

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

Tenured	Julia Hirschberg, Co-Chair	SEAS	senator
Tenured	Matthew L. Jones, Co-Chair	A&S/SS	senator
Tenured	Henry Spotnitz	P&S	senator
Nontenured	Itsik Pe'er	SEAS	non-senator
Nontenured	Nicholas Proferes	ARTS	senator
Student	Jared Odessky	CC	senator
Student	Alice Cha	SCE	senator
Libraries	Sarohini Chahal	LIBRARIES	senator
Admin. Staff	Vincent Santana	Administration	senator
Research Officers	Hatim Diab	Research Officers	non-senator
Administration	Ellen Binder	Administration	non-senator
Administration	Gaspere LoDuca	Administration	non-senator
Alumni	Stephen Negron	Alumnus	non-senator



COLUMBIA UNIVERSITY

IN THE CITY OF NEW YORK

Canvas at Columbia

11/21/2014

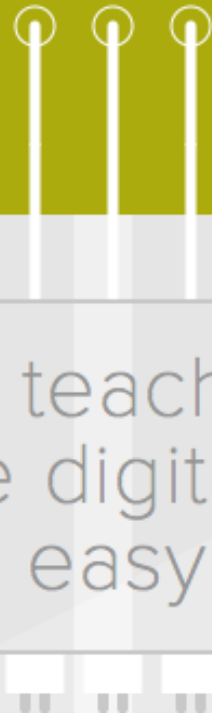
Maneesha Aggarwal, Director Teaching and Learning, CUIT
Nancy Rubin, Executive Director Online and Distance Education, CVN
Erik Nelson, Associate Dean of Online Learning, SCE

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

What is Canvas?

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

Edit



Welcome

Getting Started

In order to navigate this course, you will need to click on the assignment, resource, or syllabus title, so you should click on its respective Unit link. Each unit has its respective learning objectives. **meet for the first time.**

Before you dive into the content of the technologies, please read the syllabus.

The **Live Sessions** are designed to help you get started with the course.

Please [click here](#) to learn more.

To get started, click on the link below.

MO



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.

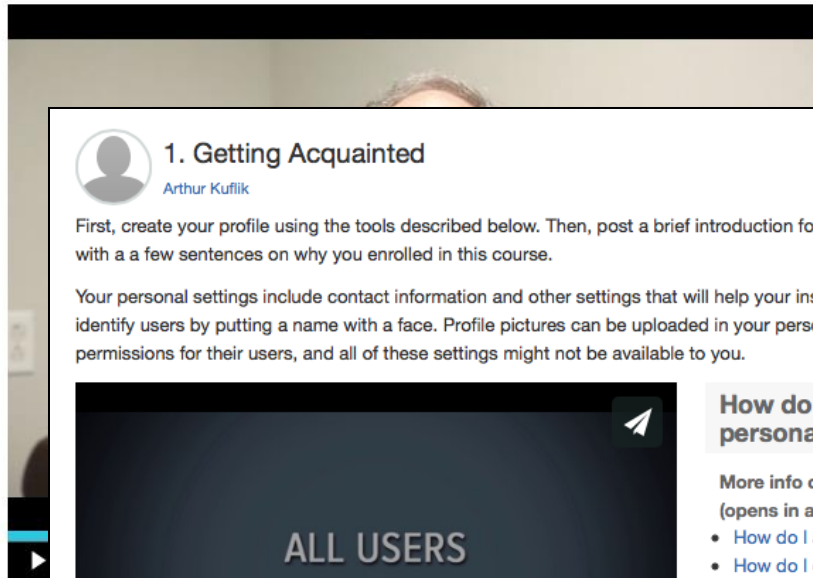
Resources to Get Started

- [Course Syllabus](#)
- [About This Course](#)
- [About the Faculty](#)
- [Technologies and Support](#)
- [Live Session Information and Recordings](#)
- [Dr. Kufflik'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

Arthur Kuflik

Jul 9 at 2:06pm

18 18

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?

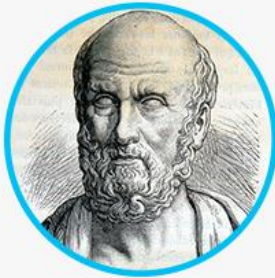
More info on how to set your profile and notifications below (opens in a new tab)

- [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?](#)

This topic was edited by Justin Saunders

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!").

◀ Previous

Next ▶

What are the features of Canvas?

Live Session Information and Recordings

Make sure you're ready to connect! Read through this entire page **before your first live session** to ensure that you are prepared. Please budget 15–30 minutes to complete all of these steps.



Tuesdays from 6:30 –

Enter Live Session

Prepare for Your First Live Session

Please follow these best practice guidelines to

1. **Use a hard-wired Internet connection.** To prevent issues such as latency, choppy audio, and video, use a hard-wired connection.
2. **Use Firefox.** Google Chrome currently causes issues when open Canvas will open the Adobe Connect session.
3. **Purchase a microphone/headset.** Prepare to use a USB-based microphone and headset. Do not use headphones or earbuds during the Live Session.
4. **Conduct a Meeting Diagnostic.** [Click here](#) to run a meeting diagnostic. You will need a modern web browser, a supported version of Firefox, and a supported version of Windows.
5. **Test your mic and sound in our Adobe Connect Diagnostic.** [Click here](#) to view a quick-start guide to the diagnostic.
6. **Email us if you need help:** live@ce.columbia.edu

Live Session Recordings

View the recording of any session by clicking on the date of the session posted under the date as well.

September 2

[Resource 1](#) [Resource 2](#)

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 v...
Please come prepared to discuss your reactions to the reading a...
already have about the history of bioethics. We will also do an int...
course and lay out a road map for the semester ahead.

Points 5

Submitting Nothing

Due	For	Av
Sep 2 at 6:30pm	Everyone	-

Live Session Rubric (1)

Criteria	Rati	
Description of criterion view longer description	Exemplary Participation 5 pts	Satisfactory Participation 4 pts

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 an 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.

Update Description

Cancel

What are the features of Canvas?



10. Group Reflection Assignment

Justin Saunders

From

In your Reflection Group, assign each member to examine one question about Liberalism, one to the questions about Libert

You will then submit reflections on each of your group membe

Liberalism

1. Why does Norman Daniels ("Justice, Health and Healthca opportunity rather than in the notion of social utility? Wha
2. Since Daniels understands the significance of health and elderly are to be treated? Would their claim to health care sketches different ways in which philosophers have soug into account necessarily unfair?)
3. On Daniels' account, why should people have to pay—wh system if they would prefer to spend money on something status, stress) are major "determinants" of health; access figure in Daniels' theory?

Libertarianism

1. H. Tristram Engelhardt ("Rights to Health Care") denies th
2. Engelhardt compares and contrasts two sorts of approac based" (as exemplified by Rawls). How accurate is this re rights even when they restrict other people's freedom? Is
3. Which four goals does Engelhardt argue are simply incor goals?
4. Engelhardt says that some people who lose out to some the social lottery." What does he have to say about peopl a person should "transfer" goods in his or her rightful pos

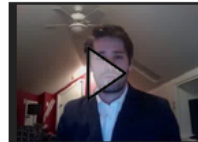
Utilitarian Cost-Benefit Analysis: maximizing

1. The QALY-maximizing approach seems to raise ethical cc



Daniel Hudson

Apr 15, 2014



Reply



Christopher Poulos

Apr 22, 2014



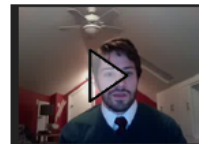
Reply



Daniel Hudson

Apr 29, 2014

Part 3 - Rebuttal:



Works Cited

Barnes, R. (2013) "Supreme Court upholds Maryland law, says police may take DNA samples from arrestees." The Washington Post.

The Belmont Report (1979). "The Belmont Report: Ethical principles and guidelines for the protection of human subjects research."

Estelle v. Smith, 451 U. S. 454 (1981)
















What are the features of Canvas?

External Apps View App Configurations

Apps are an easy way to add new features to Canvas. They can be added to individual courses, or to all courses in an account. Once configured, you can link to them through course modules and create assignments for assessment tools.

[See some LTI tools](#) that work great with Canvas. You can also check out the [Canvas Community topics about LTI tools](#)

All Not Installed Installed Filter by name

What are the features of Canvas?



Preety Sidhu - New Job Persuasive Pitch



L



untitled



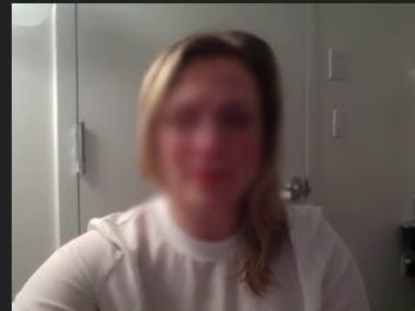
Correspondent



Patagonia Video Cover Letter



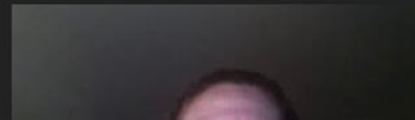
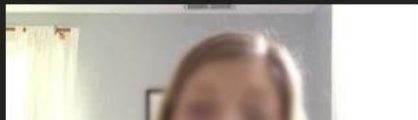
& Culture



Erika Amundson_Ideal Job Assignment



My Ideal Job



What are the features of Canvas?

Comment Draw Highlight Text Strikeout

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.

Submitted: Feb 11 at 11:06pm
Submitted Files: (click to load)
OpEd

Assessment
Grade A

Discussion
See attached
Op-Ed 1 Response
Jenn's Op-Ed
her views on the is
Great job J
is the 3rd paragraph
work. This is your
problem with the s
paragraphs and gi
more explanation.

Grading
Company Failure Presentation

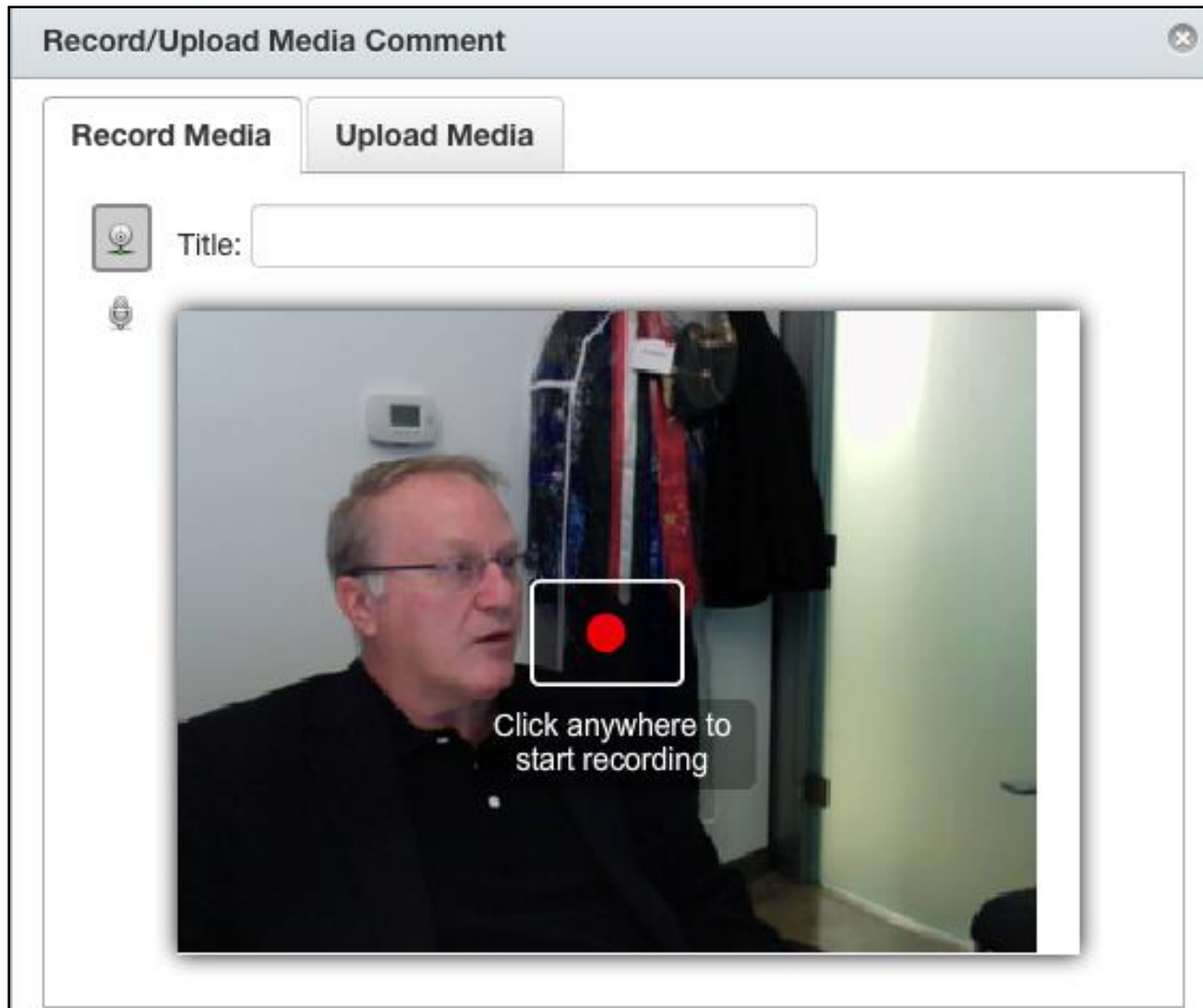
Criteria	Ratings	Pts
Communication - Clearly articulated, logical well organized flow of information.	<input type="text"/>	<input type="text"/> / 25 pts
Visual Aids - Creative use of visual aids to communicate your story.	<input type="text"/>	<input type="text"/> / 25 pts
Critical Thinking - The plausibility of your analysis and ideas for future prevention (based on your oral analysis).	<input type="text"/>	<input type="text"/> / 25 pts
Presentation Skills - General quality of your oral presentation skills.	<input type="text"/>	<input type="text"/> / 25 pts

Total Points: 0 out of 100

Save Cancel

Attach Submit Comment

What are the features of Canvas?

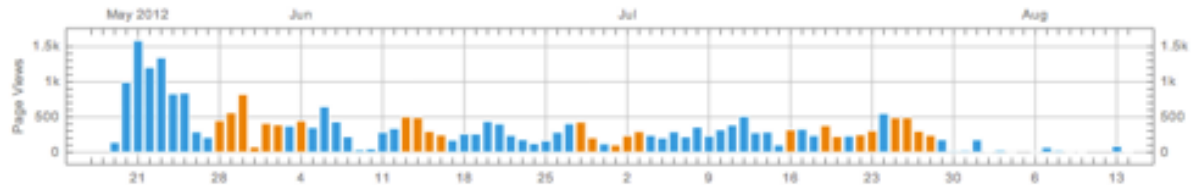


What are the features of Canvas?

When Would I Use Course Analytics?

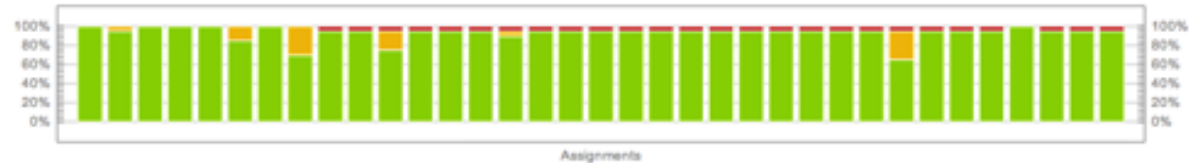
Activity

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.



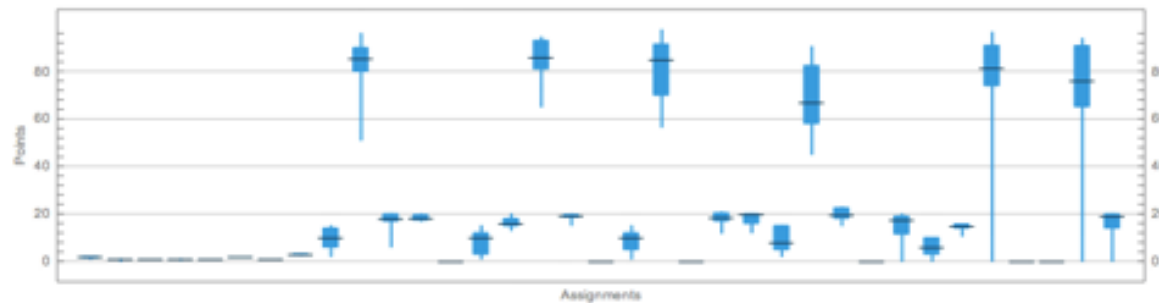
Assignments

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

- maneesha@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.ideo.columbia.edu/res/pi/icepod/>

Ancient Ink



Manuscript fragment from the Rare Book and Manuscript Library, Columbia University, Col. Inv. 583, in Coptic and Greek on papyrus, 12 x 6 cm, EstimoteeZae-409-90012

<http://cise.columbia.edu/AncientInk>



SEDAC

<http://sedac.ciesin.org/>



16th Century Dante Books

<http://digitaldante.columbia.edu/>



IEDA

INTERDISCIPLINARY
EARTH DATA ALLIANCE

<http://www.iedadata.org/>



duPont-Columbia Awards Videos

<http://www.journalism.columbia.edu/dupont>



COLUMBIA UNIVERSITY LIBRARIES / INFORMATION SERVICES

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
- <http://scholcomm.columbia.edu/data-management/data-repositories/>
- http://www.openoasis.org/index.php?option=com_content&view=article&id=167&Itemid=358



Library Infrastructure

- ReCAP - <https://library.columbia.edu/bts/recap.html>
- Columbia Digital Preservation System
- Partnerships, External Services
- Emerging National Strategy



Columbia Digital Preservation System

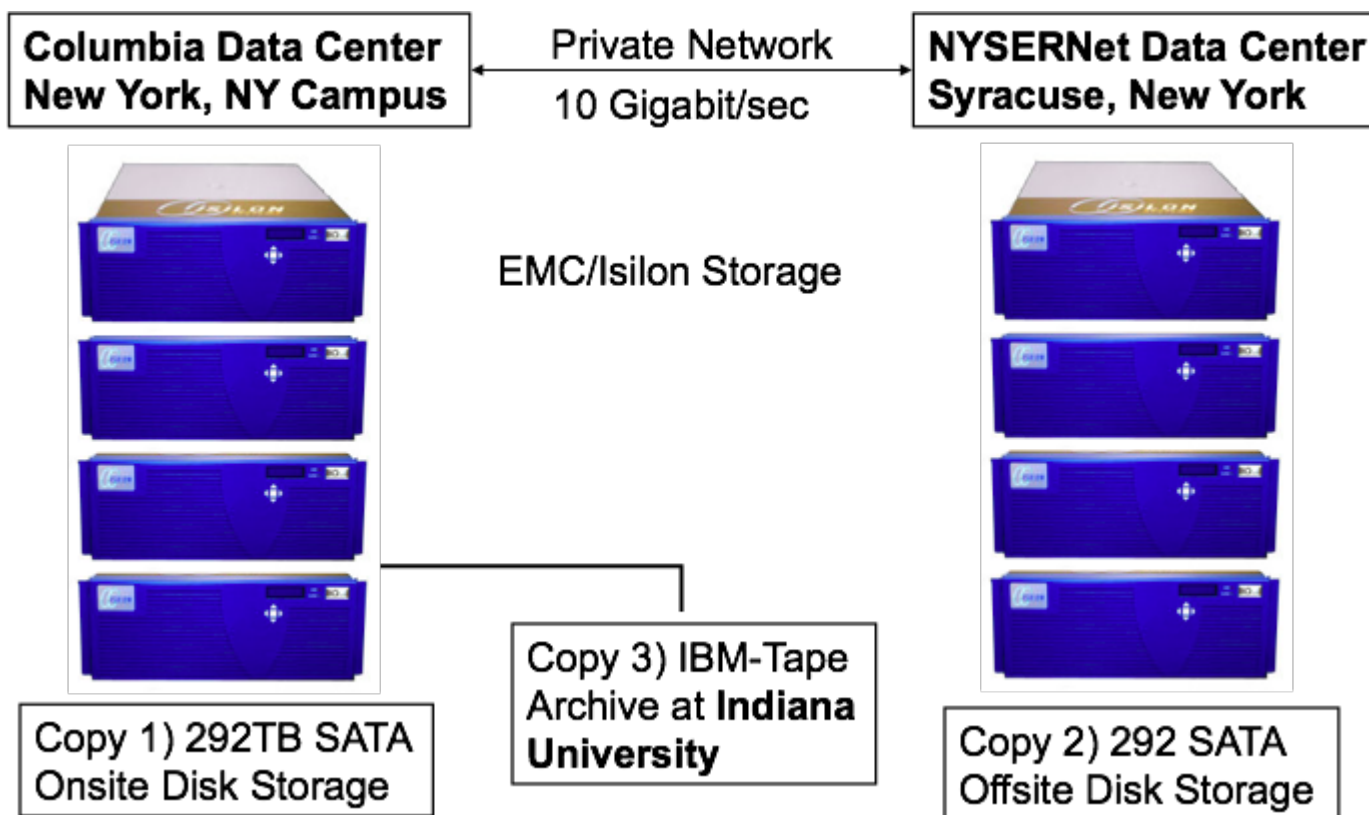
- Goals
 - Risk-averse technology approach
 - Different storage for different needs
 - Move towards using national systems
- Local Preservation - 2013 thru 2017
 - 300 Terabytes total capacity
 - ca. 200 Terabytes of current, committed projects
- Beyond 2017
 - Local systems - primarily for services, 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



Fedora Software Platform

Flexible **E**xtensible **D**igital **O**bject **R**epository **A**rchitecture

- 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>
- arXiv.org - <http://arxiv.org/>
- Social Sciences Data: <http://library.columbia.edu/locations/dssc/data.html>
- HathiTrust: <http://www.hathitrust.org/>
- Internet Archive: <https://archive.org/details/ColumbiaUniversityLibraries>



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
 - APTTrust (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/>



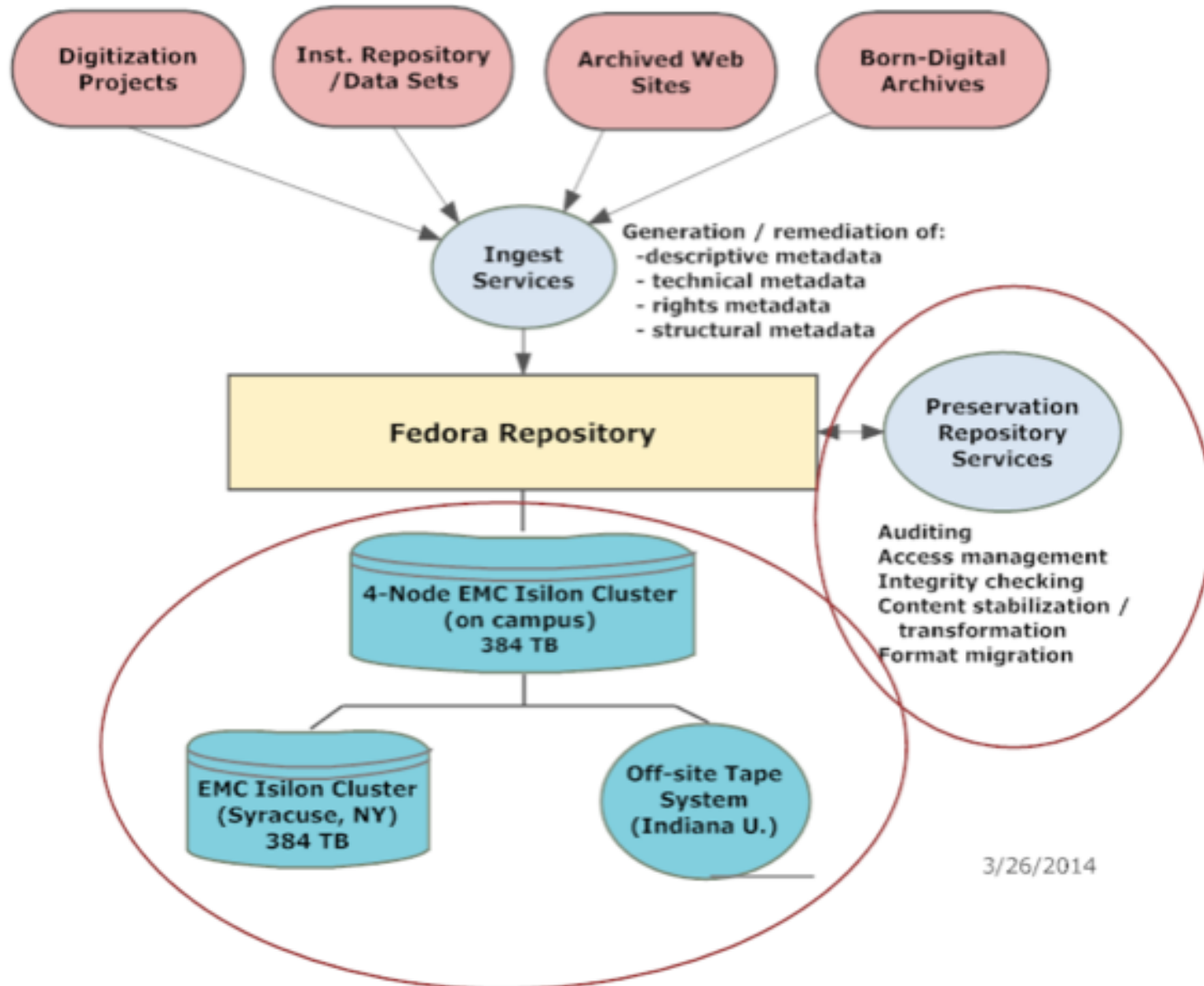
Academic Preservation Trust (APTrust)

- 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/>



DIGITAL COLLECTIONS

All Fields ↕

joseph urban



1 - 20 of 1,495



Refine Your Search

DIGITAL PROJECT >

COLLECTION >

LIBRARY LOCATION >

NAME >

FORMAT >

YEAR >

Showing results for: joseph urban ✕



1. Urban invitation
Urban, Joseph, 1872-1933



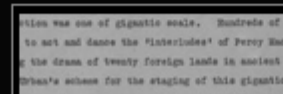
2. 1 Act 1 Scene
Urban, Joseph, 1872-1933



3. 1 April 1922
Urban, Joseph, 1872-1933



4. 1 April 1932
Urban, Joseph, 1872-1933



Durst Old York Library

<http://library.columbia.edu/locations/avery/seymour-b-durst-old-york-library.html>

COLUMBIA UNIVERSITY LIBRARIES / INFORMATION SERVICES Help ▾

SEYMOUR B. DURST OLD YORK LIBRARY

AVERY ARCHITECTURAL & FINE ARTS LIBRARY

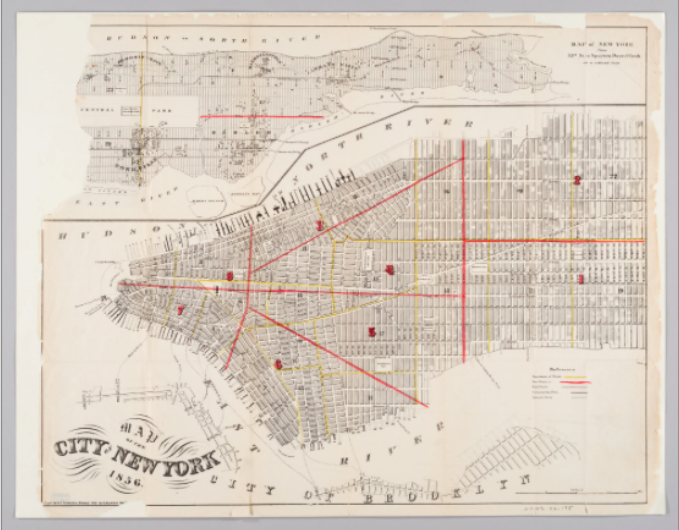
Formats ▾ Search Postcards, Maps, Photographs, Books, Etc...

LEARN MORE ▾

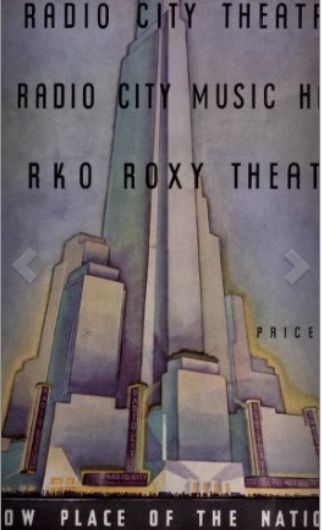
ABOUT THE OLD YORK COLLECTION

The Seymour B. Durst Old York Library collection at the **Avery Architectural & Fine Arts Library** consists of more than 40,000 objects including historic photographs, maps, pamphlets, postcards, books, and New York City memorabilia from the 18th century to the 1980s. [Learn More »](#)

FIND BY LOCATION



FIND IMAGES



FIND BY FORMAT

Postcards	14,568
Books	8,772
Other	597
Periodicals	549
Maps	449
Ephemera	156
Objects	15
Manuscripts	13
Music	6

NEIGHBORHOOD

▾

BOROUGH

▾

CITY

▾



Digital Dante

<http://digitaldante.columbia.edu/>



DIGITAL
Dante

COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK

THE Divine Comedy Dante's Other Works
Digital Projects Commentary & Context
Intertextual Dante About

duPont-Columbia Awards Videos

Over 45 years, over 40 terabytes

ABOUT THE SCHOOL | ACADEMIC PROGRAMS | CAREER SERVICES | EVENTS | FACULTY | STUDENT WORK | CONTACTS

Columbia Journalism School 

Site Search GO

SIGN UP | APPLY | DONATE

Prospective Students | Current Students | Continuing Education | Alumni & Friends | Journalism Awards | Support the School

Berger | Cabot | Chancellor | Dart | **duPont** | Lukas | Oakes | Tobenkin | Pulitzer | Columbia Journalism Award

Alfred I. duPont-Columbia Awards



duPont

- About duPont
- How to Enter
- News and Events
- The Winners

Connect

 Print  Share

Honoring Excellence in Broadcast and Digital News



Lindquist Photographs

COLUMBIA UNIVERSITY LIBRARIES LINDQUIST Start a new search... Search Q

G.E.E. LINDQUIST NATIVE AMERICAN PHOTOGRAPHS

THE BURKE LIBRARY ARCHIVES @ COLUMBIA UNIVERSITY

ABOUT EXPLORE FACES CONTACT SELECTED ITEMS (0) SEARCH HISTORY

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 1909-1953. 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.

FEATURED TOPICS PLACES TOPICS NAMES CREATORS

A selection of items relating to the topic Lakes.

Select 

Lake Superior Near Grand Port...
Item Number: 453
[View Item](#)

Select 

Lake Superior Near Grand Port...
Item Number: 452
[View Item](#)

Select 

Shore and View of Lake Superio...
Item Number: 462
[View Item](#)

Older Projects - Data Migration, Refresh



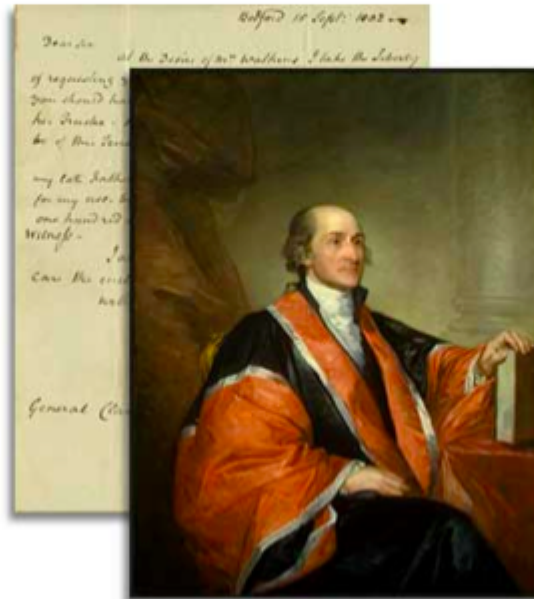
The Papers of John Jay is an image database and indexing tool comprising some 13,000 documents (more than 30,000 page images) scanned chiefly from photocopies of original documents. Most of the source material was assembled by Columbia University's John Jay publication project staff during the 1960s and 1970s under the direction of the late Professor Richard B. Morris.

Search

[More about the project >>](#)

Background Material

- ◆ [Biographical Essay](#)
- ◆ [Jay and the Constitution](#)
- ◆ [Jay and New York](#)
- ◆ [The Jay Treaty](#)
- ◆ [Jay and France](#)
- ◆ [Jay and Slavery](#)
- ◆ [Jay Print Project](#)
- ◆ [Legacy Conference](#)



Portrait courtesy of [The National Gallery of Art](#)

About the Project

- ◆ [History & Description](#)
- ◆ [Source Collections](#)
- ◆ [Bibliography](#)
- ◆ [Rights and Permissions](#)
- ◆ [Participating Institutions](#)
- ◆ [News & Announcements](#)

[Search](#) ◆ [Help](#) ◆ [Comments](#)



Mellon-Funded Web Archiving

<http://hrwa.cul.columbia.edu/>

The screenshot shows the HRWA website interface. At the top, there is a navigation bar with the HRWA logo, a search bar, and options for 'Advanced', 'Sites', 'Archive', and 'Menu'. Below this is the main header with the text 'HUMAN RIGHTS WEB ARCHIVE @ COLUMBIA UNIVERSITY' and the 'COLUMBIA UNIVERSITY LIBRARIES CENTER FOR HUMAN RIGHTS DOCUMENTATION & RESEARCH' logo.

The main content area is divided into two columns. The left column contains a description of the archive and a search bar. The right column contains a list of archived sites, organized by 'Site', 'URL', 'Subject', 'Geographic Focus', and 'Language'. The list includes various organizations and programs, such as 'Insan Hüquqları XXI İsr-Azərbaycan' Fondu, '5-18 Kinyòm Chaedan', 'ABONG--Associação Brasileira de Organizações Não Governamentais', 'Abuelas de Plaza de Mayo', 'Access to Justice', 'Action Group for Health, Human Rights and HIV/AIDS (AGHA)', 'Ação Brasileira pela Nutrição e Direitos Humanos', 'Adalah', 'Advocacy Forum--Nepal', 'The Advocates for Human Rights', 'AFAPREDESA', 'Afghanistan Independent Human Rights Commission', 'Africa Internally Displaced Persons Voice', 'African Centre for Democracy and Human Rights Studies', 'Community Appraisal & Motivation Program', 'Comunidad de Derechos Humanos', 'CONECTAS Direitos Humanos', 'Congoese Women's Campaign Against Sexual Violence in the Democratic Republic of the Congo (DRC)', 'Conselho Indigenista Missionário', 'Control arms', 'Coordinadora de Derechos Humanos del Paraguay', 'Coordinadora Nacional de Derechos Humanos', 'Corporación de Promoción y Defensa de los Derechos del Pueblo', 'CRLDHT--Comité pour le respect des libertés et des droits de l'homme en Tunisie', 'CSVR, Centre for the Study of Violence and Reconciliation', 'Danish Institute of Human Rights', 'Law & Society Trust', 'The Lawyers Centre for Legal Assistance', 'Legal and Human Rights Centre', 'Lembaga Studi dan Advokasi Masyarakat', 'Ligue algérienne pour la defense des droits de l'homme', 'Ligue burundaise des droits de l'homme', 'Ligue djiboutienne des droits humains', 'Madre', 'al-Majlis al-Istishārī li-Huqūq al-Insān', 'al-Majlis al-Waṭani li-Humyāt bi-Tūnis', 'Malawi Human Rights Commission', 'Malawi Human Rights Resource Centre', 'MAP Foundation', and 'Mardu iravunk'nerē Hayastanum'.

Below the search bar, there are three search options: 'Search for Sites', 'Search the Web Archive', and 'Browse for Sites'. A thumbnail image of a document with the word 'DERECHOS' is visible, with the caption 'First Thumbnail label caption 1'.



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.



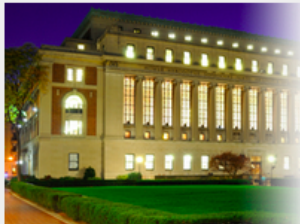
Academic Commons

<http://academiccommons.columbia.edu/>

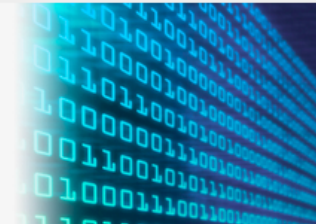
 COLUMBIA UNIVERSITY
ACADEMIC COMMONS



Search



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.



Login

BROWSE CONTENT

DEPARTMENTS
SUBJECTS

HELPFUL LINKS

DEPOSIT YOUR RESEARCH
ABOUT ACADEMIC COMMONS
FAQ/ASK A QUESTION

REPOSITORY STATISTICS

14020 items in Academic Commons.
Objects added in the last year: 2546
Objects added in the last 30 days: 210
Visitors in October: 32156

New in Academic Commons:

Herve Lacombe. *The Keys to French Opera in the Nineteenth Century*. Translated by Edward Schneider. Berkeley: University of California Press, 2001. xv, 415 pp.

Speare, Mary Jean

Review of David Charlton. *French Opera 1730-1830: Meaning and Media*. Aldershot, Hampshire (U.K.), and Brookfield, Vt.: Ashgate, 2000. xii, 374 pp.

Rushton, Julian

Review of David Ferris. Schumann's *Eichendorff* "Liederkreis" and the Genre of the Romantic Cycle. Oxford and New York: Oxford University Press, 2000. vii, 270 pp.

Review of Marian Smith. *Ballet and Opera in the Age of "Giselle"*. Princeton: Princeton University Press, 2000. xx, 306 pp.

Review of John S. Powell. *Music and Theatre in France, 1600-1680*. Oxford: Oxford University Press, 2000. xvii, 582 pp.

Academic Commons Self-Deposit

Academic Commons Self-Deposit

Current 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

“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

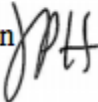


Present: OSTP Public Access Implementation

EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF SCIENCE AND TECHNOLOGY POLICY
WASHINGTON, D.C. 20502

February 22, 2013

MEMORANDUM FOR THE HEADS OF EXECUTIVE DEPARTMENTS AND AGENCIES

FROM: John P. Holdren 
Director

SUBJECT: Increasing Access to the Results of Federally Funded Scientific Research

<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.



Login

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

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.

El mono del desencanto: una
critica cultural de la transicion
espanola. Por Teresa Vilarós.
Madrid: Siglo xxi, 1998. 285
paginas.

Medina, Alberto

The Central Mystery:
Conversion Experiences in
Selected Works of Flannery
O'Connor

Kennison, Rebecca R.

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)

Agency for Healthcare Research and Quality (AHRQ)

HHS Office of the Assistant Secretary for Preparedness and Response (ASPR)

HHS Centers for Disease Control and Prevention (CDC)

Department of Homeland Security (DHS)

Department of Defense (DoD)

Department of Energy (DOE)

Department of the Interior (DOI)

Department of Transportation (DOT)

Department of Education (ED)

Environmental Protection Agency (EPA)

HHS Food and Drug Administration (FDA)

National Aeronautics and Space Administration (NASA)

HHS National Institutes of Health (NIH)

Department of Commerce (DOC)

National Institute of Standards and Technology (NIST)

DOC National Oceanic and Atmospheric Administration (NOAA)

National Science Foundation (NSF)

Office of the Director of National Intelligence (ODNI)

Smithsonian Institution (SI)

United States Agency for International Development (USAID)

United States Department of Agriculture (USDA)

United States Department of Veterans Affairs (VA)

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):

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

*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):

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

*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
Academic Commons: Columbia's Open Research Repository	academiccommons.columbia.edu
Crowdsourced Updates	Twitter: #OSTPResp Google: bit.ly/FedOASummary

Center for Digital Research and Scholarship: cdrs.columbia.edu

Mark Newton: mnewton@columbia.edu

Special thanks to Amy Nurnberger (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

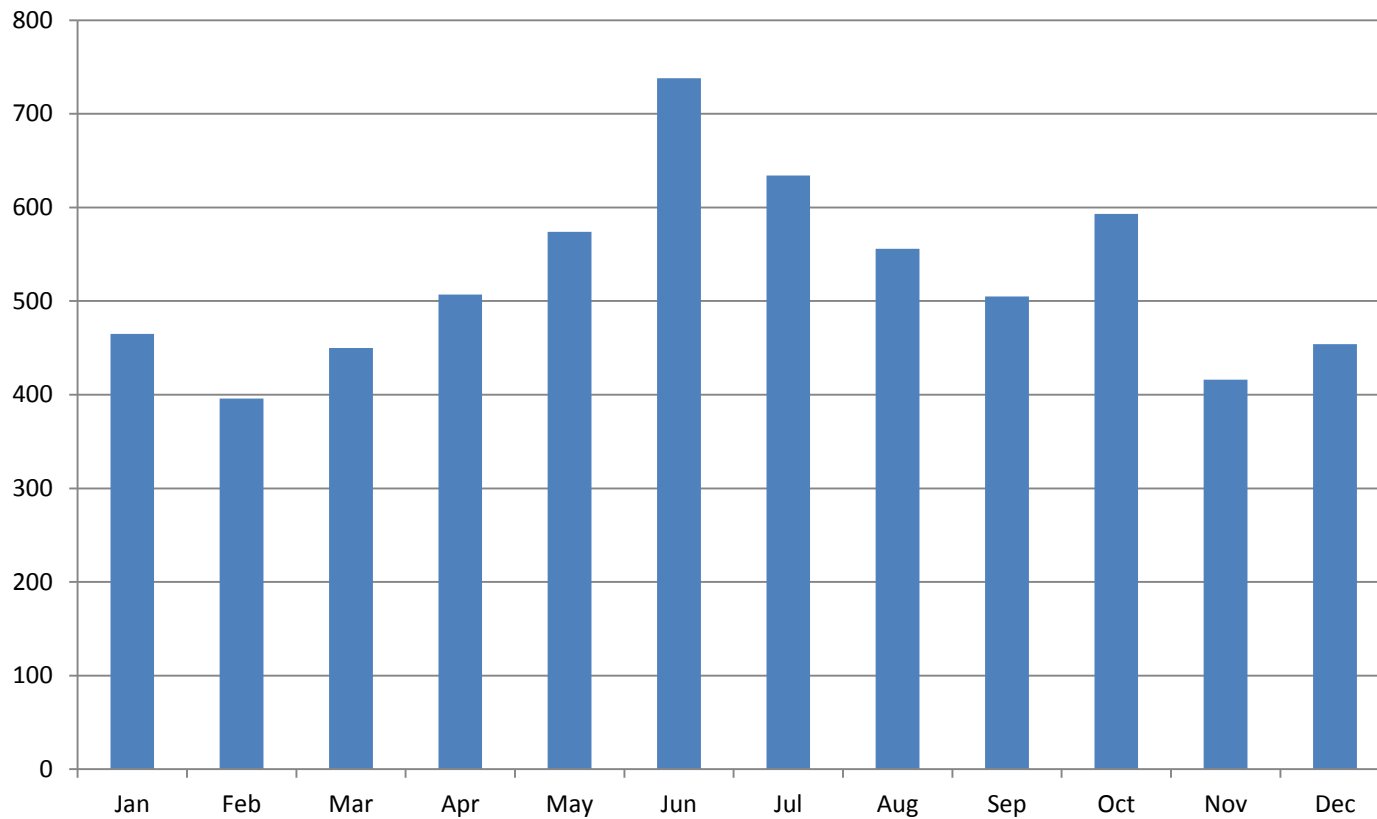
- Columbia has used software from PeopleAdmin, the leading provider of cloud-based recruiting and talent management software in higher education, to support Administrative and Academic recruiting for many years.
- The University has two distinct PeopleAdmin implementations, *Jobs at Columbia* (JAC) and 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.

Background *Continued*

- 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



RAPS Postings by Month

RAPS Opened Postings CY2014

