

The MIT Faculty Newsletter

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Research at MIT The Media Laboratory

Walter Bender

“The Media Lab has long been recognized as a leader in probing beyond the boundaries of the current and conventional understanding of systems technologies and their interactions with people, and for articulating its findings and innovative results across a wide span of media.” –IBM Systems Journal

The MIT Media Laboratory occupies a unique position in the rapidly evolving landscape of new media and information technologies. It was founded by MIT Professor Nicholas Negroponte and the late Jerome Wiesner, who foresaw the coming convergence of computing, publishing, and broadcast, fueled by changes in the communications industry. As this convergence accelerated, it spurred interconnected developments in the unusual range of disciplines that the Laboratory brought together, including cognition, electronic music, graphic design, video, and holography, as well as work in computation and human-machine interfaces.

True to the vision of its founders, today’s Laboratory continues to focus on the study, invention, and creative use of digital technologies to enhance the ways that people think, express, and communicate ideas, and explore new scientific frontiers.

Program in Media Arts and Sciences

Unlike other laboratories at MIT, the Media Laboratory comprises both a degree-granting academic program (the Program in Media Arts and Sciences, or “MAS”) and a research program. A predominantly atelier-style teaching and

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Faculty Assistance Sought as Libraries Respond to Pressures from Commercial Publishers

Markus Zahn

December 30, 2002

Dear Colleagues:

The Faculty Committee on the Library System (FCLS) urges your attention to the issues raised in the accompanying article by Carol Fleishauer (see Page 5).

In particular, we are concerned about the pressures exerted on the scholarly publishing system by a small number of highly profitable commercial publishers concentrating in science and technology journals. These publishers lock libraries into high-priced packages for combined print/electronic output, and contractually constrain libraries’ ability to manage expenditures. Libraries must invest a continually larger percentage of their budgets in providing access to these publications.

In recent years the MIT administration has provided a good funding base for the MIT Libraries, allowing for access to electronic products and for new purchases to support emerging areas of research and teaching at MIT. The Libraries judiciously use these funds to support students and faculty in their work. The Libraries’ Website presents an impressive array of products that have become critical to our work, but this access is now at risk because of publisher pricing practices.

There are no simple solutions to the problems of the scholarly communication environment. However, since the “raw materials” from which commercial publishers derive

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This issue of the *Faculty Newsletter* continues the theme of research at MIT with the above overview of the Media Lab by its director. We plan to publish overviews of other laboratories and centers in future issues.

We would also like to welcome the following new members of the *Newsletter* Editorial Board:

Alice Amsden, Jeanne Bamberger, and Dave Marks, and encourage other faculty to join us by contacting any member of the Editorial Board (Page 2) or by e-mailing us at fnl@mit.edu.

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<http://web.mit.edu/fnl>



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The Media Laboratory

Bender, from Page 1

research structure allows students and faculty to work together, with the Laboratory as a studio, exploring the technical, cognitive, and aesthetic bases of successful, technologically mediated human interaction.

Graduate enrollment totals almost 150, split almost evenly between masters and doctoral students. In addition, another 25 graduate students are formally based in other MIT departments, but carry out their research at the Media Laboratory. More than 200 undergraduates come to work at the Laboratory each year through MIT's Undergraduate Research Opportunities Program (UROP). The Laboratory also offers an experimental alternative freshman-year program, where freshmen do their recitations at the Laboratory, do a UROP, and are immersed in the fundamentals of computational media design, i.e., the principles of analysis and synthesis in the computational medium.

Looking Forward

The Media Laboratory vision of "enabling technology for learning and expression by people and machines" emphasizes technologies that assist people in constructing their own tools for expression. The Laboratory advocates a process that includes both imagination and realization, and criticism and reflection.

The Laboratory's early focus was on media convergence; this theme was explored from both the point of view of infrastructure and application (including seminal work on digital television and the personalization of media content). Today, the Laboratory has seven research foci: Viral Communications, Machines with Common Sense, Arts and Invention, Embodied Learning, Extreme Interfaces, eDevelopment, and Bits and Atoms. As described below, these themes outline a future where, mediated by technology

as diverse as robotic assistants, artificial skin, and renegade radios, innovation becomes the domain of *all* and is guided by human social, expressive, and intellectual activities.

1. Viral Communications

The communications industry is about to undergo as radical a change as the computer industry did after the advent of the PC: communications will become diffused, embedded in everyday things, personally owned, and incrementally changed – a consumer industry versus a universal infrastructure. As with the Internet, disruptive innovations will emerge from surprising corners by new players. Viral Communications is the organizing principle for new work in the areas of sensing, data representation, human economic behavior, and interaction.

2. Machines with Common Sense

Marvin Minsky says, "Commonsense thinking is actually more complex than many of the intellectual accomplishments that attract more attention and respect, because the mental skills we call 'expertise' often engage large amounts of knowledge but usually employ only a few types of representations. In contrast, common sense involves many kinds of representations and thus requires a larger range of different skills." To give computers common sense is not to give them in-depth reasoning skills; rather, it is to imbue them with the breadth of knowledge about the physical, social, sensory, emotional, and psychological relationship people have with the world around them.

3. Arts and Invention

State-of-the-art technology allows us to invent almost anything one can imagine. The trick, therefore, is in the imagining. Because innovations migrate quickly from the engineering bench to the public at large, that public becomes

an early partner in the process – not just as consumers, but as re-inventors. We are exploring how human creativity, learning, social and physical interactions, and a sense of place guide the inventive process in domains from products to purely expressive activities.

4. Embodied Learning

How do we build machines that work with us in tasks from helping your grandmother climb stairs to buying a house? Curious machines (machines with embodied learning) are sometimes robots, sometimes agents, and occasionally just lightweight gizmos that we encounter in everyday life. Imbued with cognitive, social, and emotional intelligence, we build into them an inquisitive nature so that they learn by working with us and teach by helping out.

5. Extreme Interfaces (*in collaboration with Media Lab Europe, our European research partner in Dublin, Ireland*)

Research on the development of technologies at the intersection of information technology and the human body, in order to transform our abilities to perceive, understand, and interact with the world around us. Intimate sensory and cognitive connections between humans and digital systems augment our existing senses, and can also help us develop a new human sense that is complementary to, but unbounded by, our five biological senses. We are developing technologies that not only remove barriers of space and time but also help establish understanding between people.

6. eDevelopment (*in collaboration with Media Lab Asia, our research partner in India*)

In an era where tragic acts of terrorism trigger reflection about how little the world's people know about each other, the Media Laboratory continues to look

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The Media Laboratory

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outward – examining ways that digital technologies can contribute to a connected world population. Numerous international programs are focused on developing sustainable and culturally appropriate solutions for improving health-care delivery, connectivity, and economic development for some of world’s poorest and most remote populations. Specifically, we are addressing how to bring digitally enabled services to everyone on earth and developing grassroots design initiatives with the goal to create a sustainable digital ecology that maintains traditional values and community while opening economic and expressive opportunities.

7. Bits and Atoms

The Center for Bits and Atoms (NSF-ITR) is researching projects ranging from printing active electronics to painting computers to programming molecular machines. Its central focus is the creation

of engineered systems on an unprecedented scale, i.e., the development of a theory of engineering emergence that can guide the creation of enormously complex systems without explicitly specifying how they work, so that success rather than failure can be an emergent property.

Passions

The Media Lab is ultimately about people, not projects. In conclusion, I’ve quoted two of our faculty regarding their passions:

“Now more than ever we need people who can lead humanity towards technologies that improve society rather than technologies that simply improve over technology itself. I was attracted back to MIT from my career as a designer in Japan by the words of President Vest, ‘Engineering will be the humanities of the twenty-first century.’ I believe that

as MIT continues to redefine itself – not only as a center for world-class technology developments, but also as an institution dedicated to significant cultural developments – bold initiatives must be undertaken to realize this opportunity.” –John Maeda, Aesthetics + Computation group

“E.B. White said ‘If the world were merely seductive that would be easy. If it were merely challenging that would be no problem. But I arise in the morning torn between a desire to improve the world and a desire to enjoy the world. This makes it hard to plan the day.’ At its best the Media Lab offered me – and I believe others as well – some days when these two passionate desires came together.” –Seymour Papert, Future of Learning group♣

[Walter Bender can be reached at walter@media.mit.edu]



If You're Teaching This Spring You Should Know . . .

The Faculty Approved These Recent Changes For Undergraduate Subjects:

First and Third Week of the Term
By the end of the **first week** of classes, you must provide a clear and complete description of:

- required work, including the number and kinds of assignments;
- an approximate schedule of tests and due dates for major projects;
- whether or not there will be a final examination; and
- grading criteria.

By the end of the **third week**, you must provide a precise schedule of tests and major assignments.

Tests Outside Scheduled Class Times

- may begin no earlier than 7:30 P.M., when held in the evening;
- may not be held on Monday evenings;
- may not exceed two hours in length; and
- must be scheduled through the Schedules Office.

No required classes, examinations, exercises or assignments of any kind may be scheduled after the last regularly scheduled class in a subject, except for final examinations scheduled through the Schedules Office.

No Testing During the Last Week of Classes

Tests after Friday, May 9 must be scheduled in the Finals Period.

Faculty Assistance Sought*Zahn, from Page 1*

their profits are the collective output of researchers, faculty need to be involved in developing a better system.

The FCLS recommends that each of you consider the following actions:

1. If possible, submit and review papers for journals that have reasonable pricing practices. Resist assigning unlimited rights to publishers. The Creative Commons Website <<http://www.creativecommons.org/>> provides alternatives to consider.

2. In addition to formal publication, consider submitting papers to digital repositories such as DSpace <<http://www.dspace.org/>>, MIT's institutional repository, and such discipline-based

repositories as the physics preprints archive <<http://arxiv.org/>>.

3. Take an interest in the business aspects of any journal you edit; if warranted, consider moving your journal to a non-commercial publisher or creating an alternative journal.

4. Use your membership in scholarly associations to encourage reasonable publication pricing and to discourage contracting or selling publications to commercial publishers.

5. Use your position on editorial boards to influence publishers to concentrate on the goal of the widest possible dissemination at reasonable prices.

The pressures on the scholarly communication system are significant and growing. We can no longer guarantee that our future students will have access to the scholarly literature they need. This not simply a problem for libraries; it is a problem for the academy. Faculty must contribute to the solution. Members of the FCLS and library staff would be happy to respond to your questions or to visit your department meetings for a discussion of the issues and these recommendations. Please contact the Committee through me (zahn@mit.edu, x3-4688).♣

**The Faculty Committee
on the Library System**



Journals Purchasing Environment Poses New Problems to Faculty Research

Carol Fleishauer

[Carol Fleishauer, associate director for Collection Services, MIT Libraries, explains what's happening in the world of electronic journals, and what faculty can do to help make the situation better.]

Most of you have discovered the large and diverse selection of electronic journals that the MIT Libraries license for your use. They enable you to do a considerable portion of your research from your lab or office desk. They allow your students to work from their dorms or apartments, and on the 24x7 schedule that is pervasive at the Institute. In addition, you may have found that these on-line journals enable you to find sources you haven't previously used, to search more deeply within articles, and to combine information sources more flexibly.

In spite of the tremendous advantages of this new mode of information distribution, there is cause for concern. A new constraint in licensing journals has been introduced by publishers. The licensing of bundled "packages" of journals now seriously endangers the Libraries' flexibility in providing a full spectrum of information resources.

Many of you are already familiar with the high price of journals that started in the 1960s and 70s when commercial publishers began to play a significant role in journal publishing. By the 80s and 90s, these companies had become highly profitable and controlled much of the science and engineering journal literature. Their market concentration enabled them to increase prices regularly by double-digit percentages during those decades.

In response to those increases, the MIT Libraries carried out four significant cancellation processes, making title-by-title decisions to rebalance the budget. While the process was painful, the decision-making was collaborative and careful, and the faculty understood that we were using the Institute's resources for the titles most needed by MIT faculty and students.

With the transition to dual-format publishing (that is, publishing journals in both print and electronic form), publishers have developed a new set of strategies aimed at maintaining market share in this changing environment:

- Electronic journals are licensed, not sold. The Libraries lease yearly access to these journals, with no ownership of content and limited assurance, if any, of perpetual access to content.

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Journals Purchasing Environment Poses New Problems

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- Most e-journals are licensed in publishers' "packages," which are tied to the existing subscriptions for print journals. In some cases the Libraries license access only to those titles selected for print subscriptions; in other cases, we are required to license access to the publisher's entire output, without any specific match to the needs of MIT.

- Pricing structures are complicated and licenses usually require that the Libraries maintain a given spending level with publishers from year to year, with an additional cumulating inflation increment each year. Cancellation of titles is limited or disallowed altogether.

- It is sometimes possible to switch to electronic versions only, but the incentives are small. Typically, the Libraries can buy electronic-only *access* to journals for 90% of what we pay for *ownership* of the print versions. We can usually buy electronic access *in addition* to print ownership for around 110% of the price for print versions alone.

- Price increases continue at the rate of approximately 8% per year.

The Effects

Continual price increases for journals, combined with limited purchasing flexibility, result in reduced opportunities to buy books, or add new print journals or new databases. Licensed packages constrain the Libraries' ability to make title-by-title journal selection or cancellation decisions related to the needs of the MIT community.

If the Libraries should need to reduce expenditures, these packages provide few options.

- Moderate savings could come from a transition to electronic versions exclusively. This radical strategy would result in savings of 10% to 20% of current journals expenditures for one year only. In return, we lose the guarantee

of access to today's scientific and technical literature for *tomorrow's* students and faculty.

- Significant savings could result from canceling all of the titles within the package of a given publisher. In return we lose access to scientific and technical literature for *today's* students and faculty.

What Can Be Done?

Reducing the dominance of high-profit commercial publishers in the research results marketplace requires pressure at

access, distribute, and use all articles. The MIT Libraries' DSpace <<http://www.dspace.org>> is one of a growing number of institutional repositories developed to provide a permanent record of the research output of universities. Over time, it is likely that these and other initiatives will affect the role that commercial publishers play in the distribution of scholarly information.

As a parallel effort, individual faculty can have a potent impact in their choices of where to publish and where to

As a parallel effort, individual faculty can have a potent impact in their choices of where to publish and where to volunteer their editorial services. Faculty can also exercise greater care in the transfer of intellectual property rights to publishers.

several points in the chain of scholarly communication. Many believe that a trend toward focusing tenure decisions on quality of publication rather than quantity of publication offers a starting point.

Fostering alternatives to commercial publishers is also important. University presses, scholarly publishers, and other alternative models for distribution of research results should be supported. The Association of Research Libraries has initiated SPARC, the Scholarly Publishing and Academic Resources Coalition <<http://www.arl.org/sparc/home/>>, to create direct competition for commercially published journals. The Public Library of Science <<http://www.publiclibraryofscience.org/plosjournals.html>>, a non-profit organization founded by a coalition of scientists, is establishing a publishing program with unrestricted rights to

volunteer their editorial services. Faculty can also exercise greater care in the transfer of intellectual property rights to publishers. While publishers prefer this to be an all-or-nothing transfer, it is possible and beneficial to transfer only limited rights to the publisher, retaining rights to use publications freely in one's own classroom, for instance, or to post articles on a Website.

Reclaiming responsibility for the scholarly record for current and future students and faculty requires a long-term and broadly-based set of solutions. In the short-term, in the current period of fiscal constraint the Libraries may have to make difficult decisions. The Libraries' staff will work, as always, with the Faculty Committee on the Library System to develop our decision-making processes.♣

[Carol Fleishauer can be reached at fleish@mit.edu]

Computer Viruses Can (and Have!) Destroyed Faculty Research Results

Gerald I. Isaacson

[Data Security Manager Jerry Isaacson relates what can happen if your computer isn't protected against viruses, and tells what you can do about it.]

It's 4:30 PM, you've just finished keying the chapter that brings your latest book to the critical point in your research, you've got mid-term results to review and several student e-mails to answer when you get the call from the Network Security Team that you have to shut down your computer, disconnect from the network, and then re-format your hard drive. It happened to someone in Chemistry last week, now it's your turn. You've been hit with a virus.

On top of that, this virus also announced to the world that your machine was available for use by anyone. Did I mention that you haven't backed up anything in weeks because you've been so busy – and there is that conference you're presenting at next week?

You do have anti-virus software – it came with the machine, or maybe from MIT – you're not sure, and in any case it's been a while since you updated it. You may not have known that approximately 200 new viruses are released every month.

Then there were those notices about security patches that Microsoft released, but to install them you needed to reboot the machine and that takes so long. You can do that when you get back from the conference – and back up your data at the same time.

Unfortunately, the time to do that has passed. You have, as have too many others, been infected with a computer virus which carried a Trojan Horse and/or worm. It has been eating away at your system, infecting the other departmental systems that you connect to, and most

likely sending infected e-mails to everyone in your address book as well.

Welcome to the world of computer viruses.

This has happened and unfortunately will happen again to our faculty as well as staff, graduate and undergraduate students at the Institute who have not taken the threat seriously. A professor losing everything on his hard drive or a grad student losing a thesis can have disastrous impact on that individual. Spreading a virus through an e-mail you sent to a mailing list you subscribe to can further impact hundreds of others – and it could all have been easily avoided by using the tools that are readily available.

This article will provide some basic background on these threats and what we are doing to reduce their impact on the entire MIT campus. It will focus on the unique problems of our academic and research community and perhaps be successful in motivating you to follow some simple steps, requiring minimal expenditure of resources (your time, our money) to mitigate this growing problem here and world-wide.

Where do you find a virus? I've found them in a wire-wrap machine on campus being set up in a lab. I've found them on floppy disks brought to campus by visiting faculty and consultants. I've found a laptop with over 100 files infected by a virus. Almost every department and lab on campus has reported a virus at one time or another. Home computers too have been infected and have been the source of infections on campus. The biggest carrier today is e-mail attachments, even from people you know who don't know they have been infected.

Why the concern? Viruses are getting more virulent with each new generation.

While early ones may have erased or corrupted files on your machine, the new ones are also designed to carry components that are subsequently used in massive attacks on the internet, triggered remotely at some future date. They harm your system and provide a source for attacking other systems, capitalizing on the openness of academic institutions and their extensive network capacity. A single desktop machine on campus has the ability to shut down a small ISP (Internet Service Provider) during an attack. That is one reason we have to disconnect and shut down infected systems – possibly your system – at times with minimal notice.

What should you do? Information Systems provides anti-virus software that can be used at home and on campus at no charge to you. We have it for just about any machines you may have, even those no longer officially supported. Most of the AV software is or can be configured to update automatically, to be ready for the hundreds of new viruses released each month. To prevent a virus attack, install anti-virus software on all of your computers at home and in your office or lab and keep the software up to date.

Where do you get anti-virus software? Several roads lead to it. To just download it, go to <http://web.mit.edu/software> and then select your computer type. For more in depth instructions as well as the software, go to <http://web.mit.edu/is/help/virus>.

You wouldn't think of leaving your office or house unsecure when you're not there – take the same care in protecting your computer. The entire Institute will be grateful for it.♣

[Gerald I. Isaacson can be reached at gii@mit.edu]

Excellence Awards Honor Faculty and Others

Anne M. Lafleur

[Human Resources Administrative Assistant Anne M. Lafleur reports on faculty awards and participation at the Excellence Awards.]

On October 16, the 2nd Annual MIT Excellence Awards Ceremony was held in Wong Auditorium. Fourteen individuals and seven teams were honored, representing every job category at the Institute. The recipients were selected from over 130 nominations, and came from Haystack Observatory and Lincoln Laboratory as well as Main Campus.

Professor Wyn Kelley from the Department of Literature received an award in the category “Fostering an Inclusive Workplace” for her role as faculty advisor to the Women’s Independent Living Group and to Let’s Get Ready, a national non-profit organization that provides free SAT tutoring and college mentoring services to high school students. Professor Kelley was noted for her enthusiasm, resourcefulness and innovation, as well as her genuine concern for and commitment to the academic and personal enhancement of students at MIT. “It was just wonderful to be selected,” she said, “and very surprising. I was particularly touched that students nominated me, and that it had to do with community issues, because that’s a very natural extension of my teaching.”

Professor Emeritus Robert Hulsizer, along with Lecturers Craig Watkins and David Custer, received an award in the category of “Making a Difference in Our Communities.” Together, these three individuals have devoted nearly 40 years of service to the Experimental Study Group (ESG), an alternative learning environment for MIT freshmen. Dr. Holly Sweet, associate director of the program and one of the team’s nominators, explained that the team stood out both in terms of longevity of service and going

beyond the call of duty, regularly staying after hours and helping create a welcoming and supportive home for students. “There are other awards given at the Awards Convocation in May,” Sweet said, “but nothing for faculty and staff who are engaged in community building for students. Fostering a sense of community for students and staff in an academic setting is one of the most important aspects of ESG.” “We were delighted to be honored,” said Professor Emeritus Hulsizer. “It was amazing. I never thought that spending a night or two a week talking with, cooking for, and tutoring freshmen would warrant special recognition. By itself, it is its own reward.”

Now in its third year, the Rewards and Recognition Program has become an important part of MIT’s culture. Created as a way to recognize individuals and teams for exceptional contributions to their departments, schools, or the Institute as a whole, the Program provides an array of opportunities to acknowledge members of the MIT community.

Faculty members were involved both as nominators and nominees. In addition, Dean Robert Redwine was a member of the 13-person selection committee, which looked at all nominations and helped to choose the final award recipients. “I was very pleased to be part of the group a few years ago that designed the Rewards and Recognition program,” said Dean Redwine. “It was especially gratifying to be able to serve this year on the selection committee and to see so many truly deserving individuals nominated by their peers and colleagues.”

In addition to faculty award recipients, several faculty members also nominated staff members for this year’s Excellence Awards. Professor John Vander Sande, director of the Cambridge-MIT Institute, nominated Associate Dean Peggy Enders, who received an award in the category “Leading Change.” “It was easy for me to

get enthusiastic about submitting nominations,” said Vander Sande. “Peggy just came right to mind. She is so dedicated to the well being of undergraduates at this Institution and has applied herself to that in so many ways.”

Professor Paul Lagace, Co-Director of MIT’s Leaders for Manufacturing and System Design and Management Programs, nominated Finance Manager Jeff Shao, award recipient in the “Serving the Client” category. Said Lagace, “Until the establishment of this program, we simply did not have a way to properly recognize the contributions that staff members like Jeff make. These people are key to our work and help to make MIT what it is.”

The Excellence Awards Ceremony is distinct from the Awards Convocation held each spring, which mainly focuses on students and faculty. “The MIT Excellence Awards complement beautifully those that are presented at the Awards Convocation in May,” said Laura Avakian, vice president of Human Resources. “Both events demonstrate that there are many deserving people in the MIT community whose achievements merit celebration,” she said. Dean Redwine noted, “While the focus of the Excellence Awards is clearly on staff, understanding and involvement by the faculty is important for the program to succeed in improving our community.”

All members of the community are encouraged to recognize their outstanding colleagues and co-workers throughout the year through either the Appreciation or Infinite Mile Award programs. For more information on your area’s local rewards and recognition program, go to <http://web.mit.edu/hr/rewards/contact.html>. A full listing of this year’s Excellence Award recipients and their accomplishments can be found at <http://web.mit.edu/hr/rewards/mitaward.html>.♣

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OpenCourseWare Update

A Vision Fulfilled

Jon Paul Potts

[With this article on OpenCourseWare, we begin a regular feature of updates to faculty by OCW Communications Manager Jon Paul Potts]

Three months into the Institute's bold MIT OpenCourseWare initiative, and early results indicate that the vision articulated on the front page of *The New York Times* in April 2001 – to make MIT course materials available on the Web, free of charge, to any user anywhere in the world – is an achievable and noble aim.

“The level of interest in OCW around the globe has been extraordinary, and innumerable people have referred to it as a tremendous contribution to the sharing of knowledge,” said Professor Steven R. Lerman, the 1999-2001 MIT faculty chair and chairman of the MIT OCW Faculty Advisory Committee. “All of this positive response has enhanced MIT's image as a global leader in higher education. We are seen in the world community as fulfilling a vision of the Internet as a global communications medium that allows sharing of ideas about teaching and learning.”

Through Dec. 12, 2002, statistics gathered from the MIT OCW Website show that:

- There are users from 202 nations and city-states around the world, and all seven continents;
- We have had 432,000 unique visitors to <<http://ocw.mit.edu>>;
- An average of 10+ page views per visitor, per visit, meaning users are digging deep into the faculty's published course materials;
- We have received 4,100 e-mails through the MIT OCW Feedback Form, the majority of the messages

congratulatory and grateful for MIT's leadership.

These results indicate that the long-term impact of this initiative will be significant, both around the globe and right here in Cambridge.

“More and more students arrive at MIT with an expectation that the materials for their courses will be Web-accessible, and most faculty want to find ways to meet that expectation,” Lerman said. “OCW provides many of us with a clear path for creating and enhancing our internal Websites, with the added benefit of then being able to make most of that internal content available to the world.”

With 50 subjects published by the end of 2002, the MIT OCW team is now focused on September 2003 and the publication of course materials from 500 more MIT subjects. By any standard, this is an ambitious goal, and MIT OCW Executive Director Anne H. Margulies has enlisted the MIT faculty to help achieve it. Over the course of the last two months, Margulies and members of the MIT OCW staff have met with the Institute's deans, department heads, and faculty committees, securing commitments from individual faculty interested in participating in the next wave of published subjects.

“We are working proactively with department heads to support the curriculum and Web publishing goals of the departments, while we try and reduce the burden on faculty who want to utilize the Web to enhance their teaching,” Margulies said. “OCW is an initiative that grew organically out of a faculty committee, and we know we will not succeed without faculty support.”

If you are interested in participating in the MIT OCW pilot, or have any

questions about MIT OCW, please contact me at jpotts@mit.edu or 617-452-3621.✦

OpenCourseWare E-Mail Feedback From Users

“You guys are gods. I have been dreaming about taking a course at MIT but never was able to afford one until now. I live in New York and I was up just to be the first few to try the OpenCourseWare. Thank You, Thank You, Thank You, Thank You, Thank You!”
– **New York City**

“Let me tell you in this 1st feedback on this Sept 30 2002 that today is a Historic Day. It's the Big Bang in the Knowledge Universe.” – **Algeria**

“MIT OCW is the '8th Wonder of the World!' My Sincere Heartfelt Thanks to all of you out there who have been involved in the making of this project. Keep up the excellent work!” – **Latvia**

“Thank you! What an invaluable resource you offer the community. I will point VT HS teachers to these wonderful materials. I honor your intent to make quality resources available...thank you so much.”
– **Vermont**

Profiling

John Hildebidle

I suppose in a way I have a knack for guilt – the lurking shadow of a staunch Calvinist upbringing perhaps. There are many plausible explanations. There I was, in a foreign airport (Dublin, Ireland – so they spoke a comprehensible variety of English, at least), and it had taken me no end of time to find the booth where VAT refunds could be managed. All I really wanted was to ask whether the few purchases I had made could be sufficient to demand all the paper-work (once I got to the bottom of the matter, of course they did not).

The line was making no apparent progress, and patience is never my long suit. There they were in front of me, the four of them, obviously a group, and just as obviously not terribly focused on getting the line to proceed. They were speaking a language that rang no bells at all to me. Then I looked more carefully

at them (I had little else to do but fume). “Arabs,” I thought. Once they had their passports out, the Arabic print on them confirmed it.

Which is only part of the shame. After all, part of the fun of being in a foreign, “international” place is to try to read costume and gesture and appearance. But this was different, because no sooner had I reached my conclusion than a cloud of dread swept over me. Generalized dread. I did not imagine any specific hazard – a bomb or a gun or even a box-cutter. But still, and unmistakably, I was afraid. Which may be why I abandoned my place in line.

One of my favorite personal defenses is what I might call “metaphor-building.” It’s a way of overriding the loneliness of the strictly personal incident or observation – read it as a sign of some larger phenomenon. Poets, of course, do it all the time, more or less habitually.

But I don’t think I’m just ducking my own responsibility for the “profiling” I was undertaking. That vague, deep, persistent dread is where so much of my country lives, now. And it operates as an excuse for so much behavior, from saber rattling (even on the part of those who lived through the Vietnam debacle) to overriding the Constitution (even by those who took part in the struggle to widen civil rights) to scapegoating.

When I was young, there was a fad for quiz shows built around effective lying. The one with the most relevant title in this instance was “Who Do You Trust?” Alas, that’s a hard question to answer, at the moment.

I keep trying to concentrate on a counter-thought, propounded by John Lennon: “All we are saying, is ‘Give Peace a Chance.’”♣

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Administrative News Shorts . . .

Controller’s Office Groups Move

All of the Controller’s Office groups that used to be located in Building E19 moved in December to leased space in 600 Technology Square to make room for laboratory space in E19 for the McGovern Institute for Brain Research and the Picower Center for Learning and Memory.

Employees who do business with the Controller’s Office were notified of the move via e-mail, at appropriate meetings, in the monthly statement message, an article in *TechTalk*, and signs in Building E19. The Office’s Website also contained detailed information about the move.

Although their new location is only a few minutes further walk from main campus than E19, Controller’s Office staff have encouraged clients to take full advantage of the various electronic methods that can be used in lieu of a walk-in visit. These electronic options can save time and reduce MIT’s overall processing costs as well.

Endicott House Adds Services

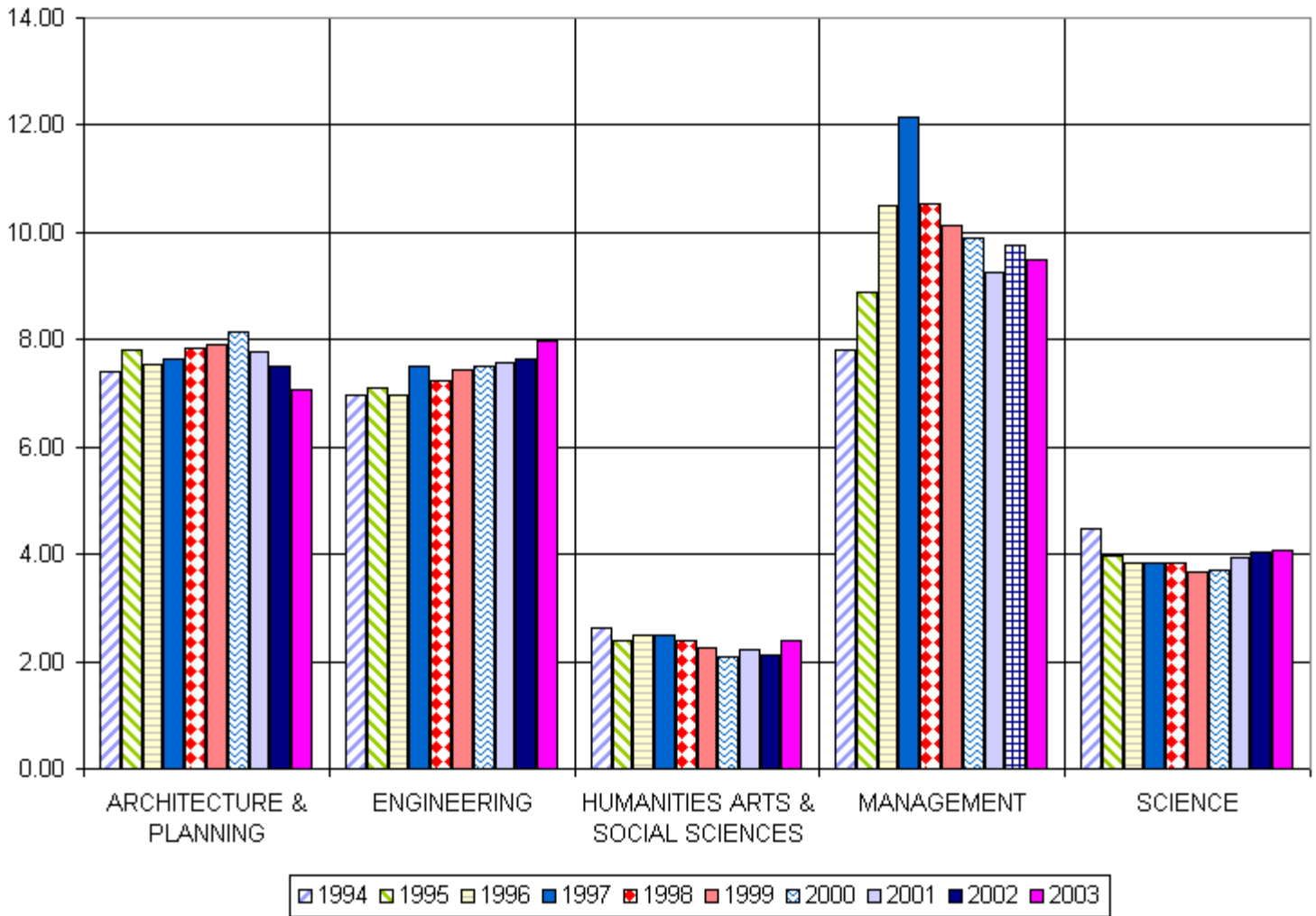
The MIT sales manager for Endicott House now has regular on-campus hours on Wednesdays and Thursdays (from noon to 2 p.m.) to meet with community members who may wish to use this

Institute facility in Dedham for conferences, meetings, or other events (such as retirement parties). To schedule an appointment, contact Ginna McAuliffe via e-mail at: ginnam@mit.edu or by phone at x3-9813.

Faculty members who book a meeting package for 15 or more people that will be held before April 1, 2003 will receive complimentary round-trip transportation between MIT and Endicott House for attendees. In addition, all student group bookings include free transportation from campus to the center.♣

M.I.T. Numbers

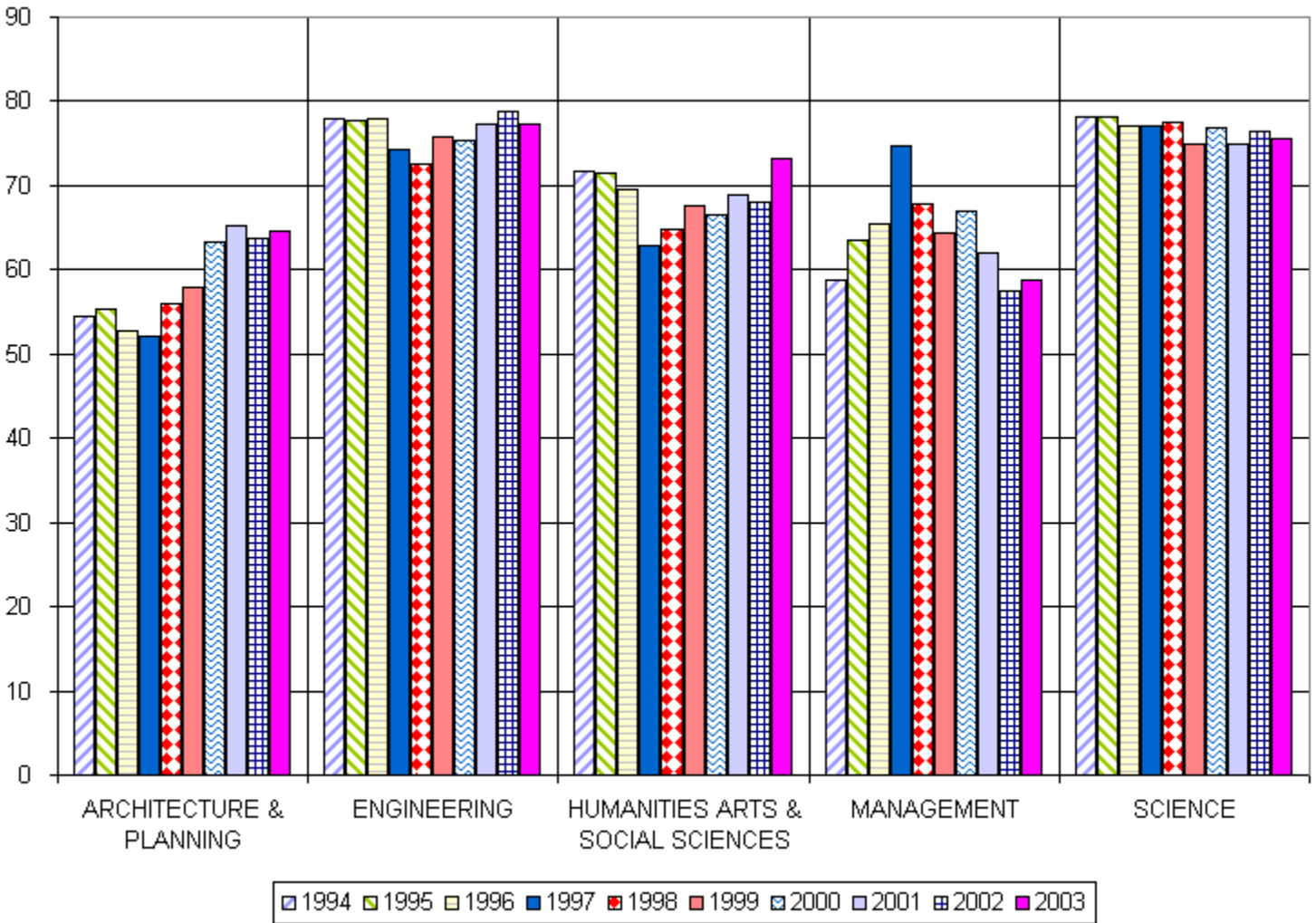
Graduate Students Per Faculty FY1994 – 2003



Source: Office of the Provost

M.I.T. Numbers

Percent Tenured Faculty FY1994 – 2003



Source: Office of the Provost