A QUICK WORD ABOUT PROCRASTINATION:

- Research shows that procrastination comes from (self-)expectations that are too high, self-doubts, fear of failure, evaluation threat, etc.
- Procrastination affects grades, self-esteem, mental health, and general well-being, and produces more stress and illnesses.
- According to research, 70-95% of students procrastinate (depending on the study).
- Active procrastinators prefer time pressure, are able to complete tasks well, and have adaptive coping styles.
- Passive procrastinators postpone tasks, are rarely able to do well, use time in an unproductive manner, and are unable to act in a timely/effective manner.

WHAT IS THE LONG NIGHT AGAINST PROCRASTINATION?

The LNAP is like one big writing group, where students will help students with their writing, share effective learning tips and strategies, and encourage healthy studying habits. Staff and faculty members from across the university will support these students by providing writing-related workshops and other activities such as yoga, discussions with a psychologist, library tips, time management strategies, etc.

- In 2010, in Germany, some students went to a writing centre and complained that it was never open at times when they were able to work on their papers (for example during the night).
- Today, a number of writing centres in Canada, the United States, Germany, and several other countries in the world, hold “LNAPs” every year.
- This year, the Canadian Writing Centres’ Association coordinated a Canada-wide event, and a number of Canadian universities held an LNAP event on the 6th of November, such as the University of Ottawa, Trent University, Saint Mary’s University, Wilfrid Laurier University (Brantford and Waterloo campuses), Western University (Huron and Brescia campuses), Ryerson University, University of Ontario Institute of Technology, University of Waterloo, Nipissing University, and University of Saskatchewan.
- We do not want to encourage procrastination, but we know that some students will procrastinate; procrastination is human nature; so we are providing students with holistic strategies and techniques to aid them in reducing their stress levels and increasing their efficacy, however and whenever they choose to do their work.
- For example, we want to show students that it is smart to work in groups, to get regular feedback on their work, to eat healthy food, to take regular breaks, to think about something else for a period of time to give some their brain some rest, to move, to be with supportive friends, etc.
• Writing is too often associated with lonely suffering. We provide a supportive environment. There’s something for everyone!
• Also, we know that some people work better at night, and that some people have no choice but to work at night (students who work and go to school at the same time, students who have families, etc.).
• In our university contexts, the “fun” and collaborative aspect of writing too often gets lost under the burden of assignments, exams, deadlines, and the pressure of grades.

OUR GOALS:

• To help students whose schedules (family, work, classes) do not permit them to visit writing support centres during the day.
• To send the message to NOT procrastinate with final papers until the end of the semester but to take this opportunity, the LNAP, to start thinking about these final papers early, to start brainstorming with a tutor, to start writing, and to get some more feedback from a tutor after a couple of hours.
• To decrease the stress students will most likely feel at the end of the semester when all their papers are due at the same time.
• To teach and promote healthy habits and tips and strategies to study more effectively, as well as to promote new skills through fun and educational activities and workshops.
• To provide a supportive, creative, innovative and relaxed teaching/learning environment.
• To give international students the opportunity to see that native speakers also use writing centres and also sometimes struggle with their writing.
• To schedule a survivors’ breakfast just for fun, to get away from our computer screens, and to encourage talking and laughing between students and staff.
• To give tutors/staff from different campuses and units the opportunity to meet and work together.
• To allow writing centre directors to come together and bring a common vision to life.
• To find sponsors who support writing centre work and can be future allies and collaborators.
• To create an image that makes writing centers attractive to students and desirable for universities.
• To raise awareness of the important work of writing centres.
• To foster a community of writers (collaboration, support, exchange of tips and strategies, raises confidence and self-esteem, better understanding of academic writing, etc.).
• In short: to help participants become better writers and see that it’s more fun to write when they can do it with great support, delicious food, and friends, whatever time of the day or night it might be.
**WORKSHOPS AND ACTIVITIES:**

**schedule**

All events/activities/workshops/tutoring will take place in Rutherford South Library.

**NOVEMBER 6, 2014**

8:00pm: welcome by Dr. Robin Everall, Dean of Students and Dr. Christine Brown (atrium, Rutherford Library)

8:00pm: Steve Knish and Maggie Brennan: self-care drop-in of chair yoga/breathing/meditation (until 9:30 pm) (room 205B)

8:30pm: Mebbie Bell: "Dealing with distractions" (room 205)

8:30pm: Shelley & Shakiba from CAPS: rapid résumé reviews for undergraduate students (until 11pm) (tutoring area)

9pm: Katherine Koch: "Strategies for research - library techniques to make you succeed" (room 205)

9pm: Richard Dietrich from Counselling & Clinical Services: mental health "tutoring" (until 11pm) (tutoring area)

9:00pm: Michael Lahey and Debby Waldman: editing support for graduate theses and dissertations (until midnight) (tutoring area)

10pm: Rob Desjardins: "Avoiding procrastination in writing your thesis" (room 205)

10:30pm: Shanna Mumm: "Relax, sit down, and focus: Awakening the sub-conscious with Pranayama and Meditation" (yoga session, room 205B)

11pm: Shanna Mumm: "Turn that brain upside down!" (yoga session, room 205B)

11:30pm: Laura Schechter: First-year English "office hours" (until 1:30am) (tutoring area)

0:00pm: **INTERNATIONAL DINNER** (on the menu: Vietnamese, Chinese, and Pakistani/Indian food) (room 209)

**NOVEMBER 7, 2014**

0:00am: Sonya Widen and Caroline Cheng: science writing pyjama party and "office hours" (until 2am) (pyjamas are encouraged (but not mandatory) and will be rewarded with high fives) (tutoring area)

0:00am: Laura Schechter: First-year English "office hours" (until 1:30am) (tutoring area)
1:00am: Bart Lambrecht: "Are you sure this is English? An entertaining look at what you think you know about English" (room 205)

2am: Allison Sivak: "Spending too much time lost in Google?- search for quality information in your library" (room 205)

3am: Stephen Kunitz: "Staying on track: five errors to avoid when preparing your thesis/dissertation" (room 205)

4am: Anna Chilewska: "Stand up and shout: Blasting away writer's block with metal music" (room 205)

5am: Ted Bishop: "Sex and the Semicolon: how to spice up your syntax" (room 205B)

5:30am: Wendy Doughty: "Dealing with the stress of public speaking" (room 205B)

6am: Kristen Flath: "If you’re in a hole, stop digging – time to manage your time" (room 205)

6am: Michael Bodnar from CAPS: rapid CV/résumé review for graduate students (until 8am) (tutoring area)

6:30am: SURVIVORS' BREAKFAST (room 209)

8am: the end

Who are all these great people?

Allison Sivak is a librarian and current graduate student, well-versed in procrastination techniques. She wants you to know you can find quality scholarly resources, even at 2am.

Anna Chilewska is a Writing Studies instructor, who volunteers for animal rescue organizations in her spare time.

As Learning Strategies Advisor at the English Language Program, Faculty of Extension, Bart Lambrecht assists international students to navigate the channels and shoals of academic acculturation.

Christine Brown is the Head of the Humanities and Social Sciences Library & J.A. Weir Memorial Law Library.

Debby Waldman is an editor in Writing Resources and writes children and young adult books.

Katherine Koch is a Librarian at the H T Coutts Library specialized in guiding you carefully and strategically to the library and information resources you need now!

Kristen Flath is the Manager, Student Engagement and Academic Support Services, Department of Student Life, at NAIT.

Laura Schechter is a Contract Instructor in the Department of English and Film Studies. She’s a big fan of coffee, karaoke, and correct punctuation. (Classes scheduled for 8:00am, not so much.)

Maggie Brennan is a registered psychologist and certified yoga instructor RYT-200 with the Yoga Alliance and is presently completing her Ph.D. in counselling psychology through Educational Psychology here at the U of A.

Mebbie Bell is a Learning Resource Facilitator at the Student Success Centre and offers workshops and individual consultations on learning strategies.
Michael Bodnar is a Career Advisor at CAPS: Your U of A Career Centre, assisting graduate students with their career development and work search needs.

Michael Lahey is a veteran English instructor and edits for Writing Resources.

Richard Dietrich is a registered psychologist working out of Counselling and Clinical Services’ Triffo Hall satellite office, with an emphasis on the graduate student population. He is also a trained teacher, and he was the informal “go to person” in his graduate program for questions about APA style.

Rob Desjardins is a Graduate Writing Advisor at the Student Success Centre and offers workshops and individual consultations on writing develop and skills.

Robin Everall is the University of Alberta’s Dean of Students.

Shanna Mumm is a fun and spontaneous yogi doing a PhD about intuition in Modern Languages and Cultural Studies; she wrote her 120 page MA thesis in less than a month and would love to share her strategies for efficient procrastination techniques with you!

Shelley and Shakiba are Career Peer Educators at CAPS: Your UofA Career Centre, and students at the University of Alberta. They assist undergraduate students with their career and work search needs, including providing advice with resumes/cover letters, interviews and career management.

Sonya Widen and Caroline Cheng are PhD students in Developmental Genetics. Sonya is a TA in Biology 107 and Caroline TAs Zoology 303, and is a past Biology 207 TA. They enjoy long walks on the beach and the correct usage of a semicolon.

Stephen Kuntz is Associate Director of the Student Success Centre and co-organizer of the LNAP event.

Steve Knish is a registered psychologist and RYT-200 yoga instructor who has developed two yoga programs that are offered through Clinical and Counselling Services.

Ted Bishop, author of Riding with Rilke: Reflections on Motorcycles and Books (which garnered a Governor General’s Award nomination, a Globe and Mail “Best Book” designation, and eleven words of praise in Playboy magazine) has just published The Social Life of Ink.

Wendy Doughty is Director of the Student Success Centre and offers seminars and individual consultations on communication skills.

SOME IMPORTANT NUMBERS:

Exactly 529 check-in forms were filled out throughout the night. Of the 529 people who checked in:

- 452 were from the UofA’s North campus
- 50 were from Campus Saint Jean
- 17 were from the Faculty of Extension
- 2 were from MacEwan University
- 1 was from Centre High School
- 1 was from NAIT

- 283 were non-native speakers of English (53.5%)
- 246 were native speakers of English
• 455 were undergraduate students (86%)
• 59 were graduate students
• 15 were exchange, graduated, alumni, faculty, or staff

Participants who checked in were from the following **Faculties**:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>154 (30%)</td>
</tr>
<tr>
<td>Science</td>
<td>121 (23%)</td>
</tr>
<tr>
<td>Engineering</td>
<td>57</td>
</tr>
<tr>
<td>Business</td>
<td>35</td>
</tr>
<tr>
<td>ALES</td>
<td>28</td>
</tr>
<tr>
<td>Nursing</td>
<td>22</td>
</tr>
<tr>
<td>CSJ</td>
<td>22</td>
</tr>
<tr>
<td>Education</td>
<td>23</td>
</tr>
<tr>
<td>Extension</td>
<td>19</td>
</tr>
<tr>
<td>Phys Ed</td>
<td>7</td>
</tr>
<tr>
<td>Open Studies</td>
<td>7</td>
</tr>
<tr>
<td>Medicine</td>
<td>5</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>3</td>
</tr>
<tr>
<td>Law</td>
<td>2</td>
</tr>
<tr>
<td>Native Studies</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>11</td>
</tr>
</tbody>
</table>

The numbers are not exact because some students (100-200) were already in the library when the event started and therefore did not register. Approximately half of these students fully participated in the event but are not counted in the stats.

In addition, the unexpectedly high number of participants at the beginning of the event created a bit of chaos and several students entered the event without checking in.

The check-in questionnaire asked students the following question: “How many hours are you planning on staying with us tonight?” The feedback form asked the following question: “How many hours did you stay with us tonight?”

Most of the students (58.2%) intended to stay between 1 and 4 hours at the event, and most students (55.6%) did indeed stay at the event between 1 and 4 hours.

A peace officer started working in the library at 9pm and counted how many people were in every room in the library at every hour. However, she did NOT count people who were wearing official LNAP t-shirts. This means that the numbers below do not include volunteers, tutors, presenters, and organizers (an additional 30-50 people at any given time). This is significant because a number of volunteers and tutors were also participants at some point during the night.
<table>
<thead>
<tr>
<th>Time of count:</th>
<th>Number of people in rooms:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30pm</td>
<td>400</td>
</tr>
<tr>
<td>10:30pm</td>
<td>351</td>
</tr>
<tr>
<td>11:30pm</td>
<td>276</td>
</tr>
<tr>
<td>0:30am</td>
<td>287</td>
</tr>
<tr>
<td>1:30am</td>
<td>198</td>
</tr>
<tr>
<td>2:30am</td>
<td>184</td>
</tr>
<tr>
<td>3:30am</td>
<td>136</td>
</tr>
<tr>
<td>4:30am</td>
<td>128</td>
</tr>
<tr>
<td>5:30am</td>
<td>122</td>
</tr>
<tr>
<td>6:30am</td>
<td>141</td>
</tr>
<tr>
<td>7:30am</td>
<td>169</td>
</tr>
</tbody>
</table>

One volunteer also counted how many participants were attending some workshops and activities at the following times:

11pm, Shanna Mumm, "Relax, sit down, and focus: Awakening the sub-conscious with Pranayama and Meditation" (yoga session): 25 students.

1am, Bart Lembrecht, "Are you sure this is English? An entertaining look at what you think you know about English": 24 students.

2am, Allison Sivak, "Spending too much time lost in Google? Search for quality information": 21 students.

3am, Steven Kuntz, "Staying on track: five errors to avoid when preparing your thesis/dissertation": 20 students.

4am, Anna Chilewska, "Stand up and shout: Blasting away writer's block with metal music": 27 participants.

5am, Ted Bishop, "Sex and the Semicolon: how to spice up your syntax": 18 participants.

Michael Bodnar, Career Advisor at CAPS, was at the LNAP between 6am and 8am and worked with 4 students. He said he spent twice as much time with each of these students than he normally would in regular CAPS sessions.

Shelly and Shakiba, undergraduate students and Career Peer Educators at CAPS, were at the LNAP between 8pm and 11pm. They helped 6 students each and also spent more time with these students than they normally would.

Richard Dietrich, registered psychologist working out of Counselling and Clinical Services, was at the LNAP from 9pm until midnight (he stayed an extra hour because he saw the need) and helped 23 students with 5 to 10-minute conversations about stress, anxiety, time management, etc. He also brought a number of information flyers about services offered by his office and said that he got a number of student referrals thanks to this event.
Rob Desjardins, Graduate Writing Advisor at the Student Success Centre, said that even though his workshop was meant for graduate students, a number of undergraduate students attended it, which allowed for an unusual conversation with this nice mix of students.

Exactly 388 feedback forms were filled out by students leaving the event.

Participants’ feedback indicates the following evaluation averages from 5 (excellent) to 1 (poor) in the following areas:

<table>
<thead>
<tr>
<th>Promotion of the event</th>
<th>4.42</th>
</tr>
</thead>
<tbody>
<tr>
<td>General organization of the event</td>
<td>4.24</td>
</tr>
<tr>
<td>Welcoming attitude of the organizers, tutors, and volunteers</td>
<td><strong>4.61</strong></td>
</tr>
<tr>
<td>One-on-one writing help</td>
<td>4.32</td>
</tr>
<tr>
<td>Workshops, activities, and other support</td>
<td>4.32</td>
</tr>
<tr>
<td>International dinner</td>
<td>4.06</td>
</tr>
<tr>
<td>Snacks</td>
<td>4.20</td>
</tr>
<tr>
<td>Survivors’ breakfast</td>
<td>4.32</td>
</tr>
<tr>
<td>Relevance to your writing needs</td>
<td>4.26</td>
</tr>
<tr>
<td>Usefulness of the event for undergraduate students</td>
<td>4.52</td>
</tr>
<tr>
<td>Usefulness of the event for graduate students</td>
<td>4.48</td>
</tr>
<tr>
<td>Usefulness of the event for multilingual/ international students</td>
<td>4.46</td>
</tr>
<tr>
<td>Volunteer support</td>
<td>4.54</td>
</tr>
<tr>
<td>Venue and amenities</td>
<td>4.49</td>
</tr>
<tr>
<td>Safety</td>
<td><strong>4.70</strong></td>
</tr>
<tr>
<td>Timing of the event</td>
<td>4.43</td>
</tr>
<tr>
<td>General atmosphere of the event</td>
<td><strong>4.64</strong></td>
</tr>
<tr>
<td>Amount of work you accomplished tonight</td>
<td>4.23</td>
</tr>
<tr>
<td>Your overall satisfaction with the event</td>
<td>4.53</td>
</tr>
</tbody>
</table>

Up to 68% of the participants who filled out the feedback form responded that the general atmosphere of the event was EXCELLENT and 21% said it was VERY GOOD. In addition, 65.5% of the participants indicated that their overall satisfaction of the event was EXCELLENT and 24% said it was VERY GOOD.

To the question “Would you come back to an LNAP event next year?” participants responded:

Maybe: 40
No: 4
Yes: 335
It is extremely important to notice that the most positive feedback was on the general atmosphere of the event and the welcoming attitude of the organizers, tutors, and volunteers. The event seemed to build positive energy, a supportive atmosphere, and a welcoming community of writers.

According to the organizers, there were also a total of:

- 22 C4W tutors
- 14 tutors/staff from Campus Saint Jean, CAPS: Your UofA Career Centre, English, Science, the Student Success Centre, ALES, Counselling and Clinical Services, and NAIT
- 13 presenters
- 33 Safewalk volunteers
- 27 volunteers

PARTICIPANTS’ POSITIVE COMMENTS:

Do this every semester; awesome; can't believe volunteers stay up so late with such positive energy; hell yes I would come next year; come back soon; event was well organized; excellent, I got a lot done; great idea; surprised at the number of students, you’re building a sense of community; great; well organized; I had fun; great event; just loved it; my group got tons done and had a great time; good motivation to get shit done; great vibe; encouraged me to study; do it every exam season, hugs; delicious food and useful help; come back soon; so much fun, lots of great people; thanks organizers; the most awesome event with meaningful theme! Facebook was very useful; it was nice having healthy fruit; I felt supported and motivated; would like to see Rutherford open 24/7; you guys rock!

PARTICIPANTS’ LESS POSITIVE COMMENTS:

More food/snacks/coffee; more power bars/outlets to recharge computers; more comfortable chairs; the Harry Potter room was too loud! need larger space; tutoring schedule for each tutor on tables; different time; too late; no place to rest/sleep; seminar rooms too small; no prizes even though they were advertised; could not tell when/where activities/workshops were happening so maybe announcements/signs of some sort; no directions for volunteers/tutors/presenters; plan for a different week! I don't have any essays due soon and I had midterms in other classes; science tutors all night; stress dogs not here; poor organization for food distribution; not enough for grad students; more computers; more dinosaurs!
**PARTICIPANTS’ SUGGESTIONS:**

Detailed description of each activity/station; I’d stay longer if there’s no school tomorrow; more entertaining/physical activities; games; more course-specific tutors; French workshops; more swag; something in winter to combat the winter blues; silent zones; more yoga; give reference letters to volunteers.

**WHAT WORKED WELL:**

- The number of participants was amazing!
- The relaxation station with massage chairs and tea was very appreciated.
- Safewalk was very useful and helped 18 students to go back to their dorms safely.
- The space was absolutely beautiful and perfectly laid out for this type of event.
- The positive energy was great, even at 4 in the morning!

**WHAT COULD HAVE WORKED BETTER?**

- The breakfast was too late and a number of students left before it finally arrived.
- There were typos on all banners/poster/program. Some presenters/staff/tutors were also missing from the program and the proof of attendance form.
- The space was too small.
- Because of the unexpectedly large number of participants, there was not enough food for dinner and snacks throughout the night.
- Volunteers/tutors don’t read directions before they started their shifts.
- The Augustana campus initially decided to participate in the event but then dropped out.
- MacEwan University was also initially interested in participating but then dropped out.
- Although initially planned, there was no contact with other Canadian writing centres.
- There were no incentives for participants (e.g. people who stayed all night) (other than finishing a paper).
- Because of the high number of participants, the check-in/out process was chaotic.
- Because there was no place for students to register in advance (except on the Facebook event page), we had no idea how many students to expect. This created problems for presenters (who didn’t know how many handouts to bring, for example), among others.

**FEEDBACK FROM ORGANIZERS, TUTORS, VOLUNTEERS, AND STAFF:**

- Not enough space/tables/chairs for tutors.
- Have a sign-up schedule on each tutoring table so students can book “appointments.”
- The C4W could create a page where all the handouts used during the event by all the presenters/staff/tutors could be downloaded, in case there were not enough copies of materials.
• Richard Dietrich, “mental health tutor,” enjoyed the positive energy that he felt there, as well as the time he spent with students and would love to do it again next year.
• Shanna Mumm, who offered yoga sessions, said that she needed more space but that her participants were very enthusiastic and asked for more.
• Michael Bodnar, Career Advisor at CAPS, also enjoyed spending time helping students (in the morning) and noted that participants seemed to be happy to be “part of something significant.”
• Rob Desjardins loved the personal contact he had with students he helped. He noted that many students are nervous to ask for help and that the LNAP was a good opportunity to “put a face to our services.” Rob was also very impressed by the promotion of the event, which was “off the chart!” He wished there could have been a nicer and more formal opening ceremony.
• Sheena Wilson, Director of the Campus Saint Jean Centre d’écriture bilingue, said: “At the outset of our organizing efforts in September, our CSJ team determined that a turn-out of 20 CSJ students would make it a successful event. At final count, there were over 50 CSJ students in attendance at the 2014 LNAP. 30 students arrived on the shuttle at 8pm, in time for opening remarks. 20+ joined in throughout the course of the evening and night. There were approximately 12 CSJ students who stayed for the entire night. The whole event had such a joyful energy to it. The next day, students were raving about what a great time they had!”

One tutor, Olga Leshcheva, wrote the following about her experience as tutor at the LNAP, starting with her general experience as a C4W tutor:

My shift started with a session with a Chinese student who had gotten feedback from his instructor on his English essay and was trying to make sense of it. The essay had some interesting thoughts and ideas but did not follow the traditional structure of an essay in an English-speaking academic world. The student was quite hesitant asking for help; it was obvious he had never asked for help or guidance before, which is not untypical for the Chinese culture. Following his instructor’s comments, we talked about how the structure can be changed to match the academic writing expectations. Ten minutes into the session a heavy weight seemed to have been lifted from the student’s shoulders - he relaxed and could communicate more effectively. We practiced formulating a thesis statement. When the session was over, the student commented that he started feeling a lot more confident about writing and generously thanked me for the time.

Another student who came to see me turned out to be a UofA alumnus. He drove all the way from the South Side to have his resume and cover letter looked at. He had graduated last year and recently started a process of applying for different managerial positions. We discussed his resume, outlined what were the strong points he would like to focus on, what he saw as his relevant work experience, and what could be omitted. The student thanked me for my time and for the wonderfully organized event.
HOW DID WE PROMOTE THE EVENT?

- Memo to Deans of all Faculties
- C4W website
- Banners (large and small)
- Posters
- Facebook
- Twitter
- Instagram
- Emails to pros (department of English and Film Studies)
- Campus Communication presentation
- Buttons
- T-shirts
- Arts Facebook
- Arts Communication Team
- Student groups newsletters
- InfoLink
- Library TV monitors
- Science TV monitors
- Media release from UofA’s Marketing and Communication
- SU newsletters
- GSA newsletters
- YouAlberta blog

To the question “how have you heard about the LNAP?” participants responded the following:

<table>
<thead>
<tr>
<th>Method</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ads/posters/banners/signs</td>
<td>162</td>
</tr>
<tr>
<td>Word of mouth/friends</td>
<td>121</td>
</tr>
<tr>
<td>Social media/email/newsletter</td>
<td>101</td>
</tr>
<tr>
<td>Prof/in class</td>
<td>97</td>
</tr>
<tr>
<td>UAlberta, C4W website, and UofA website</td>
<td>44</td>
</tr>
<tr>
<td>Centre for Writers</td>
<td>33</td>
</tr>
<tr>
<td>Campus Saint Jean</td>
<td>8</td>
</tr>
<tr>
<td>Other (advisors, workshops, Safewalk, FGSR, Greek life, individual people, librarians, etc.)</td>
<td>98</td>
</tr>
</tbody>
</table>

BUDGET INFORMATION:

Financial/in-kind support:

- The Provost’s Office
- University of Alberta International
- Writing Across the Curriculum
- The Student Success Centre
• Le Centre d’écriture bilingue, Campus Saint Jean
• University of Alberta Libraries (space)
• Faculty of Extension
• Faculty of Arts
• The Office of the Dean of Students
• Faculty of Native Studies
• Faculty of Science
• The Students’ Union (SU)
• University Wellness Services
• The Graduate Students’ Association (GSA)
• The School of Library and Information Studies (space)
• Faculty of Arts Events Coordinator (Cindy Welsh)
• The Vietnamese Students Union in Edmonton
• The Chinese Graduate Students Club
• The Pakistani Students Association
• Safewalk (all-night, free accompaniment service to and from campus residences)
• The Order of Omega
• Health and Wellness Centre (snacks)
• LiveWell, Faculty of Physical Education and Recreation (water bottles)

• **TOTAL revenues: $9300**

In addition, a number of businesses gave us gift cards and other articles for our volunteers (e.g. the UofA Bookstore, Sobeys, Staples).

**Expenditures:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Provider</th>
<th>Amount</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate tutors</td>
<td>47 hours x 1.5 x $20</td>
<td>1530</td>
<td></td>
</tr>
<tr>
<td>Graduate tutors</td>
<td>16 hours x $41.62</td>
<td>665.92</td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td>Culligan</td>
<td>9.23</td>
<td></td>
</tr>
<tr>
<td>Pakistani food</td>
<td>Pakistani Students Association</td>
<td>352.50</td>
<td></td>
</tr>
<tr>
<td>Chinese food</td>
<td>Chinese Graduate Students Association</td>
<td>411</td>
<td>(+ 4 volunteers preparing and serving)</td>
</tr>
<tr>
<td>Vietnamese food</td>
<td>Vietnamese Students Union in Edmonton</td>
<td>480</td>
<td>(+5 volunteers preparing and serving)</td>
</tr>
<tr>
<td>Breakfast</td>
<td>L'Express</td>
<td>717.68</td>
<td>1128.75 minus SU: 284.00 (minus discount of 107.50)</td>
</tr>
<tr>
<td>Drinks/cereal bars</td>
<td></td>
<td>335.99</td>
<td></td>
</tr>
<tr>
<td>Snacks</td>
<td>Health and Wellness Centre</td>
<td></td>
<td>Gift</td>
</tr>
<tr>
<td>Plates etc.</td>
<td>Wholesale, No Frills, Shoppers</td>
<td>304.94</td>
<td></td>
</tr>
</tbody>
</table>
### RECOMMENDATIONS FOR FUTURE LNAPS:

- Create a separate speed code for the event to better keep track of revenues and expenditures.
- Secure a budget for every year.
- Order different color t-shirts for volunteers and tutors/staff.
- Have separate tables for volunteers/presenters/tutors check-ins.
- Get the Office of Sustainability involved and get certified by the office.
- Get the Community Service Learning office involved.
- Prepare “packages” for participants (map, room numbers, proof of attendance forms, etc.).
- Give prizes to participants who stay all night.
- Organize a nice ending ceremony.
- Find a bigger space (SUB? Telus? Use the Rutherford North, too?)

### IN THE MEDIA:

- The Gateway
- YouAlberta blog
- Arts Stories
- University of Alberta news online
- Metro
- Academia.ca Top Ten
OTHER WRITING CENTRE LNAP STATS:

- University of Saskatchewan: event held from 10pm until 6am; 3 staff, 7 volunteers, 6 writing and math tutors; approximately 250 participants.
- University of Ottawa: event held from 8pm until 8am; at 9:30, 80 students were present, and by 1:30am, they had welcomed 150 students.
- Saint Mary’s University: event held from 10pm until 8am; had 5 tutors/staff; 12 students participated.
- Wilfrid Laurier (Waterloo campus): event held from 8pm until 8am; 2 staff and 12 tutors; 125 attendees; budget: approximately $2500.
- Trent University: event held from 7pm to midnight; 6 writing/research staff, 3 tutors; 3 staff from other departments; 12 student staff; 76 total interactions, 59 workshop attendees, 17 drop-in appointments.
- Wilfrid Laurier (Brantford campus): event held from 6pm to midnight; 37 participants.
- Western University (Huron campus): event held from 7pm to midnight; 2 staff and 13 tutors; 30 student visits; activities included pet therapy dog, one-on-one tutoring, and midnight pizza dinner; budget: approximately $100.
- University of Waterloo: event held from 6pm to midnight; 7 full-time staff, 5 library staff, 5 students from student government; 64 participants.
- McMaster University: event held from 8pm until 8am; 1 full-time staff, 4 student staff; approximately 100 participants; approximate budget: $500 plus staff salaries.
- Nipissing University: event held from 7pm until 11pm; 5 professional staff, 7 student staff; 83 registered participants; approximate budget: $250.
- Georgian College (Barrie, ON): event held from 7pm until 2am; 20 staff, 5 volunteers, 3 learning strategists; approximately 800 participants.