THE POLICY SCIENCES CENTER, INC.

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April 18, 2014

Dr. Richard Levin, President
Coursera
1975 West El Camino Real
Mountain View, CA 94040

Dear Dr. Levin:

Congratulations on your new position! As you will recall (from discussions at Yale) our foundation helps to develop and network ideas about global projects: Last fall, I was involved in a strategy development conference at Berkeley to bring higher education, equal to the best in the world, to everyone quickly: a new capacity for 360 million students to bring the post-secondary education capacities of non-OECD countries up to the level of OECD.

Here are ideas from the meeting that you might want to know about as you develop Coursera's Grand Strategy:

- Fast Track Startups

To move quickly, interested countries (e.g., China?) can build outward from secondary schools. A core curriculum of introductory "flipped" courses can be supported efficiently with local study groups, tutoring, and exams. There may need to be some time-shifting of the use of facilities, but students (who graduated from these schools) can live at home; classrooms with Internet connections can be used in evenings, on weekends, and in summer. National planning - India, Brazil, and Eastern European countries were strongly represented at Berkeley - also could include some upgrade of lab facilities. We saw the possibility of Outreach and Continuing Education capabilities, organized by the leading universities in each country, to support tutoring and these national capacities. Not the same as a full-time residential college experience, but a strong and fast beginning for students who otherwise are being "lost." [In Brazil, more than half of the students who want to attend a post-secondary institution have no slots available.]

This rapid build-out idea may be an attractive option for China and Coursera-linked packages.

One concern - that you will recognize - was that these are disruptive technologies. They soon may be perceived to threaten existing status and economic benefits and futures. There may be counter-attacks, that we wanted to take into account. One possibility was that any global system evolve with encouragement of local and national planning groups and building futures in which current Establish

ments could see an attractive role. Perhaps, not entirely possible - and one thought was that it will be best to move quickly to build student enrollments before oppositions organize too firmly.

- Free Connections for Everyone

One idea was to establish national/global policies of free cell phone and Internet connections to specified educational Websites for everyone. This is moving ahead in Latin America, and perhaps elsewhere. Free cell phone connections for all educational sites will democratize access and express national commitments to human capital and investments in people as their country's future. A phrase used by Robert Fuller, a former President of Oberlin College, was that we should convey a "warm welcome" to the world's youth generation - access to a curriculum equal to the best in the world (and access to good jobs).

- Pre-Med, Health Professions, and Medical School

Of the many job-oriented curriculum packages that might evolve, perhaps Coursera could give priorities (in addition to computer science) to pre-med and health profession packages? The percentage of GDP devoted to health grows with the level of economic development: they are a good investment for nations, and for students. I wrote to Harvey Fineberg, in his earlier capacity as President of the Institute of Medicine, about this strategic priority. I note that he is the Chair of the Hewlett Foundation (where you also are on the Board). The Gates Foundation, as you may know, has been working with the Khan Academy to build a capacity for global nursing education.

There will be a limit to what can be done online for health professional training, but whatever can be available would be in a good cause. Health sector packages for their countries also may build strong political constituencies in many non-OECD countries.

[As a follow-up, I also activated some discussions with ICSU about developing visions, for each scientific field, for the ideal curriculum that leading scientific organizations and disciplines want to have available, globally, to everyone. Especially in Environmental Studies, and fields like Renewable Energy research, Coursera could offer enrichment packages that add to the curriculum offerings of almost every four-year college in the world.]

- Coursera and the Global University Library

At some point, students need to grow and develop capacities to plan independent projects (e.g., research projects and term papers) and bring them to completion at a level of excellence. Students need libraries. Ideally, we should have a global public library with everything online. But a practical step - for which Coursera might provide a model? - could be a simple negotiation with Stanford, or Google (etc.) to give online access to registered Coursera students. As a Coursera student and "alumni" I would happily pay $5/year for a continuing access library card. I know that you are going to focus on core priorities, but - thinking ahead - a single phone call to Stanford or Google (etc.) could get these creative Global University Library options underway. And perhaps - organizing another way - Yale alumni, and faculty, students, and alumni of all Coursera-linked schools could get full online access to the Global University Library for $5/year? It is an annual flow of income - from all alumni of 108 of the world's leading universities - that should make it an easy deal to close.

Re contacts

These ideas are primarily from discussions in which I participated. By way of introduction: The Chair of the sponsoring global organization for the Berkeley conference (the World Academy of Art & Science) currently is Winston Nagan, a Yale Law School graduate. The CEO - a very smart and capable officer at a leading foundation in India, an American with a Berkeley education - is Garry Jacobs. The President is Heitor Gurgulino de Souza, former Rector of UN University and VP of the Club of Rome. Lasswell and McDougal were among the Founders of the organization, Michael Reisman has been on the Board, and other Yale-related WAAS Fellows include Garry Brewer, Martin Shubik, Nagan, and myself. It was a Cold War initiative that now is coming back to life with well-connected and constructive people. It still is defining a role for this new era (e.g., the global education strategic process).

With all good wishes for your success!,

Dr. Lloyd S. Etheredge, Director
Government Learning Project

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2-3 October 2013 • UC Berkeley, CA, USA

World Academy Forum
on Global Higher Education

Welcome to the 2013 World Academy Forum on Global Higher Education website. The next World Academy Forum will be organized in 2014. Please come back to this website soon for updated information on the next forum and visit **www.wunicon.org** for more information on World University Consortium.

The World Academy of Art and Science, founded by eminent thinkers in 1960, is inviting a small group of far-sighted thinkers from academia, business, government and civil society to join us for a roundtable discussion to enquire into the future of global higher education, share your ideas and learn from others as we explore the possibilities.

World Academy Forum on Global Higher Education will bring together leading-edge educators, universities, MOOCs, technology providers and other stakeholders to brainstorm new models and creative solutions for establishing a world-class system of higher education available to all humanity and to forge an international alliance of stakeholders to make it happen (please see the website dedicated to this initiative: World University Consortium).

Recognizing the huge, rapidly expanding gap between educational needs and resources, the resulting deficiencies in development of precious and perishable human potentialities, and the consequent incalculable losses for individuals, families and communities, which can only be remedied by a massive global effort to meet the challenge, the World University Consortium will seek to develop innovative strategies for enhancing accessibility,

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affordability, quality, creativity and relevance in the field of higher education at the global level.

The UC Berkeley Forum is an integral component of the Academy's broader program to evolve a New Paradigm for Human Development able to fulfill the aspirations of all human beings.

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2-3 October 2013 • UC Berkeley, CA, USA

World Academy Forum
on Global Higher Education

Speakers

Ivo Šlaus*
President, World Academy of Art and Science

Ivo Šlaus is a nuclear and particle physicist and director of South East European Division of the Academy. He is also a member of the international advisory council of the Club of Rome; a founding Fellow of Academia Europaea. He has held academic teaching posts at Rudjer Bošković Institute, Croatia, UCLA, Georgetown University, Duke University, and the International postgraduate school "Jozef Stefan", Ljubljana (since 2003).

George W. Breslauer
Exceutive Vice Chancellor, UC Berkeley

George W. Breslauer is the Executive Vice Chancellor and Provost of the University of California at Berkeley. He received his BA, MA, and PhD degrees in Political Science from the University of Michigan. He is a specialist on Soviet politics and foreign relations, having authored or edited 12 books on the subject, most recently "Gorbachev and Yeltsin as Leaders."

Garry Jacobs*
Chairman of the Board & CEO, World Academy of Art and Science

Garry Jacobs is an American-born consultant on business management and economic development and Vice President of The Mother's Service Society, a social science research institute in Pondicherry, India. From 1989 to 1994, he was Member-Secretary of the International Commission on Peace & Food (ICPF) and editor of the Commission's report to the UN. Since 1995 he is also Executive Director, International Center for Peace & Development.

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Neal King
President, International Association of University Presidents

Neal King serves as President and CEO of Sofia University. He was a member of IAUP's delegation to the launch of the United Nations Academic Impact Initiative in NYC and to the World Innovation Summit for Education in Doha, Qatar. With extensive experience as a psychologist in private practice, he has served in a variety of faculty and administrative positions.

Dale Stephens
President of uncollege.org

Dale Stephens is the founder and CEO of UnCollege.org. In May 2011, at age nineteen, Stephens was selected out of hundreds of individuals around the world as a Thiel Fellow, a program recognizing the top twenty entrepreneurs around the world under the age of twenty. Stephens speaks regularly at high-profile events around the world. In 2013, Forbes recognized him as a 30 Under 30 Leader.

Candace Thille
Stanford University, founding director of The Open Learning Initiative at Carnegie Mellon University

Candace Thille is Assistant Professor of Education at the Stanford's Graduate School of Education and Senior Research Fellow for the Office of the Vice Provost for Online Learning. She is also the founding director of the Open Learning Initiative at Carnegie Mellon University. She serves as a redesign scholar for the National Center for Academic Transformation.

Jorge Klor de Alva
President, Nexus Research & Policy Center, former President, University of Phoenix

President, Nexus Research and Policy Center (www.nexusresearch.org), former President of University of Phoenix and Chair/CEO of Apollo International, Inc. Previously Class of 1940 Professor at UC-Berkeley and professor at Princeton U. Published over 100 scholarly articles, 24 textbooks/monographs in the social sciences. Consultant to Lumina, ETS, GRE, College Board, NYS Dept. of Ed., Smithsonian Institution. B.A. and J.D., UC-Berkeley; Ph.D., UC-Santa Cruz.

Roberto Peccei*
Former Vice Chancellor of Research, UCLA, Trustee, Trustee of WAAS, Vice President, Club of Rome

Roberto Peccei, a particle physicist, is Professor of Physics and Astronomy and former Vice Chancellor for Research at UCLA. He is a member of the Club of Rome and a Trustee of the World Academy of Art and Science. He is broadly interested in the kind of economics that needs to be developed to ensure a sustainable world.

Mohammad Qayoumi
President of San Jose State University

Mohammad Humayon Qayoumi is the president and a professor of electrical engineering at San José State. Qayoumi served as president of California State University East Bay from 2006 to 2011. He has over 32 years of engineering and administrative experience in several universities. He has made presentations at numerous conferences across the United States and in 10 other countries.

John Mitchell
Vice Provost, Stanford University

Vice Provost John Mitchell leads online learning for Stanford University. Under his direction, the Office of the Vice Provost for Online Learning aims to improve teaching and learning for Stanford students and faculty, advance the educational theory and practice of digitally-mediated learning, and extend the global presence of Stanford's faculty and programs.

Tony Bates
President, Tony Bates Associates Ltd.

Tony Bates is President and CEO of Tony Bates Associates Ltd, a private company specializing in consultancy and training in the planning and management of e-learning and distance education. He was Director of Distance Education at the University of British Columbia. He has been an academic advisor for various organizations across the world.

Heitor Gurgulino de Souza*
President Emeritus, United Nations University

Heitor Gurgulino de Souza was appointed to the Council of the United Nations University (UNU) in 1986 and was selected by the UN Secretary General as UNU's Rector the following year. He served in Japan (1987-1991 and 1992-1997) in the truly global and interdisciplinary University, was a Special Advisor to the Director General of UNESCO (1988-1989) and Vice-Rector of UNILEGIS, of Brazil's Federal Senate.

Dan Clancy
Director of Education, Google

Daniel J. Clancy is the director of research at Google. He was the Director of the Exploration Technologies Directorate at NASA Ames Research Center prior to coming to Google in 2005. He has a PhD in artificial intelligence from the University of Texas at Austin.

John Halpin
VP Strategic Programs, Center for Digital Education

John Halpin serves as the Vice President of Strategic Programs for the Center for Digital Education, a Division of e.Republic. He is a frequent speaker at education events discussing how technology is changing the educational landscape. He also leads the education research, consulting and editorial direction for the Center.

Paul Corey
President Science, Business and Technology Division, Pearson

Paul F. Corey is the President of Pearson Education's Science, Business & Technology Division, a post he has held since 2000. In his role as President, Paul is responsible for leading a team whose charge is to partner with educational leaders in advancing access, achievement and affordability in STEM and related fields in postsecondary education.

Larry Lagerstrom
Director of Online Learning for the School of Engineering at Stanford University

Larry Lagerstrom is the Director of Online Learning for the School of Engineering at Stanford University. His academic background includes degrees in physics, mathematics, history, and interdisciplinary studies, with primary interests in the history of science and the interaction of technology and learning.

Jeremy Johnson
Chief Strategy Officer, 2U.com

Jeremy Johnson co-founded 2U to help the best universities in the world become the best universities in the world online, as well. He's been featured on "30 Under 30" lists for Forbes and Inc Magazine, and was named one of the "30 Most Influential Entrepreneurs" by Under30 CEO.

Mark Fink
Vice Provost, UNLV

Mark Fink is Associate Vice Provost for Online Education in the Division of Educational Outreach at the University of Nevada. He is the campus liaison and a member of the Campus Leaders Advisory Board for the New Media Consortium, an international community of experts in educational technology.

Garry Matkin
Dean, Continuing Education, Distance Learning, and Summer Session, UC Irvine

Gary Matkin is Dean, Continuing Education, Distance Learning, and Summer Session at the University of California, Irvine. He is responsible for all aspects of the academic programs and operations of University Extension, Summer Session and the UCI Distance Learning Center. He directs the University's contribution to the Open Educational Resources movement.

Lynne O'Brien
Director, Academic Technology & Instructional Services, Duke University

Lynne O'Brien is Associate Vice Provost for Digital and Online Education Initiatives. She works with faculty and university leaders to plan experiments with new online teaching and learning strategies and encourages their appropriate integration into campus teaching. Currently, she is leading Duke's activities in developing Massive Open Online Courses and exploring ways to incorporate online activities into campus courses.

Yuko Okubo
Social Research Scientist, Fujitsu

As a social research scientist of Open Education Solutions at Fujitsu Laboratories of America, Yuko Okubo is conducting research on curation learning to explore novel ways of learning in the digital age. Prior to joining FLA, she was a Social Science Research Council-Abe Fellow and Lecturer at UC Berkeley and a postdoctoral fellow at the National University of Singapore. She has taught college students in the U.S., Singapore, and Japan.She received her Ph. D. in Anthropology from UC Berkeley and M.A. in Education from Kyoto University, Japan.

Ralph Wolff*
Former President, Western Association of Schools & Colleges

Ralph Wolff is the Former President of The Western Association of Schools and Colleges and also founded and directed the Institute for Creative Thinking, which focused on leadership and change. He is currently a Fellow of Meridian International, a global think tank.

Alan Heppenstall
Co-founder, Accresible

Alan Heppenstall, an internet entrepreneur and web consultant passionate about education, is the Co-Founder of Accredible, a startup that provides users with the option of creating their own certificates. He is also the Co-Founder of The Durham Entrepreneurs Society.

Danny King
Co-founder, Accredible

Danny King, an education technology entrepreneur based in California and the UK, is the Co-Founder and CEO of Accredible, a startup that provides users with the option of creating their own certificates. He is a Computer Scientist and programmer and sees technology as a natural way to innovate in education.

An Krumberger*
Director, Council One

An Krumberger is a co-founder and Director of Council One, an international organization dedicated to making a valuable and lasting contribution to the emerging new world. Before, Krumberger served as President of European Movement Slovenia, a pan-European lobby organization which promotes European integration. Krumberger helped shape several high-profile international events, most notable of them being the Ljubljana Congress in 2009. He is a co-founder and initiator of many other private and public initiatives and events.

Robert J. Berg*
Former Senior Adviser, World Education Forum

Robert J. Berg is on a UN expert group concerned with the economic and governance implications of climate change and also works with graduate students from a number of universities studying UN reform issues. He proposed and co-authored the UN's first system-wide substantive initiative, the second being the Millennium Development Goals.

Robert Fuller*
Former President, Oberlin College

Robert Fuller is a former president of Oberlin College, and a leader of the dignity movement to overcome rankism. Fuller's books have been published in India, Bangladesh, and China, featured in the New York Times, in TED talks, on NPR, C-Span, and the BBC. He lives in Berkeley, California.

Winston Nagan*
Director, Institute for Human Rights, Peace and Development, University of Florida

Winston Percival Nagan is Member of the Board of Trustees of the World Academy of Art & Science and Sam T. Dell Research Scholar, Professor of Law, and Director, Institute for Human Rights, Peace and Development, University of Florida, Levin College of Law, Gainesville, Florida. He is also International Editorial Advisor to the Journal of Law and Politics.

Philip Stark
Profesor and Chair, Department of Statistics, UC Berkeley

Philip B. Stark is professor and chair of Statistics at the University of California, Berkeley. He taught Berkeley's first official online course in 2006, developed the underlying technology and pedagogical materials from scratch and co-taught three edX MOOCs in 2013. He serves on the Faculty Advisory Committee of the Berkeley Resource Center for Online Education.

Fabián Banga
Berkeley City College

Fabián Banga is the Distance Education Coordinator at Berkeley City College. He holds a Ph.D. and M.A. in Hispanic Languages & Literature from UC Berkeley. He is co-chair of the Technology Committee for the Peralta Community College District. He is a member of the Executive Committee of the Foreign Language Association of Northern California.

Joanna Normoyle
Experimental & Digital Media Learning Coordinator

As an internship coordinator for the new undergraduate major in Sustainable Agriculture and Food Systems, Joanna Normoyle develops programs and curricula that center on experiential learning through a learner-driven, competency-based framework. She works in the development of the SA&FS Internship Program and a new digital portfolio tool for students using badges technology.

Brian Fitzgerald
VP, Knewton

Brian Fitzgerald has been developing successful digital consumer and B2B products and services for 18 years, the past 4 of which have been with Knewton. Recently, he served as Vice President, Education for Audible.com. Brian was an original member of the Yahoo Mail team. He has built and managed more than 50 Yahoo products.

Riane Eisler*
President, Center for Partnership Studies, Monterey

Riane Eisler is a systems scientist, attorney working for human rights, and author of numerous articles and books. She is President of the Center for Partnership Studies and consults for business and governments on applications of the partnership model introduced in her work. She has taught at UCLA and other universities, and has spoken at numerous platforms, from the United Nations General Assembly to universities and corporations.

Emil Costantinescu*
President, Academy of Cultural Diplomacy, former President of Romania and Rector University of Bucharest

Dr. Emil Constantinescu, former President of Romania (1996-2000) and leader of the Romanian Democratic Convention (1992-1996), is currently the President of the Romanian Academic Forum, the Honorary President of the Bucharest University Senate and Professor at the Faculty of Geology at the same university.

Alberto Zucconi*
President, IACP, Italy

Dr. Zucconi is the president of the Person-Centred Approach Institute (IACP), a non-profit international organization, dedicated to research in human behaviour, the promotion of health and the training of professionals. He was a faculty member of the Western Behavioural Science Institute (WBSI) in La Jolla, and is a fellow of the International Leadership Forum (ILF), an online global think tank.

Billy Meinke
Creative Commons

Billy is an instructional designer and open education advocate, and is currently a project assistant at Creative Commons. He works towards CC's goals through projects that build Open Educational Resources (OER) on the web. He holds a BA in sociology from the University of California, Santa Barbara, and an M.Ed in educational technology from the University of Hawaii at Mãnoa.

Aftab Omer*
President, Meridian University

Aftab Omer, Ph.D. is a sociologist, psychologist, futurist and the president of Meridian University. Raised in Pakistan, India, Hawaii, and Turkey, he was educated at the universities of M.I.T, Harvard and Brandeis. His publications have addressed the topics of transformative learning, cultural leadership, generative entrepreneurship and the power of imagination. He is a Fellow of the International Futures Forum and the World Academy of Arts and Sciences.

Armando Fox

Professor-in-Residence, EECS Department at UC Berkeley

Armando Fox is a Professor-in-Residence in the EECS Department at UC Berkeley and a co-founder of the UC Berkeley RAD Lab. As of Fall 2012, he has been named half-time Academic Director of the Berkeley Resource Center for Online Education, helping UC Berkeley to build an infrastructure that will support the campus' many online education initiatives.

Ken Goldberg
Professor, UC Berkeley

Ken Goldberg is craigslist Distinguished Professor of New Media at UC Berkeley. Goldberg directs the Automation Sciences Research lab and is Faculty Director of the CITRIS Data and Democracy Initiative. He is Professor of Industrial Engineering and Operations Research. His art installations are related to his research and have been exhibited at several venues.

Lloyd S. Etheredge*
Director, Government Learning and International Scientific Network Projects, Policy Sciences Center Inc., Maryland

Lloyd Etheredge's interest is to develop rapid learning systems to accelerate the process of scientific innovation; and to develop social science research concerning wisdom and good outcomes as properties of the world's complex, (sometimes) adaptive systems. He is a former Director of Graduate Studies for International Relations at Yale. He received a graduate teaching award at MIT.

* Denotes Fellows of World Academy of Art & Science

Johns Hopkins Bloomberg School of Public Health Reaches MOOC Milestone: One Million Enrollees

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Newswise — The Johns Hopkins Bloomberg School of Public Health, long a pioneer in online instruction and among the first to offer Massive Open Online Courses (MOOCs) through the web-based education platform Coursera, topped one million MOOC enrollees as of March 31, 2014. The milestone comes several months shy of the second anniversary of the School's first announced MOOC offerings in July 2012.

"It is exhilarating to pass the one million mark," said Michael J, Klag, MD, MPH, dean of the Bloomberg School of Public Health. "Sharing our knowledge and research with the world is an essential part of our mission of improving health and saving lives. With MOOCs, our faculty can reach more learners in one course than they would have throughout their entire careers."

MOOCs are part of a growing trend in online education that aims to bring high-level instruction from faculty at leading institutions free of charge to anyone who has the interest and access to the Internet. Launched in 2012 by two Stanford professors, Coursera today offers over 600 classes by instructors at 108 institutions. The Bloomberg School currently offers 23 MOOCs, including courses that are part of a new nine-course specialization in data science taught by professors in the Department of Biostatistics.

The School's other MOOCs cover a range of public health topics, such as "Community Change in Public Health," a six-week course that started April 21, 2014, and "Health for All Through Primary Health Care," a six-week course that starts May 28, 2014.

Students who enroll in MOOCs can earn a Statement of Accomplishment that acknowledges their participation and performance in the course. As of March 31, 2014, more than 50,000 enrollees from around the world had earned a Statement of Accomplishment in JHSPH MOOCs. Coursera also now offers a Signature Track option. For a nominal fee of less than $50 per course, a student's successful completion of a course can be authenticated with a Verified Certificate. As of March 31, 2014, Coursera had issued over 2,300 Verified Certificates to MOOC enrollees who opted into the Signature Track for a JHSPH course.

The Johns Hopkins Bloomberg School of Public Health has been active in online public health education since 1997, when it began offering for-credit online courses to full- and part-time students. The School was among the first to offer an online graduate degree in public health, with the introduction of its part-time Masters of Public Health (MPH) degree program in 1999. In 2005, the School joined the open educational resources (OER) movement by launching JHSPH OpenCourseWare, a repository of free instructional materials from more than 100 courses taught at the School.

In addition to its 23 current MOOCs, the School currently offers over 113 for-credit online courses and publishes teaching materials from 112 courses through the Bloomberg School's OpenCourseWare, its OER portal, making it one of the world's largest

providers of online public health education.

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