

**The Student Senate for
California Community Colleges
Policy: Issue Analysis and
Steps in the Advocacy Process**

Identifying the Issues

What are some of the ways that student leaders can identify an issue on campus?

- **The issue is presented to you**

You hear about it from another student

Ex. A student comes to the Council with the issue.

Ex. A friend of yours brings up the issue at lunch.

Ex. Other students at a party talk about an issue.

You hear about it from faculty, staff, or administration

Ex. The issue is discussed in a campus committee

Identifying the Issues

- You seek out the issue.
 - You distribute a survey or a poll to the students
 - You actively speak with students, faculty, staff, and administration

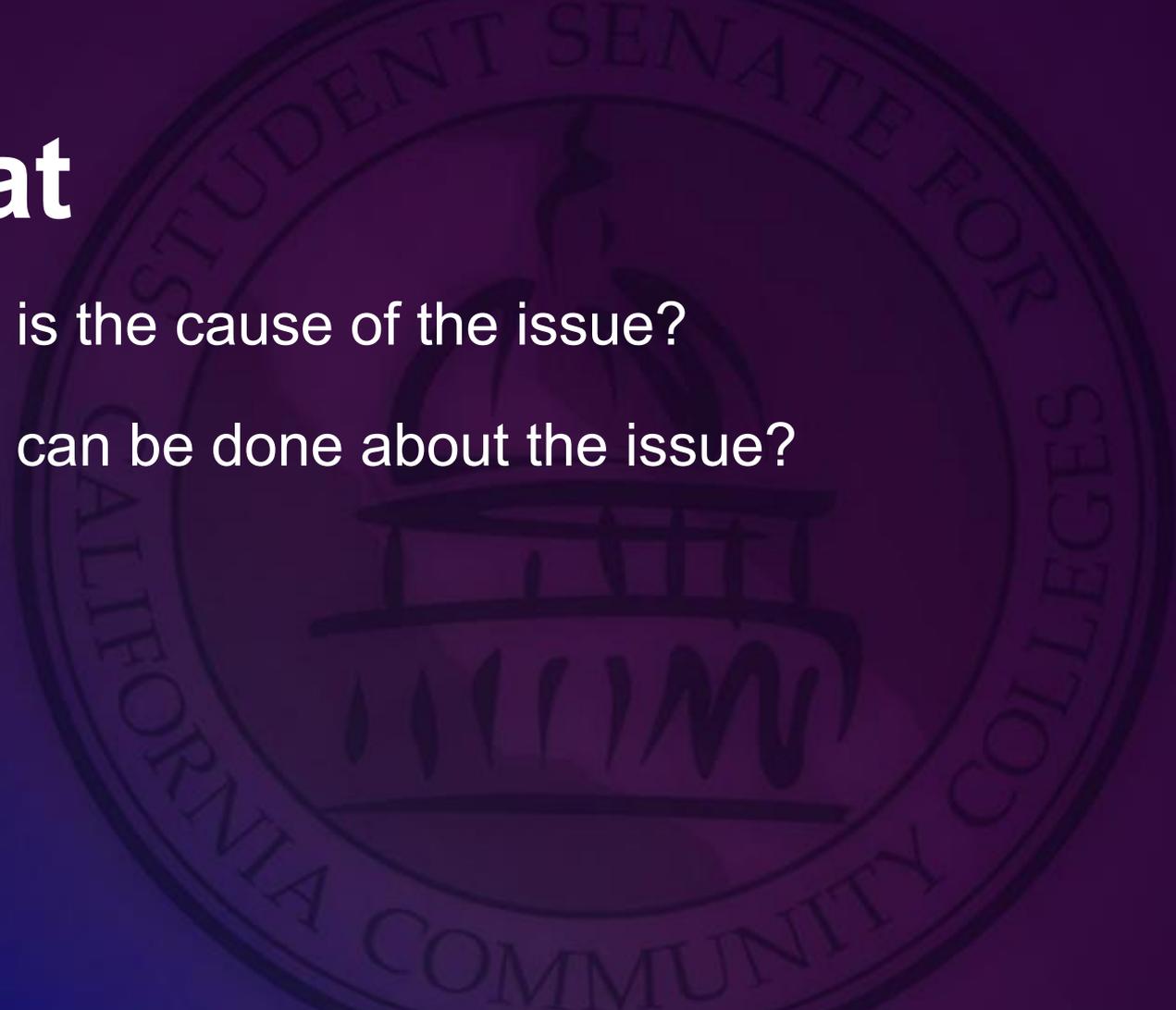
Breaking Down the Issues

When breaking down an issue, a student leader should ask:

- **Who?**
- **What?**
- **When?**
- **Where?**
- **Why?**
- **How?**

What

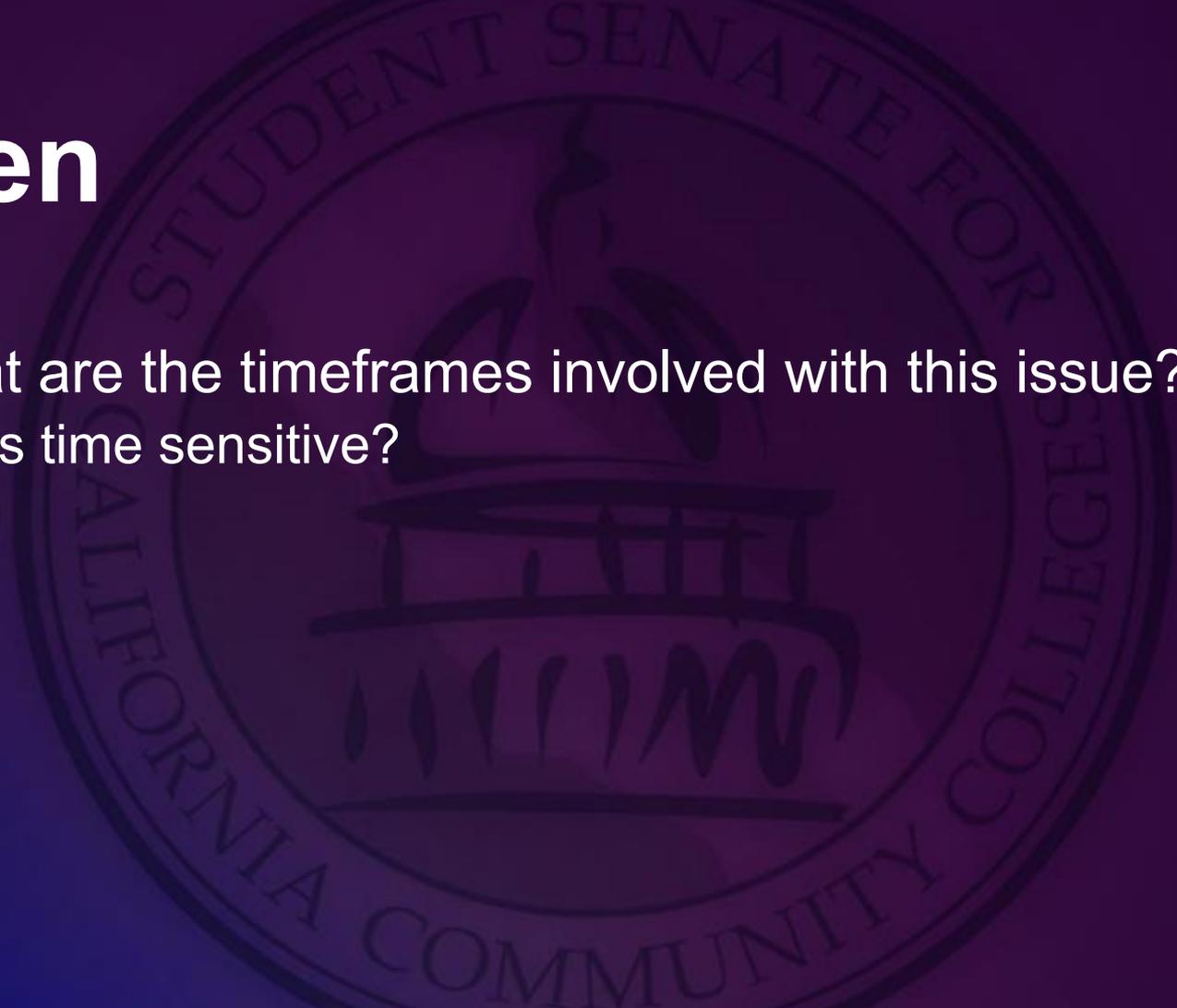
- What is the cause of the issue?
- What can be done about the issue?



When

When?

- What are the timeframes involved with this issue?
- Is this time sensitive?



Where

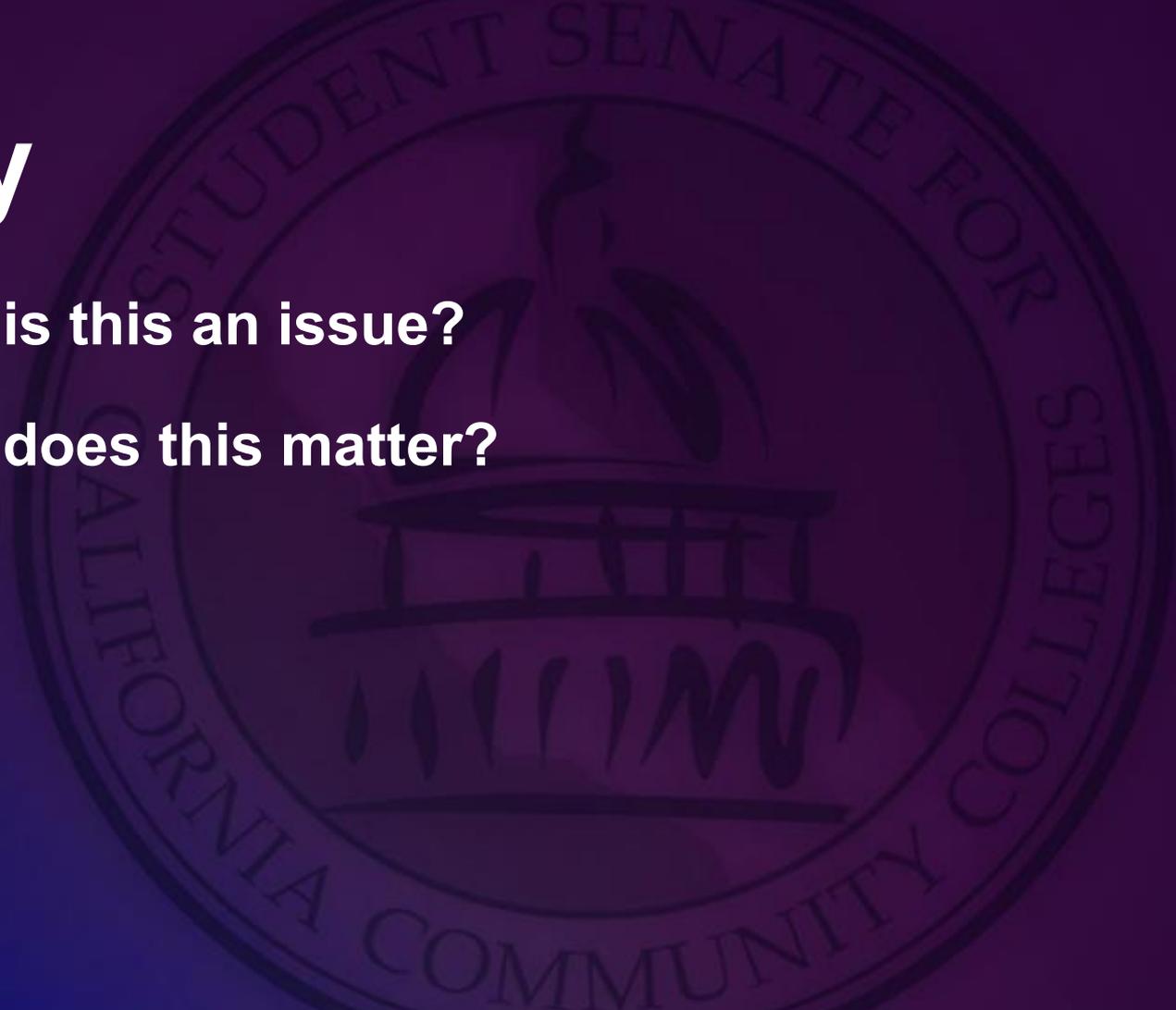
Where did you hear about this issue?

Where does this issue affect?

- Is the issue occurring in other places as well?

Why

- **Why is this an issue?**
- **Why does this matter?**



How

- **How do you know this is an issue?**
 - **Gather Information / Data on the issue**
 - **How did this issue begin?**
 - **How many people does this affect?**
 - **How much money could we save?**
 - **How much more could we be doing if the issue was resolved?**
 - **How can we solve this issue?**



Steps in the Advocacy Process

Doing Research and Finding Allies

Determine the Scale of the Issue:

Is this a local issue?

Is this a district issue?

Is this a statewide issue?

Research the issue heavily.

You should be able to answer all of the previous questions.

Doing Research and Finding Allies

After you feel confident that you know enough about the issue, find out who your allies are

- Look at who is affected by the issue
- Seek out Faculty, Administrators, or Staff members who will stand with you on the issue.
- Get everyone on board with the issue.

Determining a Strategy

- How should this issue be handled?
 - Who are the decision makers? What do they care about?
 - Is this an issue that:
 - can be worked out with specific administrators, faculty or staff?
 - needs to go through the committee process?
 - will require you to mobilize students?
 - will require you to go straight to a higher level of decision makers?

Determining a Strategy

- Once you have done your research, determined the scale of the issue, and the importance of the issue, figure out who to bring the issue to and how you will present the issue to them.
- Be tactful: Think about how to reach the decision makers in an effective way

Create a Plan of Action

- **Determine the steps you will need to take**
- **Create a timeline**
 - Key deadlines
- **Write it down on paper or type it out***
 - Outline your goal and your plan of action
 - Be sure to include deadlines and/or time frames for each step.

Implementation

- **Work with your allies**
- **Build Support**
- **Follow Up**



Implementation

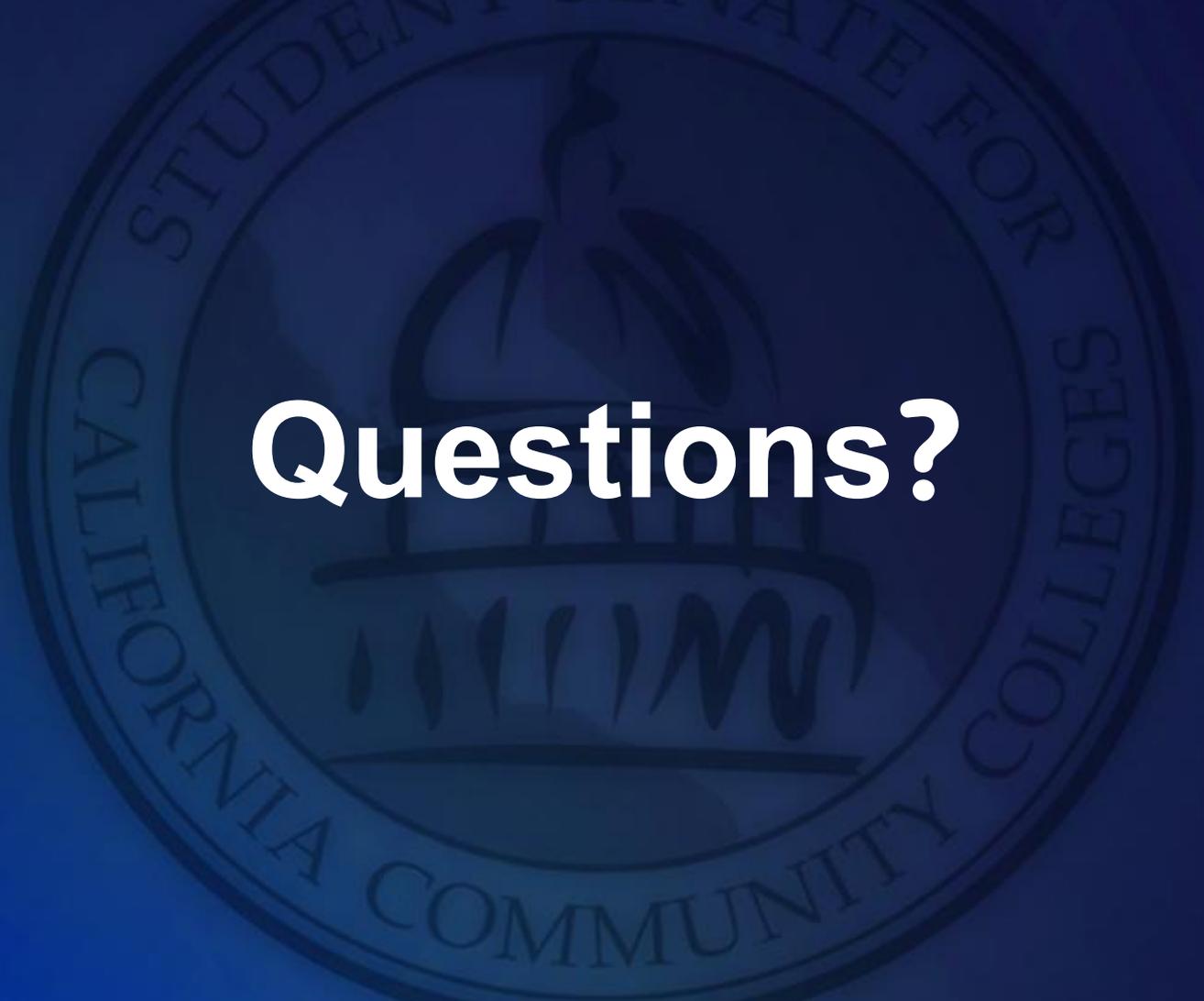
- **Encountering obstacles:**
 - **Be flexible and willing to compromise**
 - **Remember that you will need a good working relationship with the decision makers in the future**
 - **Remember that in some circumstances, disagreements can burn bridges.**
 - **Is the issue worth “going to war” for?**

Implementation

Q: What do you do if you are not receiving the cooperation you would like from the first level of decision makers?

A: Move beyond them.

- **If the issue is important enough, you should move beyond them and continue trying to solve the issue. Agree to disagree respectfully with those who will not support the cause and find others who will.**

The background of the slide features a large, faint, circular seal. The seal contains a central emblem with a torch and a book, surrounded by the text "STUDENT SENATE FOR CALIFORNIA COMMUNITY COLLEGES".

Questions?