

## University Writing Center Annual Report (Spring, Summer, & Fall 2018)

Staff:

Duane Theobald, Director  
 Aaron Bremyer, Assistant Director (Fall 2018-present)  
 Stephanie Urich, Administrative Assistant  
 Alex Hovanec, Part-Time Administrative Assistant

Overview of Services:

The University Writing Center (UWC) exists to assist students, both undergraduate and graduate, in their pursuit to become better writers and scholars. Through the implementation of thirty-minute and hour-long tutorials, our staff assists students from various disciplines with any writing assignment for any particular course. Not only do we provide guidance for students regarding written coursework, but we also assist students with other written work (i.e. scholarship essays, letters of intent, creative works). In addition to providing tutorials for students, the UWC also conducts both introductory class visits and specialized workshops, allowing faculty, staff, and students to receive further writing assistance outside of the UWC itself.

Overview of Report:

This report serves to detail the activity of the UWC during the Spring, Summer, and Fall 2018 semesters. Below is specific information related to student tutorial attendance, campus outreach opportunities, and additional ventures that the UWC took part in during the year.

### Spring 2018

Student Tutorial Attendance:

<i>Spring</i>	<i>2017</i>	<i>2018</i>
<i>Total Appointments Made for Carrollton</i>	1527	1580
<i>Total Appointments Seen for Carrollton</i>	1425	1461
<i>Cancellations</i>	130	155
<i>Turn-away</i>	133	92
<i>No-Shows</i>	102	119
<i>Newnan Appointments Made</i>	17	17

College Breakdown:

A breakdown of appointments based on courses housed in each individual college can be found below. Note that the percentages below are based on how many appointments are categorized under each college and then compared to the total number of appointments from the separate campuses during the semester:

	Carrollton Campus	Percent	Newnan Campus	Percent
<i>College of Arts and Humanities</i>	1271	80.4%	12	70.6%
<i>College of Social Sciences</i>	128	8.1%	3	17.65%
<i>College of Science and Math</i>	10	0.63%	0	0%
<i>Richards College of Business</i>	7	0.44%	0	0%
<i>Tanner Health System School of Nursing</i>	64	4%	1	5.88%
<i>College of Education</i>	48	3%	1	5.88%
<i>Interdisciplinary (XIDS)</i>	4	0.25%	0	0%
<i>Other</i>	48	3%	0	0%

Tutor Breakdown:

The UWC assisted students and hosted appointments during the Spring 2018 semester with 30 First-Year Writing (FYW) instructors, 7 English graduate students, 1 Speech-Language Pathology graduate student, and 1 hourly professional tutor serving on our tutoring staff. Mr. Theobald & Mr. Hovanec also conducted tutorials as needed. Having this many tutors allowed the UWC to not only serve a large portion of the UWG campus community, but it also allowed our “turn-away” number to be a bit lower than it was in Spring 2017.

	2017	2018
3 hours	36	37
4 hours	1	0
6 hours	1	0
13 hours	0	1
15 hours	1	1

QEP Courses Breakdown:

Starting in the Fall 2015 semester, the University of West Georgia fully instituted a Quality Enhancement Plan (QEP), the goal of which is to improve undergraduate student writing in the core curriculum. The UWC began keeping track of the number of appointments that were attended from the classes that fall under the university’s Quality Enhancement Plan (QEP). The data collected for Spring 2018 is as follows:

<i>QEP Classes</i>	<i>Carrollton</i>	<i>Newnan</i>
<i>English 1101</i>	145	0
<i>English 1102</i>	866	11
<i>English 2050</i>	25	0
<i>English 2060</i>	5	0
<i>Theater 2050</i>	2	0
<i>Theater 1100</i>	1	0
<i>Philosophy 2020</i>	4	0
<i>Political Science 1101</i>	12	2
<i>Communications 1110</i>	1	0
<i>Interdisciplinary 2100</i>	4	0
<i>Film 2080</i>	22	0
<i>Chemistry</i>	7	0

Campus Outreach Opportunities:

During the Spring 2018 semester, Mr. Theobald & Mr. Hovanec facilitated and participated in a variety of outreach opportunities. The most popular outreach requests received during Spring 2018 were “Writing Center Introduction” presentations, which involve a representative from the UWC going into classes and detailing our services, and writing-specific workshops, where Mr. Theobald crafts a presentation based on class-specific writing needs. Additionally, Mr. Theobald took part in several table set-up opportunities to advertise the UWC’s services (specifically Spring Orientation and both Winter & Spring Preview Days). The total number of outreach events for the Spring 2018 semester is 60, which is an increase versus Spring 2017.

<i>Outreach Events</i>	<i>2017</i>	<i>2018</i>
<i>Writing Center Introduction Presentation</i>	25	21
<i>Writing Workshops</i>	22	33
<i>Table Set-ups</i>	3	3
<i>Miscellaneous</i>	4	3

Additional Ventures/Activities:

**Reintegration of UWC Workshop Series:** During the Spring 2018 semester, the UWC relaunched the UWC Workshop Series. Last conducted in Spring 2014, this workshop series serves as another means by which students can continue developing their writing skills. Topics throughout the series included thesis development, MLA & APA styles, plagiarism, grammar, and research. As part of his duties in the UWC, Mr. Hovanec was responsible for crafting the series’ schedule, developing marketing materials, and creating content for the series. Attendance, overall, was respectable (given a mid-year launch and the amount of time the series has been absent from our services). The UWC looks forward to continuing this series (with some alterations) in the Fall 2018 semester.

**QEP Update:** In regards to the QEP and the UWC's role therein, Mr. Theobald continued working closely with various faculty and staff to best communicate our services and offer up our assistance in various QEP-specific courses (many of which are included within the "Campus Outreach Opportunities" figures). In particular, Mr. Theobald and Mr. Hovanec, in coordination with Ben Jenkins and Amanda Mashburn, attended nearly every Astronomy and Physics lab section to promote the UWC's services (in light of this class' QEP assignment). Additionally, Mr. Theobald continued to attend any and all QEP-related meetings and events (including participating in the QEP Assessment Committee), allowing the UWC to have a voice and part in all QEP conversations.

**UWC at Newnan:** The UWC continued operating our satellite writing center location at the Newnan Center. With the assistance and hard work of English instructor Mandi Campbell (who works exclusively in Newnan and worked a 3-hour shift in the UWC at Newnan this semester), the UWC at Newnan continued to experience a steady number of tutorials this semester.

**Social Media:** Our Center continued operating a Facebook page to help advertise and inform students/faculty/departments on campus of our services and activity. The page has been fully operational since the Fall 2012 semester and currently has approximately 455 "likes," meaning that 455 people/Facebook profiles are aware of our services and have visited our page. The page is updated 2 times a day and gives our office a connection to the vast world of social media and the students/faculty/departments that exists in this space. Additionally, as part of his duties, Mr. Hovanec continued operating our new Twitter and Instagram accounts. These platforms, much like the Facebook page, serve as a way for individuals connected to UWG in some way to keep up with what the UWC is doing and how we can best serve them. Finally, as we've done in the past, the UWC continued reaching out to faculty and staff on campus more regularly through the use of e-mail "blasts" via various list-servs. We also began sending out email messages regularly to the UWG student body via SSC-Campus.

**Specific Campus Partnerships/Collaborations:** As part of the Campus Outreach portion of the UWC's services, the Center not only works just with individual professors and their class(es) but we also collaborate with different campus partners as opportunities arise. During the Spring 2018 semester, Mr. Theobald and Mr. Hovanec worked closely with Stormy Sims (Center for Academic Success) on three different events & workshops. Additionally, Mr. Theobald collaborated with the Office of Community Standards on a few different initiatives and, through collaboration with Amy Damron (Center for Student Involvement), Mr. Theobald had the chance to conduct workshops with two fraternities here at UWG: Chi Phi & Sigma Nu.

#### **Professional Development:**

In February, Mr. Theobald attended the Southeastern Writing Center Association (SWCA)'s annual conference in Richmond, Virginia. This conference served as a great opportunity for Mr. Theobald (and the Center by extension) to network with other Writing Center administrators

from across the Southeast. Additionally, Mr. Theobald attended the Engage West: Staff Edition session held in March.

Also, in an effort to provide more professional development opportunities for the Center’s tutors, Mr. Theobald invited three tutors (Sarah Hendricks, Laura Beasley, and Emily Jones) to attend SWCA’s “Tip-Top” Training at Columbus State University in March. It is Mr. Theobald’s hope that the Center can continue funding opportunities like this in the Fall 2018 semester and beyond—as they help further develop the skills of our tutors.

## Summer 2018

### Student Tutorial Attendance:

	<b>2017</b>	<b>2018</b>
<i>Appointments</i>	61	85
<i>Cancellations</i>	2	6
<i>Turn-away</i>	0	1
<i>No-Shows</i>	5	4
<i>Online Appointments</i>	17	14

### College Breakdown:

A breakdown of appointments based on courses housed in each individual college can be found below. Please note that these appointments are separated by face-to-face (provided at our Carrollton location) and the test online environment (see further explanation in “Additional Ventures/Activities” section of this report):

	<b>Face-to-Face</b>	<b>Online</b>
<i>College of Arts and Humanities</i>	40	1
<i>College of Science and Math</i>	3	0
<i>College of Social Sciences</i>	6	3
<i>College of Education</i>	7	7
<i>Richards College of Business</i>	1	0
<i>School of Nursing</i>	12	3
<i>Interdisciplinary (XIDS)</i>	14	0
<i>Other</i>	2	0

### Tutor Breakdown:

<b>Hours Per Week</b>	<b>2017</b>	<b>2018</b>
<i>10 hours</i>	5	5
<i>13 hours</i>	0	1

The UWC served the campus population this Summer with the assistance of 5 First-Year Writing faculty members and 1 College of Education graduate student who served as tutors. Their expertise in a variety of disciplines greatly benefited the students who frequented our Center during the Summer semester.

QEP Courses Breakdown:

Starting in the Fall 2015 semester, the University of West Georgia fully instituted a Quality Enhancement Plan (QEP), the goal of which is to improve undergraduate student writing in the core curriculum. The UWC began keeping track of the number of appointments that were attended from the classes that fall under the university’s Quality Enhancement Plan (QEP). The data collected therein for the Summer 2018 semester is as follows:

<i>QEP Classes</i>	<i>Number of Students</i>
<i>English 1101</i>	24
<i>English 1102</i>	3
<i>Interdisciplinary 2100</i>	14

Campus Outreach Opportunities:

During the Summer 2018 semester, the UWC primarily focused on attending various UWG Orientation events, specifically the Departmental Fairs. The Departmental Fairs are designed by the Orientation staff and the Office of New Student Programs to give all visiting students and parents a chance to meet various representatives from different departments and learn about their services. Since the UWC has participated in the Departmental Fairs in previous years, we found it necessary to continue our participation. During all of the sessions (13 over the Summer months, with 2 still to occur during August), both Mr. Theobald and Mr. Hovanec worked the Department Fairs—answering questions about the UWC’s services and passing out promotional items that would serve as a reminder of who we are and how to contact us.

Additionally, Mr. Theobald helped cultivate a presence for the UWC within the Ignite Summer Transition Program through introducing the UWC’s services at the program’s orientation session & conducting a writing-specific workshop for an XIDS 2100 class as part of the program. Finally, Mr. Theobald represented the UWC, by request of the Richards College of Business, at the MBA/MPAcc Student Orientation. Mr. Theobald provided materials about the UWC’s services and how we can assist students in these programs.

Additional Ventures/Activities:

During Summer 2017, the UWC provided selected online tutoring services to students who specifically inquired about it (through direct contact with the Center). Because we recognized this was a need, Mr. Theobald & Ms. Urich crafted a more codified UWC Online Tutoring test service—specifically marketed to select groups during Summer 2018. This test service was

offered to online classes within the Department of English and certain online-only programs within the College of Education. With the assistance of two tutors, Kelley Frank & Emily Jones, this service produced a respectable figure (for such a limited population). After receiving survey feedback from the students who utilized the service, Mr. Theobald & Ms. Urich will begin mapping out changes & modifications that may need to be done to offer this service again, in some capacity, in Summer 2019.

Additionally, as the UWC is a key component to the current QEP, Mr. Theobald joined the QEP Assessment Committee and assisted in assessing Spring 2018 assignments collected from various QEP courses. This work, while time-consuming, better helps Mr. Theobald and the UWC as a whole recognize what different departments are doing in their QEP-designated classes and, potentially, how the UWC can become a more integral part in transforming writing practices across the University.

Professional Development:

During the month of May (prior to the start of Summer '18), Mr. Theobald attended the annual Innovations in Pedagogy Conference at UWG. This conference always provides a great glimpse into what faculty on campus are doing with their classes and, in general, promotes collegiality.

Additionally, during the months of June & July, Mr. Theobald participated in an online book study hosted by the Rocky Mountain Writing Center Association (RMWCA). The study focused on the text *Around the Texts of Writing Center Work: An Inquiry-Based Approach to Tutor Education* by R. Mark Hall. As Mr. Theobald is always considering different ways to train and help tutors regularly hone their skills, this opportunity has been particularly useful.

Finally, as part of Mr. Theobald's involvement on the Georgia Tutoring Association (GaTA) executive board (currently serving as President-Elect), Mr. Theobald wrote and had published an article titled "Engaging with Your Campus Community." The article can be found on GaTA's online blog: <http://georgiatutoringassociation.org/blog/>.

**Fall 2018**

Student Tutorial Attendance:

<i>Fall</i>	<b>2017</b>	<b>2018</b>
<i>Carrollton Appointments</i>	2103	1619 <sup>1</sup>
<i>Cancellations</i>	171	134
<i>Turn-away</i>	210	85

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<sup>1</sup> We were closed on Friday, September 21 for Rebecca Cofer's talk and Thursday, October 11 for the Undergraduate Conference. For additional information about this semester's numbers & thoughts therein, see the "Observations" section below.

<i>No-Shows</i>	221	105
<i>Newnan Appointments</i>	26	10
<i>Total Appointments</i> <sup>2</sup>	2300	1763

College Breakdown:

A breakdown of appointments based on courses housed in each individual college can be found below. Note that the percentages below are based on how many appointments are categorized under each college and then compared to the total number of appointments from the separate campuses during the semester:

	Carrollton Campus	Percent	Newnan Campus	Percent
College of Arts and Humanities	1221	75.4%	8	80%
College of Social Sciences	219	13.5%	0	0%
College of Science and Math	12	0.74%	0	0%
Richards College of Business	11	0.68%	0	0%
College of Nursing	34	2.1%	1	10%
College of Education	29	1.79%	1	10%
Interdisciplinary (XIDS)	54	3.3%	0	0%

Tutor Breakdown:

During the Fall 2018 semester, the UWC was staffed by 28 First-Year Writing (FYW) faculty members, 11 English graduate students, 1 Speech-Language Pathology graduate students, and 1 hourly professional tutor. Additionally, Mr. Theobald, Mr. Bremyer, and Mr. Hovanec conducted tutorials as needed.

	Fall 2017	Fall 2018
2 hours	0	9
3 hours	36	30 <sup>3</sup>
13 hours	0	1
15 hours	1	1

QEP Courses Breakdown:

Starting in the Fall 2015 semester, the University of West Georgia fully instituted a Quality Enhancement Plan (QEP), the goal of which is to improve undergraduate student writing in the core curriculum. The UWC began keeping track of the number of appointments that were

<sup>2</sup> Total Appointments include Carrollton Appointments, Newnan Appointments, and Cancellations.

<sup>3</sup> We lost one tutor in the fourth week of the semester and another in the fifth.



attended from the classes that fall under the University’s Quality Enhancement Plan (QEP). The data collected for Fall 2018 is as follows:

<i>QEP Classes</i>	<i>Number of Students</i>
<i>English 1101</i>	827
<i>English 1102</i>	88
<i>English 2050</i>	1
<i>English 2060</i>	15
<i>Theater 2050</i>	3
<i>Theater 1100</i>	8
<i>Communications 1110</i>	3
<i>Political Science 1101</i>	21
<i>Interdisciplinary 2100</i>	1
<i>Film 2080</i>	9

Campus Outreach Opportunities:

During the Fall 2018 semester, Mr. Theobald, Mr. Bremyer, & Mr. Hovanec facilitated and participated in a variety of outreach opportunities. The most popular outreach requests received during Fall 2018 were “Writing Center Introduction” presentations, which involve a representative from the UWC going into classes and detailing our services, and writing-specific workshops, where Mr. Theobald & Mr. Bremyer craft presentations based on class-specific writing needs. Additionally, Mr. Theobald, Mr. Bremyer, & Mr. Hovanec took part in several table set-up opportunities to advertise the UWC’s services (specifically at Orientations and Fall Preview Day). The total number of outreach events for the Fall 2018 semester is 104, which is an increase from the Fall 2017 semester.

<i>Outreach Events</i>	<i>2017</i>	<i>2018<sup>4</sup></i>
<i>Writing Center Introduction Presentation</i>	41	44
<i>Writing Workshops</i>	29	49
<i>Table Set-ups</i>	8	7
<i>Miscellaneous</i>	4	4
<b><i>Total</i></b>	<b>82</b>	<b>104</b>

Observations:

As we consider why and to what extent the UWC’s total number of tutorials was lower in Fall 2018 than in previous Fall semesters, we’ve made some neutral observations, which we outline below. In these observations, we are not suggesting that the following factors are

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<sup>4</sup> Of particular note, the UWC continued to partner with various campus partners around campus, including the Center for Academic Success, the Office of Education Abroad, and the Center for Teaching & Learning. Additionally, to increase our presence within the student body, the UWC partnered with Housing & Residence Life, the Emerging Healthcare Leaders, and several Greek social fraternities for several workshoping and on-site tutoring events.

either *good* or *bad*. Rather, we are simply observing that they may have impacted our numbers in ways we hadn't anticipated.

- 1) There were fewer total students enrolled in ENGL 1101, and there are more dual enrollment students, a population less likely to make use of the UWC. The enrollment for ENGL 1101, in both Fall 2017 & Fall 2018, is below:

<i>Enrollment</i>	<i>2017</i>	<i>2018</i>
<i>ENGL 1101</i>	2,010	1,837

- 2) Large curricular changes may have influenced students' motivation to make use of academic resources like the UWC. In particular, as the UWC Advisory Committee discussed in meetings, the piloting of the First Year Writing EPIC (English Pathways of Integrated Curricula) program begins the assignment sequence with a Summary/Response Essay that may have given some students a heightened sense of security early in the semester. Research indicates that students who visit a writing center early in the semester are more likely to continue using the resource, while students who do *not* visit early are less likely to use the resource at all.

One faculty member on the UWC Advisory Committee noted that he surveys his students every semester with the following question: "If you went to the writing center, why did you go? If you didn't go, why did you not go?" The content of the following response was repeated by several of this instructor's students: "I didn't go to the writing center because I wanted to know what I was capable of doing on my own."

- 3) A number of FYW courses had an additional "lab" component to the course. This lab met each week and may have offered additional assistance that supplemented student work to the extent that these students felt UWC visits were not necessary.
- 4) As the current undergraduate writing-focused QEP is entering its final stages, professors across disciplines may not be pushing the UWC in their classes as vigorously as in the past.
- 5) Due to illness, UWC closures, and reassignment of some faculty tutors, several instructors had fewer hours/shifts in the UWC over the course of the semester. While the staff and instructors generally scramble to cover for one another, there were in fact fewer hours of tutoring offered than in previous semesters due to holes in the UWC schedule.

#### Additional Ventures/Activities:

**UWC Workshop Series:** As mentioned in our Spring 2018 report, the UWC relaunched the UWC Workshop Series. Topics throughout the series included thesis development, MLA & APA styles, plagiarism, grammar, and research. As part of his duties in the UWC, Mr. Hovanec has

been responsible for crafting the series' schedule, developing marketing materials, and creating content for the series. For Fall 2018, Mr. Hovanec kept most pertinent writing-related topics and included a new session before the end of the semester titled "Finals Frenzy." This session was largely student-led and allowed for questions regarding any writing issue to be addressed as students worked on final papers. Overall, attendance for Fall 2018 workshops was significantly higher than during the relaunch semester of Spring 2018. As always, the UWC looks forward to continuing this series and continuing to tweak and modify so the series best serves the student body's writing needs moving forward.

**QEP Update:** In regards to the QEP and the UWC's role therein, the entire UWC staff continued working closely with various faculty and staff to best communicate our services and offer up our assistance in various QEP-specific courses (many of which are included within the "Campus Outreach Opportunities" figures). In particular, Mr. Theobald, Mr. Bremyer, & Mr. Hovanec, in coordination with Mr. Ben Jenkins, Sr. Lab Coordinator, attended nearly every Astronomy and Physics lab section to promote the UWC's services (in light of this class's QEP assignment). Additionally, Mr. Theobald continued to be involved in all-things QEP—including serving on the QEP Assessment Committee.

**Professional Development for UWC Tutors:** Because the UWC is one of the premiere academic support services at UWG, we want our tutors to receive as much training and professional development as possible. Throughout most of Summer and Fall 2018, Mr. Theobald worked to create and make available several professional development opportunities for all members of the UWC staff. In particular, Mr. Theobald invited Rebecca Cofer, Assistant Director of Campus Tutoring Services at Abraham Baldwin Agricultural College, to come to UWG and conduct a workshop with the tutors that focused on engaging students through tutoring sessions. This session was quite well-received and well-attended. Additionally, as part of Mr. Theobald's involvement with the Georgia Tutoring Association (GaTA), Mr. Theobald obtained funding for three tutors to attend the GaTA annual conference in Macon, GA.

**UWC Advisory Committee:** To ensure greater engagement in the inner workings of the UWC, Mr. Theobald & Mr. Bremyer created a UWC Advisory Committee that met for the first time during the Fall 2018 semester. Comprised of representatives from the graduate student program and FYW faculty, this committee's objective is to work with the full-time UWC staff members (Mr. Theobald, Mr. Bremyer, & Ms. Urich) to address wide-ranging UWC issues (as they arise) and strategize new ways that the UWC can operate more efficiently and continue expanding its reach. Thus far, the committee has started work on a catchy "bumper sticker" slogan for the UWC, revising the UWC's mission statement, and thinking ahead to the larger vision for the Center. Members include:

- Duane Theobald, UWC Director
- Aaron Bremyer, UWC Assistant Director
- Stephanie Urich, UWC Administrative Assistant
- Jeffery Peterson, FYW Lecturer
- Brittney Beth Drummond, FYW Instructor

-Anna Payne, FYW Instructor  
-Allison Perrigo, English Graduate Student

**UWC at Newnan:** The UWC continued operating our satellite writing center location at the Newnan Center. With the assistance and hard work of English instructor Melissa Jackson (who works exclusively in Newnan and worked a 3-hour shift in the UWC at Newnan this semester), the UWC at Newnan continues to serve students in Newnan. Though tutorial figures at this location slipped a bit, we're dedicated to working towards better operation and marketing to ensure that appointment numbers surpass where they have been previously. Additionally, Mr. Theobald conducted writing-specific workshops for ENGL 1101, ENGL 1102, & POLS 1101 classes—workshops that not only lead to productive conversations about student writing but also helped serve as a way to guide students towards utilizing the UWC at Newnan.

**West Georgian Article:** In yet another effort to better communicate the UWC's services to the entire campus community, Mr. Theobald worked with the staff of the *West Georgian*, UWG's student newspaper, to publish an article featuring the fantastic work of the UWC and its staff. The article can be found at the following link: <http://thewestgeorgian.com/helping-students-write-right/>.

**Social Media:** Our Center continued operating a Facebook page to help advertise and inform students/faculty/departments on campus of our services and activity. The page has been fully operational since the Fall 2012 semester and currently has approximately 503 "likes," meaning that 503 people/Facebook profiles are aware of our services and have visited our page. The page is updated 2 times a day and gives our office a connection to the vast world of social media and the students/faculty/departments that exists in this space. Additionally, as part of his duties, Mr. Hovanec operates our Twitter and Instagram accounts. These platforms, much like the Facebook page, serve as a way for individuals connected to UWG in some way to keep up with what the UWC is doing and how we can best serve them. Of particular note, the UWC, in collaboration with Melanie Fan from UCM, did an Instagram takeover with UWG's Instagram profile. This initiative allowed the UWC to show-off the work we do each week to followers. This takeover resulted not just in an increase in followers to the UWC's Instagram profile but also increased engagement in the UWC. Finally, as we've done in the past, the UWC continued reaching out to faculty and staff on campus more regularly through the use of e-mail "blasts" via various list-servs & utilizing SSC-Campus to send messages to the student body regularly about our services and workshops.

#### **Professional Development:**

In October, Mr. Theobald had the exciting opportunity to attend & present at the International Writing Centers Association (IWCA) conference in Atlanta, GA. This conference, specific to writing center administrators and tutors, allows professionals in the field from across the country to collaborate and learn from one another. Mr. Theobald presented on a panel with colleagues from California, Utah, and Canada on the topic of "Defining Community: Establishing &

Reestablishing Writing Center Program Identity.” More information about IWCA can be found here: <http://writingcenters.org/>.

Additionally, Mr. Theobald attended & presented at the Georgia Tutoring Association (GaTA)’s annual conference in Macon, GA. This conference allows professionals in the tutoring field, from across the state, to network and learn from one another through workshopping and presentation settings. By request, Mr. Theobald presented on “Revamping and Reconsidering How to Market Tutoring Centers” again at this year’s conference. The two presentation sessions were well-attended and well-received.

While at this year’s GaTA conference, Mr. Theobald was officially voted-in as President of the Georgia Tutoring Association (GaTA). Involvement on this board not only provides professional development opportunities for Mr. Theobald specifically, but it also puts UWG and the UWC in particular at the forefront of the tutoring center field within the state of Georgia. More information about GaTA can be found here: <http://georgiatutoringassociation.org/>.

Finally, Mr. Theobald & Mr. Bremyer attended the LEAP Summit held on campus in September 2018. Because this initiative will impact most areas of UWC’s campus community, both Mr. Theobald & Bremyer wanted to attend, learn more about LEAP and how the UWC can be an integral part of what LEAP plans to do here at UWG. Also, Mr. Theobald attended the Engage West: Staff Edition in October & the COAH Staff Retreat in November.

### Conclusion

As a whole, this year has proven quite successful for the UWC. The Center has continued to grow and expand its reach across UWG’s campus. It is our hope that through the continued dedication of the UWC staff, the Center will continue to grow and thrive like never before.

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