

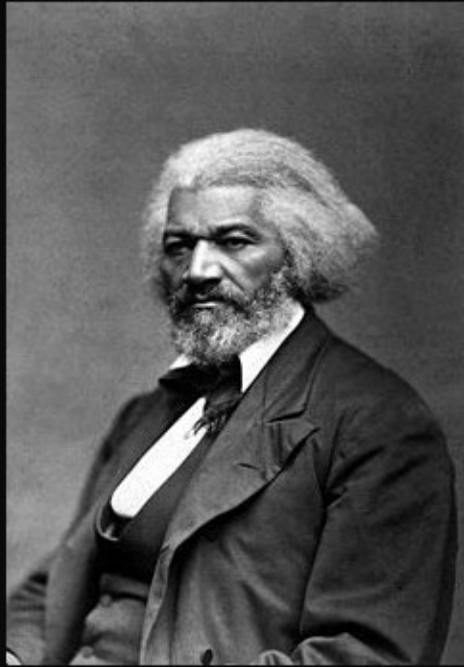
# Developing a Plan for ACTION

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# The Power of One

See: [http://www.youtube.com/watch?v=\\_QzjqO12N9c](http://www.youtube.com/watch?v=_QzjqO12N9c)

Why Take ACTION?



Power concedes nothing without a demand. It never did and it never will.

(Frederick Douglass)

[izquotes.com](http://izquotes.com)

# Introduction to Advocacy

Please take about 10-15 mins to  
work in small groups on the  
questions you are provided.

Large group discussion to follow

# Questions

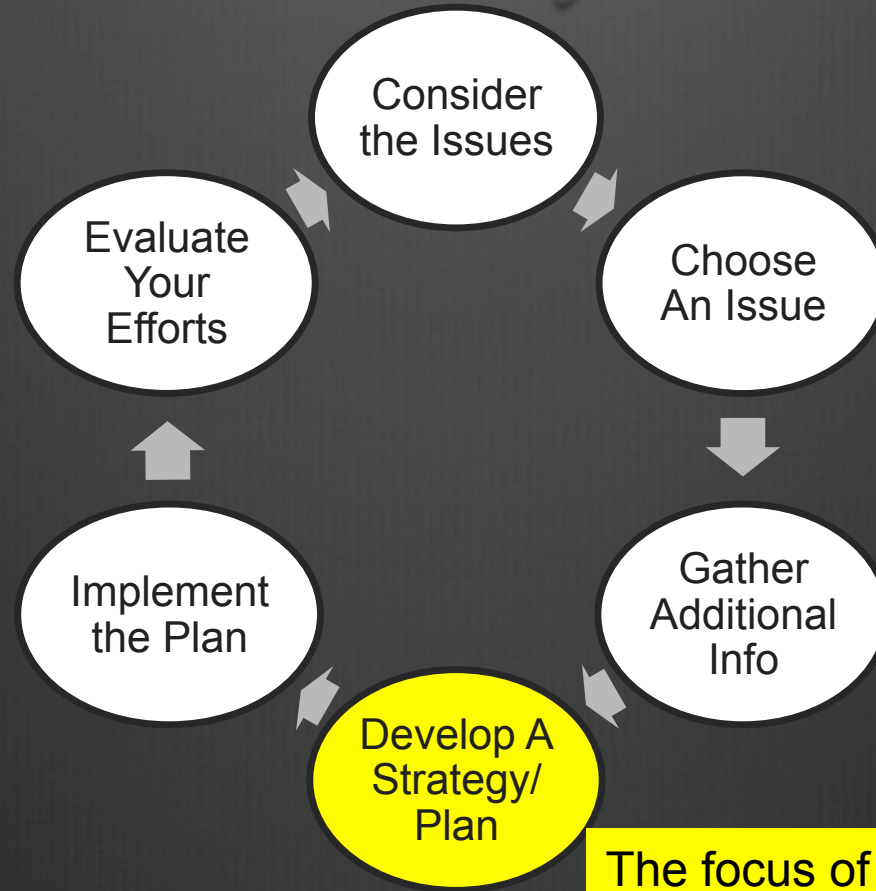
- ⊗ What is advocacy?
- ⊗ What does effective student advocacy at a university look like?
- ⊗ What does a lack of student advocacy at a university communicate?
- ⊗ When issues or discussions are occurring that have impact on students and student leaders are silent, what does silence say?
- ⊗ In what ways do I/we feel comfortable advocating?

# Advocacy is Necessary in Shared Governance

- To keep or maintain the things that are working and you do not want changed.
- To bring change when change is needed.

# Advocacy is ACTION-

## The Advocacy Process



The focus of this presentation is on developing a strategy or plan.



# Developing A Plan/Strategy

- ⊗ Choose a planning model, many exist
- ⊗ Good models include, but are not limited to-
  - ⊗ Establishes a well-defined and agreed upon issue(s)
  - ⊗ Clarifies who is impacted
  - ⊗ Clarifies who can help address the issue(s)
  - ⊗ Considers resources that are available
  - ⊗ Lays out steps to take to address the issue(s)
  - ⊗ Establishes who will do what
  - ⊗ Sets a timeline
- ⊗ One tried and tested model- Midwest Academy Strategy Chart

# Midwest Academy Strategy Chart

Issue: After choosing your issue, fill in this chart as a guide to developing a strategy. Be specific.

Goals	Organizational Considerations	Constituents, Allies, & Opponents	Targets	Tactics
<p>1) List the long-term objectives of your campaign.</p> <p>2) State the intermediate goals for this issue campaign. What constitutes victory?</p> <p>3) What short-term or partial victories can we win as steps toward our long-term Goal?</p>	<p>1) List the resources that our organization brings to the campaign. Include money, number of staff, facilities, reputation, etc...</p> <p>What is the budget, including in-kind contributions, for this campaign?</p> <p>2) List the specific ways in which we want our organization to be strengthened by this campaign.</p> <p>Raise money, expand constituencies, build membership, build awareness, increase experience of leadership, etc...</p> <p>3) List internal problems that have to be considered if the campaign is to succeed.</p>	<p>1) Who cares about this issue enough to join in or help the organization?</p> <p>2) Who are the potential opponents?</p>	<p>1) Primary Targets</p> <p>A target should always be a person, instead of an organization or elected body.</p> <p>Who has the power to give us what we want? What power do we have over them?</p> <p>2) Secondary Targets</p> <p>Who has power over the people with the power to give us what we want? What power do we have over them?</p>	<p>For each target, list the tactics that the group can use to make its power/influence felt.</p> <p>Tactics must be: in context, make sense to the membership, directed at a specific target</p> <p>Tactics include: Media events, actions for information and demands, public hearings, strikes, lawsuits, accountability sessions, elections, negotiations, petitions, etc...</p>

## Midwest Academy Strategy Chart, Goals

Goals
1) List the long-term objectives of your campaign.
2) State the intermediate goals for this issue campaign. What constitutes victory?
3) What short-term or partial victories can you win as steps toward your long-term Goal?

## Midwest Academy Strategy Chart, Goals Applied, ASUH-Mānoa, All Day Parking Pass

Goals
<p>Long-Term Objective</p> <p>To implement an all day pass for everyone.</p> <p>This will provide both academic and social benefits to students and will have a domino effect on other areas of concern (eg..apathy).</p> <p>Intermediate Objectives</p> <p>Building coalitions with other organizations/ individuals</p> <ul style="list-style-type: none"><li>-CSOs</li><li>-UH Departments (see allies)</li></ul> <p>Short-Term Objectives</p> <ul style="list-style-type: none"><li>-Sustain core-group</li><li>-Gain ASUH approval</li><li>-ASUH Resolution</li><li>-GSO Resolution</li></ul>

## Midwest Academy Strategy Chart, Organizational Considerations

Organizational Considerations
1) List the resources that your organization brings to the campaign. Include money, number of staff, facilities, reputation, etc...
What is the budget, including in-kind contributions, for this campaign?
2) List the specific ways in which you want your organization to be strengthened by this campaign.
Raise money, expand constituencies, build membership, build awareness, increase experience of leadership, etc...
3) List internal problems that have to be considered if the campaign is to succeed.

## Midwest Academy Strategy Chart, Organizational Considerations, Applied, ASUH-Mānoa, All Day Parking Pass

Organizational Considerations
Current Resources <ul style="list-style-type: none"><li>-#s</li><li>-\$ for promotion and education</li><li>-Administration relationships (network), using them</li><li>-Advocacy</li></ul>
Benefits to ASUH <ul style="list-style-type: none"><li>-ASUH publicity</li><li>-Decrease apathy</li><li>-Tangible product</li><li>-Building better relationships with other groups</li><li>-Little cost involved for ASUH</li></ul>
Internal Problems & Challenges <ul style="list-style-type: none"><li>-Passing resolution</li><li>-Time</li><li>-“Buy in”</li><li>-Commitment/endurance</li></ul>

Midwest Academy Strategy Chart,  
Constituents, Allies & Opponents

Constituents, Allies, & Opponents
1) Who cares about this issue enough to join in or help the organization?
2) Who are the opponents?

Midwest Academy Strategy Chart, Constituents, Allies & Opponents, Applied, ASUH-Mānoa, All Day Parking Pass

Constituents, Allies, & Opponents
Supporters <ul style="list-style-type: none"><li>-Administration, Dobelle, Karl Kim, Neubauer, Englert, Dr. Ching</li><li>-Students</li><li>-CSOs &amp; RIOs</li><li>-Departments (osa, band, art, housing, outreach college, athletics, rainbowtique, caps, intramurals, nursing, education, east-west center, business, libraries, Kennedy Theatre)</li><li>-Manoa community</li><li>-non-traditional students</li><li>-KCC/HCC</li></ul>
Opponents <ul style="list-style-type: none"><li>-Parking office</li><li>-Auxiliary services</li><li>-Administration (Rodney Sakaguchi)</li><li>-Freeman Guards</li><li>-Receivers of revenue (\$)</li><li>-Sodexho</li></ul>

Midwest Academy Strategy Chart, Targets

Targets
<p>1) Primary Targets</p> <p>A target should always be a person, instead of an organization or elected body.</p> <p>Who has the power to give you what you want? What power do you have over them?</p> <p>2) Secondary Targets</p> <p>Who has power over the people with the power to give you what you want? What power do you have over them?</p>

Midwest Academy Strategy Chart, Targets Applied, ASUH -Mānoa, All Day Parking Pass

Targets
<p>Primary Targets</p> <ul style="list-style-type: none"><li>-Raymond Shito</li><li>-Rodney Sakaguchi</li><li>-Neubauer/Englert</li></ul> <p>Secondary Targets</p> <ul style="list-style-type: none"><li>-President Dobelle</li><li>-BOR (especially student regent)</li></ul>

## Midwest Academy Strategy Chart, Tactics

Tactics
<p>For each target, list the tactics that the group can use to make its power/ influence felt.</p> <p>Tactics must be: in context, make sense to the membership, directed at a specific target</p> <p>Tactics include: Media events, actions for information and demands, public hearings, strikes, lawsuits, accountability sessions, elections, negotiations, petitions, etc...</p>

## Midwest Academy Strategy Chart, Tactics Applied, ASUH –Mānoa, All Day Parking Pass

Tactics
<p>Now (Summer)</p> <ul style="list-style-type: none"><li>-ASUH Resolution</li><li>-Building support</li></ul> <p>Later (Fall)</p> <ul style="list-style-type: none"><li>-Create a plan</li><li>-Create a timeline</li><li>-Petition</li><li>-Seek resolutions and letters of support from other organizations and individuals</li><li>-Educating</li><li>-Showing need</li><li>-Pounding the pavement</li><li>-Flyers, Table in CC</li><li>-website</li><li>-Bargaining a trial run of the program</li></ul> <p>Last Ditch Efforts</p> <ul style="list-style-type: none"><li>-E-mail bombardment</li><li>-Fill up voicemail</li><li>-Parking boycott</li><li>-Encouraging and/or implementing temporary parking alternatives</li></ul>

# ASUH Mānoa Strategy Chart (90<sup>th</sup> ASUH Senate, 2002-2003 )

Issue: Parking-Student/Everyone Should Have An All Day Pass

Goals	Organizational Considerations	Constituents, Allies & Opponents	Targets	Tactics
<p>Long-Term Objective</p> <p>To implement an all day pass for everyone.</p> <p>This will provide both academic and social benefits to students and will have a domino effect on other areas of concern (ie..apathy).</p> <p>Intermediate Objectives</p> <p>Building coalitions with other organizations/ individuals</p> <ul style="list-style-type: none"> <li>-CSOs</li> <li>-UH Departments (see allies)</li> </ul> <p>Short-Term Objectives</p> <ul style="list-style-type: none"> <li>-Sustain core-group</li> <li>-Gain ASUH approval</li> <li>-ASUH Resolution</li> <li>-GSO Resolution</li> </ul>	<p>Current Resources</p> <ul style="list-style-type: none"> <li>-#s</li> <li>-\$ for promotion and education</li> <li>-Administration relationships (network), using them</li> <li>-Advocacy</li> </ul> <p>Benefits to ASUH</p> <ul style="list-style-type: none"> <li>-ASUH publicity</li> <li>-Decrease apathy</li> <li>-Tangible product</li> <li>-Building better relationships with other groups</li> <li>-Little cost involved for ASUH</li> </ul> <p>Internal Problems &amp; Challenges</p> <ul style="list-style-type: none"> <li>-Passing resolution</li> <li>-Time</li> <li>-“Buy in”</li> <li>-Commitment/endurance</li> </ul>	<p>Supporters</p> <ul style="list-style-type: none"> <li>-Administration, Dobelle, Karl Kim, Neubauer, Englert, Dr. Ching</li> <li>-Students</li> <li>-CSOs &amp; RIOs</li> <li>-Departments (osa, band, art, housing, outreach college, athletics, rainbowtique, caps, intramurals, nursing, education, east-west center, business, libraries, Kennedy Theatre)</li> <li>-Manoa community</li> <li>-non-traditional students</li> <li>-KCC/HCC</li> </ul> <p>Opponents</p> <ul style="list-style-type: none"> <li>-Parking office</li> <li>-Auxiliary services</li> <li>-Administration (Rodney Sakaguchi)</li> <li>-Freeman Guards</li> <li>-Receivers of revenue (\$)</li> <li>-Sodexo</li> </ul>	<p>Primary Targets</p> <ul style="list-style-type: none"> <li>-Raymond Shito</li> <li>-Rodney Sakaguchi</li> <li>-Neubauer/Englert</li> </ul> <p>Secondary Targets</p> <ul style="list-style-type: none"> <li>-Dobelle</li> <li>-BOR (especially student regent)</li> </ul>	<p>Now (Summer)</p> <ul style="list-style-type: none"> <li>-ASUH Resolution</li> <li>-Building support</li> </ul> <p>Later (Fall)</p> <ul style="list-style-type: none"> <li>-Create a plan</li> <li>-Create a timeline</li> <li>-Petition</li> <li>-Seek resolutions and letters of support from other organizations and individuals</li> <li>-Educating</li> <li>-Showing need</li> <li>-Pounding the pavement</li> <li>-Flyers, Table in CC</li> <li>-website</li> <li>-Bargaining a trial run of the program</li> </ul> <p>Last Ditch Efforts</p> <ul style="list-style-type: none"> <li>-E-mail bombardment</li> <li>-Fill up voicemail</li> <li>-Parking boycott</li> <li>-Encouraging and/or implementing temporary parking alternatives</li> </ul>



## Midwest Academy Strategy Chart

Issue:

Goals	Organizational Considerations	Constituents, Allies, & Opponents	Targets	Tactics
1) <u>Long-Term Objectives</u>	1) <u>Current Resources</u> (What do we bring to this initiative?)	1) <u>Potential Supporters</u>	1) <u>Primary Targets</u> (Who has the power to give you what you want?)	1) <u>Tactics</u>
2) <u>Intermediate Goals</u>	2) <u>Benefits</u> (to organization or members for involvement in this Initiative)	2) <u>Potential Opponents</u>	2) <u>Secondary Targets</u> (Who has power over #1)	
3) <u>Short-Term or Partial Victories</u>	3) <u>Internal Challenges</u> (Challenges that may occur within the organization)			

The difference between  
what we do and what we  
are capable of doing would  
suffice to solve most of  
the world's problems.



*QuoteHD.com*

**Mahatma Gandhi**

Indian Political Leader

(1869-1948)

# Developing Draft ACTION Plans

In small groups draft up strategy/action plans for one of the issues you have identified, using the Midwest Academy Strategy Chart.

# Sharing Draft ACTION Plans

Share your draft plans with people you can trust to get feedback and make any necessary changes before implementation.

# Advocacy & Action

- ⦿ It is your right to advocate and take action.
- ⦿ BE....
  - ⦿ Informed
  - ⦿ Prepared
  - ⦿ Organized
  - ⦿ Confident
  - ⦿ Passionate
  - ⦿ Sophisticated
  - ⦿ Educated
- ⦿ Have a solid plan
- ⦿ Civil Disobedience is always an option, when all else fails. However as educated individuals it is best to start by working within the system, with high expectations for collegiality, transparency, mutual respect and having shared interests.

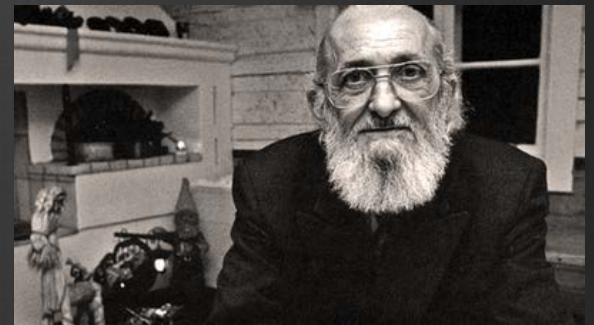
“In education, not anger,  
resides our future. In education,  
not ignorance, resides our hope.  
In education, not fear, resides  
justice.”

Gladys Kamakakūokalani Brandt  
Native Hawaiian Leader, 1906-2003



# Paulo Freire 1921-1997

- Brazilian Educator, Philosopher
- Advocate for the poor and less educated
- Advocate for Adult Literacy
- Advocate for Critical Pedagogy
- Author, Pedagogy of the Oppressed
- Developed Theory of Conscientization



# Freire's Theory of Conscientization

## Stage Four: Critical Consciousness

People at this level deeply and critically interpret problems, exhibit self-confidence in discussions, and take action as part of their refusal to shirk responsibility. Discourse is dialogical at this level. People who think holistically and critically about their conditions reflect this highest level of thought and action. Critical consciousness is not the result of intellectual effort alone. Rather, critical consciousness results through praxis, or the authentic union of action and reflection.

## Stage Three: Naive, Semi-transitive Consciousness or Popular Consciousness

A serious questioning begins at a primitive level. People begin to sense that they have some control over their lives, and silence is less characteristic of this level.

## Stage Two: Semi-intransitive or Magical Consciousness

People take the facts of their socio-cultural situations as "givens." They are characterized by low self-efficacy and an external locus of control.

## Stage One: Intransitive Consciousness

People are preoccupied with their most elementary needs and have little or no comprehension of their socio-cultural situations.

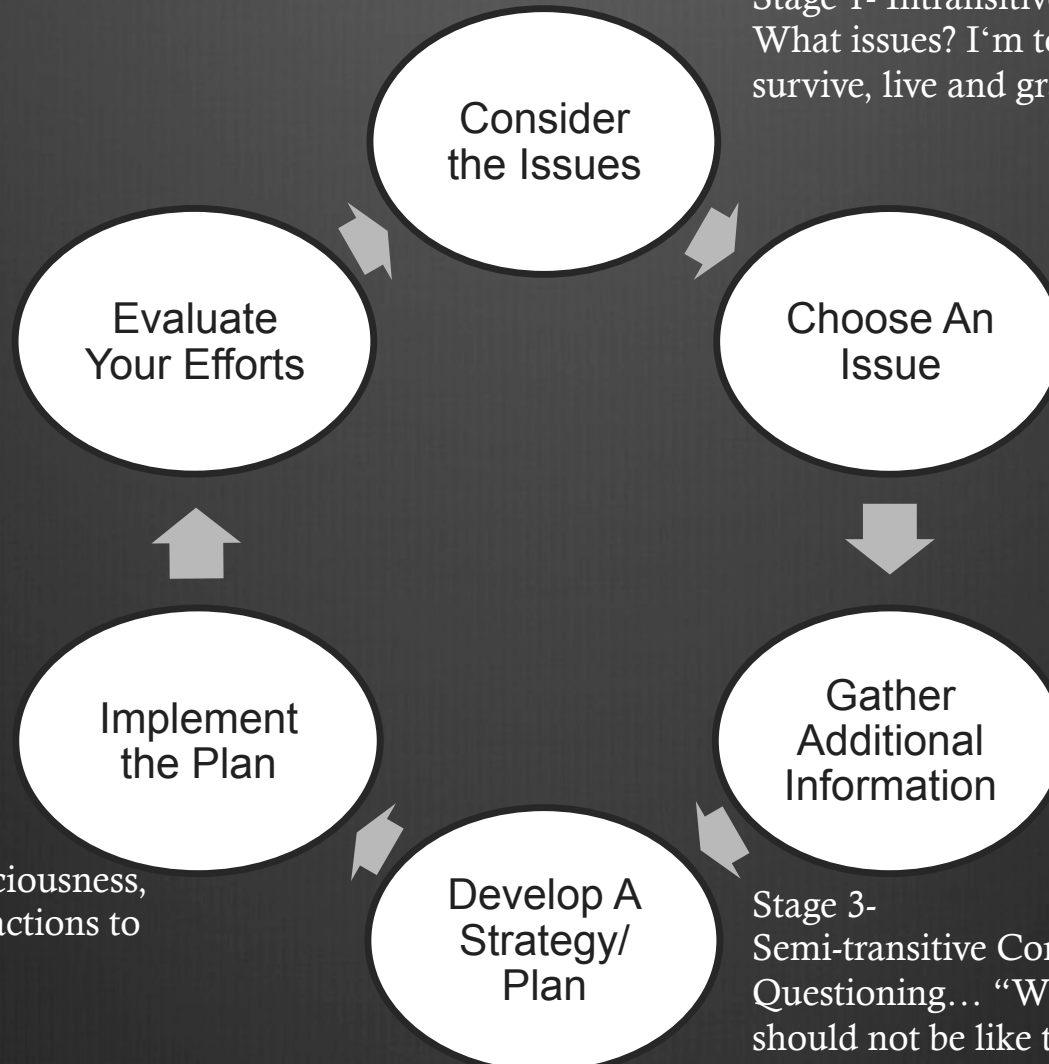
As Cited in:

Stage, F.K.; Muller, P.A.; Kinzie, J. & Simmons, A. (1998). *Creating Learning Centered Classrooms: What Does Learning Theory Have to Say?* ASHE-ERIC Higher Education Report Volume 26, No. 4 Washington D.C.: The George Washington University, Graduate School of Education and Human Development.



# The Advocacy Process

## Theory of Conscientization Applied



Stage 1- Intransitive Consciousness (Issues? What issues? I'm too busy just trying to survive, live and graduate.)

Stage 2- Semi-intransitive Consciousness (Yes, I see issues but I consider them "givens", "just the way it is")

Stage 3- Semi-transitive Consciousness (Serious Questioning... "Why is it like this? Perhaps it should not be like this? What can we do about it? Let's consider our options. ")

Stage 4- Critical Consciousness, (Plan and implement actions to bring transformation)

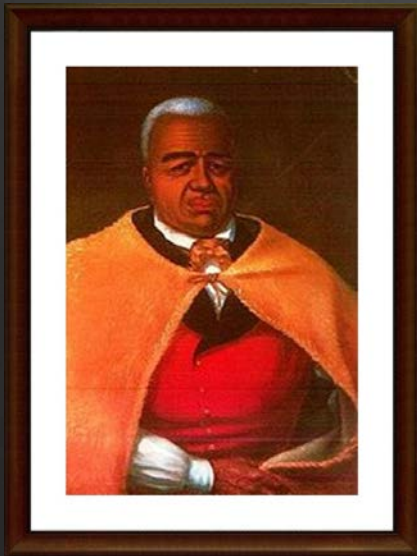
# Should you/your organization take ACTION?

- ⦿ What is motivating you?
- ⦿ Whose agenda is it?
- ⦿ Does it benefit students?
- ⦿ Should/Does it benefit the rest of campus and/or the system?
- ⦿ Have you done your research?
- ⦿ Have you considered impact? Impact on students? Impact on others in the campus community
- ⦿ Is it worth pursuing?
- ⦿ Do you have the time, energy and resources to see the initiative through?

“I mua e na poki‘i a inu i ka wai  
‘awa‘awa, ‘a‘ohe hope e ho‘i mai ai”

Translation- Go forward my brethren and drink of the bitter waters, there is no retreat.

King Kamehameha I



Message- When you choose to take ACTION, there is no turning back. You must see it through.

# Be The Change

See: <http://www.youtube.com/watch?v=JEvSJIRc9kM&list=PL1985659827CEBDDBA>

# Thank You

Send questions and thoughts regarding action, advocacy and this presentation to Bonnyjean at [bonyjean@hawaii.edu](mailto:bonyjean@hawaii.edu)