

# Leadership Award Winners Named

The highest individual honors given by EDUCAUSE are the Leadership Awards, sponsored by SunGard SCT, An EDUCAUSE Platinum Partner. Of the three awards being given in 2005, the award for Excellence in Leadership goes to Ronald Bleed, vice chancellor for Information Technologies for the Maricopa Community College District. Bleed has provided leadership and service to a variety of constituencies for over 39 years. At the Maricopa Community Colleges, through his executive role as vice chancellor, he raised the bar for technology implementation and use to the point that Maricopa is a nationally recognized leader in this arena and an exemplar among community colleges. He was a founder of the League for Innovation's computer conference, which became one of the field's largest-attended. He has served his profession as two-term chair of the EDUCAUSE Board of Directors, CAUSE board chair and Educom vice-chair, and an important facilitator of the merger of those two organizations.

Blead has brought vision and expertise to the international consulting community, including serving as a visiting scholar for the Salzburg Seminar, and to many corporate advisory councils including those of Microsoft, Apple, HP, and Oracle. His interests in teaching and learning extend to original research on large-enrollment courses as the focus for instructional innovation strategies, serving on the advisory board of MERLOT (the Multimedia Educational Resource for Learning and Online Teaching), supporting library transformations, and introducing new ideas into building architectures. His writings and presentations are many and varied. His leadership is marked by a focus on individuals, especially students, as evidenced in his challenge to "build into our systems and our personal and professional behavior the mentoring capability that supports the making of meaning by the students of this new era."

The 2005 award for Leadership in the Profession goes to Annie Stunden, chief

information officer of the University of Wisconsin-Madison. She has shown strong, ground-breaking leadership in the information technology business since her first IT management position 37 years ago. For the past 15 years, she has been providing that leadership to higher education IT organizations, serving at the University of Rochester, Northwestern University, and Cornell University before taking on her current role at Wisconsin in 2000. A co-founder and executive director of the Northern Tier Network Consortium, she has also helped make UW-Madison expertise and resources available to other UW campuses by supporting the creation of shared facilities such as Learn@UW, a utility providing course management software for 26 campuses, and IAA, a central identification, authentication, and authorization service for all UW institutions.

Stunden has contributed volunteer leadership to such organizations as CREN and CAUSE (serving on the boards of both), the SIGUCCS Management Institute, the Seminars on Academic Computing, the CIC-CIO group, NYSERNet, and the Internet2 Network Planning and Policy Advisory Council, as well as to numerous advisory committees of vendors serving higher education. She has been a popular faculty member of the CAUSE and EDUCAUSE Institutes in the 1990s, and her many presentations receive high marks for her perceptive, colorful, and articulate insights into issues of institutional, organizational,

and national importance. Throughout her career, Stunden has aimed to strike the right balance between organizational goals and individual concerns, innovative technologies and ease of use, with a focus on the community and how best to serve the client. A role model and mentor for many who have become leaders in our profession, she has dedicated her higher education career to fostering collaborations and leading efforts to provide the best IT environment possible in support of teaching, research, and service. She attributes much of her success as a leader to her candor and commitment to truth telling.

The award for Leadership in Public Policy and Practice goes to Clifford A. Lynch, executive director of the Coalition for Networked Information, an organization that supports the transformative promise of networked IT for the advancement of scholarly communication and the enrichment of intellectual productivity (cosponsored by EDUCAUSE and the Association of Research Libraries). Lynch is a leading analyst of technology trends in education, libraries, publishing, and cultural arenas, and an advisor to organizations and leaders involved in those fields. Prior to joining CNI in 1997 he spent 18 years at the University of California Office of the President, the last ten as director of library automation. For well over 20 years he has been at the leading edge, developing studies, practices, and policies that have helped library and IT

## 2005 EQ Contribution of the Year

The *EDUCAUSE Quarterly* Contribution of the Year Award goes this year to "Whose System Is It, Anyway? Partnering with Faculty in Administrative Systems," coauthored by Lea Pennock, University Secretary and Director of the Si! Project, and Rick Bunt, Associate Vice President for Information and Communications Technology, at the University of Saskatchewan. The article, which appeared in *EQ*, Volume 28, Number 2, 2005, shows how involving faculty in planning and implementing administrative systems can foster campus-wide engagement and support. This award is sponsored by SunGard SCT, An EDUCAUSE Platinum Partner.

professionals understand and employ significant innovations in making networked information available to faculty, students, and the general public, with particular attention to the policy implications of technical issues.

A prolific writer and speaker, Lynch has worked with leading boards on digital preservation, national and international networking, and intellectual property issues. He is an adjunct professor at UC Berkeley's School of Information Management and Systems, a past president of the American Society for Information Science, and a fellow of the American Association for the Advancement of Science and the National Information Standards Organization. He serves on the National Digital Preservation Strat-

egy Advisory Board of the Library of Congress, and has been a member of National Research Council committees on copyright in the digital environment, broadband deployment, and most recently digital archiving at the National Archives and Records Administration. The Vionovich Award for Information Innovation recently recognized him as "an individual who develops and champions solutions to the problem of connecting people and information effectively and efficiently."

The award winners will be honored at the EDUCAUSE annual conference October 18–20 in Orlando. Learn more about them and the EDUCAUSE awards program at <<http://www.educause.edu/awards>>.

## 2005 Institutional Awards

As one of its four awards for institutional achievement, EDUCAUSE offers the Award for Systemic Progress in Teaching and Learning to spotlight transformative technology-based improvements in the campus teaching and learning culture. This year, EDUCAUSE recognizes two outstanding efforts. At the University of Central Florida, clear teaching and learning objectives have guided successful strategies to advance education through appropriate use of technology coupled with faculty development and rigorous assessment. The overarching goals are to systemically improve the quality of teaching and learning and to enhance educational access for a diverse student body. UCF's comprehensive approach includes multiple online delivery modalities, dedicated support units, a solid infrastructure, relevant and ongoing assessment, and thorough, campus-wide coordination.

The other EDUCAUSE teaching and learning award goes to Virginia Tech, which has fostered a strong multidisciplinary culture of technological innovation through its Center for Innovation in Learning and many other initiatives. Virginia Tech's well-known and frequently emulated Math Emporium, a model for improving teaching and learning with technology, has gener-

ated valuable assessment data and tools. Virginia Tech has demonstrated a solid commitment to the sharing of pedagogy regarding incorporating technology into teaching and learning. This award is sponsored by WebCT, An EDUCAUSE Gold Partner.

The EDUCAUSE Award for Excellence in Networking: Innovation in Network Technology, Services, and Management goes to Coppin State University in Baltimore, Maryland, for leveraging campus-wide technical change as a platform for significant institutional change. This transformation was guided by strong executive leadership and awareness of the institution's mission and the needs of its urban clientele, with attention to fiscal realities and technological possibilities. The result is an environment in which technology is understood, accepted, and utilized to enable teaching, learning, collaboration, services, and innovation. This award is sponsored by Cisco Systems, An EDUCAUSE Platinum Partner.

Receiving the Excellence in Administrative Information Systems Award is the New Jersey Institute of Technology for its Student Employment Management System (SEMS). This comprehensive, dynamic system integrates financial, student, and human resources systems to support the administration

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of more than 4,000 student employment assignments annually. The result of an effective collaboration between the office of Student Financial Aid Services and University Information Services staff, the development and success of the system depended heavily on user involvement. The initiative has significantly improved satisfaction of students, employers, and administrative offices. The Administrative Award is sponsored by SunGard SCT, An EDUCAUSE Platinum Partner.

The EDUCAUSE Award for Excellence in Information Technology Solutions goes to the Virginia Alliance for Secure Computing and Networking (VA SCAN). IT leaders at four institutions—George Mason University, James Madison Uni-

versity, the University of Virginia, and Virginia Tech—formed this alliance to bolster the state's network security defenses. Services include educating staff about digital security and minimizing threats, providing IT security training and consultation, and maintaining Web-based security tools. All services are offered free or on a cost-recovery basis. The alliance offers a model for resource sharing and collaborative problem solving and addresses a critical issue with foresight and pragmatism.

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## EDUCAUSE Learning Initiative

The association's leading-edge teaching and learning program, the National Learning Infrastructure Initiative (NLII), has announced a new focus as well as a new name: the EDUCAUSE Learning Initiative (ELI). Under the leadership of Vice President Diana G. Oblinger, a strategic planning team and NLII members have framed the mission of ELI as "advancing learning through IT innovation."

Focusing on learners and successful learning, ELI is concentrating its efforts in three areas: learners, learning principles and practices, and learning technologies. Among its goals are raising awareness of learning issues at all levels of the institution, enabling positive change through professional development programs, and facilitating the integration of what is learned directly into campus activities.

The growing offering of ELI programs and services includes extensive online resources; member-only Web seminars; a briefing series on such topics as social bookmarking, clickers, and podcasting; learning-and-technology-focused professional development; and, most importantly, engagement with the ELI community of IT leaders, academic administrators, faculty, and instructional technologists.

In related news, Paul R. Hagner has joined ELI as associate program director. Hagner has a long history in both the academic and administrative sides of higher education, and he will be involved in developing new ELI programs and other EDUCAUSE teaching and learning activities.

Learn more about ELI programs, activities, and membership at <<http://www.educause.edu/eli>>.

## Telecommunications Reform

Several leading higher education associations have joined forces to advocate reform of the Telecommunications Act of 1996 during its upcoming review. The group is advocating that Congress enact measures promoting the rapid deployment of advanced Internet services and protecting the values of openness and innovation that are critical to higher education, specifically: high-speed

access that is open to all; a level playing field for competing technologies; support for state and local network deployment; and increased federal funding for research and development that will enhance the Internet and related technologies.

For more information on this initiative, see <<http://www.BroadbandForHigherEducation.org>>.

## ECAR Study on IT Investment

New from the EDUCAUSE Center for Applied Research (ECAR) is a study of the performance of business processes in higher education: *Good Enough! Information Technology Investment and Business Process Performance in Higher Education* by Robert B. Kvavik and Philip J. Goldstein with John Voloudakis.

The study presents the perspectives of IT and other leaders from more than 350 U.S. and Canadian colleges and universities on the complex relationship among IT investments, campus culture and leadership, and other factors and the performance of key institutional financial, student, and human resource processes.

One of the study's important findings is that many higher education processes perform only adequately or satisfactorily, and that in many cases institutions with self-described "adequate" processes do not plan to change them. In essence, it reveals that mundane, nonstrategic processes are often allowed to perform "adequately" to allow larger investments of financial and political capital in processes that directly affect customers (students) or other strategic areas of institutional concern.

The study also reveals a belief among survey respondents that while IT investments do in fact significantly contribute to the performance of higher education processes, this contribution is part of a set of complex conditions involving institutional leadership, culture, employee participation, and other factors.

The study's findings are augmented by two case studies that detail process management issues at Iowa State University and at The City University of New York (CUNY) and Brooklyn College. A summary of the study's key findings is publicly available. The complete research study is accessible to ECAR subscribers and available for purchase by nonsubscribers. See <<http://www.educause.edu/ers0504>>.