INFORMATION AND COMMUNICATIONS TECHNOLOGY COMMITTEE

ANNUAL REPORT 2014-2015

The committee held six meetings in 2014-15, covering a number of information technology topics.

In October, the committee heard from Senior Executive Vice President Robert Kasdin, who responded the committee’s questions and heard comments about various IT issues, including the Recruitment of Academic Personnel System (RAPS) and ARC, both of which have been the subjects of continual and sustained complaints.

In November, the committee’s guests were Maneesha Aggarwal, Director, Applications Systems Development; Erik Nelson, Associate Dean, Online Learning; Nancy Rubin, Executive Director of Columbia Video Network, SEAS; and Jose A. Santiago, Executive Director, Client Support Services, CUIT.

The guests presented Canvas, the web-based learning management system being introduced to replace CourseWorks. Canvas allows instructors to videotape and present lectures and other material, accept course assignments, and record audio and video feedback for students, among other things. There was also discussion of printing services for students, which many consider inadequate, particularly the print queuing system.

The December guests were Barry Kane, Associate Vice President and Registrar, and two members of his team, Austin Wanta, Assistant Registrar for Information Technology Services, and Jake Young, Senior App Systems Developer. They demonstrated Vergil, the course catalogue and registration system that was then being prepared for its launch in the spring of 2015. Mr. Kane also discussed classroom availability and scheduling, which are perpetually problematic on a crowded campus.

In January the committee met with Gaspare LoDuca, the new director of CUIT. Mr. LoDuca talked about his background and answered questions about various IT issues, including Lionmail, app development, email forwarding, Canvas and CourseWorks, ARC and PeopleSoft, RAPS, and CUIT’s charges for custom services. Mr. LoDuca later accepted the chairs’ invitation to take an administration seat on the committee.

In March, Robert Cartolano, AVP for Digital Programs and Technology Services for the libraries, discussed the university’s data archiving infrastructure, which preserves both electronic and paper materials. The committee also talked about how CUMC retirees might be able to retain Columbia email addresses, a special problem because CUMC email can contain protected patient information.
The committee’s guests in April were Michael Collins, Pandit Professor of Computer Science (participating by phone); Jim Lindner, Assistant Vice President, Human Resources; and Melissa Rooker, Associate Provost, Office of Equal Opportunity and Affirmative Action. They gave a presentation on RAPS and forthcoming upgrades to PeopleAdmin, the underlying software, which Mr. Lindner said would solve some of the problems plaguing RAPS.

The IT Committee also held its annual joint meeting with the Education and Libraries committees on March 12. The guests were Nancy Rubin, Executive Director of Online and Distance Education, who discussed Columbia Video Network’s pioneering role in distance learning and its offerings today; Mark Newton, Interim Director of the Center for Digital Research and Scholarship, which helps academics at Columbia and its affiliate institutions share their research with the world through the CDRS academic journal and special projects publishing services and its digital repository, Academic Commons; and Barry Kane, who demonstrated Vergil to this larger audience.

INFORMATION AND COMMUNICATIONS TECHNOLOGY COMMITTEE
2014-2015

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<tr>
<th>Tenured</th>
<th>Julia Hirschberg, Co-Chair</th>
<th>SEAS</th>
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<td>Matthew L. Jones, Co-Chair</td>
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<td>Stephen Negron</td>
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Canvas at Columbia

11/21/2014

Maneesha Aggarwal, Director Teaching and Learning, CUIT
Nancy Rubin, Executive Director Online and Distance Education, CVN
Erik Nelson, Associate Dean of Online Learning, SCE
Agenda

- What is Canvas and its features
- How does it compare to CourseWorks
- Who is using it at Columbia
- What are we currently working on
- What is planned going forward
A Learning Management System is a way to simplify teaching and learning by connecting all the digital tools teachers use in one easy place.
What are the features of Canvas?

BIETK4320: Philosophy of Bioethics - Fall 2014

Getting Started

Over the first few weeks of this course, we will build a foundation of understanding which you will use to engage challenging bioethical questions. In our first unit, we will begin to explore the standards of professional conduct from both the ancient and modern understandings. You will read both the classic Hippocratic Oath and a more modern version that doctors reference today. We will then examine what it is like to engage bioethical issues philosophically.

Please note that in Unit 1 you have both readings and a response to complete before we meet for the first time.

Resources to Get Started

- Course Syllabus
- About This Course
- About the Faculty
- Technologies and Support
- Live Session Information and Recordings
- Dr. Kuflik’s Virtual Office
What are the features of Canvas?

About This Course

In the video below, Dr. Kuflik introduces you to the concepts you will be exploring in Philosophy of Bioethics.

1. Getting Acquainted

First, create your profile using the tools described below. Then, post a brief introduction for your classmates (by clicking “reply” at the bottom of this page), along with a few sentences on why you enrolled in this course.

Your personal settings include contact information and other settings that will help your instructor and peers contact and identify you. Profile pictures are helpful to identify users by putting a name with a face. Profile pictures can be uploaded in your personal settings. Please keep in mind that all institutions have different permissions for their users, and all of these settings might not be available to you.

How do I add my profile picture and set my personal preferences in Canvas?

More info on how to set your profile and notifications below (opens in a new tab)
- How do I access my Profile and personal Settings?
- How do I edit my Profile?
- How do I add a Profile picture?
- How do I change my Full Name, Display Name and Time Zone?
- How do I change my login password?
- How do I add an additional email address in Canvas?
- How do I add my cell phone number to Canvas to receive texts?
- How do I set my Notification Preferences?
- How do I configure Canvas Notifications in Facebook?
- How do I change the language preference in my user account?
What are the features of Canvas?

1. Unit Home

Philosophical Perspectives on the Health Care Professional's Role, Part I

Over the first few weeks of this course, we will build a foundation of understanding which you will use to engage challenging bioethical questions. In our first unit, we will begin to explore the standards of professional conduct from both the ancient and modern understandings. You will read both the classic Hippocratic Oath and a more modern version that doctors reference today. We will then examine what it is like to engage bioethical issues philosophically.

This Unit's Activities

- Create your profile and participate in the Getting Acquainted Forum before your first Live Session.
- Complete the readings on the Resources page.
- Complete the pre-session Reading Response by Monday, September 1 at 11:59 pm ET.
- Prepare for Your First Live Session.
- Attend the Live Session on Tuesday, September 2, from 6:30–8:00 pm ET.

Learning Objectives

After completing this unit, you will be able to:

- Identify specific moral standards which, though central to contemporary bioethical discourse, were well-accepted even in the ancient Hippocratic tradition.
- Explain, in light of careful philosophical analysis, how two of the Oath's seemingly most outdated and irrelevant requirements actually contain the seeds of more general ideas with genuine moral significance even for medical practice today.
- Explore the extent to which two of the Oath's seemingly most controversial positions might actually be less controversial than they appear.
- Explain what might distinguish a conscientiously well-considered moral conviction from an expression of personal taste (e.g., "I like chocolate; I don't like vanilla").
What are the features of Canvas?
What are the features of Canvas?

1. Your First Live Session

Prepare for your live session

In our first live session we'll get acquainted with each other and will discuss the readings. Please come prepared to discuss your reactions to the reading assignments and to exchange views about the history of bioethics. We will also do an intro to the course and lay out a road map for the semester ahead.

Criterion Long Description

**Description of criterion**

You will be graded on a scale of 1–5 for live session participation. Over the course of the semester you are allowed 2 excused absences, provided you inform me ahead of time. Your grade for those excused absences will be determined by calculating your average participation grade to date.

5 – Exemplary participation: You went beyond what I consider “Satisfactory Participation” as detailed below and made a significant contribution to the Live Session that positively impacted the discussion of the topic at hand. This contribution might come by way of sharing your opinion, introducing new material, raising a question, relating course content to a personal experience, or many other methods of participation.

4 – Satisfactory participation: You were prepared, engaged and contributed to the Live Session. You were thoughtful and considerate in your responses when prompted and demonstrated that you had completed the weekly assignments.

3 – In attendance: You logged on and remained present for the duration of the Live Session.

0 – Unexcused absence: You have exceeded 2 excused absences for the semester or failed to notify me that you will not be in attendance at the Live Session.

<table>
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<tr>
<th>Description of criterion</th>
<th>Exemplary Participation</th>
<th>Satisfactory Participation</th>
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<tr>
<td>view longer description</td>
<td>5 pts</td>
<td>4 pts</td>
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What are the features of Canvas?

10. Group Reflection Assignment
Justin Saunders

In your Reflection Group, assign each member to examine one or more questions about Liberalism, one to the questions about Libertarianism, and one to the questions about Utilitarian Cost-Benefit Analysis: maximizing.

You will then submit reflections on each of your group members.

Liberalism
1. Why does Norman Daniels ("Justice, Health and Healthcare: opportunity rather than in the notion of social utility?"
2. Since Daniels understands the significance of health and health treatment, why are to be treated? Would their claim to health care have different implications for different philosophers?
3. On Daniels' account, why should people pay what they would prefer to spend money on something else (status, stress) are major determinants of health; access to medical care is a figure in Daniels' theory?

Libertarianism
1. H. Tristram Engelhardt ("Rights to Health Care") denies that employees have a right to receive health care. How accurate is this reasoning? Do rights even when they restrict other people's freedom? Is it consistent with the idea of rights?
2. Which four goals does Engelhardt argue are simply incorrect or inadequate?
3. Engelhardt says that some people who lose a job lose out to some extent, such as the social lottery. What is an example of a person who should "transfer" goods in his or her rightful possession?

Utilitarian Cost-Benefit Analysis: maximizing
1. The QALY-maximizing approach seems to raise ethical concerns about what rights should count?

Works Cited
Barnes, R. (2013) "Supreme Court upholds Maryland law, says police may take DNA samples from arrestees." The Washington Post.
What are the features of Canvas?
What are the features of Canvas?
What are the features of Canvas?

In recent years, popular science works like Malcolm Gladwell’s Blink have pointed to empirical studies which seemingly demonstrate racial bias. He points to Harvard’s Project Implicit, which measures the response time of study participants when linking images of African-Americans and white individuals with positive or negative associations. Slight hesitations when responding suggest that some participants have a more difficult time assigning positive associations to images of African-Americans than to whites. For a progressive individual, the tests suggest an uneasy truth, a lurking prejudice buried deep in primordial parts of the brain. Our brains seem conditioned to exhibit racial bias, and our learned reflexive prejudices more powerful than our attempts to unlearn them. We may conclude that while our conscious mind may be unbiased, there is an uncontrollable and uncontrolled unconscious deeply rooted in prejudice.

Use of functional magnetic resonance imaging (fMRI) has demonstrated such bias as well. When participants are shown images of African-American or white individuals, differential responses are observed in the amygdala, thought to be where threat responses are processed. Heightened activity in the amygdala is then assumed to demonstrate perceived threat, and a differential amygdala response is assumed to demonstrate bias. Some critics have raised the issue that fMRI studies in the social sciences in general have overstate observed correlations. Leaving aside methodology, I challenge the underlying assumption that differential physiological responses, whether measured by Project Implicit as delayed response time, or by an fMRI study, in and of itself proves racial bias. Racial bias is not a physiological phenomenon, it is a social one. While there may be physiological evidence that difference between individuals is observed at a physiological level, this does not mean that race or racial bias is “hard-wired”.

Race is not a fixed and mutable concept; by focusing on the physiological processes that reinforce prejudice, we run the risk of overemphasizing a biological definition of what is actually a social construct. In fact, recently a study of longitudinal survey data found that a significant number of respondents changed their reported racial category. Changes in reported race and ethnicity were correlated with significant life events, with survey takers more likely to report a respondent as African-American after an adverse life event, and white after a positive life event.

The overly persuasive “scientism” of empirical research might suggest that race is a category codified by physiological processes in the brain. A more nuanced understanding would point to the ways in which our thinking processes and automatic responses are socially conditioned from birth, by circumstances, education, and experience. Bias is both made and unmade by the social world in which we live with others. Without an appreciation for the social context which defines and reinforces racial categories, some might assume that if reflexive processes are triggered, racism is hardwired, natural and essential. The danger is that we then allow ourselves to step back from the difficult and essential work of dismantling bias and prejudice.
What are the features of Canvas?
What are the features of Canvas?

When Would I Use Course Analytics?

Activity
Each bar represents the number of page views on that day. An orange bar indicates that some user took an action within the course on that day.

Assignments
Each bar is an assignment. The green layer represents the percentage of students that turned in the assignment on time. Assignments that are late are yellow, and missing assignments are red.

Grades
Each bar is one assignment. The thin vertical whisker extends from the lowest score for any student in the course to the highest score. The thicker bar extends from the 25th percentile to the 75th, with the median marked.
Canvas vs CourseWorks

Pros
- New technology – user friendly
- Mobile ready – responsive design
- Advanced metrics and reporting
- Canvas – more suited for online/blended/flipped
- Faculty can control integrations with other tools
- Cloud based service

Cons
- Proprietary system by Instructure
- Single instance across all institutions
- Loose flexibility of development
- Currently no evaluations
Who is using Canvas?

Columbia Business School - Primary LMS

Columbia Video Network (CVN, Engineering) – Moved in Fall’14

For online/Low residency programs

• The School of Continuing Education
• The School of Social Work
• The School of International Public Affairs
• The School of Public Health
• Teachers College
Work Completed/Underway

Available as CourseWorks2.columbia.edu

Consolidation of multiple licenses
  • Single instance offering (except business school)
Current Pilot – 500 users

CUIT & CCNMTL support, manual creation
Shared responsibility with SCE

Completed security review
Fit Gap – Strengths and Weakness
The roadmap going forward…

• Single entry point
• Content migration - both ways
• Automated course creation, registration information
• Schools may decide to migrate to Canvas
Q&A and Contacts

• maneesh@columbia.edu
• nr2464@columbia.edu
• nelson@columbia.edu
Columbia Data Infrastructure for Research and Scholarship

Robert Cartolano
March 6, 2015
Topics

- Overview
- Library Infrastructure
- Digital Library Collections
- Academic Commons
- Data Management
- Past, Present, Future
- Questions
Overview

• Data for Research & Scholarship
• Preservation and Access
• Repository Services
Data for Research & Scholarship

- Context - experimental, observational
- Discipline - Humanities, Medicine, Science
- Structure - file formats, metadata
- Workflow - input or output?

http://www.columbia.edu/cu/compliance/docs/ReaDI_Program/resources.html
Census Data
http://www.census.gov/data.html

ICE Pod - Antarctic Research
http://www.ldeo.columbia.edu/res/pi/icepod/

Ancient Ink
http://cise.columbia.edu/AncientInk

SEDAC
http://sedac.ciesin.org/

16th Century Dante Books
http://digitaldante.columbia.edu/

duPont-Columbia Awards Videos
http://www.journalism.columbia.edu/dupont
Preservation... and Access

Preservation - prolong the existence and accessibility of the collections for current and future students and scholars

http://library.columbia.edu/services/preservation.html

Backup ≠ Preservation
Repository Services

- Provides long-term storage, management, access to data, with persistent, unique, citable metadata
- Deposit, discovery, access, reporting services

Library Infrastructure

• ReCAP  -  https://library.columbia.edu/bts/recap.html

• Columbia Digital Preservation System
• Partnerships, External Services
• Emerging National Strategy
Columbia Digital Preservation System

• Goals
  • Risk-averse technology approach
  • Different storage for different needs
  • Move towards using national systems

• Local Preservation - 2013 thru 2017
  • 300 Terabytes total capacity
  • ca. 200 Terabytes of current, committed projects

• Beyond 2017
  • Local systems - primarily for services, performance
  • National systems - primarily for certified preservation storage (TRAC)
Columbia Preservation Storage

2007 – Purchased and built by Columbia

2013 – Mostly at Columbia, some at Indiana

Columbia Data Center
New York, NY Campus

Private Network
10 Gigabit/sec

NYSERNet Data Center
Syracuse, New York

EMC/Isilon Storage

Copy 1) 292TB SATA Onsite Disk Storage

Copy 3) IBM-Tape Archive at Indiana University

Copy 2) 292 SATA Offsite Disk Storage
Fedora Software Platform

Flexible Extensible Digital Object Repository Architecture

- Open source digital repository software
- Internationally developed, supported, adopted
- Fedora Commons in 2007, DuraSpace project in 2009
- Platform for Columbia’s digital preservation system

Overview: http://dx.doi.org/10.7916/D8FF3QDR
Update: http://dx.doi.org/10.7916/D82F7KD6
Columbia Profile: http://www.fedora-commons.org/profile/101
Key Features of Fedora 4

- Authorization
- Backup
- Clustering
- Content modeling
- Fixity services
- Linked data (native RDF support)
- Search (admin and external)
- SPARQL endpoints (admin and external)
- Advanced storage capabilities
  - Policy-driven, self-healing, very large files
  - External data source “projection” (aka “virtual ingest”)
- Transactions
- Versioning
External Partnerships, Services

Columbia Library subscribes and/or contracts with:

• ICPSR - [http://clio.columbia.edu/catalog/1360887](http://clio.columbia.edu/catalog/1360887)
• Social Sciences Data: [http://library.columbia.edu/locations/dssc/data.html](http://library.columbia.edu/locations/dssc/data.html)
• HathiTrust: [http://www.hathitrust.org/](http://www.hathitrust.org/)
Columbia Participation in Emerging National Strategy

• Digital Preservation Network
  • Strategy and implementation plan for national preservation infrastructure
  • 65 member institutions
  • Coordinated with AAU Presidents, Internet 2

• Five DPN Nodes
  • APTrust (University of Virginia) - member
  • Chronopolis
  • HathiTrust (University of Michigan) - member
  • Stanford Digital Repository
  • University of Texas Digital Repository

http://www.dpn.org/
National Strategy (cont’d)

• DuraSpace
  • Infrastructure for durable, persistent access to data
  • Sustainable software, communities, funding
  • 90+ sponsors

  http://duraspace.org/

• Hydra Partners
  • Building sustainable software tools
  • 20+ partner institutions

  http://projecthydra.org/

• Research Data Alliance
  • Enable open sharing of data
  • 95 countries at upcoming plenary conference

  https://rd-alliance.org/
Academic Preservation Trust (APTrust)

- University of Virginia, 17 partner institutions
- APTrust is working toward TRAC certification
- First ever repository to be built from the ground up taking TRAC certification into account.
- Certification Working Group established and will be advising and consulting with the APTrust staff and partners on TRAC objectives.
- Initial development work is proceeding at the level of Digital Object Management and Infrastructure.

http://aptrust.org/
Current Digital Asset/Preservation Architecture
Digital Library Collections

Columbia University Libraries / Information Services has made commitments …

• to granting agencies to provide long-term digital **archiving** for digital content created with *grant funds*
• to third-party content creators to provide permanent **access** to *born-digital content* acquired from them
• to continuing to **collect** and preserve *archival collections*, now partly or wholly born-digital content
• to permanently **preserve** *University-generated archival and research content*
Digital Library Collections

We must preserve and provide access to …

• Local Digitization Projects
• Preservation-Related Digitization
• Institutional Repository / Data Sets
• Born Digital Archival Content
• Archived Web Sites
• Super Dark Archives – *highly secure*
Digital Library Collections

http://dlc.library.columbia.edu/

Beta!
Durst Old York Library

http://library.columbia.edu/locations/avery/seymour-b-durst-old-york-library.html
duPont-Columbia Awards Videos
Over 45 years, over 40 terabytes
Lindquist Photographs

G.E.E. Lindquist Native American Photographs is an online presentation of the 1322 photographs, 124 postcards, 388 negatives, and 34 glass plate negatives/lantern slides, which derive from the G.E.E. Lindquist Papers archival collection at The Burke Library.

They depict the people, places, and practices of Native Americans and their communities from at least 34 states, plus Canada and Mexico in the period from 1909-1963. The majority of the images were taken by G. E. E. Lindquist (1886-1967), an itinerant representative of the ecumenical Home Missions Council of the Federal Council of Churches.
Older Projects - Data Migration, Refresh
Mellon-Funded Web Archiving
http://hrwa.cul.columbia.edu/
Academic Commons

*Academic Commons* is Columbia University's digital repository where faculty, students, and staff of Columbia and its affiliate institutions can deposit the results of their scholarly work and research. Content in Academic Commons is freely available to the public.
Academic Commons

http://academiccommons.columbia.edu/
Academic Commons Self-Deposit

Currently, faculty, staff, and students of Columbia and its affiliates can use this application to deposit research materials in any digital format, including: articles, monographs, theses and dissertations, working papers, technical reports, conference papers and presentations, datasets, software code, images, video, and other multimedia creations.

If you need to deposit a file larger than 100 MB, or if you are no longer affiliated with Columbia but have materials that you wish to deposit, please contact us at cuac@libraries.cul.columbia.edu. For more information, see the self-deposit FAQ.

Click Start to begin.

Start Here

- Up to 10GB free
- One-time deposit charge up to 100GB
- Beyond 100GB, talk to us
“Research data is defined as the recorded factual material commonly accepted in the scientific community as necessary to validate researching findings, but not any of the following: preliminary analyses, drafts of scientific papers, plans for future research, peer reviews, or communications with colleagues.”

- OMB Circular A-110, "Uniform Administrative Requirements for Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations"
  http://www.whitehouse.gov/omb/fedreg_a110-finalnotice
Research Data Management

“…data management involves all stages of the digital data life cycle including capture, analysis, sharing, and preservation”

- DOE Office of Science Statement on Digital Data Management
  http://science.energy.gov/funding-opportunities/digital-data-management/

The best path to effective data management is *planning*. 
Data Management Plans

“...all extramural researchers receiving Federal grants and contracts for scientific research and intramural researchers develop data management plans, as appropriate, describing how they will provide for long-term preservation of, and access to, scientific data in digital formats resulting from federally funded research, or explaining why long term preservation and access cannot be justified;”

- Increasing Access to the Results of Federally Funded Scientific Research
http://www.whitehouse.gov/sites/default/files/microsites/ostp/ostp_public_access_memo_2013.pdf
Why Does This Matter?

“- Effective data management has the potential to increase the pace of scientific discovery and promote more efficient and effective use of government funding and resources. Data management planning should be an integral part of research planning.
- Sharing and preserving data are central to protecting the integrity of science by facilitating validation of results and to advancing science by broadening the value of research data to disciplines other than the originating one and to society at large.”

- DOE Office of Science Statement on Digital Data Management
  http://science.energy.gov/funding-opportunities/digital-data-management/#Principles
Reproducible Research
Past: NSF & NIH

NSF: “...proposals submitted to NSF must include a supplementary document of no more than two pages labeled "Data Management Plan" (DMP) . This supplementary document should describe how the proposal will conform to NSF policy on the dissemination and sharing of research results.”

- NSF Data Management Plan Requirements, 2011
  http://www.nsf.gov/eng/general/dmp.jsp

NIH: “Investigators … should include a description of how final research data will be shared, or explain why data sharing is not possible. It is expected that the data sharing discussion will be provided primarily in the form of a brief paragraph”

- NIH Data Sharing Policy and Implementation Guidance, 2003
  http://grants.nih.gov/grants/policy/data_sharing/data_sharing_guidance.htm#inc
Present: OSTP Public Access Implementation

http://scholcomm.columbia.edu/open-access/public-access-mandates-for-federally-funded-research/
Present: Columbia Infrastructure

- Academic Commons
- ICPSR
- IEDA
- CIESIN
- Department-specific solutions
Future

- Long-Term Digital Preservation Infrastructure
- National and International Collaborations
- Funder established and mandated repositories
- Metadata standards, discovery systems
Questions
Resources

- http://library.columbia.edu/
- http://academiccommons.columbia.edu/
- http://dlc.library.columbia.edu/
- http://scholcomm.columbia.edu/
- http://hathitrust.org/
- http://www.arl.org/share
- http://projectblacklight.org/
- http://www.fedora-commons.org/profile/101
- http://projecthydra.org/
- http://www.whitehouse.gov/sites/default/files/microsites/ostp/ostp_public_access_memo_2013.pdf
Open Access Update from the Center for Digital Research and Scholarship

Joint Senate Committee:
Education/IT/Libraries March 12, 2015

Mark Newton, Interim Director
Center for Digital Research and Scholarship
Columbia University Libraries/Information Services
Center for Digital Research and Scholarship

cdrs.columbia.edu

● Develop programs and services that promote access to and impact of Columbia scholarship
● Partner with CU scholars to develop online projects that push boundaries and capabilities
● Provide resources that facilitate the communication of scholarship, research collaboration, data management, and more
Open Access

Open access (OA) content is online, freely accessible, and has relatively few or no restrictions on reuse.

CDRS Activities: OA Journal Production
OA Publication Support
Outreach on OA Funding Requirements
OA Repository: Academic Commons
Academic Commons

Academic Commons is Columbia University's digital repository where faculty, students, and staff of Columbia and its affiliate institutions can deposit the results of their scholarly work and research. Content in Academic Commons is freely available to the public.

**NEW IN ACADEMIC COMMONS:**
- Ethnic diversity deflates price bubbles
  - Levine, Sheen
  - Apfelbaum, Evan et al.
- The Future of World Politics: Will it Resemble the Past
  - Jervis, Robert
- Recombinant Property in East European Capitalism
  - Stark, David C.
  - Albaro, Martina
- The Central Mystery: Conversion Experiences in Selected Works of Flannery O'Connor
  - Kannison, Rebecca B.

**BROWSE CONTENT**
- DEPARTMENTS
- SUBJECTS

**HELPFUL LINKS**
- DEPOSIT YOUR RESEARCH
- ABOUT ACADEMIC COMMONS
- FAQ/ASK A QUESTION

**REPOSITORY STATISTICS**
- 14901 items in Academic Commons
- Objects added in the last year: 2452
- Objects added in the last 30 days: 144
- Visitors in February: 27431

academiccommons.columbia.edu
On the Horizon: Columbia PARC

Promoting Access to Research and Collaboration

Researcher profiles in Symplectic Elements, connected to persistent identifiers for researchers (ORCID) and research outputs (EZID).

Initial pilot target FY 15-16
Access to Federally Funded Research

February 22, 2013: White House Office of Science & Technology Policy, *Increasing Access to the Results of Federally Funded Scientific Research*

Agencies with more than $100M in R&D expenditures must develop plans to make the published results of federally funded research freely available to the public within one year of publication and requiring researchers to better manage the digital data resulting from federally funded scientific research in order to make it publicly available.
| Department of Health and Human Services (HHS) | National Aeronautics and Space Administration (NASA) |
| Agency for Healthcare Research and Quality (AHRQ) | HHS National Institutes of Health (NIH) |
| HHS Office of the Assistant Secretary for Preparedness and Response (ASPR) | Department of Commerce (DOC) |
| HHS Centers for Disease Control and Prevention (CDC) | National Institute of Standards and Technology (NIST) |
| Department of Homeland Security (DHS) | DOC National Oceanic and Atmospheric Administration (NOAA) |
| Department of Defense (DoD) | National Science Foundation (NSF) |
| Department of Energy (DOE) | Office of the Director of National Intelligence (ODNI) |
| Department of the Interior (DOI) | Smithsonian Institution (SI) |
| Department of Transportation (DOT) | United States Agency for International Development (USAID) |
| Department of Education (ED) | United States Department of Agriculture (USDA) |
| Environmental Protection Agency (EPA) | United States Department of Veterans Affairs (VA) |
| HHS Food and Drug Administration (FDA) | |
Agencies respond and release plans

2014-06-02: Dept. of Transportation (DoT)
2014-07-09: Dept. of Defense (DoD)
2014-07-10: Dept. of Veterans Affairs (VA)
2014-07-24: Dept. of Energy (DoE)
2014-11-21: National Aeronautics and Space Administration (NASA)
2014-11-07: US Dept. of Agriculture (USDA)
2015-01-00: Center for Disease Control (CDC)
2015-02-09: Agency for Healthcare Research and Quality (AHRQ)
2015-02-27: Assistant Secretary for Preparedness and Response (ASPR)
2015-02-27: Food and Drug Administration (FDA)
## Summary of Agency Responses (1):

<table>
<thead>
<tr>
<th>Agency</th>
<th>Article Solution (A)</th>
<th>Maximum Embargo Period</th>
<th>Data Solution (D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHRQ</td>
<td>PubMed Central (PMC)</td>
<td>12 months</td>
<td>Commercial repository, yet to be named*</td>
</tr>
<tr>
<td>ASPR**</td>
<td>PMC</td>
<td>12 months</td>
<td>Scientific data repositories, data.gov data registry*</td>
</tr>
<tr>
<td>CDC**</td>
<td>CDC Stacks, using NIHMS submission system</td>
<td>12 months</td>
<td>Multiple solutions + data registry</td>
</tr>
<tr>
<td>DOD</td>
<td>Defense Technical Information Center (DTIC)</td>
<td>12 months</td>
<td>No specific solution*</td>
</tr>
<tr>
<td>DOE</td>
<td>Public Access Gateway for Energy and Science (PAGES)</td>
<td>12 months</td>
<td>Varies by office*</td>
</tr>
<tr>
<td>DOT</td>
<td>N/A</td>
<td>N/A</td>
<td>To be released</td>
</tr>
<tr>
<td>FDA**</td>
<td>PMC</td>
<td>12 months</td>
<td>Disciplinary data repositories, where available*</td>
</tr>
</tbody>
</table>

*Will require data management plans (DMPs)

** Exploring a data commons solution through HHS auspices. Additionally, data management costs may be included in the budget.
## Summary of Agency Responses (2):

<table>
<thead>
<tr>
<th>Agency</th>
<th>Article Solution (A)</th>
<th>Maximum Embargo Period</th>
<th>Data Solution (D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NASA</td>
<td>NASA branded PMC portal</td>
<td>12 months</td>
<td>NASA archives, or other repository*</td>
</tr>
<tr>
<td>NIST</td>
<td>N/A</td>
<td>N/A</td>
<td>data.gov registry of datasets, Developing a Common Access infrastructure*</td>
</tr>
<tr>
<td>NIH**</td>
<td>PMC</td>
<td>12 months</td>
<td>Multiple solutions + Data Discovery Index</td>
</tr>
<tr>
<td>USDA</td>
<td>USDA public access archive system (PubAg)</td>
<td>12 months</td>
<td>USDA registry of datasets, other repository options*</td>
</tr>
<tr>
<td>USAID</td>
<td>N/A</td>
<td>N/A</td>
<td>USAID repository: Development Data Library, or other</td>
</tr>
<tr>
<td>VA</td>
<td>PMC</td>
<td>12 months</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*Will require data management plans (DMPs)

** Exploring a data commons solution through HHS auspices. Additionally, data management costs may be included in the budget.
Preparing/Reacting

- Keeping Academic Commons up to date so that our researchers and scholars can use it to meet these requirements
- Collaborating with research administration to coordinate communication
- Maintaining information on the Scholarly Communication Program website: scholcomm.columbia.edu
- Updating DMP Templates (esp, NASA & DOE)
## Following Up

| Public Access Implementation Plans, Open Access Resources, and Data Management Plan Templates | [scholcomm.columbia.edu](http://scholcomm.columbia.edu) |
| Academic Commons: Columbia’s Open Research Repository | [academiccommons.columbia.edu](http://academiccommons.columbia.edu) |
| Crowdsourced Updates | Twitter: [#OSTPResp](https://twitter.com/search?q=%23OSTPResp)  

Center for Digital Research and Scholarship: cdrs.columbia.edu  
Mark Newton: [mnewton@columbia.edu](mailto:mnewton@columbia.edu)

Special thanks to Amy Nurnberger ([anurnberger@columbia.edu](mailto:anurnberger@columbia.edu)) for the preparation of information and slides on agency responses
RAPS - Technical Concerns Raised to EOAA - Spring 2015

1. More user-friendly navigation buttons.
2. Inclusion of FAQs for:
   a. Applicants and reference providers
   b. Waiver process
3. Search plans – can they be attached to the requisitions?
4. Permit more than one advertisement listing
5. Multiple selectee hires:
   a. Make the process more fluid. Create a way to process a selectee without shutting down the posting for each selectee.
   b. A warning or some kind of alert that allows for DA’s to request for multiple selectees and VP/Dean’s to see that alert, and approve the post for multiple selectees.
6. Search committees:
   a. Members should be permitted to share/post notes in the system to other search committee members.
   b. Ability to get applicant information in spreadsheet so that the committee can easily search through the applicant data.
   c. Ability to list all the candidates on a single webpage rather than having to go page by page through the list.
   d. Options to download all attachments for one applicant and/or a bulk download for all applicants.
7. Recommenders:
   a. Providing letters appropriately through the links given to recommenders by RAPS
   b. Distinguish between RAPS/JAC/CUMC RAPS
   c. An easy one-click process.
   d. Applicants should be able to edit recommender list until all letters submitted.
8. Notifications:
   a. When the department declines to move forward with a person, rather than when the position is filled.
   b. Send the rejections with a quick button click
   c. Close a search after a certain amount of time elapses and the selectee has been cleared
Recruiting Technology at Columbia
PeopleAdmin Installations: JAC and RAPS
April 24, 2015
Background

- Columbia has used software from PeopleAdmin, the leading provider of cloud-based recruiting and talent management software in higher education, to support Administrative and Academic recruiting for many years.

- The University has two distinct PeopleAdmin implementations, Jobs at Columbia (JAC) and the Recruitment of Academic Personnel System (RAPS). JAC was implemented to support Administrative recruiting in 2004 while RAPS was implemented to support Academic recruiting in 2006.

- Human Resources is the business owner of JAC while the Provost’s Office is the business owner of RAPS. Human Resources coordinates maintenance, security, reporting and technical support for both JAC and RAPS and maintains the University’s relationship with PeopleAdmin.
• In calendar year 2014 JAC was used in support of 6,288 recruiting activities while RAPS was used in support of 1,157. Both JAC and RAPS are built with PeopleAdmin’s version 5.8 system which has long been outdated. PeopleAdmin is currently publishing version 7.2 of their software.

• Columbia is currently finalizing a Service Agreement and Statement of Work with PeopleAdmin for a planned May through October upgrade of both our JAC and RAPS systems to PeopleAdmin version 7.2. Our goal is to bring both upgraded systems live prior to October 1 and we are working with the vendor and our project teams at this point to confirm that this will be possible.
JAC Postings by Month

JAC Opened Postings CY2014

- January: 400
- February: 400
- March: 500
- April: 500
- May: 500
- June: 700
- July: 600
- August: 500
- September: 500
- October: 600
- November: 500
- December: 500
RAPS Postings by Month

RAPS Opened Postings CY2014

Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec
--- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---
100 | 100 | 120 | 110 | 110 | 110 | 110 | 110 | 110 | 130 | 70 | 70