# MIT OpenCourseWare

MIT OpenCourseWare (OCW) is a free and open digital publication of high-quality educational materials organized as courses. Through the Internet, MIT OpenCourseWare has opened MIT's curriculum and the course materials created by MIT faculty to a global audience of teachers and learners. In the United States and around the world educators use these materials for teaching and curriculum development, while students and self-learners draw upon the materials for self-study or supplementary use.

## Ten years of OpenCourseWare

On April 4, 2001, a front-page article in The New York Times proclaimed:

> Other universities may be striving to market their courses to the Internet masses in hopes of dot-com wealth. But the Massachusetts Institute of Technology has chosen the opposite path: to post virtually all its course materials on the Web, free to everybody.

This year marked the 10th anniversary of that announcement. During those ten years, more than 80% of MIT's faculty members have voluntarily shared their teaching materials through OCW, amassing a collection of over 50,000 individual resources including documents, video, audio, simulations, animations and sample programming code. An estimated 100 million individuals have accessed these resources, and hundreds of universities around the world have joined MIT in sharing their own course materials freely and openly on the web.

As of June 30, 2011, there were 2,074 courses available on OCW, representing virtually the entire undergraduate and graduate curricula in MIT's five schools and 33 academic units. Since the inception of OCW, we have also updated hundreds of courses with fresh materials and new pedagogical approaches. We publish about 50-60 new courses and 100 updates each year.

The overarching goals of OCW are to:

- Publish high-quality, up-to-date MIT course materials
- Increase use of OCW for teaching and learning
- Maximize the benefits of OCW for the MIT community
- Support worldwide Open Educational Resources (OER) and the OCW movement
- Sustain the MIT OCW program

This report is organized according to these overarching goals.

## Publish High-Quality Course Materials

In order to fulfill this goal, we strive to:

- Expand the OCW publication with new MIT course materials in step with the MIT curriculum

- Maintain currency of published content
- Continually improve the depth and quality of materials
- Continually improve user features and site structure to optimize the user experience
- Maintain and enhance an effective technology infrastructure
- Continually refine effective and efficient work processes

## Core Course Publication

Course publication is at the heart of the OCW mission. During the year ending June 30, 2011, we published 64 new courses. We also updated and refreshed 98 previously published courses, bringing the total number of courses updated to 695. In addition, we anticipate that by the end of this summer we will have published another 8 new and/or updated courses still in the pipeline from the spring 2011 cycle.

## OCW Scholar Courses

In FY 2010, OCW received a grant of $2 million over three years from the Stanton Foundation to publish materials for 20 foundational courses specifically structured for independent study. These are called "OCW Scholar Courses" and have the following features:

- Focused on foundational subjects in the basic sciences, mathematics, engineering, computer science, business, and economics
- Geared to support independent learning via logically sequenced self-explanatory content, rich media, recitation/problem-solving segments, and self-assessment tools
- Packaged with resources to provide educationally and economically disadvantaged learners additional background to approach certain materials
- Drawn from more than one MIT course in some cases
- Developed by MIT faculty with pedagogical approaches aimed at independent learners

Like other OCW courses, OCW Scholar courses involve no interaction with MIT faculty or students and there is no certification or recognition of work. The courses are offered at no cost, and registration is not required (nor possible). Scholar courses do not replace the existing OCW approach.

The first five OCW Scholar courses were published in January 2011:

- Physics I (Classical Mechanics)
- Physics II (Electricity and Magnetism)
- Calculus I (Single Variable Calculus)
- Calculus II (Multivariable Calculus)
- Introduction to Solid State Chemistry

These courses may be viewed at http://ocw.mit.edu/courses/ocw-scholar/. We will publish seven more Scholar courses by February 2012:

- Differential Equations
- Linear Algebra
- Introductory Biology
- Introduction to Psychology
- Microeconomics
- Introduction to Computer Science and Programming
- Introduction to Electrical Engineering and Computer Science

## Supplemental Resources

In addition to publishing MIT course materials, OCW undertakes many special projects to produce supplemental resources that enrich the educational content of OCW. As of June 30, 2011, there were 34 substantial supplemental resources on OCW. We added the following new supplemental resources this year:

- "Calculus Revisited" video and text series from the Center for Advanced Engineering Studies (CAES) archive, covers the materials normally found in a freshman-level introductory calculus course, published with support of the Rosenbaum Foundation
- "Signals and Systems" from CAES archive, an introduction to analog and digital signal processing, designed as a distance-education course for engineers and scientists in the workplace
- "Digital Signal Processing" from CAES archive, designed as a distance-education course for engineers and scientists in the workplace
- "Finite Element Procedures for Solids and Structures" from CAES archive, two related video courses on finite element analysis
- "Build a Small Radar System Capable of Sensing Range, Doppler, and Synthetic Aperture Radar Imaging", based on a three week course from Lincoln Labs
- "Learning Chinese: A Foundation course in Mandarin," an online textbook and accompanying audio recordings that represents materials used in the first four semesters (two years) of the Mandarin program at MIT

Supplemental resources may be accessed at http://ocw.mit.edu/resources/.

## Highlights for High School

In addition to the regular course publication, OCW also offers Highlights for High School (HFHS), which was launched in 2007. This program takes advantage of our trove of exceptional teaching resources to better serve high school constituencies. Since its inception, the HFHS portal (http://ocw.mit.edu/OcwWeb/hs/home/home/index.htm) has received nearly 2 million visits, and it is now receiving about 45,000 visits per month.

This year, we began work with the Chemistry Department on a project to develop resources aimed at inspiring interest in the physical sciences, particularly chemistry, among high school students and teachers worldwide. New resources will be distributed on the Highlights for High School site. This project is funded by a gift from the Dow Chemical Company.

## Publishing Operations

This year we began work on the "Radar Portfolio Project" to create a database that provides improved data for recruiting courses and for assessing the depth and breadth of our course portfolio. We expect first results from this project in August 2011.

We have also been examining video workflow to identify how we can increase our ability to publish video content. Video content has increased significantly in the past year due to special projects such as OCW Scholar, gifts to MIT for video capture of courses, and more faculty contributing existing video. After identifying video editing and digitization as a major bottleneck, we began a pilot to outsource this work to a local firm; early results have been very encouraging.

We began a major project in June 2011 to redesign the OCW web site. This project will be completed late in 2011. The primary goals of the project are to:

- Update the overall look and feel of the site to convey a more dynamic, fresh, innovative personality for OCW. This includes increased integration with social media.

- Create opportunities for showcasing courses and resources, and a platform on which to build content collections and future enhancements.

- Improve the overall user experience to increase discoverability of resources and inspire repeated use of the site.

This year we continued our practice of claiming fair use, begun in winter 2010, based on the "Code of Best Practices in Fair Use for OpenCourseWare." A key element of the publication process is intellectual property clearance. This applies when course materials contain third-party objects such as drawings, charts, and photos. In certain circumstances described in the code, use of copyrighted objects under the fair use doctrine of US copyright law is compatible with established practice. Fair use can contribute to a richer, more complete educational resource for users. This year we added 374 fair use objects (out of thousands of third-party objects), bringing the total number of courses containing fair use objects to 36 as of the end of the year.

## Increase Use of OCW for Teaching and Learning

In order to fulfill this goal, we strive to:

- Increase awareness of OCW

- Increase traffic to OCW content via multiple distribution channels

- Tailor OCW content to the needs of key external audiences

- Foster the development of communities of learning around OCW content
- Support the use of OCW content by educators and educational systems globally

## Users

OCW serves a global audience under a Creative Commons Attribution/Noncommercial/Share-Alike license (for information about Creative Commons, visit http://www.creativecommons.org). Users include:

- Educators, who may adopt or adapt the materials for their own teaching purposes
- Students enrolled in educational programs, who may use the materials for reference, practice exercises, or mapping out their programs of study
- Independent learners, who may find the materials helpful for enhancing their personal knowledge either from the materials themselves or from the many references, readings, and other resources

Figure 1 shows the distribution of OCW users. About 95% of all users indicate that they are partially or fully successful in achieving their purposes in using OCW.
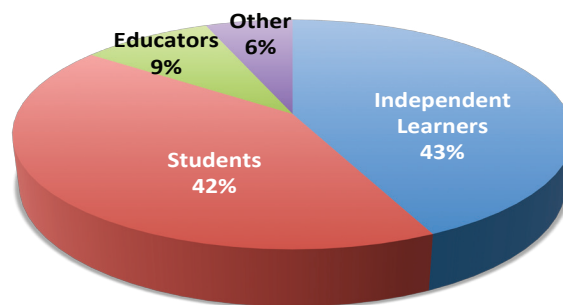


*Figure 1. OCW users*

## OCW Distribution Channels and Traffic

The primary source for OCW materials is the MIT OCW website. Users visit the OCW website about 1.5 million times per month. In addition to the OCW website, MIT provides content through the mirror site program, zip downloads, video distribution websites, and translation affiliate websites. Figure 2 shows web traffic to the OCW website with additional traffic to MIT content on translation affiliate websites. This graph does not show additional access to content via other distribution channels.
Evaluation research shows that since inception about 100 million people from every corner of the globe have accessed OCW content.
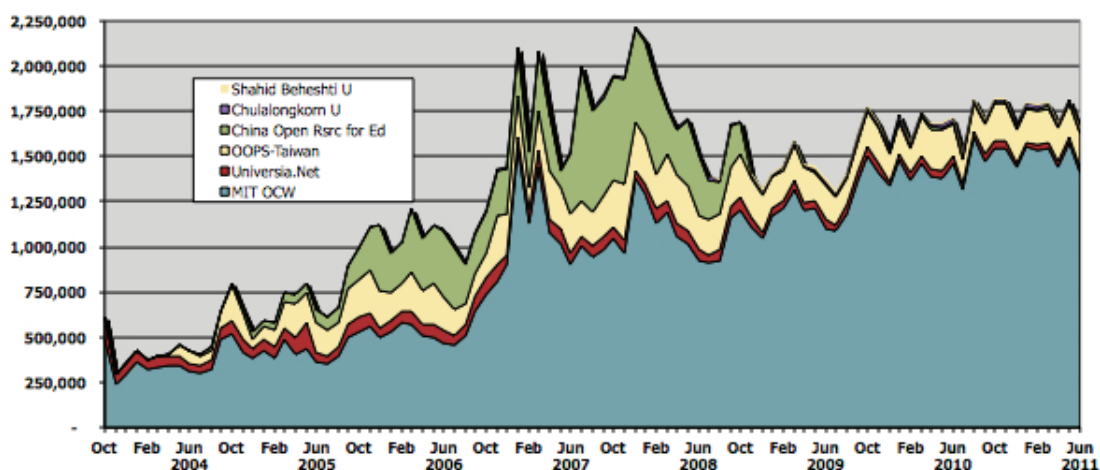
*Figure 2. Web traffic to OCW and OCW translations through June 30, 2011*

### Mirror Site Program

For users in certain developing regions of the world, Internet access is cost prohibitive, unreliable, or nonexistent. OCW helps bridge the "digital divide" through its mirror site program. Since 2006, the program has provided OCW content on external hard drives, with updates via low-bandwidth-compatible rsync service, to educational institutions in areas with limited Internet access. As of June 30, 2011, OCW supported 281 mirror sites, an increase of 15% over last year. Mirror sites are primarily in African and South Asian countries such as Ethiopia, Ghana, Kenya, Namibia, Nigeria, Pakistan, the Philippines, Rwanda, Tanzania, and Zimbabwe.

Under the program, local educational institutions become OCW mirror site affiliates and agree to host OCW materials openly and freely under the OCW Creative Commons license. Affiliates also agree to promote OCW use among their constituents and provide a local contact for content updates and monthly usage data. The majority of OCW mirror site affiliates are colleges or universities that have good local area networks but may have access only to costly or weak Internet infrastructures. Nonprofit organizations, ministries of education, and Internet service providers are also OCW affiliates. This program is made possible by a generous donation of external hard drives from Seagate Inc. All technical and coordination efforts are provided on a volunteer basis.

The program is greatly facilitated by MIT students choosing to serve their home or host countries and help make OCW available locally. Many students on MIT Public Service Center fellowships or internships through the MIT International Science and Technology Initiatives (MISTI) personally install OCW on local campuses and also use the resource to teach courses and topics in mathematics and science at local venues.

### Zip Downloads

Users can download individual courses in zip files for offline use. As of June 30, 2011, OCW has delivered over 13.4 million zip files of full course content.

### *Video Distribution Websites*

All OCW video and audio materials are now available through YouTube, iTunes U, VideoLectures.net, and Internet Archive. OCW video materials comprise over 1,400 hours of content, including 46 full-course video lectures for some of the most popular courses as well as video clips and demonstrations for many more courses. To date, iTunes U and YouTube together have supplied more than 45 million video downloads, with half this volume just in the last year. These free services replaced bandwidth that OCW would otherwise have had to buy from its worldwide network distribution service provider.

### *Translation Affiliate Websites*

OCW has formal arrangements with other organizations and institutions to provide translations of MIT content. So far, languages include Spanish, Portuguese, Chinese (simple and classical), Thai, and Farsi. Our newest translation affiliate is the Turkish Academy of Sciences, which is in the process of translating 70 courses. Data from translation affiliates indicate that, in total, about 300,000 visitors per month access MIT content through their websites. Among these affiliates, there are 987 translations of MIT OCW courses[1]. There are also translations in other languages, including Japanese, French, and Arabic, developed by institutions on their own, without formal ties to OCW.

## OCW in the News

We aggressively pursue media opportunities as a means of increasing OCW's visibility and impact, and as a result OCW is frequently cited in the media. OCW appeared in the press more than two dozen times during the past year. Links to articles about OCW are available via the OCW website at http://ocw.mit.edu/about/media-coverage/, offering access to articles such as the following:

- *MIT's goal: Reach 1 billion with open courseware*, eCampus.com, June 2, 2011

- *A labor of love*, MIT News, May 18, 2011

- *Why MIT Matters*, Boston.com, May 15, 2011

- *A world-class education for free*, NewsOK.com, April 30, 2011

- *MIT OpenCourseWare Turns 10: What's Next for Open Education?*, ReadWriteWeb.com, February 23, 2011

- *Online Courseware's Existential Moment*, Inside Higher Education, February 3, 2011

- *Free online course materials will revolutionise third-level education*, The Irish Times, February 1, 2011

- *A decade of OCW benefits: Building a better course through OCW*, MIT News, January 7, 2011

- *MIT OpenCourseWare introduces courses designed for independent learners*, MIT News, January 7, 2011

- *MIT OpenCourseWare named WISE Award Laureate*, MIT News, November 15, 2010

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[1] Of the 987 translations, 765 correspond to courses currently active on OCW, and 222 correspond to archived courses. All translations can be accessed from their respective OCW courses, whether active or archived, and all can be accessed directly at the translation affiliate websites.

- *A decade of OCW benefits: Drawing talent to MIT*, MIT News, November 3, 2010

- *For Exposure, Universities Put Courses on the Web*, The New York Times, November 1, 2010

- *College lectures, sans the expense*, Nashua Telegraph, October 11, 2010

- *OpenCourseWare: A Decade of Global Benefit*, MIT News, September 30, 2010

- *MIT Looks to Make Money Online, but Not With an OpenCourseWare Paywall*, Chronicle of Higher Education, September 16, 2010

- *Open Education in Higher Ed: Textbooks, OpenCourseWare, and the "S" Word*, New America Foundation, September 9, 2010

- *Where to Get the Best Free Education Online*, Lifehacker.com, August 19, 2010

- *Get an MIT education online - for free*, TheTimes-Tribune.com, August 7, 2010

- *Ivy league business school courses — online and free*, SmartPlanet.com, July 28, 2010

- *SPORE\* Series Winner: MIT OpenCourseWare: Unlocking Knowledge, Empowering Minds*, Science, July 30, 2010

OCW also garnered the following awards and recognition during the past year:

- Awarded *Science* Prize for Online Resources in Education (SPORE) by the American Association for the Advancement of Science (AAAS), *Science* Magazine

- Recognized as one of Time Magazine's "50 Best Websites of 2010"

- Awarded World Innovation Summit for Education (WISE) Award (one of six laureates), by the Qatar Foundation.

## Maximize the Benefits of OCW

OCW contributes to the MIT community in these ways:

- Support MIT initiatives

- Create lifelong connections between MIT and our students and alumni

- Catalyze improvements in teaching and learning at MIT

- Showcase MIT's curriculum, strengthen its reputation, and promote international engagement

Beyond its service to a worldwide audience, OCW has a significant impact at MIT, where both faculty and students embrace it. OCW staff work extensively with faculty to develop or refine course materials for publication, and faculty frequently use these updated materials in their classroom teaching on campus. Some statistics are as follows:

- 84% of MIT faculty use OCW in their teaching, advising, or research

- 32% of faculty say that publishing on OCW improves their teaching materials

- 93% of MIT undergraduate students, and 82% of graduate students use OCW in one or more ways: as a part of their assigned coursework, as a supplemental resource for study, or as a tool for planning curricular programs and choosing courses

- 96% of these students say OCW has a positive impact on the MIT student experience

During AY2011, in addition to the inherent benefit of OCW for the MIT community, we also continued the following collaborations:

- Community messaging on the OCW website, with announcements supporting MIT programs such as MIT Professional Education, Sloan Executive Education, Sloan Teaching Innovation Resources, the System Design and Management Program, summer term, the MIT Center for Transportation and Logistics, the Admissions Office, the Alumni Office, MIT Museum's 150th Exhibit, and School of Engineering.

- Singapore University of Technology and Design. OCW staff worked with MIT faculty to complete and deliver ten courses to SUTD. OCW staff continue to refine the course production process and work with faculty as they prepare materials; twelve additional courses are being prepared for delivery later this year. Funding for this work is provided through an agreement between MIT and SUTD.

- MIT Energy Initiative (MITEI) Education Office. OCW published three courses from this new curriculum as part of our Spring 2011 publishing cycle and are scheduled to publish an additional 3 courses by the end of 2011. As part of this three-year project we will ultimately publish fifteen courses from the new curriculum, five with video. We are also working with the Energy Education Office on the design of web pages for showcasing these courses on OCW. Funding for this work is provided by a grant to MIT from the Bechtel Foundation.

- MIT-Dow Chemistry Outreach project. This year OCW began work with the Chemistry department on the Chemistry Outreach project. The goal of the project is to develop resources aimed at inspiring interest in the physical sciences, particularly chemistry, among high school students and teachers worldwide. New resources will be distributed on the Highlights for High School section of the OCW website. This year we filmed chemistry demonstrations during the Cambridge Science Festival on April 30, completed write-ups on these demonstrations, and sent the video to the contractor who will be working with us to develop chemistry demo modules. We also hired a student to complete the mapping of MIT's freshman chemistry course to the AP Chemistry framework, and we continued planning for work that will be done later this year. Funding for this work is provided by a gift to MIT from Dow Chemical Company.

### Support Worldwide Open Educational Resources and the OCW Movement

To fulfill this goal, OCW works to:

- Support the OCW Consortium
- Engage with other OER programs to increase the collective benefits of open resources

OCW's principal focus in the area of worldwide OER is its support of the OpenCourseWare Consortium (OCWC). Originally a development effort led by MIT OCW, the consortium is now an independent 501(c)3 organization. OCWC (http://www. ocwconsortium.org) is a collaboration among more than 250 domestic and international institutions that have banded together to advance education and empower people worldwide through OpenCourseWare. The goals of the consortium are to:

- Extend the reach and impact of OCW by encouraging the adoption and adaptation of open educational materials around the world

- Foster the development of additional OCW projects

- Ensure the long-term sustainability of OCW projects by identifying ways to improve effectiveness and reduce costs

In May 2011, the OCW Consortium held its annual meeting on the MIT campus, celebrating ten years of the OCW movement. The meeting featured a welcome by President Susan Hockfield, a keynote by Tim O'Reilly of O'Reilly Media, and a panel on the creation of MIT OpenCourseWare that included current and former MIT faculty and senior leaders, including Dick Yue, Shigeru Miyagawa, Hal Abelson, Robert Brown, Lawrence Bacow, and Charles Vest. At a banquet on the second night, the Consortium also conferred its first annual Awards for OpenCourseWare Excellence (ACEs) to individuals, OCW sites and courses that have made significant contributions to the movement. A list of award winners can be found at: http://www.ocwconsortium.org/en/community/ ace/2011acewinners.

MIT Professor Walter Lewin received the Educator ACE Award for his world-renown physics courses available through the MIT OCW site.

The Consortium's board of directors met during the Conference, and Anka Mulder, director of education at Technical University of Delft (Netherlands), was elected to succeed MIT OpenCourseWare's Steve Carson as president of the organization. Steve served as president of the Consortium for the group's first three years as an incorporated nonprofit, and will remain on the board of directors until April 2012. This succession represents a significant step in the transition of leadership of the Consortium from MIT to the global OCW community.

## Sustain the MIT OCW Program

OCW invests considerable effort to ensure the ongoing viability of the OCW program; we:

- Continually develop the OCW team as a responsive, professional organization

- Maintain communications to keep stakeholders informed

- Evaluate and report on OCW programs

- Manage OCW finances responsibly

- Ensure long-term financial viability of OCW

- Ensure a vibrant future for OCW through effective planning

## OCW Finances

OCW expenses for FY2011 totaled $3.5 million, about 4% below our budget of $3.7 million. We achieved this through a continuing program of aggressive cost management.

MIT contributed $1.5 million from general Institute funds to support OCW. Remaining funds come from a combination of grants, corporate gifts, Amazon revenues (commission on sales generated through the OCW website), general donations, interest on endowment funds, and reserves.

Reserves represent capital funds left over from the initial OCW development funded by the Hewlett and Mellon foundations and a generous corporate gift from Ab Initio. The reserve fund balance at the beginning of FY 2011 was $4,410K; we drew down $652K during the year, leaving a year-end balance of $3,758K. Annual reserve draw-down depends on our ability to attract grants and donations, and varies each year. Eventually, these reserves will be exhausted, and we continue to work toward a fully sustainable funding model, summarized in the following table:

**Components of OpenCourseWare's Eight-Part Sustainability Program**

| Component | Description/Value Proposition | Benefit To Date | Future Potential | Current Status |
|---|---|---|---|---|
| Cost management | Efficiencies and contract negotiations | 46% budget reduction from all time high in FY 2004 | Incremental | Ongoing |
| MIT budget support | Value of OCW to MIT | ~$11 million | $1.5 million per year | Ongoing |
| Grants | Ramp up/innovation | $26 million ramp up/$2.6 million innovation | Unknown | Opportunistic |
| Major gifts | $100,000 | $1.4 million (mostly in endowment) | Unknown | No major gifts since 2007 |
| Online donations/ small gifts | Newsletter campaigns/Course Champions | $892K donations/$35K Course Champions/$110K special gifts | $500,000 per year | Ongoing/ increasing |
| Corporate gifts | Corporate philanthropy | $6 million from Ab Initio in 2006 | Unknown | Opportunistic |
| Corporate underwriting | Controlled advertising | None | Bain: $1–$1.5 million; Technology Review: $300,000–$500,000 | Aggressive sales effort; prospects in pipeline |
| Affiliate marketing | Referrals (Amazon) | $134K | $40,000 per year | Ongoing |

### Online Donations/Small Gifts

We finished FY 2011 with a total of $425,000 in individual donations, an increase of nearly 100% over last year. These donations included small online gifts, corporate matching gifts, gifts to our new Course Champion program, and several large individual donations. Other metrics (number of donations, number of donors, number of repeat donors, and number of new donors) were also up.

### Major Gift Fundraising

This year we put considerable effort into raising mutual understanding and awareness between OCW and the Resource Development Office. Feedback indicates that the meetings have been helpful although no major gifts have materialized during this year.

### Corporate Underwriting/Sponsorship

This year OCW hired a Corporate Relations Manager to spearhead the corporate fundraising/sponsorship. No underwriters have been signed so far although there are a number of possibilities in the pipeline that might eventually lead to sponsorships or underwriting.

## Organization and Governance

The OCW organization reports to associate provost Philip Khoury. This year, we increased staff size from 22 to 25 with the hiring of the Corporate Relations Manager and two more Department Liaisons (both funded by special project grants). The OCW staff is organized into teams handling course publication (three teams), production and technical support, outreach and external relations, finance, planning, and administration. Cecilia d'Oliveira is executive director of OCW.

This year, OCW Publications Director Dan Carchidi left to take a job closer to his home in New Hampshire. As of June 30, the search for a replacement was still underway. Also, our long-time Administrative Assistant Idalia Cuevas moved to the Office of the Dean for Graduate Education. We are recruiting a replacement for her as well.

### OCW Faculty Advisory Committee

The Faculty Advisory Committee is an internal oversight group that advises on OCW policy, sustainability, and relations with the MIT faculty and with academic departments. Committee members in AY2011 included:

Hal Abelson, Electrical Engineering and Computer Science

Archit Bhise (undergraduate student), Electrical Engineering and Computer Science

Alex H. Chan (graduate student), Science, Technology, and Society

Eric Klopfer, Urban Studies and Planning

Vijay Kumar, Office of the Dean for Undergraduate Education

Stuart Madnick, Sloan School of Management

Haynes Miller, Mathematics

Shigeru Miyagawa (chair), Foreign Languages and Literatures

Hazel Sive, School of Science

Ann Wolpert, MIT Libraries

Dick Yue, School of Engineering

**External Advisory Board**

The OCW External Advisory Board, chaired by Provost Rafael Reif, advises MIT on key questions concerning future directions and the sustainability of OCW. The board meets annually on campus, with additional telephone and electronic interaction during the year. This year's meeting was held on May 4, 2011 in conjunction with the OCW Tenth Anniversary celebration.

Members of the Advisory Board as of the end of AY2011 were:

Ewa Abraham, whose interest is early childhood education

Bruce Alberts, professor, Department of Biochemistry and Biophysics, University of California, San Francisco; cochair, InterAcademy Council; editor-in-chief, *Science* magazine; and former president, National Academy of Sciences

Norman R. Augustine, retired chairman and CEO, Lockheed Martin Corporation

Tim Berners-Lee, professor, School of Engineering, MIT, and founder, World Wide Web Foundation

John Seely Brown, former chief scientist, Xerox; and chief innovation officer, 12 Entrepreneuring

Cathy Casserly, CEO, Creative Commons

Sheryl Handler, CEO, Ab Initio, and MIT alumna

Susan Hockfield, MIT president

Kim Jones, chair of the board and executive director, Curriki Global Learning Network

William Kaiser, partner, Greylock Partners, and MIT alumnus

Philip Khoury, associate provost and Ford International professor of history, MIT

Temitope O. A. Lawani, Managing Partner, Helios Investment Partners; MIT alumnus

Frannie Léautier, executive secretary, The African Capacity Building Foundation, and MIT alumna

Jennifer Bruml Lemelson, board of directors, Lemelson Foundation

Shigeru Miyagawa, Section Head and Professor, Foreign Languages and Literatures Section, MIT; Chair of OCW Faculty Advisory Committee

Abhay Parekh, adjunct professor, Electrical Engineering and Computer Science, University of California, Berkeley, and MIT alumnus

Sam Pitroda, chairman, India Knowledge Commission, and chairman and CEO, World-Tel Limited

J. William Poduska, founder of Prime Computer, Apollo Computer, and Stellar Computer and MIT alumnus

L. Rafael Reif, MIT provost

Peter Smith, senior vice president of academic strategies and development, Kaplan Higher Education, and former assistant director general for education, UNESCO

Raymie Stata, Chief Technology Officer; Yahoo Inc.; MIT alumnus

Matthew J. Szulik, former chairman, Red Hat

Maria Thomas, former CEO, Etsy

Charles M. Vest, president, National Academy of Engineering, and MIT president emeritus

## Strategic Planning

It has been ten years since the announcement of MIT OpenCourseWare in April 2001. Since that announcement, MIT has largely fulfilled the original goals of OCW. As we look ahead, we cannot be content to rest on these past successes. Accordingly, OCW has begun to outline a strategic planning process to be launched in the coming year. The purpose will be to understand and address the challenges and opportunities we face over the next three to five years. The end result of this process will be a clear set of goals and priorities for our work going forward. Through the planning process, we will:

- Take stock of where we are in terms of the depth and breadth of the OCW publication, use and impact of the materials, and levels of staffing and funding to support our efforts.

- Determine how—and to what extent—we should continue to keep OCW current and reflective of what is taught at MIT by publishing new courses, updating existing ones, and making them as useful as possible for a worldwide audience.

- Examine ways we can extend the reach and impact of OCW, and analyze which options would be most effective and what it would take to implement them.

- Understand Institute priorities in the areas of teaching and learning, including online instruction, and determine how OCW can best support these needs; ensure that OCW plans are aligned with MIT's consideration of online education opportunities. Calculate the staffing, financial, and other resources necessary to fulfill commitments and expectations; update the OCW financial sustainability program with additional funding sources as may be available; and ultimately strike the right balance among competing priorities so as to deliver a sustainable level of service.

**Cecilia d'Oliveira**
**Executive Director**