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LEARNING GARDEN

JUNE 2006



The Garden logo in this issue indicates topics that will be featured in The Garden this June.



The "W" logo in this issue indicates articles that are continued on our website. Please visit <<http://www.wheatoncollege.edu/LIS/about>> to read these articles in their entirety.

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Did you know?

LIS Media Services supported 567 activities spanning 1,437 hours through April 2006.

LIS Proposes Field House of the Mind

Library as Intellectual Field House

Terry Metz

When President Cutcher requested feedback on Wheaton's Campus Master Plan, LIS responded by expanding on its vision for Wheaton's Library as a kind of intellectual fieldhouse of the mind...

At campuses across the nation, academic libraries adapting with the times are busier than ever. Increasingly this adaptation takes the form of collocating library, technology, and academic support activities into a single facility. I have coined the term field house of the mind to describe this step taken by many liberal arts college libraries — and I believe it's important for Wheaton to aspire to this model, too.

At the nation's best liberal arts colleges, two campus structures typically are the largest by square footage and generate the most daily foot traffic throughout the rhythm of the school year: the athletic field house and the library. The athletic field house supports a wide array of activities. Among other purposes, it exists to showcase athletic talent, foster exercise habits for better life-long health, and encourage social interaction. It provides a home for multiple activities including competitive team sports at the varsity or intramural level (e.g., basketball and volleyball), partner sports (e.g., tennis or racquetball), or solitary activities (e.g., running, swimming, and stationary fitness machines). Spaces in the athletic field house are flexible — capable of being converted in one way or another to support multiple activities — and are available for use nearly every day of the year from early morning until late evening. Colleges take pride in the quality of these facilities and college-bound students expect to use these facilities as part of the total campus "package" when they enroll.

Similarly, forward-thinking colleges are expanding or remodeling their libraries in a fashion that mirrors many characteristics of a multi-use athletic field house.

Traditionally, academic libraries optimized their resources and services for solitary persons using the printed page. To become an effective intellectual field house, Wheaton's library must offer more flexible spaces—especially areas that support more small and large group activities. We must increasingly diversify library resources to include more online information, including digital images, video, and sound. We must provide the technology students require for incorporating both traditional and emerging information formats into their scholarly work—and this technology must be available in more locations within the building. As with the athletic field house, the most popular library resources and services should be available nearly every day of the year — perhaps 24x7 in today's jargon. The attractiveness and quality of the library's physical spaces must meet the expectation of today's college bound students as part of the total Wheaton experience. And there must be social spaces providing — yes — food and drink.

In summary, my vision of an "intellectual field house" is a vibrant physical space that celebrates rigorous scholarship and encourages the widest community participation. Like its athletic counterpart, the "field house" offers:

- flexible and beautiful spaces to practice study skills, become immersed in solitary and team work, collaborate, improve academically and personally, and gather socially
- access to rich information sources, including treasured collections to challenge and flex mental muscle
- customized services for emerging scholar-students, including academic coaching, peer tutoring, research team facilitation, and interdisciplinary cross-training
- state-of-the-art communications technology and specialized tools and equipment to connect mobile scholars around campus and the globe...

The MISO Survey: Measuring Satisfaction with Merged Library and IT Services



In February 2006, Wheaton students, faculty, and staff participated in the Merged Information Services Organizations (MISO) survey. MISO was first piloted in Fall 2005 by Bates College, Bryn Mawr College, Middlebury College, University of Richmond, and Wellesley College.

In participating in the 2006 survey, Wheaton joined 14 other institutions including Connecticut College, Dickinson College, Kenyon College, and Mount Holyoke College.

The survey, also known as the Bryn Mawr Survey, is a web-based quantitative survey designed to measure how students, faculty, and staff use and evaluate the services and resources of colleges and universities with merged library and computing units.

By participating in MISO, LIS hopes to establish benchmarks for excellent information technology delivery by exploring:

- What kinds of information technologies are students, faculty, and staff using and with what levels of skill?
- How do students, faculty, and staff perceive the value of offered services, communication, and support?
- What is the preference of faculty, staff, and students for learning about information technology?
- How do faculty, staff, and students prefer to solve problems related to information technology?
- What obstacles do individuals face in their use of technology?

Wheaton's response rates were a very respectable 69% for faculty, 61% for staff, and 36% for students. Wheaton will now consider the feedback and define critical benchmarks for service delivery.

LIS will share what we are learning. Watch for articles, interviews, and more in future issues of *Kaleidoscope* and on our website. For more information, visit MISO's website <<http://www.brynmawr.edu/miso/>> or contact Colleen Wheeler <cwheeler>.

"In collaboration with other American institutions, Wheaton is working to establish practical benchmarks that support excellence in the delivery of information technology services, communication, and support by merged library and computing organizations."

— Terry Metz, LIS

News: LIS Services

Spam Quarantine Messages

Brian Gibson



Help! Why do I receive so many "quarantine summary" email messages?

Wheaton's Barracuda Anti-Spam Firewall, sends you these messages as a request for assistance. You can choose to ignore the messages or act on them. We recommend acting on them!

Here's why...

Barracuda's role at Wheaton is to help you manage the email you receive. In order to be effective, Barracuda first needs to learn about your preferences regarding the type of email you wish to receive and the type of email you consider to be spam.

Here's how to "train" Barracuda to help you. When you receive a "Spam Quarantine Summary" email message, take a minute to click on the included link. A web browser should pop up with your email address in the upper right corner. View the list of email messages that Barracuda has created in your quarantine inbox. Place a checkmark in front of the messages which you consider to be spam and click the "Classify as Spam" button. Then, place a checkmark in front of the messages which you would like to allow and click the "Classify as Not Spam" button. Remember to log off (upper right) when you are done. After you have flagged 200 messages as "good" and 200 messages as "bad", Barracuda will understand how to do some of this for you.

You may receive a daily quarantine messages for each Wheaton email account you own. Barracuda creates a quarantine area for every unique email address it's aware of, and has no way

of knowing that bgibson@wheatonma.edu, bgibson@wheatoncollege.edu, gibson_brian@wheatonma.edu and gibson_brian@wheatoncollege.edu all belong to the same person.

Titles in the Wheaton Directory

Tom McAuley

A group of staff from various departments on campus, including the LIS Division, Human Resources, and Institutional Research has been meeting to discuss the directory information that is available at Wheaton, and also to the outside community.

One commonly requested piece of information that has not been available in any of the print or electronic versions of the directory is job title. The Human Resources and Provost's Offices have updated the title information available in the Banner system for all faculty and staff. This title information will be available in the print version of the directory published next fall.

It is available now, however, from the "Find a Wheaton person" page in WINDOW (accessible from the Search page of the main Wheaton web site) and it will soon be available in the directory lookup function in electronic mail.

While many people at Wheaton still prefer the printed version of the directory to the online versions, the fact that it is printed only once a year makes it rapidly out of date. In the near future we plan to make it possible for the Wheaton community to download (and print, if they wish) a PDF version of the directory that will be automatically updated once a day.

Videoconferencing at Work for Wheaton



Pictured in the photo above are Wheaton participants Craig Andrade, Bob Morris, and Gary Ahrendts.

On March 10, Wheaton participated in *The Institut Pasteur and Its Global Public Health Network: A Response to the Threat of an Avian Influenza Outbreak in Humans*. Lafayette College in Easton, Pennsylvania participated also.

More information, including NITLE's profile of the event, is available via Wheaton's Internet2 page:

http://www.wheatoncollege.edu/it_s/internet2/

Need Research?

Gloria Barker



The Wallace Library now subscribes to Academic Complete, a growing collection from ebrary® that includes more than 23,000 full-text books and other authoritative content from leading publishers. Academic Complete is delivered via ebrary's Dynamic Content Platform (DCP)™ featuring the ebrary Reader™ and InfoTools™ software for quick and easy researching.

Available today at <<http://site.ebrary.com/lib/wheatonma>>, Academic Complete provides the following:

- Thousands of searchable, online books covering all academic subject areas including humanities, life and physical science, medical science, computer and information technology, social and behavioral sciences, business and economics.
- Simultaneous, multi-user access – Any number of students, faculty and staff can access the same page, in the same book, at the same time.
- No check-out required!
- Available 24/7 from the library, your dorm room, your office, or any computer with Internet access.
- The ebrary Reader is easy to install and delivers online books to your desktop page-by-page, so you never have to wait for downloads.
- Highlight text and take notes in the document.
- Personal Bookshelves automatically archive highlights, notes, and bookmarks as you conduct research.
- Copy and print pages with automatic bibliographical

citations. You can choose from several citation styles, and ebrary citations include a URL hyperlink back to the original source.

Did you know?

During January's Garden, Wheaton's staff reserved 262 spots in 23 sessions for a total of 36 hours of learning time.

- Multiple search options, including simple, advanced, full-text, keyword, Boolean and proximity searching.

To get started, please download a one-page overview of the ebrary interface and ebrary Reader toolbar that you can print out for quick reference. You may download the overview at http://www.ebrary.com/corp/collateral/en/Quick_Guides/007.01-quick_guideAC.pdf. If you have any questions while using ebrary, including linking to Blackboard please contact the Wallace Library Information Desk at x3700 or your faculty liaison.

Banner 7

Sara Smith

In October 2006 Wheaton will be migrating from version 6.x to version 7.x of Banner. This upgrade includes an upgrade to WINDOW (which is really a "self-service" version of Banner).

Version 7 will have a new look and feel. Tabbed pages will be used to present different blocks on a form, and new stylesheets will control the fonts and color schemes.

Both Windows and Macintosh users will access this new version using a web browser. Supported browsers include Internet Explorer, Netscape, and Mozilla/Firefox.

Members of LIS' Banner Support team are currently creating a testing environment for this upgrade; a test database will hopefully be available to Banner testers/power users sometime in May. User training for Banner 7 will be offered in late summer/early fall.

Meeting Maker Training

On Wednesday, April 26, 2006, 31 people took advantage of three, 90 minute training sessions offered on campus through PeopleCube, the makers of the Meeting Maker calendaring application. Wheaton participants found the hands-on sessions very helpful, reporting that they were "well presented with a lot of material covered during the time allotted."

Watch for another day of Meeting Maker training to be offered in the summer. Our 18 "wait-listed" colleagues will be notified of the session details first.

Thank you to Brian Gibson for his efforts in bringing this opportunity to all of us.

The class was very informative. Dan did a great job. The time flew by. I get tired of "just getting by" with an application due to lack of time or instruction. Thanks for having classes like this — it's very helpful.

- a session participant

HELIN Update

Sue Cornacchia



Library staff are busy migrating to the HELIN (Higher Education Library Network) Consortium, including conversion of several hundred thousand records from our in-house library system, ELIZA, to the shared consortium library system. HELIN member institutions currently include the University of Rhode Island, Rhode Island College, Community College of Rhode Island, Bryant University, Johnson & Wales University, Roger Williams University, Salve Regina University, Providence College, Brown University, and the health sciences libraries of Rhode Island. The diverse collections at these institutions will enhance our ability to provide access to materials that support Wheaton's new curriculum.

At the start of August, we expect to "switch off" the ELIZA online catalog and go live with the HELIN catalog. At that time, Wheaton users connecting to the library catalog will see the combined records of HELIN member libraries and will have the opportunity to submit online requests for circulating materials owned by HELIN libraries. Catalog searches can also be limited to items in the Wheaton collection or for material in specific formats.



A daily delivery service will transport materials between HELIN libraries. Materials requested from other HELIN libraries usually arrive in 2-3 days.

We have received questions about access to journals and research databases owned by other HELIN libraries. In general, libraries (including Wheaton) do not circulate journals outside the library, and the license agreements for electronic resources restrict access to currently enrolled students and currently employed faculty and staff at each subscribing institution. As HELIN members, we are welcome to visit other HELIN libraries to use journals and other non-circulating resources on site (with the exception of Brown). Patrons should continue to use Interlibrary Loan to request journal articles not available at Wheaton.

Wheaton faculty and staff can help us significantly with the conversion process by returning borrowed materials they do not need after classes end. Faculty are asked to submit by May 26 any requests for books, videos and other library materials needed before the end of June. Ordering for the fall semester will resume in July after staff have migrated to the new HELIN acquisitions system.

We will offer several opportunities for students, faculty and staff to learn about the new HELIN catalog during the coming months. Please watch for our announcements!

The Garden is Coming in June 2006!

There is still time to suggest a topic or develop a session to run during this campus-wide learning celebration. Garden workshops and other gatherings are designed to improve Wheaton's use of technology tools, spread effective communication, recognize innovative practices, and build community.

Visit the Garden's hub often to review the most up-to-date schedule and register for workshops. Visit <http://www.wheatoncollege.edu/LIS/> and click on "The Garden" link.



Thank you to the dedicated and generous people who contributed to The Garden in January 2006:

Dave Bamford
Gloria Barker
Hannah Benoit
David Caldwell
Connie Campana
Sue Cornacchia
Jim Domagalski
Margaret Gardner
Brian Gibson
Jane Gordon
Remle Gordon
Mike Graca
Gale Habeeb
Tom Hotaling *
Pam Jordan
Deryl Kenney
Aminah Lawery **

Kathy LeBlanc
Tom McAuley
Paul Meade
Terry Metz
Sue Morgado
Marie Oliver
Jennifer Sanborn
Patricia Santilli
Mary Savolainen
Paula Smith-MacDonald
Sara Smith
Zeph Stickney
Brent Stringfellow *
Colleen Wheeler
Jane Young

* Ann Beha Architects
** Liberty Mutual

"Thanks for nourishing the body and spirit as well as the mind through the Learning Garden."

-- a participant

Are you interested in finding out how students are engaged in their learning at Wheaton? Are you curious about how Wheaton students and students at other Baccalaureate Liberal Arts Colleges compare with respect to engagement? Find out at the Learning Garden. Institutional Research will present findings from NSSE 2005 (National Survey of Student Engagement).



Faculty and LIS Staff Present at National Conference

Tom McAuley

In early January, Professor Reinhard Mayer, along with LIS staff Gary Ahrendts and Tom McAuley, presented at a conference at Lafayette College sponsored by the National Institute for Liberal Arts Education (NITLE), a nonprofit organization spawned by the Mellon Foundation to promote liberal education.



The conference was designed to get liberal arts colleges that are connected to Internet2 (as Wheaton is) together with other colleges who were not connected or recently connected in order to share experiences with using the network in teaching and learning applications.

Professor Mayer, a visiting associate professor at Wheaton, had completed a semester long fourth-year German language class that met virtually over Internet2 three times a week using videoconferencing and other network-based communications technology. The class was attended simultaneously by students from Wheaton, Lafayette, Vassar, Colby, and Frieberg University in Germany, as well as actors from a theater production group in Berlin. The topic of the class was a play by Schiller, *The Robber*, that was in rehearsal in Berlin during that semester.

Gary reviewed several other videoconferencing projects that Wheaton has led including an annual trombone masterclass and the twice-held cross-Atlantic French language class. Tom described how Wheaton connected to I2 and the college's fruitful relationship with its Internet service provider, the Ocean State Higher Education Economic Development and Administrative Network (OSHEAN).

More information is available on Wheaton's Internet2 page: http://www.wheatoncollege.edu/it_s/internet2/



Did you know?

The LIS campus Post Office moved 350,823 items (mail, packages, flyers) through its office between July 2005 and March 2006.

Did you know?

The LIS Banner Team completed 25 projects requested by campus users and applied 29 software updates during FY06.

A Favorite Site

The "One Minute Tip" is a collection of podcasted technology tips, interviews, quickstarts and videos for people who don't have time to read manuals cover to cover.



<http://www.oneminutetip.com/>

Looking for great summer reading? Here's an idea...

LIS publishes numerous documents about our activities, including Board of Trustees reports, benchmarking data, and information about collaborative partnerships.



Why not print out a few of our exciting organizational documents to take to the beach with you?

Visit <http://www.wheatoncollege.edu/LIS/about/>



The Learning Garden logo indicates a topic that will be featured during June's Garden.

Interview with a Wheaton Alumna

What do LIS student employees do when they leave Wheaton? From time to time we will publish an alum's story. Jennifer Lund contributed this piece about Caroline Hughes '03, a former LIS student employee, who wrote about her post-Wheaton experiences.

My visit to Wheaton this past President's Day brought back a flood of memories. In many ways, I still felt as though I had never left because I recognized and was greeted by so many familiar faces, both faculty and students. My four years at Wheaton College were truly the best four years of my life because I was constantly being challenged academically, physically and socially. I double majored in Hispanic Studies and European History, was a tennis team player and established friendships that will last a lifetime.

After graduating from Wheaton in May 2003, I moved home for about six months and worked at the Danbury Courtyard by Marriott Hotel. I had decided to pursue the field of hospitality following a month-long internship the summer after my sophomore year at the Buenos Aires Hilton Hotel. Apart from being an eye-opening experience towards my career path, it also let me grow personally and to further understand my cultural heritage, as all of my family is from Argentina. While brushing up on my Spanish skills, I was able to sample behind-the-scenes work in a fully operational hotel in one of the biggest cities of the world... (a city well known for its tango nights, the widest avenue in the world, and of course, Evita). Argentina is a country that is characterized by its diverse and vast ecological regions, such as the pampas spanning most of the country, Patagonia down south, the Andes in the west and the tropical Iguazu Falls in the north bordering Brazil...

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Wheaton Pays Tribute to Marcia Grimes

We were deeply saddened to learn that Marcia Grimes, Public Services Librarian and longtime member of our Wheaton community, passed away Wednesday, March 15, in the city of Xian, China, from apparent heart failure.



At the time of her death, Marcia had been touring with a delegation of American college and research librarians which was conducting bilateral exchanges with their professional counterparts in China, under the auspices of People to People Ambassador Programs: <http://www.ambassadorprograms.org/upcomingprograms/education/camila_alire.asp>. She sent an email message to Wheaton library colleagues on Saturday, March 11, reporting her excitement at climbing the Great Wall and visiting the Forbidden City. She was enjoying new friendships with her fellow delegates and participating in discussions with Chinese librarians.

Marcia graduated from Alma College with Bachelor of Arts degrees in History and German, received a Master's of Library Science from the University of Michigan, and a Master of Arts degree in History from James Madison University. She joined the Wheaton library staff 17 years ago, in 1985, as a Reference Librarian.

Marcia worked in several libraries throughout her career and was accountable for a wide variety of responsibilities including circulation, reserves, interlibrary loan, and reference. She was born in Wisconsin, worked in Northern Michigan, the Shenandoah Valley of Virginia (Harrisonburg), and at the University of Pennsylvania. She was also an enthusiastic amateur singer and genealogist.

In addition to her library responsibilities at Wheaton, Marcia also served as an "administrative mentor" to first year students and was a member of the campus Americans with Disabilities Act (ADA) committee.

Marcia lived in Norton and was involved in many local activities and groups, including the Attleboro (Mass.) Second Congregational Church, the Norton Democratic Committee, and the Norton High School youth group. In addition, Marcia was a member of the Providence Singers and was taking voice lessons on campus.

Perhaps most importantly, Marcia worked closely with many current and past student employees of the Wheaton library, as a supervisor, trainer, and mentor. She helped many students with their research assignments and interlibrary loan requests.

Marcia leaves two brothers, Warren and Stephen, and their families. They joined us in celebrating Marcia's life and contributions at a memorial service for the community on April 18, 2006 in Wheaton's Cole Chapel.

LIS Staff News

LIS welcomes new staff:

Resources and Access (R&S) hired Jenn Turner, '03, as a temporary, part-time Evening/Weekend Public Services Supervisor.

Research and Instruction (R&I) hired Kate Freedman as a temporary, part-time Reference and Special Collections Associate in October 2005.

The Media Services unit of our *Resources and Access* Department (R&A) hired Peter Cabral as a full time, first shift Media Services Technician in August 2005.

Media Services hired Travis Worthley '05, as a full time, second shift Media Services Technician in July 2005.

...and bids fond farewells to departing colleagues:

Donna Jackson, Systems Analyst in *Resources and Access*, transferred to Finance and Operations in April 2006.

John Furfey, Systems Librarian, left *Resources and Access* to begin a new job at The Marine Biological Laboratory and the Woods Hole Oceanographic Institution in January 2006.

David Tice, Systems Administrator in *Technology Infrastructure*, transferred to Student Financial Services in October 2005.

Ethel Fraga, a part-time Research and Instruction Librarian, moved on to new adventures in May 2005.

Bob Muttart, Director of Media Services, has shared his plans to retire from his position effective June 30.

Other changes:

The R&I Department absorbed two employees formerly affiliated with the Provost's Division in July 2005:

- Christin Ronolder, Visual Resources Curator
- Jessica Kuszaj, Art Image Cataloger

Christin Ronolder, Visual Images Curator, left the R&I Department in April 2006. We have begun a search for her replacement.

Martha J. Mitchell switched from the R&A position of Coordinator, Interlibrary Services to the R&A position of Supervisor, Public Services Operations in January 2006.

Congratulations to:

Steve Hess (*Technology Infrastructure*) and his wife, Tracy, on the arrival of their new baby boy, Caleb Matthew, who was born on April 12th! The whole family is doing well.

Sue Morgado (*Technology Support*) who has been appointed by Norton's selectmen to represent Wheaton on the Norton Community Television Board of Directors. She will also participate on the technology planning committee for the Norton public schools.

Colleen Wheeler (*Leadership and Organizational Development*) who has been elected to the Board of Trustees for the NorthEast Regional Computing Program (NERCOMP). In the last year, more than 2,500 people attended 45 professional development workshops developed and hosted by this organization.

Update on Wheaton's Web Effort

Terry Metz



Planning efforts to improve Wheaton's web presence began in earnest in mid November 2005. The work underway to date includes winnowing a list of potential tools (hardware and software) for better managing our web site and enabling the college to create a more dynamic, interactive, and engaging web presence. Led by David Caldwell (Director of Institutional Research), this work is being done by a group of web and technology leaders from several college divisions and should result in a proposal to President Crutcher early this summer.

One type of tool Wheaton plans to acquire is a "portal" or entry way into Wheaton's web-based resources that the college can tailor or customize for various audiences (e.g., students, faculty, staff, alums, etc.) and which a member of any of these groups can customize and personalize to suite their own needs and preferences. The other tool we plan to purchase is a new "content management system" (CMS) that will allow the college to produce and manage web content much more efficiently and flexibly.

David Caldwell, Michael Graca (Director of Communications), and I have shared with President Crutcher a staffing proposal for Wheaton's web presence activities. President Crutcher is considering how this staffing proposal might be funded as early as this summer.

Michael Graca, with assistance from staff members in every division of the college, has coordinated an extensive, comprehensive review of content on the college's web site. The purpose of this content review was twofold: (1) to prepare for updating information now available online and, (2) to identify any critical content that may be needed but currently isn't available on our web site. Based on the results of this effort, we will make some immediate improvements to the college's web site this summer.

If you have comments or suggestions to share about the future of Wheaton's web presence, you're welcome to contact:

David Caldwell	x3400	<i>dcaldwel</i>
Michael Graca	x3505	<i>mgraca</i>
Terry Metz	x8225	<i>tmetz</i>



The Learning Garden logo indicates a topic that will be featured during June's Garden.



Library as Intellectual Field House

continued from page 1

* world-class people and infrastructure

* public recognition of achievement and ideas (academic trophy cases, art galleries, spaces for guest speakers and discussion, and celebratory community events)

Wheaton College promotes a wide range of intellectual activities undergirding intellectual rigor, instilling an excitement and appreciation for life-long learning, and motivating students' social engagement across campus and beyond. Wheaton's curriculum is a new manifestation of our commitment to academic excellence. The college library is the campus's largest interdisciplinary academic service unit; it must evolve as the curriculum evolves. The field house of the mind model is a good match for a highly connected, highly interdisciplinary curriculum because it brings together many academic support services—now typically distributed across campus—within a single facility, enabling students to take advantage of proximity for more “one stop shopping.”

When I arrived on campus five years ago, I began sharing ideas for how Wheaton's library might begin hosting more technology and other academic support services. Naturally, I was pleased that the library's atrium already was populated with computer workstations. And I was delighted to offer space in the library for the new College Learning Center. My rationale? Just as with a multi-purpose athletic facility, the field house of the mind should offer a wide array of services fostering intellectual endeavor, provide the foundation for a lifetime of intellectual growth, and raise students' awareness of the interdependence of the arts, social and natural sciences, and humanities.

When and how Wheaton's library will adopt more features of the field house of the mind is undetermined. One rationale for adoption is that competing institutions are making these changes. It is wise to understand what one's competitors are up to. A stronger rationale exists if we have confidence that creating a field house of the mind generates strategic advantage for the college at this time in its history. I believe the question of whether Wheaton should or is able to commit itself to top-notch library and technology services housed in a shared facility warrants considering as we assess the impact of Wheaton's curriculum during the next few years.

The college library is Wheaton's largest interdisciplinary academic service unit. How must it change to keep pace with curriculum and technology? Read more about the “Library as Fieldhouse” concept <<http://www.wheatoncollege.edu/quarterly/Q2004Winter/metz.html>> in the Winter 2004 edition of Wheaton Quarterly.

Late-breaking Learning Garden Update:

Ancient Eruptions! Join us as three world renown oceanographers explore the undersea volcanic activity around the Greek island of Thera (Santorini) in the Aegean Sea. This is a live video broadcast.

There are many more session and gatherings scheduled during June's Learning Garden including:

- Dog Training!
- Excel
- FileMaker
- Getting Organized, Staying Organized
- Heart Smart
- Internet2 Flute Masterclass
- Living Architecture: Rules to Build By
- National Survey of Student Engagement
- Reflexology
- Student Satisfaction at Wheaton College
- Telling Our Stories: Writing About (and with) Food
- The Web at Wheaton
- What Matters to You: Imagining the Possibilities.
- Word Documents Worthy of a Salute

Read more about, and register for, these sessions on The Garden's site. Visit <<http://www.wheatoncollege.edu/LIS/>> for the link.

Interview with a Wheaton Alumna

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The spring semester of my senior year I decided to apply my brief hospitality experience towards working part-time at the Foxborough Courtyard by Marriott, which I hoped would in turn help me spring board into a job prospect for post-graduation. Fortunately, it did work out as planned and a week after Wheaton graduation I started working at the Danbury Courtyard Hotel. As the job market had been so difficult, and in fact still is, I knew my job as a receptionist at the hotel would be short-lived, but I saw it as another opportunity to grow and search for a career. When September rolled around, it only then truly hit me that I was not returning to Wheaton and I started getting very antsy and wished I could go back. Right away I started dreaming of a plan. The plan was accurately named, “Operation Boston.”

This dream of moving back to the greater Boston area quickly became reality and I started sending out resumes to all sorts of organizations, companies and hotels in the Boston area. Most of my job research I did online, which makes me appreciate all of the computer skills that I learnt while working as an academic liaison with Jenni Lund and the Hispanic Studies department. After a few intense months of job searching and interviewing, I finally found a company that suited my experience and interest. I now work for EF Education in Cambridge as a Regional Accounts Coordinator for EF Tours. EF Tours is a tour operator, which coordinates middle and high school worldwide tours to far-flung destinations such as Australia, China and Peru. While applying my computer skills towards the accounting part of the job, I am also able to use my Spanish for all of the phone calls received from the parents of the participants that do not speak any English. What I most like about working for EF is that it is really a combination of all my top interests; travel and education, as well as a taste of the business world, which I did not know much about before, especially coming from a liberal arts education!

I still remember exactly how uncertain life seems when you are in college, and believe me it does not change much after graduation. I believe that the uncertainty is always a constant in our lives' and which acts as a sign or a reminder to us to continually reinterpret where we have gone, where we want to go and in turn, re-establishes who we are as a person. When I began my studies at Wheaton I had no idea what I would be doing after graduation with my bachelor's degree. The biggest surprise, but also the best surprise that I have had since graduation is getting my job at EF Education. I thought that I was bound for more of career in hospitality. Yet life as we know is always full of surprises, but I feel that Wheaton adequately has prepared me for these twists, turns but alas, adventures.

I wish that I was still a student at Wheaton, and I continue to feel such a strong connection to Wheaton. My best suggestion to Wheaton students is to really pursue what you enjoy and do not map out your life, as the spontaneity and uncertainty reinforces one's individuality, ideas and beliefs. For those that still have a few more years at Wheaton College, do take advantage of all the amazing opportunities, academic challenges and intellectual stimulation that is always present on the Wheaton campus.

If you feel like contacting me or if you have any questions please do not hesitate in writing to me at Carolineh@wheatoncollege.net.

I always love hearing from past and present Wheaties!

Leaders Toolkit: Strategic Thinking

Kevin Nourse, Learning Garden instructor from summer 2005, has published an article in *Seaports*, the American Association of Port Authorities flagship publication. The article explores differences between management and leadership and considers strategic thinking as a leadership tool.

Here is an excerpt:

As an executive coach and team effectiveness consultant I have seen and heard first-hand the stories and struggles of a number of mid and senior-level managers who are struggling to make sense of what management guru Peter Vail refers to as “permanent white water.” Turbulence and unpredictability seem to rule resulting in the need for new ways to lead and manage. Bernard Groseclose, incoming chairman of AAPA, noted that “the amount of information hitting us from all directions and the need to be more connected to each other creates the need for new industry paradigms and ways of thinking.”

If you are interested in reading the rest of the article, please contact Colleen Wheeler <cwheeler>.



The Learning Garden logo indicates a topic that will be featured during June's Garden.