Happy 2010
I hope you all had a fantastic, fun, and relaxing winter break and that your spring semester has gotten off to a great start. I would first like to thank all of you who attended the Academic Success Workshop in January but more so, you should thank yourselves. I know the motivation you displayed there will continue throughout this semester guiding you towards great academic success.

If you have not already done so, I strongly encourage you to come by the office and meet with us to set up a success plan. Our staff can aid you in connecting with tutors and finding the information you need to get the most out of your semester. Remember, we are here for you. We are not here to judge you or be condescending, we are here to help you get back on track. We invite you to come in anytime or set up an appointment even if all you need is someone to talk to. Several of us have been in your position. We understand the academic struggles you are dealing with and we are proof that not only can you bring your grades above passing but you can raise your grades to places you did not think possible. Sometimes all it takes is a little help, possibly a nudge, and a point in the right direction.

If you have any questions, comments, or concerns do not hesitate to contact the office: 785-532-6496 or email Ms. JohnElla Holmes at johnella@ksu.edu Or stop by Leasure Hall 116 C&D

Mr. Hartin Office Hours
Monday 11:30am-4:30pm
Tuesday 1:00pm-5:00pm
Wednesday 11:30am-3:30pm
Thursday 1:00pm-5:00pm
Friday 8:00am-9:15am

Mr. Exum Office Hours
Monday 8:00am-10:30am & 5:30pm-8:00pm
Tuesday 7:30am-9:20am
Wednesday 8:00am-10:30am & 3:30pm-8:00pm
Thursday 7:30am-9:20am
Friday 10:30am-12:30pm
**IMPORTANT DATES**

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<tr>
<th>Date</th>
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<tr>
<td>Wednesday, February 3</td>
<td>Last day for 100% refund for regular session course.</td>
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<tr>
<td>Tuesday, February 9</td>
<td>IT Training: Transitioning to Word 2007. 1 to 2 p.m., 301 Hale Library</td>
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<td>February 4-6 &amp; 10-13</td>
<td>BIG LOVE Nichols Theater 7:30</td>
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<tr>
<td>Wednesday, February 10</td>
<td>Last day for 50% refund for regular session course. Last day to sign up for A/Pass/F grading option for a regular session course.</td>
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<tr>
<td>Wednesday, February 17</td>
<td>IT Training: Introduction to Excel 2007. 10 to 11:30 a.m., 009 Fairchild Hall.</td>
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<td>Thursday, February 18</td>
<td>Last day to drop a regular session course without a ‘W’ being recorded.</td>
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<tr>
<td>Friday, February 19</td>
<td>Summer/Fall 2010 Course Schedule on web.</td>
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**Veryl Switzer**  
Named KSU “Father Of Diversity”  
At the Men’s Basketball Win  
Over Texas  
On Martin Luther King Jr. Day

UBV Sang the National Anthem  
ALPHA’s performing at halftime
There are many types of librarians in many types of libraries. For this article, I will focus on academic librarians, who work in academic (read: university or college) libraries, e.g. Hale Library. At the Help Desk, we help our patrons find information they need. We select and purchase resources so we have the right information to provide for our users. We have subject specialists (who usually have additional graduate degrees in their specializations) to deal with more in depth research and library instructions. We have catalogers who make sure that our resources are organized in an easy to find way. With the advent of technology, people who work in libraries nowadays tend to be quite tech savvy.

To become a librarian, you generally need a master's degree in library or information science (MLS) from a program accredited by the American Library Association (ALA). It usually takes one to two years to complete an MLS program. A lot of library schools offer classes online, so it is very convenient to obtain a MLS now. In addition to coursework, it is extremely important to gain some library experience before looking for your first professional librarian job. There are several ways to gain that all important library experience. Many library schools offer graduate assistantship which allows their MLS students to work at their university libraries. Not only is this a fantastic way to

“THERE ARE MANY TYPES OF LIBRARIANS IN MANY TYPES OF LIBRARIES. FOR THIS ARTICLE, I WILL FOCUS ON ACADEMIC LIBRARIANS, WHO WORK IN ACADEMIC (READ: UNIVERSITY OR COLLEGE) LIBRARIES, E.G. HALE LIBRARY. AT THE HELP DESK, WE HELP OUR PATRONS FIND INFORMATION THEY NEED. WE SELECT AND PURCHASE RESOURCES SO WE HAVE THE RIGHT INFORMATION TO PROVIDE FOR OUR USERS. WE HAVE SUBJECT SPECIALISTS (WHO USUALLY HAVE ADDITIONAL GRADUATE DEGREES IN THEIR SPECIALIZATIONS) TO DEAL WITH MORE IN DEPTH RESEARCH AND LIBRARY INSTRUCTIONS. WE HAVE CATALOGERS WHO MAKE SURE THAT OUR RESOURCES ARE ORGANIZED IN AN EASY TO FIND WAY. WITH THE AVENT OF TECHNOLOGY, PEOPLE WHO WORK IN LIBRARIES NOWADAYS TEND TO BE QUITE TECH SAVVY.

TO BECOME A LIBRARIAN, YOU GENERALLY NEED A MASTER'S DEGREE IN LIBRARY OR INFORMATION SCIENCE (MLS) FROM A PROGRAM ACCREDITED BY THE AMERICAN LIBRARY ASSOCIATION (ALA). IT USUALLY TAKES ONE TO TWO YEARS TO COMPLETE AN MLS PROGRAM. A LOT OF LIBRARY SCHOOLS OFFER CLASSES ONLINE, SO IT IS VERY CONVENIENT TO OBTAIN A MLS NOW. IN ADDITION TO COURSEWORK, IT IS EXTREMELY IMPORTANT TO GAIN SOME LIBRARY EXPERIENCE BEFORE LOOKING FOR YOUR FIRST PROFESSIONAL LIBRARIAN JOB. THERE ARE SEVERAL WAYS TO GAIN THAT ALL IMPORTANT LIBRARY EXPERIENCE. MANY LIBRARY SCHOOLS OFFER GRADUATE ASSISTANTSHIP WHICH ALLOWS THEIR MLS STUDENTS TO WORK AT THEIR UNIVERSITY LIBRARIES. NOT ONLY IS THIS A FANTASTIC WAY TO..."
gain experience in academic libraries, you can usually have your tuition waived and receive a stipend. Another way is to get a student job at your college library while you are still an undergraduate. Student’s jobs at Hale Library are very sought after, so check out our job postings regularly. This is a good way to get a “feel” of how a library operates. Finally, you can work or volunteer at your local public library. Graduate schools and future employers tend to look upon volunteer works very favorably, because it demonstrates that you are involved in your community and you are more than what is on your transcript.

The great news for multicultural students is that the field of librarianship is actively seeking to diversify its workforce and there is a multitude of opportunities for candidates who can bring diversity to the field. For example, the ALA Spectrum Scholarship provides a $5000 scholarship specifically for underrepresented students to attend library science programs. The Initiative to Recruit a Diverse Workforce of the Association of Research Libraries (ARL) provides a $10,000 stipend to help defray the cost of graduate school, opportunities to attend leadership institutes at ALA conferences and be mentored by senior ARL librarians. After completing the degree, there are further opportunities for underrepresented librarians of color, such as Library Residencies. A typical library residency gives a recent MLS graduate an unique opportunity to work in an academic library for one to two years, and allows the resident to work in several departments to explore his or her library interests. This is a great way to gain hands on experience and learn about the library function that interests you the most.

You can read more about librarianship as a career from the resources I listed in the Further Reading section, and I encourage you to do so. Of course, you can always contact me if you would like to find out more about what librarians do.

Leo Lo
Multicultural Studies Librarian
leolo@k-state.edu

“Graduate schools and future employers tend to look upon volunteer works very favorably, because it demonstrates that you are involved in your community and you are more than what is on your transcript.”

Further Reading:
American Library Association (ALA) - www.ala.org
Association of Research Libraries (ARL) - www.arl.org
LIS Career: http://www.liscareer.com/
Congratulations

KENNI FITZPATRICK

Winner of the $200 Semillas de Excelencia Learning Community Book Scholarship

I have moved all my life—20 different homes including one right before I enrolled at Kansas State. You could say I adapt easily or that I am at least used to change. I love running and dancing. I really want to become a teacher and help children, that is why I am majoring in Elementary Education and specializing in ESL. I want to make a difference in the world in some way. I want to dedicate my life to God, since he has helped me so much and brought so many blissful things to my life. I have two sisters. One of them goes to K-State with me; her name is Connie Fitzpatrick, she is an excellent artist. I have a mother who is single and supporting herself and three girls. My mom goes to college where she is studying nursing, a switch from her old accounting bachelors. I love volunteering, I’m a part of the Manhattan Volunteer Center and whenever I have time, I go help out usually in elementary schools doing random manual labor jobs. I love to travel and meet new people. I love listening to people’s stories and seeing the world from different points of view.

My life here at K-State has been pleasant! I can honestly tell you I have been changed for the better by my experiences here. I met some incredible peers, teachers, and mentors that have helped me out and left a footprint in my soul, shaping the way I think. I really like my Woman’s Studies class and how empowering it is. It has changed the way I view women and how much we can do to improve this world and vanquish stereotypes. I usually attend the international power-point presentations, about different countries around the world, on Fridays at the International Student Center. I am a member of Semillas de Excelencia, the Multicultural Club, and BESOS organization. Someday I plan on going on a mission trip learning to be more giving and open. I will teach and share my knowledge with others and I hope, someday, I will be a positive influence in a child’s life. I believe we all have to help each other to make this a better world. We can’t always put ourselves first. God over all.

Kenni Fitzpatrick
WIMBA is an online interactive classroom. Once a month you will be able to log on and connect with Mr. Exum as he leads you through a discussion on various topics. These class sessions are designed to provide you with useful information to aid you with your academic success.

If you have not used Wimba before, you will need to take about 5 minutes to run your computer through the Setup Wizard to ensure your computer is compatible with Wimba. We suggest doing this ahead of time. You will not need a microphone, as you can type your questions, but you will want to be sure that you can hear the instructor speaking. So speakers or headphones are required.

To log into the Wimba Classroom go to KSOL
Click on the Diverse Success tab in your course list
On the left of the page that opens click on Homepage
On the new page below “Files and Content” and “Assignments and Grades” you will see “Wimba Classroom” click on it.
If you have already opened a Wimba Classroom before you will not need to run the wizard again but if you have not you must first run the wizard.

Once you are through the Wizard, you will see the Wimba class.
At the bottom of the screen, you will see a chat box, so you can say, “Hi” or ask questions during the session. You will see your username to the right of that chat box. (You’ll also see the usernames of everyone else logged in.) The little icons will let you do things like raise your hand if you have a question, answer thumbs up or down (yes or no) to questions and so forth. During the class, you will be listening to the instructor, Mr. Exum, and watching as he provides you with valuable information.

DIVERSE SUCCESS WIMBA CLASSROOM Time & DATES

Wednesday February 24th 7:00pm- “Navigating The System KSOL and Fall Enrollment”
Wednesday March 24th 7:00pm- “Student Success Panel”
Wednesday April 28th 7:00pm- “Finals”
Thursday May 6th 7:00pm- “Wrap up”
Roger Ebert says *Avatar* is “an Event, one of those films you feel you must see to keep up with the conversation” (12/11/09). And although I generally try to avoid hearing too much hype about a movie before I see it, I had heard a lot of conversation about this film before I finally managed to get a babysitter and go last weekend. “Stunning visuals,” “terrible script,” “remake of *Ferngully*,” “hates America,” and “same old racist fantasy where it has to be a white who will save the threatened native people,” were the main threads of what I heard. Here is my contribution to these threads of “the conversation” (Warning: SPOILERS AHEAD):

“Stunning visuals?” Yes, the CGI is amazing in the film. I loved the each step of the Na’vi – this was of the way that a forest can re- But I also have to say that I’ve *Earth* (The BBC version of *Blue* of the planet we do still live on is gorgeous than this fantasy of a ing our own.

“Terrible script?” Ok, this is probably a valid criticism. Not also at the level of structure. (As n’t been a Toruk Makto (rider of don’t we all know exactly where unintentionally, this weakness ironic moment, when Col. to Jake to spy on the Na’vi for your REAL legs” – and to make to a guy in a wheelchair, he lyzed legs – WITH HIS OWN RO- point about the value of the origi-cyborg techno-body!

“Remake of *Ferngully*?” Well, kids who grew up on *Ferngully* are now ready for the R-rated version! More seriously, I see this point: it is impossible to miss the film’s explicit protect-the-environment message (which I support) and plot parallels to the earlier film. What interests me about *Avatar’s* environmentalism is the assumption that the most potent way to get audiences invested in protecting trees is to make the trees human and technologi- these trees house the memories of the humanoid Na’vi’s ancestors, and are part of a planetary “electromagnetic network.” And I’m still wondering how to feel about the use of CGI to teach us to value nature.
“Hates America?” Please. Watch the movie and pay attention. The villains in this film are *mercenary* soldiers – those who fight for whomever will pay the highest – trained by the US military, yes, but this is a private corporate army. And the corporate boss explicitly and clearly values profits over life. If the point is that the movie warns against putting power in the hands of people who will revel in killing those who stand in the way of their own financial gain: yes. And if there are strong parallels to Blackwater or the Trail of Tears: yes, and such criticism is valid. We have a history and a present of doing some very bad shit as a nation. But to equate criticism of mercenary, profit-driven, genocidal militarism with “hating America” is to define America as those things, and to say that this definition is beyond reproach. To this I say: get your mitts off my country.

“Same old racist fantasy of the white savior?” Yes and no. As a scholar of ethnic literatures, I was especially curious about how this was going to play out. I totally get the arguments here: that it is condescending to imagine that the Na’vi couldn’t have saved themselves without a white savior, and that the film repeats the absurd Hollywood belief that audiences are only capable of identifying with a white (preferably male) hero in a racial conflict. Yes, it’s frustrating and logically ridiculous that Jake not only fits in but becomes the global leader of the Na’vi – the movie offers no basis for this extreme glory beyond the fact that he is the hero (overtly) and that he’s white (unconscious racial sense of superiority). I think these are important to point out in the film, and to connect with past Hollywood practices.

But I also think there is something a little more complicated going on. Firstly, while ex-Marine human Jake Sully is clearly “a white guy,” it really isn’t the human Jake Sully that saves the day. If we want to read allegorically and representatively, the human white Jake Sully is crippled, dysfunctional, without place or role or value in his world. This sounds more like white masculinity as Susan Faludi has described it: anachronistic, stagnant, impotent. I admit, this might not lead us away from racism: our culture has a long and ignoble history of seeing ethnic “others” as a way to revitalize whiteness, giving it “soul,” “funk,” “cool,” “spice” etc. But I think we need to keep in mind that the human Jake Sully isn’t revitalized: he dies. The Jakesully that the film celebrates, hero-izes, and rewards is, I would argue, NOT a “remote controlled” puppet of the white man. It is the racially mixed, hybrid Jakesully. Recall that from the start, we know that the avatar is developed from a mixture of human and Na’vi DNA. Thus it is a mixed-race body. And it is this Jakesully that we watch most of the time, that we root for, that becomes the hero. So, the one hand, we can continue to read Jake as “the white guy,” or we might instead choose to read him as a “race traitor.” The evil Colonel approximates this language nastily when he asks Jake how “it feels to betray your race” – but the term “race traitor” has a more positive definition in Critical Race Studies, where it refers to whites who are disloyal to the hierarchy of racial privilege that give whiteness its meaning. In this light, we would see Jake as not only “going native” but in fact abandoning his whiteness altogether and becoming racially hybrid. Whatever mental and cultural “self” Jake transferred into that avatar body is clearly transformed throughout the movie, and whatever biology he had in his birth-body is abandoned on his new “birthday” when he is re-born as his Na’vi self. So maybe this is an allegory not of the white guy saving, but of the white guy stopping being a white guy.

I concede that the movie offers excessively high rewards to Jakesully for his disloyalty to racism, imperialism, genocide and scorched-earth militarism. But privilege is a hard thing to give up, even (or perhaps especially) when it isn’t materially working for you anyway. And besides, did I mention it’s an action movie?
The Diverse Success program was created in the Fall of 2008 by Ms. JohnElla Holmes, instructor of American Ethnic Studies in the college of Arts and Sciences, as a way to track and assist multicultural students with their academics. Currently, Ms. JohnElla has two Graduate assistants and two undergraduate student workers aiding 155+ undergraduates. The program uses an online and face-to-face system to help students become academically independent at KSU. Diverse success utilizes K-State online to contact students that may be in academic trouble and provide them with resources to get back on track, persist, and graduate from KSU. It is designed to provide students with graduate level professional mentoring to help guide them through the multiple resources provided on the K-State campus such as tutoring, counseling, enrollment, financial aide etc. The first year saw a 93% success rate.
TO REQUEST A TUTOR
Print this page, fill it out, and take it to Holton Hall 101

Request for Academic Services

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<th>Date:</th>
<th>Name:</th>
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<td>Transfer Student:</td>
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Have either of your parents/guardians received a four year college degree? Yes | No
Are you currently receiving any form of financial aid? Yes | No | If yes, please state whether it is a grant, loan, scholarship or college work study: ____________________________________________________________________________

This information is needed for federal reporting purposes (OPTIONAL):
Race/Ethnic Background: African American | White | Hispanic | Native American | Asian American | Other: ____________________________________________________________________________
Physical/Learning Disability: Yes | No | If yes, specify: ____________________________________________________________________________
Have you met with the Disabled Student Services Office? Yes | No | ____________________________________________________________________________
Have you received services through Educational Supportive Services? No | Yes | When: ____________________________________________________________________________
Major: ____________________________________________________________________________
Last Semester GPA: ____________________________________________________________________________

List below the course(s) you need to be tutored in and how many hours per week. 
NOTE: The maximum hours per week per subject is three hours.

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<th>Course # (Example: Math 100)</th>
<th>Hours per Week</th>
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I, ____________________________, hereby release Educational Supportive Services/EOF to provide information to the staff and faculty at KSU that have a need and a right to know about my academic progress/performance.

______________________________
Student Signature

______________________________
Date

*******************************************************************************FOR OFFICE USE ONLY******************************************************************************

Student Classification: EOF | AEP | ESS | ESS Eligibility | Academic Need | ACT | GPA

Acceptance Date: ______________

Revised 9/28/05