Undergraduate Student Advocacy in the University of California System: Research

*by **Emma Tolliver***
University of California, Davis

Dedication

To the student advocates that have made the University of California system what it is—past, present, and future. To those who have paved the way and for whom you have paved the way for, now and forever.

Thank you for being a light in the world. May I do your legacy justice and treat it with the care it deserves.

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1. Introduction

The project seeks to evaluate what the barriers to civic engagement are in the University of California system and how those barriers can be lowered to make civic engagement initiatives and projects more successful for all University of California students.

This project is composed of two components: (1) research and (2) resource development. The research component seeks to evaluate and analyze UC student advocacy movements across the UC system by (1) engaging in archival research of previous student advocacy movements and (2) surveying current UC student advocates about their experiences. The resource development component seeks to create a toolkit for UC students to use to assist them in their advocacy efforts and to lower the barriers preventing students from participating in activism. The toolkit development will be informed by the findings of the research component with the intent to provide students equipment and resources in pursuing advocacy on-campus.

It is important to assist students in navigating the public and bureaucratic issues surrounding civic engagement. This project will help students, especially students who lack the privilege to have interacted within bureaucratic structures prior to college, in understanding how to successfully advocate within the structure of the university.

It is the goal of this project to create a handbook with civic engagement and advocacy tools, materials, advice, information on student protections and rights, and legal resources that is freely accessible to all UC undergraduate students. The intended impact is to support students in their advocacy efforts and lower the barriers that prevent students from participating in civic engagement and advocacy activities. The handbook seeks to highlight the importance of student activism and the worth and power of student advocacy efforts.

2. Archival Research

The primary goal of this project is to create a comprehensive resource for UC students seeking to advocate on their campus. For the purposes of this report, the key areas in this project include archival research, survey, and toolkit development.

Based on the archival research, I developed two key findings. First, there are two components that successful student advocacy campaigns have: community-centered values and actionable items. Second, from implementing campaigns that contain these two components, there are two effects that occur: challenges to the campaign and results from the campaign. These findings contribute to a greater understanding of how UC student advocacy movements have been successful historically, what they must be based on, and the short- and long-term consequences of such advocacy movements.

2.1 Methodology

2.1.1 Model of inquiry

To understand student advocacy movements, I am engaging in archival research using an inductive qualitative grounded-theory research design. Grounded theory is a particularly useful model of inquiry for research into an area of study that lacks a strong body of literature or that is primarily theoretical in nature. I am using classic grounded theory. From my archival research, I am seeking to build a theoretical model explaining the circumstances of successful student advocacy movements, and grounded theory is useful for identifying patterns and engaging in theory-building. The purpose of grounded theory is "to produce an ongoing conceptual theory. This theory will be recognizable to people familiar with the instance and will be modifiable to similar settings".[1] By reviewing historical instances of student advocacy, I review the archives for emergent knowledge and use the knowledge gained from exploration to inform the development of the toolkit. In the development of this theory, the data has been rendered according to grounded theory methodology.

While student advocacy in the UC system has been the subject of previous inquiry, much of the previous research on UC student advocacy movements is limited to the campus-level. By expanding to a system-wide analysis, the model of inquiry will attempt to broaden what student advocacy in the UCs can look like, be developed across time, and be successful in cross-campus movements.

[1] Hunter, A., Murphy, K., Grealish, A., Casey, D., & Keady, J. (2011). Navigating the grounded theory terrain. Part 1. Nurse Researcher, 18(4), 6-10.

2.1.2 Data collection procedures & data assumptions

I identified ninety-one instances of student activism during the University of California's existence that will be my units of data for my archival research. Each campus has between five to twelve units of data; the variation reflects public availability, duration of campus existence, and culture of advocacy instances at each campus. I have completed data collection and have found relevant archives for all ninety-one units of data. The majority of my archives are derived from newspapers; other sources for my archival units also include libraries, special collections, and research published by other UC scholars.

The primary assumption related to the quality of the data assumes the value of the database reports and news articles within the context of the situation. The research design is subject to the development of categories, patterns, definitions, and theories, meaning that the research coding process evolved according to the subjected developments emerging from the data through an inductive approach.

I am using Dedoose to manually code my archives. I am using an inductive coding approach by coding according to grounded theory.

2.2 Coding

2.2.1 Open coding

Each unit of data was reviewed through an open-coding process to collect indicators. "Indicators", also referred to as codes, are small sections of the units that have been identified as necessitating further analysis, clarification, categorization, and examination. I constructed these indicators with the purpose of reconstructing them into groups and categories for theory-development. In Table 1, I provide the indicators I constructed during the open coding stage.

TABLE 1. List of Indicators/Codes from Archival Research

Rally/Demonstration	Art
Letter/Proposal/Forum for Admin	Research
Vigil	Student Publication
Speeches	Local Politics Involvement
Hunger Strike	Sports
Multi-Campus Movement	Response to Injustice
Post-Advocacy by Student Leaders	Administrative Resistance
Defining Work	Student Academic Freedoms
Community Buy-In	Identity-Based Organization
Disability Rights	LGBTQ+ Community Solidarity
Teach/Sit-In	External Advocacy Outside the UC
Hunger strike	Continued Advocacy Action
Petition	Appeal to American Values
Activist Activity	Intercampus Conflict
Occupation	Bureaucratic Call to Action
Sports	Economic/Class Solidarity
Student Government	Racial Justice
Podcasting	Power of Associated Students
Affiliating with Advocate Groups	Call for Ethnic Studies
Tangible Changes Caused	Women's Rights and Solidarity

2.2.2 Axial coding

From the indicators I constructed, I created four general categories to understand how the indicators interacted with each other and contributed to student activism and civic engagement:

- Community-Centered Values
- Actionable Item
- Challenges
- Results

Categories were created to effectively identify and organize the indicators by their shared characteristics, preparing them for analysis. These four categories broadly prevented indicators from overlapping categories, so each indicator uniquely contributed to the understanding of a single category. Through this process, the indicators moved from the small, identified but unexamined parts of the data units to becoming abstractly analytical and accessibly sensitized to produce an understanding.[2]

The category of community-centered values

The archives were invested in maintaining that there were community-centered values held by the undergraduate student advocates. These community-centered values that were held motivated the students to become civically engaged and to participate in the work the students undertook. For instance, disability justice is a community-centered value that underpinned the student advocacy of Ed Roberts and Rolling Quads movement:

> "[Ed] Roberts helped disabled people shift their perspective…to saying 'No, that's wrong [to discriminate against people with disabilities]."'[3]

Similarly, many of the community-centered values were related to justice, combating injustice, or increasing equity. These are the values that define the impulse and motivation for civic action by students. It is important for them to be coded as such because identifying the values advances an understanding of the motivations, goals, and frameworks that promote success in student advocacy.

[2] For more information about the category development process, please review Graph A2 in the Appendix.

[3] Edelstein, Wendy. "Ed Roberts, Disability-Rights Leader and Cal Alum, Gets His Own State Day." Berkeley News, July 9, 2015. https://news.berkeley.edu/2010/07/27/roberts/.

The category of the Actionable Item

The concept of Actionable Items was mentioned in all of the archives, although not with that title. Actionable Items are broadly defined as actions taken by student advocates to promote their goals, platform, opinions, project, stance, and ideology. An example from the archives of an actionable item includes:

> "Crowds of students stormed and occupied the office of [the] University of California, San Diego Chancellor for six hours [...] after a noose was found hanging from a bookcase in the main library."[4]

There was great variance between the different forms of actionable items. For that reason, I've chosen to include another example from the archives to help highlight the variance, as follows:

> "More than 200 students and others rallied and marched [on September 27, 2019] to demand action on climate change, showing UC Davis' solidarity with demonstrations that occurred a week earlier around the world."[5]

The concept of the actionable item defines the activity that the undergraduate students take to further their advocacy, which has been coded and identified to determine the activities and features of successful advocacy movements led by undergraduate students at University of California campuses historically.

The category of challenges

In this analysis, challenges are considered to be objections to the community-centered values of the student advocates or the actionable items from individuals and groups outside the student advocacy community. While inter-community disagreement could be viewed as a challenge, it is not included in this research as there was limited empirical evidence of it being included in the archives reviewed.

An example of the challenge is included in this brief excerpt:

> "During the protest, there were several instances of opposition, from individual outcries to one student physically attempting to end the demonstration."[6]

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4 History of Student Activism Timeline – Tell Us How UC It." Accessed April 10, 2023. https://knit.ucsd.edu/tellushowucit/timeline/.

5 Jones, Dave. "UC Davis Represents in Global Climate Strike." UC Davis, October 1, 2019. https://www.ucdavis.edu/news/uc-davis-represents-global-climate-strike.

6 livinghistory.as.ucsb.edu. "United Front, 1969 – A.S. Living History Project." Accessed April 10, 2023. https://livinghistory.as.ucsb.edu/2019/12/04/united-front/.

The protestors received opposition from outsiders to the advocacy community (those providing the "individual outcries" and the student who became physical) on the basis of their actionable items (protest). It is helpful for student advocates to understand what challenges have emerged historically for student advocates in the University of California system. This is two-fold: to prepare students to encounter such difficulties when they arise and to have models of successful advocacy in situations where such challenges have emerged.

The category of results

The consequences directly resulting from the actionable items undertaken by student advocates are considered results. They are distinct from the actionable items themselves because they are the production and aftermath of the actionable item and, therefore, require a separate consideration. Additionally, different actionable items produced similar results, suggesting that there exists forms of advocacy that are more likely to be successful in producing certain results. Results include campus-wide level results, such as:

> "...the UC's enacted a new investment policy to slowly divest from certain companies that supported apartheid."[7]

More commonly, though, in this research, results refer to campus-level changes in advocacy, including:

> "UCI administrators decided that gay and lesbian couples could qualify for housing based on need."[8]

The need for the category is to evaluate the outcomes of the actionable items taken by advocates. From the evaluation of outcomes comes the determination if those outcomes are desired and if those actions should be repeated to produce similar outcomes. Namely, results help student advocates understand how to model their advocacy based on the results they want to pursue.

7 *Daily Bruin*. "Timeline: A Brief History of Activism at UCLA (1969-Present)." Accessed April 10, 2023. https://dailybruin.com/2015/07/21/timeline-a-brief-history-of-activism-at-ucla-1969-present-2.

8 KCET. "UC Irvine Student Housing Fight Makes Inroads in LGBTQ Rights," June 7, 2022. https://www.kcet.org/shows/lost-la/uc-irvine-student-housing-fight-makes-inroads-in-lgbtq-rights.

2.2.3 Selective coding & theory-generation: findings

From the open and axial coding of the archives, I have developed an emerging theory. The theory holds that there are two primary components of a successful University of California student advocacy campaign, as rendered by a historical archival analysis: community-centered values and actionable items. With a commitment to these two components, two effects occur: challenges and results. These effects are not mutually exclusive and, in fact, should both be expected in student advocacy campaigns that include both primary components.

The two primary components exhibit the most variance in how they appear in student advocacy movements. This variance in component appearance, logically, reflects the differences in communities, student populations, ideas for advocacy, and coalition behind actions. By broadly coalescing these variances into the two categories of community-centered values and actionable items, I hope to make meaning of the shared qualities of traits that are reoccurring across the variance in both community values and actions and propose how these shared qualities result in successful student-led advocacy initiatives on UC campuses.

There is considerably less variance in the effects. By naming and drawing attention to the effects that have been identified through the archival research, this theory hopes to identify the most probable effects of student advocacy to assist students in preparing and anticipating what challenges they may encounter and results they may produce from their advocacy work.

The archival research has crystallized a conceptual theory on University of California student advocacy. It is through this theory that the core interest of the study—UC student advocacy—exists: it is developed through the two primary components and produces the two effects. Fundamentally, under this theory, successful UC student advocacy movements must be based on community-centered values, enacted by actionable items, and anticipate challenges and results.

3. Survey

3.1 Methodology

3.1.1 Research design

I prepared a survey with eighteen questions, including a selection of multiple-choice, matrix, and open-response opportunities. The questions were primarily open-ended to allow students to describe, in their own words, their experiences in student advocacy. The purpose of this study was to learn more about how student advocates define and identify their work and attitudes towards advocacy on University of California campuses. The survey was prepared using Qualtrics.

The questions focused on student advocacy experiences, accessibility of resources for students, concerns about challenges and difficulty in student civic engagement, how student advocacy movements are currently manifesting on campuses, and perspectives on student- centered needs and tools.

The survey was launched on November 7, 2022 using the platform Qualtrics to host the survey. The requirements for participants in the survey included being aged eighteen years and over, currently attending one of the University of California campuses as an undergraduate, and having previously or currently participated in advocacy, activism, and/or civic engagement while being an undergraduate at a University of California campus.

The survey received enough responses to achieve a 90% significance level with a 7% margin of error.[9] It received Internal Review Board (IRB) approval from UC Davis's Office of Research (UC Davis IRB ID: 1914104-1).

[9] https://www.qualtrics.com/blog/calculating-sample-size/.

3.1.2 Survey dissemination

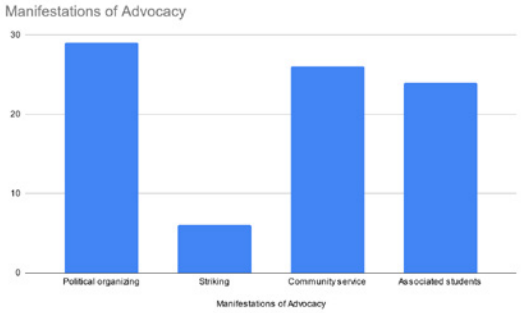
To draw data from students and access student populations, my primary method of survey dissemination was via email. I emailed over 200 UC-affiliated organizations and centers in order to market my survey on November 8, 2022, January 25, 2023, January 30, 2023, and March 1, 2023. UC-affiliated organizations include, but are not limited to: the Associated Student (AS) executive branch accounts, AS legislative branch accounts, AS senator accounts, UC Student Association (UCSA) committees, UCSA campaigns, UCSA officers, racial, ethnic, and cultural interest centers (i.e. "UCI Center for Black Cultures, Resources, & Research"), LGBTQ+ interest centers, educational opportunity centers (i.e. "Transfer Services Center"), and registered student organizations with political purposes (i.e. "Davis College Democrats"), advocacy purposes (i.e. "Our Time To Act (OTTA) United"), community service purposes (i.e. "Women's Empowerment Coalition" at UCLA), and racial, ethnic, and cultural purposes ("United Afghan Club at UCLA"). I also created an Instagram account entitled "@uc.student.advocacy.research" to promote the survey on social media. I followed 400+ UC-affiliated student organizations.

Students who took the survey were compensated with a $5 Amazon gift card. Additionally, five $100 gift cards were raffled to students who took the survey after the survey had closed. The five students were randomly selected using a random number generator, with the number being the number in which the survey response was received. The survey was open for students to take from November 7, 2022 until March 15, 2023.

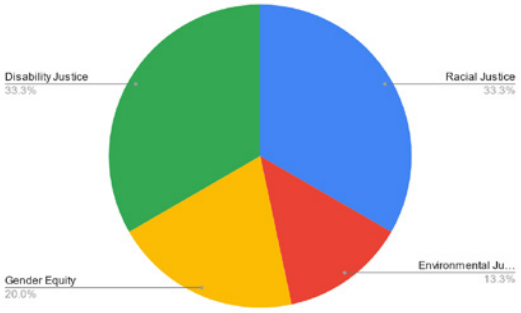
3.2 Findings & Key Observations

Predominantly, students that engage in advocacy describe their activities as falling between one of three categories: political organizing, community service, or working within the Associated Student body. From these categories, students specified what their role and advocacy focus was within these activities.

Key Observation 1: *student advocacy lives in the campus community.*



Graph B3i.
Survey Results: "Briefly describe your experiences as a student advocate."



Graph B3ii.
Survey Results: Forms of political organizing, described

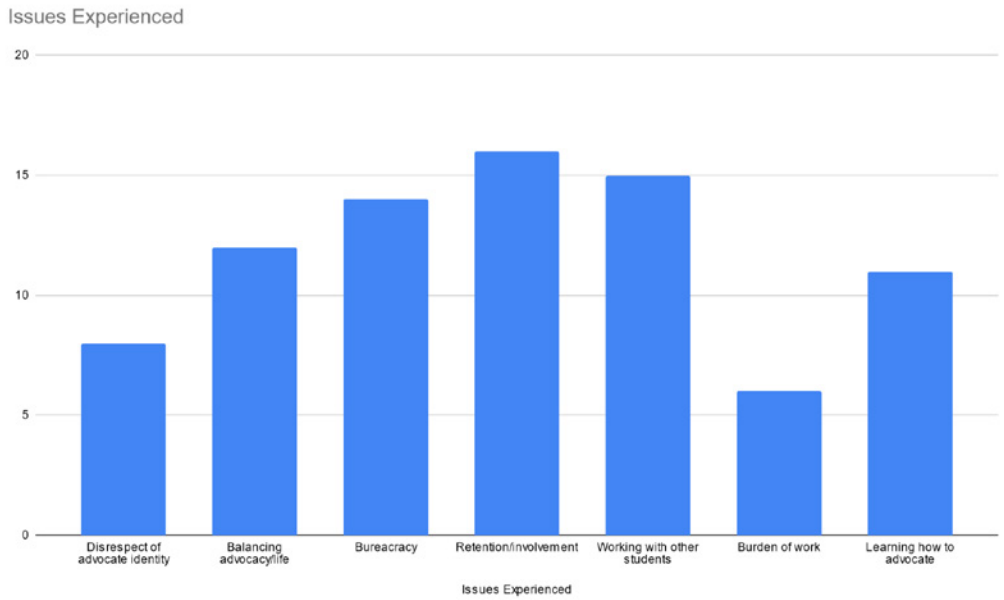
Of the four forms of advocacy that students described in their survey answers, three of the four relate specifically to campus and community. Student government, striking, and community service are all located in the campus community. In the answers that described their experiences related to striking, all students who mentioned striking as their experience in advocacy described participating and supporting the Fall 2022 graduate student strike; thus, this work was specifically related to the campus community. Similarly, advocacy categorized as "community service" referred specifically to work in the campus or local (surrounding campus) community. Subsequently, the majority of advocacy work described—(65.9%)—lives on UC campuses and in the campus community.[10]

Key Observation 2: *Challenges in student advocacy seem to primarily emerge from interpersonal conflict and issues with collaboration, rather than from the advocacy work itself.*

Students also broadly defined the challenges they experienced, with a significant number of survey participants noting issues pertaining to working with others in the university. The three top issues that survey participants identified were: maintaining student retention and involvement, working

[10] Political organizing, too, can occur on campus. However, since it cannot be identified as solely existing on campus and in the campus community, it has been excluded from this calculation.

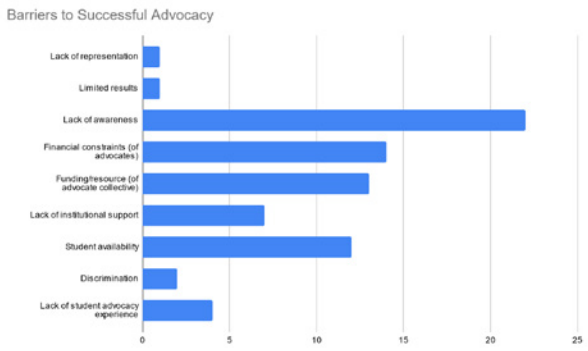
with other students, and working within the bureaucracy at a UC campus. The primary challenges that emerged seem to result from interpersonal conflict and issues with collaboration. Therefore, it appears that students found leadership, community organizing, recruitment, and other organizational aspects of advocacy more challenging than the issues that pertained to the work of advocacy itself.

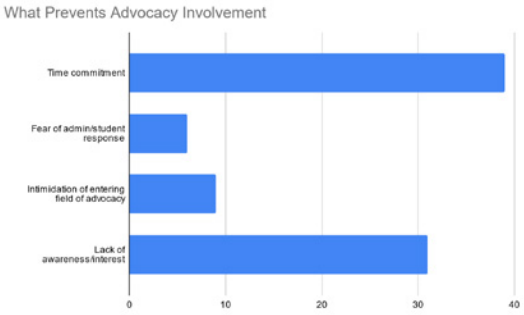


Students did note that there were challenges experienced that pertained to advocacy work; students stated that learning how to advocate and finding a balance between advocacy work and life were additional issues encountered. Additionally, over a quarter of student advocates that participated in the survey identified that their identity and demographic background hindered their advocacy efforts. Students, in addition to naming challenges regarding organizational aspects of advocacy, also identified the process of learning how to become an effective advocate as a challenge.

Key Observation 3: *Advocates have a problem relating the importance of their advocacy to others, which results in lack of awareness, retention, and involvement.*

When asked why students do not join advocacy efforts, the majority of students stated that a lack of awareness prevented students from participating in advocacy activities. Financial constraints on students, limited funding and resources for advocacy groups, and student busyness and availability were similarly mentioned as potential reasons.





Overwhelmingly, students identified a lack of awareness and interest as a barrier that they have faced in their own work; additionally, time commitments to advocacy have also challenged student participation. Notably, despite retention, involvement, and awareness being a challenge and barrier to advocacy, not all advocates engage in recruitment. Those that do engage in recruitment primarily rely on their network (word-of-mouth) and social media to reach other students through recruitment initiatives.

If retention and awareness are issues, as identified by advocates, relying primarily on advocates' networks and social media appear to be ineffective ways of promoting advocacy work and circulating information. Thus, I recommend student advocates develop media strategies that incorporate more forms of advertising than just those two forms. Student advocates also identified lack of awareness as a significant barrier that prevents students from participating in advocacy; thus, student advocates must be able to effectively share information about their advocacy *and* pitch their work. In sharing information to a wider audience, advocates should also be able to explain why this advocacy matters and why students should become involved in or be aware of this advocacy.

Key Observation 4: *Students want support from their peers and from administrators.*

Students have noted feeling most supported by fellow undergraduates and non-teaching faculty and staff. They noted feeling least supported by administrators. However, when considering who could be most helpful in supporting their advocacy efforts, students, again, identified their fellow undergraduate student peers as the most helpful, but indicated that administrators were the second most helpful population in potentially providing assistance on advocacy efforts.

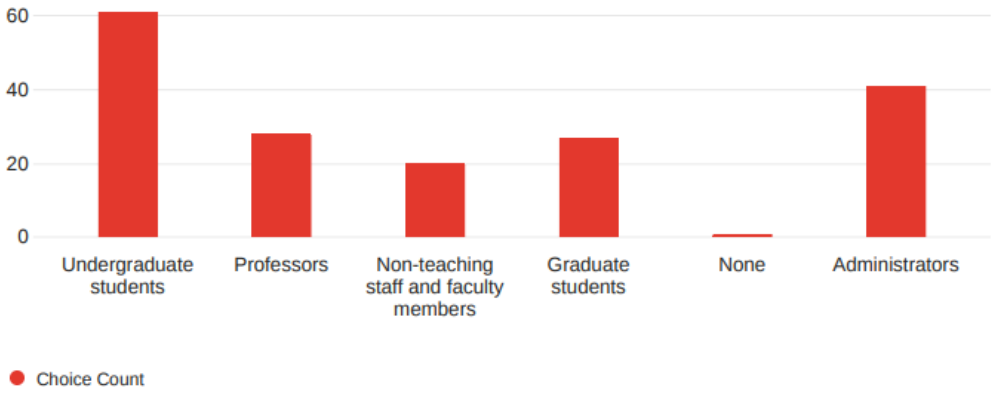
Table A2.

Survey Results: "On a scale from 1-10, with 1 being not at all and 10 being extremely, how supported do you feel in your advocacy efforts by the following populations on your campus?"

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
Undergraduate peers at your campus	1.00	10.00	7.07	1.85	3.43	76	537.00
Graduate students on campus	1.00	10.00	5.64	2.61	6.80	73	412.00
Professors	1.00	10.00	5.43	2.42	5.85	76	413.00
Non-teaching staff and faculty members	1.00	10.00	6.14	2.43	5.91	76	467.00
Administrators	1.00	10.00	4.52	2.53	6.41	75	339.00

Graph B10.

Survey Response: "Which populations do you think can assist you the most in your advocacy efforts with their support on your campus? Select all that apply."



The biggest gap from perceived support for student advocates and desired support for student advocates is in the category of "administrators". This suggests that students want to work with administrators and would be willing to engage with administrators on advocacy projects.

However, student advocates do not feel that they have the support to do so currently. Students also feel most supported and desire support the most from their undergraduate peers. Thus, in spite of the interpersonal and collaboration challenges identified in Key Observation 2, students view their peers as effective advocates and desire to work with them.

Key Observation 5: *Resources pertaining to advocacy education, students' rights, developing advocacy plans, and finding community solidarity are highly desired.*

Finally, when students were asked what resources they would want available to them, the following items were requested:

- "Marketing" resources
- "Resource booklet for common student advocacy resources"
- "How to develop networking connections" or develop a network
- "Resources to get started and how to get heard"
- "A planner/agenda"
- "Guide to increasing outreach"
- "Access to guidance"
- "First Amendment education"
- "Resources to reach out to people"
- "Planning advice"
- "Budgeting options"
- "Simple/easy-to- digest educational materials about what advocacy is…[and] how to do it"
- "Field training"
- "Stories of change"
- "Student rights as advocates"
- "List of…UC administrators"
- "How to advocate for yourself"
- "How to find community"
- "Planners"
- "Testimonials from student leaders"
- "How to balance advocacy with schoolwork and other responsibilities"
- "Leadership framework"

Among these requests, the recurring requests pertain to advocacy education ("Resources to get started and how to get heard," "Leadership framework," "Simple/easy-to- digest educational materials about what advocacy is…[and] how to do it"), developing advocacy strategies ("A planner/agenda," "Planning advice," "Resource booklet for common student advocacy resources"), community building ("Guide to increasing outreach," "Access to guidance," "How to find community"), and student rights in advocacy ("First Amendment education," "Student rights as advocates").

4. Conclusions From Research

The purpose of the toolkit is to, broadly, provide resources within these four categories to support the work of advocates. The archival research will be used to model instances of success (as well as providing "Stories of change" and "Testimonials from student leaders") for advocates to learn from. Thus, the toolkit will:

- Provide resources for student advocates related to advocacy education, developing advocacy strategies, community building, and student rights in advocacy.
    - These categories have been determined as the primary desired resources identified by student advocates who participated in the survey.
- Use historical examples derived from the archival research to illustrate and model successful advocacy in the four categories listed above.
- Offer potential solutions to the key issues raised by student advocates pertaining to interpersonal and collaborative challenges, student retention and recruitment, and bridging the gap between non-aware students/student advocates and administration/student advocates.
- Provide testimonials and advice from former and current student advocates in the University of California system.

5. Acknowledgements

This project would not have been possible without the support of the UC National Center for Free Speech and Civic Engagement. Thank you for seeing my vision and supporting undergraduate student civic engagement and advocacy. Thank you for trusting me to be the Center's first undergraduate research fellow. I was humbled when I received my fellowship offer, and I am still humbled. It's been the honor of my life to work with the Center in this capacity. Thank you to Executive Director Michelle Deutchman—who I also have the pleasure of calling a mentor—and Brenda Pitcher. Thank you to my fellowship cohort for being extremely supportive of my work and of believing in my capabilities. Special thanks to Senior Fellow Beth Niehaus, who took the time to mentor me as I navigated the process of being a Principal Investigator.

I extend my gratitude to all the students who took part in this research as a survey participant. Thanks to my mentors: Dr. Jessica Perea, Dr. Keith Watenpaugh, Dr. Seeta Chaganti, Dr. Lauren Young, Dr. Ethan Scheiner, and Dr. Susanne Lohmann. Special thanks to the UC Davis Department of Native American Studies and Dr. Zoila Silvia Mendoza for allowing me to house this project under the NAS Department.

This project would not exist if it were not for David and Su Tolliver. There is not enough space to lay out all that I have to say, so I will just say: thank you for believing in me so much that I had no choice but to believe in myself, too.

Finally, thank you to all the students who fought for our community for years and years so that I could have the privilege of attending a University of California campus. Your advocacy and your fight does not go forgotten; I carry it with me. My joy and my accomplishments are not mine; they are for all of you and for us. Congratulations to you, to us, and to those who will come after.

6. Disclosure

The studies reported in this publication were supported by a grant fellowship from the UC National Center for Free Speech and Civic Engagement. The principal investigator was previously employed by the UC National Center for Free Speech and Civic Engagement prior to when the conduction of the studies included in this publication began. The terms of this arrangement have been reviewed and approved by the University of California, Davis's Office of Research in accordance with its policies on objectivity in research and conflict of interest.

The views and opinions expressed in this publication are those of the principal investigator and do not necessarily reflect the views, policies, or positions of any entities they represent, including but not limited to the UC National Center for Free Speech and Civic Engagement and the University of California, Davis.

7. Appendix

7.1 Appendix A: Tables

TABLE A1. List of Indicators/Codes from Archival Research

Rally/Demonstration	Art
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Table A2. Survey Results:

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Table A3. Resources on Free Speech by Campus.

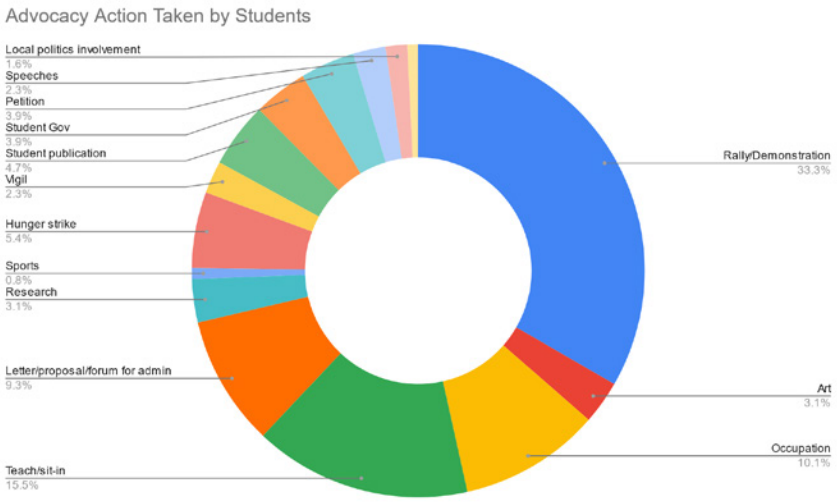
Campus	Resources on Student Free Speech and Expression
Berkeley	https://freespeech.berkeley.edu/
Davis	https://studentexpression.ucdavis.edu
Irvine	https://freespeech.uci.edu/
UCLA	https://equity.ucla.edu/know/freedom-of-speech/
Merced	https://legalaffairs.ucmerced.edu/free-speech
Riverside	https://freespeech.ucr.edu/
Santa Barbara	https://www.sa.ucsb.edu/resources/ucsb-student's-first-amendment-rights
Santa Cruz	https://freespeech.ucsc.edu/
San Diego	https://freespeech.ucsd.edu/
UC System	https://policy.ucop.edu/doc/2710523/PACAOS-30 https://freespeechcenter.universityofcalifornia.edu/programs-and-resources/resource-materials/

Table A4. Information about each Associated Students organization, by campus.

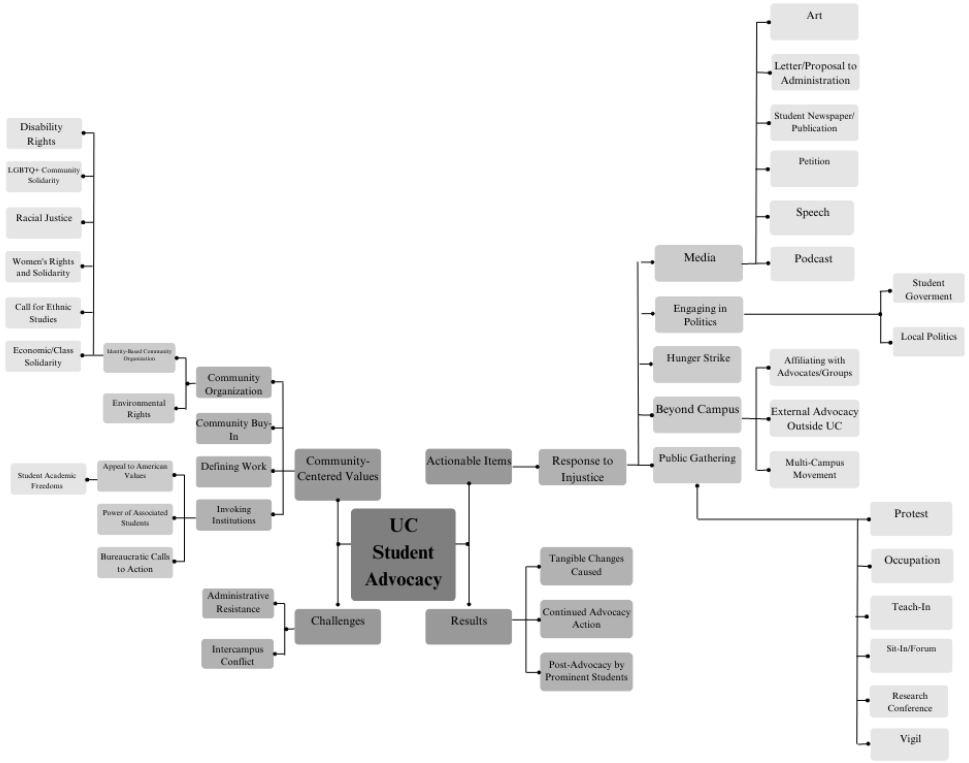
Campus	AS Website	AS Presidents' Contact	AS General Email/Contact Page
Berkeley	https://asuc.org/	president@asuc.org	adminoffice@asuc.org
Davis	https://asucd.ucdavis.edu/	president@asucd.ucdavis.edu	senate@ucdavis.edu
Irvine	https://asuci.uci.edu/	asuci@uci.edu	https://asuci.uci.edu/contact-us/
UCLA	https://www.asucla.ucla.edu	president@usac.ucla.edu	talk2us@asucla.ucla.edu OR https://www.asucla.ucla.edu/contact-us
Merced	https://asucm.ucmerced.edu/	asucmpresident@ucmerced.edu	https://shib.ucmerced.edu/idp/profile/cas/login?executi on=e2s1
Riverside	https://asucr.ucr.edu/	asucrpresident@ucr.edu	asucr@ucr.edu OR https://asucr.ucr.edu/contact-form
Santa Barbara	https://www.as.ucsb.edu/	president@as.ucsb.edu	https://www.as.ucsb.edu/contact/
Santa Cruz*	https://sua.ucsc.edu/	suapres@ucsc.edu	
San Diego	https://as.ucsd.edu/	aspresident@ucsd.edu	https://as.ucsd.edu/Home/Contact

7.2 Appendix B: Graphs

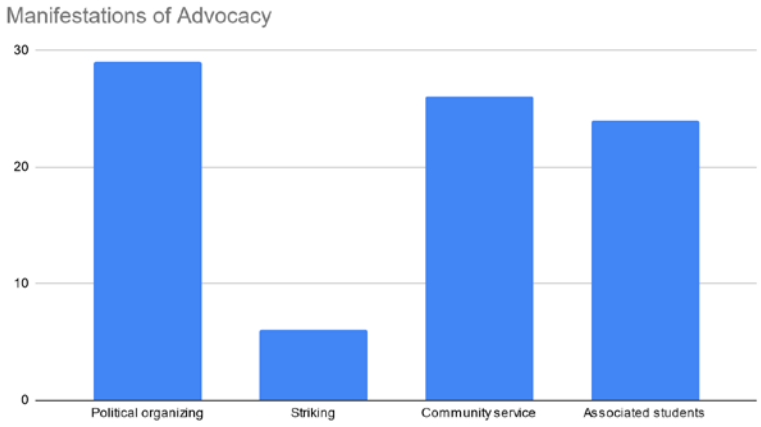
Graph B1. Breakdown of Activist Activity, Coded from Archival Research.



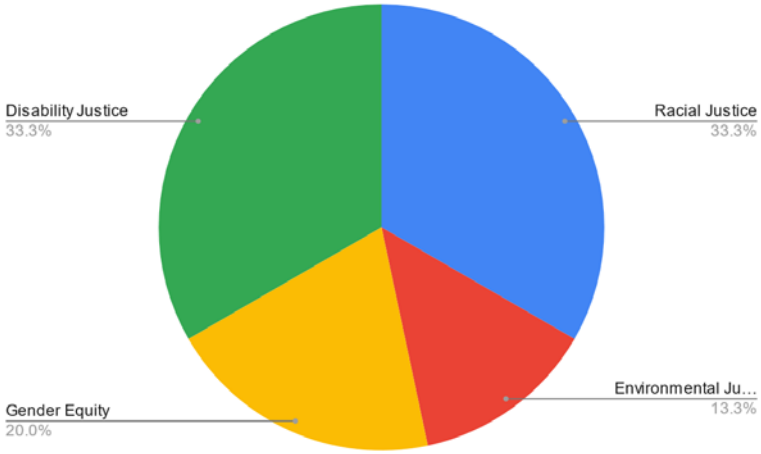
Graph B2. Coding Tree.



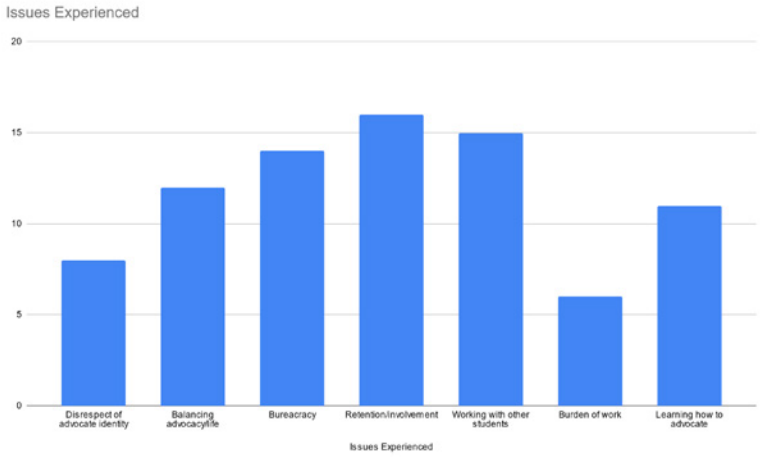
Graph B3i. Survey Results: "Briefly describe your experiences as a student advocate."



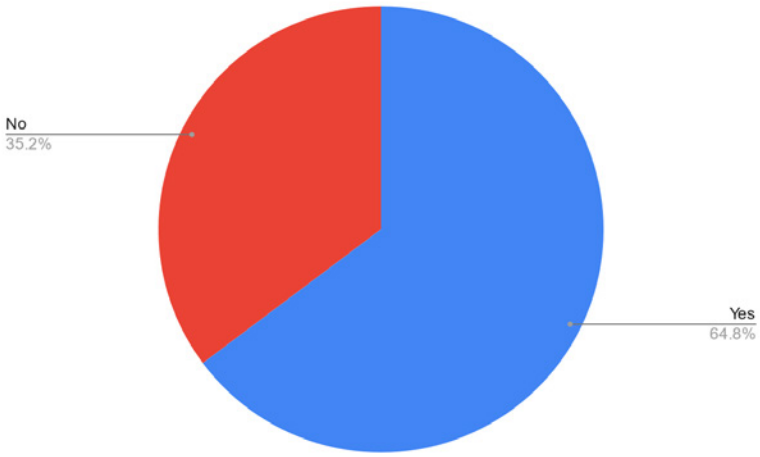
Graph B3ii. Survey Results: "Briefly describe your experiences as a student advocate."



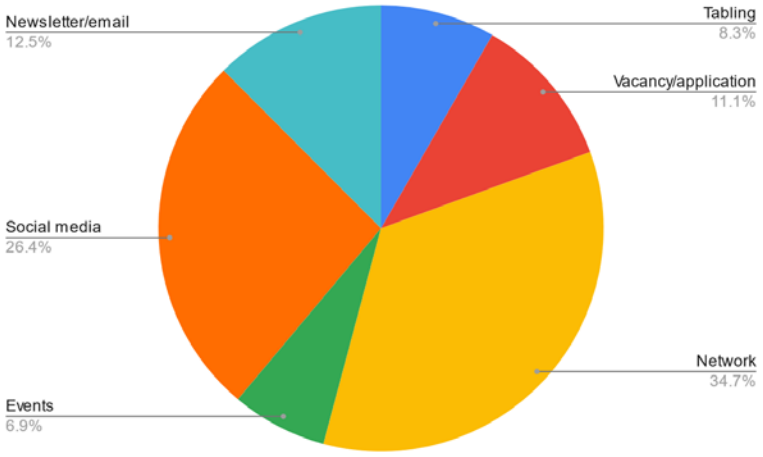
Graph B4. Survey Results: "What has been the most significant challenge you have experienced as a student advocate?"



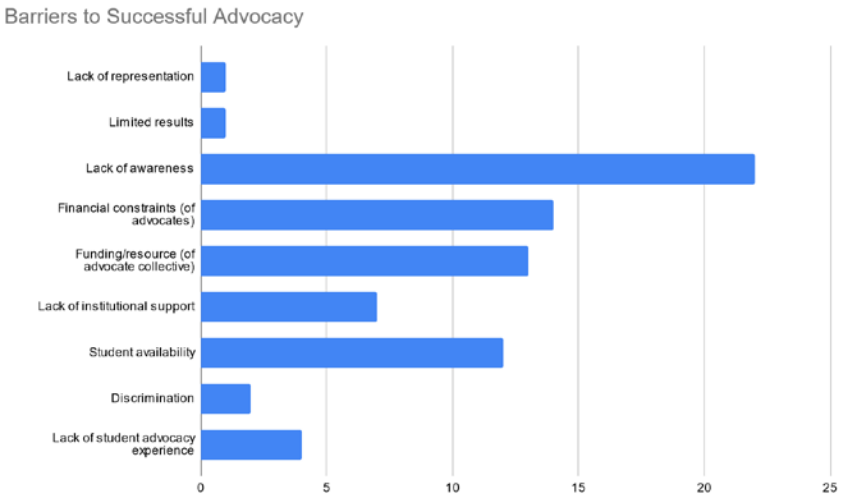
Graph B5. Survey Results: "Do you actively recruit others to participate in your advocacy efforts?"



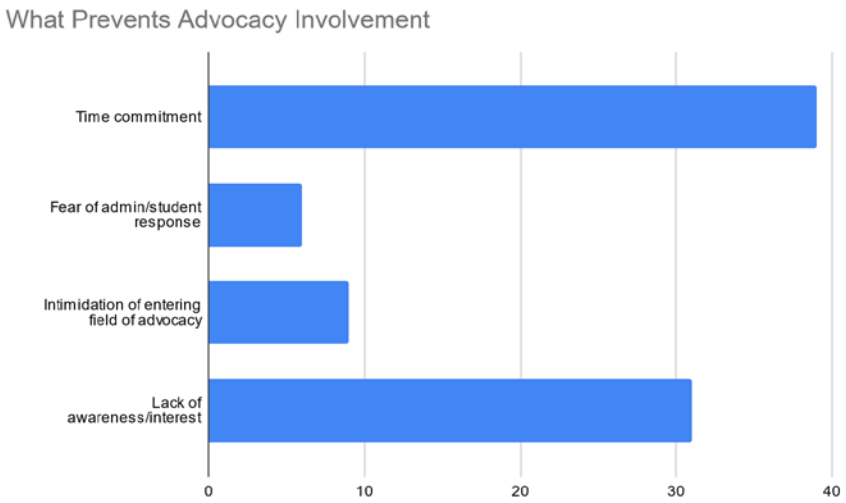
Graph B6. Survey Results: "If yes (you actively recruit others to participate in your advocacy efforts), how do you recruit?"



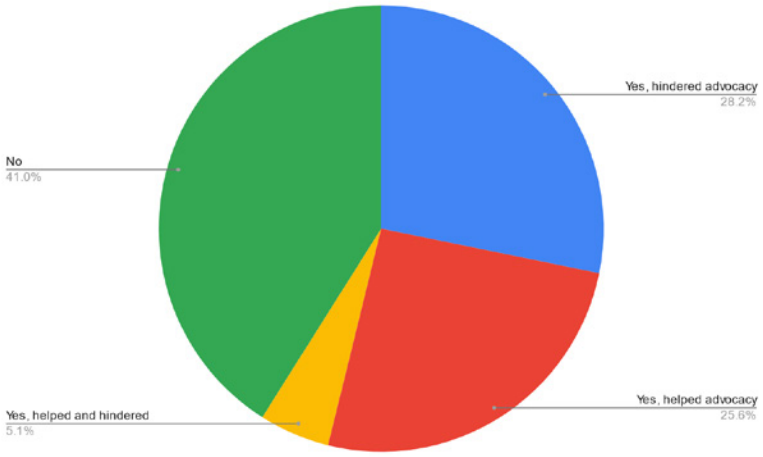
Graph B7. Survey Results: "What do you think prevents students from joining your advocacy efforts?"



Graph B8. Survey Results: "What are the most significant barriers to advocacy that you have experienced?"

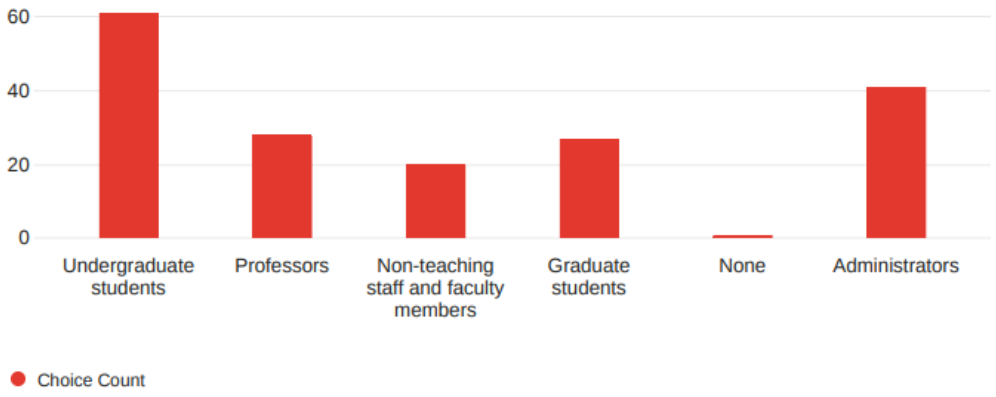


Graph B9. Survey Results:
"Do you feel that your identity and demographic background (race/ethnicity, gender identity, sexuality, etc.) has hindered or helped your advocacy efforts?"



Graph B10. Survey Response:

"Which populations do you think can assist you the most in your advocacy efforts with their support on your campus? Select all that apply."



7.3 Appendix C: Survey Materials

Title of study: Undergraduate Student Advocacy in the University of California System

Investigator: Emma Tolliver

Introduction and Purpose

You are being invited to join a research study.

The purpose of this study is to see if there are barriers to student advocacy for undergraduate students at the University of California campuses.

If you agree to be in this research, you will be asked to complete a questionnaire. You will be asked questions about your experiences as a student advocate attending a University of California campus. It will take about 30 minutes to complete the questionnaire.

There is no direct benefit to you from taking part in this study. We hope that the research will help address the barriers to student advocacy and civic engagement.

The risks of this research are minimal. Some of the questions might make you feel uncomfortable or upset. You do not have to answer any of the questions you do not want to answer.

Confidentiality

As with all research, there is a chance that confidentiality could be compromised; however, we are taking precautions to minimize this risk. Your responses to the survey will include information that identifies you. This identifiable information will be handled as confidentially as possible. However, individuals from UC Davis who oversee research may access your data during audits or other monitoring activities.

To minimize the risks of breach of confidentiality, we will use encrypted and password-protected storage; study records access will be limited to the principal investigator.

The data we collect with your identifiable information (e.g., your name, medical record number, or date of birth) as a part of this study may be used to answer other research questions or may be shared with other investigators for other research. If we do so, we will remove all identifiable information before use or sharing. Once identifiers have been removed, we will not ask your consent for the use or sharing of your data in other research.

Compensation

To thank you for your participation in this study, you will receive a $5 dollar gift card of Amazon credit emailed to you within 7 days after you complete the questionnaire if you are one of the first fifty (50) students from your campus to complete the survey.

Rights

Taking part in research is completely voluntary. You are free to decline to take part in the project. You can decline to answer any questions and you can stop taking part in the project at any time. Whether or not you choose to take part, or answer any question, or stop taking part in the project, there will be no penalty to you or loss of benefits to which you are otherwise entitled.

Questions

If you have any questions about this research, please feel free to contact the investigator at (209) 600-8654 or eltolliver@ucdavis.edu.

If you have any questions about your rights or treatment as a research participant in this study, please contact the UC Davis, Institutional Review Board by phone: 916 703 9158 or by email: HS-IRBEducation@ucdavis.edu.

If you agree to take part in the research, please click on the "Accept" button below.

Q1. What is your name? This information will be removed from your survey answers and will only be used to ensure you are provided compensation.

Q2. What is your UC email? This information will be removed from your survey answers and will only be used to ensure you are provided compensation.

Q3. Briefly describe your experiences as a student advocate.

Q4. What has been the most significant challenge you have experienced as a student advocate?

Q5. Do you actively recruit others to participate in your advocacy efforts? If yes, how do you recruit?

Q6. What do you think prevents students from joining your advocacy efforts?

Q7. What are the most significant barriers to advocacy accessibility?

Q8. Have you challenged those barriers or worked to lower them? If so, how?

Q9. Do you feel that your identity and demographic information (race/ethnicity, gender identity, sexuality, etc.) has hindered your advocacy efforts? Why? If not, do you feel like your identity has assisted you in your advocacy efforts?

Q10. What are the three most important aspects that make you and your student advocacy efforts successful?

Q11. How do you think those three aspects can be made more accessible to others?

Q12. On a scale from 1-10, with 1 being not at all and 10 being extremely, how supported do you feel in your advocacy efforts by the following populations on your campus.

Q13. Which populations do you think can assist you the most in your advocacy efforts with their support on your campus? Select all that apply.

Q14. If you could tell UC administrators or the UC Regents one thing about student advocacy, what would you want to tell them?

Q15. How do we make students feel empowered in their advocacy efforts?

Q16. If a toolkit was being created to assist student advocacy and student advocates, what is the most important thing you feel should be included?

Q17. What advice do you have for students seeking to become advocates?

Q18. Is there anything else you would like to share?

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