rights record. He is a Student Fellow for the China Law Center, a Student Board Representative for the Legal Services Organization and an Articles Editor of the *Yale Human Rights & Development Law Journal*.

Last summer, Daniel was an intern for the Public Interest Law Institute in Beijing, China, where he worked to strengthen public advocacy and legal aid networks in China. He assisted a leading Chinese environmental lawyer, Zhang Jingjing, with climate change legislation and Mekong River environmental impact projects.

Talia Kraemer, Class of 2012

Talia Kraemer is from New York, NY. She received an AB, *cum laude,* in Physics from Harvard University. As an undergraduate, Talia was a Director of the Mock Trial Team and was a Fellow for the Center for Public Interest Careers. After college, Talia worked for two years at a child welfare advocacy organization and spent time volunteering in Malawi and Italy.

At Yale Law School, Talia has continued to pursue her interest in child welfare as a Student Director of the Advocacy for Children and Youth Clinic, through which she represents foster children. She is also a Student Fellow with the Juvenile Justice Project at Yale's China Law Center and an Editor og the *Yale Law Journal* and the *Yale Human Rights & Development Law Journal*.

Last summer, Talia worked as a Foreign Law Clerk for Justice Hanan Melcer of the Supreme Court of Israel. While there, she wrote legal memoranda analyzing the application of foreign law to Israeli cases before the Court and conducted research on administrative law, constitutional law, immigration law, voting theory, and unjust enrichment.

Paul Linden-Retek, Class of 2012 (also a Robina JD Scholar)

Paul Linden-Retek is also a Robina Human Rights JD Scholarship recipient; please see the Robina JD Scholarship section for his biography.

Last summer, Paul worked in the Legal Unit of the International Civilian Office/EU Special Representative (ICO/EUSR) in Kosovo, where he focused on international law, human rights, and decentralization issues. While there, he analyzed and aided in the drafting of domestic legislation in accordance with the mandate of the ICO/EUSR on matters related to human rights, privatization, property rights, restitution, and preservation of cultural heritage sites. He also coordinated the analysis of the Advisory Opinion of the International Court of Justice on the legality of Kosovo's declaration of independence,

concerning both its effects on international recognition of the statehood of Kosovo and on the status of international organizations under United Nations Security Council Resolution 1244.

Noelle Lyle, Class of 2012

Noelle Lyle was born and raised in Fairbanks, Alaska. She attended Princeton University, where she majored in Comparative Literature with certificates in Chinese Language and Creative Writing and graduated *summa cum laude*. Her senior thesis, a translation of several short stories by contemporary Chinese author Shi Tiesheng, won several writing awards. After graduation, she taught English to college students at Tianjin University of Finance and Economics and then became the Program Coordinator for Princeton in Beijing, Princeton University's summer intensive Chinese language program.

At Yale Law School, Noelle's primary interest centers on law in China. She is a Student Fellow at the China Law Center and an Editor of the *Yale Journal of International Law*. She is also a participant in the Allard K. Lowenstein Human Rights Project.

Last summer, she worked for Justice Jeremy Poon of the High Court of Hong Kong, where she researched and wrote memoranda for Justice Poon on subjects relating to his cases, including Hong Kong's Mental Health Ordinance, property law, undue influence, and professional negligence. She also observed and reviewed the materials for various trials and hearings, including appeals from lower courts and judicial review cases.

Tienmu Ma, Class of 2012

Tienmu Ma graduated from Colombia University with a BA, *summa cum laude*, in Philosophy. He was the class salutatorian and received departmental honors in Philosophy. He received Columbia University's Euretta J. Kellett Fellowship for two years of study at the University of Oxford, where he received an MA, with distinction, in Philosophy. He then worked for the Peace Corps in Albania, where he was a high school English teacher and then an Inspector of Foreign Language Teaching.

At Yale Law School, Tienmu was a member of the Finalist Team for the Copenhagen International Competition on Negotiation. He is also a Teaching Assistant for Professor Thomas Pogge and a Research Assistant for Professor Kate Stith. He was also nominated for the Edgar Cullen Prize for Best 1L Paper.

Last summer, Tienmu worked at the Kosovo Ministry of Foreign Affairs, where he wrote an advisory memo on how the new country could ensure its compliance with international human rights treaties.

Chelsea Purvis, Class of 2011

Chelsea Purvis graduated from Yale College with a BA, *summa cum laude*, in History. She was a recipient of a Rhodes Scholarship and attended the University of Oxford, where she earned an MPhil in Economic and Social History.

At Yale Law School, Chelsea is a Student Director for both the Allard K. Lowenstein International Human Rights Clinic as well as the Immigration Legal Services Clinic. She is also a Student Director of the Temporary Restraining Order Project, where she assists applicants who have requested temporary restraining orders and helped lead a reading group on domestic violence and the law.

Last summer, Chelsea worked for the Gender Unit of the Centre for Applied Legal Studies at the University of Witwatersrand Law School in Johannesburg, South Africa. While there, Chelsea helped to establish a women's legal clinic servicing domestic violence survivors in downtown Johannesburg. She also engaged in outreach and advocacy, drafted precedent pleadings, researched domestic law, and developed procedures for assisting clients.

Jariel Rendell, Class of 2012

Jariel Rendell graduated with a BA, *summa cum laude*, in Psychology and History from Creighton University in Omaha, NE. As an undergraduate, Jariel was President of both the Pre-Law Society and the Mock Trial Team. He was also Treasurer of the Psychology Honor Society. After graduation, Jariel worked as an AmeriCorps VISTA volunteer in Montgomery, AL, where he represented the Governor's Office at state and national meetings, including at a federal homelessness council meeting in DC. He also taught English to public elementary students at the French Ministry of National Education for two years.

At Yale Law School, Jariel has participated in the Temporary Restraining Order Project as well as the Barristers Union. He is the Submissions Editor of the *Yale Journal of International Law* and an Editor of the *Yale Journal on Regulation.*

Last summer, he worked at the United Nations International Criminal Tribunal for the Former Yugloslavia, where he collaborated in drafting a judgment in a case involving Croatian generals who were accused of war crimes. He also participated in deliberation meetings with judges and drafted and edited legal documents including decisions, testimony summaries, and factual findings.

Elizabeth Roehm, Class of 2012

Elizabeth Roehm is originally from Austin, Texas. She studied Geography at the University of Texas, graduating Phi Beta Kappa and with Honors. During her years as an undergraduate, Elizabeth studied and volunteered abroad in Kenya, Argentina, Mexico, and Nicaragua. Prior to entering law school, she spent a year working in an emergency shelter for immigrants and refugees in Austin, Texas.

At Yale Law School, Elizabeth's focus is on international law and social justice issues. She is a participant in the Legal Services for Immigrant Communities Clinic, which provides legal aid to local residents through a community outreach center. She has also written on the death penalty for terrorism detainees in military tribunals. In the spring and summer of 2010, Elizabeth participated in the South American Linkages exchange program with the Universidad de Palermo in Buenos Aires, Argentina. The program

included hosting foreign students in New Haven, as well as traveling to visit law faculty and government officials in Argentina.

Elizabeth spent her 1L summer in Sri Lanka working in the legal department of the Centre for Policy Alternatives, a local human rights think tank to promote government accountability and sustainable democracy. She plans to pursue future work in global health policy.

Stephanie Safdi, Class of 2012

Stephanie Safdi graduated from Harvard University with a BA, *summa cum laude*, in History and Literature. Her thesis, entitled, "How They Wrote America: Anzia Yezierska and the Discourse of Pluralism" was awarded the Hoopes Prize, the Perry Miller Prize, and the Committee on Ethnic Studies Thesis Prize. In addition, she was a Co-Chair of the Lowell House Committee, a residential student government at Harvard, and was Founder of Wilderness One-to-One, a youth experiential environmental education program. Stephanie also received an MPhil in Historical Studies from Cambridge University as well as certificates in Advanced Spanish and French from the Cambridge University Language School.

At Yale Law School, Stephanie has participated in the *Yale Law and Policy Review.* She is Vice-President of Outreach and Publicity for the American Constitution Society and is Co-President of the Environmental Law Association.

Last summer, Stephanie was an intern for Timap for Justice in Sierra Leone. In this role, she worked to promote legal infrastructure, access to justice services, and rule of law in Sierra Leone. More specifically, she conducted mediations and dispute resolution within targeted communities; trained paralegals in formal law; drafted memoranda and a report on a mining and mineral rights case; and led a chiefdom policy initiative in which she drafted bylaws on maternal and child health and midwifery.

Nick Serafin, Class of 2012

Nick Serafin grew up in Merriam, Kansas, and attended the University of Missouri-Kansas City, where he received a BA, *cum laude,* in Philosophy. Upon graduation, Nick attended Tufts University and received a MA in Political Philosophy, specializing in global justice and moral theory.

At Yale Law School, Nick has participated in the Iraqi Refugee Assistance Project, through which he has conducted client depositions, legal research, and writing. Upon graduating from Yale Law School, Nick plans to complete a PhD in Political Philosophy and hopes to enter legal academia, where he will focus on human rights issues.

Last summer, Nick worked for the Alternative Legal Forum in India, a legal organization specializing in assistance to disadvantaged and transgendered societies.

Diala Shamas, Class of 2011

Diala Shamas was born and raised in East Jerusalem, Israel, and the Occupied Palestinian Territories. A US citizen through her father, she first moved to the United States for

college, where she attended Yale College and majored in History and Political Science. After graduating, Diala spent a year in Rwanda working with Penal Reform International in Kigali, monitoring the *gacaca* courts. She subsequently returned to Jerusalem and developed and coordinated an expansive human rights video documentation project at B'Tselem, a leading Israeli human rights NGO.

At Yale Law School, Diala has participated in the Civil Liberties and National Security After 9/11 Clinic as well as the Transnational Development Clinic. She is an Editor of the *Yale Human Rights & Development Law Journal*, a Student Director of the Middle East Legal Forum and a founding member of the Middle Eastern and North African Law Students' Association.

Last summer, Diala worked for the American Civil Liberties Union in New York, where she assisted in a variety of aspects of litigation in the National Security, Human Rights and First Amendment projects.

Rupali Sharma, Class of 2012 (also a Robina JD Scholar)
Rupali Sharma is also a Robina Human Rights JD Scholarship recipient; her biography is included in the JD Scholars section above.

Last summer, Rupali worked as an intern for the Supreme Court of India, where she performed extensive legal research and wrote briefs in constitutional and criminal matters. She also helped devise national protocol for preventing, prosecuting, and rehabilitating survivors of human trafficking.

Sirine Shebaya, Class of 2012
Sirine Shebaya attended the American University of Beirut, where she graduated with high distinction in the area of English Literature. She then attended Columbia University, from which she received a PhD in Philosophy, with her specialty focusing on moral and political philosophy. After graduating from Columbia, she was a Greenwall Fellow in Bioethics and Health Policy at the Berman Institute of Bioethics at John Hopkins University.

At Yale Law School, Sirine has participated in the Allard K. Lowenstein International Human Rights Clinic, the Transnational Law and Development Clinic, and the Civil Liberties and National Security After 9/11 Clinic. She has also participated in the Iraqi Refugee Assistance Project, in which she has overseen two resettlement cases through to successful completion as well as organized a fact-finding trip to Lebanon to explore potential partnering opportunities with Lebanese NGOs.

Last summer, Sirine worked for Human Rights Watch in Beirut, Lebanon. While there, she conducted research and drafted briefing papers on upcoming legislation. She also co-authored an op-ed on the death penalty, which was published in a major Lebanese newspaper.

Sarah Watson, Class of 2011

Sarah Watson graduated from Harvard College with an AB, *magna cum laude*, in Literature. She was a John Harvard Scholar and a member of Phi Beta Kappa.

At Yale Law School, Sarah has been a member of the *Yale Journal of Law & the Humanities* and the *Yale Journal of International Law*. She has also participated in the Project Assisting the Extraordinary Chambers in the Court of Cambodia. In addition, she has been a Research Assistant for Professor Judith Resnik and former Robina Visiting Fellow Patrick Weil.

Last summer, Sarah worked for the American Bar Association's Rule of Law Initiative in Tajikistan. While there, she conducted research related to Tajikistan's international obligations and helped to organize a tour for a group of Tajik citizens to travel to the US.

Jilliana Zou, Class of 2012

Jilliana Zou graduated from Cornell University with an AB, with distinction, in Economics and East Asian Studies. As a student, she worked for the Office of the Bursar and was a Teaching Assistant for Cornell's Department of Applied Economics and Management.

At Yale Law School, Jilliana has actively participated in the activities of the China Law Center. Through the Center, she collaborated with Chinese visiting scholar Lu Jun about comparative employment discrimination law and also edited Lu Jun's advocacy presentation on Hepatitis B (HBV). In addition, Jilliana is an Articles Editor of the *Yale Journal of Law and Technology* and is Co-Chair of the Pacific Islander, Asian, and Native American Law Students Association.

Last summer, Jilliana worked for the Center for Women's Law Studies and Legal Services in China, where she edited and co-wrote a Women's Watch China concept paper for the State Department's Secretary's Innovation Award for the Empowerment of Women and Girls. She also presented on Title IX sexual harassment in American higher education.

C. Robina Foundation Post-Graduate Fellowships

Terra Gearhart-Serna '10 JD, **Jason Pielemeier '07 JD**, and **Aaron Zelinsky '10 JD** served as *Robina Foundation Post-Graduate Fellows* during the 2010-11 year. Terra Gearhart-Serna '10 JD spent her fellowship year as a law clerk in chambers for the International Criminal Tribunal for the Former Yugoslavia. Jason Pielemeier '07 JD served as Special Assistant to the Assistant Secretary of State for Democracy, Human Rights and Labor. Aaron Zelinsky '10 JD worked as Special Assistant to the Legal Advisor to the U.S. State Department.

Terra Gearhart-Serna graduated from the University of Pennsylvania with a BA, *summa cum laude*, in Political Science and English. As an undergraduate, she won the Robert Holz Memorial Prize for the best Political Science student paper. Directly after graduation, she matriculated at Yale Law School.

At Yale Law School, Terra was a Submissions Editor of the *Yale Journal of International Law* and an Articles Editor of the *Yale Journal of Law and Feminism*. She was also a member of the Yale Forum on International Law and was the Minority Recruitment Chair for the Yale Latino Law Student Association. She also participated in the Goldman Family Advocacy for Children and Youth Clinic as well as the Allard K. Lowenstein Clinic. In the Lowenstein Clinic, she co-authored a legal research report for the Niapele Project in Liberia regarding the rights of repatriating Liberian refugees and was a member of the project development team to assess possible future legal projects related to human rights abuses in Zimbabwe.

This year, Terra worked as a law clerk in the Appeals Chamber of the International Criminal Tribunal for the Former Yugoslavia (ICTY) from September 2010 to March 2011. She has since been serving as legal intern to Judge Theodor Meron at the ICTY's Appeals Chamber. Thus far, Terra's work has revolved primarily around the *Nikola Sainovic et al.* case. The *Sainovic* case arises out of the conflict between Yugoslav/Serbian armed forces, the Kosovo Albanian KLA, and NATO in Kosovo in 1998-1999. The case is a very large one in terms of both the stature and number of the appellants and the amount of evidence, and the Trial Chamber previously produced the longest judgment in the history of the Tribunal—nearly 1700 pages, contained in four volumes. The case involved six individual accused at the trial level. Five of the accused, along with the Prosecution, appealed the Trial Judgment on various grounds, alleging errors of both fact and law. The crime base with which these men were charged stems from the entirety of hostilities present in Kosovo from 1998-1999, including forced displacement of the civilian population across 12 municipalities; murder; persecution in the form of destruction of religious or cultural property (mosques); and sexual assault.

Terra has primarily worked on producing a preparatory document for the case, which will be submitted to the bench of five appeals judges prior to the appeal hearing. The preparation document summarizes the arguments of the parties on the various grounds and sub-grounds of the appeal, and then provides preliminary analysis of those arguments for the benefit of the bench. Terra has worked within the Aiding and Abetting mini-team, which is tasked with those grounds of appeal alleging errors of law and of fact regarding aiding and abetting. She has drafted argument summaries and legal analysis on a number of sub-grounds of appeal in this area, and she has also performed a large amount of the legal research needed by the mini-team. One project that she completed involved compiling (for the first time in the Tribunal) complete digests of ICTY and International Criminal Tribunal for Rwanda (ICTR) Appeals Chamber case law on every element of aiding and abetting. These digests, after supervisory review, will eventually be made available to the entirety of the Appeals Chamber staff for their reference. As a further extension of this project, she created a matrix showing the application of aiding and abetting law to facts—a spreadsheet listing the various elements and variants of the *actus reus* and giving examples of the fact patterns which various ICTY judgments have held to constitute aiding and abetting.

In addition to this work, she has also had the opportunity to work with the Municipalities, Joint Criminal Enterprise, and Fair Trial mini-teams, including performing legal research, drafting, review of drafts for substance and clarity, and cite-checking. Outside the *Sainovic* team, Terra has been asked in a few instances to perform minor research tasks for the *Lukic and Lukic* appeal team, as well as to cite-check a small number of interlocutory decisions.

This spring, Terra is working closely with Judge Meron, a highly-respected figure in the world of international humanitarian law and international criminal law. In this role, she is working on a much broader range of cases, including a major case from the ICTR (*Bagosora et al.*, or "Military I"). She will also spend a great deal of her time on interlocutory decisions that are much shorter and more narrowly focused than the massive appeal judgment to which she was previously assigned.

Jason Pielemeier graduated from Northwestern University with a BA, *cum laude*, in Political Science and International Studies. As an undergraduate, Jason was awarded the Marshall Award for Excellence in Political Science as well as the American Foreign Service Association Scholarship. Jason also participated in a study abroad program at the Moscow Institute for Advanced Studies in Russia. After graduation, he worked in Chisec, Guatemala, as an Environmental Management Volunteer for the Peace Corps and shortly thereafter became the Project Director for the Community Conservation Project in the same city.

At Yale Law School, Jason was a Student Director of the Criminal Justice Clinic and Vice President of the American Constitution Society. He was a participant in the Legislative Advocacy Clinic, the Allard K. Lowenstein International Human Rights Clinic, and the Linkages student exchange program to South America. In addition, he was a Teaching Assistant to former Yale Law School Dean Harold Koh; an Associate World Fellow for the Yale World Fellows Program; and a Student Fellow for the Information Society Project at Yale Law School.

After graduating from Yale Law School, Jason served as a law clerk for the Honorable Raymond J. Dearie of the US District Court for the Eastern District of New York. In Fall 2008, he served as the Voter Protection Coordinator in Georgia for the Obama for America Campaign. From January 2009 to May 2010, he was an Associate at the law firm of Debevoise & Plimpton in New York, where he worked on international investment arbitration cases, intellectual property cases, and other commercial litigation matters, and pursued *pro bono* work representing detainees at the Guantanamo Bay Detention Facility.

As a Robina Post-Graduate Fellow during the 2010-11 academic year, Jason has served as Special Advisor to Michael Posner, the Assistant Secretary of State for Democracy, Human Rights and Labor (DRL) in the US State Department. In this position, he has been responsible for managing and overseeing some of the critical human rights programs that the State Department administers. More specifically, Jason has worked on a variety of projects related to national security policy, the response to WikiLeaks disclosures, and

most recently, the State Department's Economic, Social and Cultural (ESC) Rights policy. A brief summary of several of his most recent projects follows.

Jason spent much of his time spear-heading an intra-departmental review of the State Department's Economic, Social and Cultural (ESC) Rights position in light of the Obama Administration's forward-leaning approach to ESC rights in both domestic and foreign policy. Together with the Legal Advisor's office, the Bureau of International Organizations, and other offices, Jason helped to produce an Information Memorandum for the Secretary of State detailing and consolidating the DRL's position and including a Framework Document laying out in detail the sources the Department would look at to identify the domestic legal and policy implications following ESC recognition, the parameters of the DRL's support, specific guidance for policy officers' negotiating resolutions, and recommendations for the interpretation of these rights.

In addition, Jason prepared a speech for Assistant Secretary Michael Posner about the DRL's Integrated Approach to Human Rights. Assistant Secretary Posner delivered the keynote speech at the American Society for International Law's (ASIL) annual conference on Thursday, March 24, 2011. Jason worked for several months on the content and logistics of this high-level policy address. The speech explained the Administration's integrated approach to human rights, elaborating in particular their position on ESC rights.

On behalf of DRL, Jason also coordinated and participated in the US government's first formal meeting with the UN Special Rapporteur for Torture Juan Mendez. Other US government participants included Legal Advisor Harold Koh, Ambassador Dan Fried (from the Guantanamo Closure office), Defense Department General Counsel Jeh Johnson, and Deputy Assistant Secretary of Defense Bill Lietzou. The two-hour meeting with Mr. Mendez covered a variety of topics including the approach to his mandate, detainee transfers in Iraq and from Guantanamo, and the case of and detention conditions of Bradley Manning. In the future, Jason will be coordinating follow-up letters and communications between the State Department and Mr. Mendez.

In the beginning of April, Jason travelled to Afghanistan for a one-week visit. During the trip, he visited the Detention Facility in Parwan (DFIP) as well as other Afghan prisons. Jason also met with a variety of military and embassy personnel, representatives from the Afghan Ministry of Justice and Supreme Court, the International Committee for the Red Cross, the Afghan Independent Human Rights Committee, and several other civil society organizations.

Recently, Jason began discussions with Assistant Secretary Michael Posner and Principle Deputy Assistant Secretary Patrick Moon about an arrangement that would allow DRL to hire him to continue his work at the Department after his fellowship expires. The DRL's Front Office has expressed strong interest to create a "National Security and International Law" advisor position and they have begun formulating a position description. However, as expected, there is some uncertainty about how the current federal budget impasse may constrain the Bureau's ability to follow through. In conclusion, Jason writes, "To date, I

have been thrilled with my fellowship experience. I would be happy to stay on to continue and consolidate the work that I have begun and [am] hopeful that this will be possible."

Aaron Zelinsky graduated from Yale College with a BA, *magna cum laude*, in Economics with distinction. As an undergraduate he won the Roosevelt L. Thompson Award for Dedication to Public Service, the Daniel F. Merriman Award for Outstanding Leadership, and the Thacher Memorial Prize for Extemporaneous Debate.

At Yale Law School, Aaron was a Student Representative for his class, an Articles Editor of the *Yale Law Journal*, and an Executive Editor of the *Yale Law and Policy Review*. He also served as the Coordinator for the American Constitution Society's National Security Interest Group.

As a Robina Post-Graduate Fellow this year, Aaron served as Special Assistant to Harold Koh, Legal Advisor of the US Department of State. In this position, Aaron helped to coordinate the flow of information between the Legal Advisor and the rest of the approximately 200 lawyers in the Legal Advisor's Office. He also helped to determine the most pressing issues requiring urgent attention from the Legal Advisor and summarized areas of ongoing interest to the Department. Most of Aaron's work this year has centralized around four key subject areas: Wikileaks; international human rights issues related to lesbian, bisexual, gay, and transgendered communities; Libya; and the International Criminal Court. One recent example of Aaron's work includes facilitating the "persons at risk working group," which has resulted from Wikileaks. Aaron found this work to be immensely rewarding.

Aaron's personal goals for his fellowship period were to (1) be an effective and competent Special Assistant; (2) work on a variety of international law related to human rights issues; and (3) learn about the legal and policymaking apparatus at the State Department. With regard to his fellowship experience, he writes, "Work is going very well. I could not have asked for a better boss or a more interesting and fulfilling job… The Legal Adviser has given me a wide range of responsibility and autonomy, and I am truly grateful for the opportunity. I only wish that I had more hours in the day." In addition, Aaron states, "Thank you so very much for this remarkable opportunity. I am deeply grateful. The Robina Foundation Fellowship has provided me with an opportunity to do and see things I would have never otherwise been able to. I wake up every morning excited to do my job."

D. Robina Foundation Visiting Human Rights Fellowships

Yale Law School appointed **Yitzhak Benbaji**, **Daniel Bonilla '00 JSD, Lucas Guttentag**, **Jeffrey Kahn '10 JD**, **Alice Miller**, and **Samuel Moyn** as *Robina Foundation Visiting Human Right Fellows* during the 2010-11 academic year. The following paragraphs describe their backgrounds and activities at the Law School.

Yitzhak Benbaji is an Associate Research Scholar in Law and Robina Foundation Human Rights Fellow at Yale Law School. He holds a BA, MA, and PhD from the Hebrew University of Jerusalem. He is also an Associate Professor on the Law Faculty and in the Philosophy department at Bar Ilan University in Israel, and a Senior Fellow at the Shalom Hartman Institute. His areas of specialization are ethics and political philosophy. Benbaji was a member at the Institute for Advanced Study at Princeton in 2006-07, where he started working on a book titled War Convention as a Social contract: A Theory of the Laws of War. Among his recent publications are: "A Defense of the Traditional War Convention," *Ethics* (forthcoming); "The War Convention and the Moral Division of Labor," *The Philosophical Quarterly* (forthcoming); "Parity, Intransitivity and a Context-Sensitive Degree Analysis of Gradability" *Australasian Journal of Philosophy* (forthcoming); and "Equality as a Paradoxical Ideal," in Oren Perez and Gunter Teubner (eds.), *Paradoxes and Self-Reference in Law* (London: Hart Publishing, 2006).

Benbaji spent the Fall 2010 semester in residence as a Robina Visiting Human Rights Fellow at Yale Law School. During his residency, he delivered a lecture at the Orville H. Schell Center's regular *Human Rights Workshop: Current Issues and Events* at Yale Law School. The lecture, which took place on November 12, 2010, was entitled, "Justice in Asymmetric Wars." Professor Benbaji also participated in Yale Law School's Middle East Legal Studies Seminar (MELSS), which took place in Jordan from January 14-16, 2011. At MELSS, he took part in the "Laws of War" panel discussion, presenting a paper entitled "Justice in Asymmetrical Wars: A Contractarian Analysis."

During his residency, Benbaji also conducted substantial research and writing. He began writing a book about the laws of war and its role in protecting human rights. The book, which is tentatively entitled, "The War Convention as a Social Contract," advances a new interpretation of the laws of war, arguing that arrangements under which legitimate states have a right to protect their territorial integrity and soldiers have the legal right to undertake the duty of obedience, optimally protect human rights. The book further argues that any attempt to "institutionalize" just wars at the international level is inferior, in terms of human rights fulfillment, and that transnational institutions won't be as efficient in protecting basic human and political rights.

In addition, Benbaji submitted for publication at least two papers which he completed during his stay at Yale Law School. Please see the attached two publications that were published during his residency, entitled, "Justice in Asymmetric Wars: A Contractarian Analysis" (which was presented at MELSS) and "The Moral Power of Soldiers to Undertake the Duty of Obedience: A Contractarian Case for the War Convention."

In addition to his work at the Law School, Benbaji spent a significant amount of time contributing to the human rights community at large, by participating in a number of human rights conferences and lectures outside of Yale. These include the following conferences and lectures, organized chronologically: "Why We Fight: The Purposes of Military Force in the 21st Century," organized by the Oxford Institute for Ethics Law and Armed Conflict (Oxford, October 8-10, 2010); "The Enduring Legacy of Just and Unjust

Wars—35 Years Later," organized by New York University Law School (New York, November 8-10, 2010); "Rights and Reciprocity," organized by the Center for Law and Business (Tel-Aviv, January 4-6, 2011); "The Moral Power of Soldiers to Undertake the Duty of Obedience" at the Philosophy Speaker Series at Georgetown University (Washington DC, February 4, 2011) and "The Moral Power of Soldiers to Undertake the Duty of Obedience," at the Institute for International Law and Justice Colloquium at New York University Law School (New York, February 9, 2011).

Of his experience as a Robina Fellow, Professor Benbaji writes, "My period as a Robina Fellow at [the] Schell Center for International Human Rights at Yale Law School was extremely enriching and productive… Informal conversations with law and philosophy professors from Yale were very helpful. The legal theory workshops, the human rights workshops and the faculty workshops to which I attended on regular basis were extremely interesting… I am deeply grateful to the Robina Foundation for this wonderful period."

Daniel Bonilla '00 JSD is an Associate Research Scholar in Law, Robina Foundation Human Rights Fellow, and Lecturer in Law at Yale Law School. He is also an Associate Professor of Law and Director of the Public Interest Law Group at the Universidad de los Andes in Bogotá, Colombia. His areas of interest include constitutional law, jurisprudence, public interest law, theories of justice, law and literature, multiculturalism, liberalism, and legal pluralism. He has held visiting professorships at Fordham University Law School, Oñati International Institute for the Sociology of Law, Capacitación Técnica y Litigio Estratégico en Derechos Humanos de los Pueblos Indígenas, Georgia State University College of Law, and the University of Texas School of Law. He holds a law degree from the Universidad de los Andes, a MA from the Universidad Nacional de Colombia, and LLM and JSD degrees from Yale Law School.

In the summer of 2010, prior to his appointment as a Robina Foundation Human Rights Fellow, Professor Bonilla participated in the Law School's Seminar in Latin America on Constitutional and Political Theory (*Seminario en Latinoamérica de Teoría Constitucional y Política*), or SELA, an annual gathering of lawyers and scholars from Latin America to discuss legal theory and practice.

Professor Bonilla spent the Spring 2011 semester at Yale Law School as a Robina Foundation Visiting Human Rights Fellow. His activities at Yale Law School are described below.

On January 27, 2011, Bonilla delivered a talk, entitled "Urban Indigenous Groups and the Limits of Multicultural Liberalism," at the Schell Center's regular *Human Rights Workshop*. In addition, during the spring semester, Bonilla also co-taught a seminar course with Professor Jim Silk entitled *Comparative Constitutional Law: Structural Social Change and Constitutionalism in the Global South*. He also participated in and provided guidance to the Allard K. Lowenstein Human Rights Clinic. In addition, he conducted research and wrote two articles this semester, entitled, "Urban Indigenous

Groups and the Limits of Multicultural Liberalism" and "Legal Formalism and Legal Education in Latin America."

Below is the description of the course that Professors Bonilla and Silk taught in the spring semester, as printed in the 2010-11 Yale Law School Bulletin.

Structural Social Change and Constitutionalism in the Global South: The Indian Supreme Court, the South African Constitutional Court and the Colombian Constitutional Court have been among the most important and creative courts in the Global South. In Asia, Africa and Latin America, these courts are widely seen as activist tribunals that have contributed -- or attempted to contribute -- to the structural transformation of the public sphere of their countries. Some observers have argued that these courts' jurisprudence deals with problems that are specific to or have special importance in the Global South and that it does so through original and imaginative legal arguments and political strategies. The cases issued by these three courts, some scholars have claimed, are gradually creating what can be called a constitutionalism of the Global South. In this seminar, we will evaluate the plausibility of these claims. Therefore, the seminar has two specific aims: on the one hand, to explore the theoretical and practical tensions and connections between structural social change and the judiciary in Colombia, South Africa, and India; and, on the other hand, to analyze critically the idea that these three courts are creating a constitutionalism of the Global South. Three questions will guide our discussions. First, what are the specific theoretical and practical challenges that courts in the developing world, in general, and in Colombia, South Africa, and India, in particular, face when dealing with structural social change? Second, can we talk convincingly about the existence of a constitutionalism of the Global South? Third, if so, what are the differences and similarities between this emerging constitutionalism and mainstream, Global North, constitutionalism? We will address these questions by critically analyzing two issues that have been central in the jurisprudence of these courts: cultural diversity and the enforcement of economic and social rights.

Professor Bonilla also gave several lectures at institutions outside Yale. These lectures included the following: "Urban Indians and Cultural Rights: the Limits of Multicultural Liberalism," at the Payne Center for International Development at Tulane University (New Orleans, March 28, 2011); "The Legal Recognition of Same-Sex Partnerships: Three Models in a Comparative Perspective" at the Eason Weinmann Center of Comparative Law at Tulane Law School (New Orleans, March 30, 2011); and "The Social Function of Property" at Fordham Law School (New York, May 15, 2011).

Professor Bonilla writes, "The experience of being a Robina Fellow has been great. The most valuable things for me have been the following two: having the time to write and having the possibility of discussing topics of common interest with colleagues and students."

Lucas Guttentag is the Robina Foundation Distinguished Senior Fellow in Residence, Senior Research Scholar, and Lecturer in Law at Yale Law School. He is the founding Director of the Immigrants' Rights Project of the American Civil Liberties Union

Foundation. Guttentag has litigated class action and constitutional cases to advance the legal rights of immigrants and refugees in federal courts throughout the United States, including in the Supreme Court, for more than twenty-five years. He has taught at the University of California at Berkeley (Boalt Hall), Stanford, and Columbia Law Schools. He received a BA from the University of California-Berkeley and a JD from Harvard Law School.

Professor Guttentag spent the spring semester at Yale Law School as a Robina Foundation Human Rights Fellow. He taught two courses, entitled, *Constitutional Impact and Law Reform Litigation: Issues and Strategies* and *Immigration Law, Policy and Constitutional Rights*. Below are descriptions of the courses, as included in the 2010-11 Yale Law School Bulletin.

Constitutional Impact and Law Reform Litigation: Issues and Strategies: This seminar will explore strategic and legal issues related to litigation against the government as a tool for advancing constitutional and civil rights. The course will use the instructor's twenty-five years' experience litigating class action and appellate cases on behalf of immigrants and civil rights plaintiffs to explore strategic use of law reform litigation. We will consider both legal doctrine and practical problems. Among the issues that may be included are: selecting and using test cases; strategic pleading; class action problems; the role of amicus briefs; using amicus briefs; suits for damages versus injunctive relief; standing, mootness and organizational plaintiffs; settlement strategies and issues; coalition litigation; use of public advocacy and media; the effect of lawsuits on policymakers and government officials; and litigation to achieve legislative change. Guest speakers may be invited. A paper is required and Substantial Paper credit may be available for a limited number of students with prior instructor approval. Participation in class is encouraged and will be considered in calculating final grades. Enrollment is limited and permission of the instructor is required.

Immigration Law, Policy and Constitutional Rights: This course will provide a foundation in immigration law and the constitutional principles governing admission and regulation of non-citizens as the basis for exploring some selected current topics in immigrants' rights and the normative values informing contemporary policies. The course will draw on the instructor's involvement in many current issues and his twenty-five years' experience litigating constitutional and civil rights cases on behalf of non-citizens in federal courts nationwide, including in the Supreme Court, as director of the ACLU's national program on immigrants' rights. In addition to an overview of the immigration system and constitutional principles, we will cover topics such as the following (depending on student interest and current developments): detention of immigrants; federal immigration enforcement; state and local power to enact immigration laws; discrimination based on 'alienage;' access to the courts for non-citizens; criminal-immigration issues; asylum and refugee protections; workplace rights of undocumented workers; extraterritorial application of the Constitution; and possible congressional 'comprehensive immigration reform'. Insofar as possible, guest speakers representing varying views will be invited to address areas of expertise. No prior course or

background in immigration law is necessary. Substantial Paper credit may be available. Self-scheduled examination with some paper options possible.

In addition to teaching the above courses, Guttentag also participated in a number of other human rights activities at Yale Law School. On December 3, 2010, Guttentag led a discussion with David Martin, Principal Deputy General Counsel for the Department of Homeland Security, on "Immigration: The Next Five Years." The discussion, which was the fourth session of the Fall 2010 *Immigration Theory and Practice Workshop Series* (which was initiated by Guttentag in Fall 2009), surveyed current and potential developments in immigration law and policy. On April 19, 2011, Guttentag participated in a conversation entitled "Immigration from Inside the White House" with Cecilia Munoz, White House Director of Intergovernmental Affairs and a key Obama adviser on immigration policy. He also helped to organize the following sessions of the *Immigration Practice and Theory Workshop*:

- A panel discussion with Luis Argueta, filmmaker and director of "abUSed: The Postville Raid" (February 23, 2011)
- A panel discussion with Alexander Aleinikoff, United Nations Deputy High Commissioner for Refugees, entitled, "Migrants' Rights from an International Perspective" (April 5, 2011)

In addition, at the Law School, on March 3-4, 2011, Professor Guttentag participated in a plenary panel entitled, "Collaboration, Cooperation, Confrontation," at the Fourteenth Annual Arthur Liman Colloquium at Yale Law School. Also in March, Guttentag spoke at a student dinner sponsored by American Constitution Society on careers in public interest law. On April 4, 2011, he also gave a presentation on "Detention, Criminal Justice, and Citizenship" in the Arthur Liman Workshop session. Equally important, Guttentag spent a significant amount of time consulting with Yale Law School students on a variety of clinical cases; regularly attending faculty workshops; and participating in the Global Constitutionalism Seminar at Yale Law School.

Guttentag also participated in a number of events and activities at Yale University. He was an Affiliated Fellow of Yale College's Davenport College. In this capacity, he gave a lecture on "Immigration and Civil Rights" at the Davenport College Masters Tea in December 2010 and he also participated in a separate lunch program with students interested in immigration issues and policy at Davenport College.

Professor Guttentag also participated in a number of lectures, panels, and workshops at institutions external to Yale. These include the following:

- Claremont McKenna College: "Protecting Immigrants' Rights in the Era of Arizona SB1070: Politics, Race and Constitutional Principles" (October 2010)
- Arizona State University Sandra Day O'Connor College of Law: "The Role of States in Immigration Policy and Enforcement." Presentation on "Preemption and the Protection of Individual Rights: From Hazleton to SB1070" (October 2010)
- University of Iowa College of Law Practitioner-in-Residence: Invited faculty talk on "Immigration Federalism: A Civil Rights Perspective on Preemption

and Local Regulation." Law school lecture on "Immigrants' Rights and Constitutional Values: Is Arizona the Future?" Various panels and classroom presentations (October 2010)

- University of Texas: 34th Annual Conference on Immigration and Nationality Law; Luncheon Keynote Speech "Immigration Rights and Reform: Prospects, Promises and Pitfalls in the Courts and Congress" (October 2010)
- University of Miami Program on Immigration Law and Deportation Defense: "Local Enforcement of Immigration Law" presentation (October 2010)
- University of California-Berkeley Law School and Graduate School of Journalism: "The Changing Face of America: Going Beyond Rhetoric on Immigration." Presentation on "Policing Immigration: the Local Enforcement of Federal Laws" (November 2010)
- Ninth Circuit Appellate Practice Workshop: Panel on conducting effective oral argument (with various Ninth Circuit judges) (November 2010)
- Stanford Law School: Invited Lecturer on "Immigrants' Rights, Local Laws & Federal Policies: Arizona and Beyond" (January 2011)
- Harvard Law School: Guest Lecturer in a course on immigration reform and public interest litigation as well as in a class on the constitutional framework of immigration law (February 2011)
- Duke Law School: Invited Lecturer, "Immigration Enforcement: Exploitation or Equality? A Constitutional Perspective" (February 2011)
- Princeton Roundtable: "Immigration Enforcement" (March 2011)
- American Immigration Council: Legal Action Center national conference on litigation strategies. Plenary panel speaker (Washington DC, March 2011)
- Migration Policy Institute Roundtable: "Executive Action on Immigration Reform" (Washington DC, April 2011)
- National Lawyers Guild Annual Conference: "Skills Seminar on Damages Actions," opening plenary session (Chicago, April 2011)

Guttentag very much enjoyed his time at the Law School as a Robina Fellow. He particularly enjoyed the time that the residency allowed him to take a break away from his busy position as a litigator and to interact with students to teach and to encourage new thinking about immigration law and policy.

Jeffrey Kahn '10 JD is an Associate Research Scholar in Law and Robina Foundation Human Rights Fellow at Yale Law School. He graduated in 2010 from Yale Law School, where he was a Submissions Editor of the *Yale Journal of International Law* and a Coker Teaching Fellow. He holds a BA in Anthropology from Dartmouth College and an MA in Anthropology from the University of Chicago, where he is also currently pursuing a PhD. While in law school, Jeffrey was an intern at the Florida Immigrant Advocacy Center and at Yale Law School's Worker and Immigrant Rights Advocacy Clinic. Prior to beginning his graduate studies, he worked as an HIV Case Manager and Project Coordinator for Partners In Health's PACT Project. He is a former recipient of a Fulbright Fellowship, a National Science Foundation Law and Social Science Dissertation Improvement Grant, and a National Science Foundation Graduate Research Fellowship.

As a 2010-11 Robina Foundation Human Rights Fellow, Kahn continued his doctoral research on the ethnographic and legal history of the Haitian refugee crises over the last three decades. Specifically, Kahn conducted research and writing on the history of the struggle for the rights of Haitian refugees in both the United States and Haiti; he also consulted with the Lowenstein Clinic and the Schell Center about programs and clinical projects concerning Haiti.

In particular, Kahn used the fellowship period to support his historical and ethnographic fieldwork to document the struggles of human rights advocates working on behalf of Haitian refugees during the 1970s, 1980s, and 1990s. During the year, he spent four months conducting fieldwork in Haiti, during which he collected oral histories from repatriated Haitian migrants and deported Haitian nationals who were formerly US residents. These oral history interviews provided a "bottom-up" perspective on the experiences of Haitian refugees interdicted by the US Coast Guard and held in the refugee camps at Guantanamo Bay, Cuba, including their political mobilization in the camps, their reasons for leaving Haiti, and the nature of their reception upon their return. The research also allowed Kahn to create a historical map of sites of state-sponsored violence and migration in southwestern Haiti. The result of Kahn's research is a unique primary source archive that captures the history of the evolving international human rights struggle on behalf of Haitian refugees. Because most fellowships do not support this type of multi-sited oral history/archival fieldwork, this research would have been impossible without the support of the Robina Foundation.

Kahn writes, "The fellowship has allowed me to complete my dissertation research, and will serve as the basis of both my dissertation in legally and historically-oriented anthropology, and, later, a book on the history of the human rights struggle on behalf of Haitian refugees. The fellowship will also permit me to begin a career in legal academia, which will focus on the intersection of international law, human rights law, foreign affairs law, and administrative law. I plan to begin presenting some of this research at Yale Law School starting this spring and will continue to present it in other forums through the following year as well as after the completion of the dissertation. In addition to the publication of the dissertation, I expect the research will result in the publication of various articles in law reviews and peer reviewed journals."

Furthermore, Kahn is very grateful for the experience that the Fellowship presented him: "The fellowship's flexibility allowed me to conduct research in multiple sites both in the United States and abroad, while also giving me access to the amazing resources at Yale Law School and to work under the guidance of Yale Law School faculty. There is no equivalent fellowship in existence that would allow this combination of multi-sited research and scholarly activity on issues of international human rights. It is truly a unique fellowship and one which I hope will result in the documentation of a unique and illuminating history of an important international human rights movement."

In addition to his research, Kahn wrote an article, entitled, "The ICE Should Not Resume Deportations to Haiti," that was posted in the Huffington Post on December 28, 2010. Please see the attached article.

Alice (Ali) Miller is an Associate Research Scholar in Law and Robina Foundation Human Rights Fellow at Yale Law School. She is also Lecturer in Residence at the University of California-Berkeley School of Law (Boalt Hall) and a Senior Fellow at UC-Berkeley's Miller Institute for Global Challenges and the Law. She previously taught at Columbia University in the Schools of International and Public Affairs, Public Health, and Law. Miller is a previous Co-Director of the Center for the Study of Human Rights and the Human Rights Concentration at Columbia University's School of Public and International Affairs. She is a Visiting Professor at the Sexuality and Rights Institute, Pune, India, for two weeks each year, and at the International School, Summer Institute on Sexuality, Culture and Society, Amsterdam, The Netherlands, for one week each July. Miller's scholarship and policy work have addressed gendering humanitarian law; safe migration and anti-trafficking policies; criminal law (specifically, abolition of the death penalty); women's rights; sexual rights; sexual and reproductive health; and LGBT rights. She completed her BA, *magna cum laude*, Phi Beta Kappa, at Radcliffe College/Harvard University and earned a JD from the University of Washington School of Law.

Professor Miller has over 20 years of policy and advocacy experience with non-governmental organizations, including directing the women's rights program at the Human Rights Law Group (now Global Rights); Amnesty International USA's Program against the Death Penalty; and co-founding AIUSA's programs on women's rights and LGBT rights programs. She continues to work with local and international NGOs, including Amnesty International, Human Rights Watch, and local and national NGOs such as the Women's Institute for Leadership Development, the Center for Reflection, Education and Action (CREA), and TARSHI (*Talking about Reproductive and Sexual Health Issues*, India) on human rights issues in the US and globally.

Professor Miller spent the 2010-11 academic year as a Robina Foundation Human Rights Fellow at Yale Law School. Last fall, Miller taught a course at Yale Law School entitled *Sexual Rights: Perspectives from International and Comparative Law*. Below is the course description of the class from the 2010-11 Yale Law School Bulletin.

Sexual Rights: Perspectives from International and Comparative Law: This seminar will explore the legal and political aspects of sexual rights claims in contemporary international, regional and selected national fora. The term "sexual rights" has been increasingly used in national and international settings to encompass an expanding universe of claims relating to sexuality; these include freedom and equality of sexual orientations and behaviors, freedom from sexual violence, conditions for sexual health, rights to sexual expression and association, rights to marry and form families, as well as rights to sexual relationships without marriage, and freedom to determine the relation between sexuality and reproduction. These claims are grounded in legal guarantees which are found in many different legal instruments, such as those relating to privacy, health, non-discrimination, information, expression, association, and freedom from torture and arbitrary detention. Judicial, activist and scholarly arguments for sexual rights (particularly those outside the U.S.) often borrow heavily across borders, invoking international, regional and comparative standards. The status of sexual rights claims varies widely in national and regional courts, however, and political and doctrinal

approaches are often inconsistent or inapplicable across claimants. Complications in building national and transnational coherence stem from cross and intra-cultural differences of gender, racial and age-based social organization and norms, as well as the diversity of national legal doctrines and advocates' interests. Key questions guiding the seminar will include: How does sexual rights advocacy fit with other justice claims in debates about globalization and justice? What role does sexual rights claiming and attendant legal challenges play in national and global politics? What are the tensions between the push for transnational rights advocacy and local specificity? What impact does the turn to law have on these debates? Paper required. Enrollment limited.

In addition to teaching the *Sexual Rights* course, Professor Miller also participated in other teaching opportunities and facilitated several events at Yale Law School. She helped to co-teach one of the sessions of the Yale Law School's Liman Workshop on "Sexuality, Gender Identity, and Detention" with Professors Judith Resnik and Hope Metcalf, and she also participated in the LGBT Reading Group throughout April 2011. In addition, on December 10, 2010, with the Center for Reproductive Rights, she organized and hosted a day-long roundtable at Yale Law School entitled "Teaching Sexual Rights in US Law Schools." On March 10, 2011, Miller spoke at the Schell Center's *Human Rights Workshop* on the topic of "'Norm'-alizing Sex: The Contingencies and Constraints in Establishing Sexual Rights in International Law." On April 7, 2010, she organized and facilitated a workshop entitled, "The Work of Sexual Violence," which was presented by the Interdisciplinary Workshop on Global Health, Law, and Justice, and which explored how research, myth, journalism, and changing notions of justice interact with regard to the conceptualization and documentation of sexual violence in conflict. The workshop's participating faculty included Elisabeth Wood, Political Science, Yale University, and Carole S. Vance, Public Health and Anthropology, Columbia University

In addition to participating in the above Yale Law School activities, Miller also gave two guest lectures at Yale College. These included the following: "Introduction to Human Rights" (at Yale College, with Professor Ally McKinney and Hope Metcalf) and "Global Health" (in *Global Health: Challenges and Promises*, a Yale College course led by Professor Kaveh Khoshnood).

During her tenure as a Robina Foundation Visiting Human Rights Fellow, Miller wrote two articles and began working on a new writing project. Her recent articles include the following: "Normalizing Sexual Rights" (Harvard Journal of Gender and the Law, forthcoming Spring 2011); and "The Figure of Gender" (Pace Law Journal, forthcoming Spring 2011). (Please see the attached two articles in draft form, the first of which was presented at the Schell Center's *Human Rights Workshop*.) This spring, she began a new writing project involving researching the genealogy of contemporary trafficking law. The writing project explores the dynamics within late 19th century international law that yielded the anomaly of global treaties attending to women and sexuality prior to the League of Nations, and prior to legal subjectivity for gendered sexuality generally. The project attributes the origins of this codification, not, according to current scholarly and popular convention, primarily to the 19th century slave trade conventions, but to the

dynamics of the national self-interest in combating transnational criminal and terror/anarchist networks.

Professor Miller has also participated in a number of activities in the wider human rights community outside of Yale. These include the following activities:

- 2nd Annual Leir Retreat Center: Attended and brought Yale Law School student Chelsea Purvis '11 JD (2010 Robina Summer Human Rights Fellow) to the conference on "Human Rights: Women, Children & Conflict" (September 16, 2010)
- Center for Reproductive Rights (CRR): Presented a paper on sexual rights to the CRR's staff (October 2010)
- International Women's Rights Action Watch-Asia Pacific: Facilitated a three-day session in Colombo, Sri Lanka, on the better application of international humanitarian law and human rights law to conflict-affected women and girls (October 12-15, 2010)
- International Women's Health Coalition: Led a seminar on human rights and sexuality (November 2010)
- Pace Law School: Participated as a panelist at "The Future of Gender" conference (November 11, 2010)
- University of Miami Law School: Was a Chair of the mid-session and closing plenaries for the "Gender Justice in the Americas" conference (February 22-24, 2011)
- Roosevelt House Public Policy Institute: In conjunction with Wellspring Advisors, co-organized a roundtable, entitled, "The Inappropriate Use of the Criminal Law to Regulate Sexuality and Reproduction." Other participating members included Yale Law School doctoral student Esteban Restrepo (March 22, 2011)
- Center for Reproductive Rights: Worked with the CRR staff and board to plan various conferences, projects, etc. with the goal of broadening CRR's work on sexuality (ongoing)
- Along with two Yale Law School students (Rupali Sharma, '12 JD, Robina JD Scholar, and Megan Wulff, '13 JD) and Yale Law School Visiting Fellow Cilla Smith, coordinated research for an amicus brief for Human Rights Watch (HRW), for submission by HRW in support of the City of Baltimore and the Center for Reproductive Right's appeal to the US Court of Appeals for the Fourth Circuit

Miller greatly enjoyed her time as a Robina Foundation Human Rights Fellow. She especially appreciated sharing ideas with and interacting with Yale Law School students and faculty members, and the time that the residency allowed her to do research and explore new writing projects on issues pertaining to human rights and sexuality. She would not have otherwise been able to pursue this research in such depth this year without the Robina Foundation's support.

Samuel Moyn is a Professor of History at Columbia University and is Co-Director for the Consortium for Intellectual and Cultural History at Columbia University. Moyn received his BA from Washington University, his MA and PhD from the University of

California-Berkeley and his JD from Harvard University. He is Editor of *Humanity* and Editorial Associate of *Constellations*. He is a recipient of the John Simon Guggenheim Memorial Fellowship and the Columbia University Distinguished Faculty Award, among other honors. His books include The Last Utopia: Human Rights in History (Harvard, 2010); Origins of the Other: Emmanuel Levinas Between Revelation and Ethics (Cornell University Press, 2005); A Holocaust Controversy: The Treblinka Affair in Postwar France (Brandeis University Press, 2005); *(ed.)* Pierre Rosanvallon, Democracy Past and Future (Columbia University Press, 2007); and (co-ed.) The Modernist Imagination: Intellectual History and Critical Theory (Berghahn Books, 2008).

As a Robina Foundation Human Rights Fellow, Sam Moyn led a series of three sessions of the Schell Center's *Human Rights Workshop* based on his new book, The Last Utopia: Human Rights in History. The sessions occurred on September 17, October 8, and October 22, 2010, in the Yale Law School Faculty Lounge. Large portions of the book were scanned and distributed beforehand for discussion at the workshop. Of the experience, Professor Moyn writes, "It really was, in complete honesty, one of the highlights of my professional career to come to Yale under Robina Foundation auspices, and get the attention for a bit of such wonderful students and faculty. I can say it was one of the most intense series of intellectual interactions I've been privileged to experience. This included the comments and questions students prepared (and often precirculated) as well as informal discussions after each event."

E. Robina Human Rights Coordinator

As the Robina Foundation is aware, in September 2010 we hired Katherine (Katy) Lawder as the Robina Foundation Human Rights Fellowship Initiative Coordinator. In her role as the Robina Foundation Human Rights Coordinator, Ms. Lawder has been responsible for coordinating the day-to-day activities of the Robina Initiative; helping to organize lectures, panels and other events involving Robina Fellows and Robina Summer Human Rights Fellows; designing and implementing assessment tools to evaluate the Initiative's impact; and collaborating with the Schell Center's Director Jim Silk, to conduct further outreach to students in other parts of the University to increase their involvement in the Law School's human rights programs.

In Fall 2010, Ms. Lawder created a set of evaluation tools designed to measure the impact of the Robina Initiative. The evaluation tools include the following: (1) reviewing and compiling reports written by Robina Summer Human Rights Fellows and Robina Post-Graduate Fellows about their experiences; (2) implementing a Likert Scale questionnaire to gather qualitative data from the Robina Summer Human Rights Fellows; and (3) conducting structured oral interviews of Summer Human Rights Fellows, Post-Graduate Fellows, and Visiting Human Rights Fellows to assess the value of the Robina Initiative to each of them individually. After creating the evaluation tools, Ms. Lawder then implemented the tools by gathering and reviewing data and conducting interviews with the Robina students and fellows.

In addition, Ms. Lawder also developed a new database to document previous students' international human rights work and to prospectively track students' human rights

activities at the Law School. To this end, the Schell Center's International Human Rights Student Database has been developed and is largely completed. It currently includes a total of 1,031 individual students who have participated in various international human rights classes, clinics and programs, going as far back as 1985. Because most students participated in more than one activity, there are a total of 2,076 entries, all of which can be filtered and grouped in a multitude of different ways. The database will assist students in seeking alumni contacts who have conducted human rights work in countries or subject areas in which students are interested and will greatly expand the potential of the Law School's network of human rights scholars and practitioners who can share with each other and with current and future students their experiences and skills.

The Robina Foundation Human Rights Fellowship Initiative Assessment Report will be submitted separately to the Robina Foundation.

III. UNANTICIPATED RESULTS AND POTENTIAL CHANGES

As approved by the Robina Foundation Board in November 2011, in the coming year, the Law School will continue to host Robina Visiting Human Rights Fellows whose length of residency will vary from a full year or semester at the Law School to shorter periods of time, so that they can discuss their work, lead seminars, and/or organize workshop series on timely and critical human rights issues. These shorter-term fellows enable the Law School to host scholars and practitioners who are not necessarily available to spend the whole year or a whole semester with us, but who nevertheless take advantage of their experience and contacts in the human rights field to enrich the human rights discourse at Yale Law School. These few short, intensely scheduled visits have injected fresh academic and practical insights into the already-rich discussions on human rights in which our students engage. We are pleased that in Fall 2010 the Robina Foundation Board approved this expansion of the program, along with the proposed budget for Year 4 of the Robina Initiative.

In addition, because there were a number of strong applications for Robina Post-Graduate fellowships this year, and because there were some unused funds for post-graduate fellowships from previous years of the Robina Initiative, we decided to award a greater number of fellowships this year than we have in previous years. By providing support for an increased number of recent graduates and emerging practitioners to be Robina Post-Graduate Fellows, the Robina Initiative will help to support a greater number of individuals in gaining the experience and hands-on knowledge necessary to pursue human rights careers.

IV. PLANS FOR NEXT YEAR AND FOR SHARING RESULTS

We have invited several outstanding scholars and practitioners to be Robina Visiting Human Rights Fellows next year. Their names are **Dapo Akande**, **Lucas Guttentag, Samuel Moyn**, and **Luke Norris '11 JD**. Because we are still in the planning process for

next year, we have not yet received formal confirmation of their appointments; we will therefore confirm the positions of the 2011-12 Robina Visiting Human Rights Fellows with the Robina Foundation in August 2011. The Foundation may recognize the names of Professor Guttentag, Akande, and Moyn, as their residencies and teaching at the Law School as past Robina Visiting Fellows have been very successful. In fact, their fellowships were so rewarding that we wanted to invite them to return to the Law School to further enrich our human rights programs.

Dapo Akande is a University Lecturer in Public International Law and Co-Director of the Oxford Institute for Ethics, Law and Armed Conflict. He was a recipient of the Robina Visiting Human Rights Fellowship in 2008-09. Professor Akande received his LLB from the University of Ife, Nigeria in 1992; his LLM from the London School of Economics in 1994; and his MA from the University of Oxford in 2004. Prior to his appointment at Oxford, he held Lectureships at the Universities of Durham and Nottingham. He has also been a Visiting Professor at the University of Miami Law School and has taught at the London School of Economics as well as at Christ's and Wolfson Colleges, Cambridge. Professor Akande has varied research interests within the field of international law and has published several articles on aspects of the law of international organizations, international criminal law, and international dispute settlement.

Lucas Guttentag is the founding national Director of the Immigrants' Rights Project of the American Civil Liberties Union Foundation. He was a recipient of the Robina Visiting Human Rights Fellowship in 2009-10 and 2010-11. Mr. Guttentag has litigated class action and constitutional cases to advance the legal rights of immigrants and refugees in federal courts throughout the United States, including in the Supreme Court, for more than twenty-five years. He has taught at the University of California at Berkeley-Boalt Hall, Stanford, and Columbia Law Schools. From 1979-1983, he also worked as a Staff Attorney for the Center for Law in the Public Interest in Los Angeles, CA. Guttentag graduated with a BA, Phi Beta Kappa, with honors, from the University of California, Berkeley, and earned his JD, *cum laude*, from Harvard Law School. After graduation from Harvard Law School, Professor Guttentag was a law clerk for the Honorable William Wayne Justice at the United States District Court (ED Tex).

Sam Moyn is a Professor of History at Columbia University and is Co-Director for the Consortium for Intellectual and Cultural History art Columbia University. Professor Moyn was a recipient of the Robina Visiting Human Rights Fellowship in 2010-11. Moyn received his BA from Washington University, his MA and PHD from the University of California-Berkeley and his JD from Harvard University. He is Editor of *Humanity* and Editorial Associate of *Constellations*. He is a recipient of the John Simon Guggenheim Memorial Fellowship and the Columbia University Distinguished Faculty Award, among other honors. His books include The Last Utopia: Human Rights in History (Harvard, 2010); Origins of the Other: Emmanuel Levinas Between Revelation and Ethics (Cornell University Press, 2005); A Holocaust Controversy: The Treblinka Affair in Postwar France (Brandeis University Press, 2005); (ed.) Pierre Rosanvallon,

Democracy Past and Future (Columbia University Press, 2007); and (co-ed.) The Modernist Imagination: Intellectual History and Critical Theory (Berghahn Books, 2008).

Luke Norris '11 JD is a current student, who will graduate this spring, who is interested in the intersection between workers' rights and globalization. He is also a regular contributor to *The Huffington Post* (see his article at http://www.huffingtonpost.com/luke-norris/protecting-workers-rights_1_b_804789.html). While at Yale Law School, he took classes with Professors Owen Fiss, Dan Esty, and Alec Stone Sweet, during which he wrote a series of papers on the topic of corporate codes of conduct and their implications for human rights. In the coming year, Norris will develop a larger, more comprehensive paper about the institutionalization, potential, and limits of corporate codes of conduct in ensuring the decency of global work. The Robina Fellowship will provide him with the necessary time and resources to develop this project in both "academic" and "popular" form. In academic form, Norris will develop an article for publication that will provide an institutional theory of how corporations have responded to claims of human rights abuses in their activities abroad by developing a self-regulatory system of corporate codes of conduct. Based on this information, Norris will then "re-write" his academic findings into a short book on the topic meant for a general audience. Together, the article and book will allow him to make a contribution to this vastly understudied dimension of human rights. In addition, he and Professor Stone Sweet plan to organize a conference and to potentially teach a seminar on this topic.

Furthermore, we have chosen six individuals to be the 2011-12 *Robina Foundation Post-Doctoral Fellows*. They are **Amanda Aikman '08 JD**; **Michelle Argueta '11 JD**; **Nadia Lambek '10 JD**; **Catherine Rivkin '11 JD**; **Clark Gard '09 JD**; **Elizabeth Nielsen '11 JD.**

Amanda Aikman '08 JD will spend a year working at the International Labor Organization in Geneva in the unit that focuses on forced labor. **Michelle Argueta '11 JD** (2009 Robina Summer Fellow) will split the year between a clerkship in the chambers of the International Criminal Tribunal for the Former Yugoslavia and a prosecutorial internship at the International Criminal Court. **Nadia Lambek '10 JD** (2008 and 2009 Robina Summer Human Rights Fellow) will work as an assistant to the United Nations Special Rapporteur on the Right to Food. **Catherine Rivkin '11 JD** (2009 Robina Summer Human Rights Fellow) will spend a year clerking for Judge Theodor Meron of the Appeals Chamber for the International Criminal Tribunals for the Former Yugoslavia and for Rwanda. **Clark Gard '09 JD** (2008-09 Robina JD Scholar) will spend a half year clerking for Chief Justice Sandile Ngcobo of the Constitutional Court of South Africa. **Elizabeth Nielsen '11 JD** will spend a half year working for one of the institutions of international criminal justice (she is currently awaiting confirmation of the position).

The Robina Foundation Human Rights Fellowship Initiative Coordinator Katy Lawder will continue in the coming year to assess the Robina Human Rights Fellowship Initiative. She will also coordinate the Initiative, help fellows integrate successfully in the Law School community, and help the current and former fellows interact with each other and with others in the human rights field.

In terms of publicity, we will continue to market the Robina Initiative to students through our website and publications (see an example of the advertising for the Robina Post-Graduate Fellowships at http://www.law.yale.edu/intellectuallife/RobinaFellowship.htm). To external audiences, we will continue to issue press releases announcing Robina Visiting and Post-Graduate Fellows.

V. FINANCIAL REPORT

A. Proposed Annual Expenses	Annually, for Three Years
Robina Human Rights Scholarships	$250,000
Robina Summer Fellowships & Travel Support	$200,000
Robina Post-Doctoral Fellowships *Includes salary and benefits*	$120,000
Robina Senior and International Fellows *Includes salary and benefits*	$260,000
Robina Project Director *Includes salary and benefits*	$100,000
Clerical Support & Associated Expenses	$70,000
TOTAL ESTIMATED COST	**$1,000,000**

This year, in order to provide the Robina Foundation with as accurate information as possible, we thought it would be helpful to provide two different financial expense reports to the Foundation. Previously, in the Annual Reports for Years 1 and 2, we have included the projected expenses of the Robina Initiative through the end of the fiscal year on June 30th (which coincides with the end of the annual project period for Years 1, 2, and 3 of the Robina Initiative). However, this year, we thought that it would be more accurate to provide the Foundation with information about the *actual* costs incurred as of March 30th as distinguished from the *projected* costs that we expect to incur by the end of the fiscal year (and Year 3 of the Robina project period) on June 30th.

Accordingly, the first report below (see section B) displays the costs of the Robina Initiative in Years 1 and 2 and the *actual* Year 3 expenses from July 1, 2010 through the end of March. The second report (see section C) shows the costs of the Robina Initiative in Years 1 and 2 as well as the *projected* expenses of Year 3 from July 1, 2010 through June 30, 2011. We would be happy to provide the Robina Foundation with an updated financial report in August 2011 to confirm the final Year 3 expenses (as of June 30, 2011).

B. Below is a report of the actual funds that have been expended from May 2008 to March 31, 2011.

B. Actual Expenses	**Year 1**	**Year 2**	**Year 3 Expenses as of 3/31/11†**	**Total as of 3/31/11**	**Variance as of 3/31/11**
Robina Human Rights Scholarships	$253,000	$254,130	$258,300	$765,430	$15,430
Robina Summer Fellowships & Travel Support	$210,486	$206,890	$188,827	$606,203	$6,203
Robina Post-Graduate Fellowships	$18,333	$96,776	$119,650	$234,759	($125,241)
Includes salary and benefits					
Robina Visiting Fellows	$198,212	$321,788	$295,335	$815,335	$35,335
Includes salary and benefits					
Robina Human Rights Coordinator	$27,899	$29,823	$51,740	$109,462	($190,538)
Includes salary and benefits					
Clerical Support & Associated Expenses	$70,000	$70,000	$1,578	$141,578	($68,422)
Total	**$777,930**	**$979,407**	**$915,430**	**$2,672,767**	**($327,233)**

† Please note that these amounts reflect the actual expenses of the Robina Human Rights Fellowship Initiative as of March 30, 2011.

C. Below is a report of the funds that are projected to be expended from May 2008 to the project period end date of Year 3 of the Robina Initiative on June 30, 2011.

C. Actual Expenses	**Year 1**	**Year 2**	**Estimated Year 3 Expenses as of 6/30/11‡**	**Estimated Total as of 6/30/11**	**Variance as of 6/30/11**
Robina Human Rights Scholarships	$253,000	$254,130	$258,300	$765,430	$15,430
Robina Summer Fellowships & Travel Support	$210,486	$206,890	$188,827	$606,203	$6,203
Robina Post-Graduate Fellowships	$18,333	$96,776	$151,222	$266,331	($93,669)
Includes salary and benefits					
Robina Visiting Fellows	$198,212	$321,788	$422,925	$942,925	$162,925
Includes salary and benefits					
Robina Human Rights Coordinator	$27,899	$29,823	$68,900	$126,622	($173,378)
Includes salary and benefits					
Clerical Support & Associated Expenses	$70,000	$70,000	$1,578	$141,578	($68,422)
Total	**$777,930**	**$979,407**	**$1,091,752**	**$2,849,089**	**($150,911)**

Request to use for add'l fellowships

173,378 + 68,422 = 241,800

Request to use for Robina Visiting HR Fellows

‡ Please note that these figures reflect the amounts that are expected to be charged to the Robina Human Rights Fellowship Initiative as of June 30, 2011.

C. Explanation of Financial Report for Year 3 of the Robina Human Rights Initiative

The *Robina Human Rights JD Scholarships* include the support provided to ten JD students chosen as 2010-11 Robina Human Rights JD Scholars. The scholarships ranged in value from $32,400 to $16,750; the average scholarship amount provided to students was $25,000.

The *Robina Summer Fellowships and Travel Support* includes all of the travel, living, and related expenses associated with providing summer support to 37 students working in human rights jobs throughout Africa, South America, the Middle East, Asia, Europe, and North America. The fellowships ranged from $1,200 to $6,904, with the average fellowship costing $5,021.

The *Robina Post-Graduate Fellowships* include the salary and benefits for Terra Gearhart-Serna '10 JD, Jason Pielemeier '07 JD, and Aaron Zelinsky '10 JD as the 2010-11 *Robina Foundation Post-Graduate Fellows*.

The *Robina Visiting Human Rights Fellows* costs include the salary, benefits and associated expenses of Professors Alice Miller, Yitzhak Benbaji, Daniel Bonilla '00 JSD, Lucas Guttentag, and Samuel Moyn, as well as Jeffrey Kahn '10 JD as the *2010-11 Robina Foundation Visiting Human Rights Fellows*.

The *Robina Human Rights Coordinator* expenses reflect the salary and benefits of Katy Lawder in her role as the Robina Human Rights Coordinator. Ms. Lawder began this role in late August 2010 and will continue in the position in the coming year.

The *Clerical Support and Associated Expenses* include only the direct costs of supplies associated with the Robina Initiative this year. (Please note that this is a change from previous years. In Years 1 and 2 of the grant, this line item included the costs of administrator Barbara Mianzo as well as the associated supplies and facility expenses necessitated by the Robina program.) The reason that the expenses are much lower this year than in previous years is because Robina Human Rights Coordinator Katy Lawder has taken on much of the work associated with facilitating the Robina Initiative that was previously handled by administrator Barbara Mianzo. Accordingly, we did not charge any portion of administrator Barbara Mianzo's salary to the grant this year. We hope that the Robina Foundation will be pleased with the fact that we have been able to save valuable resources in this way.

Per our past discussions with the Robina Foundation, we would like to carry over the balance of $93,669 associated with the Robina Post-Graduate Fellowships to support similar fellowships in the coming years. As we have discussed in previous years' reports, we would like to extend the gift period until approximately June 2013 in order to appoint the fourth and final group of Post-Graduate Fellows. In addition, we would like to ask the

Robina Foundation for permission to reallocate the unexpended funds from the Robina Human Rights Coordinator and the Clerical and Associated Expenses line items to cover the additional expenses of the Robina Visiting Human Rights Fellows and other categories, as needed.

VI. BROADER, ONGOING HUMAN RIGHTS WORK AT YALE LAW SCHOOL

Human rights activity remains strong at Yale Law School. The Orville H. Schell, Jr. Center for International Human Rights, whose scope of work was described in our proposal, organizes the School's human rights programming. Several highlights of this year included:

- The Schell Center hosted the 2011 Robert L. Bernstein International Human Rights Fellowship Symposium on the timely topic of "Human Rights in 2025." The panels discussions included "Business and Human Rights," "International Humanitarian Law and Asymmetric Warfare," "The Responsibility to Protect," and "The United States and Human Rights in the 'Coming World.'" The Symposium, as always, was highly attended by human rights advocates, practitioners, and scholars, as well as other members of the public interested in the area of human rights. This year, we invited and offered to cover the travel and accommodation expenses of the new, current, and past Robina Post-Graduate Fellows to attend and participate in the conference. Both Aaron Zelinsky (2010-11 Robina Post-Graduate Fellow) and Catherine Rivkin (2011-12 Robina Post-Graduate Fellow) attended the conference and were introduced and recognized publicly. We expect to continue this practice in future years.

- The Schell Center also sponsored the *Human Rights Workshop: Current Issues and Events*, a bi-weekly speaker series offered each semester. In the spring, the series featured speakers and topics such as Daniel Bonilla, Robina Foundation Human Rights Fellow, on "Urban Indigenous Groups and the Limits of Multicultural Liberalism"; Daniel Wilkinson, Deputy Director for the Americas, Human Rights Watch, on "Human Rights in Cuba: Is Progress Possible?"; Karen Engle, Cecil D. Redford Professor in Law and Director, Bernard and Audre Rapoport Center for Human Rights and Justice, University of Texas School of Law, on "Queering Human Security"; Alice M. Miller, Robina Foundation Human Rights Fellow, Yale Law School, on "'Norm'-alizing Sex: The Contingencies and Constraints in Establishing Sexual Rights in International Law"; Andrew F. March, Associate Professor of Political Science, Yale University, on "Blasphemy and other Speech-Crimes in Islamic Law and IHRL"; and Laura Dickinson, Foundation Professor of Law, Sandra Day O'Connor College of Law, Arizona State University, on "Outsourcing War and Peace."

- Some examples of other human rights-related lectures that the Schell Center sponsored recently include: (1) "Crimes against Present and Future Generations: A New Approach to Ending Impunity for Serious Violations of Economic, Social,

Cultural, and Environmental Rights" by Sébastien Jodoin, Yale PhD Student and Director of the Campaign to End Crimes against Future Generations (Monday, April 11); (2) "Pauli Murray's Centennial: Jane Crow, Intersectionality, and a Common Freedom Struggle" by Sarah Azaransky, PhD (Wednesday, April 13th); and (3) "Working on Womens' Rights in Iran – the Case of Stoning" by Renee Redman, Executive Director, Iran Human Rights Documentation Center, and Shadi Sadr, Iranian lawyer and Woman's Rights Activist (Wednesday, April 13).

- Paul Kahn, Director of the Schell Center, published a new book, entitled Political Theology: Four New Chapters on the Concept of Sovereignty (Columbia University Press, 2011). He also published four new articles: "Criminal and Enemy in the Political Imagination," 99 *The Yale Review*, 2010; "Criminels, ennemis et imaginaire de la violence," 53 *Archives de philosophie du droit*, 2010; "Winslow Homer, Veteran in a New Field," *Nexus* 55 *Hope and Consolation* (Danish), 2010; and "Sacrificial Nation," *The Utopian*, 2010.

- James Silk, Executive Director of the Schell Center, continued to teach the Lowenstein Clinic and supervise its diverse docket of human rights advocacy projects. He also supervised all fellows affiliated with the Schell Center and advised students about academic and extracurricular human rights activities, and about pursuing human rights careers. He taught for two weeks in the summer program in International Human Rights and International Criminal Law sponsored by Tulane University Law School in Amsterdam, The Netherlands, and continued to serve on the Board of the Fair Labor Association.

- A brief sampling of some of the human rights-related courses that the Law School offered this year include: *Human Rights and Difference*; *Human Rights Workshop*; *Worker and Immigrant Rights Advocacy Clinic*; *Capital Punishment Clinic*; *Comparative Immigration and Citizenship Laws and Policies*; *Detention and Human Rights in the United States*; *Guantanamo*; *Immigration Legal Services*; *Iraqi Refugee Assistance Project*; *Law of War: Humanitarian Law*; *Legal Services for Immigrant Communities*; *Sexual Rights*; *Transnational Development Clinic*; and *Veterans Legal Services Clinic*, among many others.

- Yale Law School also offers the following journals that intersect with topics in human rights: the *Yale Journal of International Law*; *Yale Human Rights & Development Law Journal*; *Yale Journal of Health Policy, Law, and Ethics*; and the *Yale Law & Policy Review*, among others.

VII. CONCLUSION

We are very thankful that, because of the generous support provided by the Robina Foundation, the Law School has been able to continue to invest in programs that foster the leadership skills of human rights leaders at all stages of their training. The Robina Foundation's vital support has enabled the Law School to increase the capacity of our

human rights programs, in a time when other programs have been under economic scrutiny.

The Law School is grateful for James Binger's foresight and commitment to improving humankind through investing in the pursuit of innovation in critical social issues such as human rights. I hope that this report adequately expresses the great impact that the Robina Foundation's gift has had upon our community, both locally and throughout the world.

Thank you again for your investment in the Robina Foundation Human Rights Fellowship Initiative at Yale Law School. Robert, Jim, and I were so pleased to have welcomed you and the Trustees to the Law School in February, and we hope to have the opportunity to meet with you again in the future. Until then, please don't hesitate to be in touch.

Warmly,

Kate Norton

Kate Norton

cc: Robert Post, Dean
Mark LaFontaine, Associate Dean
James Silk, Clinical Professor of Law
Katy Lawder, Robina Human Rights Coordinator

5/12/11

Robina Foundation Human Rights Initiative Assessment Report
Executive Summary

The Robina Foundation Human Rights Initiative has been instrumental in helping to maintain and strengthen Yale Law School's robust commitment to human rights. By providing support for human rights leaders at all stages of their careers, from first-year law students, to recent law-school graduates, to senior human rights scholars and practitioners, the Robina Initiative is a long-term and far-sighted investment in human capital. By leveraging the vibrant human rights community that already exists at the Law School, the Robina Human Rights Initiative has effectively broadened and deepened this community, a process that this assessment documents.

Methodology

The initial phase of the assessment was the development of a comprehensive Yale Law School human rights student database. The database includes students who have participated in various human rights activities at the Law School since 1985. By recording 1,031 individual students' participation in international human rights classes, student organizations, clinics, reading groups, law journals, summer fellowships and post-graduate fellowships, the database provides institutional memory that can be categorized in various ways and searched. It will be useful in helping students seek out alumni who have been involved with human rights work in countries or subject areas in which students are interested. It can also be used to plan programs and to generate address lists for Law School human rights conferences and other events. Generally, it will be a valuable tool for fostering various modes of communicating among the Law School's growing network of human rights scholars and practitioners.

For the assessment itself, we relied primarily on qualitative data, creating several distinct evaluation tools: structured interview questions for Visiting Human Rights Fellows; structured interview questions for Post-Graduate Fellows; structured interview questions for returning Summer Human Rights Fellows; and, also for returning Summer Fellows, a quantitative Likert Scale, which is a psychometric scale commonly used in questionnaires, whereby respondents specify their level of agreement to statements. A total of 43 Summer Human Rights Fellows from the summers of 2009 and 2010 were interviewed, and these interviews, averaging an hour each, were recorded and transcribed. In addition, we relied upon a wealth of written records, including documents submitted by all returning Summer Fellows, interim and final reports submitted by the Post-Graduate Fellows, and written surveys with Robina Visiting Fellows. We also collaborated with the Career Development Office to collect information on graduates' fellowship and employment history.

Findings

This assessment process has allowed us to review and draw conclusions about the varied and inter-related ways in which the Robina Initiative has affected the human rights community at Yale Law School. First, Summer Fellows made it clear that the hands-on international human rights experience that the Summer Fellowships ~~provide~~ have helped us strengthen and inspire new cohorts of human rights leaders. Yale Law School students are exceptionally bright and capable, with many career options; in most cases, the Summer

Fellowship experience has confirmed and fueled students' motivation to pursue human rights, in some capacity, as a career path. Students uniformly refer to their Summer Fellowship as invaluable and, in some cases, truly transformative.

This finding was corroborated by the results of the Likert scales, which determined that, for 36% of the respondents, the desire to pursue international human rights as a career path increased after their summer fellowship. Another 51% of the respondents said that their level of desire to pursue a career in human rights was the same after their summer human rights experience as it was before. For a very few (13%) of the respondents, the summer fellowship led to a shift in their goals, away from international human rights, into other areas, including domestic public interest. Thus, there were almost three times as many summer fellows who maintained or increased their commitment to human rights as there were fellows whose interest in pursuing a human rights career diminished. Although the sample is too small to be statistically significant, the trend is noticeable. This trend is especially striking in light of the recent economic challenges, which have diminished the availability of positions in human rights and public interest fields, as well as the common perception that the earning potential in the field of human rights is significantly lower than in the legal private sector.

Since the beginning of the Robina Initiative, there have been a total of 131 Robina Summer Human Rights Fellows who have conducted summer human rights work in more than 20 countries. Of the respondents in the Class of 2009 who received summer fellowships, 50% of them entered public interest or human rights positions their first year after graduation. Of the respondents in the Class of 2010 who received summer fellowships, 31% of them took human rights and public interest fellowships the year following their graduation from Yale Law School. Thus, there appears to be a trend, among those JD students in the Class of 2009 and 2010 who participated in a Summer Human Rights Fellowship to gravitate towards human rights or public interest in the initial year after graduation, primarily by way of fellowships. Each year, the Career Development Office conducts a survey of alumni who graduated five years earlier and we can, therefore, contrast the numbers above with the employment statistics for the Class of 2005. In the Class of 2005, only 8% of graduates chose positions in public interest and/or human rights their first year after graduation. We must also remember that, typically, Yale Law School graduates tend to move into human rights and public interest work later in their careers, within 5 to 10 years after graduation. Therefore, it is likely that additional graduates in the Classes of 2009 and 2010 will eventually move into the human rights field.

Several significant themes emerged from the interviews with the Summer Human Rights Fellows. These themes included the importance of: the Schell Center and of Jim Silk in the planning, creation and encouragement of the students in their various human rights endeavors; the personal connections that the students developed with mentors and co-workers throughout their fellowships; and the networks that the fellows develop with various organizations, agencies, courts and tribunals, which will likely be valuable for these students as they pursue human rights careers.

Information compiled about the Robina JD Scholars was also enlightening. Although the Robina Initiative is too new to allow us to perform any long-term longitudinal inquiry, we have been able, in cooperation with the Career Development Office, to provide basic information about initial career choices and the

employment history of a few members of this group. None of the initial three JD Scholars in the Class of 2009 took public interest and/or human rights positions their first year after graduation; however, three of the eight JD Scholars (or 37.5%) in the Class of 2010 took positions in public interest or human rights work. It is not yet possible to provide information about the employment statistics for the JD Scholars in the Classes of 2011 and 2012. However, many of these students are very active participants in the human rights community at the Law School. We will learn more about their career choices in the next few years.

The Robina Initiative has also enabled the Law School to provide opportunities to recent Yale Law School graduates who have shown commitment to the field and who wish to embark upon the first steps of their careers as human rights practitioners. The Robina Post-Graduate Fellowships have provided the financial support necessary for students to work in international criminal tribunals, foreign constitutional courts, intergovernmental and governmental human rights agencies—where internships and clerkships are very often unpaid—and to pursue independent scholarly research projects on international human rights issues. There are very few human rights fellowships available, and the Robina Initiative constitutes an enormous increase in the number of such opportunities for Yale Law School students. The work that the Post-Graduate Fellows have engaged in thus far is quite remarkable. Though we have not yet been able to point to statistical analyses showing the effect of the Post-Graduate Fellowships on the careers of the recipients, we can point to the fact that there has been a significant increase in the number of students who have applied for the Robina Post-Graduate Fellowship in the last three years since the Initiative's inception. (Four individuals applied for the Robina Post-Graduate Fellowship in 2009, whereas 14 individuals applied in 2011; notably, many of the recipients have been former Robina JD Fellows or Summer Human Rights Fellows.) Thus, the Post-Graduate Fellowship has grown to become a highly sought after and important experience for individuals seeking to launch their careers in human rights. This assessment has documented the crucial importance of such support in the early professional development of future human rights leaders.

And finally, the assessment has shown the impact of the Robina Visiting Human Rights Fellows in several inter-related layers. First, the individual scholars appreciate the direct benefit they receive. They are afforded time to pursue human rights-related scholarship in a vibrant intellectual community. The Robina Human Rights Fellows also have an impact on the human rights community more broadly: on the Yale Law School; on the larger university; and in the human rights community beyond the university. Overall, throughout the last three years, the Robina Visiting Human Rights Scholars have taught seventeen human rights courses with a total of 130 enrolled attendees. The value of a robust curriculum at the Law School is, of course, paramount, and in this respect, Robina Visiting Human Rights Fellows have clearly strengthened the curriculum of the Law School and, in particular, its international-law and human rights curriculum. The Robina Initiative has allowed a valuable symbiosis: the presence of Robina Visiting Human Rights Fellows brings vibrancy and freshness to the intellectual life of the Law School, while the Fellows themselves are, at the same time, afforded a period of intense professional development.

For the individual Robina Visiting Human Rights Fellows, the opportunity to complete research and writing projects is invaluable. During their time here, they benefit not only from the dedicated time to think and write, but also from the chance to engage in an extended process of peer review. The benefit of the experience for the Robina Visiting Human Rights Fellows is clearly not limited to the freedom from routine

tasks—which, in and of itself, is significant—but also results from the intellectual attention and input that they receive from other faculty and from students. At the same time, Yale Law School students benefit from their interaction with these diverse legal scholars and practitioners. Their teaching and example helps train future cohorts of lawyers to contribute to efforts to improve respect for human rights. Lucas Guttentag exemplifies the kind of commitment to teaching and to working with students that serves as a model for the kind of interactions that the Robina Initiative had hoped to facilitate. In addition, the Visiting Fellows' multiple activities—which include hosting discussions, delivering lectures, participating in conferences, and publishing new scholarship—have a valuable impact outside the Law School, both throughout Yale University and in the wider community of human rights scholars and advocates.

The Future of the Robina Human Rights Initiative

The Law School is still evaluating the full import of this assessment. For the most part, we believe that the various components of the Robina Human Rights Initiative are working well and that the balance between the categories is beneficial to all aspects of the program. First, it is clear that the Summer Fellowships are a very important (one might even say integral) part of students' experiences. The Summer Fellowships provide valuable experiential learning opportunities to students in the field, augment their academic work, and serve, in many cases, to solidify their interest in human rights. The Post-Graduate Fellowships play an equally important role by allowing graduates to embark on the first steps of their human rights careers, especially in a time when such fellowships are rare and extremely competitive. In this regard, the Post-Graduate Fellowships serve a seminal and invaluable purpose. In addition, the time afforded to the recipients of Visiting Human Rights Fellowships is instrumental to their production of new scholarship and promotes their engagement with students and with the larger human rights community; Lucas Guttentag is a prime example of a Visiting Fellow who has greatly impacted students' experiences and the Law School's curricular offerings. And, finally, the Robina JD Scholars play an important part in contributing to the robust human rights community at the Law School; by attracting students interested in human rights and by helping to reduce their overall debt burden, these students will be more likely to be able to pursue careers in the field in the future.

Conclusion

All levels of the Robina Initiative are consistent with the Law School's commitment to an interdisciplinary, hands-on learning approach and with the Robina Foundation's goal of contributing not only to the development of individual scholars and practitioners, but also to the broad development of human rights scholarship and practice. The Law School is very grateful to the Robina Initiative for their support of the dedicated individuals who have benefited directly from Robina Scholarships and Fellowships, and who, consequently, have been able to work on a range of compelling human rights projects around the world. We would very much like to continue to collaborate with the Robina Foundation to sustain and strengthen the efforts already in place.

Robina Foundation Human Rights Initiative

Assessment Report

Submitted by

James Silk, Executive Director
Orville H. Schell, Jr. Center for International Human Rights

Katy Lawder, Coordinator, Robina Initiative

Yale Law School

May, 2011

Introduction

The Robina Foundation Human Rights Initiative at the Yale Law School was designed to provide support for human rights leaders at all stages of their careers, from first-year law students, to recent law school graduates, to senior human rights scholars and practitioners. Robina scholarships and fellowships support internships each summer for some 40 International Human Rights Fellows (Summer Human Rights Fellows); cover the tuition of a number of Yale law students interested in human rights careers (Robina JD Scholars); fund several recent graduates to do a year of human rights work in the field (Robina Post-Graduate Fellows); and help to bring emerging and senior level Robina Visiting Human Rights Fellows (Robina Visiting Human Rights Fellows) to the Yale Law School.

The unifying goal of the Robina Human Rights Initiative was to foster and support a commitment to international human rights at the Law School. In this way, and on many different levels, the Robina Human Rights Initiative is a long-term and far-sighted investment in human capital, leveraging the robust international human rights community that already exists at the Law School.

Robina Foundation support has effectively infiltrated the Yale Law School, creating tentacles of influence that cannot easily be separated. Indeed, there are many students in the past few years who have benefited from three out of the four categories of Robina support; Summer Human Rights Fellowships; JD or post-graduate assistance (in most cases, one or the other); and exposure to Robina Visiting Human Rights Fellows at the Law School. Part of the difficulty, then, in assessing and measuring the effect of the various features of the Robina Human Rights Initiative is the very extent to which it is inter-connected. In other words, there are several different ways that the Robina Foundation has influenced individual students, as well as the Yale Law School human rights community in general, and that means that it is difficult to separate out the impact of the different components. With quantitative data, it is possible to perform a statistical regression to tease out the influence of specific variables, but that is unfortunately not possible in this instance.

Compounding the challenge is that fact that the impact of Robina Foundation funding is not distinct from other offerings at the Law School, either financially, programmatically or intellectually. The Law School offers a host of integrated programs, including classes, clinics, reading groups, symposia, conferences, panels and workshops. Some activities have been directly supported by the Robina Foundation Human Rights Initiative, and many activities have indirectly benefited from the Robina Initiative. To cite specific causal links, however, is not possible, and so to attribute certain accomplishments or successes exclusively to the support of the Robina foundation would not be accurate.

Having put forward these caveats, there is no question that Robina Foundation support has had a significant impact on individual lives at the Law School, as well as on the larger human rights community. Qualitative tools are available to measure this kind of impact, and we are pleased that we have had the opportunity to do so. Finally, it is important to keep in mind that the inter-connectedness of all the different components of the Robina Foundation grant, although challenging for the assessment process,

was, in fact, deliberate. The goal was to create synergy. In the words of Dean Koh in the initial grant document dated May of 2008:

> *"The result will be an expanding network and cohort of superbly trained human rights practitioners capable of making a difference in all varieties of human rights struggles.... The Robina grant that we propose will have a huge leveraging effect. "*

Methodology

The initial phase of the assessment plan was the creation of a comprehensive International Human Rights Database. This has been accomplished and has been extremely useful in identifying and documenting information for the purpose of this assessment. Created in consultation with Yale's Information Technology Department and with input from the Yale Law School Registrar's Office, the database was designed to capture and codify significant international human rights activity at the Law School and has several different functions.

The database goes back to 1985 and thus serves to provide institutional memory and cohesion for a wide range of activities and programs. It currently includes a total of 1,031 individual students who participated in international human rights classes, clinics, reading groups, law journals, summer fellowships and post-graduate fellowships. Because most students participated in more than one activity, there are more than 2,000 entries, all of which can be filtered and grouped in a multitude of different ways.

The database is already in use as a valuable programmatic tool, providing rapid and efficient retrieval of information on past or current students. Moreover, there is interesting potential for a number of important functions going forward. The database can assist students in seeking out alumni contacts who have conducted human rights work in countries or subject areas in which students are interested; it could at some point in the future be used to generate mailing addresses for conferences or symposia; and, in general, it will help to further the network of human rights scholars and practitioners who can share with each other their experiences and skills.

Who will maintain & use?

For the purpose of this assessment, we have relied on a mix of primarily qualitative measurements as set forth in the Assessment Plan, which was submitted to the Robina Foundation in September 2010. As part of the Assessment Plan, several distinct evaluation tools were created: structured interview questions for Visiting Human Rights Fellows; structured interview questions for Post-Graduate Fellows; structured interview questions for returning Summer Human Rights Fellows and; a quantitative Likert Scale, which is a psychometric scale commonly used in questionnaires, whereby respondents specify their level of agreement to a statement, also for returning Summer Human Rights Fellows. In addition, we have referred to a wealth of written records, including documents submitted by all returning Summer Human Rights Fellows, as well as interim and final reports submitted by the Post-Graduate Fellows.

For the purpose of this assessment process, a total of 43 Summer Human Rights Fellows from the summers of 2009 and 2010 were interviewed; 26 students from the summer of 2010 and 17 students from the summer of 2009, representing 93% and 43% respectively. These interviews averaged about an hour each and were recorded and transcribed, with written permission obtained. Likert Scales were completed and collected at the time of the interviews with the students. In addition, all written reports submitted by Summer Human Rights Fellows after their fellowship were compiled and bound for use by future generations of students interested in summer human rights experiences. These materials include 32 reports for 2010, 42 reports for 2009, and 38 reports for 2008, representing experiences from a very wide range of institutions and countries, to be discussed in more detail below. Please note that total numbers for Summer Human Rights Fellows may vary slightly, depending on how one counts summers divided between two locations, as well as how one counts the participation of non-law students.

We also have information from a number of Robina Visiting Human Rights Fellows, either in written records or by way of telephone interviews, as well as seven Post-Graduate Fellows, again either in writing or by phone. Where applicable, we also collaborated with the Career Development Office to collect information on fellowships and employment history of Robina Foundation Human Rights Initiative recipients subsequent to graduation from the Law School, although, because most graduation cohorts are recent, this data is rather limited. The following report provides an analysis of each of these four components of the Robina Foundation Human Rights Initiative, based on a review of interview transcripts, Career Development Office data, database searches, and written records. All in all, a wealth of data has been collected on Summer Human Rights Fellows, JD students, Post-Graduate Fellows and Visiting Human Rights Fellows and will be presented in that order.

I: Robina Initiative Summer Human Rights Fellowship

The Summer Human Rights Fellowships offered by the Law School are a point of huge impact and directly benefits the greatest number of individual students. The Robina Foundation Human Rights Initiative was established in May 2008, and a total of 39 summer stipend and travel award recipients were selected for the summer of 2008 by the Orville H. Schell Center for International Human Rights (hereafter referred to as the Schell Center) on the basis of written proposals. Five of these students were from the Class of 2009, and 31 students were from the class of 2010 (although one of these students went on leave, joining the Class of 2012). In addition, there were two students from Yale College and one from the Yale Medical School. The next year, there were 42 Summer Human Rights Fellows: one from the Class of 2009 (who went abroad the summer after graduation); six from the Class of 2010; and 33 from the Class of 2011. There were also two students from Yale College. In the following year, 2010, there were 40 Summer Human Rights Fellows, which included 12 students from the Class of 2011 and 24 students from the Class of 2012, as well as three students from the Divinity School.

The total distribution of international human rights summer interns over the course of the past few years is summarized below.

Robina Summer Human Rights Fellows from the Law School: Totals

	Summer Human Rights Fellows 2008	Summer Human Rights Fellows 2009	Summer Human Rights Fellows 2010
Class of 2009	5	1	
Class of 2010	30	6	
Class of 2011	0	33	12
Class of 2012	1 (Originally class of 2010)		24
JSD Program			1
From outside the Law School	3	2	3
Totals	39	42	40

Working with the Career Development Office at the Law School, we were able to document partial initial employment histories for the law students in these groups. Because there were only five students from the Class of 2009 who went overseas as Summer Human Rights Fellows in the summer of 2008, and because very little employment information exists for students as yet from the Class of 2011, the bulk of the information is for the Class of 2010. We have some initial fellowship and clerkship information on the Class of 2011, which is still in the application process.

Class of 2009 Employment History

It is most common for students to take advantage of the international travel opportunities in their first summer of law school; therefore, given the timing, there were only five students from the class of 2009 who participated in the Summer Fellowship in 2008. These students worked at People's Watch in India, the Hong Kong High Court, the Centers for Disease Control in Kenya, and La Hermandad Educative in Guatemala. One student initiated an independent study on the dirty war in Argentina, a project which turned into a much larger initiative and for which he received a Robina Post-Graduate Fellowship in 2009. In addition, one student from the Class of 2009 received Summer Human Rights funding to work at the Israel Supreme Court in the summer of 2009, immediately after graduation.

When we follow these students out into their first year of employment, it appears that about half of them have already taken positions related to human rights, either domestic or international, thus far in their careers. Typically, Yale Law School graduates tend to move into human rights and public interest work later in their careers, within 5 to 10 years after graduation. The employment history of these five students who graduated in 2009 and who went abroad their second summer (in 2008), is summarized in the chart below:

Class of 2009 Summer Fellowships and Employment History

Summer 2008 Human Rights Fellowship	Initial Employment After Graduation from Yale Law School	Current or Most Recent Employment
People's Watch in India	Private firm, Chicago, IL	Still current
Hong King High Court	Private Firm, New Haven, CT	Still current
Centers for Disease Control in Kenya	Government Sector	Still current
La Hermandad Educativa in Guatemala	A Skadden Fellowship with Greater Boston Legal Services, Boston, MA	US District Court
Research in Argentina	Robina Fellowship, Independent Research, Argentina	Clerkship, 9th Circuit Court of Appeals. Research continues toward publication of book

Class of 2010 Employment History

Students from the class of 2010 constitute the majority of first-year summer internships in the summers of 2008 and 2009. With a class size of 199 students, a total of 30 law students participated in the Summer Human Rights Fellowship program in 2008, and 6 participated in 2009. Adjusting for the 5 people who went overseas both summers, this gives a total percentage of just over 16% of the class. Unless noted otherwise, we assume that these initial post-graduation placements are still current, particularly in the case of employment at a private firm. Please also note that the histories that appear in bold indicate that the summer fellow was also a recipient of a Robina JD Scholarship.

Class of 2010 Summer Fellowships and Employment History

Summer 2008 or Summer 2009 Human Rights Fellowship	Initial Employment After Graduation from Yale Law School	Employment for Up-coming 2011/2012 Year
NY Legal Assistance, New York, NY	Private firm, New York, NY	
World Health Organization, Geneva, Switzerland		A JD/MD student, now class of 2011
Human Rights Watch, New York, NY	Clerkship, 9th Circuit Court of Appeals, San Diego, CA	Awarded Skadden Fellowship at Public Counsel Law Center in Los Angeles, CA
Documentation Center, Phnom Penh, Cambodia	Private firm, Paris, France	

Social and Economic Rights Center, Lagos, Nigeria	Clerkship, 9th Circuit Court of Appeals, Phoenix, AZ	
Ministry of Health and Social Welfare, Freetown, Liberia	Clerkship, District Court, EDPA (Philadelphia, PA)	
Ministry of Health and Social Welfare, Freetown, Liberia	**Yale Law School Public Interest Fellowship at Lakeshore Legal Aid, Chicago, IL**	
Civil Liberties Organization, Lagos, Nigeria	Soros Justice Advocacy Fellowship, Louisiana Capital Assistance Center, New Orleans, Louisiana	
President's Office, International Criminal Tribunal for the Former Yugoslavia, The Hague (2008); Special Court for Sierra Leone (2009)	PhD Program in Political Science, Princeton University, Princeton, NJ	Still in PhD Program
Constitutional Rights Project, Lagos, Nigeria	Clerkship, Constitutional Court of South Africa	
Open Society Institute Mental Health Initiative, Budapest, Hungary	Clerkship, Alaska Supreme Court	
Office of the Prosecutor, Special Department for War Crimes at State Court of Bosnia (2008 and 2009)	Clerkship, 10th Circuit Court of Appeals, Denver, CO	
Global Workers Justice Alliance, New York, NY, and Gisha, Tel Aviv, Israel	Skadden Fellowship, Urban Justice Center, New York, NY	
Legal Assistance Center, Windhoek, Namibia	Russian Language Study, Tajikistan	
Human Rights Watch, New York, NY, and International Center for Transitional Justice, Johannesburg South Africa	Unknown	
Center for Implementation of Public Policies Promoting Growth and Equity in Buenos Aires, Argentina	**Private firm, Washington, DC**	
International Gay and Lesbian Human Rights Council in South Africa (2008); Same, India/Malaysia (2009)	Williams Institute Public Interest Fellowship	
Alternative Law Forum , India (2008); Ontario Human Rights legal Support Center (2009)	Clerkship, Court of Appeal, Ontario, Canada	Awarded 2011 Robina Fellowship

International Justice Mission, Kigali, Rwanda	Private firm	
Asia Foundation in Bangkok, Thailand	Unknown	
National Economic and Social Rights Initiative, New York, NY		**Went on leave, now class of 2012**
Kimberly Land Association, Australia	Unknown	
Gisha, Tel Aviv, Israel	Private firm	
Association of Civil Liberties, Buenos Aires, Argentina	Clerkship, US District Court, Houston, TX	Awarded 2011 Limon Public Interest Fellowship
International Justice Mission, India	Clerkship, US District Court, SDNY	
Chikumbuso Project, Zambia	Private firm, Washington, DC	
South Africa Human Rights Commission, South Africa	Skadden Fellowship, Business and Professional People for the Public Interest, Chicago, IL	
Yale China Center, Beijing, China, and Georgian Young Lawyers Association, Tbilisi, Georgia	Bernstein Fellowship, Vera Institute, New York, NY (working on legal reform in China)	
American Bar Association Rule of Law Initiative, Kosovo	Clerkship, US Court of Appeals, DC Circuit, Washington, DC	
Israel Supreme Court	Robina Fellowship, US Department of State, Office of the Legal Advisor, Washington, DC	
American Civil Liberties Union (2009)	Heyman Fellowship, White House Office of Science and Technology, Washington, DC	

Of the total number of 31 students from the class of 2010 who participated in Summer Human Rights Fellowships in either the summer of 2008 or 2009 (five students participated both summers), 3 students did not respond to the inquiry from the Career Development Office and 2 students altered their graduation dates by taking leaves of absence from the Law School. Of the 26 remaining students of the Class of 2010, employment immediately subsequent to graduation can be categorized as follows:

Type of Employment	Totals	Percentage
Obtained clerkships	10	38%
Awarded fellowships	8	31%
Entered private firms	6	23%
Pursuing a doctorate	1	4%
Language Study	1	4%
Total	**26**	**100%**

The traditional trajectory, very broadly speaking, is for law students to participate in less traditional, including international, internships the first summer, to work at a firm the second summer, and then to clerk for a year or two following graduation. That pattern is evident here, with perhaps a slightly larger percentage of students gravitating to fellowships than would otherwise be the case. Among the five students who participated both summers, for example, we note a combined total of three public interest fellowships in the first two years after graduation.

Each year, the Career Development Office conducts a survey of alumni who graduated five years ago, and we can, therefore, contrast these more recent numbers with the overall employment statistics for the class of 2005. In the case of the Class of 2005, 37% took law firm positions their first year after graduation (as opposed to 23% noted above), 51% took judicial clerkships (as opposed to 38% noted above), 8% entered public service (as opposed to 31% ,represented by the fellowship category, above), 2% entered academia, and 3% entered business. Although this is a small subset of the larger graduating class, and so there is no claim that these numbers are statistically significant, there appears to be a trend, among those JD students in the class of 2010 who participated in a Summer Human Rights Fellowship to gravitate towards human rights or public interest in the initial year after graduation, primarily by way of fellowships.

Class of 2011

The current class of 2011 consists of 201 JD students. A total of 33 of these students participated in the Summer Human Rights Fellowship program in 2009, 12 students participated in 2010, and 8 of these students participated both their first and second summers. Thus, slightly over 18% of the Class of 2011 participated in a Summer Human Rights Fellowship (after adjusting for the repeats). And, while we do not yet have much information on employment, we again see the importance of the post-graduate fellowship. Of the 37 individual students who participated in a Robina Summer Human Rights Fellowship in 2009 or 2010 and who are graduating in the spring of 2011, a total of 14 applied for one of the two Yale Law School fellowships to do international human rights work (Bernstein Post-Graduate Fellowship and Robina Post-Graduate Fellowship), indicating a significant percentage (38%) who elect to pursue a career in international human rights by obtaining fellowships.

Looking at employment history, however, for those few cohorts for whom we have employment history, does not really give a sense of what is a very subjective experience. Fortunately, as a result of this

assessment process, we have had the luxury of being able to explore more deeply the impact of the summer human rights fellowship on individual students: how these 12 weeks, at a very formative point in their education, have influenced their goals, desires and dreams.

Qualitative impact of Robina Initiative Summer Human Rights Fellowships

This assessment has largely been a qualitative inquiry into the personal and professional impact of those individuals who have benefited from the support of the Robina Foundation Human Rights Initiative. For the purpose of this assessment, structured interviews have been conducted with individual students, and this qualitative information is more nuanced and contextualized than employment statistics. Areas of interest have included how the students set up their Summer Human Rights Fellowship experiences, what goals they had in mind, how well prepared they felt they were, what they found most valuable, and how the summer might have influenced their course selections and, in general, complemented the academic, law school-based, portion of their legal training.

We present here an analysis of interviews from students who participated in Summer Human Rights Fellowships in the following countries: Argentina, Cambodia, Canada, China, East Timor, Egypt, England, India, Kosovo, Lebanon, Liberia, Malaysia, Mexico, the Netherlands, Sierra Leone, South Africa, Sri Lanka, Switzerland, Thailand, and the United Kingdom. Students worked in a wide range of institutions and organizations, as indicated in the chart below. Please note that a number of students had Summer Human Rights Fellowships two summers and several students split their summer between two different activities; thus, there were 43 interviews but 50 placements.

Distribution of 2009/2010 Robina Summer Human Rights Fellowships

Type of Employment	Total Number
International Criminal Tribunal or Court	8
United Nations or European Union	4
Field Office of International Organization	8
Headquarters of International Organization	2
Local Non-Governmental Organization	12
Foreign Court	5
Local Foreign Government	4
Local Foreign University	2
Foreign Public Interest Firm	4
Independent Project	1
	50

It is abundantly clear from these interviews that the Robina Summer Human Rights Fellowship experience is of tremendous value to the law students on a variety of levels and in a variety of ways. Giving students at the beginning of their professional legal development the opportunity to go out and

explore the world in this fledgling professional capacity is of great value. Indeed, for quite a few students, it is nothing short of transformative. We know that the Summer Human Rights Fellowship has been important to students because they have said so.

> *"It shifted everything, so that everything I think about now, in terms of what I'd like to do in the future, is, to a large extent, based on a reorientation that went on when I was in Liberia."*

Planning the Robina Human Rights Summer Fellowship

Students were initially asked how they had approached the internship and what considerations had gone into their choice of where to be and what to do. Often, people were vague about this, almost as if the considerations were so manifest as to be self explanatory. Many statements started with: "I have always known I wanted to do ...." The general categories of international human rights, public interest, and gender issues were all mentioned with great frequency. Students spoke to the broad factors that drew them to their particular internships. Most noted that they had come to law school with a very general interest in international human rights and that they saw the summer as a wonderful opportunity to explore the wide universe of options in a very concrete way. Quite a few people noted that the first summer of law school is traditionally a time to experiment and a great opportunity to do something they might never again have the chance to do.

> *"I can't speak highly enough of the willingness of the Law School – and this fellowship specifically – to fund students who want to creatively branch out from the usual job options."*

There was much praise for the opportunity to try out different professional paths in a way that is relatively short term. Students expressed appreciation for being encouraged to think outside the box for the summer and to take risks.

> *"I really feel like the first summer is a great opportunity to really take risks and to do something that is way outside the Law School and those opportunities in DOJ (Department of Justice). Those more structured opportunities within the US are sort of easier to come by in this world. And I felt like the farther away I got from that on-the-ground, more rooted, more emotive experience , it'd be harder to go back to it. So, I don't know, almost ethically, in the framework that I was setting out for myself, I had to push myself to do that first, and I'm really, really glad that I did."*

Some students made choices about their fellowship experiences based upon geographic considerations, having spent time in particular geographic regions and wanting a different kind of experience in an area they already knew. In some cases, it was an opportunity to explore a family or ancestral connection. Students whose families were from China, India, and the Balkans all cited this as an important piece of their reasoning. Some noted explicitly that this background, or connection, provided a wellspring of motivation for the professional work that they envisioned ahead of them.

A few students, the vast minority, came to the Law School with a very specific idea of what they wanted to do professionally; the most frequent instance of this was those who were committed to working with international criminal courts or tribunals. The rest had only a vague idea.

For the vast majority of students embarking on a Summer Human Rights Fellowship, the process began with a meeting with Professor Jim Silk, the Executive Director of the Schell Center, or Elizabeth Brundige, the Cover - Lowenstein Fellow from 2007 to 2010. During these meetings, students were provided with an arsenal of names to make contact with; these initial contacts then provided additional names, and so on.

"Jim Silk was key to making initial contacts"

Everyone mentioned that is was very valuable to have talked with students ahead of them who had completed internships the previous summer; in addition, most people mentioned reading the binders of previous Summer Human Rights Fellows.

One factor that came up repeatedly was the value of the Yale network, which consists not only of Law School graduates but also of a wider range of professors, scholars and professional contacts within the international human rights community. So when a student went to Jim Silk wanting to work, for example, at The Hague, there was a good chance that he or she would walk away with a list of irrelevant people that they could contact who are related to the Law School. The breadth and depth of the international human rights community at Yale is such that entry into this community is very valuable and helps ensure that each crop of new interns is able to secure a placement in their areas of interest. The Summer Human Rights Fellowships help to provide the financial support necessary for students to use this valuable network in order to gain positions of their choice. Without such support, it would be very unlikely, if not impossible, for many students to engage in this kind of life-changing experience.

Many students indicated that Jim Silk was at the center of this process. When asked specifically about how much "support and guidance" they had in setting up their summer, Professor Silk's name came up in practically every interview.

"It was Jim Silk. I said I was interested in working in Kosovo and he just gave me a bunch of names and that was it"

"I think that Jim is totally instrumental in everybody's choice to do this kind of work for a summer"

"I did a lot of talking to Jim Silk, who was really, really helpful"

"So it was thru Jim, really"

"I didn't have to work to get to know Jim, his door was always open"

"Throughout it all, Jim Silk was really supportive and really, really helpful, he's sort of the main person for the Schell Center"

"Jim Silk is an invaluable resource!"

"I wouldn't have had it without Jim Silk"

More generally, every single student mentioned having had support and guidance from the Schell Center.

> *"For human rights jobs, the Center is invaluable. You go to the Schell Center. Liz Brundige, Jim Silk, those are the people who helped me get my jobs. They helped me talk out career moves, for this job, for my other job, for everything, they really are the best people to talk to when you're interested in human rights, for career and everything."*

Some students also spoke specifically to the care with which Professor Silk has built up this network over the years.

> *"I think the Schell Center feels as dedicated to making sure that the people they send to places do good work, as they are to making sure that we get to go to a good organization. I think that they really care...they don't want someone going and saying, "OK, this is a 35 hour a week job", they want someone going who really cares about what they're doing and I think as a result, whether it's the ICTY (International Criminal Tribunal for the Former Yugoslavia) or whether it's Timap or its DC-Cam, or it's any number of great organizations that Yale students end up going to, they do really good work and my instinct is that that makes those places interested in getting future Yale students so it's like a cycle. I think that's a lot on Jim Silk's shoulders for doing what he does"*

Indeed, the role of the Schell Center in setting up these summer fellowships goes beyond the mere provision of names and contacts. Students are actively encouraged to leave their comfort zone and to explore options beyond the traditional summer internship. Staff at the Schell Center, and Professor Silk in particular, take pains to reassure students that time spent overseas is a valuable endeavor, in some cases, even countering other voices at the Law School.

> *"I had several Constitutional Law Professors here who were less persuaded that that was going to be a useful thing for me to do, and so having Jim's backing on that and hearing him talk about the kinds of perspectives that other students brought back with them and how that affected them and guided their time in law school was really helpful to me in terms of being able to justify that choice and feel like I was making it for principled reasons that were going to serve me in a personal and professionals capacity."*

Level of Preparedness for Robina Summer Human Rights Fellowship

In terms of preparation for the summer, students were, for the most part, quite comfortable about their academic level of preparedness. Most people thought they were well prepared for their fellowships in terms of their legal training. Students expressed the belief that they had obtained the necessary skill sets, even if they were working in substantively unfamiliar areas.

"It was all in areas of research I wasn't familiar with; it was all in corporate law, especially. But in terms of generally having used Lexus and Westlaw, I have used them before."

Several students noted that they felt prepared in the sense of having confidence in their skill set. In other words, they recognized that they could not be expected to know everything about everything but that they knew how to identify gaps in knowledge and how to accommodate a steep learning curve.

" I also came in knowing I am just going to have a very steep learning curve and I need to be prepared to deal with that and I need to be prepared to put in the extra hours. I'm going to, like, get there the first day, and I'm going to need to know the laws of hearsay and international criminal law, just for example, and I am going to not know those, and that means I'm going to need to go home that night, whatever time I get home, I'm just going to need to learn it."

In some cases perhaps, particular students wished that they had taken a particular course, but, in general, all students thought they were quite well prepared academically for what they were asked to do. And many people expressed a measure of satisfaction with that.

"You get there and sort of realize that you DO have the background."

Most Summer Fellows felt quite comfortable about their level of preparedness, but, on the other hand, several noted that some of the best advice in the orientation session was to be open to the intrinsic unpredictability of the endeavor. Particularly for those students going to less formalized internship in less traditional locations, students talked about the importance of being consciously unprepared, in order to remain open to whatever the experience might bring them. Some people noted that that the orientation gave them a realistic and helpful sense of what to expect and was helpful in approaching the summer with flexible expectations and an open mind.

Who does?

"Living overseas, or stepping into an environment like that, you're not sure what you're getting yourself into, and I think that to have firm experience sometimes doesn't make sense when you're stepping into a situation where you might need to be very, very flexible."

Others recognized that nothing could have prepared them for the particular circumstances that they encountered.

"The work was incredibly interesting, incredibly dynamic, and the needs we were addressing were immediate and critically important. ... Nothing, really, could have prepared me for my summer experience."

Goals and Expectations

Students' goals were quite standard, and many Fellows had similar goals. They wanted to explore a new country. They wanted to immerse themselves in a new culture. They wanted to learn substantive legal

skills. They wanted to increase their professional contacts. They wanted to improve their language skills. In many, many instances, the summer internships far exceeded expectations.

Some people specifically referred to networking as one of the goals. One person noted that the internship:

> *"allowed me to develop a strong network of socially motivated lawyers with interest similar to mine. Given that I will be looking for fellowships post graduation, this networking aspect of my fellowship was particularly useful"*

The benefit of a network of contacts was nowhere more apparent than with regard to the international criminal tribunals and courts, to which one student referred as a "club".

> *"In some ways, international law is a club, and so every member knows each other, but it is somewhat closed. So having that face time, I think, is tremendously important.*

The benefit of establishing and maintaining contacts in these organizations was seen as invaluable to any student considering a professional future with them.

The vast majority of students spoke of a broad set of goals and how the goal of the summer was to flesh out and contextualize those goals. Many people echoed the following general comment:

> *"My goal was really just to learn what it looked like on the ground, sort of just to orient myself to what this field looks like and how it functions.... I definitely learned that."*

The Impact of Robina Summer Human Rights Fellowship on Career Path

When asked how committed they were to a particular career path before the Summer Human Rights Fellowship, a remarkable number of people simply laughed, noting that they still have not decided on a career path. Yet, in spite of this, the vast majority of students spoke of coming to the Law School with a very broad interest in human rights or public interest.

> *"I always wanted to do development stuff. I thought rule of law seemed really interesting, but I did not know that much about it. How I was going to do that was unclear. Now I have a better idea of what that looks like. I'm not 100% now either, but it makes a big difference that I know what the options are and I sort of know where I probably could fit into the system. It's been really good in terms of narrowing my focus. I have learned a lot. It's sort of hard to quantify, but I've learned a lot about how you function in post-conflict situations. "*

One of the interesting challenges facing many students as they faced their first summer was whether to take international human rights-related positions at either overseas or domestic organizations. Students spoke about being torn between international work in an international court, the United Nations or other international agencies, or domestic work, which might include work in the US Government, domestic non-governmental organizations, or a myriad of other types of US-based public interest activities related to international human rights. In order to resolve the dilemma, some students

attempted to split their fellowships at both international foreign- and a domestic-based organization. While some did successfully manage to fit two internships into one summer, many more struggled with the idea of trying to choose between the two.

> *"There were opportunities at the Department of Justice, some places on the Hill, the Congressional Committee on Global Warming. I struggled with these two totally disparate positions. Whether to take this totally privileged position in the US, which is an incredible thing to have access to, or this incredibly privileged position of being able to live in a village in Africa and have access to those kinds of experiences, which are also way outside the scope of what someone in my position would normally be exposed to. So they both felt like incredibly privileged opportunities to have and it was hard to decide between those."*

Several students spoke to this issue, and several mentioned that one of the advantages of the JD degree at Yale was that it did not force them to choose between these two paths, between international human rights and US domestic human rights.

> *"We have this awesome community, and I can be totally invested in this community and also be totally invested in, say, the Liman community (domestic public interest program at the Yale Law School)."*

And they saw the possibility of combining the two paths in the future. A few mentioned specific Yale professors, people whom they saw as living this model of combining international and domestic work in a professional capacity.

> *"I would like to stop separating them, like when you're working on human rights; it matters as much here [domestically] as it does there. Conversations about torture, conversations about detention, conversations about the juvenile death penalty, all these things.... I think it's the same story, the same things that a lot of countries are struggling with in different ways..., and I think that staying really channeled into the international human rights field has helped me be a better lawyer for some of the domestic stuff I am working on and, I think, vice versa."*

In general, the Summer Human Rights Fellowships provide a unique opportunity for students to explore a vast array of possibilities in the world and their role in it. In terms of broad categories of how the summer fellowship affected their career paths, we can discern several distinct groupings: The majority of experiences served to confirm that was what they wanted to be doing long term; some experiences served to either refine or broaden goals which remained essentially consistent; and in a few cases, of course, the summer experience ended up pointing people in a different direction entirely. In this sense, the impact of the summer overseas experience varies.

Many people came away from their summer experience having confirmed that this kind of work was a viable path. One or two people came to the Law School already having decided on a very clear career path, and those individuals saw their plan as being confirmed by the Fellowship.

"So I had the idea, the plan, the dream, and then my first summer... confirmed that completely. So the idea now becomes a really strong goal that I have. And that drives me to work hard and to continue at it"

For the majority of students, however, longer term professional goals are hazy the first year, and the first summer constitutes a stellar opportunity to test out the waters. For the vast majority of Summer Fellows, the experience was positive and served to fuel and inspires their professional goals.

"It was very positive, I wasn't quite sure whether I would enjoy living and working overseas and I really did. "

"I was reasonably decided on a career path, but the India experience provided a huge confirmation, I think. "

"I think the (summer fellowship program) is fantastic. I always felt supported in my work and that I had a network of people to contact if I ever needed help.... This summer ... I became re-inspired about how positive change can happen in the world and about how an organization can work to achieve this.... [W]ithin each of them, I found a role model and a source of inspiration in my work to use the law towards positive ends."

One of the most common ways in which Fellows expressed a "good fit" was by direct reference to role models. In many cases, Summer Human Rights Fellows looked around, saw role models and realized that they could actually envision doing the work they saw these models doing and leading the lives that they saw them leading. In a sense, they saw the summer as an opportunity to "try on a life and see if it fits." There is a big take-away lesson gained from being in a position to observe, at close hand, professionals modeling the very professions under consideration. For many students, seeing role models and confirming that this could be a way of life for them had an important personal aspect, not just relying on professional roles but also looking to see if the lifestyles were suitable.

"I really enjoyed it and it made me think more about trying to do something international. I guess it helped me, too, to see that it is possible. The supervisors I saw had decent lives, they had families. None of them were originally from there; they were from all over the place. But it was possible to pursue that type of career, and they seemed very happy with what they were doing. That was very helpful."

In a few other cases, the experience served to refine broad interests by presenting options that had not yet been considered. For example, one student went to India intending to work on gender issues. Because preparations were underway for the Commonwealth Games at that time, she was assigned to a property dispute, on behalf of communities whose neighborhoods (slums) had been demolished to make way for athletic competition venues. She began to notice the way in which women were affected by property law, and so property law, which had never been on her radar, became an area of interest.

"Here I had worked on it in the context of reproductive rights and domestic violence and was very much immersed in those two little worlds. And there I realized how much property law

determines ... and saw that it very much has to do with and constructs and shapes gender.... [S]o I think in that sense ... everything just kind of broadened and became more complicated, which is good."

There were other instances of students becoming exposed to areas of the law that they had not considered before and found interesting and exciting, opening doors within the field but in new and interesting ways.

"I had never considered doing trial (law) before. I always thought that if I wanted to do litigation, I would do appellate litigation because that's where you get into the nitty-gritty of legal analysis. Trial work, like the trial work I saw in Hong Kong, is often on cut-and- dry issues, and therefore, I assumed, not that exciting. But in terms of having a small tightly knit community, and in terms of impact, I think the trial court is actually more exciting ... so that changed my views."

And in another example of unexpected discoveries, one person with a lifelong desire to work in an international court stated:

"It also made me – and this is actually very shocking for me – it also made me very sympathetic for the defense, in the sense that ...I do think that they had a really strong defense .... and I do think that I would be happy working both for defense or prosecution or chambers. It surprised me."

In other instances, it served to make career expectations much more realistic.

"It made me say 'yeah, I can do this!' It's not like this white horse, shining armor, saving the world. It's hard work. As much as we like to think of this idealized thing, for peace, for justice ... it is for that, but it's also very real. We're all human."

It also made career options more realistic, not only in terms of the daily duties and responsibilities of the job, but also in terms of removing the mystique.

"And what was also valuable was seeing that a lot of lawyers weren't really very good, and this was, you know, the High Court, so it made it seem a little less intimidating. This is something that real people do. And like real people, some people are better than others. And this is something that YOU could do."

And finally, in a few cases, the Summer Human Rights Fellowship was helpful in redirecting students' careers. In some instances, students' experiences help to lead them into domestic human rights work, and in a very few cases, steering them towards private firms. It is difficult to summarize the explanations as to why their various experiences led them toward a different path than originally anticipated, particularly because the reasons are varied and complex.

Some people felt that overseas work was just too overwhelming, for personal reasons. In these instances, people were generally moved in the direction of domestic human rights work. Someone who was working in China stated:

"It's not something I want to do, I don't think I want to do international law at all. I find it very frustrating; it seems like they're very underfunded, just have everything stacked against them, and I think it takes a different kind of personality to do that kind of work, where you're constantly being frustrated and for you, one judge in one province saying, 'yes, possibly a husband spilling acid on his wife's face is abuse.' I don't think I could handle that.... I think I'd much prefer just doing domestic legal work. "

A student who was working at the International Criminal Tribunal for Rwanda said:

"That's the other thing.... It is heavy, it is heavy work. It was hard to disassociate myself from it, the things that you're reading... knowing that I can't just read about these things and then leave. I'd go home and I'd think about them...."

Some students discussed the timeline beyond law school and various options to start out doing domestic work and return to international work at a later point. In some cases, even if students did not intend to do international human rights work immediately after graduating, they could still envision the possibility of doing it in the future.

"I keep returning to this, but I think the knowledge that I would enjoy doing this type of work at some point during my career is very, very valuable. I think it is harder to take that step later in your career if you don't have some basis for saying that you might enjoy that type of work. And so I think that having that basis, it would be easier for me to make that transition at some point."

There was mention of the financial reality that students are coming out of law school with enormous debts. In some cases, having had a positive experience overseas means that they might envision circling back overseas at some point in their lives but not necessarily right away, due to financial debt burden.

"It was very positive, I wasn't quite sure whether I would enjoy living and working overseas, and I really did. It is something I could see myself doing at some point throughout my career. But not right away. I am doing a clerkship right after I graduate. I was interested in doing that because I like the substance of clerking and I like the idea, I mean, this is kind of stereotypical, but I like the idea of paying off loans and getting on a solid financial footing before and not having loans hanging over my head for that long."

Those students whose Summer Human Rights fellowships led them in a direction away from full-time international human rights work still routinely mentioned their human rights experiences and the possibility of integrating them in their future work. For example, if they decide to do something else, they might still consider finding ways to involve international human rights in the context of other kinds of work:

"At X firm, I talked about doing pro bono work in Liberia, because they have a pro bono facilitator and essentially you say what you want and he finds it, and I asked if I could I get a project in Liberia, and he said 'sure!'. So I would definitely be interested in doing that."

Even if students do not go into the human rights field directly, the Summer Human Rights Fellowships will clearly affect the way that graduates approach their thinking about human rights later in their lives, irrespective of their specific career choices. In fact, it can be argued that the work of attorneys at a law firm can have a huge effect on human rights in a developing nation. The legal team at a corporate law firm negotiating international contracts, for example, has the potential to affect thousands of individuals' human rights.

Finally, even in situations where students felt like their professional goals had shifted away from international human rights, per se, they articulated the value of the summer experience. They acknowledged that these experiences are, in their own way, valuable.

> *"It has empowered me to just jump into things that I think are interesting because I am not so worried.... I think I went into this experience feeling like, "This is it. I have to make it work. Here we go; I'm embarking on my life's purpose!" And it didn't work out that way, and that's sort of liberating in a sense. But it's exciting, right? To have dipped your toe in the pool and to also have a sense of self enough to move back from it and to move away from it. And so it makes you sort of more excited to just try things instead of feeling like you need to single out one distinct purpose."*

Overall, from student interviews, it was clear that, in many instances, the Summer Human Rights Fellowships had what can legitimately be called a transformative effect on individual students and served to inspire and commit them to human rights.

> *"I've always known I wanted to work with human rights, especially woman's human rights ... but actually seeing what was happening on the ground this summer, it clarified everything.... [T]he abject poverty. It's something that, OK, you may see on TV but it's just a snapshot. But when it's a photo, it's not real. Once you actually get to see it, if you have any feelings whatsoever, it will make you really angry and make you want to do something ... and not understand why people aren't angrier."*

> *"It was moments like these, I realized, that truly motivated me to do this kind of work."*

In additional to affecting the direction of their career paths, most students cited ways in which the summer experience had influenced their subsequent choice of classes or extracurricular activities. One respondent noted:

> *"I have definitely taken more of an active interest, I am much more interested in international legal issues, I would say, so to that extent it has definitely changed what I am interested in terms of law"*

In addition to affecting the selection of coursework, the overseas exposure also clearly had an impact on the way people thought about what they were studying and how they were processing the material covered in classes.

"It totally changed the kind of suggestions that I gave, the kind of organizations and individuals that I thought it was important to work with and the kinds of projects that I thought we should be working on.... It totally changed how I thought about what I wanted to do...."

How Robina Summer Human Rights Fellowships Complement Academic-Year Experience

There was a question in the oral interviews about how well the Summer Human Rights Fellowships complement the academic work that students do during the academic year. One student distilled a common perception, albeit taking it to an extreme:

"I am trying really hard to make law school fit as well as possible to what I did with my summers! I spent my summers learning what I want to be about; it really is everything I want from my future and like how I want to think about the world and what I want to work on. I come back and I filter everything I learn through those experiences...."

Summer Human Rights Fellowships serve to buttress and contextualize students' academic training in the classroom. This was a theme that resurfaced again and again and was clearly one of the very most valuable and important take-away lessons of the entire law school experience. The primary benefit of the overseas time, then, was the way in which it gives context and meaning to students' academic time.

"One thing you can't underestimate is putting a face to things, especially for dealing with issues that can be very abstract and far away. Talking about development without having experienced it, and without the insights this brings.... It changes the way that you think about things and brings a very different perspective to bear. On my academic thinking, it's been hugely helpful. It just makes everything much more real, much more tangible, and sort of drives the theory that I need to grapple with now."

Many students spoke to this issue. Students often put the summer fellowships in a category of experience similar to the international human rights clinics (namely, the Allard K. Lowenstein International Human Rights Clinic, the Detention and Human Rights in the US Clinic, and the Transnational Development Clinic). Supervised by Jim Silk, the Lowenstein Clinic is a course that gives students first-hand experience in human rights advocacy. The clinic undertakes a number of litigation, research, and advocacy projects each term on behalf of human rights organizations and individual victims of human rights abuse. Unlike most other schools, students at Yale can choose to enroll in clinics during the spring of their first year.

Clinic students represent real clients with real legal problems (not in simulations or role-playing exercises) and are supervised by faculty members. With one of the most robust clinical programs in the country, about 80% of Yale Law School students take advantage of this unique opportunity to combine theory with practice. The vast majority of those students who have, in some way, benefited from the Robina Foundation support, have also participated in the Allard K. Lowenstein International Human Rights Clinic. The ways in which a degree from Yale differs from other JD programs is well beyond the

In terms of publicity, we will continue to market the Robina Initiative to students through our website and publications (see an example of the advertising for the Robina Post-Graduate Fellowships at http://www.law.yale.edu/intellectuallife/RobinaFellowship.htm). To external audiences, we will continue to issue press releases announcing Robina Visiting and Post-Graduate Fellows.

V. FINANCIAL REPORT

A. Proposed Annual Expenses	Annually, for Three Years
Robina Human Rights Scholarships	$250,000
Robina Summer Fellowships & Travel Support	$200,000
Robina Post-Doctoral Fellowships *Includes salary and benefits*	$120,000
Robina Senior and International Fellows *Includes salary and benefits*	$260,000
Robina Project Director *Includes salary and benefits*	$100,000
Clerical Support & Associated Expenses	$70,000
TOTAL ESTIMATED COST	**$1,000,000**

This year, in order to provide the Robina Foundation with as accurate information as possible, we thought it would be helpful to provide two different financial expense reports to the Foundation. Previously, in the Annual Reports for Years 1 and 2, we have included the projected expenses of the Robina Initiative through the end of the fiscal year on June 30th (which coincides with the end of the annual project period for Years 1, 2, and 3 of the Robina Initiative). However, this year, we thought that it would be more accurate to provide the Foundation with information about the *actual* costs incurred as of March 30th as distinguished from the *projected* costs that we expect to incur by the end of the fiscal year (and Year 3 of the Robina project period) on June 30th.

Accordingly, the first report below (see section B) displays the costs of the Robina Initiative in Years 1 and 2 and the *actual* Year 3 expenses from July 1, 2010 through the end of March. The second report (see section C) shows the costs of the Robina Initiative in Years 1 and 2 as well as the *projected* expenses of Year 3 from July 1, 2010 through June 30, 2011. We would be happy to provide the Robina Foundation with an updated financial report in August 2011 to confirm the final Year 3 expenses (as of June 30, 2011).

B. Below is a report of the actual funds that have been expended from May 2008 to March 31, 2011.

B. Actual Expenses	**Year 1**	**Year 2**	**Year 3 Expenses as of 3/31/11†**	**Total as of 3/31/11**	**Variance as of 3/31/11**
Robina Human Rights Scholarships	$253,000	$254,130	$258,300	$765,430	$15,430
Robina Summer Fellowships & Travel Support	$210,486	$206,890	$188,827	$606,203	$6,203
Robina Post-Graduate Fellowships	$18,333	$96,776	$119,650	$234,759	($125,241)
Includes salary and benefits					
Robina Visiting Fellows	$198,212	$321,788	$295,335	$815,335	$35,335
Includes salary and benefits					
Robina Human Rights Coordinator	$27,899	$29,823	$51,740	$109,462	($190,538)
Includes salary and benefits					
Clerical Support & Associated Expenses	$70,000	$70,000	$1,578	$141,578	($68,422)
Total	**$777,930**	**$979,407**	**$915,430**	**$2,672,767**	**($327,233)**

† Please note that these amounts reflect the actual expenses of the Robina Human Rights Fellowship Initiative as of March 30, 2011.

C. Below is a report of the funds that are projected to be expended from May 2008 to the project period end date of Year 3 of the Robina Initiative on June 30, 2011.

C. Actual Expenses	**Year 1**	**Year 2**	**Estimated Year 3 Expenses as of 6/30/11‡**	**Estimated Total as of 6/30/11**	**Variance as of 6/30/11**
Robina Human Rights Scholarships	$253,000	$254,130	$258,300	$765,430	$15,430
Robina Summer Fellowships & Travel Support	$210,486	$206,890	$188,827	$606,203	$6,203
Robina Post-Graduate Fellowships	$18,333	$96,776	$151,222	$266,331	($93,669)
Includes salary and benefits					
Robina Visiting Fellows	$198,212	$321,788	$422,925	$942,925	$162,925
Includes salary and benefits					
Robina Human Rights Coordinator	$27,899	$29,823	$68,900	$126,622	($173,378)
Includes salary and benefits					
Clerical Support & Associated Expenses	$70,000	$70,000	$1,578	$141,578	($68,422)
Total	**$777,930**	**$979,407**	**$1,091,752**	**$2,849,089**	**($150,911)**

Request to use for addl fellowships

173,378 + 68,422 = 241,800

Request to use for Robina Visiting HR Fellows

‡ *Please note that these figures reflect the amounts that are expected to be charged to the Robina Human Rights Fellowship Initiative as of June 30, 2011.*

C. Explanation of Financial Report for Year 3 of the Robina Human Rights Initiative

The *Robina Human Rights JD Scholarships* include the support provided to ten JD students chosen as 2010-11 Robina Human Rights JD Scholars. The scholarships ranged in value from $32,400 to $16,750; the average scholarship amount provided to students was $25,000.

The *Robina Summer Fellowships and Travel Support* includes all of the travel, living, and related expenses associated with providing summer support to 37 students working in human rights jobs throughout Africa, South America, the Middle East, Asia, Europe, and North America. The fellowships ranged from $1,200 to $6,904, with the average fellowship costing $5,021.

The *Robina Post-Graduate Fellowships* include the salary and benefits for Terra Gearhart-Serna '10 JD, Jason Pielemeier '07 JD, and Aaron Zelinsky '10 JD as the 2010-11 *Robina Foundation Post-Graduate Fellows*.

The *Robina Visiting Human Rights Fellows* costs include the salary, benefits and associated expenses of Professors Alice Miller, Yitzhak Benbaji, Daniel Bonilla '00 JSD, Lucas Guttentag, and Samuel Moyn, as well as Jeffrey Kahn '10 JD as the *2010-11 Robina Foundation Visiting Human Rights Fellows*.

The *Robina Human Rights Coordinator* expenses reflect the salary and benefits of Katy Lawder in her role as the Robina Human Rights Coordinator. Ms. Lawder began this role in late August 2010 and will continue in the position in the coming year.

The *Clerical Support and Associated Expenses* include only the direct costs of supplies associated with the Robina Initiative this year. (Please note that this is a change from previous years. In Years 1 and 2 of the grant, this line item included the costs of administrator Barbara Mianzo as well as the associated supplies and facility expenses necessitated by the Robina program.) The reason that the expenses are much lower this year than in previous years is because Robina Human Rights Coordinator Katy Lawder has taken on much of the work associated with facilitating the Robina Initiative that was previously handled by administrator Barbara Mianzo. Accordingly, we did not charge any portion of administrator Barbara Mianzo's salary to the grant this year. We hope that the Robina Foundation will be pleased with the fact that we have been able to save valuable resources in this way.

Per our past discussions with the Robina Foundation, we would like to carry over the balance of $93,669 associated with the Robina Post-Graduate Fellowships to support similar fellowships in the coming years. As we have discussed in previous years' reports, we would like to extend the gift period until approximately June 2013 in order to appoint the fourth and final group of Post-Graduate Fellows. In addition, we would like to ask the

Robina Foundation for permission to reallocate the unexpended funds from the Robina Human Rights Coordinator and the Clerical and Associated Expenses line items to cover the additional expenses of the Robina Visiting Human Rights Fellows and other categories, as needed.

VI. BROADER, ONGOING HUMAN RIGHTS WORK AT YALE LAW SCHOOL

Human rights activity remains strong at Yale Law School. The Orville H. Schell, Jr. Center for International Human Rights, whose scope of work was described in our proposal, organizes the School's human rights programming. Several highlights of this year included:

- The Schell Center hosted the 2011 Robert L. Bernstein International Human Rights Fellowship Symposium on the timely topic of "Human Rights in 2025." The panels discussions included "Business and Human Rights," "International Humanitarian Law and Asymmetric Warfare," "The Responsibility to Protect," and "The United States and Human Rights in the 'Coming World.'" The Symposium, as always, was highly attended by human rights advocates, practitioners, and scholars, as well as other members of the public interested in the area of human rights. This year, we invited and offered to cover the travel and accommodation expenses of the new, current, and past Robina Post-Graduate Fellows to attend and participate in the conference. Both Aaron Zelinsky (2010-11 Robina Post-Graduate Fellow) and Catherine Rivkin (2011-12 Robina Post-Graduate Fellow) attended the conference and were introduced and recognized publicly. We expect to continue this practice in future years.

- The Schell Center also sponsored the *Human Rights Workshop: Current Issues and Events*, a bi-weekly speaker series offered each semester. In the spring, the series featured speakers and topics such as Daniel Bonilla, Robina Foundation Human Rights Fellow, on "Urban Indigenous Groups and the Limits of Multicultural Liberalism"; Daniel Wilkinson, Deputy Director for the Americas, Human Rights Watch, on "Human Rights in Cuba: Is Progress Possible?"; Karen Engle, Cecil D. Redford Professor in Law and Director, Bernard and Audre Rapoport Center for Human Rights and Justice, University of Texas School of Law, on "Queering Human Security"; Alice M. Miller, Robina Foundation Human Rights Fellow, Yale Law School, on "'Norm'-alizing Sex: The Contingencies and Constraints in Establishing Sexual Rights in International Law"; Andrew F. March, Associate Professor of Political Science, Yale University, on "Blasphemy and other Speech-Crimes in Islamic Law and IHRL"; and Laura Dickinson, Foundation Professor of Law, Sandra Day O'Connor College of Law, Arizona State University, on "Outsourcing War and Peace."

- Some examples of other human rights-related lectures that the Schell Center sponsored recently include: (1) "Crimes against Present and Future Generations: A New Approach to Ending Impunity for Serious Violations of Economic, Social,

Cultural, and Environmental Rights" by Sébastien Jodoin, Yale PhD Student and Director of the Campaign to End Crimes against Future Generations (Monday, April 11); (2) "Pauli Murray's Centennial: Jane Crow, Intersectionality, and a Common Freedom Struggle" by Sarah Azaransky, PhD (Wednesday, April 13th); and (3) "Working on Womens' Rights in Iran – the Case of Stoning" by Renee Redman, Executive Director, Iran Human Rights Documentation Center, and Shadi Sadr, Iranian lawyer and Woman's Rights Activist (Wednesday, April 13).

- Paul Kahn, Director of the Schell Center, published a new book, entitled Political Theology: Four New Chapters on the Concept of Sovereignty (Columbia University Press, 2011). He also published four new articles: "Criminal and Enemy in the Political Imagination," 99 *The Yale Review*, 2010; "Criminels, ennemis et imaginaire de la violence," 53 *Archives de philosophie du droit*, 2010; "Winslow Homer, Veteran in a New Field," *Nexus* 55 *Hope and Consolation* (Danish), 2010; and "Sacrificial Nation," *The Utopian*, 2010.

- James Silk, Executive Director of the Schell Center, continued to teach the Lowenstein Clinic and supervise its diverse docket of human rights advocacy projects. He also supervised all fellows affiliated with the Schell Center and advised students about academic and extracurricular human rights activities, and about pursuing human rights careers. He taught for two weeks in the summer program in International Human Rights and International Criminal Law sponsored by Tulane University Law School in Amsterdam, The Netherlands, and continued to serve on the Board of the Fair Labor Association.

- A brief sampling of some of the human rights-related courses that the Law School offered this year include: *Human Rights and Difference*; *Human Rights Workshop*; *Worker and Immigrant Rights Advocacy Clinic*; *Capital Punishment Clinic*; *Comparative Immigration and Citizenship Laws and Policies*; *Detention and Human Rights in the United States*; *Guantanamo*; *Immigration Legal Services*; *Iraqi Refugee Assistance Project*; *Law of War: Humanitarian Law*; *Legal Services for Immigrant Communities*; *Sexual Rights*; *Transnational Development Clinic*; and *Veterans Legal Services Clinic*, among many others.

- Yale Law School also offers the following journals that intersect with topics in human rights: the *Yale Journal of International Law*; *Yale Human Rights & Development Law Journal*; *Yale Journal of Health Policy, Law, and Ethics*; and the *Yale Law & Policy Review*, among others.

VII. CONCLUSION

We are very thankful that, because of the generous support provided by the Robina Foundation, the Law School has been able to continue to invest in programs that foster the leadership skills of human rights leaders at all stages of their training. The Robina Foundation's vital support has enabled the Law School to increase the capacity of our

human rights programs, in a time when other programs have been under economic scrutiny.

The Law School is grateful for James Binger's foresight and commitment to improving humankind through investing in the pursuit of innovation in critical social issues such as human rights. I hope that this report adequately expresses the great impact that the Robina Foundation's gift has had upon our community, both locally and throughout the world.

Thank you again for your investment in the Robina Foundation Human Rights Fellowship Initiative at Yale Law School. Robert, Jim, and I were so pleased to have welcomed you and the Trustees to the Law School in February, and we hope to have the opportunity to meet with you again in the future. Until then, please don't hesitate to be in touch.

Warmly,

Kate Norton

Kate Norton

cc: Robert Post, Dean
Mark LaFontaine, Associate Dean
James Silk, Clinical Professor of Law
Katy Lawder, Robina Human Rights Coordinator

5/12/11

Robina Foundation Human Rights Initiative Assessment Report
Executive Summary

The Robina Foundation Human Rights Initiative has been instrumental in helping to maintain and strengthen Yale Law School's robust commitment to human rights. By providing support for human rights leaders at all stages of their careers, from first-year law students, to recent law-school graduates, to senior human rights scholars and practitioners, the Robina Initiative is a long-term and far-sighted investment in human capital. By leveraging the vibrant human rights community that already exists at the Law School, the Robina Human Rights Initiative has effectively broadened and deepened this community, a process that this assessment documents.

Methodology

The initial phase of the assessment was the development of a comprehensive Yale Law School human rights student database. The database includes students who have participated in various human rights activities at the Law School since 1985. By recording 1,031 individual students' participation in international human rights classes, student organizations, clinics, reading groups, law journals, summer fellowships and post-graduate fellowships, the database provides institutional memory that can be categorized in various ways and searched. It will be useful in helping students seek out alumni who have been involved with human rights work in countries or subject areas in which students are interested. It can also be used to plan programs and to generate address lists for Law School human rights conferences and other events. Generally, it will be a valuable tool for fostering various modes of communicating among the Law School's growing network of human rights scholars and practitioners.

For the assessment itself, we relied primarily on qualitative data, creating several distinct evaluation tools: structured interview questions for Visiting Human Rights Fellows; structured interview questions for Post-Graduate Fellows; structured interview questions for returning Summer Human Rights Fellows; and, also for returning Summer Fellows, a quantitative Likert Scale, which is a psychometric scale commonly used in questionnaires, whereby respondents specify their level of agreement to statements. A total of 43 Summer Human Rights Fellows from the summers of 2009 and 2010 were interviewed, and these interviews, averaging an hour each, were recorded and transcribed. In addition, we relied upon a wealth of written records, including documents submitted by all returning Summer Fellows, interim and final reports submitted by the Post-Graduate Fellows, and written surveys with Robina Visiting Fellows. We also collaborated with the Career Development Office to collect information on graduates' fellowship and employment history.

Findings

This assessment process has allowed us to review and draw conclusions about the varied and inter-related ways in which the Robina Initiative has affected the human rights community at Yale Law School. First, Summer Fellows made it clear that the hands-on international human rights experience that the Summer Fellowships ~~provide~~ have helped us strengthen and inspire new cohorts of human rights leaders. Yale Law School students are exceptionally bright and capable, with many career options; in most cases, the Summer

Fellowship experience has confirmed and fueled students' motivation to pursue human rights, in some capacity, as a career path. Students uniformly refer to their Summer Fellowship as invaluable and, in some cases, truly transformative.

This finding was corroborated by the results of the Likert scales, which determined that, for 36% of the respondents, the desire to pursue international human rights as a career path increased after their summer fellowship. Another 51% of the respondents said that their level of desire to pursue a career in human rights was the same after their summer human rights experience as it was before. For a very few (13%) of the respondents, the summer fellowship led to a shift in their goals, away from international human rights, into other areas, including domestic public interest. Thus, there were almost three times as many summer fellows who maintained or increased their commitment to human rights as there were fellows whose interest in pursuing a human rights career diminished. Although the sample is too small to be statistically significant, the trend is noticeable. This trend is especially striking in light of the recent economic challenges, which have diminished the availability of positions in human rights and public interest fields, as well as the common perception that the earning potential in the field of human rights is significantly lower than in the legal private sector.

Since the beginning of the Robina Initiative, there have been a total of 131 Robina Summer Human Rights Fellows who have conducted summer human rights work in more than 20 countries. Of the respondents in the Class of 2009 who received summer fellowships, 50% of them entered public interest or human rights positions their first year after graduation. Of the respondents in the Class of 2010 who received summer fellowships, 31% of them took human rights and public interest fellowships the year following their graduation from Yale Law School. Thus, there appears to be a trend, among those JD students in the Class of 2009 and 2010 who participated in a Summer Human Rights Fellowship to gravitate towards human rights or public interest in the initial year after graduation, primarily by way of fellowships. Each year, the Career Development Office conducts a survey of alumni who graduated five years earlier and we can, therefore, contrast the numbers above with the employment statistics for the Class of 2005. In the Class of 2005, only 8% of graduates chose positions in public interest and/or human rights their first year after graduation. We must also remember that, typically, Yale Law School graduates tend to move into human rights and public interest work later in their careers, within 5 to 10 years after graduation. Therefore, it is likely that additional graduates in the Classes of 2009 and 2010 will eventually move into the human rights field.

Several significant themes emerged from the interviews with the Summer Human Rights Fellows. These themes included the importance of: the Schell Center and of Jim Silk in the planning, creation and encouragement of the students in their various human rights endeavors; the personal connections that the students developed with mentors and co-workers throughout their fellowships; and the networks that the fellows develop with various organizations, agencies, courts and tribunals, which will likely be valuable for these students as they pursue human rights careers.

Information compiled about the Robina JD Scholars was also enlightening. Although the Robina Initiative is too new to allow us to perform any long-term longitudinal inquiry, we have been able, in cooperation with the Career Development Office, to provide basic information about initial career choices and the

employment history of a few members of this group. None of the initial three JD Scholars in the Class of 2009 took public interest and/or human rights positions their first year after graduation; however, three of the eight JD Scholars (or 37.5%) in the Class of 2010 took positions in public interest or human rights work. It is not yet possible to provide information about the employment statistics for the JD Scholars in the Classes of 2011 and 2012. However, many of these students are very active participants in the human rights community at the Law School. We will learn more about their career choices in the next few years.

The Robina Initiative has also enabled the Law School to provide opportunities to recent Yale Law School graduates who have shown commitment to the field and who wish to embark upon the first steps of their careers as human rights practitioners. The Robina Post-Graduate Fellowships have provided the financial support necessary for students to work in international criminal tribunals, foreign constitutional courts, intergovernmental and governmental human rights agencies—where internships and clerkships are very often unpaid—and to pursue independent scholarly research projects on international human rights issues. There are very few human rights fellowships available, and the Robina Initiative constitutes an enormous increase in the number of such opportunities for Yale Law School students. The work that the Post-Graduate Fellows have engaged in thus far is quite remarkable. Though we have not yet been able to point to statistical analyses showing the effect of the Post-Graduate Fellowships on the careers of the recipients, we can point to the fact that there has been a significant increase in the number of students who have applied for the Robina Post-Graduate Fellowship in the last three years since the Initiative's inception. (Four individuals applied for the Robina Post-Graduate Fellowship in 2009, whereas 14 individuals applied in 2011; notably, many of the recipients have been former Robina JD Fellows or Summer Human Rights Fellows.) Thus, the Post-Graduate Fellowship has grown to become a highly sought after and important experience for individuals seeking to launch their careers in human rights. This assessment has documented the crucial importance of such support in the early professional development of future human rights leaders.

And finally, the assessment has shown the impact of the Robina Visiting Human Rights Fellows in several inter-related layers. First, the individual scholars appreciate the direct benefit they receive. They are afforded time to pursue human rights-related scholarship in a vibrant intellectual community. The Robina Human Rights Fellows also have an impact on the human rights community more broadly: on the Yale Law School; on the larger university; and in the human rights community beyond the university. Overall, throughout the last three years, the Robina Visiting Human Rights Scholars have taught seventeen human rights courses with a total of 130 enrolled attendees. The value of a robust curriculum at the Law School is, of course, paramount, and in this respect, Robina Visiting Human Rights Fellows have clearly strengthened the curriculum of the Law School and, in particular, its international-law and human rights curriculum. The Robina Initiative has allowed a valuable symbiosis: the presence of Robina Visiting Human Rights Fellows brings vibrancy and freshness to the intellectual life of the Law School, while the Fellows themselves are, at the same time, afforded a period of intense professional development.

For the individual Robina Visiting Human Rights Fellows, the opportunity to complete research and writing projects is invaluable. During their time here, they benefit not only from the dedicated time to think and write, but also from the chance to engage in an extended process of peer review. The benefit of the experience for the Robina Visiting Human Rights Fellows is clearly not limited to the freedom from routine

tasks—which, in and of itself, is significant—but also results from the intellectual attention and input that they receive from other faculty and from students. At the same time, Yale Law School students benefit from their interaction with these diverse legal scholars and practitioners. Their teaching and example helps train future cohorts of lawyers to contribute to efforts to improve respect for human rights. Lucas Guttentag exemplifies the kind of commitment to teaching and to working with students that serves as a model for the kind of interactions that the Robina Initiative had hoped to facilitate. In addition, the Visiting Fellows' multiple activities—which include hosting discussions, delivering lectures, participating in conferences, and publishing new scholarship—have a valuable impact outside the Law School, both throughout Yale University and in the wider community of human rights scholars and advocates.

The Future of the Robina Human Rights Initiative

The Law School is still evaluating the full import of this assessment. For the most part, we believe that the various components of the Robina Human Rights Initiative are working well and that the balance between the categories is beneficial to all aspects of the program. First, it is clear that the Summer Fellowships are a very important (one might even say integral) part of students' experiences. The Summer Fellowships provide valuable experiential learning opportunities to students in the field, augment their academic work, and serve, in many cases, to solidify their interest in human rights. The Post-Graduate Fellowships play an equally important role by allowing graduates to embark on the first steps of their human rights careers, especially in a time when such fellowships are rare and extremely competitive. In this regard, the Post-Graduate Fellowships serve a seminal and invaluable purpose. In addition, the time afforded to the recipients of Visiting Human Rights Fellowships is instrumental to their production of new scholarship and promotes their engagement with students and with the larger human rights community; Lucas Guttentag is a prime example of a Visiting Fellow who has greatly impacted students' experiences and the Law School's curricular offerings. And, finally, the Robina JD Scholars play an important part in contributing to the robust human rights community at the Law School; by attracting students interested in human rights and by helping to reduce their overall debt burden, these students will be more likely to be able to pursue careers in the field in the future.

Conclusion

All levels of the Robina Initiative are consistent with the Law School's commitment to an interdisciplinary, hands-on learning approach and with the Robina Foundation's goal of contributing not only to the development of individual scholars and practitioners, but also to the broad development of human rights scholarship and practice. The Law School is very grateful to the Robina Initiative for their support of the dedicated individuals who have benefited directly from Robina Scholarships and Fellowships, and who, consequently, have been able to work on a range of compelling human rights projects around the world. We would very much like to continue to collaborate with the Robina Foundation to sustain and strengthen the efforts already in place.

Robina Foundation Human Rights Initiative

Assessment Report

Submitted by

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Yale Law School

May, 2011

Introduction

The Robina Foundation Human Rights Initiative at the Yale Law School was designed to provide support for human rights leaders at all stages of their careers, from first-year law students, to recent law school graduates, to senior human rights scholars and practitioners. Robina scholarships and fellowships support internships each summer for some 40 International Human Rights Fellows (Summer Human Rights Fellows); cover the tuition of a number of Yale law students interested in human rights careers (Robina JD Scholars); fund several recent graduates to do a year of human rights work in the field (Robina Post-Graduate Fellows); and help to bring emerging and senior level Robina Visiting Human Rights Fellows (Robina Visiting Human Rights Fellows) to the Yale Law School.

The unifying goal of the Robina Human Rights Initiative was to foster and support a commitment to international human rights at the Law School. In this way, and on many different levels, the Robina Human Rights Initiative is a long-term and far-sighted investment in human capital, leveraging the robust international human rights community that already exists at the Law School.

Robina Foundation support has effectively infiltrated the Yale Law School, creating tentacles of influence that cannot easily be separated. Indeed, there are many students in the past few years who have benefited from three out of the four categories of Robina support; Summer Human Rights Fellowships; JD or post-graduate assistance (in most cases, one or the other); and exposure to Robina Visiting Human Rights Fellows at the Law School. Part of the difficulty, then, in assessing and measuring the effect of the various features of the Robina Human Rights Initiative is the very extent to which it is inter-connected. In other words, there are several different ways that the Robina Foundation has influenced individual students, as well as the Yale Law School human rights community in general, and that means that it is difficult to separate out the impact of the different components. With quantitative data, it is possible to perform a statistical regression to tease out the influence of specific variables, but that is unfortunately not possible in this instance.

Compounding the challenge is that fact that the impact of Robina Foundation funding is not distinct from other offerings at the Law School, either financially, programmatically or intellectually. The Law School offers a host of integrated programs, including classes, clinics, reading groups, symposia, conferences, panels and workshops. Some activities have been directly supported by the Robina Foundation Human Rights Initiative, and many activities have indirectly benefited from the Robina Initiative. To cite specific causal links, however, is not possible, and so to attribute certain accomplishments or successes exclusively to the support of the Robina foundation would not be accurate.

Having put forward these caveats, there is no question that Robina Foundation support has had a significant impact on individual lives at the Law School, as well as on the larger human rights community. Qualitative tools are available to measure this kind of impact, and we are pleased that we have had the opportunity to do so. Finally, it is important to keep in mind that the inter-connectedness of all the different components of the Robina Foundation grant, although challenging for the assessment process,

was, in fact, deliberate. The goal was to create synergy. In the words of Dean Koh in the initial grant document dated May of 2008:

> *"The result will be an expanding network and cohort of superbly trained human rights practitioners capable of making a difference in all varieties of human rights struggles.... The Robina grant that we propose will have a huge leveraging effect. "*

Methodology

The initial phase of the assessment plan was the creation of a comprehensive International Human Rights Database. This has been accomplished and has been extremely useful in identifying and documenting information for the purpose of this assessment. Created in consultation with Yale's Information Technology Department and with input from the Yale Law School Registrar's Office, the database was designed to capture and codify significant international human rights activity at the Law School and has several different functions.

The database goes back to 1985 and thus serves to provide institutional memory and cohesion for a wide range of activities and programs. It currently includes a total of 1,031 individual students who participated in international human rights classes, clinics, reading groups, law journals, summer fellowships and post-graduate fellowships. Because most students participated in more than one activity, there are more than 2,000 entries, all of which can be filtered and grouped in a multitude of different ways.

The database is already in use as a valuable programmatic tool, providing rapid and efficient retrieval of information on past or current students. Moreover, there is interesting potential for a number of important functions going forward. The database can assist students in seeking out alumni contacts who have conducted human rights work in countries or subject areas in which students are interested; it could at some point in the future be used to generate mailing addresses for conferences or symposia; and, in general, it will help to further the network of human rights scholars and practitioners who can share with each other their experiences and skills.

Who will maintain & use?

For the purpose of this assessment, we have relied on a mix of primarily qualitative measurements as set forth in the Assessment Plan, which was submitted to the Robina Foundation in September 2010. As part of the Assessment Plan, several distinct evaluation tools were created: structured interview questions for Visiting Human Rights Fellows; structured interview questions for Post-Graduate Fellows; structured interview questions for returning Summer Human Rights Fellows and; a quantitative Likert Scale, which is a psychometric scale commonly used in questionnaires, whereby respondents specify their level of agreement to a statement, also for returning Summer Human Rights Fellows. In addition, we have referred to a wealth of written records, including documents submitted by all returning Summer Human Rights Fellows, as well as interim and final reports submitted by the Post-Graduate Fellows.

For the purpose of this assessment process, a total of 43 Summer Human Rights Fellows from the summers of 2009 and 2010 were interviewed; 26 students from the summer of 2010 and 17 students from the summer of 2009, representing 93% and 43% respectively. These interviews averaged about an hour each and were recorded and transcribed, with written permission obtained. Likert Scales were completed and collected at the time of the interviews with the students. In addition, all written reports submitted by Summer Human Rights Fellows after their fellowship were compiled and bound for use by future generations of students interested in summer human rights experiences. These materials include 32 reports for 2010, 42 reports for 2009, and 38 reports for 2008, representing experiences from a very wide range of institutions and countries, to be discussed in more detail below. Please note that total numbers for Summer Human Rights Fellows may vary slightly, depending on how one counts summers divided between two locations, as well as how one counts the participation of non-law students.

We also have information from a number of Robina Visiting Human Rights Fellows, either in written records or by way of telephone interviews, as well as seven Post-Graduate Fellows, again either in writing or by phone. Where applicable, we also collaborated with the Career Development Office to collect information on fellowships and employment history of Robina Foundation Human Rights Initiative recipients subsequent to graduation from the Law School, although, because most graduation cohorts are recent, this data is rather limited. The following report provides an analysis of each of these four components of the Robina Foundation Human Rights Initiative, based on a review of interview transcripts, Career Development Office data, database searches, and written records. All in all, a wealth of data has been collected on Summer Human Rights Fellows, JD students, Post-Graduate Fellows and Visiting Human Rights Fellows and will be presented in that order.

I: Robina Initiative Summer Human Rights Fellowship

The Summer Human Rights Fellowships offered by the Law School are a point of huge impact and directly benefits the greatest number of individual students. The Robina Foundation Human Rights Initiative was established in May 2008, and a total of 39 summer stipend and travel award recipients were selected for the summer of 2008 by the Orville H. Schell Center for International Human Rights (hereafter referred to as the Schell Center) on the basis of written proposals. Five of these students were from the Class of 2009, and 31 students were from the class of 2010 (although one of these students went on leave, joining the Class of 2012). In addition, there were two students from Yale College and one from the Yale Medical School. The next year, there were 42 Summer Human Rights Fellows: one from the Class of 2009 (who went abroad the summer after graduation); six from the Class of 2010; and 33 from the Class of 2011. There were also two students from Yale College. In the following year, 2010, there were 40 Summer Human Rights Fellows, which included 12 students from the Class of 2011 and 24 students from the Class of 2012, as well as three students from the Divinity School.

The total distribution of international human rights summer interns over the course of the past few years is summarized below.

Robina Summer Human Rights Fellows from the Law School: Totals

	Summer Human Rights Fellows 2008	Summer Human Rights Fellows 2009	Summer Human Rights Fellows 2010
Class of 2009	5	1	
Class of 2010	30	6	
Class of 2011	0	33	12
Class of 2012	1 (Originally class of 2010)		24
JSD Program			1
From outside the Law School	3	2	3
Totals	39	42	40

Working with the Career Development Office at the Law School, we were able to document partial initial employment histories for the law students in these groups. Because there were only five students from the Class of 2009 who went overseas as Summer Human Rights Fellows in the summer of 2008, and because very little employment information exists for students as yet from the Class of 2011, the bulk of the information is for the Class of 2010. We have some initial fellowship and clerkship information on the Class of 2011, which is still in the application process.

Class of 2009 Employment History

It is most common for students to take advantage of the international travel opportunities in their first summer of law school; therefore, given the timing, there were only five students from the class of 2009 who participated in the Summer Fellowship in 2008. These students worked at People's Watch in India, the Hong Kong High Court, the Centers for Disease Control in Kenya, and La Hermandad Educative in Guatemala. One student initiated an independent study on the dirty war in Argentina, a project which turned into a much larger initiative and for which he received a Robina Post-Graduate Fellowship in 2009. In addition, one student from the Class of 2009 received Summer Human Rights funding to work at the Israel Supreme Court in the summer of 2009, immediately after graduation.

When we follow these students out into their first year of employment, it appears that about half of them have already taken positions related to human rights, either domestic or international, thus far in their careers. Typically, Yale Law School graduates tend to move into human rights and public interest work later in their careers, within 5 to 10 years after graduation. The employment history of these five students who graduated in 2009 and who went abroad their second summer (in 2008), is summarized in the chart below:

Class of 2009 Summer Fellowships and Employment History

Summer 2008 Human Rights Fellowship	Initial Employment After Graduation from Yale Law School	Current or Most Recent Employment
People's Watch in India	Private firm, Chicago, IL	Still current
Hong King High Court	Private Firm, New Haven, CT	Still current
Centers for Disease Control in Kenya	Government Sector	Still current
La Hermandad Educativa in Guatemala	A Skadden Fellowship with Greater Boston Legal Services, Boston, MA	US District Court
Research in Argentina	Robina Fellowship, Independent Research, Argentina	Clerkship, 9th Circuit Court of Appeals. Research continues toward publication of book

Class of 2010 Employment History

Students from the class of 2010 constitute the majority of first-year summer internships in the summers of 2008 and 2009. With a class size of 199 students, a total of 30 law students participated in the Summer Human Rights Fellowship program in 2008, and 6 participated in 2009. Adjusting for the 5 people who went overseas both summers, this gives a total percentage of just over 16% of the class. Unless noted otherwise, we assume that these initial post-graduation placements are still current, particularly in the case of employment at a private firm. Please also note that the histories that appear in bold indicate that the summer fellow was also a recipient of a Robina JD Scholarship.

Class of 2010 Summer Fellowships and Employment History

Summer 2008 or Summer 2009 Human Rights Fellowship	Initial Employment After Graduation from Yale Law School	Employment for Up-coming 2011/2012 Year
NY Legal Assistance, New York, NY	Private firm, New York, NY	
World Health Organization, Geneva, Switzerland		A JD/MD student, now class of 2011
Human Rights Watch, New York, NY	Clerkship, 9th Circuit Court of Appeals, San Diego, CA	Awarded Skadden Fellowship at Public Counsel Law Center in Los Angeles, CA
Documentation Center, Phnom Penh, Cambodia	Private firm, Paris, France	

scope of this assessment. One thing worth noting, however, is the hands-on quality of a Yale Law School education, which is exemplified by the summer fellowship experience and by the clinics. A significant strength of the Yale Law School is the way in which the academic coursework is supported, contextualized and complemented by practical, hands-on legal work, in the form of overseas summer fellowships and clinics.

In combining and contrasting the respective benefits of academic theory, clinical coursework, and overseas experience, one summer human rights fellow (and 2010 Robina JD Scholar) noted:

> *"... [W]hen you have a problem you don't know, you deal with it and you learn it, because the client's depending on you and so you kind of get used to having responsibility to face a steep learning curve and get over it."*

Other more specific comments relating to the way internships complement academic terms had to do with the importance of understanding how important decisions or laws or commentaries that students might read in texts are, in fact, the result of a long, complex process of negotiation. There were comments about how useful it is to be on site when legal opinions or commentaries are produced.

> *"Often their reports and commentaries (of the International Law Commission) are referenced in other international decisions, ... often referenced by ICJ (the International Court of Justice) and international tribunals? ... [U]nderstanding what goes into making those commentaries and the extent to which they are a product of negotiation, I think, is quite important. I think it's something that you can read about but you can only really, really have a sense for when you observe how various people come to a particular conclusion."*

There is no question that the primary value overall of the summer human rights fellowship lies in something that is shared with clinical instruction, that both constitute experiential learning and give context to the student's academic experiences. Many students spoke to how the summer work, as well as the clinical work, makes all the academic work more real and how it energizes them and enriches their work.

> *"It complemented what I did last year. It's one thing to talk about how a strawberry tastes to someone and describe it and you try your best, but it's another thing to actually taste it, and so this is the kind of thing where you actually get to taste it. This was kind of like tasting the strawberry."*

Value of Robina Summer Human Rights Fellowship

Students were asked in the interviews if they felt that they did useful and meaningful work over the summer. This question can be interpreted in several ways and was deliberately vague in order to gain a variety of responses. Many students talked about how the fellowship was meaningful and valuable to them, while others talked about how their work was valuable to the organization, and yet others spoke

about how their work may have been valuable to the general progress or causes that they were trying to advance.

Most people understood the question to be asking whether the summer was useful and meaningful to them, personally and professionally, as distinct from valuable to the organization.

> *"We both benefitted, but me, much more than they did; me, much more!"*

Others struggled to separate and articulate the degree to which the time was useful to them and the degree to which it was useful to the organization. Many people couched the value to the host organization in the context of the inherent limitations of summer fellowships, but most people said that they felt that had done meaningful work.

In some cases, summer fellowships provided the ability to effect real change at organizations.

> *"I came to Liberia a skeptic about my ability to address seemingly intractable human rights concerns with my nascent legal skills. Yet, I was pleasantly surprised by the modest changes even an intern can effectuate."*

In some cases, the comparative educational edge that interns enjoy translated into a level of authority that they would not see elsewhere. In these cases, the impact in real time can be heady:

> *"The work is vastly more important than what one will be able to do almost anywhere else. The current state of XXX means that any little bit of knowledge or expertise is put in a position of great authority and influence. If you want to make a BIG difference in the world, there is absolutely no better place to be.... It is truly insane the amount of difference the work I was doing will have on the entire future of a country.... Because of what I did for 9 weeks this summer, every magistrate in the country will approach the law completely differently, and the entire legal system will look completely and fundamentally different than it does today.... I wrote history this summer!"*

Students acknowledged that, for a small non-governmental organization, simply having an intern can lend a level of prestige or credibility to an organization and this, without any effort on the part of the student, could be of value to the organization.

> *"A large part of why people take interns is because it lends your organization credibility if you have a foreigner come in and spend 3 months with you, and In that sense, there was value added to me being there."*

In most cases, the lending of prestige was an acceptable part of the arrangement, but in one or two instances, fellows felt that they had been brought on for the wrong reasons. One student felt that prestige was the sole reason she was there and this, naturally, this caused some resentment.

"The thing with the director, she never really bothered to learn the interns' names. That was probably part of the experience that I really didn't like. That was one thing that bothered me a lot."

In the vast majority of Summer Human Rights Fellowships, however, students expressed varying degrees of win/win – that the organization had benefitted from their presence during the summer, and that they had also benefitted from the experience.

Supervision and Feedback during the Robina Summer Human Rights Fellowship

Students were asked specifically about the level of supervision and feedback, and this appeared to vary quite a bit, with several students characterizing it "the luck of the draw." The vast majority, however, did say that they had sufficient feedback and supervision, in many cases far exceeding their expectations. It also seemed that those students, who had the most exacting supervisors, were among those who had the best experience.

"They were incredibly hard working, just really, really hardworking. And they just absolutely demanded the best from you. They were clearly not going to put up with an intern who was going to, sort of, not give their full effort. But if you gave your full effort, they gave. For every hour you put in, you got 4 hours of experience out of it because they were just willing to edit your stuff and edit your stuff and they worked with you to make it the best."

In a small number of instances, students spoke of wandering the halls, looking for work to do, and in some of those circumstances, they ended up going across the hall or across the street and made alternate arrangements. The flexibility of the funding and of the Schell Center is crucial in turning these situations around and, as discussed below, has the potential to result in very positive developments.

The Most Valuable Part of the Robina Summer Human Rights Fellowship Experience

When asked about the single most valuable part of the summer fellowship experience, many students struggled to come up with one single issue. Many were not able to answer the question, and instead referred to the whole package as an invaluable learning experience. The word "experience" was used with noticeable frequency; "I don't know, the whole experience", was a common response. Then, this being a bright and articulate group, they gathered their wits and tried to offer up some of the pieces that went into making it a valuable experience. Several different components can be distilled from their responses.

One of the themes of the summer internships is that students come out of it confident in their abilities in a variety of different ways: their ability to meet and surmount challenges, their ability to make bold and brave decisions, and their ability to personally affect change.

Several students spoke about the realization that they could actually have an impact. This was clearly, in some cases, quite overwhelming (this has already been covered under meaningful work):

Some felt validated in having made difficult choices.

> *"Just knowing that I could go to a village in Africa that I didn't know anything about and find productive and impassioning work to do there makes me think that I should probably make the choices that seem true to me and it'll be OK, I don't have to do what everybody else thinks is important."*

The internship experience was clearly valuable to many student in affirming their skills and abilities to contribute in meaningful ways to issues that they had defined as important. Some felt utterly humbled by the experience:

> *"At the end, the village elders would come up to us to thank us for caring enough to travel across the world to help build their court – which horribly embarrassed all of the interns. You're standing in front of a village chief, with his checkered korma and trauma lined face, a man who lost twenty members of his family and was forced to violate his faith while your country broke its silence only to support the Khmer Rouge in the UN. He looks at you with grateful tears and all you have to offer is a plate of fruit and your legal memo."*

In a few instance people used the summers as an opportunity to explore issues of national identity. In several cases, it was far more complicated than simply matter of revisiting the tourist sites of childhood. Rather, it was a tough look at belonging and place and a conscious and deliberate effort to disentangle threads of identity, and to choose a national allegiance. In some cases, this worked out, and provided energy and momentum:

> *"I had a personal history with the region ....(A) lot of that resonated with the dreams my family had before 1989. Whenever you do something, you will have professional, but also personal motivation. You do your best work when there's some kind of personal resonance, a kind of passion that you have that's not just professional passion."*

Fellows also discussed the value of international travel as a way to understand and learn about the US, not only from one's own individual prospective but also as viewed from the vantage point of other countries. This varies greatly from region to region, but in one felicitous account:

> *"I have never pretended I was not American in a foreign country before, but I do not know that I have ever announced my citizenship in another country with so much pride."*

Perhaps not surprisingly, many people spoke about making lasting friendships. This may seem an insignificant feature of a law school summer experience, but the importance of the exposure to a like minded peer group at this relatively early part of students' professional development can have a significant effect. Several people identified personal relationships as one of the most valuable aspects of the summer.

"Honestly, for me it was personal. The connections that I made and the friends that I made were just really, really powerful and I made some amazing friends that live all over the world, in the office and out. That was an incredible experience, and I think I'll keep some of those friendships forever, I hope."

One theme that came up again and again was the value of the summer internship in serving to make the law real. One other question in the survey focused on the way in which the internship complements what they do when they are at the Law School. This is a separate, but related, idea. Here, we address briefly responses about the way their experiences illuminated their understanding of law or their future work.

"I learned so much from the experience that will be helpful in my future career in international human rights or development. Had I not been in the store room looking at the nearly 600 bed nets remaining, unused – bed nets that could be saving lives – I would not really have understood the challenges."

"You read cases in a text book and you can talk about different principles of international law but it all seems rather vague and abstract, I think, whereas in when you're there and you're actually writing a decision and your citing international law in different cases and you're seeing how it works in practice... it means a lot more, it brings it to life."

And here is another take on the value of on-the-ground training:

"I have learned a lot. It's stuff that's sort of hard to quantify, but I've learned a lot about how you function in post conflicts,...who the important players are,...how far you can push stuff before it doesn't work after a while, what is meant by legal empowerment, and how that works....how much training can you give before it saturates and how much you can push liberal legal ideals onto situations that are not having them, how you can work towards integrating the formal westernized legal system with what actually the law is in the country based on traditional authorities and who actually does control the power, how that interlocking looks which is really important and interesting."

And finally, whether or not this is an overt goal, the summer internship serves to energize people. In some cases, the opportunity to apply real (and newly learned) legal skills to actual circumstances is especially important. Many students enter the Law School community with a vague sense of wanting to promote international human rights. In many cases, they find that doing so is actually very hard work—that, perhaps it is not as exciting as they had hoped. In those instances, the summer serves to remind them of not only why they came to law school in the first place, but how what they learn here can be put into practice. One student summarized this trajectory neatly:

" My very biggest goal for the summer was met ...I came to law school wanting to do social justice work. I really thought law school was going to ....be difficult but fun and eye opening and my whole idea of coming to law school was to use the law in really positive ways and thinking if I figured out how law works, I could figure out how to solve all the problems of the world and just

feeling overly optimistic and idealistic and not very realistic. So I got here and, especially the first semester, I was not very engaged in those kind of issues and so I ended up kind of disappointed,... and it became a really hard experience when I expected it to be, ridiculously, this kind of heavenly thing. So for this summer, I really wanted to see lawyers doing good work, and wanted to see people that were inspiring, and I definitely got that. Everybody that I worked with was...working on... these really important issues, working against the government, working under death threats. They were really brave people doing really awesome work."

Mentors

Ideally, in addition to providing supervision and feedback, the internship supervisor takes on the role of mentor. Many people did, in fact, respond that their supervisors became mentors to them.

"(My supervisor's) commitment to justice, tireless hard work, fierce intelligence, and even his sense of humor are both inspirational and contagious."

"Throughout my summer, I worked under the inspiration of XX, the organization's co-founder and director. His imagination is astonishing. He envisioned a future where our lawsuits would transform courts and helped me to see the creative possibilities law gave us."

"My supervisors are very much bound up in why I felt that my internship was a success and why the work environment was a positive one."

One student characterized her internship as the opportunity to:

"develop a close professional and personal relationship with my internship supervisor, who demonstrates for me, in so many ways, the sort of lawyer and, indeed, the sort of individual I hope to become."

"He definitely took it upon himself to teach – there was another American intern there – to teach us about the system, to teach us about the history, and also just sort of model."

These last two instances again reflect the concept of students trying on a future professional role.

The wonderful mentorship experience is, of course, a combination of luck-of-the-draw and personality synergies. In some other cases, interns did not find mentors in their supervisors. But several students identified various different types of mentoring relationships, ranging from the classic mentor "leader," to co-working mentors and even classmate mentors.

Some students found people in or out of their work environment who served as mentors for them

"I actually only ever spoke to him on the phone, I never met him, and so it is funny to say that he was a mentor. I haven't met him. But he was, in terms of legal substance and the principled way that he went about his work, quite inspiriting."

Another interesting note that students touched on is the sheer benefit of living in places with a lot of other like minded professionals.

> *"It seemed like there was a very large pool of people to go to for advice. There was just a lot of very interesting, very talented people who had these very long careers in international development and human rights careers. Simply by being in such a concentrated pool of professional was helpful and had a positive impact"*

Some people also spoke about seeing their peers at the Law School as a kind of mentor. In many cases, students also found inspiration among other networks. One person specifically said that, although not a traditional mentor relationship, she found great inspiration in her peers

> *"She's one of those people that I do look up to because she's sort of been on this trajectory for some time, she has the same goals as I do and it's just nice that you can talk to students here but it's not the same dynamic as undergrad because everybody has such clearly formed ideas and goals."*

One of the most interesting findings is the degree to which students are inspired by other International human rights professionals whom they meet overseas. Some students are inspired by other expatriates whom they met, committed professionals who have chosen to forgo more lucrative career paths in order to dedicate their lives to strangers in distant counties. Most often, however, summer fellows were inspired by foreign nationals.

> *"...I was humbled by the faithfulness of the national staff members, as I watched them live out their faith in the context of the unapologetic pursuit of justice on behalf of the oppressed."*

Many Robina Summer Human Rights Fellows spoke movingly of being inspired by the level of commitment on the part of local people with whom they were working.

> *"There was something really fantastic about the dynamic in Sierra Leone where you were coming in to work with people and it was clear that they just believed in the mission of the project so much that even if they couldn't afford to do this forever, they were happy to have you there because you also believed in the mission, the project, and there was a really great sense of camaraderie, that we were the human rights workers in the village. I think that in its own way was a form of mentorship, to keep sight of why we're doing these things."*

> *"Then there is me, the law student from Yale, standing in awe of the grace and humility of my colleagues and friends.... The most valuable aspect of my summer experience was working side by side with today's heroes of Rwanda."*

There is no question that Jim Silk is the central pivot, and the principal mentor to students, in the international human rights community at the Law School. He is mentioned by almost every everybody who is in any way involved with international human rights, and it is abundantly clear that his influence is profound.

"Definitely, yup, Jim has been a huge figure in my life since I got to Yale. He's just hugely influential and helpful for the practical work -oriented aspects and also for these kinds of bigger-picture life questions. He's wonderful."

"Jim Silk! Definitely, I feel like he is definitely a lot more inspiring and a lot more accessible to me than almost anyone else in the Law School ."

"I just have to say, I feel like Jim was very helpful to me in that process, and that support and guidance was invaluable and it continues to be.... He's definitely someone that I can go to and think that that's very valuable at Yale. It's not always the case that people have their doors open. It's something to appreciate and I really appreciate it."

More specifically, several people referred to the fact that Jim Silk has been doing this for so long that he has become very astute to the intricacies of human rights work.

"I think he understood what students can get from this experience in a way that other professors who aren't really involved in human rights work, or only really abstractly, don't see its immediate personal value. Just because he's dealt with so many students who've done this – students with international experience, students without international experience – he really understands how much it can touch people and shape their goals."

Students mentioned a few other individual professors whom they considered mentors. A few people also noted that the possibility of mentorship was available but that they were not the type of person to actively seek it out. But the person most frequently mentioned was Jim Silk, who has clearly had a significant impact on students pursuing international human rights at the Law School. The following quote sums it up simply and to the point:

"Jim is a mentor to everybody who does human rights work...."

The Role of Previous Summer Human Rights Fellows

The experience of previous Summer Human Rights Fellows was very helpful to most of the students interviewed. They had sought out individuals who had participated in similar internships for concrete advice and contacts. But benefit of previous fellows goes much deeper. Throughout their interviews, many students referred both in passing and at length, to the existence of a network of Yale alumnae, stretching back into the past and forward into the future. So, in the most limited version, students sought and obtained the feedback and guidance from the class before them on where to work, how to find housing, etc. But other fellows spoke, in very moving terms, about the community of human rights at the Law School and the importance of the fellows' role in it, as a link in a chain of shared responsibility, current, past and present.

"And I think I owe a lot to the students who came before me and I certainly wasn't going to goof off at the International Criminal Tribunal for the Former Yugoslavia because there's going to be a student behind me who wants to go there, right? So it's sort of like a cycle of responsibility."

It is clear that the most useful source of information for students setting up their summers was from the students before them who had done similar activities, whether the summer immediately preceding or prior to that. And someone else noted:

"One of the great benefits of coming here is that you have all these Yale graduates dispersed out throughout the world."

And someone else noted:

"And also our network of Yalies helped me a lot. There's this amazing guy .... I think he's basically responsible for me getting me these two summers of internships. He doesn't accept it, but I think he really helped me."

By supporting the international human rights summer fellowships, Robina funds have helped to foster a mechanism by which Yale law students are inspired to continue with international human rights work, thus passing the torch from one generation to the next.

Overall Impact

One of the most interesting and telling features of this entire process was the alacrity with which students responded to the request for interviews about their summer internships. Within three days of the initial contact, practically the whole group had responded. Sometimes there was a request to wait until a particular project had been completed, but the enthusiasm for this project was unmistakable. Rather than the dreary business of nagging busy law students into doing unwelcome interviews, there was enthusiasm and generosity. Students were uniformly enthusiastic and happy to have the opportunity to talk about a period of time in their lives that was extremely valuable and welcomed the opportunity to say so.

"I love Yale! I wish I could give you a million dollars! But I am going to work at a public defender's office! And so I feel like, timewise, if you need me to go to a college fair ten years later, I will be there. If you need me to talk to a Robina Fellow in ten years, I will be there! Robina is amazing. The fact that Robina is here, the fact that there is summer funding to do these really interesting projects abroad, whether you're working for a court or elsewhere ... it's why I came here!"

Many also spoke openly about seeing this interview as an opportunity to express something to the donor, to convey a message, or, as it was sometimes phrased to "give back." Although this concept was not explicitly one of the questions, it did come up again and again. Some of the students' comments alluded to the dimensions of the impact that the Robina Summer Human Rights Fellowships had on them and on their future. Some of the comments include:

"... I don't have the kind of background where I would be able to do something like this.... It translates to something huge"

"I could not have afforded to work in Cambodia this summer without the fellowship and it was truly a life changing experience."

Many people referred to the experience as having been invaluable and having presented them with a form of learning that is not available in any other fashion. Students uniformly welcomed the opportunity to talk to students who had previously been summer fellows. Absolutely everyone interviewed not only replied in the affirmative to the question of whether previous fellows' experiences had been valuable to them, but also welcomed the opportunity to "pass their own experiences down" to others.

This really is the crux of what Yale Law School and the Robina Foundation are conspiring to do – broaden and inspire concentric networks of human rights leaders into the future. Formal learning is certainly a key component in the development of professionals in any discipline; but it is the development and, more often, the reinforcement of personal motivation that can carry a student forward, despite obstacles, through ensuing decades. The Robina Human Rights Initiative has helped to establish a mechanism by which Yale students become inspired to continue with international human rights work, thus passing the torch from one generation to the next.

"It was moments like these, I realized, that truly motivated me to do this kind of work."

Complementary Quantitative Data

In order to complement the interview findings, and in an attempt to quantify the impact of the Summer Human Rights Fellowship, this assessment also included a Likert scale, which is a psychometric scale commonly used in questionnaires, whereby respondents specify their level of agreement to a statement. The Likert scale in this instance was expressly designed to complement the qualitative portion of the assessment by providing a few concrete measurements of how students perceived their summer and how it fit into their overall career plans. A total of 39 completed forms were returned.

In general terms, fully 100% of the respondents confirmed that their summer human rights fellowship was either a "very valuable" (86%) or a "valuable" (14%) part of their education. One person noted in the comments section that the summer human rights fellowships:

"... provided the high points, emotionally and spiritually, of the last three years"

More specifically, we wanted to use this tool to gauge, in a quantitative fashion, the level of commitment to international human rights prior to and subsequent to the summer fellowships, in order to obtain a concrete measure of impact. The first question therefore determines the specific level of certainty (on a sliding scale) about international human rights as a career path when the student initially started law school, and the second question determines the specific level of certainty (same sliding

scale) about international human rights as a career path subsequent to the Summer Human Rights Fellowship.

For 36% of the respondents, the desire to pursue international human rights as a career path increased after their summer experience. For 13% of the respondents, goals shifted away from international human rights. For the balance of 51%, the level of desire to pursue a career in human rights was the same prior to and subsequent to their summer overseas. The instances of a positive impact toward a career in human rights were almost three times those of a negative impact. This is especially striking in light of the economic upheaval of the past few years and the steep opportunity cost that a career in human rights usually entails.

II: Robina JD Scholars

Robina JD Scholars are selected in consultation with the financial aid office on the basis of financial need and students' interest in human rights (as indicated in their financial aid applications). Thus far, there have been a total of 33 students who have benefited from Robina Foundation support toward their tuition costs: 13 students in the 2008/2009 academic year; 10 students the 2009/2010 academic year; and 10 students in the 2010/2011 academic year. Because the grant is still relatively recent, it is not possible to perform any kind of long-term longitudinal inquiry. In cooperation with the Career Development Office, however, we have been able to provide some basic information about initial career choices made by a few members of this group, as well as limited employment history. The distribution of JD scholars is indicated below.

Robina JD Scholars: Totals

	Robina JD 2008/2009	**Robina JD 2009/2010**	**Robina JD 2010/2011**
Class of 2009	3		
Class of 2010	5	3	
Class of 2011	4	7	3
Class of 2012	1*		7
Totals	**13**	**10**	**10**

**Initially Class of 2010, took Leave of Absence*

From the Class of 2009, among those three who received Robina JD tuition assistance, one person began the first year out of law school by clerking at the 9th Circuit, Court of Appeals. The other two were working at law firms. One of these graduates later was awarded a 2010/2011 Robina Fellowship to work at the Constitutional Court of South Africa

From the Class of 2010, among the eight students who received Robina JD assistance, three received clerkships, two began their careers in public service, and two took positions at law firms. The distribution is as follows: three received clerkships, at the 6nd Circuit Court of Appeals, the 2nd Circuit Court of Appeals, and the US District Court; two took public interest positions, at the Public Citizen

Litigation Group and Lakeshore Legal Aid; and two started out at private law firms. A sixth student was initially in the class of 2010 but took a leave of absence and is currently slated to graduate in 2012.

For the classes of 2011 and 2012, it is clearly possible to offer much information about employment. However, many of these students are active participants in the human rights community at the Law School. The vast majority have been involved in the Lowenstein International Human Rights Clinic, the Transnational Development Clinic, or the Human Rights and Detention in the US Clinic, as well as in other courses, such as Comparative Constitutional Law and Foreign Affairs and National Security. Several students are very involved in the Yale Visual Law Project, which is making two documentary films about racial profiling, one on stop-and-frisk practices, and the other on immigration. Several Robina JD Scholars are active in coordinating human rights activities at the Law School: one as a student Co-Director of the Lowenstein Human Rights Project; another as student Co-Director of the Schell Center; another as articles editor for the Yale Human Rights and Development Law Journal; and another by organizing or helping to organize events through the Middle Eastern and North African Law Students Association. Others are focusing on publishing (with Professor Thomas Pogge on *"Severe Poverty as a Human Rights Violation"* or independent research projects (with Professor Christine Jolls on the rights of adolescent workers in the U.S. and Latin America) or as teaching assistants (a teaching assistant for the 'International Human Rights Law' course at Yale College). Another of the Robina JD Scholars has been a Yale World Fellows Program Associate, participating in the Yale World Fellows global affairs seminar. These seminars are taught twice weekly by top Yale faculty and are designed especially for the World Fellows and Associates to cover a wide array of topics such as global governance, international public health, rule of law, development economics, globalization, and technology. This is a coveted opportunity, with only two or three Associates selected each year from all the graduate and professional schools of the University.

III: Robina Post-Graduate Fellowships

We have seen in earlier sections the enormous importance of fellowships to recent graduates. One of the great benefits of the Robina Foundation Human Rights Initiative is the opportunity it provides to recent Yale Law School graduates who have shown commitment to the field to embark upon the first steps of their careers as human rights practitioners. As you might expect, due to financial pressures and the experience requirements for the limited number of jobs in the field, it is often difficult for recent graduates to venture into human rights positions directly after law school. The Robina Post-Graduate Fellowships offer a gateway for recent graduates to enter into the field directly after law school and to gain knowledge and training that will enhance their ability to pursue useful work in human rights. The Fellowships are integral to providing the financial support necessary for students to work in international criminal tribunals, foreign constitutional courts, intergovernmental and governmental human rights agencies, where internships and clerkships are unpaid, and to pursue independent scholarly research projects on international human rights issues.

According to the Yale Law School's Career Development Office's Fifth Year Career Development Survey, 46% of respondents intended to work in public service when they graduated, and 47% intended to be working in public service 5 years after graduation. Five years out, only 28% were actually doing so. The Robina Foundation Human Rights Initiative allows us to provide the support that enables students to pursue, or get into, human rights work, immediately after graduation. Fellowships, which are very limited, are an important opportunity and the Robina Initiative constitutes an enormous increase in the number of such opportunities.

Over the past three years, the Robina Post-Graduate Fellowship has been awarded to a total of six Yale Law School graduates.

Robina Post-Graduate Fellows: Totals

	Robina Fellowship 2008/2009	**Robina Fellowship 2009/2010**	**Robina Fellowship 2010/2011**	
Class of 2008	Brittan Heller	Matiangai Sirleaf		
Class of 2009		Sam Ferguson		
Class of 2010			Jason Pielemeier, Aaron Zelinsky, Terra Gearhart-Serna	
Total	**1**	**2**	**3**	

Because of the initial timing of the receipt of the Robina Foundation Human Rights Initiative award letter, we were unable to select a full cohort of post-graduate fellows in 2008-09. As a result, only one Robina Post-Graduate Fellow in 2008-2009 was chosen: Brittan Heller '08 JD applied for a half-year fellowship so that she could work from January to May 2009 as an intern at the Prosecution Section of the Office of the Prosecutor at the International Criminal Court at The Hague.

The following year, the fellowships were awarded to Sam Ferguson and Matiangai Sirleaf. During their fellowships, they, respectively, conducted independent research in Argentina for a forthcoming publication and clerked at the Constitutional Court of South Africa. Matiangai had received a Bernstein Fellowship the previous year, in 2008/2009.

The 2010-11 Robina Foundation Post-Graduate Fellows included Terra Gearhart-Serna, who is spending her fellowship year as a law clerk in chambers for the International Criminal Tribunal for the Former Yugoslavia; Jason Pielemeier, who is a special assistant to the U.S. Assistant Secretary of State for Democracy, Human Rights and Labor; and Aaron Zelinsky, who is a special assistant to the Legal Advisor to the U.S. State Department.

For each of these individuals, the opportunity to engage directly in human rights work on the ground was deeply and overwhelmingly satisfying. The Robina Post-Graduate Fellowship offered each of them the chance to work in a human rights area of their choice, which they would otherwise not have been able to do; there were no other sources of financial support available for such work.

As we have noted earlier, post-graduate fellowships, in general, are of crucial importance to individual Law School graduates. And the positive impact on individuals is relatively straightforward. The way in which these post-graduate fellowships affect the international human rights community as a whole, however, is a much more complex and multi-faceted question. Realistically speaking, there are few mechanisms with which to measure this impact, no tools with which one can quantify such a complex process. So rather than attempting to tackle the question as difficult-to-penetrate whole, we think it is useful to examine a few particulars, to illuminate a few threads, as representative of the ways in which the Robina Post-Graduate Fellowships have affected individual people and individual institutions.

Although many countries have hosted and benefited from Yale students and fellows working overseas, several locations stand out as sites of relevant human rights work and will serve to illustrate the role that the Robina Foundation Human Rights Initiative has played in the past few years. These are Jerusalem, Buenos Aires, Freetown, Johannesburg and, Washington, D.C. An analysis of the Law School's historical relationship with each of these centers of human rights activity is beyond the scope of this assessment. We can, however, look at each Robina Post-Graduate Fellow and how he or she has played a role in the larger arena.

The Hague

One of the express functions of the Robina Post-Graduate Fellowship was to create a fellowship for recent graduates to pursue work with the International Criminal Court and other international criminal tribunals. The Robina Fellowship has been a major factor in enabling students to engage in fellowships in this growing area of interest.

As stated, the first Robina Post-Graduate Fellowship went to Brittan Heller, who worked in the Prosecution Section of the Office of the Prosecutor at the International Criminal Court at The Hague. Brittan was one of sixteen people on the Prosecutor's team in the ICC's prosecution of Thomas Lubanga Dyilo.

More recently, Terra Gearhart-Serna was awarded a Robina Fellowship in 2010 to spend her fellowship year as a law clerk in chambers for the International Criminal Tribunal for the Former Yugoslavia. For the initial six months, she was an intern in the Appeals Chamber, and on her first day at the Tribunal, was assigned to be the Nikola Sainovic et al. appeal team. She is spending the next portion of her Robina Fellowship year as a legal intern to Appeals Judge Theodor Meron, working on a broader range of cases.

Jobs in the institutions of international criminal justice are difficult to secure, and those who had done summer internships with international criminal courts or tribunals spoke about the great professional advantage of getting to know the systems and the people. In the past several years, due in part to the support of the Robina Human Rights Initiative, the Yale Law School has clearly established strong

relationships with the international criminal tribunals; successive cohorts of alumni and summer fellows have been able to gain the privilege to work in and observe firsthand the workings of these high courts.

For example, in the words of one 2009 Robina JD Scholar who was able to spend one summer at the International Criminal Tribunal for Rwanda, and another summer at the International Criminal Tribunal for the Former Yugoslavia:

> *"I came to law school wanting to do international criminal law – I came specifically for that – and I saw that Yale had really good connections with the international tribunals and that they had lots of classes, and a really good support network for doing this type of law, which really gives you very little financial remuneration, I guess, as a career."*

In recent years, student interest in the international criminal tribunals among appears to have increased. In 2008, there was one Robina Summer Human Rights Fellow working in the President's office of the International Criminal Tribunal for the Former Yugoslavia. In 2009, there were five Robina Summer Human Rights Fellows at The Hague, four at the International Criminal Tribunal for the Former Yugoslavia, and one at the International Criminal Tribunal for Rwanda. In 2010, there were also five: three at the International Criminal Tribunal for the Former Yugoslavia, one at the International Criminal Tribunal for Rwanda, and one at the Special Court for Sierra Leone (sitting in The Hague for the trial of Charles Taylor).

As will be examined in more detail below, Robina Post-Graduate Fellowships have enabled recent Law School graduates to assume significant roles in many areas of the international human rights community, perhaps most significantly in the international criminal tribunals. Without the Robina Foundation Human Rights Initiative's support, it is very unlikely that as many Yale students would have had the opportunity to participate and gain the important experiences afforded by internships and clerkships at these courts.

South Africa

There have been several Robina Post-Graduate Fellows whose work has taken them to Africa in a variety of different capacities. In 2010, Matiangai Sirleaf was awarded a Robina Post-Graduate Fellowship to serve as a law clerk for Chief Justice S. Sandile Ngcobo of the Constitutional Court of South Africa. Prior to the Robina Fellowship in 2008-09, she was a recipient of a Bernstein Fellowship, established in 2001 to enable Yale Law School graduating students or recent graduates to devote a year to full-time human rights advocacy human rights. As a Bernstein Fellow, Matiangai worked at the International Center for Transitional Justice in Cape Town, South Africa, from which she conducted missions to assess transitional justice experiences in West Africa focusing on truth telling, prosecutions, and reparations. In this position, she interviewed more than a hundred human rights victims, relevant actors from truth commissions, courts, government agencies, and civil society groups in Sierra Leone, Ghana, and Liberia, and wrote a comparative analysis of West African transitional justice experiences. She wrote:

"Aside from the recently established Robina Fellowship, there are almost no other sources of funding available to students for foreign and international clerkships within the Yale Law School. I am very grateful for this fellowship, as it has allowed me to pursue this once in a lifetime opportunity to work at one of the most progressive apex courts in the world. I am truly privileged to be clerking at the Constitutional Court of South Africa where there is a commitment to justice which permeates the entire building."

Matiangai is currently is a Human Rights Fellow at Cohen Milstein Sellers & Toll PLLC, which has been for 40 years a pioneer in plaintiff class action lawsuits. Clark Gard, class of 2009, was recently awarded a Robina Post-Graduate Fellowship to clerk for Chief Justice S. Sandile Ngcobo of the Constitutional Court of South Africa.

Washington, D.C.

Two of the Robina Post-Graduate recipients for 2010/1011, Jason Pielemeier and Aaron Zelinsky, were interested in opportunities to work on human rights efforts within the U.S. State Department. Jason Pielemeier, who was awarded a Fellowship to work in the State Department's Bureau of Democracy, Human Rights, and Labor, was very involved with the Lowenstein International Human Rights Clinic while at the Law School. Later, with several other students, he helped start and develop an innovative Darfur-advocacy campaign that used social media sites such as YouTube and Facebook to amplify activist voices and demand policy change. As a Robina Post-Graduate Fellow, Jason is working directly with Michael H. Posner, Assistant Secretary of State for Democracy, Human Rights, and Labor (DRL). U.S. law requires externally funded fellows to spend a three-month period in a post-doctorate placement with the sponsoring university before being, in effect, on loan to the government. In February 2011, Jason wrote about his preparatory work during this period:

"There is a relatively new but increasingly robust body of scholarship dealing with the interplay between IHL (International Humanitarian Law) and IHRL (International Human Rights Law) and upon the suggestion of my employer I focused a good amount of time reviewing books and articles in this area. This literature provided useful insight into the variety of positions that have been staked out in this dynamic area of mostly academic debate."

He writes in his interim report of March 2011 that he has recently began discussing with the Assistant Secretary and the Principle Deputy Assistant Secretary an arrangement that would allow the office to hire him to stay on after the fellowship ends in August. He notes that there is strong interest in the DRL Front Office to create a "National Security and International Law" advisor position and that they have begun formulating a position description. However, this is tentative, given the current federal budget impasse.

Aaron Zelinsky's Robina Fellowship is to work directly for Harold Koh, the Legal Adviser to the State Department. While at the Law School, Aaron was interested in international law and national security,

serving as an Articles Editor for the *Yale Law Journal* and a former Executive Editor for the *Yale Law & Policy Review* and coauthoring an article on terrorist-group funding mechanisms for the peer-reviewed journal, *Defense and Security Analysis*.

Aaron was a Robina Summer Human Rights Fellow in 2008, serving as a foreign law clerk for Chief Justice Dorit Beinisch of the Israeli Supreme Court. Of that experience, he wrote:

> *"As a result of my fellowship, I am confident that I want to clerk following graduation, although I would like to do so in the US."*

Upon his return to the United States and during the subsequent academic terms at Yale, Aaron had classes with Aaron Barak, the former President of the Israel Supreme Court, who is a regular visiting professor at the Law School. He also worked closely with then Dean of the Law School, Professor Harold Koh. When Dean Koh was appointed Legal Advisor to the State Department in 2010, Aaron applied for and received a Robina Post-Graduate Fellowship, which enabled him to work as Special Assistant to Koh, focusing on human rights issues.

Aaron has been given an important role in U.S. policy affecting international human rights globally. As Special Assistant, he helps coordinate the flow of information between the Legal Adviser and the rest of the Legal Adviser's Office and the State Department and, in fact, has worked closely with Jason in DRL. There are approximately 200 lawyers in the Legal Adviser's Office, and they handle a variety of issues that cut across the entire State Department. He also helps determine which issues are most pressing and requiring most urgent attention and summarizes areas of on-going interest. He engages directly with other lawyers and members of the State Department on various special projects.

During the post-doctorate phase of his Robina Post-Graduate Fellowship, Aaron's political commentary was limited to academic writing. He was also a regular writer for the Huffington Post, contributing a series of editorials on law, which included (*Huffington Post*, June 24, 2010) an article entitled "Borking Barak: Why the Right's Newest Attack on Kagan Is Wrong."

Argentina

A particularly interesting and creative independent projects supported by the Robina Post-Graduate Fellowship program is that of Sam Ferguson, a 2010-2011 Fellow, who has long been working on human rights and post-conflict justice issues in Argentina. While at Yale, Sam participated in the Law School's Latin America Linkages Program (a program that links students from Yale Law School and Latin American law schools by allowing them to participate in a student exchange that includes site visits to government agencies and NGOs), where he became interested in issues of Argentine transitional justice. In the summer of 2007, the year prior to the Robina Foundation Human Rights Fellowship Initiative, Sam

reported for TruthOut.org on the trial of Cristian Federico Von Wernich, the first Catholic priest indicted and convicted for abuses committed during Argentina's last military regime.

The following summer, in 2008, Sam was awarded a Summer Human Rights Fellowship to continue his research in Argentina, building on an article he had written the previous summer for the May/June edition of the *Boston Review*. The article, entitled "Argentina's Unending War," examined the re-opening of human rights prosecutions against Argentine military officials from the 1970s. Through the course of the summer, Sam interviewed more than forty people (including three then current or former Supreme Court Justices) for source material and observed two trials. After the summer, Sam wrote:

> *"It is funds like (this) that make Yale Law School such a special place. We are given all the support and help that we need."*

Sam received a Robina Post-Graduate Fellowship to enable him to continue research on the revived trials of officials allegedly responsible for abuses during Argentina's "Dirty War." Sam's initial research had evolved into a book project targeted to both a lay audience and academics interested in emerging issues in transitional justice and incorporating historical information about Argentina's dictatorship. Sam has poured through thousands of documents in Argentina's national library and other archives and observed the trials taking place during his Fellowship year. His book will provide important context about Argentina's decision in 2003 to repeal a series of amnesty laws passed in the 1980s that had shielded officials of the dictatorship for nearly two decades.

Sam's book may be the only comprehensive book on the subject targeted toward an English-speaking audience and will provide an invaluable account of the first time in history when a democratically enacted amnesty law has been repealed to re-open an examination of the past.

Sam later reflected on this experience:

> *"I think the Robina Fellowship is just fantastic. The amount of freedom that I had was just incredible. I think that they – and the Law School – took a little bit of a risky gamble in sending somebody out into the* world. There are not many fellowships that will offer that kind of opportunity."

In addition to Sam, many other Yale Law students have chosen to work in Argentina over the years. In 2006, Jeremy Robbins was awarded a Bernstein Fellowship to work with both the Center for Legal and Social Studies and the Association for Civil Rights, organizations at which Yale summer interns had worked in 2004 and 2005. These experiences helped pave the way for others.

Since 2006, there have been 13 Yale Law School JD students (and one LLM) who have worked in Argentina over the summers, many of them at the Center for Legal and Social Studies. There were four Robina Summer Fellows in Argentina in 2008. One person (also a 2008/2009 Robina JD scholar) worked at the Center for the Implementation of Public Polices Promoting Growth and Equity, and two others worked at the Association for Civil Rights. This is just one example of how Yale Law School has helped

students develop personal and professional connections over time: among Robina Fellows; among Yale Law School students; and between Yale students and the larger international human rights community.

Sam is currently clerking for Judge William A. Fletcher of the Ninth Circuit Court of Appeals but still manages to actively follow events unfolding in Argentina. He was interviewed by the ABC Radio National of Australia on March 19, 2011, about the trial and about a scheme, during the "Dirty War" to take young infants from political prisoners and give them to supporters for adoption. Sam also took time from his clerkship the last week of March 2011 to travel to Argentina to hear the defense's closing arguments in the trial he has monitored; he hopes will result in an article for the *Christian Science Monitor*. He plans to take another week off to attend the announcement of the verdict later in the year.

> *"I am the only non-Argentine who is following this and, without the Robina Foundation, that would not have been possible."*

New 2011-2012 Robina Post-Graduate Fellowship Recipients

As awareness of the Robina Post-Graduate Fellowship spreads among the student population, we note that the applicant pool has increased in both size and strength. The number of applicants has grown significantly, from four applicants in 2009, to nine applicants in 2010, to 14 applicants in 2011. Although this does not sound like a tremendous number, the quality of the pool is always high and makes the selection process a challenge. The break-down of this year's applicants was as follows:

- Independent research or advocacy projects (4)
- International Labor Organization's Special Action Program to Combat Forced Labor
- International Criminal Tribunal for Rwanda Appeals Chamber
- United Nations High Commission for Refugees
- Constitutional Court of South Africa
- International criminal tribunal (specific placement to be determined)
- International Criminal Tribunal for the Former Yugoslavia Appeals Chamber
- U.N. Special Rapporteur on the Right to Food

The 2011/2012 Robina Post-Graduate applications were dominated by interest in positions at international criminal tribunals and inter-governmental organizations. Fellowships were ultimately awarded to the following students:

- Amanda Aikman will be working with the International Labor Organization's Special Action Program to Combat Forced Labor.
- Michelle Argueta will be working at the International Criminal Tribunal for Rwanda, Appeals Chamber.
- Katie Rivkin will be working as a legal assistant to Judge Meron in the Appeals Chamber of the International Criminal Tribunals for the Former Yugoslavia and for Rwanda.
- Clark Gard will be funded for half a year to clerk for the Chief Justice of the Constitutional Court of South Africa.

- Elizabeth Nielsen will be funded for half a year to work at one of the international criminal tribunals.
- Nadia Lambek will be working with the UN Special Rapporteur on the Right to Food.

Nadia's project is interesting in that it exemplifies the kind of innovative and somewhat non-traditional opportunities made possible by the Robina Post-Graduate Fellowships. As noted earlier, the majority of the 2011/2012 Robina Post-Graduate Fellows will be with international criminal tribunals, and that was, indeed, one of the original conceptions of the value of the Post-Graduate Fellowships. But we also saw the need to enable our graduates to pursue innovative projects with UN and other inter-governmental organizations, and Nadia's project, to work the UN Special Rapporteur on the Right to Food, represents exactly this kind of expansion of the original conception.

Nadia notes in her proposal for the Robina Post-Graduate Fellowship that, in early 2008, the price of grain skyrocketed worldwide, leading to a chain of events that many commentators called "a Global Food Crisis," and in a matter of months, food riots broke out in Egypt, Kenya appealed to the international community for dramatically increased food aid, Russia imposed an export ban to counter the country's severe wheat shortage, and countries like China and Saudi Arabia acquired large swaths of land across sub-Saharan Africa to grow food for their own consumption. The work outlined in her proposal rests on the premise that the answer is not a lack of food, but rather production and distribution policies that favor big business over democratic inputs, exports over domestic consumption, and privileged over poor.

In this effort, she will be drawing together many different strands of research and activism, including public policy, international trade, supply economics, property and land use rights, and governance (specifically, the corruption of food aid disbursement systems). It is a creative, multi-systemic, interdisciplinary approach to an extraordinarily complex set of problems that have significant global reach. And it is very much the kind of non-traditional initiative for the promotion of human rights that the Robina Fellowship was designed to support.

Nadia will be working directly with the UN Special Rapporteur on the Right to Food, Olivier de Schutter, who is a lawyer and whose team includes not only other lawyers, but also an agro-economist, a political scientist, and a number of other sector-specific advisers. Mr. De Schutter wrote in his letter of institutional support for Nadia:

> *"The support I receive from bright young students or research fellows funded by generous organizations, is the single most useful support for my mandate."*

Of the new group of Robina Post-Graduate recipients, two were Robina Foundation JD Scholarship recipients and four out of five worked overseas their first summer at law school: Amanda Aikman was a Clerk at the Supreme Court of Israel in 2006; Elizabeth Nielsen worked at the Documentation Center of Cambodia in 2009; Nadia Lambek worked at the Ontario Human Rights Support Center in 2009; and Michelle Argueta was at international criminal tribunals in the summer of 2009 and again in the summer of 2010.

Bernstein Fellowship Recipients

As the first post-graduate human rights fellowship established at the Law School, the Robert L. Bernstein Fellowship was established in 2001 to enable two or three Yale Law School graduating students or recent graduates to devote a year to full-time human rights advocacy work. To some extent, the Bernstein Fellowship served as a model in establishing the design of the Robina Fellowship, which was conceptually constructed to be complement the advocacy-oriented Bernstein Fellowship; each fellowship addresses specific niches in international human rights work. It is of relevance here because we see that all current Bernstein Fellows have received one or more forms of Robina Foundation Human Rights Initiative support, fellowships or scholarships or both, another example of the synergy of the different components of the human rights program. The 2011 Bernstein Fellowships were awarded to:

- Erin Evers will be working with the Iraqi Refugee Assistance Project, a project started by Yale Law School students and now based at the Urban Justice Center, in Egypt and in Syria.
- Lauren Oleykowski will be working on integrated community-based child protection with Project Concern International in Port au Prince, Haiti.
- Chelsea Purvis will be participating in litigation efforts on gender-based violence in Africa at Interights, the International Centre for the Legal Protection of Human Rights, in London.
- Stephen Poellot will be working with the Resettlement Legal Aid Project of St. Andrew's Refugee Services in Egypt.

Of these four students, one received Robina JD Scholarship support (Lauren Oleykowski), and three out of the four had Robina Summer Human Rights Fellowships. Erin worked at the International Rehabilitation Council for Torture Victims in Egypt; Lauren worked one summer with Global Pact and one summer with Warm Heart Worldwide; and Chelsea worked at the Centre for Applied Legal Studies of the University of Witwatersrand in Johannesburg, South Africa, helping to establish the first-ever domestic-violence legal clinic in downtown Johannesburg. Stephan Poellet, along with Erin Evers, again reflects the many threads of affiliation that connect the Law School with the greater International human rights community. Stephen has long been involved in work with the refugee community in Egypt and, in fact, was one of the founding members of the Iraqi Refugee Assistance Project (IRAP), which grew out of a previous Summer Human Rights Fellowship. In 2008, Becca Heller traveled to Israel on a Robina Summer Human Rights Fellowship. While there, she took the opportunity to travel to Jordan and became involved with Iraqi refugees, who had been fleeing to Egypt and to Syria in great numbers since the US-led invasion in 2003. Upon her return to Yale, Becca teamed up with Jonathan Finer, class of 2009, who had already initiated efforts to extricate and resettle individual Iraqi interpreters whom he had encountered there when he was a reporter with the *Washington Post* before law school. Becca wrote, about her summer, referring to the orientation given by Jim Silk for all out-going Summer Human Rights Fellows:

> *"Overall, I keep coming back to the advice that Jim gave us at the (orientation) meeting. He reminded us that we are there primarily to learn, and warned us away from the expectation that (we) would be able to make a significant contribution to a cause or organization within a few*

short weeks of summer. I think ultimately NGO internships are the luck of the draw, and the best thing to do is go into the internship with flexibility and an open mind. Try to take advantage in whatever way you can of the organization you are working with or the country you are in, even if this has to happen outside of your given work assignments."

Becca Heller, with Steve Poellet, became one of the founders of the Iraqi Refugee Assistance Project, which has now become a full-scale legal advocacy organization based at the Urban Justice Center in New York. With chapters at nine U.S. law schools and the University of Jordan and full-time staff in Damascus and Amman, IRAP works with an extensive network of non-governmental organizations, individual community leaders and the United Nations to identify families in Lebanon, Iraq, Syria, Jordan and Egypt for whom return to Iraq is impossible. Once a family is identified, IRAP staff and affiliates conduct a series of intake interviews and then assign the family to a pair of law students working under the supervision of a practicing attorney from a private law firm. As an international network of law students and supervising attorneys, IRAP provides individual legal representation to Iraqis for whom resettlement is a matter of life or death.

So far, IRAP has helped more than 100 Iraqi refugee families resettle safely in third countries, and in the fall of 2010 alone, IRAP took on 52 new cases, including its first four cases in Lebanon. In addition then, to the two new Bernstein Fellows who will work in Egypt directly with IRAP, a large number of student participants in IRAP have benefited from the experience and provide benefit for a large number of Iraqi refugees.

This is just one example of the types of synergies that have emerged from the Robina Post-Graduate Fellowships. It illustrates the extraordinary opportunities that have emerged from this component of the Robina Foundation Human Rights Initiative. We expect to report on more examples of these types of remarkable collaborations and evolutionary stories in the future.

Other Fellowships

In addition to the Bernstein and Robina Post-Graduate Fellowships, quite a few domestic public interest fellowships that have been awarded to many of the students who have, in the past, benefited from the Robina Foundation Human Rights Initiative.

Of the seven fellowships recently awarded for 1011-2012by the Arthur Liman Public Interest Program at the Yale Law School, three were awarded to former Robina Summer Human Rights Fellows. Below are brief descriptions of the recipients, their placements and their projects; these examples again reflect the way that students' international human rights experience enriches and informs their commitments to human rights and justice, whether internationally or domestically.

Daniel Mullkoff, whose first job after law school was as a clerk for the Honorable Keith P. Ellison of the Southern District of Texas, will spend his fellowship year at the New York Civil Liberties Union. He will work on understanding the impact of the New York Police Department's "stop-and-frisk" practices and will provide direct representation for individuals alleging police misconduct. He will also conduct

research on reform of the underlying practices, such as how the Citizens Complaint Review Board could be an effective tool for oversight. Dan is one of the people, referred to above, who spent the summer of 2008 in Argentina, at the Association for Civil Rights.

Elizabeth Compa will join the Southern Center for Human Rights to research the effects of for-profit companies on Georgia's criminal justice and prison systems. Elizabeth will investigate how funds are allocated, the profits garnered, the incentives created when probation is supervised by private-sector companies, and what kinds of interventions could ameliorate the provision of services. In the summer of 2009, Elizabeth worked with Human Rights Watch and the Center for Studies on Free Expression and Access to Information, University of Palermo Law School, in Buenos Aires, Argentina.

Diala Shamas will join Creating Law Enforcement Accountability and Responsibility, a project based at CUNY School of Law. Diala will serve members of Arab, Muslim, Middle Eastern, and South Asian communities as they interact with law enforcement. Diala will develop educational programs, investigate and document experiences of individuals, and represent individuals alleging mistreatment. Diala spent the summer of 2009 as a Robina Summer Human Rights Fellow working for Adalah – The Legal Center for Arab Minority Rights in Israel.

Several Yale recipients of other post-graduate fellowships have either been former Robina Summer Human Rights Fellows or received Robina JD scholarships. Of the three recipients of the 2011 Heyman Federal Public Service Fellowship, one recipient was a Robina Summer Human Rights Fellow at the ACLU in New York City in 2009. Of the seven recipients of the Yale Law School Public Interest Law Fellowship Program in 2010/2011, one had been a Robina Summer Human Rights Fellow at the Ministry of Health in Liberia in 2008. The Soros Justice Advocacy Fellowship to work at the Louisiana Capital Assistance Center in New Orleans was awarded to an individual who had worked at the Civil Liberties Organization in Nigeria in 2008. The Supreme Court Assistance Project Fellowship to work at the Public Citizen Litigation Group in Washington, D.C., was awarded to an individual who had been a Robina 2009 JD scholar.

Several students who have been active members of the human rights community have also been awarded 2010/2011 Yale Public Interest Fellowships. Scarlet Kim, who had been a Robina Summer Human Rights Fellow with the Office of the High Commissioner for Human Rights in Geneva in 2009, will be working to incorporate international human rights in prisoner advocacy with the New York Civil Liberties Union. Caroline Gross, who had been a Schell Center Student Director and an active participant in and Student Director of the Lowenstein Clinic, will soon be working as a Yale Public Interest Fellow with the International Association of Women Judges in Washington and in Tanzania, providing advocacy to address the sexual exploitation of women and girls in Tanzania.

IV: Robina Visiting Human Rights Fellows

Finally, the impact the Robina Visiting Human Rights Fellows has been immeasurable, affecting the Law School and the wider University human rights community in a variety of ways. In this Assessment

Report, we will look at the impact of the Robina Visiting Human Rights Fellowship on the individual scholars themselves, on the Law School, and then on the larger University-wide setting. On several different levels then, we see evidence of the Robina Foundation Human Rights Fellowship Initiative at the Law School positively influencing both recipients and the larger arena of human rights.

The distribution of courses offered by Robina Visiting Human Rights Fellows, since the establishment of the Robina Foundation Human Rights Fellowship Initiative, is shown in the chart below:

Robina Visiting Human Rights Fellows

Semester	Course Title	Professor	Course Size
Spring 2011	Constitutional Impact and Law Reform Litigation	Guttentag, Lucas	16
Spring 2011	Social Change and Constitutionalism in the Global South	Silk, James and Bonilla, Daniel	15
Spring 2011	Immigration Law, Policy and Constitutional Rights	Guttentag, Lucas	32
Fall 2010	Sexual Rights	Miller, Alice	8
Fall 2010	Immigration, Citizenship Policies	Weil, Patrick	4
Fall 2010	Comparative Church-State Relations	Weil, Patrick	8
Spring 2010	Immigration Law, Policy and Constitutional Rights	Guttentag, Lucas	44
Fall 2009	Immigration and Citizenship Policies	Weil, Patrick	6
Fall 2009	Terrorism: Comparative Law and Human Rights	Scheppele, Kim	17
Fall 2009	Constitutional Impact and Law Reform Litigation	Guttentag, Lucas	9
Fall 2009	Immigrants' Rights: Civil Rights	Guttentag, Lucas	7
Fall 2009	Immigration Law and Policy	Rodriguez, Cristina	37
Fall 2009	Evidence	Scheppele, Kim	68
Fall 2008	Laws of War	Goodman, Ryan	5
Fall 2008	European Convention on Human Rights	Stone Sweet, Alec and Wildhaber, Luzius	4
Fall 2008	Immigration and Citizenship Policies	Weil, Patrick	6
Fall 2008	International Law and Armed Conflicts	Akande, Dapo	19

The value of a robust curriculum at the Law School is, of course, paramount, and in this respect, Robina Visiting Human Rights Fellows certainly serve to strengthen the academic activity of the Law School and, in particular, its international-law curriculum. The Yale Law School has the great advantage of being able

to attract and sustain eminent scholars in their respective sub-fields. For example, to have Luzius Wildhaber, the past President of the European Court of Human Rights, teaching a class on the European Convention on Human Rights, is of great value. To have Lucas Guttentag, the founding National Director of the Immigrants' Rights Project of the American Civil Liberties Union Foundation, teaching classes and seminars on immigration law and civil rights litigation is of great value. And, in general, because Robina Visiting Human Rights Fellows arrive from a wide range of institutions, as well as from different counties, they provide fresh energy and new ideas to the Law School, both through their formal teaching and as active members of the Law School community, and we will touch on this in more detail below.

We have wanted to attract Robina Fellows with a wide range of reasons for valuing a period of time at the Law School. For some, this has involved a focus on teaching. Other Robina Visiting Human Rights Fellows come to the Law School with the express purpose of furthering progress on a range of research and scholarly projects. For example Sam Moyn, Jeff Kahn, and Yitzhak Benbaji have all been Robina Visiting Human Rights Fellows but did not teach courses while here. Sam Moyn gave a series of workshop on his recent book, *The Last Utopia: Human Rights in History.* Jeff Kahn continued dissertation research on human rights movements in Haiti. Yitzhak Benbaji presented to the Human Rights Workshops and finished work on an article and a book on the international law of war, These opportunities to have time to focus on timely human rights scholarship and to test out ideas in workshops in the Law School's intellectual environment is of critical importance to these Fellows, both those who were teaching and those who were not.

Impact of the Robina Initiative on Individual Robina Visiting Human Rights Fellows

Specific information on individual talks, panels, conferences, publications, and workshops (referred to as "Process Indicators" in the Assessment Plan) have already been enumerated in the April 2011 Annual Report to the Robina Foundation. It would be redundant to repeat all of it here, and a few examples will suffice, largely examples featuring more recent Robina Visiting Human Rights Fellows. Using this data, combined with interviews with students and interviews with many of the Robina Visiting Human Rights Fellows themselves, it is possible to make a few points about the impact of their time here at the Law School. The Robina Foundation Human Rights Fellowship Initiative, in this context, provides for an interesting and valuable example of intellectual symbiosis; the presence of Robina Visiting Human Rights Fellows brings vibrancy and freshness to the intellectual life of the Law School, while the Fellows themselves are, at the same time, afforded a period of intense professional development.

First, from the perspective of the individual Robina Visiting Human Rights Fellows, the opportunity to complete research projects and work toward publication is invaluable. During their time here, they not only benefit from the dedicated time to think and write, but also engage in an extended process of peer review. This period of debate and constructive analysis is extremely helpful. For example, as a Robina Visiting Human Rights Fellow in the fall of 2010, Sam Moyn led a series of three sessions at the Schell Center's regular Human Rights Workshop based on his recent book, published by Harvard Press, *The Last Utopia: Human Rights in History.* Large portions of the book were scanned and distributed

beforehand for discussion at the workshop, which was extremely lively and provocative. Professor Moyn stated:

> *"The sessions all turned around (the) book.... The organizers scanned large portions of it for distribution. It really was, in complete honesty, one of the highlights of my professional career to come to Yale under Robina Foundation auspices and get the attention for a bit of such wonderful students and faculty. I can say it was one of the most intense series of intellectual interactions I've been privileged to experience. "*

Professor Weil was a Robina Visiting Human rights Fellow in 2009. He will be completing his new book on the history of denaturalization in the United States in early April 2011 and has already contracted with a publisher. He stated in a telephone interview on April 1, 2011, that this book would not have happened without the resources at Yale and the interaction with students and colleagues.

> *"It was just fantastic. The interaction with the students and with the faculty, it was fantastic. I could not have finished this book without it."*

Yitzhak Benbaji, who was a Robina Visiting Human Rights Fellow in the fall of 2010, is currently completing a book on *Justice in Asymmetric Wars*, portions of which have been sent to the Robina Foundation under cover of the April 2011 Annual Report. Professor Benbaji noted that this process of intellectual exploration, as he refined his ideas and his writing in preparation for publication, was tremendously exciting. As a result, he was not able to write as much as he had initially anticipated, which, he concluded, was ultimately a positive development.

> *"So first of all I needed to think, the teaching relief, and quality time, quality relaxing time for writing. Both goals were met fully. I didn't finish all the chapters in advance, but the communication and the experience raised new ideas that I had to struggle with and that's why I wrote only 3 chapters rather than 5. But this does not really matter.... [I]n a sense (it's) even better. I would like to be beyond this project, of course. But what is waiting for me beyond this project? Another project! So, it will take more, it will take more time."*

During her tenure as a Robina Foundation Visiting Human Rights Fellow in 2010/2011, Professor Alice Miller has written two articles and began working on a new writing project. Her recent articles include "Normalizing Sexual Rights" (*Harvard Journal of Gender and the Law*, forthcoming Spring 2011), which was presented at the Schell Center's Human Rights Workshop; and "The Figure of Gender" (*Pace Law Journal*, forthcoming Spring 2011), both of which were attached to the April 2011 Annual Report to the Robina Foundation. This spring, she began a new writing project involving research on the genealogy of contemporary trafficking laws. Professor Miller noted that, of all the benefits of her time here, one of the most valuable was the engagement with faculty and students on research topics.

The same point, about having the time and freedom to work hard, was made by Dapo Akande, A Robina Visiting Human Rights Fellow in the fall of 2008. Professor Akande is an academic at Oxford University and a co-director of the Oxford Institute for Ethics, Law and Armed Conflict. One of the specific accomplishments of Professor Akande's time as a Visiting Fellow was the establishment of a blog for the

European Journal of International Law, which he cites as one of the leading places on line to discuss issues of international criminal law, the law of armed conflict, and international human rights.

> *"I am on the Board, and I had wanted to do this for a long time and never had the time; the initial push is always the hardest."*

Professor Akande made another interesting point about how the blog cuts across disciplines.

> *"We try to bring together philosophy, international law and international relations, using these three disciplines to study the regulation and prevention of armed conflict, using this really interdisciplinary approach. "*

The benefit of the experience for the Robina Visiting Human Rights Fellows is clearly not limited to the freedom from routine tasks – which, in and of itself, is significant – but also results from the intellectual attention and input that they receive from other faculty and from students. In previous sections of this report, there has been reference to the respect for an interdisciplinary approach at the Law School, and Professor Akande referred explicitly to this interdisciplinary perspective. In explaining what has been most valuable about his time at the Yale Law School, he stated:

> *"The Law School really values an interdisciplinary approach in a way that is not replicated in Europe and, I suppose, perhaps is not replicated in the States either. One looks at the value of the law and the way that the law influences behavior. Coming from a European background, this was very different for me, and something that I have really tried to value in my research since my time at Yale."*

In sum, the Robina Foundation Human Rights Fellowship Initiative provides for a valuable period of intellectual challenge and productivity for Robina Visiting Human Rights Fellows. Cristina Rodriguez, a Robina Visiting Human Rights Fellow in the fall of 2009 and currently the Deputy Assistant Attorney General, Office of Legal Counsel, at the U.S. Department of Justice, wrote:

> *"My time at Yale was even richer than I had hoped for."*

Impact of Robina Visiting Human Rights Fellows on Yale Law School

The impact of the Robina Human Rights Fellows on the human rights community at the Yale Law School is significant and is manifested in a number of ways. As the example of Cristina Rodriguez shows, there is a great deal of exchange between the Law School and the world beyond the academy. Many Robina Visiting Human Rights Fellows come to the Law School not only as legal scholars, but also as senior lawyers, whether in government, in international courts, or as legal practitioners in the non-profit or public-interest sectors. The human rights world is one of current, active domestic and international engagement, and the Robina Visiting Human Rights Fellows reflect this. It is consistent with the Law School's commitment to a hands-on learning approach, referred to earlier, and it is consistent with the Robina Foundation Human Rights Initiative's goal of contributing not only to the development of

discussion with Alexander Aleinikoff, United Nations Deputy High Commissioner for Refugees (April 5, 2011). Professor Guttentag participated in a plenary panel entitled, "Collaboration, Cooperation, Confrontation" at the Fourteenth Annual Arthur Liman Colloquium at Yale Law School in March 2011. In April, he gave a presentation on "Detention, Criminal Justice, and Citizenship" in a session of the Arthur Liman Workshop. In March, Professor Guttentag spoke at a student dinner sponsored by the American Constitution Society on careers in public interest law. Professor Guttentag's fellowship has been so successful, in fact, that the Law School is working to raise funds to keep Guttentag here on a permanent basis and to develop a new center on immigration policy and individual rights, which he would lead.

Similarly, in addition to teaching the Sexual Rights course, Professor Alice Miller also participated in other teaching opportunities and facilitated several events at the Law School. She helped to co-teach one of the sessions of the Law School's Liman Workshop on "Sexuality, Gender Identity, and Detention" with Professors Judith Resnik and Hope Metcalf, and she also participated in the LGBT Reading Group throughout April 2011. In addition, in December 2010, with the Center for Reproductive Rights, she organized and hosted a day-long roundtable at the Law School entitled "Teaching Sexual Rights in US Law Schools." In March 2011, Miller spoke at the Schell Center's Human Rights Workshop on the topic of "Normalizing Sex: The Contingencies and Constraints in Establishing Sexual Rights in International Law." In April 2011, she organized and facilitated a workshop entitled, "The Work of Sexual Violence," which was presented by the Interdisciplinary Workshop on Global Health, Law, and Justice and which explored how research, myth, journalism, and changing notions of justice interact with regard to the conceptualization and documentation of sexual violence in conflict. The workshop's participating faculty included Elisabeth Wood, Political Science, Yale University, and Carole S. Vance, Public Health and Anthropology, Columbia University.

In addition to participating in the above Yale Law School activities, Robina Visiting Human Rights Fellows also play an important role within the larger University community, again consistent with the Robina Foundation Human Rights Initiative's goal of outreach. For example, Professor Guttentag was an Affiliated Fellow of Yale College's Davenport College and, in this capacity, gave a lecture on Immigration and Civil Rights at a Davenport College Masters Tea in December 2010 and also participated in a separate lunch program with Davenport College students interested in immigration issues and policy. He gave a Master's Tea talk at Pierson College in early 2011, which was attended by a large number of Yale undergraduates.

Professor Miller also gave two guest lectures at Yale College. These included speaking at sessions of the undergraduate courses Introduction to Human Rights, taught by Allyson McKinney and Hope Metcalf, and Global Health: Challenges and Promises, taught by Yale Epidemiology and Public Health Professor Kaveh Khoshnood.

Cross-disciplinary collaboration has been another issue that came up in interviews with other Robina Visiting Human Rights Fellows. For example, Robina Visiting Human Rights Fellow, Patrick Weil, spoke at a local New Haven bookstore in November of 2010 on his recent publication, *How to Be French: Nationality in the Making Since 1789*. Presented by the Lillian Goldman Law Library, the talk had commentary by Professor Timothy Snyder, a Professor of History at Yale and an expert in modern East

European political history. Indeed, Professor Weil cited the collaboration with other departments as a big benefit of his time at the Law School and was delighted and surprised at the level of intellectual stimulation available to him here in New Haven.

> *"I have never lived in a small town! Coming from Paris .... people were worried! But it was fantastic! "*

Impact of Robina Visiting Human Rights Fellows Beyond the Law School

The contributions of Robina Visiting Human Rights Fellows at Yale Law School extend well beyond the university, affecting various levels of the larger human rights community. In addition to the scholarship already noted above, which clearly informs and shapes current thinking on human rights, there is active participation in academic circles beyond Yale, as well as in non-academic activities. A full accounting of many of the individual activities on the part of all Robina Visiting Human Rights Fellows has been provided in Yearly Annual Reports. At this point, we offer a few select examples simply to make the point that the influence of recent Robina Visiting Human Rights Fellows at the Law School has extended well beyond the Law School,

Clearly, Professor Guttentag is a preeminent national resource in the field of immigration law, and his influence extends well beyond the Law School classroom. During his residency at the Law School, he has participated in activities of the following institutions external to Yale:

- Claremont McKenna College: "Protecting Immigrants' Rights in the Era of Arizona SB1070: Politics, Race and Constitutional Principles" (October 2010)

- Arizona State University Sandra Day O'Connor College of Law: "The Role of States in Immigration Policy and Enforcement." Presentation on "Preemption and the Protection of Individual Rights: From Hazleton to SB1070" (October 2010)

- University of Iowa College of Law Practitioner-in-Residence: Invited faculty talk on "Immigration Federalism: A Civil Rights Perspective on Preemption and Local Regulation." Law school lecture on "Immigrants' Rights and Constitutional Values: Is Arizona the Future?" Various panels and classroom presentations (October 2010)

- University of Texas: 34th Annual Conference on Immigration and Nationality Law; Luncheon Keynote Speech "Immigration Rights and Reform: Prospects, Promises and Pitfalls in the Courts and Congress" (October 2010)

- University of Miami Program on Immigration Law and Deportation Defense: "Local Enforcement of Immigration Law" presentation (October 2010)

• University of California-Berkeley Law School and Graduate School of Journalism: "The Changing Face of America: Going Beyond Rhetoric on Immigration." Presentation on "Policing Immigration: the Local Enforcement of Federal Laws" (November 2010)

• Ninth Circuit Appellate Practice Workshop: Panel on conducting effective oral argument (with various Ninth Circuit judges) (November 2010)

• Stanford Law School: Invited Lecturer on "Immigrants' Rights, Local Laws & Federal Policies: Arizona and Beyond" (January 2011)

• Harvard Law School: Guest Lecturer in a course on immigration reform and public interest litigation as well as in a class on the constitutional framework of immigration law (February 2011)

• Duke Law School: Invited Lecturer, "Immigration Enforcement: Exploitation or Equality? A Constitutional Perspective" (February 2011)

• Princeton Roundtable: "Immigration Enforcement" (March 2011)

• American Immigration Council: Legal Action Center national conference on litigation strategies. Plenary panel speaker (Washington DC, March 2011)

• Migration Policy Institute Roundtable: "Executive Action on Immigration Reform" (Washington DC, April 2011)

• National Lawyers Guild Annual Conference: "Skills Seminar on Damages Actions" opening plenary session (Chicago, April 2011)

Robina Visiting Human Rights Fellow in 2011 Professor Daniel Bonilla gave or will give several lectures at institutions outside Yale this year. These lectures included "Urban Indians and Cultural Rights: the Limits of Multicultural Liberalism" at the Payne Center for International Development at Tulane University (New Orleans, March 28, 2011); "The Legal Recognition of Same-Sex Partnerships: Three Models in a Comparative Perspective" at the Eason Weinmann Center of Comparative Law at Tulane Law School (New Orleans, March 30, 2011); and "The Social Function of Property" at Fordham Law School (New York, May 15, 2011).

Professor Alice Miller has also participated in a number of activities in the wider human rights community outside of Yale. Professor Miller attended the conference, *Human Rights: Women, Children & Conflict* (September, 2010), along with third-year student Chelsea Purvis (referred to earlier as a 2011/2012 Bernstein Fellowship recipient and a 2010 Robina Summer Human Rights Fellow); presented a paper on sexual rights to the Center for Reproductive Rights staff (October 2010); facilitated a three-day session in Colombo, Sri Lanka, on the better application of international humanitarian law and human rights law to conflict-affected women and girls (October 2010); participated as a panelist at the *Future of Gender Conference* at Pace Law School (November 2010); acted as chair of the mid-session and closing plenaries for the *Gender Justice in the Americas Conference* at the University of Miami Law School (February 2011); co-organized, in conjunction with Wellspring Advisers, a roundtable, entitled

The Inappropriate Use of the Criminal Law to Regulate Sexuality and Reproduction, at the Roosevelt House Public Policy Institute (March 2011); and has on-going work with the Center for Reproductive Rights' staff and board to plan various conferences and projects, with the goal of broadening the Center's mandate.

The impact of Robina Visiting Human Rights Fellows is not limited exclusively to academic circles. Jeffrey Kahn is a good example of this. As a 2010/2011 Robina Visiting Human Rights Fellow, Jeffrey Kahn has continued his doctoral research in anthropology on the history of the struggle for the rights of Haitian refugees in both the United States and Haiti. The research will focus on the human rights movement that emerged around the Haitian refugee crisis and its effects on the legal institutions and immigration laws of the United States. Jeff noted:

> *"Thanks to the Robina Fellowship's flexibility in terms of multi-sited research, I was also able to conduct extensive oral history research in the United States with Haitian refugees, attorneys, former government officials, and legislative /policy actors. I also conducted archival research in litigation archives documenting the struggles on behalf of Haitian refugees in the courts and in Marine and Naval archives documenting the administration of the refugee camps at Guantanamo Bay. The result is a unique primary source archive that captures the history of the evolving international human rights struggle on behalf of Haitian refugees."*

Jeff will be presenting some of this research at the Law School in the fall and will continue to present it in other forums as well. Jeff's fellowship reflects the ripple effect of benefit spreading out as a direct result of Robina Foundation support; to the individual scholar, to a very specific human rights struggle (affecting, in many cases, both a group of people and scholarship on a particular issue), which will, in turn, be of benefit to individual students, to the general human rights community at the Law School, and to the wider human rights community beyond. This example is just representative; much of the work being done by individual Robina Visiting Human Rights Fellows can be understood in a similar fashion.

Impact of Robina Visiting Human Rights Fellows on Yale Law School Students

Finally, to bring this account of the impact of the Robina Visiting Human Rights Fellows full circle, these fellows serve to influence, in the most direct and immediate way, individual Yale Law School students. A total of 305 students have, since the fall of 2008, benefited directly from the presence of Robina Visiting Human Rights Fellows teaching at the Law School by taking classes with them. One student had this to say about Professor Kim Scheppele:

> *"And Professor Scheppele? Oh, my god, she's amazing! I wrote my substantial (paper) with her because I had her for "Evidence" and "Terrorism." I had her for both classes, so I decided to write about evidentiary issues of terrorism tribunals, combining both. And I saw her – obviously when we had classes – but, in addition, I met with her all the time, maybe 10 or 15 times. I still email with her, I am still in touch with her. She is so great!"*

In addition to teaching specific courses, the Robina Visiting Human Rights Fellows are a valuable resource for other students, whether or not they are enrolled in their classes. Professor Miller, for example, is currently working with Rupali Sharma (a Robina JD Scholar in the class of 2012 and a 2010 Robina Summer Human Rights Fellow) to coordinate research for an *amicus* brief for Human Rights Watch, for submission in support of the City of Baltimore and the Center for Reproductive Rights' appeal to the U.S. Court of Appeals for the Fourth Circuit.

Students at Yale and elsewhere benefit from the scholarship of Robina Visiting Human Rights Fellows, even if they may not have overlapped in their time at the Law School. One Robina JD Scholar noted that, although she had not taken a class with Professor Akande, she was very aware of his work.

> *"I run into Dapo's work all over the place!"*

We have sought to establish that Robina Visiting Human Rights Fellows have a prominent presence at the Law School: lecturing, teaching and participating in panels and workshops. As one student noted, referring to a panel discussion that included Professor Kim Scheppele, a Robina Visiting Human Rights Fellow in the fall of 2009:

> *"I think those kinds of panels at the Law School are one of the most informative, most fun parts of the Law School, and I've gotten a ton out of that. Having people like that is amazing for creating and maintaining the vibrant atmosphere that is here intellectually. "*

Another student noted, specifically in reference to the Robina Visiting Human Rights Fellows as a group:

> *"I think that their presence here was quite great; helping to add to and enrich the human rights community was really invaluable"*

By bringing these preeminent scholars and practitioners to the Law School, the Robina Foundation Human Rights Fellowship Initiative is clearly helping to inspire future cohorts to seek careers in the field of human rights. In fact, we are already able to document a process of mentoring, whereby older, more established professionals are serving as role models for both current students and recent graduates. In a handwritten note to Professor Wildhaber upon his departure from New Haven, one student, who later was a Robina Summer Human Rights Fellow at the Constitutional Court of Korea and who has continued her studies as an LLM, wrote:

> *"I had (a) prejudice that someone who is a president of the court and has authority would not be approachable. After I met you, I now know my presumption was totally wrong.... I hope I can make you proud by working hard as a JD student."*

When Professor Akande was on campus, he unexpectedly encountered a previous student from his days at Oxford University in England. That student had been a Robina Summer Human Rights Fellow at the International Law Commission in Switzerland in 2010, was a 2010 Robina JD Scholar, and has recently been awarded a yearlong International Court of Justice one-year fellowship. This is a coveted Fellowship to work in The Hague as a clerk to judges in the International Court of Justice, where he will undoubtedly interact with the several Hague-bound Robina Post-Graduate Fellows, as well as the next

cohort of Robina Human Rights Summer Fellows, currently in the process of securing placements in the various tribunals located in The Hague. These multiple connections cannot be methodologically summarized very easily and are generally anecdotal, but they are nonetheless both numerous and real.

The professional and personal web of people involved in international human rights is relatively small, but it is closely knit and circles the globe. Yale Law School is one of the hubs of these circles, and this is a direct result of the way in which the Schell Center reaches out into the world: by encouraging current students to go live in a village or in The Hague during their law school summers; by sending out Post-Graduate Fellows to spend a year in Argentina or Kenya or Geneva; and by inviting practitioners to come lecture and teach and bring real-world and theoretical issues and fresh perspectives into the Law School and the wider university community. The Robina Foundation Human Rights Initiative has been instrumental in these efforts.

The words of a Robina JD Scholar and 2009 Summer Human Rights Fellow, who was especially active in a number of human rights clinics and other activities at the Law School, eloquently summarize the critical role the Robina Human Rights Fellowship Initiative has played in fostering the unique, interdependent set of human rights educational and practical programs at the Yale Law School:

> *"These fellowships are there for you. They are there for you to come up with the idea and use the money to do something in international human rights, and that is something I didn't see elsewhere. Harvard's a great amazing school, Columbia's a great school.... I just didn't see that they had these opportunities there. Or, I think they had them, but ... you had to compete against all your friends who also wanted the summer fellowship, and some of you wouldn't get it. I don't have to compete against X to get a Robina Summer Fellowship; we both got to do our very different projects. It makes the human rights community here so much stronger because (a) we're much more diverse and (b) we're not competing against each other. We're one community doing all these really interesting things. That was a huge draw. And that community-building aspect, that it's just there for us to be used creatively with international human rights as we want and to do these really great programs and to have all the resources, and the fact that X, or X, or X can be a resource, rather than a competition and hopefully vice versa, is so crucial to having that community here that we have. I didn't think I was going to find that elsewhere and I think I was probably right. I just think that that is a really powerful thing, and I think that Robina is a huge part of that."*

5/3/11 - 10:00

Care Guides in the Primary Care Office
April 2011 Robina Foundation Board Quarterly Report

Phase 1

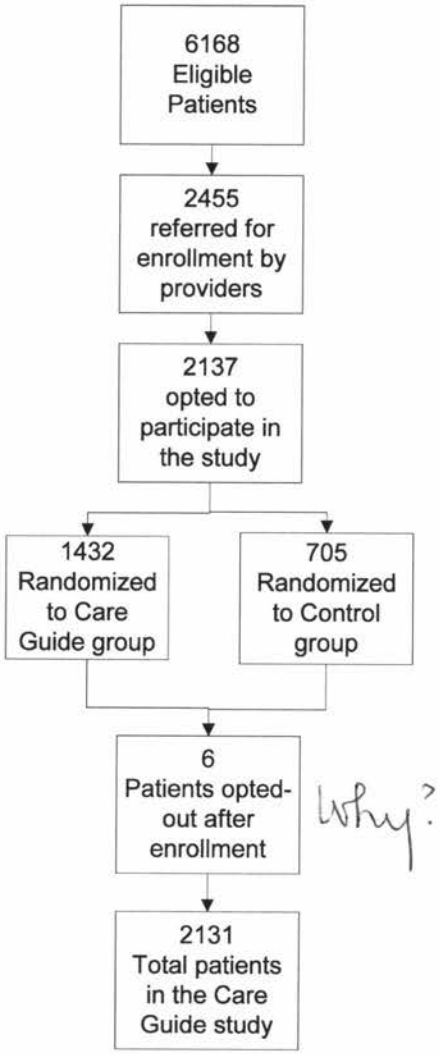
A manuscript "Care guides: employing non-clinical laypersons to help primary care teams manage chronic disease" is still in editorial review process at Journal of Ambulatory Care Management.

The utilization analysis of Emergency department visits and hospital care during second year will begin July 2011, may be delayed since person doing the review will be on maternity leave.

Phase 2, a randomized controlled trial in 5 new clinics

We completed enrollment on April 12, 2011 and have a total of 2,131 patients, which is much larger than any other randomized control trial of care management that we are aware of, to our knowledge. Data collection will end one year later in April 2012.

Final enrollment numbers:



Preliminary results at 6 months from the first 667 patients show that care guide patients improved more than control patients in meeting total care goals (p =.03, significant). Care guide patients did better in meeting 8 of 9 individual care goals, while control patients did slightly better in one (diastolic blood pressure).

Patients with diabetes had the most improvement (p=.001, highly significant). Care guide patients improved from baseline to 3 months, and again from 3 months to 6 months. Control patients improved from baseline to 3 months, then regressed a bit at 6 months.

We are evaluating "spillover" effect of having care guides in clinics where providers work with both care guide patients and control patients, by looking at pre-existing Allina cardiovascular and diabetes quality reports, looking for a global effect on clinics with care guides compared with other clinics.

We have not begun to evaluate the effects of patient demographics (age, sex, race, insurance, education level, language spoken at home) and of attitudes expressed in an 18-question survey (social support, ease of communication with provider, etc). This may allow us to answer the important question, "who benefits most from working with a care guide?"

The evaluation of whether care guides influence utilization of emergency department visits and hospitalizations will occur further into the study.

Phase 2: matched control study

We matched each care guide clinic with another Allina clinic that has had no exposure to care guides or the Robina study. (We assume that providers at the care guide clinics will be influenced by their daily interactions with care guides and this will change their behavior toward other patients, including the randomized control patients.) Criteria used were similar geography, socioeconomics, provider specialties (IM vs FP), and length of exposure to Allina QI process.

We are in the process of identifying one patient at these clinics who is most like each patient in the randomized study. Criteria are: exact match for diagnosis and seen during the 6 month enrollment period. Best possible match for: age, sex, Medicaid insurance, hemoglobin A1c for diabetes patients, last SBP for hypertension patients. This is a very complex statistical process which is going very well according to the U of M team.

Phase 2 expenses

Phase 2 expenses through the end of March are $1,865,050 with a total phase 2 budget of $4,746,421.

Jan 2010 – March 2011	Actual	Budget
Salaries	$956,500	$2,021,143
Expenses (mileage, supplies, U of MN contract)	$354,476	$588,357
Facility upgrades	$55,390	$122,600
Clinic reimbursement	$498,684	$562,500
Total through March 2011	$1,865,050	$3,294,600
Total Phase 2 (yrs 2010-12)		$4,746,421

In general, we are pleased with our progress in design, enrollment and data collection, and with the care guides and supervisors we hired. We will be collecting data through April 2012 so will have only partial results before that time.

Respectfully submitted,

Richard Adair, MD, Principal Investigator
Kim Radel, Project Manager

> Any problems/issues? Surprises?

> Dick's ongoing role?

COUNCIL *on*
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International Institutions and Global Governance Program

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April 26, 2011

Ms. Penny Hunt
Executive Director
Robina Foundation
80 South 8th Street, Suite 4900
Minneapolis, MN 55402

Dear Penny,

It is my pleasure to provide you and the Robina Board with this quarterly update from the Council on Foreign Relations' International Institutions and Global Governance (IIGG) program for activities undertaken from February 1, 2011, to April 30, 2011.

The Libyan crisis has highlighted the significance and complexity of multilateral cooperation, which in this case has involved the United Nations, the Arab League, NATO, and the African Union, among other institutions. As the turmoil in Libya unfolded, IIGG provided timely analysis on the humanitarian norms driving international intervention and the requirements for success. Over the past three months, IIGG has also expanded its outreach and policy impact with the launch of the Policy Innovations Memorandum, releasing cutting-edge reports on the U.S. dollar and cyberspace governance. Over the next year, we will continue to develop major initiatives including the Council of Council meeting series, and the new multimedia feature, the Global Governance Scorecard.

In May, we expect to send you the IIGG assessment report by our distinguished reviewers, Anne-Marie Slaughter and Chester Crocker.

CFR remains grateful for the trust the Robina Foundation has placed in the IIGG program with its generous grant, and we look forward to we look forward to receiving the Board's continued input and advice.

Warm regards and best wishes,

Stewart Patrick

Stewart Patrick
Director and Senior Fellow
spatrick@cfr.org

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International Institutions and Global Governance Program

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International Institutions and Global Governance: World Order in the Twenty-First Century
A Program of the Council on Foreign Relations

UPDATE: February 1, 2011– April 30, 2011

As we approach the end of our third year, the International Institutions and Global Governance (IIGG) program continues to make progress in meeting its core mandate: identifying requirements for effective multilateral cooperation, proposing concrete responses to global challenges, and promoting innovations among key decision-makers. Influential policymakers, renowned academics, and members of the media have tapped IIGG expertise to better understand current institutional gaps, consider realistic reform options, and promote U.S. and global leadership in implementing these innovations. In addition, the program has continued to organize high-level meetings and produce leading publications. This includes launching the new Policy Innovations Memorandum series, promoting Stewart Patrick's book *Weak Links: Fragile States, Global Threats, and International Security*, and releasing a new component of the Global Governance Monitor on armed conflict. For a full list of activities and products from the IIGG program from February 1, 2011, to April 30, 2011, please refer to the attached appendix.

During the reporting period, IIGG launched the Policy Innovations Memorandum series with two new publications written especially for high-level policymakers and opinion leaders. The first memorandum, *Managing the World's Dollar Dependency* by Moritz Schularick, professor of economics at the Free University of Berlin, details the international challenge of promoting dollar reserves and offers two novel mechanisms to managing it. The second memorandum, *Cyberspace Governance: The Next Step* by CFR Senior Fellow Adam Segal, advocates a decentralized strategy to achieve governance goals for the internet. Both reports were sent to hundreds of leading experts and were featured on the CFR and IIGG homepages, newsletters, and social networking sites.

The IIGG program also expanded its collaboration and outreach with prominent academics on the issues of multilateral cooperation and global governance. In March, Patrick traveled to Montreal for the annual International Studies Association (ISA) meeting. At the conference, IIGG exhibited a booth showcasing the Global Governance Monitor and other flagship publications, which were distributed in large numbers to participating professors. He also spoke on two panels on the topics of global governance and ungoverned spaces: "World Order and Security Governance in the PostTransatlantic Age," and "Alternatives to State Sovereignty in an Era of Softened Sovereignty."

In addition, at the ISA conference, Patrick presented his new book *Weak Links,* which had a limited release in April. CFR and Oxford University Press are aiming for a public release at the end of May, followed by book events and a book tour.

The IIGG program continues to research and publish reports on global governance more broadly. Reacting to the events in the Middle East, Patrick provided analysis on the merits for multilateral intervention in Libya and other situations of mass atrocities. Also, in the last three months, IIGG published the working paper *Improving Energy Market Regulation: Domestic and International Issues* by CFR fellow David Ahn, exploring policy options for regulating volatile energy prices.

Finally, IIGG expanded the Global Governance Monitor, launching a new package on armed conflict. Since the last component was released, the Global Governance Monitor has received almost 20,000 additional page views, bringing its total viewership since its launch to more than 92,000 page views. Alongside an aggressive advertising campaign on Google and Facebook, the GGM on armed conflict was also featured on CFR fellows' blogs.

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International Institutions and Global Governance: World Order in the Twenty-First Century
A Program of the Council on Foreign Relations

UPDATE: February 1, 2011 – April 30, 2011
ANNEX OF COMPLETED AND ANTICIPATED ACTIVITIES: FY11

Since our last quarterly report to the Robina Foundation, the International Institutions and Global Governance (IIGG) program has undertaken the following:

— Attended the International Studies Association annual conference in Montreal, where IIGG director Stewart Patrick spoke on three panels on the topics of global governance, ungoverned spaces, and weak and failed states (March 2011);
— Launched CFR's first two Policy Innovation Memoranda, "Managing the World's Dollar Dependency," by Moritz Schularick, professor of economics at the Free University of Berlin (February 2011); and "Cyberspace Governance: The Next Step," by Adam Segal, CFR's Ira A. Lipman Fellow for Counterterrorism and National Security Studies (March 2011);
— Patrick was the featured speaker on the topic of global governance and international organizations to an audience of 250 at the National War College (February 25, 2011) and spoke at the National Defense University (NDU) Senior Seminar of NDU's Near East/South Asia program on the challenges of integrating rising powers (February 24, 2011);
— Patrick spoke at the World Affairs Council of Western Michigan, delivering an address on "Needed: A New World Order," attended by 200 people (February 14, 2011);
— Sponsored, along with the Center on Geoeconomic Studies, the working paper "Improving Energy Market Regulation: Domestic and International Issues," by Daniel P. Ahn, adjunct fellow for energy (February 2011);
— Published the latest component of the IIGG's multimedia interactive Global Governance Monitor, on armed conflict. The *Global Governance Monitor: Armed Conflict* identifies glaring gaps in multilateral arrangements to prevent and respond to conflict and proposes new directions to advance peace and security around the world (March 2011);
— Updated the IIGG webpage, which houses all of our program's research and activities and ties them to current events as they pertain to multilateral cooperation and institutional reform;
— Produced the following publications by Patrick:
    — "Prudent Multilateralism in Libya," First Take for CFR.org (March 2011); and
    — "A New Lease on Life for Humanitarianism," article for *Foreign Affairs* (March 2011)
— Patrick also briefed the following officials:

- Reuben Brigety, deputy assistant secretary of state for population, refugees, and migration to discuss a possible IIGG initiative on improving the delivery of U.S. and UN humanitarian assistance (February 1, 2011);
- Manuel Lafont-Rapnouil, political counselor at the French embassy; and Alexis Lamek, deputy director of the UN division at the Quai d'Orsay (February 28, 2011); and
- Kentaro Fujimoto, Japanese political officer, to discuss prospects for pushing forward on the UN Security Council enlargement agenda (March 4, 2011)

— Held multiple meetings of roundtable series sponsored by IIGG and supported by Robina. Meetings included:
  - Ad Hoc:
    - "Rules of Engagement: A Conversation with our UN Ambassadors in Vienna, Rome, Geneva, Nairobi, and Montreal," featuring Esther Brimmer, assistant secretary for international organization affairs; Glyn Davies, U.S. permanent representative to the International Atomic Energy Agency and UN offices in Vienna; Ertharin Cousin, U.S. representative to the UN agencies for food and agriculture in Rome; Betty King, U.S. representative to the office of the UN and other international organization in Geneva; Joseph Murphy, U.S. permanent representative to the UN Environment Program in Nairobi; and Duane Woerth, U.S. representative to the International Civil Aviation Organization in Montreal (February 1, 2011);
  - U.S.-UN Roundtable series, co-sponsored with the Center for Preventive Action:
    - "The UN's role in Protecting Women and Children in Conflict," featuring Susan Bissell, chief of child protection, Program Division, UNICEF; and Margot Wallstrom, UN special representative of the secretary-general on sexual violence in conflict (February 24, 2011); and
    - "Assessing AMISOM: A Progress Report on the African Union Mission in Somalia," featuring Bronwyn Bruton, former CFR international affairs fellow and current fellow at the One World Future Foundation; and Boubacar Gaoussou Diarra, the special representative of the chairperson of the African Union Commission for Somalia, AMISOM (March 11, 2011)

— In addition, the IIGG program sponsored the following events:
  - "A Conversation with the Right Honorable Tony Blair," featuring former British prime minister Tony Blair; presided by CFR president Richard Haass (April 7, 2011);
  - "A Conversation with Michelle Bachelet," featuring Michelle Bachelet, UN Undersecretary General and executive director of UN Women and former president of Chile; presided by Harriet Babbitt, vice chair, World Resources Institute (April 6, 2011);
  - "America's Energy Future," featuring Daniel Poneman, deputy secretary of energy, U.S. Department of Energy; presided by Steven Hellman of OILspace, Inc. (April 6, 2011);
  - "A Conversation with Jean-Louis Bruguiere," featuring Jean-Louis Bruguiere, representative of the European Union and French presidency of the terrorism finance

tracking program; presided by Maurice Sonnenberg, senior international advisor, JPMorgan (April 6, 2011);

— "A Conversation with Raymond Mabus," featuring Raymond Mabus, secretary of the Navy, U.S. Department of the Navy; presided by Guy Wyser-Pratte, president, Wyser-Pratte & Co., Inc. (March 28, 2011); and

— "A Conversation with Michael Mullen, chairman of the Joint Chiefs of Staff, U.S. Department of Defense; presided by Thomas Shanker, national security and foreign policy correspondent, *The New York Times* (February 4, 2011)

For the remainder of the fiscal year, the IIGG program will:

— Continue the Policy Innovation Memoranda series, offering concrete proposals for new institutions or reform of existing arrangements on critical international issues;

— Build a Council of Councils (CoC), composed of prominent experts and opinion leaders from foreign policy institutes in twenty major countries. The CoC, which will be launched in the autumn of 2011, will work to forge international consensus on—and galvanize political action in undertaking—needed reforms to existing multilateral institutions;

— Continue the several Robina-sponsored roundtable series, including on the United States and the Future of Global Governance; U.S.-UN relations; Global Health Governance; Global Stakes in Human Rights; U.S. Policy on Cybersecurity; and Globalization and Democracy in Latin America;

— Draft new packages of the Global Governance Monitor, launching components on terrorism and human rights within the year, and continuing to update the existing chapters on armed conflict, public health, climate change, ocean governance, global finance, and nuclear proliferation;

— Publish a working paper on improving targeted UN sanctions by Sue Eckert, senior fellow at the Thomas J. Watson Jr. Institute for International Studies at Brown University;

— Publish a working paper on the Proliferation Security Initiative, by Emma Belcher, CFR Stanton fellow;

— Continue the Making Multilateralism Work workshop series, with individual meetings focusing on potential topics such as: integrating new "space-faring" nations into a global framework; improving UN humanitarian assistance; and reforming the Human Rights Council; and

— Develop a Global Governance Scorecard, a multimedia initiative detailing the state of global governance, slated for release in winter 2012.

REVIEW OF THE INTERNATIONAL INSTITUTIONS AND GLOBAL GOVERNANCE PROGRAM AT THE COUNCIL ON FOREIGN RELATIONS

CHESTER CROCKER AND ANNE-MARIE SLAUGHTER
MAY 13, 2011

I. Introduction:

The IIGG program was created in May 2008 with three core objectives: identifying glaring gaps in the architecture of multilateral cooperation; proposing concrete steps to reform old institutions or create new ones; and promoting these recommendations strategically at home and abroad. We have been charged with evaluating IIGG's actual record over three years in meeting these goals and suggesting changes to improve its performance in influencing U.S. and international policy debates. In particular, we were asked to address the following questions.

- *Organizing Questions: Research Focus:* Is IIGG choosing the right topics for research and policy engagement? How should IIGG balance its focus on urgent matters versus longer-term, but important questions?

- *Product Lines:* Is IIGG choosing the right mix of activities and published products? What mixture (and format) of publications, multimedia, and meetings will provide the biggest impact?

- *Targeting and Tracking:* Is IIGG targeting the right constituencies and in a strategic way that maximizes its impact? What more can it do to follow-up on initiatives, track implementation, and trace attribution?

In conducting our assessment, we have reviewed a range of written materials and conducted 35-40 interviews with current and former government officials, policy experts from think tanks and foundations, scholars, and journalists. In these interviews we focused particularly on the question of impact, which is frequently difficult to define and measure. We begin this review with a closer examination of how to think impact.

II. Defining and Measuring Impact

In our view, the metrics for assessing impact should include access to policymakers, policymaker participation in programs, media notices, impact on terminology and concepts used in discussing issues in the field, influence in the elite debates, accessibility and use of IIGG materials by educators/students/members. The CFR operates in an elite universe where debates are framed (or reframed) in meetings, op-eds, the blogosphere, Congressional testimony and other kinds of linkages and networks. The Program's multiplier effect comes from its very existence, its convening ability, and its varied products which serve to "shape the conversation" about institutions and governance in diverse sectors. It is also amplified by the ability to co-fund conferences and initiatives with other institutions.

A full assessment of IIGG's impact, however, must take account of the wide variation in the inherent salience of the issues and institutions that IIGG works on. Inevitably, a working group monograph on UN Security Council reform will have a wider readership inside and certainly outside government than a fine-grained study of the operations of the FAO or the IAEA. The Security

Council report was widely cited among respondents, and received positive feedback from several current and former officials, not all of whom agreed with it. However, the possibility for achieving meaningful reform of functional and specialized bodies may actually be greater, provided state-of-the-art work is done in close coordination with US and foreign officials and briefed to interested elites so that in-house efforts receive necessary amplification. IIGG work (like CFR itself) is not 'glitzy' in the mass media sense, relying on movie stars to bring Sudan into living rooms across the land. Being asked by relevant officials to help them think about the emerging governance issue of Outer Space policy is perhaps the best indicator of effectiveness and potential.

The gold standard for demonstrating impact of a policy program such as this one is tracking influence on specific government decisions. Yet most experienced respondents stressed how difficult it is to attribute decisions or policies to specific inputs. Within this context, one of the best measures of policy impact is simply the reaction of government officials themselves to the work of the program. The demands of government service are such, and the number of think tank programs so many, that even being aware of the output of a specific program is a very good sign.

A prime measure of IIGG impact is the uniformly high regard for Program Director Patrick among peer professionals who are familiar with his own work on multilateralism and engaging emerging powers. Many of our respondents described him as one of the smartest and most creative thinkers working in the area of global governance. He is viewed as an effective networker whose relationship and management skills are strong. His own considerable work output is also enthusiastically endorsed.

More generally, there is widespread respect for the work of the Program. Program output is described in terms such as 'balanced, open, honest, objective, smart, analytical, and conceptual'. Many respondents comment on IIGG's convening capacity and attribute that to the Program itself as well as the Council. As Steve Feldstein of the Senate Foreign Relations Committee staff put it: "IIGG has been very helpful in bringing together a series of important policy dialogues on the evolving role of international organizations, especially in light of the Obama Administration's new emphasis on multilateralism. This includes a number of in-depth discussions on UN security council reform, as well as how to reshape and reform UN peacekeeping operations."

Direct Impact on Government

IIGG gets high marks among government officials for impact on actual policy. The assessments of IIGG's contributions from sources at the White House, the State Department, the National Intelligence Council, and the Senate are quite remarkable. Officials like Samantha Power, Senior Director for Multilateral Affairs and Human Rights at the National Security Council, Esther Brimmer, Assistant Secretary for International Organization Affairs at the Department of State, and Matthew Burrows, Counselor at the National Intelligence Council, all emphasize the direct and practical focus of IIGG. Power says, "While I don't get to read a lot of outside work in this job, [Stewart Patrick's] report on Security Council reform encapsulated the factors we were incorporating into our internal process, and shed light on what additional steps we might consider going forward." Burrows notes that Director Patrick's "analysis of what is new and what isn't with new innovations like the reborn G-20 has had a powerful effect on [the thinking of the Intelligence Community], especially when we were pulling together our work on global governance over the next 15-20 years.

Equally important, all the government officials we interviewed stressed the value of IIGG in convening events that allowed them to interact efficiently and productively with a range of outside scholars. Esther Brimmer and two of her Deputy Assistant Secretaries in the Bureau for International Organization Affairs says that IIGG offers "our Bureau a venue for the exchange of views and an opportunity to communicate about our work and our achievements," citing a number of specific roundtables as well as some smaller off-the-record brainstorming sessions with policy experts and senior State Department staff members. Reuben Brigety, Deputy Assistant Secretary of State in the Bureau of Population, Refugees and Migration, says: "IIGG has brought together practitioners and scholars to elucidate [challenges of failed states and humanitarian responses] in a way that I simply do not have time to do in government, and in my judgment has done so better than just about any other think tank program in this field. It has helped me to craft and push through the bureaucracy innovative approaches to protection challenges in East and West Africa." These observations bolster Anne-Marie's own sense of the value of IIGG based on experience with IIGG as Director of Policy Planning at the Department of State from 2009-2011. She met with Stewart Patrick several times, particularly with regard to U.N. Security Council Reform, and attended 2 or 3 valuable round-tables on global governance issues at CFR.

Shaping the Conversation

As a fellow toiler in the multilateral vineyards put it, "having CFR take on Global Governance opened up useful political space to tackle the issues in a Washington debate that is otherwise rather inward looking on these topics." This point is critical. The simple existence of IIGG at an institution as influential as CFR elevates the salience and prestige of global governance issues. Representatives from other think tanks and advocacy networks in the policy community concur strongly on this point. It is noteworthy that this effect exists independently of the impact of specific papers addressing individual issues in global governance. The Council is also a cross-fertilizer, so individuals working within the U.N. system, for instance, report that IIGG events help them get perspectives beyond the New York UN bubble; scholars similarly report that IIGG creates a valuable channel of discussion with policymakers from Washington and, crucially, from emerging powers. We were not able to pursue conversations with individuals in Beijing, Rio de Janeiro, New Delhi, or other rising powers, but it is clear that IIGG has helped amplify many of those voices in Washington policy circles.

IIGG has also helped fill a crucial space with regard to the foreign policy dimensions of the G-20. To take only one example, Jeffry Frieden's paper on macroeconomic imbalances was accessible to a non-economic audience interested in following the G-20's work. In a quite different policy area, Gareth Evans reports that IIGG's "work on weak/failing states has been particularly important and useful - not least because it forces some rethinking of a lot of common assumptions."

Public/Member/Educational Outreach

Respondents enthusiastically volunteer their high regard for the Global Governance Monitor (GGM). Its timelines, maps, resource guides, matrices, and quality video footage represent significant tools of public and formal education value. As one think tank president commented, "this kind of work is to be celebrated … Stewart and the Council are to be commended for having the skill and good fortune to be able to pull this off." Such material helps to promote the role of institutions and governance challenges in the awareness of members and participants at Council meetings. A scholar located in Chicago concurred, describing GGM as "a one-stop shopping portal

for a wide range of information that is useful in the academic context." In the view of one respondent, the CFR website could be somewhat clearer in attributing outputs to the IIGG Program and identifying Fellows who have worked on IIGG-led activities with the Program. The Program's homepage might benefit from some further clarification of roles, outputs, and attributions in reference to the main headings of Program activity. Several academics, while praising the actual product, thought that CFR could do a better job of promoting GGM to colleges and universities. Another public resource that received high marks is the collection of global polling data gathered by the Program jointly with the University of Maryland. These polls are cited by several senior USG officials as providing an extremely accessible and useful resource.

A Multiplier Effect

A wide variety of respondents commented on the value of IIGG in matching and multiplying the impact of other funding for multilateral governance. Several commented on the value of the annual Princeton meeting on Global Governance (held in 2010 and 2011 and co-sponsored with the Center for International Governance Innovation and the Stanley Foundation." This conference has helped build a network of scholars and policy experts working on a wide variety of related subjects under the general umbrella of global governance. Mathew Burrows also noted that IIGG supported the rollout of the NIC/EUISS project on global governance at the CFR in New York. And Professor John Ikenberry commented on the value of having IIGG funds available to support a book project like the one that Charles Kupchan is completing, which will spark a lively debate on emerging powers and global governance – a sentiment that Professor Kupchan heartily endorsed. This multiplier effect could be increased to the extent that IIGG focuses less on funding CFR fellows and more on developing external partnerships; however, that would diminish the impact of IIGG within the Council, discussed below.

Impact inside CFR

One basis for identifying the impact of the Robina grant in support of the IIGG program is its impact within the Council. As has been fully reported to Robina, a considerable number of CFR fellows participate in IIGG initiatives. IIGG funding supports (in significant part) the work of some 10 Fellows each year, engaging them as drafters of reports and working papers, op-ed writers, project team leaders, contributors to the Global Governance Monitor, workshop organizers and participants in overseas events and domestic meetings programs. This process of inclusion and outreach within the Council clearly rubs off on colleagues and raises the profile of institutional and governance concerns across a wide range of issue areas. More broadly, one CFR fellow said that IIGG had fostered the most exchange among fellows of any program within his sixteen years with the Council, largely as a result of multiple trips among the same group of fellows to the capitals of emerging powers.

Although Program Director Patrick provides as much leadership, vision and tangible support as he can in the effort to mobilize others to engage in the IIGG agenda, we believe there is further room and potential opportunity within the broader CFR universe to develop cross-cutting channels or a mechanism for systematic thinking about the interface of issues and institutions that are of particular importance. Several veteran policy respondents stressed the importance of prioritizing issue areas – rather than institutions in the abstract sense – and using the Council's resources to think across issues and disciplines to develop a better sense of 'how things get linked', how existing institutions perform and what we wish them to do. This could provide a better sense, it is argued, of how to

work the various institutional levers and channels to advance policy goals. Such an approach makes particular sense in the context of how we engage emerging powers, as well as traditional allies, all of whom are members of the same multiplicity of organizations.

Some active CFR 'consumers' raised a question about the extent to which the Council provides all the support it could to 'mainstreaming' IIGG's profile and capacity to shape Council outputs and influence its research agenda. The Council clearly gives greater attention to institutional and governance issues than it has in the past. But there may be some ambivalence about how much scope and standing to give specifically to the IIGG initiatives. It was noted, for example, the Program Director Patrick has a very lean staff with which to develop his own IIGG research agenda, relying on his own impressive personal output and on his ability to persuade and attract colleagues to share in the IIGG's purposes.

In a sense, as one respondent remarked, Program Director Patrick operates within CFR rather like the International Organizations bureau functions in the State Department – that is, with limited ability to shape outcomes. Patrick is widely viewed as "hugely creative … one of the finest minds in the field", but the impact of a research program structured in the current manner will likely be based on his own writings and the 'buzz' his meetings and projects create. Council Fellows and staff risk getting pulled in multiple directions and torn between IIGG and their 'own' priorities. Getting 'buy-in' from other Fellows requires a lot of internal diplomacy. To have greater impact internally and externally may require the kind of research staffing that can drill down into issues and 'own' them. Director Patrick would also require more autonomy to determine how best to integrate other CFR Fellows and external stake-holders and participants into priority projects.

III. How to Increase Impact

Several different observers of and participants in IIGG programming independently recommended that IIGG reach out *beyond* the multilateral institutions/global governance community to a broader audience that would engage on specific sectoral or functional issues. These responses reveal that the work that IIGG has done on the G-20 and UNSC reform is quite separate from the work that IIGG participants have done in specific issue areas like non-proliferation, with the result that the communities of policy experts that focus on global governance *per se* still have relatively little interaction with sectoral policy experts who have their views on the optimal governance arrangements for their issue areas. Suggestions for how to bridge this divide include: cross-sectoral groups that can examine specific case-studies pertaining to the broader theme of UN institutional reform, such as what reforms would allow a UN peacekeeping operation to more effectively perform its mandate in a situation like Cote d'Ivoire. This kind of a topic would also usefully draw in thinkers and policymakers from emerging powers.

Another interesting suggestion was to reach more to CRF's national membership; as one respondent noted: "All of us fall into the trap of thinking that just because a good product is up on the web, everyone is keyed into it. Wrong. It still is worthwhile to "get out there" and present it person-to-audience to strengthen a loyal base of support and use." Respondents from the State Department's Bureau for International Organization Affairs pointed out the importance of reaching a broader national audience in terms of helping to shape the climate of opinion on Capitol Hill. And several observers argued that IIGG needs a higher media profile, suggesting that they copy some of the features that have made *Foreign Policy*'s website widely cited in the media.

The wide span of IIGG Program interests and activities probably made sense during its first phase, enabling it to map the vast fields of endeavor related to global governance. We understand that the Program is now concentrating on a somewhat narrower range of issues. This is essential for the credibility of both the Program and its Director. It is simply not possible to achieve recognition as a programmatic 'jack of all trades' or to generate the necessary gravitas if consumers perceive that IIGG 'is about everything'. This comment is reinforced by the Program's very modest research staff. We believe that Director Patrick could usefully consider still further sharpening of focus on his issue/institution matrix, bearing in mind his own and the Council's comparative advantages. It is especially important to identify clearly where the wider Council has credibility with relevant stakeholders and consumers – and where it really does not unless fresh talent is recruited. One veteran policy and think tank respondent noted that the Program's (and Council's) value added in a field like Space or Non-Proliferation is not on the technical side where there is an 'over-abundance' of expertise. Governance issues in these areas are too often examined by 'techies', whereas what should happen is to apply the Program's political and diplomatic expertise to the governance issues they pose. Major reform and strengthening of the IAEA requires tough, political analysis.

We also believe that impact could be enhanced by a work plan that includes (a) drilling down into selected issue areas and (b) devising activities that respond directly to policymaker needs and achieve a degree of operational collaboration with other actors. Several veteran policy people noted the potential utility of having IIGG work in an integrated way with EU structures, with other research and study groups, and with inter-agency representatives. One US official expressed interest in having IIGG convene working groups of experts and policy people to think through answers to complex institutional challenges that cut across multiple international bodies (e.g., WHO, UNICEF, UNDP). It is argued that the Program's impact could be 'amplified' by such mechanisms both within and outside government. At the same time, such a process would enhance official access to expert judgments and IIGG access to key officials. A parallel form of engagement could be imagined with non-U.S. government partners, both official and non-official.

IV. A Future Research Agenda

Not surprisingly, we found no shortage of suggestions as to where IIGG should focus its efforts going forward, including our own ideas. Program Director Patrick has identified some important areas of future focus, and we find them attractive and appropriate. That said, they remain quite diffuse, and the risk of diluted energy and effort remains. It would be possible, we believe, to integrate work that crosses over between the Global Commons, Rising Powers, and Regional and Ad Hoc arrangements.

One path to such integration would begin with the development of larger, intellectually creative visions of a transformed governance system based on a set of overarching principles. In the words of one respondent, "This sort of work would help Stewart and the CFR generate a "brand" and it would help stimulate debate across policy communities." Fundamental questions still need to be addressed in terms of the relative value of the size of the decision-making body and the like-mindedness of its members versus the enhanced legitimacy of larger, more diverse, and more representative organizations. In the economic arena, for instance, one respondent pointed out: "Just looking at current EU debt crisis and the inability to even convene a small meeting without minute takers, leaks and instant media commentary seems to raise very interesting issues about how multilateral interactions will take place and how effective they will be - even as the need for more such interactions increases....What now for the G-7? The IMF and IMFC? Are representative

boards effective in empowering all nations, or do they limit personal relationship building and stifle discussion beyond pre-approved constituency agreed upon talking points?" When considering IFI head and governance reforms, are we really seeking to migrate from US and EU leaders to global ones so that we can end up with a regional rotation of MD/President along the lines of the UN? Is the UN really a more important/effective place now with the current Secretary General? Do we really want our Bretton Woods institutions to follow this route? Given financial issues at stake - can we afford to govern by consensus, when markets operate on the basis of nano-seconds?"

Respondents differ on where the Program could have the greatest future impact. Some urge focus on 'pure institutional reform agendas and the bread and butter security mechanisms', while others see a greater chance of getting bang for the buck in tackling governance where it most needs work and where other research groups are not already in a leading position. We believe a creative blend of high and lower profile, cross-cutting targets – anchored in a unifying conceptual framework and a consistent methodology – may be a good approach to consider.
We also believe there could be value in following up in more depth on previous work where program investments have been made. Virtually all respondents that we spoke to praised the value of the UNSC reform paper, although one observer noted that the CFR took a long time to issue it. We also measured strong support for the emerging powers project. Two additional ongoing projects with particular promise are:

1) IAEA reform. The issue here is how to move beyond identifying its capacity constraints and throwing more money at the institution to addressing the political environment in which it operates. Real reform, it is believed, requires grappling with the reasons why it is unable to carry out challenge inspections.

2) The potential need for a 'plan B' on climate issues. Michael Levi's work on climate diplomacy has been influential in a surprisingly under-populated field; one scholar noted that his work has little competition in this area from other think tanks. Several regimes cover environmental issues from the UNFCCC to UNEP. Where do organizations overlap? What is left out? Should we foster an improved informal network of organizations or explore a more formal and traditional organization?

With respect to new projects, we find the following suggestions, which we have developed based on our own thinking and in light of the responses of many of the experts we consulted, to be particularly fruitful.

1) An increased focus on regional governance, not only existing regional organizations but also regional security architecture. From the White House to the State Department to the NIC to the UN and the Stanley Foundation, participants in global governance debates urged much greater attention to the roles that regional institutions can and must play in addressing regional and global problems.

2) The challenge of running and funding the global humanitarian architecture. Five or six different respondents from government and non-governmental institutions emphasized the lack of sustained attention to the global governance of humanitarian issues. From the wars in Libya and Cote d'Ivoire to the earthquakes in Haiti and Japan, it is clear that the issues that confront the global community and that require a humanitarian response are growing and not declining. Yet the funding of these responses remains under strain and the structure of

our response mechanisms need revision. Serious intellectual capital devoted to this purpose is both timely and has the potential to help save lives. One respondent asked about the extent of the Program's interest in refugee and humanitarian assistance issues, and urged that the Program explore what it takes for the US to make multilateral humanitarian agencies work more effectively by using donor leverage to negotiate detailed arrangements with them for priority setting and capacity building.

Still other suggestions include:

1) How do we incorporate private institutions, corporations, networks of people, and civil society into global governance structures?

2) How does technology, both positive and negative uses (like social media, Wikileaks, and the easy spread of information) affect global governance and how can be best harness these platforms and manage their consequences?

3) The urbanization of humanity. For the first time over 50% of the world's population lives in urban areas. UN-Habitat expects the percentage to rise to 70% by 2050. There are profound implications for the environment, economics, security, and political structures. How can we address this issue better across organizations? How might international institutions help manage the trans-border effects of national policies on housing and urban affairs?

V. Conclusion:

We conclude that the IIGG program has made a successful and promising start, achieving many of its initial objectives. The Program's activities are changing the profile of IIGG issues among key constituencies and providing tangible value added to its main consumers. They have also had a direct impact on government officials in critical areas. The Council itself is directly and positively influenced by the emergence of this center of innovation and funding support.

The Program is now in a position to harvest some of the fruits of its first investments and to follow up in key issue areas from initial findings. As we indicate above, the impact of IIGG programs can be expanded and deepened through possible actions on several fronts. These include: (a) enhancing the Program's own research capacity; (b) developing innovative modes of work that could integrate cross-sectoral and multi-institutional ways of thinking; (c) developing an over-arching or unifying set of principles supported by a consistent methodology for evaluating specific sectors and institutions; and (d) where appropriate, plan working groups as joint endeavors with key stakeholders in order further shape the conversation and identify practical reforms.