

Coding Schemes for Open-ended Questions

For each question, we first selected all the responses that related to tutors or consultants. Then, we developed the following schemes to facilitate our analysis of these responses.

Question 11 – Briefly describe the materials you use to talk about workshops in the tutor training course.

1. Respondents use existing materials.
Example: “Handouts and game plans from previous workshops.”
2. Respondents use outside resources or literature.
Example: “I’ve used ‘Breaking (into) the Circle’ by H. Roskelly to help me develop training for my tutors.”
3. Respondents discuss workshop facilitation skills and strategies.
Example: “we discuss group facilitation, role modeling, asking good questions, and time management.”
4. Respondents use information provided by department or faculty requesting workshop.
Example: “We generally use sources dealing with [...] any discipline specific information provided by programs, such as the School Education, who request workshops.”
5. Respondents use materials made in class.
Example: “I have students come up with handouts and mini course plans on writing or language related topics based on their projects. We turn the materials they create into workshops.”
6. Respondents value tutor experience and expertise.
Example: “I have current tutors come into the course and talk about their experiences facilitating workshops.”

Question 19 – How do you develop the content for workshops (for example, I refer to literature, I ask colleagues, I use what was left for me by a previous writing center director, etc.)? Please describe the process.

1. Workshop development is based on tutors’ experiences and expertise.
Example: “If we perceive a need, I ask those who brought it to my attention, which is typically from graduate or undergraduate consultants/tutors.”
2. Tutors use pre-existing materials to develop workshops.

Example: “Our writing with Sources workshop was originally developed by the director to use in first-year writing classes and has been modified by the director and undergraduate tutors.”

3. Tutors develop workshops on their own.
Example: “Workshops are generally researched and prepared by tutors.”
4. Workshops are developed through collaboration.
Example: “Undergrad writing consultants and the writing center director work together to place student-focused, 50-minute workshops.”
5. Tutor develops the workshop and the director approves them.
Example: “Graduate students design the session, and I review their plans with them, facilitate adjustments, etc.”

Question 23 – In addition to the process of developing workshops, what else do you consider when facilitating the actual workshop (for example, location, tutors, materials, etc.)?

1. Respondents take tutor availability and interest into consideration.
Example: “tutor schedules come into play.”
2. Respondents take tutor training into consideration.
“PD and training of new consultants to run future workshops.
3. Respondents take tutor background and expertise into consideration.
“I consider the strengths of the individual tutors and their preparedness to discuss the given concerns.”