

**Public description of your project**

*Please provide a brief statement that best describes your proposed work.*

*This description will appear on our website and in our annual report. It can be no longer than 250 characters including spaces.*

To support the pilot of Yale University’s Open Educational Resources Video Lecture Project, a suite of liberal arts instructional material — digitized audio-visual content combined with courseware — to be offered freely through the internet.

***Proposal Summary***

*Give a brief summary of your proposed work using no more than 300 words. Please write this description in plain English (no jargon). Assume the people reading it are knowledgeable, but are not educators. Describe the purpose of the proposal, including its importance; the way you plan to achieve your aims; expected outcomes; and the way you will evaluate your success.*

Yale University’s Open Educational Resources Video Lecture Project will create a suite of digitized audio-visual content for undergraduate liberal arts instruction, to be offered freely through the internet. Taking as its starting point ongoing initiatives at peer institutions to provide “courseware” resources such as reading lists, lecture notes, and discussion groups, as well as fee-based course offerings previously developed by Yale and others, Yale will add lecture content from courses presented at Yale — both as streamed audio/video feeds and as downloadable transcripts. To our knowledge, this will be the first offering of its kind.

The core of each offering will be the lectures presented by Yale faculty to Yale College students as part of a specific course, taped “live.” Working with web and media design professionals at the Yale Center for Media Initiatives, participating faculty will integrate their lecture content into multidimensional packages of internet-based course materials. The Principal Investigator for the project will be Diana E. E. Kleiner, Dunham Professor of the History of Art and Classics and formerly Deputy Provost with responsibility for arts, divinity, and new media. Together with Yale University and Yale College leaders, Professor Kleiner will recruit faculty from among the most experienced and popular teachers at the undergraduate level.

In the pilot phase of the project, lasting one year and a few months, seven courses will be produced and an internet portal will be designed and launched, prospectively in concert with a private-sector information technology company. Accomplishment of these objectives will be the primary criteria for evaluating the project’s success in the pilot phase. Ultimately, Yale aims to offer several dozen undergraduate courses spanning the range of liberal arts disciplines, including humanities, social science, and physical and biological sciences.

## **Section 2. PROPOSAL NARRATIVE**

You may provide responses to this section on separate pages (i.e. without the questions).

Please note that items B through E in this section should correspond to the logic model and program chart in Sections 3 and 4.

**Name of Organization:** Yale University

**Program Unit within Organization (if appropriate):** \_\_\_\_\_

**A. Background.** Please describe the mission of your organization and/or program unit. Explain why your organization or unit is particularly well suited to carry out the proposed project, citing recent relevant accomplishments, including those under a Hewlett Foundation grant, if applicable.

A leading research university and center of undergraduate, graduate, and professional education, Yale is firmly committed, as a core element of its mission, to developing and maintaining educational programs of the highest quality. The University's undergraduate school, Yale College, attaches paramount importance to maintaining excellence in teaching across the full disciplinary breadth of the liberal arts curriculum. Established in 1701, the College has long been among those institutions at the top of national rankings for educational quality.

Yale has fostered initiatives to make a variety of educational resources available to educators, researchers, students, and self-learners outside the University. Over a period of five years starting in 2001, Yale participated in the Alliance for Lifelong Learning (AllLearn), a collaborative online distance-learning venture with Stanford University and the University of Oxford. Yale developed 24 full-length arts and science courses for AllLearn, two writing courses, six Forums, and two mini courses. Along with other offerings from Stanford and Oxford, these reached 11,000 students in 70 countries.

With support from The William and Flora Hewlett Foundation, Yale is also a member of a consortium with the World Health Organization, the United Nations Environment Program, Cornell University, and leading scientific publishing houses to make scientific literature available at little or no cost to users in developing countries. Through the internet portals HINARI, AGORA, and OARE, Yale and its partners are working to make peer-reviewed journal articles and other information on health, agriculture, and the environment, respectively, available to researchers, educators, and others in societies in which the cost of accessing these materials would otherwise be prohibitive. This undertaking aligns well with Yale's long-term aim to increase its engagement in the international community through student and faculty recruitment, educational outreach, research collaborations, and public service initiatives.

**B. Problem/Theory of Action.** Please describe the issue or problem you are planning to address and the evidence you have that the problem is important, and your theory of action for addressing the problem. If relevant, include a brief literature review or a discussion of your hypothesis and alternative hypotheses. Explain how your goal relates to the Foundation's grant-making priorities. Discuss how your work advances the Open Educational Resources field beyond its current state and how it relates to any similar work being carried out. Please note that Sections 3 and 4, Logic Model and Program Chart, should be drafted before you complete items B through E of this section.

Yale has long upheld the principle that education is best built upon direct interactions — among teachers, students, and the personnel who support our educational effort — to facilitate the transmission of knowledge, the flow of ideas, and the atmosphere of intellectual challenge that encourages engagement and growth. For these reasons, we believe that such study, in an appropriate academic setting, is the ideal avenue for learning.

We also recognize, however, that this form of participation is not always available to all or feasible for all who wish to learn. A variety of financial, personal, and geographic circumstances may present insurmountable obstacles to pursuing the traditional path of study at a world-class college or university. In addition, educators, researchers, and students at institutions around the world can benefit from access to additional high-quality resources in disciplines outside their institutions' primary areas of expertise and investment.

We believe that leading universities can make an important contribution to expanding access to educational resources through the use of internet technology. The need for greater access is evident in the enthusiasm of users' responses to programs designed to accomplish this aim. Since its launch in January 2002, for example, the Health InterNetwork Research Initiative (HINARI) has enrolled more than 2,000 institutions in 106 of the 113 developing-world countries eligible to participate (see <http://www.who.int/hinari/en/>). HINARI, a project in which Yale participates, offers access at little or no cost to published biomedical and public health research to users in the developing world.

Universities that share course content also stand to gain from doing so, as their faculty are encouraged to discuss and reexamine pedagogical assumptions and methods, a process that increases their effectiveness in on-campus teaching. Yale faculty members have already experienced this; many are well practiced in addressing broader audiences, not only through their writing and consulting but also by participating in New Haven outreach programs, alumni travel programs, and the courses created for AllLearn, among many others. It is likely that they will welcome the opportunity to share their expertise widely and will make the transition to the internet format with relative ease.

### ***The OCW vision and other learning support initiatives***

With support from the Hewlett Foundation, MIT has boldly made the architecture of its courses — syllabi, lesson plans, selected readings, and assignments — universally accessible at no charge through the OpenCourseWare (OCW) project. These academic components have served as the foundation for lively intellectual exchange and as the pedagogical building blocks for courses created at other institutions, especially those in developing countries. Meanwhile, the Hewlett-supported Center for Open and Sustainable Learning at Utah State University has established a flexible architecture to contribute to “free and open access to educational opportunity” by enabling people to “connect with others nearby or in distant lands at almost no cost to ask questions, give answers, and exchange ideas.” Rice University's Connexions project has made a wide variety of modular instructional materials freely available on the internet. The MIT OCW model has been warmly embraced by a number of other institutions (Carnegie-Mellon; Johns Hopkins; Tufts; Open University; and the University of Economics, Vietnam among them); some of these focus on a more specialized field — for example, public health at Hopkins.

We applaud these initiatives and see much to study and emulate in their innovative approaches to problems such as those relating to intellectual property rights management. But we believe that these efforts do not exhaust the potential for leading universities to play an active role, through the application of internet technology, in addressing the challenge of meeting the world's need for educational resources. On the contrary

— these projects are in fact a promising beginning, a starting point from which far-reaching advances can and should be attempted.

### *Lectures*

The next step, we believe, is to go beyond course architecture to primary course content, most readily deliverable in a lecture format with transcribed text. While course architecture such as syllabi, readings, and study questions are of great value, it is the lectures that contain a course's core content. Recorded lectures are rare, although not unknown, in the MIT OCW project and elsewhere,\* and the OCW community can benefit from a testing of the waters through a carefully planned and executed pilot project. Only when lectures are produced at an appropriate level of quality, made available, and assessed will we know whether they can be a viable method of communication in a virtual classroom. We expect that we will discover that there is a fair amount of variety even in lecture formats and that some styles will lend themselves better to the new medium than others.

We believe that introductory and post-introductory undergraduate courses can best serve the purpose of introducing lecture content to the open learning resource model, given the potential value of such courses to a broad range of users worldwide.

How would the distribution of lectures fit into the existing OCW concept? The lectures would benefit from being designed in a modular fashion so that they could be used as independent teaching and learning units or as a complete course “narrative” depending on the needs of particular users. In this way, they would complement OCW's aim to distribute learning resources that can be used and adapted by local instructors for their own curricula, rather than prefabricated courses. Because text lends itself more easily to adaptation than does video, transcribed texts of the lectures will be a valuable component of the project's content.

As we build these modules, we plan to involve experts (i.e., videographers, editors, etc.) in the production process to tailor the available technology to the distinctive content of each course. At the same time, we consider it important to establish and sustain a consistent visual and operational framework for presenting course content, so that it is clear that courses come from a common source and users can more readily benefit from learning what materials are available and how the interface works. We will seek to balance these two considerations by creating a unifying framework that provides ample opportunity for individual tailoring as well as future innovation and creative development.

Ultimately, we also aim to develop tools with which faculty at Yale and peer institutions can create their own learning modules containing lecture content. Our credo is that innovation should be suitable for widespread adoption in simpler and less expensive forms. The proposed pilot project will be a valuable opportunity to assess alternative tools and procedures, setting the stage for subsequent development and dissemination of best practices. Here again, the creation of a common framework for course content in the pilot phase will pay dividends.

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\*Some MIT faculty have incorporated lectures into their courseware, for example Professor Gilbert Strang in his class on linear algebra (<http://ocw.mit.edu/OcwWeb/Mathematics/18-06Spring-2005/CourseHome/index.htm>). More are available in the for-profit realm (for example, The Teaching Company, <http://www.teach12.com/teach12.asp>). Harvard at Home (<http://athome.harvard.edu/>) also features some lecture vignettes taken in the classroom or as part of such university events as special lectures and symposia.

Providing a full context for the lectures is essential. Materials that should be gathered around them would include: course syllabus, introductory overviews, text transcripts, readings for each lecture, and perhaps some activities and/or study questions that would help users synthesize the main points of each presentation. Links might be an additional resource. The pilot year will allow us to analyze how to exploit fully the opportunities to make such material available through the Creative Commons licensing concept and the use of content owned or controlled by Yale or other sympathetic sources.

AllLearn did not offer courses in any language other than English. In view of Yale's commitment to increasing its international reach, we plan to follow the lead of other OCW programs in employing state-of-the-art translation capabilities, such as Universia and CORE, to make teaching in multiple languages integral to the video lecture effort. AllLearn courses incorporated online threaded discussions and chat boards, facilitated by online instructors. The OCW philosophy of providing materials for users to manipulate and modify as they see fit would circumvent this costly and training-intensive aspect of remote learning. Although the present proposal does not include steps to facilitate online exchanges among learners, we are anxious to explore such an approach in the future because we think it would further enhance this project's impact.

**C. Inputs.** Inputs include money, staff time, knowledge and expertise, equipment, and facilities. Please describe the major inputs that will be devoted to the project. Attach a one-page curriculum vitae of each key participant as well as any significant advisors or consultants. Please discuss resources (including in-kind) that are to be contributed by your organization as well as other sources, including foundations and government agencies. Explain why you believe your proposed project is likely to succeed with the resources you intend to devote to it. If there is a strategic plan and/or business plan, describe briefly and attach.

### *Yale College courses*

Teaching will be at the center of Yale's proposed initiative. We are recruiting a nucleus of distinguished faculty to participate in the pilot phase of the proposed project, and we will maintain a high level of quality in expanding the course list as the initiative moves forward.

Professor Kleiner, Dean Salovey, and others have reviewed the Yale College course offerings for 2006-2007 and have tentatively identified seven courses that represent some of Yale's best teaching. We have begun to approach these members of the faculty and invite them to participate in the program with generally positive results. If any should decline to take part, we will make every effort to find others.

We are striving for a range of disciplines and are planning for a curriculum that encompasses courses in such subjects as psychology, neurobiology, astrophysics, political philosophy, religious studies, poetry, and music.

### *Project team*

The **Principal Investigator** for the project will be **Diana E. E. Kleiner**, Dunham Professor of the History of Art and Classics and former Deputy Provost (CV attached). Professor Kleiner is uniquely suited for this role. While in the Provost's Office, she was a member of the task force that drafted the proposal for the creation of AllLearn and served the project as Yale's Liaison for Faculty Programs until AllLearn's dissolution. In that capacity, she was responsible for setting Yale's online curriculum and recruiting faculty authors. She was the faculty author of three AllLearn courses — *eClavdia: Women in Ancient Rome*, an eight-week course with 14 multimedia lectures; *Pompeii*, a three-week course; and a mini course that was an excerpt from

*eClavdia*. Professor Kleiner has also taught the regular version of *eClavdia* three times as an on-campus Yale undergraduate seminar and has created web portals for her two undergraduate lecture courses on Roman art and Roman architecture. These are among Yale's most sophisticated in their use of digital technology and the online discussion board.

Technical aspects of the project will be managed by the Yale **Center for Media Initiatives** (CMI). The Center's mission is to promote the innovative use of technology University-wide to enhance learning at Yale and beyond. The CMI (<http://www.cmi.yale.edu>) has a seasoned production team. In its work for AllLearn over the past five years, the CMI developed online courses in a wide variety of formats and with numerous components, among which were videotaped lectures, roundtable discussions, and voice-over lectures with images. By choice, most taping for AllLearn was done in the Center's studio (see [http://cmi.yale.edu/html/about\\_broadcast.html](http://cmi.yale.edu/html/about_broadcast.html) and [http://cmi.yale.edu/html/about\\_media.html](http://cmi.yale.edu/html/about_media.html)), but the CMI has done extensive lecture hall videotaping for symposia and other special events. The CMI has also worked with faculty to create web portals and other online resources for their courses. The Center's staff has been managing Yale's conversion to ClassesV2 (Sakai) with the primary goal of enabling faculty to build course content themselves.

The CMI staff includes a web producer, an art director, and a manager of instructional media. The Center plans to recruit a full-time instructional technologist for this project. In addition, the Center's Director and its Associate Director and Senior Course Developer will both allocate a significant percentage of their time to the project.

The Director of the CMI, **Paul Lawrence**, has 20 years of experience producing and directing documentaries, commercial film and video, and interactive media projects (CV attached). Prior to joining the CMI in 2001, he served as executive producer of television and news media at the Banff Film Center, where he developed a new vision and business plan expanding access to technology, created new training programs, and completed several major television and new media production initiatives.

The CMI's Associate Director and Senior Course Developer, **David Hirsch**, has devoted the past four years to working closely with Yale faculty and other subject matter experts on the development of web-based educational materials (CV attached). He previously worked at Northeastern University's Educational Technology Center and served as a course developer and manager of faculty training for Harcourt Higher Education, the first fully online university licensed by the State of Massachusetts.

The University **Office of the Vice President and General Counsel** will assist the project in securing license agreements for the use of copyrighted material such as course readings.

### *Other sources of expertise and guidance*

To support the project team, Yale will form an **Advisory Committee** composed of several members of the faculty representing the arts and sciences, as well as representatives of the University libraries, information technology services, Office of General Counsel, and Provost's Office. The Committee will serve as a source of expertise and will play an important role in the evaluation of the project's progress toward completing milestones and meeting objectives.

Within the larger Yale community, the project team will draw on the relevant expertise of Yale Press and of the Yale Libraries, the Center for Language Study, the Graduate Teaching Center, Information Technology Services, Academic Media and Technology, and others.

In addition, we recognize that a number of peer institutions have been active in employing internet video for educational purposes and that their experiences and ideas can be of great value to the Yale initiative. We see two readily available channels for drawing on these resources as we move forward:

- exchanges between the Principal Investigator, members of the Center for Media Initiatives, project advisors at the Office of General Counsel, and participating faculty, and colleagues at peer institutions;
- exchanges among Hewlett grantees in the Open Educational Resources Program.

### *Strategic plan*

Based on our experience with AllLearn, we anticipate that the proposed project's costs will be highest in the pilot phase and that greater production efficiencies and the amortization of initial investments in infrastructure will result in significantly lower costs in subsequent years. Costs related to the production of new courses and updating of existing courses, operations and maintenance, and information storage and management will require mechanisms for ongoing financing. For the intermediate term — 1-3 years beyond the pilot phase — Yale will request continued outside support. As we move into the pilot phase, we will consider several options for financing the initiative in the longer term:

- If the project becomes sufficiently integral to Yale's overall teaching enterprise (for Yale undergraduates, graduate students, faculty, and alumni), Yale may subsume some costs in its general operating budget;
- In the event that Yale partners with an internet service provider, this could generate significant advertising revenue;
- Course- or content-related funding could be secured from other philanthropic sources, including foundations with interests in specific subject areas related to course content, corporate sponsors
- Content-, department-, or faculty-related support from individuals, such as alumni.

We believe that long-term financing issues can be more effectively addressed once the feasibility of the project is demonstrated and its value — to participating faculty, users, and prospective donors and sponsors — can be appreciated in light of actual experience. This is an innovative and to some extent risky venture, but one that we embrace with high hopes and great enthusiasm.

**D. Activities.** Describe the activities you will undertake to achieve your intended outcomes. Explain why these activities will lead to your intended outcomes and how you will overcome any obstacles. Describe how you will measure whether or not you have successfully carried out your activities. What key constituencies, including traditionally underserved groups, participate in the work of the project? Discuss any significant collaborations with other organizations or program units.

In the pilot year, the initiative aims to provide seven high-impact courses at the first- and second-year undergraduate level. Each of these will consist of approximately 25 videotaped lectures, the exact number determined by the length of Yale's Fall and Spring semesters, the format of each individual course, and the

availability of third-party content. The lectures will be transcribed, indexable, and searchable, and supplemented with materials similar to those currently made available through OCW services.

### ***Course production and public launch***

All of the lectures presented in each of these courses will be recorded onto digital media by the staff of the Yale Center for Media Initiatives. The Center will also produce transcripts, and this content, together with related course materials including syllabi and selected readings, will be collected and organized in a database to be designed and maintained by the Center.

We envision the use of EduCommons for overall production development, work flow monitoring, and the development of a full repository of learning objects. We also plan to use the Virage system for media ingestion. This will allow advanced video/audio compression of the lectures, as well as logging, real-time first-phase transcription, and meta-data creation. Virage will provide proven technology in this area and is currently used effectively by Oxford University, MIT, the University of Washington, and many other universities, as well as CNN and MSNBC.

The Virage system is especially important to us because we are focusing on making lectures a key component of the OCW environment and Virage will help us to enhance the quality, accessibility, and usefulness of those presentations.

The Center's design team will work with Professor Kleiner and other advisers to create an attractive, easily accessed, and visually consistent design for the program's internet presence. The project team will assist faculty, as needed, in determining how best to integrate specific course content into this general framework.

With the finalization of the web interface design and the completion of production work for the Fall term courses, the stage will be set for the public launch of the program. We would plan to prototype the first two or three courses by spring 2007, with the goal of fine-tuning them over the summer while we are building the second set of four courses. All seven would be released in fall 2007. To raise awareness of the initiative, Yale will coordinate with MIT and other institutions active in the open learning network, conduct targeted press outreach through the University Office of Public Affairs, and work with private-sector internet companies as appropriate.

### ***Distribution***

We consider this project sufficiently valuable to be worth pursuing even if it is made available only through Yale's web site. The Hewlett Foundation has suggested that we explore a partnership with an internet service provider as a way to broaden distribution. We are intrigued by this possibility and look forward to pursuing it with the Foundation's participation.

**E. Outcomes.** Outcomes are expected effects from the proposed project on the target population. They may be intermediate outcomes or ultimate outcomes. Please describe the outcomes you wish to accomplish with this project and how you will demonstrate whether you have achieved them. Describe the key obstacles to accomplishing your intended outcomes. Discuss how you believe the work of your project will generalize beyond its current setting.

The ultimate goal of the proposed project is to increase public access to the kind of educational resources presently offered at leading universities. We believe that Yale can achieve significant progress

toward this objective through several intermediate aims that are necessary and appropriate steps in the context of a pilot project:

- Recruit a nucleus of faculty who present outstanding undergraduate courses to make the content of their course lectures available at no cost as digitized audio and video streams distributed via the internet
- Create a high-quality, multifaceted package of educational content that takes as its starting point the OCW model developed by MIT and others and includes digitized audio and video feeds from actual undergraduate courses, taped “live”
- Design and launch an attractive, easily navigated web presence to facilitate access to this content

In aggregate, these steps will demonstrate the technical and academic feasibility of adding lecture content to the OCW framework, providing the basis for subsequent expansion of this effort at Yale and serving as a model and, we hope, a source of inspiration for other centers of learning. During the pilot year, we plan to record our process so that in future years we will be able to formulate a guide of best practices for course video production and dissemination.

### ***Potential obstacles***

In the pilot phase, we will focus particular attention on two areas in which we anticipate that obstacles to the success of the initiative may be encountered. One of these is that relating to the use of copyrighted third-party content such as course readings. In the pilot phase, we intend to explore the scope for creativity in incorporating materials that are not subject to copyright restrictions or onerous licensing fees. That said, we recognize that it may become necessary to choose between expending additional resources to ensure maximum access to these materials and leaving it to end-users to obtain them.

A second obstacle would potentially emerge in the event that Yale faculty members are reluctant or unwilling to have their lecture content used as proposed. While we believe that such reluctance is a possibility, our initial conversations with faculty have revealed an eagerness to engage in this initiative. We are therefore optimistic that these early adopters will become “champions of the faculty” and share their enthusiasm with colleagues. Yale’s previous experience with AllLearn and resulting familiarity with internet education is an advantage, as is the support that the proposed initiative enjoys among University leaders.

**F. Evaluation.** Discuss your plans to evaluate both your strategy and your outcomes, noting the measures and methodologies you intend to use and the percent of your budget you will allocate. Please keep in mind that the intention of evaluation is to ensure accountability, provide ongoing feedback about how well you are moving toward your goals, and capture knowledge developed for your organization, the Foundation, and others in the field.

Evaluation of the project’s success will be carried out during and at the conclusion of the pilot phase under the oversight of the Advisory Committee. Progress will be assessed with respect to four central issues: faculty participation; course design and production; public response and participation; and access to and licensing of third-party content.

### ***Faculty participation***

The recruitment of faculty from across the full spectrum of liberal arts disciplines during the pilot phase will provide valuable insight into factors affecting faculty participation in an undertaking of this kind. To make

best use of this insight and to assess the project’s effectiveness in encouraging Yale faculty to participate, we will:

- track the numbers of faculty who accept, defer, and decline our invitation, along with brief explanation of each invitee’s response;
- conduct a confidential survey of participating faculty to ascertain their level of satisfaction with the experience of producing an online lecture course, as this relates to their individual perspectives on relevant issues, such as the social value of open-access learning.

### ***Course and web interface design and production***

During the pilot phase of this initiative, much attention will be focused on establishing infrastructure appropriate to the initiative’s long-term viability. The development of a production process and internet presentation template to streamline future development and maximize return on investment will be a main goal of this pilot phase. Our primary metrics with respect to this goal will be the completion of three Fall term courses and four Spring term courses, and the launch, on schedule, of the project’s internet portal. In addition, we will:

- track time and funds invested in the production of prototype presentation template, media and textual content production, and all other architecture required for developing and presenting course materials;
- chart “time-to-task” for production of each course, including any modifications required in the presentation template;
- review production process and efficiency following the Fall term, making appropriate modifications prior to starting Spring semester production;
- conduct a thorough analysis of production costs and efficiencies at the conclusion of the pilot year.

### ***Public response and participation***

At this time, we do not anticipate setting targets for participation for the project’s pilot phase. However, data on the audiences for this content and their needs will be essential in evaluating the success of this initiative. To assess participation, we will:

- capture data about our users consistent with their privacy;
- track usage statistics on our web and streaming servers, including data segmented by geographical region;
- design brief user surveys to be presented either before accessing course material or immediately afterwards, with which users can self-identify their primary motivation for access (e.g., “I am an instructor looking for teaching materials;” “I am a university student trying to understand a concept;” “I am a lifelong learner not affiliated with a traditional university”);
- analyze audience demographics and usage patterns at the conclusion of the pilot year.

**G. Intellectual Property Rights.** In every grant where Foundation resources are used to create products, agreement about the licensing of these products must be made explicit in the grant application. Products include but are not limited to reports, papers, publications, content, and software.

If you are developing content or producing articles, reports, white papers, or other written materials, please identify which of the Creative Commons licenses you will use to license the content. See <http://creativecommons.org/about/licenses> for more information.

If you are developing software, please identify which of the Open Source Initiative-approved licenses you will use to license the software. See <http://opensource.org/licenses/> for more information.

If your work involves the creation of data sets, please see <http://sciencecommons.org/data/dbfaq> and be prepared to discuss the open license plans with program staff.

Yale will make lectures available for distribution within a framework that is sensitive to the preservation of each individual faculty member's investment in ongoing scholarship and pedagogy as embodied in their course lectures.

### *Access and licensing of third-party content*

We would like to use the pilot phase of the Project as an opportunity to explore the feasibility of applying Creative Commons' Attribution/Share-Alike/Non-commercial license (or some other Creative Commons' license) to define the manner by which the end-user may exploit content contained on the Project web site. Our goal is to apply as minimally restrictive of a regime as possible, compatible with the purposes of the Program and the sharing of courseware content. In terms of the impact of the "non-commercial" aspect of such a license on the arrangements made between Yale and a private sector internet company, the requirements of such a license would relate only to the conduct of the end-user; it would not dictate the terms of Yale's relationship with any private sector internet company and would not restrict the commercial activities of Yale as the originator of the content. The relationship between Yale and the distributor of the content would be negotiated outside of the confines of the Creative Commons license. In fact, Creative Commons specifically states in its FAQs that the originator of the material "can permit the general public to use [such material] under a Creative Commons license and then enter into a separate and different non-exclusive license with someone else, for example, in exchange for money."

**H. Compelling Reasons for the Grant.** Briefly, what are the three most compelling reasons this grant should be made this year?

#### *1) Faculty and courses*

Yale has a long tradition of encouraging its most eminent faculty to teach students at the beginning of their undergraduate years, and this policy has been reinforced by the high level of preparation and ability of students admitted to Yale College, which enables professors to develop genuinely challenging curricula with the expectation that students will respond with enthusiasm. Accordingly, many of the University's leading scholars and scientists have developed truly outstanding liberal arts courses at the first- and second-year undergraduate level.

#### *2) Technical expertise and experience with internet education*

As noted in Section C, the Principal Investigator of the proposed project possesses a wealth of experience in the development of internet educational offerings, and the Center for Media Initiatives can bring to bear a high level of expertise in virtually all areas of audio/video production, web design, and information

management. The project will also be able to draw upon the broad expertise in relevant legal questions of the University's Office of the Vice President and General Counsel.

***1) Institutional commitment***

University President Richard Levin, the other University Officers, and Yale College Dean Peter Salovey strongly support the proposed initiative and the underlying educational and social principles that it seeks to advance, which are consistent with the University's broad educational mission.

The goals of the project also align with the University's aim to increase its presence and strengthen its relationships internationally. Yale is therefore prepared to commit *substantial* resources to this initiative in the pilot phase and beyond. Specifically, Yale would donate the single most important part of the educational work product — course lectures — for which our faculty receive their salaries. The budgeted honoraria to participating faculty represent a partial compensation for their effort and for the contribution, through these lectures, of their own intellectual product; they do not reflect the cost of creating the lectures themselves. In addition, the production effort of CMI's senior staff is not budgeted and represents an in-kind contribution.

**DIANA E. E. KLEINER**

Dunham Professor of the History of Art and Classics, Yale University

**Education:** Ph.D., Columbia Univ., 1976; M.Phil., Columbia Univ., 1974; M.A., Columbia Univ., 1970; B.A., magna cum laude, Smith College, 1969.

**Employment at Yale:** Dunham Prof. of the History of Art and Classics, 1995-; Deputy Provost for the Arts, 1995-2003; Master of Pierson College, Chair of Classics, Director of Graduate Studies, History of Art and Classics, Director of Undergraduate Studies, History of Art, 1982-1995; Assistant Professor to Full Professor, History of Art and Classics, 1980-1995.

**Responsibilities as Deputy Provost:** Shaped and implemented the administrative, academic, and budgetary policies of the University with respect to the Schools of Art, Architecture, Drama, Music, and Divinity; the Institute of Sacred Music; Berkeley Divinity School; Collection of Musical Instruments; Norfolk Summer Program; the Digital Media Center for the Arts; the Yale University Art Gallery; the British Art Center; and the Center for Media Initiatives, with an all funds annual operating budget of approximately \$65 million and endowment of around \$586 million.

**Relevant Media Experience:** Liaison for Faculty Programs, Alliance for Lifelong Learning (AllLearn), 2001-2006; Chair, Advisory Board, Center for Media Initiatives, 2003-; Committee on the Center for Media Initiatives, 1998-1999; Committee to Establish Digital Media Center for the Arts, 1998; Committee to Review Digital Media Center for the Arts, 1999-2000; Facilitator, University Council Committee, Technology and Distance Learning, 2000-2003; Member, Blue Site (Yale Website) Committee, 2005-; Information Technology Standing Advisory Committee, 2004-2005; Steering Committee, Digital Working Group, 2002-2003; Steering Committee, Digital Inventory Project, 2002-2003; Project Advisory Board, Center for Media Initiatives, 1999-2003; Advisory Committee, Digital Media Center for the Arts, 1998-2003.

**Books:** *Cleopatra and Rome*, Cambridge MA and London, Harvard Univ. Press, 2005; *Roman Sculpture*, New Haven CT and London, Yale Univ. Press, 1992; paperback edition, 1994; *Roman Imperial Funerary Altars with Portraits*, Rome, Giorgio Bretschneider Editore, 1987; *The Monument of Philopappos in Athens*, Rome, Giorgio Bretschneider Editore, 1983; *Roman Group Portraiture, The Funerary Reliefs of the Late Republic and Early Empire*, New York and London, Garland Publishing Inc., 1977.

**Exhibitions** (with Susan B. Matheson): *I, CLAVDIA: Women in Ancient Rome*, Yale University Art Gallery, San Antonio Museum of Art, North Carolina Museum of Art, 1996-97.

**Exhibition Catalogues, Edited Volumes** (with Susan B. Matheson): *I, CLAVDIA: Women in Ancient Rome* (catalogue), New Haven CT, Yale University Art Gallery, 1996; *I, CLAVDIA II: Women in Roman Art and Society* (symposium papers), Austin, University of Texas, 2000.

**Electronic Courseware:** *eClavdia: Women in Ancient Rome*, eight-week course with 14 multimedia lectures, AllLearn, 2001-2006; *Brainy and Battered Third-Century Women*, one-week course, AllLearn, 2003-2006; *Pompeii!*, three-week course AllLearn, 2004-2006.

Numerous book chapters, articles, and reviews in peer-reviewed journals in the U.S. and abroad.

**PAUL STEVEN LAWRENCE**

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**EDUCATION**

- 05/96 Master of Fine Arts, Film, Television & Creative Writing  
The University of British Columbia, Vancouver Canada
- 05/91 Diploma in Fine Arts with a minor in Graphic & Electronic Design  
Emily Carr College of Art and Design, Vancouver Canada

**EMPLOYMENT**

- 11/00-present Director, The Yale Center for Media and Instructional Innovation (CMI<sup>2</sup>)  
YALE UNIVERSITY  
Founding Director, appointed by Yale's Provost and CIO in 2000. Responsibilities include the creation of Yale's first center devoted to the development, funding and production of innovative instructional technology. Provides senior leadership in three core campus divisions; Institutional Solutions, the Yale Broadcast Center and the Media Production Team. Also responsible for ongoing consultation with the CIO regarding Yale's distance education and instructional outreach initiatives.
- 08/98-10/00 Director of the Creative Electronic Environment (CEE)  
THE BANFF CENTRE FOR THE ARTS  
Reported to the Vice President of the Banff Centre; responsibilities included managing over \$20 million dollars in assets, a team of 20 creative staff with an annual operating budget of \$2.6 million. In addition to serving the diverse needs of artists and center participants, clients included the Government of Canada, Outdoor Life Network and National Geographic Channel.
- 05/94-07/98 Executive Producer, ITS TELEstudios  
THE UNIVERSITY OF BRITISH COLUMBIA  
Lead a production and learning environment available to staff, faculty and students to explore the full potential of new media and instructional technology. Also served as a Lecturer in the Film Studies Department.

**AFFILIATIONS**

Senior Fellow, Timothy Dwight College, Yale University  
American Institute of Graphic Artists (AIGA)  
New Media Center Consortium, Yale University Director (NMC)  
Communications and Media Managers of America (CMMA)  
Apple Computer: Developer  
Society of Motion Picture Television Engineers (SMPTE)  
Broadcast Design Association (BDA)

\*US State Department, Exceptional Ability Visa (Green Card) awarded in 2003

## David A. Hirsch

Yale University • 175 Whitney Avenue • New Haven, CT 06511 • Phone: (203) 432-5229

275 Knollwood Drive • New Haven, CT 06515 • Phone: (203) 397-3001

### Experience and Skills Overview

Award-winning instructor and online curriculum developer with fifteen years' experience in educational curriculum development, including online course design, learning object development, video scripting and production assistance, and instructional support. Experienced project manager.

### Professional Experience

Associate Director and Senior Course Developer The Center for Media Initiatives, Yale University, New Haven, CT	June 2002 to present
Web-based Curriculum Developer Educational Technology Center, Northeastern University, Boston, MA	May 2001 - June 2002
Manager of Faculty Training; Project Manager; Online Course Developer Harcourt Higher Education, Boston, MA	April 2000 - May 2001
Assistant Professor of English University of Illinois, Urbana-Champaign, IL	Aug. 1995 - May 2000
Lecturer, Tutor, and Teaching Fellow Harvard University, Cambridge, MA	Sept. 1991 - June 1995

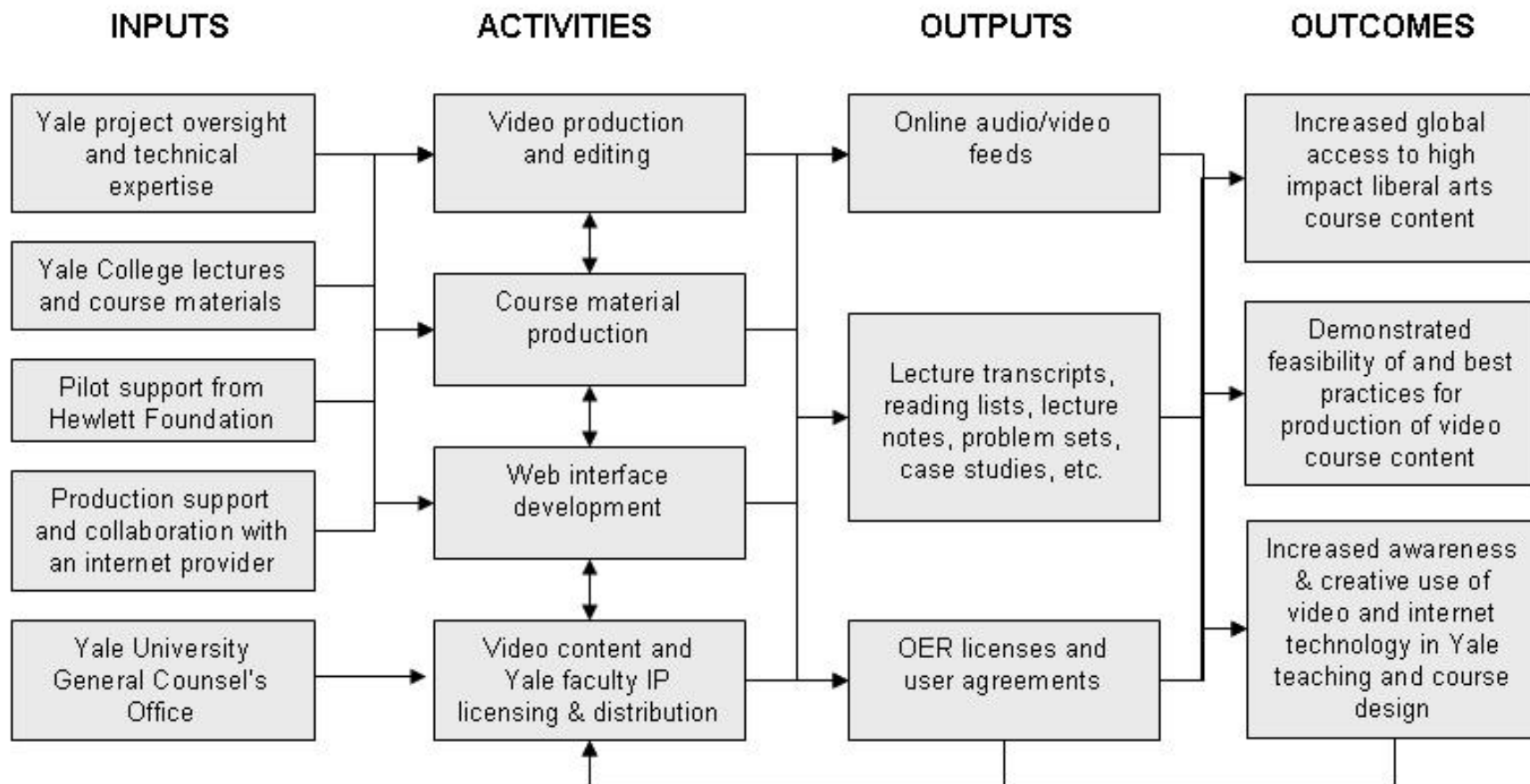
### Education

Ph.D. in English and American Literature, 1995; M.A., 1990  
Harvard University  
Recipient of Dexter Fellowship (1993), Mellon Dissertation Fellowship (1992-93), Bowdoin Prize for Graduate Essays (1990), Jacob Javits Fellowship for Graduate Study (1988-92).

B.A. in Biological Sciences, 1986  
Washington University in St. Louis  
College honors in Biology. Minor in fine arts and design. Elected to Phi Beta Kappa.

### Section 3. LOGIC MODEL

A logic model is a graphical representation of cause and effect that links inputs to activities to outcomes, typically by tracing events over time. It describes how an organization or project plans to get from here (inputs) to there (outcomes). Although the model shows forward movement, an organization often begins its planning process by articulating its intended outcomes and then working backward to determine how to achieve them.



### Section 4. PROGRAM CHART

Please provide a program chart, using the categories below, to help the Foundation understand your intended outcomes and activities and how you plan to track your progress on both.

ACTIVITIES/OUTPUTS	INTERMEDIATE OUTCOMES	FINAL OUTCOMES	TARGETS AND TARGET DATES
<ul style="list-style-type: none"> <li>Identify and evaluate courses for video production</li> </ul>	<ul style="list-style-type: none"> <li>Recruit faculty</li> <li>Identify courses with minimal licensing constraints</li> </ul>	<ul style="list-style-type: none"> <li>Wide participation of University faculty from the full spectrum of liberal arts disciplines</li> </ul>	<ul style="list-style-type: none"> <li>Complete identification of all faculty for pilot courses by June 2006</li> <li>Recruit 3 faculty for fall 2006</li> <li>Recruit 4 faculty for spring 2007</li> </ul>
<ul style="list-style-type: none"> <li>Course production process: audio/video, transcribed texts, course contents (syllabi, reading lists, problem sets, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Modular design of lectures to maximize flexibility of teaching and learning units</li> <li>Establish consistent visual and operational framework for course content</li> </ul>	<ul style="list-style-type: none"> <li>Tailor available technology to the content of each course</li> <li>Develop tools for faculty at Yale and peer institutions to create their own video learning modules</li> <li>Build a repository of high-quality courses with associated course materials</li> </ul>	<ul style="list-style-type: none"> <li>Yale Center for Media Initiatives recruit production staff; 2 full-time staff committed by 2007-8</li> <li>Install EduCommons and Virage, summer 2006</li> <li>Review production process, costs, and efficiency in spring 2007</li> </ul>
<ul style="list-style-type: none"> <li>Video course production and launch</li> </ul>	<ul style="list-style-type: none"> <li>Produce 3 courses in Fall 2006 term</li> <li>Produce 4 courses in Spring 2007 term</li> </ul>	<ul style="list-style-type: none"> <li>8-10 courses annually</li> </ul>	<ul style="list-style-type: none"> <li>Public launch with 7 courses by fall 2007</li> </ul>
<ul style="list-style-type: none"> <li>Licensing</li> </ul>	<ul style="list-style-type: none"> <li>Explore use of course materials not subject to copyright restrictions</li> <li>Use Creative Commons licenses</li> </ul>	<ul style="list-style-type: none"> <li>Low-cost solutions to copyright and licensing requirements</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate licensing and copyright costs and efficiency by spring 2007</li> </ul>
<ul style="list-style-type: none"> <li>Distribution of lectures</li> </ul>	<ul style="list-style-type: none"> <li>Use Yale University web portal to pilot online launch of courses internally to students, faculty and alumni</li> </ul>	<ul style="list-style-type: none"> <li>Partner with an internet provider to pilot online video distribution</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with an internet provider for worldwide launch of pilot courses in fall 2007</li> <li>Negotiate distribution relationship with an internet provider by spring 2007</li> </ul>
<ul style="list-style-type: none"> <li>Project evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Track the numbers of faculty who accept, defer, decline participation</li> <li>Capture user data and usage statistics</li> </ul>	<ul style="list-style-type: none"> <li>Analyze audience demographics and usage</li> <li>Survey users and peer institutions for impact and sustainability</li> </ul>	<ul style="list-style-type: none"> <li>Internal evaluations from June 2006 and ongoing</li> <li>Present results at annual conference</li> </ul>
<ul style="list-style-type: none"> <li>Develop a business plan for financial sustainability</li> </ul>	<ul style="list-style-type: none"> <li>Determine production and distribution costs</li> <li>Data on prospective donors and sponsors</li> </ul>	<ul style="list-style-type: none"> <li>Financing plan for making high-quality educational resources available online at no cost</li> </ul>	<ul style="list-style-type: none"> <li>Engage University Office of Development 2006-future</li> </ul>

### **Section 5. FINANCIAL INFORMATION**

Please attach the following documents:

- A project budget for each year of the proposed project, indicating the expenses to be allocated to the proposed Hewlett Foundation grant. Budgets should include **income by source** (e.g., contributed income from grants as well as other sources) and **expenses by category** (e.g., salaries, benefits, consultants, professional services, facilities, equipment travel, program costs, fundraising) and totals for each. If your request is for more than \$200,000, please show project budget by activity. Please provide an explanation of any items in your budget that you believe need clarification and describe your plans to diversify your funding base.
- A list of current foundation funders, including the level of their support.
- For U.S. organizations, your IRS letter showing determination of tax status.
- For non-U.S. organizations, if applicable, your tax affidavit form, your financial support schedule, and your charter document in English.

	<b>Pilot budget</b>
<b>Production costs</b>	
Initial Design and Development	\$40,000.00
Production hardware and server infrastructure	\$100,000.00
Database and content management system (Virage Systems)	\$130,000.00
Freelance lecture production (7 courses; 25 lectures; @\$180 per lecture)	\$31,500.00
Encoding (7 courses; 25 lectures; @\$120 per lecture)	\$21,000.00
Transcription (7 courses; 25 lectures; @\$120 per lecture)	\$21,000.00
Server and backup fees	\$9,500.00
Optical Media	\$12,500.00
Storage and office infrastructure	\$15,000.00
Hosting Costs	\$7,000.00
<b>FTE and salary</b>	<b>\$261,158.33</b>
<b>Other</b>	
Legal expenses	\$25,000.00
Travel (DEEK and Project Staff, 2-3 meetings per year)	\$3,500.00
Administrative expenses (Materials and services, Phone and network)	\$9,500.00
University overhead (10%)	\$68,666.00
<b>TOTAL</b>	<b>\$755,324.33</b>