

**Senate Handbook**

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**I. Introduction**

Congratulations on winning office! After the excitement of campaigning is over, what’s next? This is where most senators get lost. Sometimes it takes a while to find what it means to be a senator, some perhaps never find it by the time they leave office.

Our goal is to leave some knowledge behind so future Senates do not have to start from scratch. This handbook will be by no means exhaustive, but it should be a good launching point. Use this as your compass on the journey you’ll take.

The Coffee House, Unitrans, ARC, Student Health and Wellness Center, and the Bike Barn were all resulting from the pursuits of student government officials before you who committed to a project. No matter the sentiment, ASUCD will change you. It can be stressful and challenging, but it has lived one hundred years to shape the UC Davis of today.  Make this experience meaningful to you and you will find that it will give you a lot of new perspective on your lifelong goals. Be a part of our history.

Alex Lee

Senate President Pro Tempore (Spring 2015 - Fall 2015 )

Roman Rivilis

Senator (Fall 2014 - Fall 2015)

**II. Terms**

**Quorum**:  A minimum number of voting members in a governing body such as the ASUCD Senate to conduct regularly scheduled meetings. In the ASUCD Senate’s case, 7 of out of 12 voting members must be present to have quorum.

**Parli Pro**: Short for parliamentary procedure. This is a structure to the governing of a meeting of the ASUCD Senate and its subordinate bodies designed to maintain order rather than efficiency, facilitated by the Presiding Officer of the ASUCD Senate, the ASUCD Vice President, and an accompanying President Pro Tempore elected by the ASUCD Senate. Parliamentary procedure is detailed in Robert’s Rules of Order.

**Closed Sessions**: Closed sessions of the ASUCD Senate are private meetings primarily for voting members of the ASUCD Senate to discuss “personnel matters, investment matters, and litigation matters” (Bylaw 2105). Agenda items that would normally render ASUCD liable to being sued for being mentioned publicly are discussed during closed sessions. Conduct these meetings carefully along with anything you say publicly that would normally be discussed in closed sessions.

**Platforms**: Platforms are essentially pledges of what changes you will make on campus upon taking office. Platforms are written into your candidate statement during your election campaign. Platforms can be issues where students share common preferences in, as well as problems of student needs that require the title of ASUCD Senate to advocate and reform. Platforms are an extension of the public trust; the student body you answer to are the people directly affected by your platforms and it is your responsibility as an ASUCD Senator to carry them out. If you fail at doing so, be sure to answer publicly to your constituents why that may be.

**Unit Adoption**: Every ASUCD Unit must be adopted by at least one Senator. SGAO sends out every Senator’s requests to adopt Units to respective Unit Directors. The handbook further details the Unit adoption process (and your relationship with adopted Units).

**SGAO**: The Student Government Administrative Office coordinates adoption of Units, sending out and coordinating the legislative agenda for the week, posting all governing documents and legislation online, amending the governing documents to be posted on the ASUCD website whenever a policy bill is passed, keeping archives of ASUCD documents, and posting the Senate’s quarterly reports online.

**Student** **Services** **Office**: Student Services Office handles many of the clerical operations of ASUCD as a whole, including payroll, vacancy listings, ordering business cards, arranging room reservations, scheduling trainings and meetings with the Business Manager, submitting work orders for facilities housing ASUCD services, renting vehicles out through Fleet Services, and many other services needed to run the Association.

**ASUCD Business Manager**: The ASUCD Business Manager is a career staff position that leads the Student Services Office, advising the student government and ASUCD Units on the fiscal health and effective management of ASUCD services. The Business Manager also serves as a channel to access administrative personnel up to the Division of Student Affairs and finally the Chancellor. The Business Manager maintains relationships with other campus departments and oversees ASUCD contracts. When proposing new MOUs or ideas for Units, meeting with the Business Manager is essential. In all but title, the Business Manager is the final authority on all of the operations of ASUCD.

**Management Team**: The Management Team includes the ASUCD Executive Office (President, Vice President and Controller) and the ASUCD Business Manager. The Management Team proposes the ASUCD Budget that the Senate approves. The Management Team may also be a reference point for MOUs.

**Budget Hearings**: Budget Hearings are scheduled towards the end of a fiscal year, sometime during spring quarter. Budget Hearings are when the ASUCD Senate comb through every line item in the ASUCD Budget as proposed by the ASUCD Management Team. Budget Hearings last an entire weekend on average and may spillover into regularly scheduled meetings of the ASUCD Senate, but are a necessary procedure to enable the functioning of ASUCD.

**Net Revenue Fund**: The Net Revenue Fund is effectively a checking account used to cover losses accrued by ASUCD Units, overdrafts of line items in the ASUCD budget, and to repay lawsuits against ASUCD. The Net Revenue Fund requires 10% of ASUCD’s operating budget in its reserves in order to be transferred out into other accounts such as Capital Reserves.

**Capital Reserves**: Capital Reserves are a pool of funds managed by ASUCD to be allocated as a source for capital expenditures (such as a radio tower extension for KDVS, Coffee House equipment), loan collateral for unit deficits, modifying existing ASUCD facilities or creating new ones, and purchasing new software for the Association.

**Senate Reserves**: Senate Reserves are a line item in the ASUCD budget that ASUCD Senate, subordinate bodies, and Units can use for unbudgeted projects and programs. Senate Reserves can be used to carry out the financial commitments of projects and platforms, but can also be used to start events with other parts of ASUCD.

**Office Hours**: ASUCD Senators are expected to have four office hours a week scheduled through SGAO. These office hours are an outreach opportunity to engage with students on what you have worked on as a Senator, promote yourself, or gather constituent cases to work on as a Senator. Office hours can be held anywhere on campus; it is encouraged to hold it in an open space where you can talk to a variety of different students.

**Unit Tours**:  Described by Bylaw 1406, Unit Tours are often one of the first meetings to schedule with your adoptive Unit and serves as an orientation. The purpose of Unit Tours includes, “but is not limited to, an explanation of the units’ daily and long term operations, business practices, current deficiencies, and long term goals.” Unit Tours are expected to occur with every Unit once per fiscal year and upon scheduling, ex-officio and voting members of the ASUCD Senate as well as the ASUCD Executive Office are invited. It can be thought of as an opposite to Unit Director Reports; whereas Unit Directors come to report to the Senate, the Senators and other members of ASUCD are expected to come to the Units to tour them and become a resource to the Unit in its most deficient areas.

**Quarterly Townhall**: As per Bylaw 1001, the ASUCD Senate shall hold a town hall at the beginning of a regularly scheduled Senate meeting once for quarter. This is an opportunity to share with the public the progress you have made as a Senator and to discuss your experiences with ASUCD. It is primarily an accountability measure and an outreach tool, but should be regarded as a checkpoint throughout your term to track your progress on your goals as a Senator.

**The Administration**: Administration often refers to the Chancellor, respective (Associate) Vice Chancellors, the Provost, Strategic Communications, and the Division of Student Affairs. The Administration governs the university and respective departments beyond just ASUCD and leads the development efforts in interacting with existing and prospective donors to the university.

**Academic Senate**: The Academic Senate is the faculty governing board that has full control over all academic policies and procedures on campus, rivaling the Administration in the amount of power they wield in affecting the student experience and governing the university. The Academic Senate oversees admissions guidelines, academic baselines, graduation and GE requirements, faculty tenure and promotion, and salaries, to give examples. ASUCD appoints undergraduate representatives to Academic Senate committees through the ASUCD Committee on Committees.

**“Campus Policy”:** When legality of proposed legislation or services comes into question, campus policy may be one reason. Campus policy refers to documents such as the UC Davis Policies and Procedures Manual (PPM), the Code of Academic Conduct, and the Academic Personnel Manual. Campus policy transcends ASUCD policy; any order of business found in violation of campus policy is automatically illegal no matter the standard by which it is legal in ASUCD.

**III. ASUCD Structure**

And how you fit in it.

**The Executive Branch** is charged with representing the Association. All managerial and contractual powers are vested within the Executive Office. The Executive Branch writes the annual operating budget for the Association and, through the ASUCD President, introduces the budget upon closure of Budget Hearings as the first ASUCD Senate bill of the following year. The ASUCD President signs all MOUs and legislation, and also may veto legislation at will, unless overridden by a ⅔ majority of the ASUCD Senate.

**The Legislative Branch** includes the ASUCD Senate and ex-officio members. The Legislative Branch directly represents the student body. The Legislative Branch votes to approve all legislation introduced through the legislative process, authorizes the creation and dissolution of ASUCD Units, votes to open, close and approve the annual operating budget during Budget Hearings, is appointed to committees within and outside of ASUCD, adopts Units to guide them through student government, assists students in navigating campus resources often, advocates for students through constituent cases, and uses the resources within and outside of ASUCD to work on projects that improve the quality of student life.

**The Judicial Branch** upholds the legality of the decision-making within the Association. The Judiciary is the chief authority on upholding the ASUCD Constitution and upon submitting cases to the ASUCD Court; the branch interprets the constitutionality of respondents to make legal decisions. The Court also has appellate jurisdiction over ASUCD elections, meaning that a student can appeal to them should they find that candidates violate the ASUCD Elections Codes.

**The Units** are maintained by the student government, and can be created and dissolved accordingly. Units are the services provided by ASUCD through line items approved in the ASUCD operating budget every fiscal year. They include Unitrans, Coffee House, Picnic Day, ASUCD Pantry, Aggie Reuse Store, and Creative Media, to name a few. Units are constituencies in and of themselves and without answering to their needs, their efforts to navigate student government and receive necessary funding for their services will be compromised.

**IV. Governing Documents**

The **Constitution** is the charter of ASUCD. ASUCD’s Constitution sets forth the unassailable charge for each branch of the Association. The Constitution can only be changed through Constitutional Amendments, which require the approval of the ASUCD membership through a general election.

The **Bylaws** are a set of policies that structure how the Association is governed. They often elaborate on the principles laid out in the Constitution. Bylaws can be proposed and authored by any member of ASUCD, but can only be introduced by Senators or Commissions. Bylaws only affect the actions of appointed, elected, and employed officials within ASUCD, both student government and Units.

Commissions and other branches of ASUCD may also have **Internal Codes.** These cannot be approved by the Senate, merely proposed; however, the Bylaws take precedence over all internal codes. Meaning if there is a conflict between the language in the Bylaws and a commission’s Internal Codes, the Bylaw interpretation is the sole language to use.

**V. Legislation**

Purpose

Keeping in mind that ASUCD only has jurisdiction over itself, the Senate can only directly create/change policy *within* the Association. However, don’t be discouraged. ASUCD impacts campus with its over $12 million portfolio of services and programs. Learning how to change policies governing our own operations can be enormously impactful.

The Senate can also ratify “treaties, memorandums of understanding, or other legally binding contracts on behalf of the ASUCD”  (Constitution Article III, Section 4.1). This is one of our best ways of influencing policies of entities outside of ASUCD.

Policy Bills are for changing or creating policy within our own Bylaws. Policy Bills affect only ASUCD operations.

https://asucd.ucdavis.edu/resources/government-documents/senate-bills/

Although amending the Bylaws only goes as far as ASUCD personnel, the procedures detailed in the bylaws are can have broad, sweeping effects on how the association functions should they be followed.

Spending Bills are for allocating funds and altering the budget. Funds can be transferred from Senate Reserves, Capital Reserves, Net Revenue, or the Budget to bodies inside or outside ASUCD.

https://asucd.ucdavis.edu/wp-content/uploads/SB.55.Winter.14.pdf

Resolutions are formal expressions of the opinion of the ASUCD membership or the Senate. These can be powerful documents to officiate the attitude of ASUCD on certain issues when lobbying organizations or persons.

The foundational authority of the ASUCD Senate lies in their power to use their title as a bargaining chip with other departments and outside entities. A Resolution, especially one unanimously approved, can be thought of as the power of twelve titles (and ideally the undergraduate student population) consolidated into one formal statement to be used as a voice in negotiating issues at large.

Bylaw 707 in the ASUCD Bylaws details the procedure for an “Academic Senate Request for Consultation,” which is a special type of ASUCD Senate Resolution that proposes an amendment to a policy in the jurisdiction of the Davis Division of the Academic Senate. This may take the form of a new major/minor program, an amendment to their Bylaws and Regulations(Bylaws determine the Senate’s mechanical function and Regulations determine what faculty have to comply with), affirmative action policies, analyses of faculty salary equity, and a variety of other areas.

https://asucd.ucdavis.edu/resources/government-documents/senate-resolutions/

Constitutional Amendments are used to change the Constitution of ASUCD, the ultimate governing document of ASUCD. Amendments must be ratified by the membership of ASUCD (all undergraduates) through an election.

https://asucd.ucdavis.edu/resources/government-documents/constitutional-amendments/

Ballot Initiatives/Referendum are measures presented to the membership of the ASUCD through an election. Ballot initiatives can be referenda for fees, recalls on ASUCD elected officials, or other issues presented to/by the student body.

https://asucd.ucdavis.edu/resources/government-documents/fee-initiatives/

Long Range Plans (LRPs) are multi-year organizing documents for Units. LRPs are used to set the direction and future for our units. To function, they require the consensus of the Unit’s leadership and the Senate.

https://asucd.ucdavis.edu/resources/government-documents/long-range-plans/

The Internal Affairs Commission is charged with leading the LRP process. LRPs are recommended to be updated every two years. As Senators, you are responsible for facilitating the LRP process between yourself and your adopted Units, and tracking the Unit’s progress with the ratified LRP.

Club Finance Council Statutes are the governing documents for the operation of Club Finance Council (CFC).

https://asucd.ucdavis.edu/wp-content/uploads/SB08\_F15.docx

Audit Reports are internal audits conducted by ASUCD Business and Finance Commission to evaluate the fiscal health of a Unit, the performance of the Unit Director, the Unit’s budget and accommodating recommendations to the Unit.

Memorandums of Understanding (MOUs) are formal agreements made between ASUCD and an outside entity. MOUs are important to establishing long term arrangements and relationships other on- and off- campus entities.

http://aac.ucdavis.edu/mou/index.html

MOUs are brokered between the ASUCD President by the authority vested in the Constitution to another entity, but they can be written by anybody. The ASUCD President has to sign it for it to be official along with the third party signatory. MOUs do not go through a formal legislative process short of the ASUCD Senate approving the MOU to ratify its terms.

**VI. Procedures**

*Legislative Process*

In order for the different types of legislation detailed above to be legitimate, they must go through the legislative process. As Senators, you have the power to introduce any piece of legislation through the process.

1. Upon introduction, the Vice President will refer it to the appropriate ASUCD Commissions. As per the Bylaws, every Senator must attend one meeting of each Commission per quarter. Regardless of introducing a bill or authoring it, **attend Commission and Assembly meetings.** Often, the conversations at the Commission level can and will premise the discourse at the Senate level. If a point is discussed full circle at a Commission, summarize it and respect their opinions; as appointed offices, they advise the Senate on different facets of a bill. Furthermore, **read bills before Senate meetings, and preferably at the Commission meetings.** This helps to avoid redundant questions and circumvent longer discussions.
2. At least 50% of the referred Commissions must pass the legislation before it can be seen by Senate. Should it fail at the Commission level, the Senate will not see the bill and it will die.
3. Spending bills involving purchases of software or new technology must be seen by Internet and Networking Committee before Commissions see it, as per Bylaw 901A(1). ASUCD Senate Resolutions to send requests for consultation to the Academic Senate must be approved by the Committee on Committees as per Bylaw 901A(2).
4. Consideration of legislation goes in the following order: 1) Questions in text, in which the bill is edited for grammar and clarity. 2) Public discussion, in which members of the public and Senators may vet concerns and clarifying questions about the function of a bill. 3) Senate/Commission discussion, in which only voting and ex-officio members of the ASUCD Senate or subordinate body may speak. Lastly, a bill is brought to a vote.
5. At any point during public or Senate/Commission discussion, a voting member may motion to “divide the house” on a bill or on an amendment, which serves as a nonbinding vote; functionally, it’s a temperature read.

*Unit Adoption*

Adopting a unit is a cornerstone of your role as a Senator. To start adopting a Unit, you must send SGAO a letter shortly upon entering office addressed to your Unit. Your letter requesting to adopt a Unit **is similar to a cover letter**; it describes your interests, qualifications, projects you want to work on with the Unit, and ultimately what you have to offer and why you are a good fit with the goals of the Unit.

A sample letter may read as follows:

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Dear (Unit Director’s name),

I would like to express my utmost interest in serving as the adoptive Senator for the ASUCD Pantry. I began volunteering with the ASUCD Pantry during the first summer I was in Davis, which was this past summer. The Pantry's incredible service to students in need is one that deserves to be as well resourced as possible. During fall quarter, the ASUCD Senate heard about a shortage of canned foods that were being donated into the Pantry, a situation I want to help as much I can from happening again through creative long-term planning.

One of my platforms is to partner our Greek Life with the Pantry. During Fall quarter I coordinated with Joaquin Feliciano, the Sorority and Fraternity Life coordinator, to implement a Pantry food drive during Greek Week the coming quarter, to set a precedent for later Greek Week competitions. Along with the top-down IFC model, I want to continue partnering with individual Greek Life organizations to create a fundraising model that can be emulated between fraternities and sororities. I want to facilitate the process of reaching out to the city of Davis in a way that does not exhaust the Pantry's staff and volunteers in any way, such as through expanding food barrels into the city.

With the rise of tuition, I want to make food security a priority during my term, and would be grateful for the opportunity to work with you this year as an adoptive Senator. I will make myself available on a weekly basis for all of your staff meetings as needed and can be contacted by email or phone at (phone number). Thank you for your consideration.

Best,

(name)

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Units will then have the authority to select you based on the letters you send them. Upon adopting Units, schedule a Unit tour to learn about the Unit in the present and invite the rest of the Senate and Executive Office. The overall relationship between a Unit and a Senator is fully detailed in IX. Unit-Senator Relationship.

*Committee Representation*

Senators are assigned to committees on a quarterly basis. They are expected to report on committees on a weekly basis upon assignment, depending on when and how often committees meet. On the first regularly scheduled Senate meeting the quarter after you are sworn in, you have the opportunity to nominate yourself or other Senators to serve on respective committees.

1. The list is vast, but read it ahead of time and prepare to think about what you want to work on with a committee.
2. Some committees are in ASUCD (Marketing, INC, URSAC), some are outside of ASUCD (COSAF). Regardless of this distinction, committees within ASUCD are not necessarily connected to what goes on in ASUCD or report to Senate in any way. If a committee chairperson is appointed by ASUCD, **be sure they are reporting to Senate meetings, especially if they are a permanent committee**. There are committees doing incredible things but they are unheard of because Senators may not be attending them.
3. Some committees require the involvement of Units or are compatible with a Unit demand at a given time; this list includes URSAC, Marketing, USA, and INC. Whether or not you are assigned to these committees, make sure you know who is in them so you can connect Units with them.
4. Make sure committees are having routine meetings. Most committees should be meeting once a week, biweekly, or at least monthly. Follow up with committee chairs that are not holding meetings.
5. Committees could be working on projects similar to your own. Be sure to support them and promote their work and jointly organize projects and programs of your own design. Use your own resources to create a mutually beneficial relationship between the committee you are assigned to and yourself, similar to your relationship with an adoptive Unit.

*Hirings (Vacancy Listings)*

Need a post a staff hiring? Once your hiring packet is submitted to the Student Services Office and you are on the payroll, you can fill out a vacancy listing through Student Services Office.

*Miscellaneous*

1. When you enter office, you can request business cards through Student Services Office. This is highly recommended in conducting business with both students and entities within and outside of UC Davis. Bear in mind there is a processing fee.
2. Room reservations are also conducted through Student Services Office. You can use these room reservations in the capacity of your office to reserve space for staff meetings or projects.
3. SGAO stores the last five years of governing documents; anything older should be archived through Shields Library Special Collections, which is further explained in Bylaws 2303-2305.

**VII. Constituent Services**

Many students that enroll in UC Davis are not like those active in ASUCD. Many students, in fact, are primarily concerned with the quality and affordability of their education; namely, what they pay for what they get out of the education. Thus, it’s important to consider that as student leaders committed to public service,  not every student may have the time or the interest to attend Senate meetings or advocate on issues that arise in their undergraduate experience. The most systemized way this is ever carried out is through course evaluations, and even those are just for faculty; there is no evaluation for administrators or student leaders. Thus, the best way for any student to evaluate you is by you going out and talking to them directly.

Constituent services are the core of a public servant role. When you aren’t working on projects with Units, student government, or campus entities, you are scouting new ones by students to work on with them and bring back to necessary third parties. Having your title as a Senator helps open doors that normal students cannot access; inspiring that their problems can be solved is an empowering part of the position. This means that the entirety of your role should be a form of outreach to the student population.

An effective constituent service framework can be broken down into two tenets:

Seek out the constituent: Thinking like the students that elected you does not mean being a spokesperson and speaking on their behalf, even if you are elected to do so; it means being a witness and seeking out those students themselves you claim to represent. The students who aren’t in the ASUCD election voter turnout are not represented by their input into a democratic process, but you do still represent them, so you have to go out and search for them. Thinking like them means thinking about why they didn’t vote, and why they aren’t involved, and if it’s out a fundamental distrust, ask yourself - and them - how you can change their mind. It also means thinking about how you can start something that directly impacts them, whether or not you meet them in the first place.

If you need to start a project, be sure you are completing something representative of the student interest. Be sure, also, if you are not certain of a project to work on besides your platforms, that you go to your staff as well as your constituencies and explore what to work on. When you do have projects to work on that require feedback, use your title to survey the population. Remember that outreach is a mindset and there is always something to work on and always opportunities to garner feedback.

Be challenged by the constituent: Be quick and responsive when a constituent comes to you. A student may have a pressing matter that they need addressed and they come to the Senate because you represent them and can advocate on their behalf out of respect of their finite time. This means being skilled and adaptive at following up. If you arrange meetings to discuss cases with students, be sure to invite students with you. If you a complete a project of interest to them or find the answer the student seeks, be sure to update them as well as the rest of the public to inform all of what you have done. Remember that listening takes concentration and a curious eye for problem solving.

Consider, also, that constituent cases may come from students you have never met, and they may present challenges you are not familiar with. They may be questions about financial aid, enrollment, or new projects a student is working on, among many other potential cases. If you are not informed in an area, take the opportunity to learn about the challenge presented so you can help everyone in a similar situation. If you can overcome one challenging case, it will help you navigate the campus and positively impacts the student body, opening up various other opportunities for a wider caseload.

**VIII. Unit-Senator Relationship**

Now that you adopted a Unit, what can you do for them?

The Unit-Senator relationship should be thought of as a healthy, mutually beneficial one. Senators have an incentive because they, alongside their adoptive Units, should both gain from one another. The Unit Director has requisite knowledge to inform the adoptive Senator's projects and grow the opportunities for new territory the Senator can charter on. ASUCD benefits the most when the Senator and their Units have a healthy personal and professional relationship that supports one another in their goals.

1. Budget: When Units have financial needs, Senators are responsible for advocating for their Units when conversations during Budget Hearings arise and Senators have the power to motion for funding line items in the Unit's budget. eg: creating new stipended positions to aid in management.
2. Internal Relations: Senators should maintain engagement between the student government and the respective Unit. If there are ASUCD committees that can respond to the concerns a Unit is facing operationally, the adoptive Senator can develop those channels for the Unit. eg: if a Unit lacks in credit card technology, the Senator can help them contact Internet and Networking Committee within ASUCD. Additionally, Units have Long-Range Plans and financial audits they must coordinate through the legislature, which Senators are involved with facilitating. Senators have the internal knowledge to guide Units through student government to build a close relationship with ASUCD as a whole.
3. Unit-Unit Partnerships: An important thing to consider is that ASUCD Units are not islands - they are a landmass. To effective optimize ASUCD services as a whole, they must work horizontally and collaboratively between each other. As an extension of the adoptive Senator’s internal knowledge, an adoptive Senator may be able to support the goals of the Unit in working with other Units, such as the Senator’s other adoptive Units.
4. Personnel Matters: If grievances arise in unit management or staff coordination, Senators must be able to counsel Unit Directors on those matters and escalate to the ASUCD Management Team in extreme circumstances. Dire straits in leadership may be a conversation held in a closed session of the ASUCD Senate.
5. External Relations: Senators having direct access to constituents and departments they work with to open the opportunities of Units to develop new services for all students. For example, Aggie Reuse developed a partnership with the UC Davis Bookstore to receive course materials that are unsold - a program possible through coordination from the adoptive Senator. In addition, Senators may be able to write and facilitate an MOU between a Unit and another campus department with the approval of the ASUCD Executive Office to form long-term contractual partnerships.
6. Legislative Process: Senators can introduce legislation to augment the operations of the Unit in any capacity, by way of allocating funds from Senate Reserves or implementing policies in the Bylaws. Both new beneficial policies and unbudgeted expenses can be accounted for by the involvement of your role as a Senator.

It is ideal to treat a Unit as a constituency and be involved in a way that respects their operational goals, but to routinely counsel and support their leadership throughout each quarter. Attend staff meetings whenever possible, develop projects that benefit the Unit and your own goals, and prepare to navigate problems that may arise in managing a Unit.

It is important to consider that just as a Unit has full jurisdiction over which Senators adopt them, they also have full jurisdiction over removing them as well. Unit Directors can drop negligent adoptive Senators and escalate Unit concerns to the Executive Office and ASUCD Business Manager, which ensures that Senator are held accountable to maintaining a relationship with their adoptive Units.

**IX. Senate Staff**

Now say you recruited a staff as a result of your vacancy posting. How do you use them?

As a Senator, it’s important to think of your position as not just a title of who you are, but an office (eg: Office of ASUCD Senator John Doe; it’s not just you, but the staff surrounding you and the space by which you craft policies and programs to benefit students. Staff are an extension of your capacity in your office; they are not just people to supervise, they are people seeking knowledge and experience to positively impact the lives of others.

1. Mentorship: Staffers provide a mentorship opportunity; through your own knowledge and experience, you can guide staffers based on what they want to learn and apply direction to the freedom of their journey throughout their undergraduate career. This can be in the form of skills to take to the marketplace by establishing meetings and completing projects, institutional knowledge needed to advance their path into other areas of ASUCD, be it a Unit or student government, and even general knowledge about life. A staff may be supporting your goals, but you are also supporting them and their aspirations, and you are learning from their ideas and perspectives on how to grow in your role.
2. Projects: Students could generally have an idea of what kind of problem they have faced on campus and what they are trying to learn while on your staff. Teaching to what they seek to learn can also inform what kind of project they would be interested in working on. Having a staff expands the scope of your position by every staffer you work with that has adopted a project. The project does not have to be wide in scope, but it can be something meaningful to them that impacts students. As a Senator, you have the direct access to different entities on campus through your title to empower their ability to impact student life by starting meetings and involving them in meetings to complete projects.
3. Research: Having a research arm of your office is important. This can be done through surveying and straw polling coordinated through your staff to gather feedback and information about an initiative you want to propose or a problem you are trying to solve that may lead to a new initiative. This also serves as an effective way to expedite the success of a project by proving to administrators and departments that research was conducted to demonstrate a student need.
4. Outreach: Staff are constituents, but have constituencies they are involved with. They may be in a student organization or live in a residence hall surrounded by others. They can support recruiting efforts, gather feedback on new projects, or even gather their friends to attend an event organized by you or another body of ASUCD.
5. Platforms: It could be the case that what attracted a student to apply for your staff was the appeal of your platforms! You can apply staffers to support the research and development of a platform you ran on to optimize its reach.

**X. Projects**

Suppose you are starting to work on a platform, project, or constituent case. What are the necessary steps? How long should it be worked on? What else should be worked on in the meantime?

Those are only some of the questions to consider. To leave a legacy in the annals of ASUCD history requires a forthright curiosity of what to complete, how to complete it, and how to endure your achievements to outlast your term. Developing allies on the table or skilled rhetoric will carry up until your term ends, but to truly impact the student body by longevity should challenge you throughout your term.

To start a project, you may need to present a proposal to a department or within ASUCD. Here are points to consider in developing a proposal:

**Objective**: What is the goal of your project? Having benchmarks in your proposal helps (eg: To reduce undergraduate food insecurity by 10% through a new food donation program).

**Background**: Describe the purpose of the project and the problem you are trying to solve. If possible, include research you have conducted(either on existing studies or your own research efforts to gather input from students)

**Structure**: Explain the mechanics of the program or project, if applicable. For example, if it’s a new advising program, explain how the advising will function, where, and under what department. Consider the remaining points.

**Funding**: How much will your project cost approximately? Furthermore, which budget in what department(ASUCD, Campus Recreation and Unions, Student Health and Counseling Services etc) will it come out of?

**Space/Location**: Where will this project be implemented? If it requires space planning, what space do you plan to use?

**Staffing**: How much staffing will you need? How much do you need to train the staff? How much does the staff need to get paid, if at all?

**Timeline**: How long will it take to complete the project? Upon piloting it for a certain point, at what times do you plan on evaluating the project’s traction towards its desired goals?

There is no specific format to proposing a project; only more precise and accurate means of accomplishing the project. If you find that one project is taking a long time, gather new projects to work on in the meantime. If you discover that a project was not successful, remember to not lose enthusiasm and move on to the next project. Creating failed projects will challenge you as much as a successful project. Every new project you work on is a different learning experience and you will grow each time.

Communication is key. Staff can help advise and gather input, constituents determine the need of a project, and routine correspondence with all stakeholders in the project is necessary for success.

**XI. Contacting and Navigating Campus Departments**

The Aggie Resource Manual on the ASUCD Website contains a list of the various campus entities you may find yourself working with on various projects. Bear in mind the manual is outdated, but is useful for reference and could be updated by your office in the future!

<https://asucd.ucdavis.edu/wp-content/uploads/Aggie_Manual_Final.pdf>

An important thing to consider during your time as a Senator is how to navigate the Administration - namely, how to secure meetings with them in a prompt manner. Scheduling meetings with higher managerial and administrative offices at UC Davis is different than meeting with a professor at office hours; many of them have impacted schedules used to meet with one another and instead use an assistant to manage their schedules. As a result, they can be often are difficult to reach without going up to their offices.

Here are some notes to consider:

1. **Use their scheduler.** Most administrators have schedulers as assistants. Email their scheduler to arrange a meeting with your intended purpose. If their scheduler isn’t getting back to you by email, send a follow up email. If it has been a few days since the email, call the scheduler. If they aren’t returning your calls, go to their office directly and ask if they received your email.
2. **Present an agenda.** Have agenda items prepared going into the meeting so you and the administrators know what you will be talking about. This can take the form of an attached agenda drafted by you to your meeting request in an email.
3. **Use CC widely when emailing.** Even if that means CCing other students, CC your email between relevant administrators that work in an office so they all know that the purpose of your meeting is known enough to people beyond just your title.
4. **Follow up.** An adage to be repeated is **“80% of organizing is follow up.”** Securing a meeting is great and having a productive meeting is even better, but most importantly is ensuring that your idea is carried through to the administration along with other stakeholder departments on campus. If your request is being worked on, email them your gratitude and some form of minutes or action items. If you have things you need to work on leading up to your next meeting for a project, work on them on a timeline that keeps your stakeholders interested. **To succeed as a Senator, you must be quick and reflexive at following up with every demand you make no matter who you are working with.**
5. **Use proper email etiquette.** Emailing career staff or administrators is not much different than emailing a professor or TA. Introduce yourself, the project you are working on, who you are working with, and sell a request for a meeting to explore your project further. Include [ASUCD] at the subject line of your email to indicate the capacity you’re emailing in.

Examples of administrators to contact include:

Linda Katehi, Chancellor (assistant: Angeline Albrecht)

Michelle Famula, Director, Student Health and Counseling Services (assistant: Dolores Brooks)

Sarah Hahn, Director, Counseling and Psychological Services(assistant: Suzan Carson)

Adela De La Torre, Vice Chancellor of Student Affairs(assistant: Letty Quintana)

Milton Lang, Associate Vice Chancellor of Student Life, Campus Community and Retention Services (assistant: Stacy Miller)

Robert Segar, Associate Vice Chancellor of Campus Planning and Community Resources(assistant: Babette Orendain)

Clifford Contreras, Director, Transportation and Parking Services(assistant: Michele Hassett)

John Campbell, Director, Campus Recreation and Unions, CFO for Division of Student Affairs (assistant: Amy Shuman)