Introduction
University of Wisconsin-Stout is a polytechnic university with a focus on applied learning. This differs from the more common liberal arts learning structures seen at other institutions. Although, UW-Stout has an active student body that participates in campus student organizations. In this study, the social justice clubs were put into the foreground to assess the culture of student activism on UW-Stout’s campus. The perspective in which the culture was analyzed was through a social networking lens. This enabled the researcher to map the social ties between the social justice organizations and the effect those relationships have on the overall structure of student activism on campus. The hypothesis was that the leaders of the organization will be an important node to the overall structure of the social network. Data collection was done through online Qualtrics surveys. Data representation was done through quantitative statistical methods, such as correlation and descriptive statistics, and sociograms creation. The results of this study show that student leadership is an important piece to the overall structure of activism on UW-Stout campus. There was significant positive correlation seen between the leaders of the social justice organizations and their connectedness with other activist on campus. This shows how important leadership is to the functionality of student activism.

Future Research
Future research will focus on how this network interacts with the non-activist student body and the town. This would be interesting because learning about how the outside views the activism on campus, as well as how much non-activist students are connected to activist student networks, would reveal patterns regarding the orgs’ potential efficacy.

Discussion
The negative correlations between leadership, betweenness centrality, amount of time spent on activist activities, and whether you consider you org a hobby is conveying that the leaders put in the most work. Social identity theory states that “individuals who are leaders in their groups tend to be closer to the prototypical group member than are followers” (Platow 1997). This states that leaders of the org are the best representation of the group, which is from fulfilling the role of a leader. Role Theory explains that humans’ social action is fulfilling a social role. This makes the leader very important to the organization, which is supported by the high betweenness centrality of the leaders. Freeman states that “Agents [Leaders] scoring high in betweenness centrality serve as brokers, connecting otherwise isolated nodes [regular members] to the broader network” (1979). These data show that the regular members do not put as much effort into the organization. Collective Action theory explains the low participation from the regular members stems from them being “free-riders” (Olson, 1965). The theory of politicization may explain why regular members are free-riders. This may be a result of the culture of the school. University of Wisconsin-Stout’s campus is a Polytechnic campus with a focus on applied learning, which is often translated into not promoting political thinking. “Politicization theory focuses upon the values inculcated by the university, as a liberal and enlightened institution and by the specific subject areas.” (Crosley, 2008) This low commitment from regular members may only exacerbate the limited political involvement of students on campus, dialectically reinforcing the current norm.

Conclusion
Results show that leaders are important to the functioning of student organizations; they are the central factor to the overall structure of the movement. The literature suggest leaders are central to the structure of the organizations because of the expectation associated to their position and the culture of the organization’s location. At the University of Wisconsin-Stout, the student organizations’ leaders of almost solely could be considered the groups as an entity within a given specific person, which may be result of polytechnic status of UW-Stout.

References
Crossley, Nick. 2008. Social Networks and student activism: on the politicizing effect of Psychology Review.