

## ASI Biweekly Guide (2025-2026)



### BACKGROUND

The ASI Biweekly Report is a tool for student leaders to reflect on and share the impact of their work every two weeks. Rather than just logging hours or listing meetings, the biweekly is designed to highlight *why* your activities matter and *what difference they make* for students. The goal is to capture both the outcomes of your efforts (like changes made, skills gained, or student concerns addressed) and the evidence that supports those outcomes (such as attendance, survey results, or student feedback). By consistently documenting your work through this impact lens, we build a record that not only helps you track your contributions but also feeds directly into ASI's year-end Impact Report. This report showcases how ASI has built community, empowered students, influenced policy, and advocated for student needs across the year; ensuring our efforts are recognized by the student body, administration, and future leaders!

### WHAT "IMPACT" MEANS (AND WHY IT MATTERS)

In the context of ASI and student leadership, **impact** refers to the *real difference or benefit* that your actions create in the student community or the institution. It's the answer to "So what?" about the work you do. For example:

- If you organized an event, impact is what participants *gained* from it (knowledge, connections, a sense of belonging), not just the fact that the event happened.
- If you attended a meeting, impact is what *resulted* from your participation (did you influence a decision? convey student feedback? solve a problem?), not just that you were present.
- If you advocated for an issue, impact is the *change* or progress that came from it (a policy changed, a commitment made, awareness raised among decision-makers).

Focusing on impact ensures we're not just busy, but actually **making a meaningful contribution**. It's easy in student leadership to fall into the trap of doing things for the sake of appearances (e.g., attending the right events, checking off tasks...) without reflecting on outcomes. *Simply being busy or visible isn't the same as being effective!*

By contrast, when you aim for impact, you aim for *substance over style*. You're trying to create a legacy or positive change, and that is ultimately more rewarding and respected. In practical terms, when you focus on impact:

- **You clarify your purpose:** You always know *why* you are doing something and what you hope to achieve, which can guide your planning and execution.
- **You can measure success:** If you set an intended outcome (e.g., *increase student participation in X, solve issue Y*), you can later check if it happened. This helps you learn and demonstrate results.
- **You tell a better story:** When reporting to students, administrators, or in the ASI Impact Report, you can clearly articulate how student lives or campus improved due to ASI's efforts, which is ultimately the reason ASI exists (remember, start with *why*)!
- **You stay motivated:** Seeing real results (even small ones, like a student saying "thank you, this helped me!") is energizing! It reminds you that your work has value beyond just fulfilling a duty.

**In summary, "impact" in our biweekly reports means focusing on outcomes (the so what?) rather than just outputs (the what).** Outputs are the activities (e.g., number of meetings, events held, resolutions passed), whereas outcomes are the changes and benefits that result from those activities. Both are important, but outcomes are what truly reflect our mission. Always try to link the two: *for each action, what was the result, or why does it matter?*

### HOW TO WRITE THE BIWEEKLY (WITH AN IMPACT-FOCUS)!

Writing with an impact lens will feel different from just listing tasks, but it becomes natural with practice! Here are some tips and steps to help you craft your biweekly entries:

1. **Start with the action, then immediately add the purpose and outcome.** A good formula is: "**Did X to achieve Y result; as a result Z happened.**" For example:
  - *"Organized a career fair **to connect students with employers; 15 students got interviews** as a result of attending."*
  - *"Met with campus police **to advocate for better nighttime safety; they agreed to increase evening patrols** in response."*

By structuring sentences to include the *why* and *result*, you ensure you're not just saying what you did but also why it mattered. If you find yourself writing a sentence that ends with just "I did XYZ," ask yourself, "to what end?" and add that information.

2. **Use active language and be specific.** Words like "helped," "created," "secured," "enabled," "resolved" can signal impact. For instance, instead of "attended committee meeting," say *"Attended the University Tech Committee and **secured a commitment** for a new student IT training session."* Name the concrete thing that came out of it. Being specific (with numbers or details) also makes it more powerful: compare

*“promoted the event widely” with “sent personal email invitations to 50 club leaders, resulting in **30 of them attending**.”*

3. **Whenever possible, support with evidence or an example.** If you have a relevant statistic or a short anecdote, include it in the reflection. For example, *“Hosted a Q&A session on financial aid; **20 students attended and 5 stayed after to get one-on-one help**.”* Or *“Advocated for cheaper parking permits; started petition and got **500 signatures in two days**.”* Evidence strengthens your point that the activity had real engagement and effect!
4. **Keep it concise and clear.** Impact-focused doesn’t mean writing a novel! You can usually convey the purpose and outcome in one or two sentences per item. Avoid unnecessary jargon or overly formal language; write as if explaining to a fellow student or a supervisor who wasn’t there. The key is the substance of what you say, not the fluff. If an action had multiple outcomes, you can list a couple (bullet points under that action, if format allows), but make sure they are distinct and relevant.

**Example Transformations:** Here are examples of turning vague or task-oriented entries into impact-oriented reflections:

Common Entry (Task-Focused)	Improved Entry (Impact-Focused)
<i>“Attended Academic Senate Meeting.”</i>	<i>“Attended Academic Senate meeting and <b>proposed extending library hours</b>; as a result, the Senate <b>approved a 2-week trial of extended hours during finals</b>, benefiting evening students.”</i>
<i>“Held a town hall.”</i>	<i>“Held a town hall where <b>30 students shared mental health struggles</b>; <b>70% said they felt heard and learned about new resources</b> (improving awareness of counseling services).”</i>
<i>“Organized cultural festival event.”</i>	<i>“Organized a cultural festival <b>to celebrate diversity</b>. <b>200 students attended</b>, fostering inclusivity on campus; a post-event survey showed <b>90% of attendees learned about a new culture</b> (community-building impact).”</i>
<i>“Met with Dean about lab issues.”</i>	<i>“Met with the Dean <b>to address complaints about lab equipment failures</b>; the Dean <b>allocated funds for new equipment</b>, which will improve lab sessions for ~150 students next semester.”</i>

In each improved entry, notice the inclusion of **why** the rep did it (to achieve something), and **what the outcome was**, often with a metric or specific result. The improved versions paint a

picture of progress and benefit, whereas the original versions only state an action without context.

If you're ever unsure, try this quick test: Imagine a skeptical reader (another student, or the ASI President) asking you, "What was the point of that?" or "What came of it?" after each thing you wrote. Your reflection should answer those questions preemptively.

Finally, there are 6 questions on the biweekly! Here is how to answer each one:

1. **Engagement Hours Table:** This question is meant to be a brief log of how you spent your required engagement hours. This is just a quick snapshot; *the date, how long, and a sentence or title of what you did*. Don't worry about writing long explanations here, as that comes later in other questions!
2. **Key Impact Activities & Outcomes:** This question is asking you *what you did*, and *why it mattered*. For the reporting period, list your most significant activities and describe:
  - **Purpose:** *Why* you undertook the activity. (What student need, goal, or issue were you addressing?)
  - **Outcome/Impact:** *What changed or happened as a result?* Focus on the benefit to students or the campus. For example, rather than just writing "Held a town hall," explain the impact: "***Held a mental health town hall to provide a space for students to share struggles; as a result, ~30 students attended and 70% said they felt heard and more aware of resources.***" This way, you capture both the action and its significance. Each entry should highlight the outcome or change (not just the output of doing it) and, whenever possible, include a metric or observation (e.g., number of students engaged, feedback received).

In other words, make sure to include both quantitative and qualitative evidence that can strengthen your report! Your *outputs* (the numbers) should be paired with the *outcomes* (the changes or benefits) to give a full picture. It makes your claims credible and helps ASI compile data.

3. **Alignment with ASI Impact Goals:** This question is asking you to categorize each activity you did in that biweekly period by which ASI impact goal it relates to. It helps Exec. Officers and pro-staff aggregate achievements for the year-end impact report! The 5 impact areas include:
  - **Community Building:** Does the activity build community or connection among students? For example, events that foster belonging, networking, school spirit, etc.
  - **Student Empowerment:** Does it empower students (e.g., developing student leadership, providing skills or knowledge, giving students a voice in decisions?).
  - **Policy Change:** Does it work toward changing campus or academic policies, or creating new programs/initiatives?

- **Advocacy:** Does it involve advocating for student needs and rights to the university or external policies (even if a policy hasn't changed yet)? This could be raising student concerns in committees, meeting administrators to push for improvements, etc.
4. **Student Concerns and Follow-Up:** This question is asking you to talk about what student issues you encountered and/or addressed. The question is specifically asking you to:
- List any **specific student or campus concerns** that came to your attention (through meetings, outreach, emails, etc.).
  - For each concern, note **what you did or are doing about it**. For example, did you bring it up in an ASI meeting or with administrators? Did you initiate any action or refer it to someone? What's the status or outcome so far?

Finally, if a concern is unresolved, you can note plans to follow up or escalate!





5. **Goals & Plans for Next Period (Looking Ahead):** This question is asking you *what's next and what impact you aim for*. You should briefly outline your key goals or planned activities for the next two weeks and **note the intended outcome or purpose** of each, so it keeps your planning impact-oriented!

By stating the expected impact (and not just the task), you maintain the mindset of *purpose-driven work*. It also provides a basis to reflect in the next report whether that impact was achieved.

### CHECKLIST FOR YOUR BIWEEKLY REPORT

Before submitting your biweekly report, use this quick checklist to ensure you've included all the crucial elements:





- ☒ Described **what you did AND why**: Each key activity includes its purpose or the issue it addresses (not just the name of the activity).
- ☒ Stated the **outcome or impact**: You've noted what happened because of your action (e.g., results, changes, responses, or future commitments).
- ☒ Included **evidence or metrics**: Wherever possible, you've added numbers (attendance, survey percentages, counts of people affected) or a short quote to back up the impact.
- ☒ Aligned with **ASI impact goals**: You identified which broad goal (community building, student empowerment, policy change, advocacy) each activity relates to. (It's okay if some reports emphasize one over the others; just be conscious of the connection).

-  **Mentioned student feedback/concerns:** You recorded any student input you received (concerns, suggestions, praise, complaints) and how you or ASI responded.
-  **Used clear, concise language:** Your entries are to-the-point and free of vague phrases. Anyone reading it (even outside of ASI) could understand what you did and why it mattered.
-  **Listed goals for next period with intention:** Your plan for the next two weeks isn't just a to-do list but includes what you aim to achieve or why those tasks are important.
-  **Proofread:** You checked that dates and details are correct, and that the report isn't missing any sections. Ensure it's submitted by the deadline (biweeklies are only useful if on time!).

If you can check off each of these, you're likely providing **high-quality input** that will feed nicely into our final Impact Report and, more importantly, reflect well on the work you're doing for students! :)

### COMMON MISTAKES TO AVOID

Even experienced reps can slip into old habits! Be mindful to avoid these common mistakes when writing your biweekly:

-  **Just listing tasks with no context:** For example, writing "*Had meeting with Professor X*" or "*Worked on project Y*" as a bullet. This doesn't tell your direct report anything about significance. Always add a "so that..." or "which led to..." clause.
-  **Being too vague or general:** Avoid statements like "helped students a lot" or "event was successful." Explain *how* it helped or what success looked like (e.g. "*helped 10 students find internships,*" or "*event achieved our goal of connecting first-years with mentors, evidenced by 20 mentor-mentee signups*"). Vague claims can't be used in an impact report because they lack substance or proof.
-  **Focusing on hours rather than impact:** Don't frame your report as a timesheet ("2 hours doing X, 1 hour doing Y"). In the report, really emphasize what you accomplished during that time. *Quality over quantity.* For instance, 30 minutes of effective advocacy can be more impactful than 2 hours of just sitting in a meeting.
-  **Omitting the follow-through:** If you mention an issue or initiative, don't leave your direct report hanging about its status! Even if the outcome is still pending, note what the next step is or that you plan to report back. This shows proactivity and responsibility. For example, instead of "*Proposed a new club funding policy.*" (and

ending there), write “*Proposed a new club funding policy; will be voted on next Senate meeting. If passed, this could **increase funding by 15%** for active clubs.*”

- **✗ Writing a personal diary:** Reflection is good, but keep it professional and relevant. Avoid unrelated tangents or overly emotional rants. For example, “*I felt frustrated because people didn’t listen to me*” is not necessary to include unless it directly impacted the outcome or points to a lesson learned relevant to the work. Stick to what’s actionable and pertinent to ASI’s work.
- **✗ Waiting until the last minute:** If you rush your report, you’re more likely to fall back on generic descriptions. Take notes on your activities and their outcomes shortly after they occur. Then, when it’s time to do the biweekly, you can quickly compile those notes into the template. This also helps ensure accuracy (fresh memory) and that you don’t forget important details.

By avoiding these pitfalls, you’ll ensure your biweekly report is *impactful in itself* and that it paints a clear picture of your contributions and avoids the need for your direct report or the Chief of Staff to chase down details or clarifications!