from the editor

It surely was time for a new name for this journal! After all, it's been nearly two years since the merger of CAUSE and Educom, and the journal so long affiliated with CAUSE has now been embraced by the larger and broader membership of EDUCAUSE. And after more than a decade without a design change, we thought it was surely time for a new look as well! In spite of the new name and new look, we hope you will find the contents of this issue as practical, informative, and issues oriented as you've told us *CAUSE/EFFECT* has been through the years.

In this issue...

In a recent current issues survey, EDUCAUSE primary campus representatives told us that among the top issues their campuses are facing are distance education, IT staffing and human resources challenges, advanced networking, electronic learning environments, and support services demands. (We expect to include a detailed report of the survey results in the next issue of *EQ*, along with a more in-depth articulation of those top issues from the EDUCAUSE Current Issues Committee.)

This issue of *EDUCAUSE Quarterly* addresses one or more aspects of each of these challenges, beginning with a feature about Duke University's information technology staff broadbanding initiative. The challenge of recruiting and retaining IT staff in the face of shortages in the workplace—not to mention industry salaries that are hard to match in higher education—have kept this topic on the top-ten list for several years. Duke faced the fact that even with some salary adjustments the university would not be able to compete in terms of compensation with local industry. Their strategy was to consider revamping their recognition and reward program for IT staff, and a major part of their solution was a broadbanding initiative, the first phase of which was successfully implemented over the past few months. Angel Dronsfield's article not only describes the process used but includes some very helpful tables that provide salary band ranges, the fifteen titles now in use, and competencies in each band.

Advanced networking offers great promise for the future of both large and small colleges and universities. As Mark Luker, editor of *Preparing Your Campus for a Networked Future*, pointed out in the preface to that volume, "Each campus must think globally and prepare locally to take advantage of the eventual benefits of projects such as Internet2." But how can a school prepare for an unknown networking future? Phil Long, who contributed a chapter to the Luker book, has adapted that work for *EQ* readers, presenting a basic set of principles and building blocks that can be used to organize and plan for network services on any campus, whether large or small, two-year, baccalaureate, or research in nature. Following these principles makes it possible for a campus to accommodate continuous campus network upgrades and maintain a position of flexibility to meet expected and unexpected future needs.

How does one best advance a virtual university partnership? So many institutions are being called on to create such entities, but according to authors Ann Duin and Linda Baer it's not always clear what is meant by a virtual university, let alone what the steps are to successfully establishing one. These authors share their experience in developing the University of Minnesota Virtual University, evaluate why it resulted in a "course broker" model, and suggest key success factors for advancing such partnerships, especially at the statewide level.

Increasing support demands and steady-state or even decreasing resources—another mantra of the late '90s. Could a solution to this challenge lie in something as simple as organizational design? Sheila Creth proposes that the networked organization offers an especially promising approach as libraries and IT services organizations face steadily increasing demands for support across the academy.

Finally, Jon Rickman and Mike Grudzinski report the results of a survey they conducted at Northwest Missouri State University last year to learn more about student expectations for technology use in the classroom. While online courses and distributed learning continue to gain momentum and popularity, many students are nonetheless experiencing their learning in physical classrooms with a "sage on the stage." What kind of technology and how much of that technology is enough for these students? And what technologies do faculty prefer within the classroom? Although the research reported is specific to Northwest, it will be of interest to those who are wrestling with the classroom technology version of "how much is enough?"

Be sure to read this issue's campus profile—a "tale of two universities" that share not only a vision but a chief executive officer! Mayville State and Valley City State, two small universities in North Dakota, are known for their powerful applications of computing and networking despite limited resources, thanks to outstanding strategic direction-setting and planning and the leadership of their shared president, Ellen Earle Chaffee.

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Editor