Research Computing Grows Up

(http://www.esp.org/briite/meetings)

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Research Computing Grows Up

Just grow up, will ya!

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Biomedical Research Institutions Information Technology Exchange

IMMATURE dependent

MATURE independent

IMMATURE dependent emotional

MATURE independent rational

IMMATURE dependent emotional impulsive MATURE independent rational deliberate

IMMATURE dependent emotional impulsive impatient MATURE independent rational deliberate patient

IMMATURE dependent emotional impulsive impatient impractical



MATURE independent rational deliberate patient practical



Maturity:

There are attributes that are associated with maturity in people.

Maturity:

There are attributes that are associated with maturity in people.

There are also attributes are associated with maturity in information technology.



When building production systems, shiny is nice...



When building production systems, shiny is nice...

..but reliable is better.

Growing Up

As you grow up, the bar keeps going up: Counting Simple Math Algebra Calculus

Growing Up

As you grow up, the bar keeps going up:

- Counting
- Simple Math
- Algebra
- Calculus

So do the stakes:

- No gold star
- Fail the test
- Don't graduate
- The bridge falls down / people die

Biomedical research is now dependent upon information technology.

Biomedical research is now dependent upon information technology.

This dependence is transforming biomedical research.

Biomedical research is now dependent upon information technology.

This dependence is transforming biomedical research.

It is also transforming research computing.









Topics

- Capability Maturity Model
- Background:
 - Why Now?
 - Scalability Insights
- Capacity Management
- Sufficiency as a Requirement
- How Good is Good Enough?

Topics

• Going Forward:

- Striving for Level 5 Performance
- Managing Robust, Scalable Infrastructure
- Understanding our Gear
- Providing Formal Project Management
- Offering Informatics as a Discipline
- Achieving Research Access to Clinical Data
- Delivering Real Security
- Developing Service Level Agreements
- Committing to Long-term Planning
- Building Architected Solutions

Summary

The capability maturity model was developed by Carnegie Mellon for the Air Force as a method for judging the capabilities of software developers.

Capability Maturity Model[®] Integration (CMMISM), Version 1.1

CMMISM for Systems Engineering, Software Engineering, Integrated Product and Process Development, and Supplier Sourcing (CMMI-SE/SW/IPPD/SS, V1.1)

Staged Representation CMU/SEI-2002-TR-012

CMU/SEI-2002-TR-012 ESC-TR-2002-012

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Staged Representation CMU/SEI-2002-TR-012 ESC-TR-2002-012 http://www.sei.cmu.edu/ publications/ documents/ 02.reports/ 02tr012.html

The CMM model has five levels:

- Maturity Level 1: Initial
- Maturity Level 2: Repeatable
- Maturity Level 3: Defined
- Maturity Level 4: Quantitatively Managed
- Maturity Level 5: Optimizing

Level 1: Initial

At maturity level 1, processes are usually ad hoc and the organization usually does not provide a stable environment. Success in these organizations depends on the competence and heroics of the people in the organization and not on the use of proven processes. In spite of this ad hoc, chaotic environment, maturity level 1 organizations often produce products and services that work; however, they frequently exceed the budget and schedule of their projects.

Maturity level 1 organizations are characterized by a tendency to over commit, abandon processes in the time of crisis, and not be able to repeat their past successes again.

Level 2: Repeatable

At maturity level 2, software development successes are repeatable. The organization may use some basic project management to track cost and schedule.

Process discipline helps ensure that existing practices are retained during times of stress. When these practices are in place, projects are performed and managed according to their documented plans.

Project status and the delivery of services are visible to management at defined points (for example, at major milestones and at the completion of major tasks).

Basic project management processes are established to track cost, schedule, and functionality. The necessary process discipline is in place to repeat earlier successes on projects with similar applications.

Level 3: Defined

At maturity level 3, processes are well characterized and understood, and are described in standards, procedures, tools, and methods.

The organization's set of standard processes is established and improved over time. These standard processes are used to establish consistency across the organization. Projects establish their defined processes by the organization's set of standard processes according to tailoring guidelines.

The organization's management establishes process objectives based on the organization's set of standard processes and ensures that these objectives are appropriately addressed.

A critical distinction between level 2 and level 3 is the scope of standards, process descriptions, and procedures. At level 2, the standards, process descriptions, and procedures may be quite different in each specific instance of the process (for example, on a particular project). At level 3, the standards, process descriptions, and procedures for a project are tailored from the organization's set of standard processes to suit a particular project or organizational unit.

Level 4: Quantitatively Managed

Using precise measurements, management can effectively control the software development effort. In particular, management can identify ways to adjust and adapt the process to particular projects without measurable losses of quality or deviations from specifications.

Sub-processes are selected that significantly contribute to overall process performance. These selected sub-processes are controlled using statistical and other quantitative techniques.

A critical distinction between maturity level 3 and maturity level 4 is the predictability of process performance. At maturity level 4, the performance of processes is controlled using statistical and other quantitative techniques, and is quantitatively predictable. At maturity level 3, processes are only qualitatively predictable.

Level 5: Optimizing

Maturity level 5 focuses on continually improving process performance. Quantitative process-improvement objectives are established and used as criteria in managing improvement. The effects of deployed improvements are measured and evaluated against the objectives. Both the defined processes and the organization's set of standard processes are targets of measurable improvement activities.

Improvements to address common causes of variation and to improve the organization's processes are identified, evaluated, and deployed.

A critical distinction between maturity levels 4 and 5 is the type of process variation addressed. At level 4, processes are designed to address special causes of process variation and to provide statistical predictability of the results. Though processes may produce predictable results, the results may be insufficient to achieve the established objectives.

At level 5, processes are concerned with addressing common causes of process variation and with changing the process to improve performance (while maintaining statistical probability).

Background

Why Now?

Cost (constant performance)


Background

Scalability Insights

Scalability Insights

- Optimize for Growth
- Understand Scaling Problems
- Read The Mythical Man Month



Scalability Insights

- Optimize for Growth
- Understand Scaling Problems
- Read *The Mythical Man Month* More than once



















Capacity Management





• A glass that's half empty.

• A glass that's half full.



- A glass that's half empty.
- A glass that's half full.
- A glass with wasteful, excess unused capacity.





Delivering appropriate capacity is a key requirement for quality infrastructure management.

Not enough, and you are not doing your job.



Delivering appropriate capacity is a key requirement for quality infrastructure management.

Not enough, and you are not doing your job.

Too much, and you are wasting resources.



Capacity Management II








































Sufficiency as a Requirement

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Anybody can throw money at pursuit of excellence.



PROBLEM:

You have two expensive hanging lamps and you must lengthen the chains on which they hang.





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You have two expensive hanging lamps and you must lengthen the chains on which they hang.

What should you do:





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What should you do:

Add the strongest new piece of chain possible?





PROBLEM:

You have two expensive hanging lamps and you must lengthen the chains on which they hang.

What should you do:

Add the strongest new piece of chain possible?

Add chain of the same strength as the original chain?





SOLUTION:

Clearly, adding links that match (or slightly exceed) the strength of the weakest link in the original chain is the best approach.





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When selecting the type of chain to add, you get the best solution by striving for adequacy.



Definitions of Adequacy

- Adequacy n. [See Adequate.] The state or quality of being adequate, proportionate, or sufficient; a sufficiency for a particular purpose; as, the adequacy of supply to the expenditure. (Webster's Unabridged, 1913)
- Adequate a. Equal to some requirement; proportionate, or correspondent; fully sufficient; as, powers adequate to a great work; Syn: Proportionate; commensurate; sufficient; suitable; competent; capable.

Definitions of Sufficient

- Suffice v. i. To be enough, or sufficient; to meet the need (of anything); to be equal to the end proposed; to be adequate. Chaucer. (Webster's Unabridged, 1913)
- Sufficient a. 1. Equal to the end proposed; adequate to wants; enough; ample; competent; as, provision sufficient for the family; an army sufficient to defend the country. 2. Possessing adequate talents or accomplishments; of competent power or ability; qualified; fit. 3. Capable of meeting obligations; responsible. (Webster's Unabridged, 1913)

How About Excellence





How About Excellence

- The "Greatest Business Book of All Time" (Bloomsbury UK), *In Search of Excellence* has long been a must-have for the boardroom, business school, and bedside table.
- Based on a study of forty-three of America's best-run companies from a diverse array of business sectors, *In Search of Excellence* describes eight basic principles of management action-stimulating, people-oriented, profit-maximizing practices that made these organizations successful.
- Advanced search on Amazon returns 5065 books with "excellence" in the title, 811 of which are business books, 930 are nonfiction, and 1159 are professional or technical.

Definition of Excellence

- Excellence n. [F. excellence, L. excellentia.] The quality of being excellent; state of possessing good qualities in an eminent degree; exalted merit; superiority in virtue. (Webster's Unabridged, 1913) Syn: Superiority; preëminence; perfection; worth; goodness; purity; greatness.
- Excellent a. Excelling; surpassing others in some good quality or the sum of qualities; of great worth; eminent, in a good sense; superior; as, an excellent man, artist, citizen, husband, discourse, book, song, etc.; excellent breeding, principles, aims, action. (Webster's Unabridged, 1913) Syn. Worthy; choice; prime; valuable; select; exquisite; transcendent; admirable; worthy.

Definition of Excellence

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Is achieving PERFECTION really a good business goal?

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 improved peak performance is a fallacy for guiding the
 behavior of individual workers in a complex, interacting
 environment.
- Local excellence can better be defined as the minimization of resource consumption while delivering sustainable performance above some (minimal) criterion i.e., adequacy.



The pursuit of excellence is sometimes characterized as

Sustainable sufficiency is the true goal.

Peak performance is, by definition, not sustainable.

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Sustainable sufficiency is the true goal.

Peak performance is, by definition, not sustainable.

Achieving true adequacy requires level 4 or 5 performance, since delivering sustainable sufficiency involves quantitative optimization.

- What's the right amount of vitamin C in your diet?
- What's the best car for your family?
- What's the best hotel for your vacation?
- What's ...

How Good is Good Enough?

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How Good is Good Enough?

- Simply trying to be the best that you can be is pure level 1 performance non-quantitative heroics.
- Delivering quantitative optimization achieving level 5 performance — requires knowing how good is good enough.
- Once you *know* how good is good enough what is adequate you can strive for sustainable sufficiency, even as the bar keeps going up and the stakes get higher.

Going Forward
Requirements Going Forward

- Striving for Level 5 Performance
- Managing Robust, Scalable Infrastructure
- Understanding our Gear
- Providing Formal Project Management
- Offering Informatics as a Discipline
- Achieving Research Access to Clinical Data

Requirements Going Forward

- Delivering Real Security
- Developing Service Level Agreements
- Committing to Long-term Planning
- Building Architected Solutions
- ???

Requirements Going Forward

- Delivering Real Security
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- Committing to Long-term Planning
 - **Building Architected Solutions**

Information Architecture for Translational Research

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- To grow up we must achieve maturity. .
- Maturity in information technology requires quantitative optimization, not mere heroics.
- To deliver quantitative optimization you must know how good is good enough.
- And then you must deliver sustainable sufficiency. Day after day after day...

A LESSON







In which Mrs. Frisby rescues Jeremy, a young crow...



Upon hearing a commotion, Mrs. Frisby discovers a young crow who is apparently tied to a fence.

A conversation ensues:



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A conversation ensues:

- F: Wait. Be quiet!
- J: You'd make noise, too, if you were tied to a fence with a piece of string, and with night coming on.



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- F: Wait. Be quiet!
- J: You'd make noise, too, if you were tied to a fence with a piece of string, and with night coming on.
- F: I would not if I had any sense and knew there was a cat nearby. Who tied you?
- J: I picked up the string. It got tangled with my foot. I sat on the fence to try to get it off, and it caught on the fence.



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- F: Why did you pick up the string?



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- J: I picked up the string. It got tangled with my foot. I sat on the fence to try to get it off, and it caught on the fence.
- F: *Why* did you pick up the string?
- J: Because it was shiny.



Upon hearing a commotion, Mrs. Frisby discovers a young crow who is apparently tied to a fence.









END