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Form-ing Identity:

Designing Intake Forms to Encourage Equitable and Inclusive Tutoring

Accessible Copies

PDF of Handout
PDF of Paper Draft
PDF of Slides

By viewing these forms as public-facing rhetoric and expressions of our centers' missions and values, we design forms that encourage equitable and accessible practices and prioritize inclusion.

Data Collection

- Email
- Name
- ID
- Phone
- Standing
- Grad Year
- College
- Major
- Home Language
- How were you referred to us?
- Course
- Instructor
- First-Gen

Consultation Prep

- Course
- Instructor
- First-Gen
- Home Language
- Pronouns
- Years spoken English
- Language History
- What do you want to work on?
- Goals for conference?
- Due date
- Understanding of the assignment
- Confidence level
- Type of feedback
- Type of assignment

Evaluating Form Design
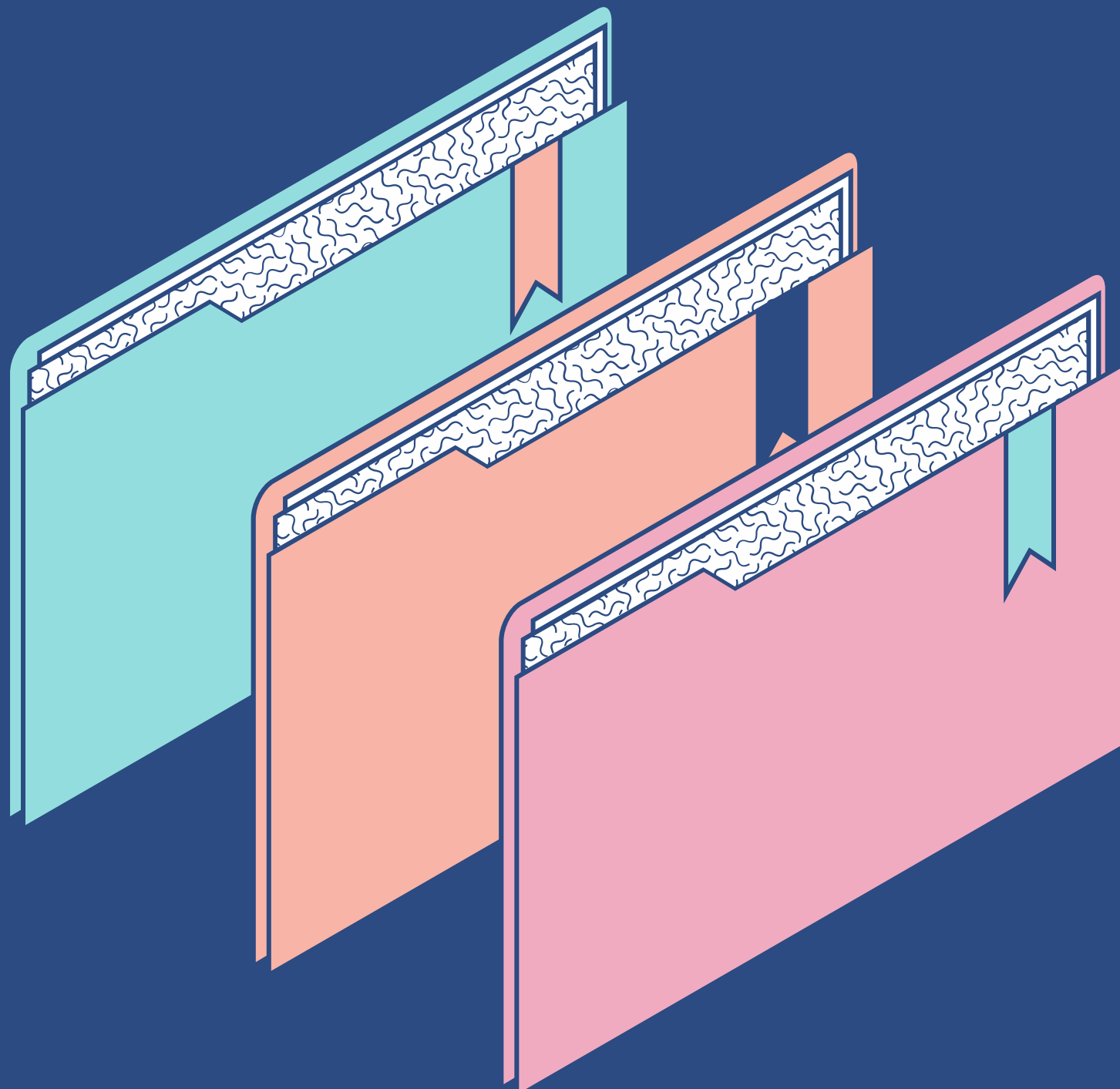
1. What do we want to communicate to writers?
2. How do we want writers to interact with us, one another, the space, and materials?
3. How do our intake forms communicate and overlap with the other artifacts in our space?
4. How are consultants and writers interpreting and interacting with these forms?
5. Do staff and clients understand the purpose of each question?
6. How are we as administrators using the data and information collected in these forms?
7. How can we use the questions on these forms to improve our practices in sessions?
8. Are we constructing and interpreting these artifacts in the best way for our audience?

1
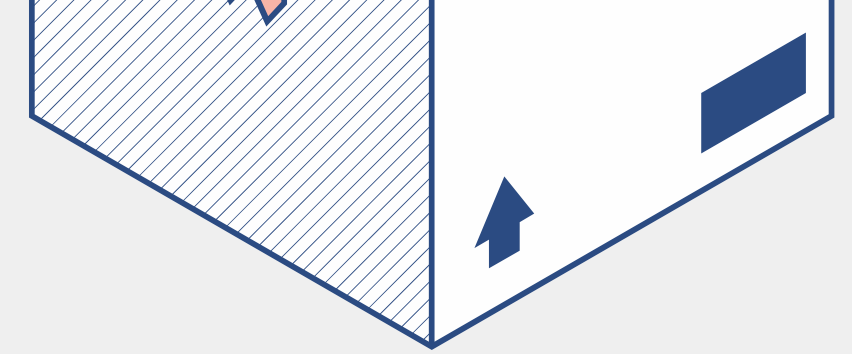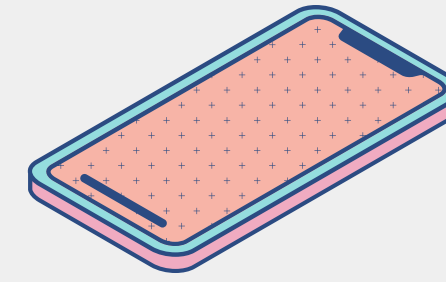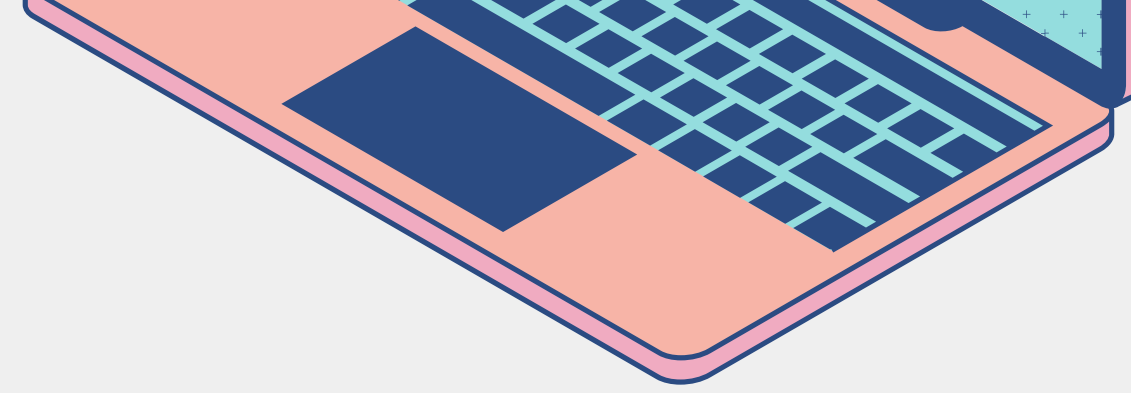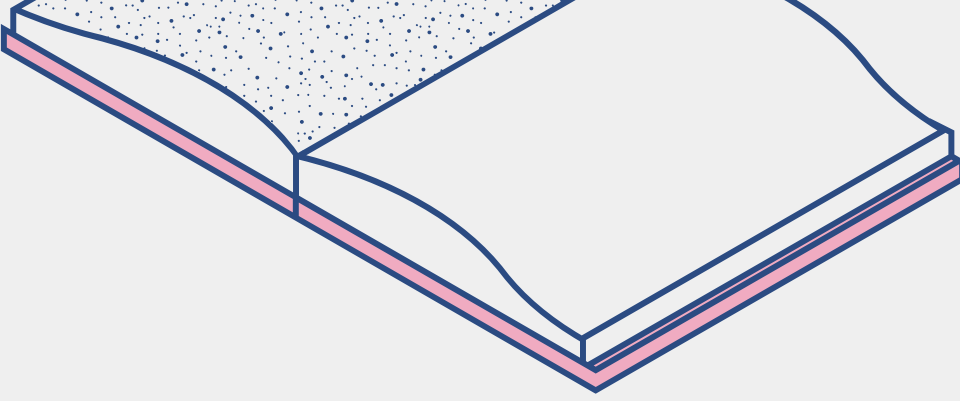
Respecting Identity

2

Acknowledging Writer Experience

3

Illustrating Scholarly Engagement & Development

Further Research

- Larger sample size of center forms

- Draw on interdiciplinary research on form design