

March 2011



La Voz

The NASPA Latino Knowledge Community Quarterly Newsletter

Volume 2, Issue 2

Educating for Lives of Purpose



NASPA
Annual
Conference

2011

THIS ISSUE:

New Opinion Section: Latina/os and the Need for Higher Education Reform

Interview: Monica Miranda Smalls

Connecting to Professionals Through the Research Process

Regional Updates

Letter from the Editors



In just a few days, members of the LKC will gather with friends and colleagues in beautiful Philadelphia, the City of Brotherly Love and our nation's first capital. So, it is fitting that this year's conference theme, Educating for Lives of Purpose, complements Philadelphia's historical roots of liberty and scholarship.

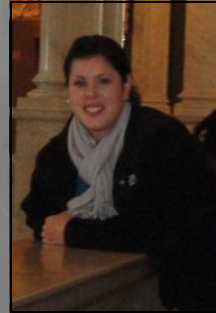
We will come together this year at a time of great change for the NASPA community as we prepare to vote on the proposal to consolidate with ACPA. In the next couple of weeks, we will officially welcome new regional and KC-specific leaders. Our precious few days together will allow us to consider ways in which we can be more effective as administrators, make meaningful contributions to this community and to the communities we will return to once the excitement of the conference inevitably comes to a close once again.

In this pre-conference issue of La Voz, you'll find thoughts on mentoring and educational reform from two of our newest contributors, Marla Franco of California State Polytechnic at Pomona and Amalia Gerbino of the University of Rochester. We're excited to welcome them as regular contributors and to update you on LKC -specific events planned for the conference. We've also included new articles from our resident bloggers Estee and Jamie.

Speaking of keeping up, check out NASPA's mobile apps and before you make your next Tweet, read Estee Hernandez' blog post on using Twitter at conferences.

For those of you presenting this year, break a leg! For our entire NASPA community, LKC family and KC-wide friends, a happy and safe 2011 national conference.

Christa Wessels and Cecilia V. Lalama



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La Voz Contributors

Please welcome our new and returning regular contributors to the LKC Quarterly E-Magazine!

Estee Hernandez
Jamie Rodriguez
Marla A. Franco
Amalia Dache-Gerbino

We are still looking for men of the LKC to contribute to the quarterly E-Magazine! Contact us at lavozlkc@gmail.com.

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Saludos from your Co-Chairs!

In just a few short weeks, our LKC Familia will come together in Philadelphia to support, discuss, network and reflect with one another and with our NASPA colleagues. The 2011 conference theme, Educating for Lives of Purpose, reminds us that we have an obligation as student affairs administrators, faculty members and (under)graduate students to engage in learning opportunities so that we can do meaningful work that leads to positive change for our students, our colegas, our stakeholders and our allies.

We will renew our commitment to educating for lives of purpose beginning with our full day pre-conference on Sunday; Intenciones: Making each step count. We believe this pre-conference will provide you with the stepping stone to fully engage in the overall NASPA conference. Our pre-conference agenda promises to provide opportunities to reflect on the experiences of Latinas and Latinos in higher education and to determine strategies for building coalitions.

This year, we are offering multiple LKC-supported and sponsored events and activities. We encourage you to attend as many as you can. The general overview of events is listed in this newsletter, however we wish to highlight particular events that will hopefully inform and inspire you.

We encourage you to attend our Business Meeting, which will include our State of the LKC Address and opportunities for involvement, as well as the General Assembly, which will focus on planning for the upcoming year, committee work and regional involvement. Finally, we are very excited about the Mena-Valdez Awards Reception, which will celebrate the invaluable contributions of our volunteers and members of our profession.

We hope that you will find the NASPA 2011 Conference a place to reflect, relax, learn, laugh and engage in practice and scholarship. We truly value your involvement as a member, a participant and a volunteer. We will be available throughout the conference and appreciate opportunities to meet with the membership and gather feedback on ensuring that we are providing you, our membership, with the support and resources you need to do good work. We hope that whether you are a new or returning member of the LKC, you will find a supportive atmosphere, make new friends and reconnect with one another.

We look forward to seeing you in Philadelphia! Pa'lante!

Juan & Michelle

Dr. Juan R. Guardia is the Director of Multicultural Affairs at Florida State University. In his current position, Juan has overall responsibility of all programs and services related to the office. In addition, he is also Adjunct Faculty in the Higher Education graduate program within the Department of Educational Leadership and Policy Studies in the FSU College of Education. You can reach him at jguardia@admin.fsu.edu.

Dr. Michelle M. Espino serves as an Assistant Professor of College Student Affairs Administration at the University of Georgia in the Counseling & Human Development Services Department. She can be reached at mespino@uga.edu.



Coming Up:

Do you have something you wish to be featured in La Voz?

Do you have a book you've recently picked up that could be a part of our Book Corner?

What's the next Hot Topic?

**Let us know at
lavoziqc@gmail.com**

DREAM ACT:

Does the Dream End for Undocumented Students in High School?



Estee Hernandez

Resident Director, Texas State University

In the last semester I have learned a lot about the word “privilege” and what it means in the overall scheme of life. Each one of us has privilege in some sense. Privilege

comes in many forms, whether it’s socioeconomic, ability, gender, race, religion, and when thinking about the DREAM Act, nationality.

I am personally privileged to have the legal status of an American resident and the opportunity to file for citizenship once I pay the \$680 fee. Yet, this privilege is not lost on me when I think someone close to who is in very different shoes. This person was brought into this country at the age of four to have the opportunity to live a better life. While her parents chose to bring her here illegally, I think about the way she is now being punished for a choice they had no vote in.

This person was in the top 1% of her high school class, but after graduation ended, so did

her options. Work under the table means that she would not pay taxes, a sticking point for many critics of immigration. Attending college wasn’t really an option since a Social Security number is required to apply for school in most states. Nor could she apply as an international student since, as an illegal immigrant, she doesn’t have a visa.

Now what?

The Development, Relief and Education for Alien Minors Act or DREAM Act is described by dreamact.com this way: “Over three million students graduate from U.S. high schools every year. Most get the opportunity to test their dreams and live their American story. However, a group of approximately 65,000 youth do not get this opportunity; they are smeared with an inherited title, an illegal immigrant. These youth have lived in the United States for most of their lives and want nothing more than to be recognized for what they are, Americans.

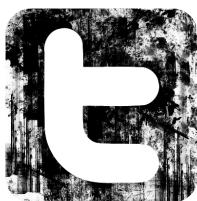
The DREAM Act is a bipartisan legislation – pioneered by Sen. Orin Hatch [R-UT] and Sen. Richard Durbin [D-IL] – that can solve this hemorrhaging

injustice in our society. Under the rigorous provisions of the DREAM Act, qualifying undocumented youth would be eligible for a 6 year long conditional path to citizenship that requires completion of a college degree or two years of military service.”

This year the bill was introduced into Congress once again and was passed by the House of Representatives but failed to pass in the Senate with 55 votes in favor and 41 against.

This is clearly a defeat to those who carry the burden of illegal status but long to become American citizens. Our community as a whole will suffer an even bigger defeat if we don’t take the opportunity to learn about how the passing of this bill could affect the increased enrollment of Latino/a students in the same institutions in which we work.

What are the implications to this bill, positive or negative, as you see them? Let’s all be part of the conversation.



weeting La Voz

When’s the last time you checked out La Voz’s Online Media??

<http://latinoakc.blogspot.com/>
<http://www.twitter.com/weetinglavoz>



La Voz Book Corner

Latino Change Agents in Higher Education: Shaping a System that Works for All

Jamie Rodriguez, Syracuse University

Valverde, L.A. (2007). *Latino change agents in higher education: Shaping a system that works for all*. San Francisco: Jossey-Bass.

It has been reported that 14.1% of the undergraduates in institutions of education identify Latino/a. With this increasingly changing demographic, there is a call for educational reform that addresses this influx of underrepresented populations that are entering in to our schools, specifically those entering higher education. This topic is addressed and best practices shared in the book entitled, “Latino Change Agents in Higher Education: Shaping a System that Works for All.” It’s a beneficial read for all educators, and not just those who identify as Latino/a. But first it is best to teach those that identify in order to prepare to teach others.

In this book, the voices of eleven Latino change agents are collected and compounded into twelve essays that address the demographics, concerns or problems, needs, strategy, and insight to change the system of higher education. These twelve essays are divided into four parts: “The Past Cannot Be the Future”; “Systemic Change, Si: Special Add-On Program, No”; “A Bright Future Necesita Un Grito Fuerte” and “Beginning the Work of Reshaping Higher Education.” Within each of these four parts are two to three different essays from various authors.

In the first part, the struggles of effectively educating Latino students is demonstrated. The essays discuss an overhaul of the curriculum which is deemed necessary in order to best serve the needs of the students. In taking a look at the curriculum it is necessary to focus on the content that is taught, rethinking if it continues to be relevant to the student population it is intended to reach.

The second section includes examples of states that have made attempts to reform their educational systems as seen in California’s Master Plan for Higher Education. However, with this plan being more than 50 years old, there is no doubt that it’s outdated. The environment in which Latino students are not being challenged to achieve academic success and get higher degrees is said to be due to the lack of role models for these students. They often do not see what they can aspire to be. A call is made to formed Latino organizations to gather and increase their presence, as they can play the most pivotal roles in being change agents. The authors express that with the organization of these groups, as Latinos, we can begin to use our untapped talent.

The impact of the physical environments on Latino communities is discussed in section three, along with the need to increase a sense of ownership for those living in these areas. It is mentioned that when individuals participate in political and community advocacy the spirit of uplifting their community is increased. With strong communities and leaders that invest in their citizens, Latinos can in turn address the lack of knowing as seen in Latino households where the opportunities for higher education are an unknown. As addressed in essays in this section, the lack of information that parents possess in regards to higher education impedes their child’s opportunities, and in turn hinders the community.

In the last section, one of the essays outlines the qualities of a natural leader, with special interest given to the subject of commitment. The author states that the time commitment that a leader must be willing to put in to the change they want to see cannot be just in hours and days, but more in years. It is said that a leader will only make a real change that is worth noting if they stick to it for five years. Anything less may not result in any permanent change.

Authors from various backgrounds contributed to unify their vision to create a book that would address the needs of changing demographics. In reading this book, one is left with the question, “While the full weight of creating a new system that allows Latino students to succeed should not fall on us, if we aren’t willing to be the first to yell out for a call of action- who will do it for us?”

Connecting to Professionals Through the Research Process

If you had the choice to research whatever you wanted, what would you study? What need would you address? What contributions to your field would you want to make? As a doctoral student, I am thrilled to entertain such questions and be guided by faculty and mentors through this process.

I have the unique opportunity to conduct research as part of my coursework and contribute to my institution's graduation initiative. The mission of this initiative is to "reinforce quality education and promote academic success by understanding the issues that hinder retention and completion and addressing the findings with appropriate interventions, services, and practices". The initiative is led by a steering committee that is responsible for developing and implementing a plan to raise the institution's freshman and transfer 6-year graduation rates in the top quartile of Cal Poly Pomona's institutional peer group and to halve the achievement gap between under-represented minority (URM) students and non-URM students, both by 2015.



Marla A. Franco

What need am I addressing? Chapa & Schink (2006) report on the disparity in higher education attainment in California and identify that the largest gap is between the proportion of whites with a bachelor's degree (27.9%) and the percentage of Latinos (5%). At California State Polytechnic University, Pomona (Cal Poly Pomona), the graduation rates for students that entered as first time freshmen in 2003 (2,695) within five years is 40% and 51% within six years. What is happening to our students? What factors are posing challenges to students' persistence towards graduation? What are the predictors of success? A discussion about access to higher education is incomplete without discussing the support and services needed to ensure that students successfully complete their degree.

Stay tuned to learn about the findings of this research and my effort to connect with others in the field of higher education as we continue to make progress on Cal Poly Pomona's graduation initiative. My research interests have already led to a number of exciting discussions with practitioners about the implications for practice and future research. I have made some great connections with others that are passionate about this topic and are making contributions to the field in their own unique ways.

Marla is the Senior Coordinator at the Office of Student Life & Rose Float at Cal Poly Pomona. If you would like to share your research with the LKC, please tell us about it at lavzlk@gmail.com or comment on our blog.

References

Cal Poly Pomona. (2010). Graduation Initiative. Retrieved from http://www.csupomona.edu/~academic/programs/grad_initiative/

Chapa, J. & Schink, W. (2006). California Community Colleges: Help or hindrance to Latinos in the higher education pipeline? *New Directions for Community Colleges*, 133, 41-50. doi: 10.1002/cc.226



Regional Updates

- Update from Raul Fernandez: Region 1
9th Annual New England Latino/a Student Leadership Conference
Mi Gente: Empowering Community Leaders
Saturday, April 2, 2011 (Early Check-In Friday, April 1)
@ University of Vermont
For more information, please contact:
Tomás Sanchez (802) 656-8197
tsanchez@uvm.edu
<http://naspa.org/regions/regioni>



- Update from Gabby Mora – Region IV-East
Our region of the Latino/a KC is growing and changing! We are mainly focused on providing information on articles, educational opportunities, etc., to the members of the region. If you have any research or other publications you would like distributed to the members, please email your regional rep, Gabby Mora, at mgmora02@gmail.com



- **Region IV-West** is still looking for regional rep. Please forward names of interested people to Juan Guardia and Michelle Espino! This region includes NM, CO, WY, ND, SD, NE, KS, OK, MO, AR, Manitoba (Canada) and Saskatchewan (Canada)

- Update from Joel Perez: Region V



The LKC was asked to facilitate a workshop on the DREAM Act at the November regional conference in Portland, Oregon. Amber Garrison from the University of Oregon, Oscar Parra from Touro University, Wendy Alema from Oregon State, and Joel Perez from George Fox University facilitated the workshop. The workshop was at full capacity. The Region V LKC was awarded the Knowledge Community Award for Collaboration and Visibility for its work on educating the region on the DREAM Act and how to work with undocumented students.

- Update from Naddia Palacios: Region VI



Hello! My name is Naddia Palacios and I am your LKC Region VI Representative. Currently, I am the Assistant Dean of Students of Chicano Latino Student Affairs for the Claremont University Consortium. Our Southern California Sub Regional Representative is Michelle Saldana from Occidental College and our Arizona Sub Regional Representative is Gabriella Torres from Arizona State University. I am pleased to inform you that Region VI has been keeping busy. We send out bi-monthly updates to our membership with information about NASPA and Latino Knowledge Community events and professional development opportunities throughout the region. This past year,

we participated in Western-Careers in Student Affairs Day, hosted LKC Socials for graduate students and professionals and have hosted discussions about issues that pertain to the Latina/o Community. **We recently co-sponsored a lecture on “SB 1070 and Latino Civil Rights: A New Nullification Creates a National Constitutional Crisis.” We were awarded the Region VI 2010 Knowledge Community Achievement Award for Collaboration & Visibility and with our award winnings, will sponsor the LKC Pre-Conference registration for three Region VI graduate students and/or new professionals.**

If you are a NASPA member in Region VI, we encourage you to get involved! If you have any questions please email Naddia Palacios, LKC Region VI Representative at naddia_palacios@cuc.claremont.edu

NASPA REGIONS



Each Region serves the following states and provinces:

- Region I [CT](#), [ME](#), [MA](#), [NH](#), [RI](#), [VT](#), Quebec, New Brunswick, Newfoundland and Labrador, Nova Scotia and Prince Edward Island
- Region II NY, PA, WV, DE, NJ, MD, Washington D.C., the Bahamas, Puerto Rico and the Virgin Islands
- Region III AL, [FL](#), GA, [KY](#), LA, MS, NC, SC, [TN](#), TX, [VA](#)
- Region IV-E IL, IN, IA, MI, MN, OH, WI, and Ontario
- Region IV-W NM, CO, WY, ND, SD, NE, KS, OK, MO, AR, Manitoba and Saskatchewan
- Region V UT, AK, ID, OR, NV, MT, WA, Alberta, and British Columbia
- Region VI [Northern CA](#), [Southern CA](#), [AZ](#) and HI

CONGRATS To Region VI LKC group on their recent award for Collaboration and Visibility in their region. **What will your region do?** Region VI is sponsoring 3 attendees to the pre-con with their winnings....

Fuego, Fuego, Apagen el Fuego!

Good luck trying to put out the fire that ignites Monica Miranda Smalls' passion for her students and the numerous roles she currently holds. Smalls is a wife, daughter, aunt, sister, relative, friend, and mentor. She also keeps a day job as the Director of Fraternity and Sorority Affairs at the University of Rochester. To top all of that, she is the first Latina to hold the position of president of the Association for Fraternity/Sorority Advisors (AFA). In an interview with Monica she shares with us the path that led her to where she is now, what she thinks about being the first person of color in the AFA presidency and offers advice to those who are starting their paths.

More than 10 years ago, during the term of a former AFA president, Monica was told, "One day, you will be the president of AFA, just tell me when you are ready." Psychic? Or was it the gleam of Monica's passion shining through that made this president so sure there was a president in the making in his presence?



Jamie Rodriguez

Residence Director, Syracuse University

Smalls began her undergraduate career at the University at Albany-SUNY where she quickly acclimated thanks to a relative and thorough connections she made during orientation. She also became involved with Fuerza Latina, the student organization created to be a support network for students of Latino descent. Through this organization she began to meet folks that influenced her and continued to be close friends in her life. During her first months, she made it a personal goal to become the president of Fuerza Latina and she soon accomplished this goal by her junior year, following numerous years of continued dedication to the organization.

As she continued to meet student leaders on-campus she was encouraged to attend an information session for one of the sororities on-campus. After some contemplation, she decided to appease her friend and attend the information session for Omega Phi Beta. As the leaders of the sorority entered the room and Monica was amazed at the array of student leaders, all whom she respected highly, who spoke so highly of their experience. She was sold.

After facing the challenge of academic ineligibility, Monica recalls how her future sorors continued to communicate with her and in an unwavering sign of support encouraged her to improve her grades. This solidified her initial viewpoint that she had to be a part of this organization. Sometimes it takes obstacles to see who is still there to support you. In the end, she improved her grades and began the process of becoming a woman of Omega Phi Beta.

Fast forward a couple years, after serving as academic and public relations chair of her sorority, president of Fuerza Latina, student assistant to the vice president of student affairs, graduate assistant in residence life, student activities associate and a master's degree recipient, Monica finds herself hired as the youngest director of Greek Affairs at the University of Rochester. With some structural changes she consciously changed the name of her department and title to better reflect the true nature of her position, Fraternity and Sorority Affairs.

In her current position, the expectation was to become involved in professional organizations. Through her initial involvement as a presenter and attendee of NASPA she discovered AFA. An active member of AFA since 1999, Monica has been a part of several committees, including the editorial board of AFA's *Perspectives*, and the peer review board for the organization's research journal, *Oracle*. In December 2008 she was awarded the Sue Kraft Fussell Distinguished Service Award for involvement in AFA.

When asked what she foresees to be potential successes and challenges as the first Latina president of AFA, Smalls replies, "Being Latina doesn't define how I will lead the association... What the board accomplishes and how I will lead the members to engage and create their own change that they want to see in the association will define my presidency."

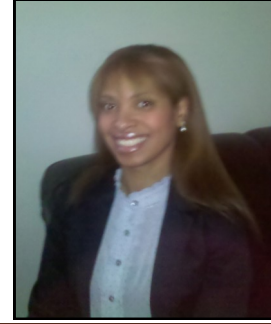
(Continued on Page 10)



Opinion

We encourage our members to help start the conversation on topics that affect us all. Enjoy our new opinion piece and let us know what you think! Email us a lavozi@lkc@gmail.com.

“ We are powerless, we are powerless...” Latina/os and the Need for Higher Education Reform



Amalia Dache-Gerbino

Second year Ph.D. student
Educational Leadership-Higher Education
Graduate Assistant, University of Rochester

The title of this column is the most memorable line from the Broadway play, *In the Heights*. I had no idea when I arrived at the Rochester Auditorium theatre Sunday, January 30, 2011, that I would leave feeling shaken. *Usnavi*, the Dominican narrator (comically named after a U.S. Navy ship), led the rest of the cast during a scene where Washington Heights loses power after a blackout. Yet, obviously, it is not just about losing electrical power, but rather how as a community, as a people, Latina/os in the context of American society, are positioned as “powerless.”

Imagine, watching a stage performance that speaks to the lives of so many people you know, you grew-up with, and most of all people you see in yourself. How are we positioned as “powerless?” Some may see in this term a view of ourselves as deficits in this country rather than assets. But that is not my intention.

On the contrary, understanding the totality of the educational, economic and political situation of Latina/os is an asset, particularly in moving our communities to action. As an aspiring higher education scholar, I will speak specifically to the need for higher education policy reform.

Nina, the Stanford University “dropout,” is a character that is positioned as “powerless” in higher education. She returns home from Stanford a “dropout”. But wait, how? She seemed to have done all the right things: graduated high school and “got into” Stanford, one of America’s most prestigious universities. Yet, she is placed on academic probation and is forced to take a leave because she had to work instead of study and lacked “Stanford” social capital. *Nina*’s parents own a taxicab business in Washington Heights and can barely make ends meet. How could they help her financially, socially and emotionally, if she couldn’t bear to tell them she did not make the grades her first semester? Herein lies how *Nina* is in essence “powerless,” and how Latina/os in the American higher education system are also positioned as “powerless.”

Two point seven percent of Ph.D’s in America were earned by Latina/os and of that bleak percentage, Latinas received .3% of all Ph.D.’s nationwide. *Nina*’s story, like a backdrop to these statistics may explain a scenario that sits in the guts of many Latina/o college students who may fear the sticker shock of college costs. You know that feeling you have when you are in the college bookstore standing in line hoping your financial aid came in to pay for the books in your hand? How embarrassing is it going to be when the book store clerk (who will most likely not look like you) passes you a judgmental eye that stings your pride and at times makes you think you don’t belong at this school or in college at all, when they say “no funds yet.” But, this happens enough and you learn to deal with it. However, can you deal with it for 8-12 years, through the completion of a Ph.D.? This counter-narrative is what may be the backdrop of so many of us in community college, four-year college, masters programs and Ph.D. programs. However, as we climb the ladder of degrees, less of us make it to the Ph.D. Many times, these doubtful feelings and financial baggage, which may come with the cost of being Latina/o sons, daughters, sisters, brother, mothers, fathers, are heavy.

“Powerlessness” is not that we don’t have power. Moreover, the power we do have is not valued enough to drive the access and completion of graduate level degrees, proportionately, in the American higher education system.

As a community and as a people, Latina/os are strong and ingenious, yet, in America, where our language is not even valued, do you think higher-educated Latinas/o are? We have enough power to get the minimum, then we subconsciously blame ourselves, our neighbors, our culture, our families for why as a community we seem flawed, without realizing that if the American higher education system were designed for us to progress seamlessly, then who would labor, who would do the work of saying, as *Nina* pleads with her parents, “Do you want fries with that?” across a fast-food counter?

Fuego, Fuego, Apagen el Fuego!

(Cont. from page 10) Monica refers back to her remarks during the AFA annual meeting made December 2010 where she said, “2011 is the 35th anniversary of the Association, and it is now that we turn a corner by electing the first person of color and the first member of a culturally-based fraternity and sorority to the role of the AFA president. Yes, that should be celebrated and I thank you. It should also make us clearly aware of the work we have yet to do to ensure that everyone in here feels welcomed and those that aren’t here, to bring them here.”

Thinking of those who sometimes are not in the room, what advice does she offer to those who may not feel welcomed? “A lot of words rush to my head, but the first and most important thing is to be you, be real.” Smalls has previously remarked, “If I didn’t take the responsibility for learning about the Association by volunteering, asking questions, and ensuring my voice was heard, then I couldn’t expect anyone else to do it for me.”

Reflecting back to Monica’s own experiences and thinking about the young professionals that are beginning to work in higher education, what advice would she like to share? Smalls explains, “Don’t sell yourself short. If I had, I wouldn’t have been a director immediately after grad school. Make sure you respect yourself so that students will in turn respect you, but don’t ever forget to allow your students to teach you. Overall, continue to read and never stop learning. Lastly, it doesn’t matter who mentors you, just find one.” Smalls strongly confirms that a network of support in seasoned, peer and even student mentors will allow a professional to continue to develop in their own skills.

Monica Miranda Smalls is the epitome of how passion for our students and continued advancement of our profession can translate in to continued success. As this interview took place Smalls was in the midst of an on-campus crisis that was impacting her entire campus community. With this we thank her for her time and dedication, and we congratulate her on her accomplishments that might just be goals to her, but are seen as groundbreaking opportunities for us.

New to the NASPA Conference?

Laura Valdez is a well respected, long-time member of the LKC who serves as the New Student Orientation Director at the University of New MEXICO, as well as a mentor for many. We thank Laura for sharing her advice here, as we re-run this article from our previous pre-conference issue. We felt her message was too valuable to run only once!

I will always remember going to my first NASPA conference and being overwhelmed by the size of the hotel and the conference itself. Here are a few tips for making it a manageable and fulfilling experience, and not overwhelming.

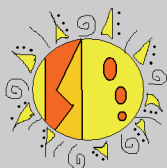
Whether you are attending alone or with colleagues from your campus, you should go to one or two social events to informally network with Latino/as from other campuses. Eating alone can be so lonely especially when everyone else seems to be gathering in groups, so venture out and attend a social. The LKC is filled with many people eager to network with colleagues.

Here are some helpful hints that we can pass along in advance.

- Use the itinerary builder on naspa.org/conf to tame the conference agenda monster, otherwise the large list of activities can be daunting
- Bring comfortable shoes (Place vanity aside and leave the fashionable yet uncomfortable shoes behind!)
- Pack business attire. You never know when you are about to meet your future boss at these conferences
- Attend the LKC events. It’s a great way to meet a community within a large setting
- Pack a lot of business cards and be prepared to network. When you receive a business card, write a “note to self” to recall where you met this new contact
- Meals are not included in the conference, but there are receptions or exhibit hall events with some light food
- Get plenty of rest so that you can make it to all your planned events
- There is a free cybercafé, so you do not have to bring your laptop
- Be prepared for a great experience
- Did I say, come to an LKC event?

I hope to see you in Philadelphia!





LKC @ NASPA 2011

Sunday, March 13th

9 am-4 pm

The Latina/o Institute (a.k.a. Intenciones: Making Each Step Count) - Franklin 6 - Marriott

<http://naspa.org/conf/cfp/precons.cfm>

Monday, March 14th

10:45 am—Noon

LKC Sponsored Program: Ensuring Latino/a College Student Success: A Data-drive Approach—
Franklin 4 - Marriott

1:30 pm -2:45 pm

LKC Business Meeting (open to all) - Liberty Ballroom - (B) - Marriott

7:00 pm—9:00 pm

Community Fair - Terrace Ballroom - (I) - Convention Center

Tuesday, March 15th

7:45am-8:45am

Public Policy Breakfast focusing on Immigration - Grand Ballroom - (C) - Marriott

9:45am-10:45am

LKC General Assembly (open to all) - Grand Ballroom - (C) - Marriott

10:45am-12pm

Speaker Sarita Brown - Terrace Ballroom - (IV) - Convention Center

1:45pm-3pm

Community Dialogue: Implications of Arizona State Bill 1070 - Franklin 13 - Marriott

3:15pm-4:30pm

LKC Sponsored Program: Casa Azteca: A Civic Approach to Building a College-going Culture -
110 - (A) - Convention Center

7pm-8pm

LKC Mena-Valdez Awards Reception - Grand Ballroom - (L) - Marriott

Please join the Latino Knowledge Community as we recognize those in the profession who have contributed greatly to the advancement of our community!



La Voz Communications