



FINDING OUR OTHER HALVES: FACILITATING CURRICULAR CHANGE THROUGH FACULTY/STAFF PARTNERING

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professional since the department's inception, I will describe the transition from a User Services, help desk based model to our current one. This transition challenged many of the tenets of computing support that I had learned in my previous five years of working in the field.

ABSTRACT

Carleton College is a small liberal arts college with a student body of roughly 1800 students. It is located in the small town of Northfield, computing at Carleton College was revolutionized. On that day, the old Computer Centers split into two organizations: Academic Computing and Networking Services and Administrative Computing Services. Academic Computing and Networking Services (ACNS) was a radically new support structure for Carleton. This model was the result of the hard work of Carleton's 1992 Task Force on Academic Computing and community involvement.

As noted in the CAUSE 1995 presentation Academic Computing Services: MORE Than A Utility 1 by Cathy Smith (Director of Academic Computing and Networking Services) and Scott Bierman (Professor of Economics), this has been an extremely successful support model. For example, from 1993 through 1995 faculty in the Humanities and Social Sciences increased their curricular use of computers from 6% to 24%. This trend has continued through to the present. Additionally, 33% of faculty members have participated in our curricular grant program since the spring of 1994.

In this paper I will build on Academic Computing Services: MORE Than A Utility by describing developments and major projects ACNS has undertaken since 1995. Additionally, as faculty support

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