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THE JOURNAL OF THE NATIONAL COLLEGE LEARNING CENTER ASSOCIATION

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The mission of the National College Learning Center Association (NCLCA) is to support learning assistance professionals as they develop and maintain learning centers, programs, and services to enhance student learning at the postsecondary level.

What Does NCLCA Do?

- Promotes professional standards in the areas of administration and management, program and curriculum design, evaluation, and research;
- Acts on learning assistance issues at local, regional, and national levels;
- Assists in the creation of new, and enhancement of existing, learning centers and programs;
- Provides opportunities for professional development, networking, and idea exchange through conferences, workshops, institutes, and publications; and
- Offers forums for celebrating and respecting the profession.

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The NCLCA Executive Board is anxious to involve as many learning center professionals as possible in achieving its objectives and meeting our mutual needs. Therefore, we invite you to become a member of the National College Learning Center Association. The membership year extends from October 1 through September 30, and annual dues are $40.00. Membership includes the NCLCA Newsletter and The Learning Assistance Review, discounted registration for the annual NCLCA Conference, workshops, in-service events, and announcements regarding upcoming NCLCA activities. We look forward to having you as an active member of our growing organization.

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As an official publication of the National College Learning Center Association, The Learning Assistance Review seeks to expand and disseminate knowledge about learning centers and to foster communication among learning center professionals. Its audience includes learning center administrators, teaching staff and tutors, as well as other faculty and administrators across the curriculum who are interested in improving the learning skills of post-secondary students.

The journal publishes scholarly articles and reviews that address issues of interest to a broad range of learning center professionals. Primary consideration will be given to articles about program design and evaluation, classroom-based research, the application of theory and research to practice, innovative teaching strategies, student assessment, and other topics that bridge gaps within our diverse discipline.

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LETTER FROM THE EDITORS

To our readers:

In this Spring, 2003, edition of *The Learning Assistance Review* you will find a variety of tools to utilize in your work with students. The articles represent a blend of theory, research, and practical strategies from which to construct principles to guide your practice and a critical reflection of your work.

We begin the issue with an article designed to create a framework for these components. In an article entitled, "TRPP: Bridging the Great Divide," Sharon Silverman uses a case study to describe a model that connects theory, research, and principles to practice. She presents a common challenge, helping students to accept responsibility for learning, and demonstrates how the practitioner can apply relevant research and theories to improve practice.

From this overall framework, the reader can proceed to a study that takes a look at how to motivate tutors in the learning center. This article is an excellent example of how research can be used to seek answers to practical questions. In this case, the author, Jennifer Haley, reviews the literature and then goes on to share a survey she constructed to find patterns among tutors related to their motivation. She invites the reader to administer the survey in order to better understand the tutors who form the essence of any learning center.

The third article looks at a very specific set of students, those with disabilities. The author, R. Edwin Welch, discusses the process and need for building a comprehensive model to guide the establishment and evaluation of services for this population of students. He argues that there is both an ethical and legal responsibility to build institutional systems to provide services for students with disabilities. These systems need to reflect a cyclical process that is developed within the context of a particular institution: there is no one model that fits all.

We know that the topic in *Join the Conversation* will resonate with many of our readers. Working with ESL students presents its own unique challenges, and Sheryl Slocum shares her thoughts through a "hierarchy of concerns." Her hierarchy presents a very practical way to prioritize teaching strategies and could be a stimulating topic for discussion among faculty and tutors in a professional development seminar. Think about how to share this with your colleagues.

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The journal seeks to expand and disseminate knowledge about learning centers and to foster communication among learning center professionals. Its audience includes learning center administrators, teaching staff, and tutors as well as other faculty and administrators across the curriculum who are interested in improving the learning skills of postsecondary students.

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The final selection in this issue is a book review of "Listening Up: Reinventing Ourselves as Teachers and Students." This review provides the perfect closure to an issue that highlights the synergies among theory, research, and practice. The reviewer describes a book that challenges our traditional beliefs about teaching. The book presents a theoretical foundation in a practical way by offering strategies for incorporating theory into the teaching of writing and literature.

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ARTICLES

TRPP: BRIDGING THE GREAT DIVIDE

By Sharon Silverman, Learner Success Associates

Abstract

We need to make connections between what we know about student learning and how we educate. The TRPP framework provides a way to apply theories and research to the challenges we meet with our students. Research findings and theories are discussed to address the importance of encouraging student responsibility. Principles are presented with a specific example for practice, and critical reflection is emphasized throughout.

Introduction

“I’m a teacher. I don’t have time for theory and research. I work with students. I need to spend time on lessons not research studies. Let the theorists and researchers do their work. I’ll focus on my students.”

Developmental educators put their students first. They should. Their students need caring, committed teachers who can provide the best learning environments. The challenges are great. Teachers must be patient, supportive, encouraging, inventive, and indefatigable. Who has time to bother with theory and research?

Typically, teachers teach, researchers test hypotheses, theorists construct theories. The work of theorists and researchers may seem remote to those in the classroom. There is often a great divide. Valuable information from research is often not applied in real educational settings. We need to bridge the gap, to make connections between what we know about student learning and how we educate. We need a framework for effective practice.

TRPP (Theory, Research, Practice, Principles) was developed by Casazza and Silverman (1996) and Silverman and Casazza (2000), to help cross the divide between theory and practice. TRPP is a framework to connect theory and research findings and apply them to practice. The underlying assumption of TRPP is that no one theory adequately explains all behaviors in every situation. An eclectic approach that includes facets of different theories is most useful in

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“The Writings of Youth” that providing young people with a platform for speaking their minds and shaping their world grants them authority and “makes it more likely they will resist being pushed around by the system ten years from now” (p. 123).

In closing, while reading *Listening Up* I was reminded of when I was four or five years old and my dad would let me sit on his lap and steer the car—this, of course, was long before the emphasis on car seats, seatbelts, airbags, and all the other devices meant to keep us safe and, in reality, protect us from ourselves. Though, in retrospect, I know that this was an insane risk for my dad to take, I’m beginning to think that it was worth it—I’m beginning to think that he knew what he was doing. In short, I’m beginning to realize that he was a great teacher because he was willing to let go of the steering wheel and let me—at this incredibly early age—take control of the car. Similarly, Martin entreats us as teachers to take such risks and stop protecting and coddling our students and start letting them determine where they want to go and what they want to do with their education and their lives.

Colin Irvine, *Ph.D., is an Instructor in the Department of English at Marquette University in Milwaukee, Wisconsin.*

In general terms, at the heart of Martin's philosophy is the idea that the power to make meaning all too often lies somewhere outside of students and that educators are complicitous in the perpetuation of this problem. Going beyond the notion that effective teachers help students discover their stories and uncover buried meanings, Martin insists that we recognize that students have the capacity to *create* new narratives and complicate existing ones. The central reason for this misunderstanding about education and meaning making, she explains, stems from the tendency within western culture to conceive of the world in terms of either/or binary oppositions. As she asserts repeatedly, it is as a consequence of working within this intellectual framework that educators often mistakenly commence their investigation into pedagogical issues without first questioning the very idea of the student/teacher relationship.

Listening Up illuminates how the student/teacher relationship—either implicitly or explicitly—typically assumes that it is the teacher's responsibility to create courses, write assignments, determine topics, lead discussions, and even pose and answer questions, while—by default or by design—it is the student's job to take what is offered, write what is required, and speak when spoken to. In many instances, as a result of this traditional approach to education, little creative, constructive learning takes place. Thus frustrated by their students' uninspired work and, in some cases, their unwillingness to participate in class discussions or even attend school, educators often focus on the students' supposed failures in their search for answers. They commonly fault the students for their unwillingness or inability to play the part assigned to them as recipient/learner.

But, as Martin shows in sections of *Listening Up* such as "Images of 'the Illiterate' in Traditional and Radical Constructions of Literacy" and "My Role in the Production of Meaning Making," the problems are much more pervasive and systemic and often begin with the teachers. As the section "Psychoanalysis and the Unconscious: One Way to Look at the Contradictions We Sustain and the Investments We Make" elucidates, the emphasis on the student/teacher relationship and the society which sustains it often prevent educators from looking inward and thus recognizing the ways in which they have internalized the rigid category-laden understanding of education.

To enact significant, immediate changes in western culture and the educational extension of that culture, Martin consistently underscores the value of providing students opportunities to have their ideas heard and read by a larger audience. Publication of student work, she explains, is in keeping with a way of thinking that shifts the balance of power from the teacher to the student and from the affluent minority to the subjugated majority. "Clearly," she states in a section titled "Publication" and subtitled "A Different Discourse," the ways of talking about the world that dominate now are not those of poor and working-class people, and we need competing discourse" (p. 122). She then adds in

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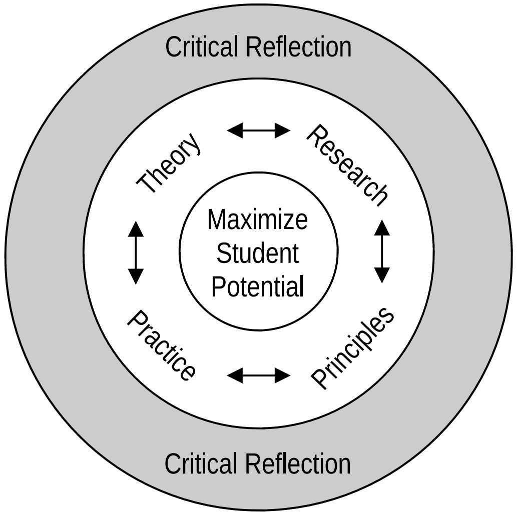
developing instructional strategies for increasingly diverse groups of students. The TRPP framework exists to integrate different theoretical perspectives and research findings to better understand what educators do, why they do it, and how it ultimately leads to learning outcomes.

Using the Framework

There are four components in TRPP: Theory, Research, Principles, Practice. The four components function together within a process of critical reflection with the ultimate goal of maximizing student potential. The framework is circular promoting the notion that its use does not begin nor end at a certain point. Instead, use of the framework is an ongoing process so the educator may begin with any of the four components and move through them in any order depending on a particular situation or inclination. Throughout the process, critical reflection is employed in the review of information and its application to student learning.

Figure 1. TRPP Model



Here is how TRPP might be used in your practice. Think of a challenging situation you are facing. What is troubling you about it? How have you tried to address the situation?

After identifying the challenge, begin with one of the four TRPP components. As mentioned earlier, you may begin at any point in the framework. You could start by looking for theories that address the issue, or with a principle you've tried, or with something you've observed in your practice. For purposes of this example, let's start with research to see what studies may have revealed about this challenge. Then move and find theories that connect to the research, construct a principle to guide you in meeting this challenge, and then finally, apply the principle to your practice. Here's an example to illustrate the process.

A Case Study Using TRPP

Challenge

Students aren't taking responsibility for their own learning. They expect the teacher to provide all the necessary information, and they don't actively engage in the learning process. When asked to discuss ideas in class, there is little response.

Research

What does research say about the challenge of student responsibility? There is a great deal of information on this topic. When addressing student responsibility, the topic of motivation seems pertinent. If students aren't taking responsibility, maybe it's because they aren't motivated. Let's look at some of the research concerning student motivation to see how it could address the challenge.

One of the key research findings in motivation concerns goals. Are students learning with performance or mastery goals? Performance goals are those that involve comparison with others and promote competition. For example, a teacher who gives test results comparing students to each other is using performance goals. The emphasis is on the group average, and individual students are judged according to how their performance met, surpassed, or fell below the mean. With performance goals, competition is the key. With a performance goal orientation, successful students strive to outperform their peers. Teachers encourage competition believing that it motivates students to perform well.

In contrast, mastery goals are oriented toward self-improvement without comparison to others. The notion of competition with others is absent. Instead, a mastery goal orientation focuses on learning that provides opportunities to set goals for personal achievement not connected to the performance of others. An individual goal is chosen and becomes the focus of the learning activities. For example, in a foreign language class, a student learning with mastery goals might identify a number of new vocabulary words to use in a writing assignment and strive toward this goal. In contrast, with emphasis on a performance goal, the student would try to use more new vocabulary words than other students in the class. The students using the most

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harder. It makes you look forward to seeing your students again and, in some ways, seeing them for the first time as individuals who have something truly unique and new to say. And, perhaps most importantly, it makes you reconsider your role as a teacher and the way in which you design, implement, and assess exercises and activities for your students.

Listening Up is broken down into six chapters, the first three of which delineate the theory while the last three offer suggestions for implementing these ideas. Within each chapter are numerous subsections, where Martin explores or expands upon a particular point. Throughout, the book has an open-ended feel and, initially, it might seem to lack direction and coherence. A closer look, however, reveals that this exploratory style is in keeping with the book's thesis. Martin, in reflecting upon her teaching and the thinking that accompanies it, shows us how to begin to reinvent ourselves as educators.

In the first half of *Listening Up*, Martin, speaks from the heart as much as the head about education in general and teaching writing and literature in particular. She bids teachers to recognize their potential to provide students with avenues for transcending and even reforming an inherently flawed society and educational system. To this end, she employs poststructuralism as a kind of lens through which we can look at culture, and in doing so exposes the subtle ways in which categories and stereotypes keep certain groups disenfranchised and others in positions of power. Then, using deconstruction, she helps us see how language sustains and perpetuates this situation. Specifically, she employs deconstruction to reveal the way in which the politics of power are embedded in various discourses. After laying this groundwork, she employs psychoanalysis to elucidate how all of us internalize "unperceived beliefs" that prevent us as teachers from rejecting the existing system and embracing a new, more egalitarian one that authorizes students (p. 8).

As mentioned, Martin dedicates the second half of *Listening Up* to providing strategies for putting these procedures in motion. The fourth chapter focuses on teaching writing as a process, the fifth on reading and the reasons for choosing challenging, intricate texts that require students to wrestle with substantive issues, and—tying these together—the sixth chapter focuses on constructing courses and curriculum around themes that grow out of students' current concerns and prospective plans. Although many of the strategies and classroom activities are likely to be familiar to English teachers, and although a number of them have little application in a traditional curriculum where the purpose is to prepare students to recognize and abide by academic discourse conventions, these exercises illustrate Martin's interpretation of the above-outlined theories. In this regard, they underline the fact that everything we as teachers say and do in the classroom matters.

BOOK REVIEW

LISTENING UP: REINVENTING OURSELVES AS TEACHERS AND STUDENTS

Reviewed by Colin Irvine, Marquette University

Martin. R. (2001). *Listening up: Reinventing ourselves as teachers and students*. Portsmouth, NH: Boynton/Cook Publishers.

In Act III of *Hamlet*, Hamlet proclaims that he “will delve one yard below their mines,/And blow them at the moon,” and this, in many ways, is precisely what author and teacher Rachel Martin achieves with the publication of her book *Listening Up: Reinventing Ourselves as Teachers and Students*. Martin—a proponent of radical teaching—braids together a discussion of poststructuralism, deconstruction, and psychoanalysis and in the process moves beyond familiar contentions surrounding critical literacy and stimulates new dialogue about democratic teaching. In her efforts to inspire real, significant change in the way teachers teach themselves and their students, she invites us to reconsider the foundations upon which our education system is built. She does not, however, present a blueprint or handbook for implementing a new pedagogy. Instead, by drawing upon and untangling a number of complicated theories, by candidly sharing stories of her own successes and failures in the classroom, and by offering strategies for incorporating theory into the practice of teaching writing and literature, Martin enjoins teachers to recognize the vital role they play in bringing about a more literate and more equitable world.

Before summarizing what the book says (and fearing that I’ll turn readers away in my effort to outline a work laden with theory), I believe it’s important to say what the book does (or at least what it did for me). Unquestionably, Martin succeeds in her efforts to encourage educators—especially those working in nontraditional, diverse communities—to reconsider their approach to teaching. Her book represents an honest, insightful look from the standpoint of an experienced teacher who believes in what she’s doing. It is one of those books that makes you wonder about the damage you may have unwittingly done when working in diverse classrooms, and it makes you realize that you’ve worked in diverse situations and not even recognized them as such. At the same time, it is one of those books that makes you want to try again and try

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new words performs “best” while others using less are compared to the best student and graded accordingly.

Research in performance and mastery goals has yielded some interesting findings. When students are in environments that emphasize performance goals, they tend to focus on memorization without emphasis on problem solving or critical thinking. They are more inclined to be directed toward short-cuts and quick payoffs. Students who are learning within a mastery goal orientation are more likely to use comprehension monitoring, which includes elaborating, as well as organizing strategies for relating new material to past experience (Maehr & Anderman, 1993). Research on goals and learning has produced consistent results showing that an orientation toward mastery goals leads to more engagement in the learning process and a higher incidence of metacognitive strategies (Maehr & Pintrich, 1995).

What do these findings have to do with student responsibility? With mastery goals leading to more engagement in learning, we would expect to see higher levels of student responsibility in a mastery learning environment.

Lock and Latham’s research (1990) focused on factors related to the environment that influence goal choice and commitment. When individuals have higher norms for performance, they tend to set higher personal goals for themselves. The researchers also found that peer group support or lack of support affects individual commitment. One implication for classroom instruction is the idea that cooperative learning groups have the potential to influence a reluctant student to be more engaged in a learning activity. In addition, this research leads us to recognize the importance of helping learners identify norms that are relatively high in order to encourage the setting of higher personal goals. Research in this area helps us to understand how student responsibility is connected to goal setting and peer interaction.

A major review of cooperative learning studies in higher education was conducted by Johnson, Johnson, and Smith (1991). Evidence from these studies shows that cooperative learning has many positive effects including productivity, more positive relations among students, increased social support, and improved self-esteem. Student responsibility is likely to be increased when cooperative learning environments are established.

Haworth and Conrad (1997) propose a model of engagement that is also relevant to student responsibility. In their model, interaction among students with each other and with teachers and administrators is a key to success. This interaction among all participants takes place in an environment characterized by critical dialogue, integrative learning, and risk taking. So, in addition to mastery goals and peer interaction, student responsibility can be connected to wider engagement outside the classroom with others in the institution as well as to levels of risk taking. We can infer from this model that students who become more comfortable with taking risks would be more engaged in learning and likely to be more responsible.

A variety of other research findings helps us address the challenge of student responsibility. When students are actively engaged in the learning process, they learn more than when they are passive recipients of instruction (Cross, 1987). Students report they enjoy classes in which the instructor attempts to relate material beyond the classroom (Eison & Pollio, 1989). Lindner and Harris (1992) suggest that the ability to self-regulate in the learning process is a "basic skill underlying successful learning" (p. 3). In their research, Linder and Harris found a significant relationship between GPA and the amount of self-regulation used. They also found that self-regulated learning seems to increase with age and experience. From this we might infer that older, more experienced students are more likely to be responsible learners through the use of self-regulation strategies. Younger, less experienced learners are likely to need more guidance and direction in the pursuit of responsibility.

This is only a sampling of research as it relates to student responsibility. Through the research findings in the areas of motivation, engagement, and self-regulation we can gain insights to help address the challenge.

Theory

One of the theories that connects to the challenge of student responsibility is Vygotsky's Theory of Cognitive Development. According to Vygotsky (1965), learning is a constructivist activity that emphasizes social interaction and adaptability. In contrast to the traditional view where knowledge is considered foundational and is held by experts who impart information to others, the constructivist view is that knowledge is a "socially constructed sociolinguistic entity and learning is inherently an interdependent sociolinguistic process" (Bruffee, 1993, p. 3).

One of the key components of Vygotsky's work (1965) is the idea of a zone of proximal development. An individual's zone of proximal development is the area between latent ability and realized potential. He proposes that in order for successful learning to occur, a person must receive guided instruction leading one across the zone. This guidance comes from an external mediator who gradually releases the responsibility of learning to the learner. As the responsibility is released, a process called "scaffolding" occurs whereby the teacher provides learners the opportunity to extend their current skills and knowledge. Progress is made through steps that become increasingly more challenging within the learner's zone of proximal development. In addition, a strategy of "reciprocal teaching" takes place involving teachers and students in a discourse around content and not simply activities around questions and

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Furthermore, it is important to understand that spelling, articles, and prepositions are highly idiosyncratic to each language. Where we use the indefinite article, *an*, in English, the French might use the definite article *le*, *la*, or *les*, and the Hmong would use no article at all. Or, how do you explain why we say "I got *on* the bus," but "I got *into* the car"? Explaining English spelling rules and their many exceptions is just as challenging. If you are working with a student who is ready to focus on the lower levels of the hierarchy, a good, high-intermediate or advanced ESL grammar book from your library will probably give satisfactory (if long) lists of rules and exceptions. Indeed, an ESL writer who wants to become proficient in written academic English will need to become familiar with at least some of the major rules for the concerns at the lower end of the hierarchy, but, as all second-language learners know, these concerns take a lifetime to master.

This leads to a final point regarding the hierarchy of concerns: the lower you go on the hierarchy, the more directive your tutoring may become. To those of us who have been trained to use indirection in tutoring, this is a hard pill to swallow. But does it make sense to ask an Arabic-literate student which "looks more correct: *rain, reign, or rane*"? Or, will a Russian speaker really be able to "hear" which phrase is correct: "*she managed the deal*" or "*she the deal managed*"? These indirect techniques often work well with native speakers of English because, once we isolate the mistake, it sounds so odd they can correct it "by ear." But if English sounds odd anyway an indirect technique will not be particularly effective. In such cases, it's more helpful to point to the mistake and state the rule—"subject, verb, object"—or to simply correct the mistake and record it on a running list of such errors so that later you and the student can see if there are any patterns. If I ever write a paper in Arabic—don't hold your breath—I hope my tutor will do the same for me.

In fact, it is just such a golden rule that seems to make this hierarchy work. If I were a student who (in spite of my cultural preconceptions about what it means to write well) actually wanted my tutor to help me become a better writer in his/her culture, what would I most want my tutor to do for me? First, I hope, my tutor would respect me enough to respond to my thought—my ideas. Then, once those were clearly and acceptably down on paper, I'd hope my tutor would travel down the hierarchy to help me make them look good.

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Let me say a few words about the top of the hierarchy. It developed out of recognition that much of the apparent incomprehensibility in ESL student writing results from students' lack of comprehension of the assignment. Or, perhaps they have not understood the materials the assignment is based on. If that's the case, our tutorial time is better spent as a reading lesson. Very frequently, however, it's the assignment itself students misunderstand. The garbled paper is their honest attempt to do all of the seemingly unrelated things they think the professor is asking them to do. As we read through the assignment, underlining key words, looking up vocabulary, developing a list of "must includes," some students say, "Oh! That's what I'm supposed to do. Well, I can do that." One more hurdle to understanding an assignment may be related to cultural background. Many international students come from academic traditions that show respect for other scholars. To argue against an author's point, or to note deficiencies in a researcher's work, is unacceptable. Yet, American professors often encourage this kind of writing. Understanding an assignment includes understanding the unwritten expectations of the professor. If understanding the assignment is the main reason for the incoherence of an ESL student's paper, I will save myself and the student a lot of unnecessary grief by using a hierarchy of concerns.

The rest of the hierarchy works in the same way. Why waste time wrangling over subject-verb agreement if the paper is poorly focused? Many of the contentious subject-verb combinations may evaporate as the student refines her focus. In fact, a poor sense of focus or inadequate development often seems to multiply errors. It's almost as if writers can avoid errors if they feel confident about what they've written. Feeling unsure and inadequate, on the other hand, makes them less motivated and maybe even less able to reason about things like irregular verbs, possessives, and plurals.

Ironically, the concerns at the lower end of the "Clarity of usage, mechanics, and diction" sub-hierarchy seem to elicit more red ink from teachers than those at the top of the sub-hierarchy. This can be explained when we realize that, proportionally, there are significantly more articles and prepositions in a sentence than verbs. So, even though mistakes with articles and prepositions are usually less damaging to comprehensibility, their sheer numbers make them look worse. Unconsciously, the student, the tutor, and even the teacher may get fooled into thinking these are, therefore, the most serious mistakes. It would be more helpful for professors to stop marking such mistakes. Unfortunately, stopping the red-pen-hand is almost as unnatural as stopping circulation I've found. Such mistakes, however, are like static. They seldom interfere with the message; they simply annoy. Certainly, ESL students who are consistently performing well at higher levels of the hierarchy are ready to turn their attention to spelling, prepositions, and articles, but for many ESL writers such attention is premature.

answers. The importance of social interaction is inherent throughout, emphasizing the need for significant interchange with the environment.

A much earlier theorist, Kurt Lewin, also emphasized environmental interaction in the learning process. Lewin's theory (1936) puts forth the idea that behavior is a result of person-environment interaction. Structuring the learning environment to provide for connections to real-life experiences promotes person-environment interactions that produce meaningful behaviors. Paying attention to the individuals and the nature of the environment in which they are learning is essential. If we want to promote student responsibility, according to Lewin, we will need to provide environments to encourage it and to focus on how individuals interact with that environment to achieve their goals.

Vygotsky and Lewin are two theorists whose ideas are relevant to the student responsibility challenge. There are others as well including Perry (1970) who contributed his stages of cognitive development from dualistic through commitment, McClusky (1970) whose concept of environmental influence on learning is that of power versus load, and Moos (1986,1979) whose theory of social climate pertains to individual learner comfort. Using TRPP, the educator would explore these theorists and others to gather a foundation connecting to research, principles, and practice when addressing this challenge.

Principles

Starting with research and moving to theory, the next step is the development of principles for addressing the challenge. Research has shown that mastery goals lead to more involvement than performance goals. In addition, we learn from research that active engagement in learning leads to commitment while providing opportunities for individual choice in developing learning goals leads to more responsible learning outcomes.

The theoretical work of Vygotsky, Lewin, and others provides the foundation for addressing the challenge of student responsibility from a constructivist and social interaction point of view. With this background, we begin to develop principles to guide our practice.

Here is one principle emerging from Vygotsky's work : Gradually increase the responsibility to the learners during the duration of the course. Using Vygotsky's notion (1965) of a zone of proximal development, this principle underscores the importance of not expecting fully developed learner responsibility from the beginning. Instead, the teacher must provide graduated steps leading to the development of learner responsibility. Using this principle to guide a three-session class, the following sequence would take place.

1. Session 1. Provide a preview of information prior to an explanation.

   When introducing a topic, ask students what they might already know about it. Encourage them to share their experiences to connect them to the topic. Support guessing and risk taking. Share your own experiences related to the topic. Provide a visual overview incorporating student responses.

2. Session 2. Pause during explanations and have students write questions about the content.

   When explaining a concept, pause frequently. Ask students to write what they are thinking about it. How has the information surprised them? What don't they understand? What would they like to understand more fully? Collect their responses. Use them in further explanations and expansions on the topic. Engaging students in this way increases their attention, leads to motivated learning, and helps promote learner responsibility.

3. Session 3. Have students summarize content on an index card at the end of the explanation.

   Once a topic has been explored, create opportunities for synthesis and summarization. This can be done in small steps limiting responses to the size on an index card. Students use their own words to create summaries and move away from rote memorization. They may also include their own thoughts and opinions. Collect the cards or have the students share them with each other for comparison. Building up to summarization activities in this way helps to insure student success and learner responsibility.

Some additional principles that might emerge from using TRPP to address the challenge of responsibility are: (a) focus on mastery goals to promote learner motivation and responsibility; (b) provide opportunities for individual choice and control in learning activities; and (c) use social interaction in the classroom. Using (T) Theory and (R) Research to produce (P) Principles leads to (P) Practice where strategies and approaches such as the three-session example above are utilized. Practice examples for the additional principles suggested may come to mind as you construct your own learning environments.

Critical Reflection

TRPP includes the four components above; in addition, critical reflection is

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JOIN THE CONVERSATION

WORKING WITH ESL WRITERS: TUTORING UP AND DOWN THE HIERARCHY

By Sheryl Slocum, Alverno College

Sometimes, when an ESL (English as a Second Language) student spreads her paper out on the table between us I feel overwhelmed. Where do I begin? How do we make sense out of the words that seem to be jumbled almost randomly on the page? When I feel this way, I take a deep breath and remember back to the 1980's when I was a new instructor for college ESL writers at Louisiana State University. It was my program coordinator there who first taught me the concept of a hierarchy of concerns. She pointed out it was counterproductive to worry about a student's incorrect use of the definite article, *the*, if the sentence in question was also a fragment. Possibly, as the student corrected the fragment, the article misuse would disappear. Conversely, if my comments focused the student on article usage, I might get a "corrected" sentence that was still a fragment. It would be more effective use of time and energy, my coordinator maintained, if I developed a hierarchy of concerns and focused on one level at a time. In subsequent years of interacting with colleagues about the assessment and evaluation of ESL student writing, I have developed a hierarchy of concerns (see Table 1).

Table 1. Hierarchy of Concerns

Issues in order of importance

- Understanding the assignment
- Single focus and/or thesis
- Clear, logical organization
- Fully supported and developed ideas
- Clarity of usage, mechanics, and diction
  - Correct sentence boundaries
  - Appropriate subject - verb agreement
  - Correct, consistent verb use
  - Distinguishable singulars and plurals
  - Correct word order
  - Correct spelling
  - Appropriate prepositions and articles

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central to this process. As you proceed through the four components of the framework, you engage in critical reflection – a process of closely examining and analyzing information, searching for meaning, discovering inconsistencies, and questioning the basis for one approach over another. Some approaches may work best with younger students, others with adults. Depending on the populations sampled, some research findings may be more useful than others. For example, William Perry conducted his research with male students in higher education, and his findings may not be applicable to female students. Instead, the work of Belenky, Clinchy, Goldberger, and Tarule (1986) who studied female ways of knowing would be more appropriate. Critical reflection helps us make decisions that are best for the learners we teach.

The ultimate goal of using the TRPP Framework is to maximize student potential. We want to facilitate learning as much as possible for each individual. With the great amount of diversity among today's learners, it is increasingly important to engage in critical reflection to produce a successful learning experience for as many students as possible. Putting students first requires using theory and research in our practice. TRPP is a tool to reach this goal.

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process and viewed from each point in the model. At each point, four basic questions must be asked.

1. Does the process support the mission of the institution?
2. Does the process support the mission of DSS?
3. What changes are suggested by the data?
4. What action is necessary for program improvement?

Summary

The process of establishing and evaluating services for students with disabilities can be a daunting and sometimes overwhelming task. The practitioner is reminded that this is an iterative model and approach. It is not possible to have all the pieces in place satisfactorily after one cycle. A continuous improvement perspective must be used with each pass through the model. This allows services to be responsive to students' needs as well as the realities in which those services must be provided.

Though not exhaustive, this model is intended to act as a catalyst for thought and dialogue among practitioners, colleagues, and administrators. The model provides a holistic perspective from which to view services for students with disabilities and lays the foundation for further development at each point in the model.

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Evaluation

Continuous evaluation is a must and should occur at every point in the process. The information gained from evaluation should feed back to the proper point in the model so appropriate action can be taken in response to the data. The practitioner is cautioned not to be discouraged with the results after the first iteration of the development cycle. It is not possible to put in place all of the elements at once. The main goal of the first pass through the cycle should be the development of a basic skeletal system which will be "fleshed out" in further iterations. A continuous improvement model or perspective will strengthen the program over time.

With the first cycle complete, it is important to evaluate the program from several perspectives. The Council for the Advancement of Standards in Higher Education (CAS) (1997) standards can provide guidance in this area. The standards identify 13 facets of serving students with disabilities and denote several critical components for each. The components include mission; program; leadership; organization and management; human resources; financial resources; facilities, technology, and equipment; legal responsibilities; equal opportunity, access, and affirmative action; campus and community relations; diversity; ethics; and assessment and evaluation.

While the CAS standards contain excellent guidance, a couple of statements are particularly noteworthy. The practitioner is reminded that every function and activity must fulfill the mission of the disability support services as well as tie into the institutional mission. The evaluation process must take this into account. In meeting the mission of DSS, two distinct purposes are noted. They are "..to improve the educational development of students with disabilities and to enhance understanding and support within the campus community" (CAS 1997, p. 72).

During the evaluation phase, one might consider employing the tool of the self study. This process will allow time for reflection and critical assessment of each facet identified by CAS standards as well as the areas identified by the process model. During a self study, it is good practice to bring in an outside professional to provide an objective view.

In the self study, stakeholders should be identified and data collected. It is important to identify all stakeholders. The list would include not only the students served but also faculty, various administrators, facilities managers, and parents. These individuals can provide the evaluator with a wealth of information that can be used to make good program decisions.

Once the data are collected and analyzed, the results must be fed back into the

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AN INVESTIGATION OF TUTOR MOTIVATION THROUGH SURVEY RESEARCH

By Jennifer Haley, Ball State University

Abstract

Coordinators of tutors in a learning center setting have the responsibility not only for attracting bright, motivated college students to the job of peer tutoring, but also for sustaining the morale of the tutoring team. When motivation dwindles, relationships are weakened and tutorial effectiveness is compromised. This article analyzes a tutor survey conducted at Ball State University. It addresses pragmatic questions related to issues of motivation. What aspects of the job attract and retain tutors? What more can coordinators do to preserve and improve the *esprit de corps* of the tutoring team? The goal of this research is to improve the hiring, training, and managing procedures of coordinators through an investigation of tutor motivation, and to better understand the driving force behind all learning centers, the tutors.

Introduction

Are your tutors working reliably? Are they conducting their sessions when scheduled? Are they completing the necessary paperwork? If so, is it sufficient for us, as learning center administrators, to turn to other areas that attract our attention? Why think about or examine tutor morale and motivation if everything is going smoothly? Each workplace may have different answers to these questions, but the research involved in this article may encourage learning center administrators to examine the tutors' perceptions with more insight.

Working at an institution that has paid all student workers the same minimum wage for years whether they work as tutors or in a dining hall, raised questions as to why do they work so hard as tutors? What keeps them going? Why don't we lose more tutors to off-campus employers who can pay higher wages?

In speaking to academic support staff members at different universities, and listening to news reports about the economy, the future does not seem very bright for increasing tutors' wages. At Ball State University, tutor wages will increase above minimum wage for the first time during this spring semester, 2003. Given the salary constraints, how can good tutors be attracted and job satisfaction be maintained? Examining what motivates students to seek and retain positions as peer tutors can certainly impact hiring, training, and implementing rewards.

In order to find the answers to the questions raised, a review of the literature on the subject of tutor motivation and morale was conducted. Next, the experts (the tutors) were consulted through a survey. The results of this investigation answered many questions, some in a surprising manner, and opened the door for additional research.

Review of the Literature

This study of motivation must first explore the work of Abraham Maslow. Maslow (1943, 1954, 1971) and Maslow and Lowery (1998) developed a hierarchy of human needs based on two categories: deficiency needs and growth needs. He names the first four levels as deficiency needs, with each level needing to be met before moving to the next higher level: physiological needs, such as food and bodily comforts; safety needs, such as a safe work environment; belongingness and love needs, such as being accepted by others; and esteem needs, such as the gaining of competence, approval, and recognition. The next four levels express growth needs, the first two of which must be met before a person achieves self-actualization and transcendence. The growth levels include cognitive needs, such as needing to know and understand; aesthetic needs, such as the enjoyment of symmetry, order, and beauty; self-actualization needs, such as finding fulfillment and realizing one's potential; and transcendence needs, such as helping others to find fulfillment and realize their potential. Maslow's theory has been analyzed and modified by a number of theorists over the years, and very few of the levels are included in all of the theories. Franken (2001) notes that the philosophies of the researchers, rather than actual differences among humans, may account for the differences in theories, and that it is perhaps more effective to question people about what motivates them and how their needs can be met rather than attempting to fit diverse needs into one theory. Nonetheless, understanding human needs and motivation is crucial for college administrators who are committed to developing human potential.

Studies addressing tutor motivation at the elementary and secondary levels as well as for adult literacy programs are available describing tutors who are usually volunteers and are tutoring students at a low developmental level. The factors that motivate these tutors are inevitably different from factors that motivate college students in paid positions.

In fact, there is little research relating to the factors that motivate college students to seek and retain positions as paid peer tutors, although studies do exist that examine the academic and career benefits (not explicitly named as motivators) of tutoring for tutors. These studies tend to conceptualize the tutor

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Implementation.

The agreed upon accommodations are set into place. Implementation might involve identifying a note taker, facilitating access to classrooms, or allowing additional time for exams.

Evaluation of effectiveness.

After the accommodations are provided, they need to be evaluated for their effectiveness. To do so, one can ask if the accommodation provides equal access to the program or activity. Another consideration is whether the accommodation allows the student an equal opportunity for success or failure. The danger in evaluating accommodations is to look only at the grade, and if it is not at the level desired by the student or is a poor grade, there is a tendency to automatically judge the accommodation as ineffective. While academic performance must be considered when evaluating effectiveness, it is not the sole indicator. A more focused inquiry, in consultation with the student, would explore whether the accommodation provided an equal opportunity to learn and demonstrate that learning.

The results of the evaluation are then fed back to the point of the student requesting an accommodation. The results are used to determine if the final accommodation provided and evaluated is congruent with the original request.

Another model available to assist in making accommodation decisions is the Student Accommodation Model (S.A.M.) by Michael Shuttic (2002). By answering the questions posed in this model, one is able to determine if a requested accommodation is reasonable and necessary. The components include:

1. Is there a disability?
2. Is the student otherwise qualified?
3. Is there adequate, appropriate documentation?
4. What is the difficulty or impact?
    Is it disability related?
    Does it substantially limit him or her?
5. What programs are to be accessed?
6. What are the appropriate accommodations?
7. Provide appropriate accommodations.

The author's model provides a global perspective of the accommodation process. Shuttic's (2002) model equips the practitioner with clearly defined questions to guide the decision making process. Used in concert, these two models complement each other by providing a clearer understanding of the process and decisions to be made.

may range from extended time on exams to requesting a foreign language substitution. The request might also be for accessible computer equipment or books on tape.

Determine student eligibility.

The student must meet two separate, but distinct, criteria. The first criterion asks if the student is otherwise qualified. In other words, does the student meet all the current academic program requirements to be considered a student? For example, a student requests flexibility in the class attendance policy due to a disability. The agreed upon accommodation is the allowance of up to three times the number of absences normally allowed by policy. If, at some point during the semester, the disability causes the student to miss substantially more classes than the number allowed by the accommodation, the student is then “not otherwise qualified” since he/she is not able to attend class even with accommodation. The student becomes “not otherwise qualified” since class attendance is deemed an essential element of the academic program.

The second criterion asks if the individual is a person with a disability as defined by Section 504 or the ADA. This determination is made by evaluating the documentation and interviewing the student. A person with a disability is someone who has a physical or mental impairment that substantially limits one or more major life activities; major life activities include walking, seeing, hearing, learning, and working to name a few.

Determine accommodation.

The process of determining the reasonable and appropriate accommodations based on the individual’s request is an iterative process. The request is first evaluated in light of the documentation presented. Is the request supported by the documentation? Then the request is evaluated in light of the course or program requirements to determine if granting the request would produce an undue burden or fundamentally alter course or program essentials. This cycle repeats until one of three outcomes is achieved.

The three possible outcomes are: (a) the accommodation request is not supported by documentation, thus not provided; (b) the accommodation request is supported by documentation and does not fundamentally alter the course or program, thus the requested accommodation is provided; or (c) the accommodation request is supported by documentation but fundamentally alters the course or program, thus not provided.

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as a future professional by focusing on long-term developmental benefits such as the development of communication, leadership, and teaching skills; whereas, the study in this article is concerned with the tutor as a college student who is perhaps motivated by immediate concerns—such as money and flexible scheduling—as well as long-term benefits. However, the research examining these developmental benefits does provide a foundation for looking at the larger issue of tutor motivation.

One study analyzing the benefits of tutoring for tutors and tutees is Dvorak’s (2001) qualitative study examining 39 outstanding tutors’ perspectives of their tutoring experiences. Among other questions guiding the study, tutors were asked about the benefits of tutoring for the tutor, specifically “a) their attitudes toward learning, b) their own academic progress and motivation, c) leadership skills, d) future career decisions and training, and e) the satisfaction of helping students succeed” (p. 40). Pragmatic, immediate benefits such as money are automatically excluded with this narrower focus; nevertheless, the data is useful in learning about tutors’ perceptions of long-term benefits. The tutors’ responses indicated that when they are asked to think about specific benefits of tutoring such as academic growth, leadership development, and career training, they identify factors such as “better communication and leadership skills,” a “solidified understanding of the subject,” “better appreciation of diversity,” “an opportunity to practice teaching skills,” and the “altruistic motivation of helping others” (p. 40).

In a similar study (but on a much smaller scale), Piper (2001) asked three tutors to report on “what impact (if any) working in a learning center had on them” (p. 47). The tutors identified gains in cognitive skills and an increase in a sense of belonging, as well as the ability to work with a diverse group of people and a “newly discovered resourcefulness and creativity in problem solving” (p. 48). A gain in self-confidence was named as the main benefit of working as a tutor, a benefit the tutors identified as important for their professional and personal futures. The number one motivator, however, was the tutees’ successes which motivated the tutors to “keep returning to tutoring year after year” (p. 48).

Important to the discussion in this article is the distinction between benefits, which Piper (2001) notes are often “silent” in that they are not often immediately apparent to tutors, and motivators, those factors that draw and hold a tutor to the position. In the effort to create and maintain a learning center that meets the needs of all students—tutors and tutees alike—coordinators need to be well informed about factors that motivate their tutors . A closer look at the literature that seeks to identify factors that motivate tutors would provide a wider gaze for coordinators who must attend to the pragmatic, short-term concerns of their tutors. Up to this point, however, the scholarship is virtually non-existent based on a search of the ERIC database, a close analysis of several journals in the developmental education and learning assistance fields, and a general Internet search. One researcher (Holden, 1990) did attempt to apply theory to the issue of tutor motivation with mixed results.

Holden (1990) poses three questions: What does it mean to motivate tutors? Why is it important to motivate tutors? How do I motivate the tutors on my staff? He delves into the subject of general motivation and notes that “it is impossible to observe an individual’s motivation directly” (The term motivation section, ¶ 3). He states that measuring motivation is equally as difficult. Holden points out that work satisfaction is linked to a person’s expectations as to whether the task will be motivating in itself—internal motivation, such as feelings of confidence and competence—or whether the motivation will be dependent on the environment and working conditions—external motivation, such as money and equipment. Holden believes that internal motivators, which arise from a desire for self-determination, are more essential for tutors because tutors’ tasks are demanding and complex.

Holden (1990) further investigates motivation by discussing Maslow’s hierarchy of needs, which begins with basic survival needs, then progresses to social needs met by human relationships, and finally to developmental needs in order to achieve self-realization and a level of competence. Holden suggests that in order to determine what affects work motivation we must integrate needs theories such as Maslow’s with incentive theories, which consider such factors as the incentives the employer provides: external or material incentives, such as money; social or interactive incentives, such as leadership and interpersonal relationships; and task incentives, such as responsibility and experience of personal status and power. Holden also suggests considering the individual’s cognitive process, involving the “imaginations, expectations, and values” (p. 4). A combination of these three aspects—needs, incentives, and cognitive processes—could give insight into factors of motivation according to Holden.

Holden (1990) briefly discusses another approach to developing an applicable theory of work motivation for the tutoring environment by summarizing the ideas of Hertzberg, who studied motivation in the workplace setting. In his two-factor theory Hertzberg (as cited in Holden, 1990) identifies work satisfaction and dissatisfaction as divided concepts created by different factors. Motivators are factors that increase work satisfaction, such as achievement and work recognition, while hygiene factors increase work dissatisfaction, such as issues of pay, co-workers, and supervisory style. Motivation does not occur when hygiene issues are eliminated only when motivators are addressed. In other words, an increase in pay cannot increase satisfaction; it can only decrease dissatisfaction. True satisfaction lies in the work itself, in “the experience of achievement, advancement, and recognition,” (Tutor motivation in distance education section, ¶ 5) as summarized by Holden.

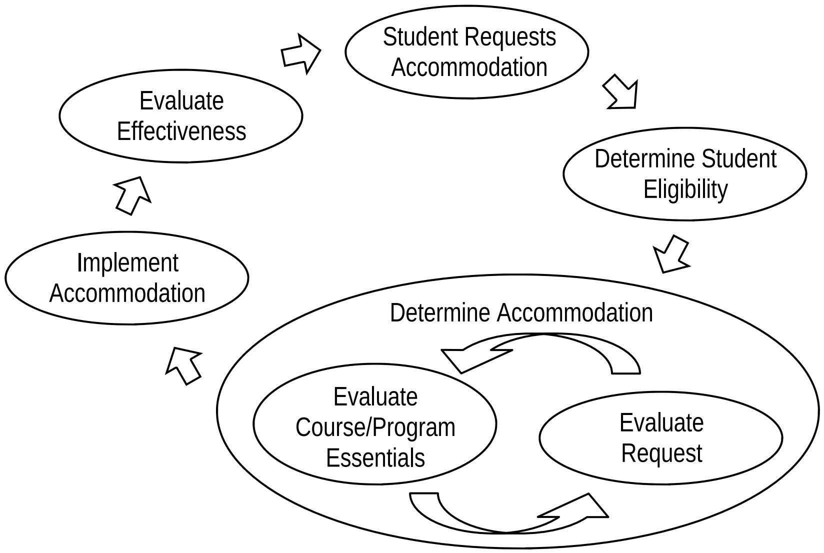
Records System

This step is closely related to establishing policies and procedures and most likely will occur simultaneously. It is at this point the system or mechanism for serving students with disabilities becomes more tangible and functional. Some of the forms required include intake, release, application, and accommodation request (Dalke, 1991). A records retention policy and procedure must also be established to govern when old files may be destroyed. Consultation with institutional legal counsel is recommended to determine the impact of state and federal laws regarding record retention.

Provision of Accommodations

This is where the “rubber meets the road” and in practice is its own process cycle. The process of providing accommodations can be understood utilizing two different but related models, one being a process model, developed by the author, the other a flow diagram developed by Shuttic (2002). When used together, a more comprehensive understanding is achieved. The process model developed by the author is a five stage cyclical model (see Figure 2.)

Figure 2. Accommodation Implementation Model


Student Requests Accommodation
Determine Student Eligibility
Determine Accommodation
Evaluate Course/Program Essentials
Evaluate Request
Implement Accommodation
Evaluate Effectiveness

Accommodation request.

The process is initiated by the student providing appropriate documentation as defined by the policies and requesting some form of accommodation. This “assure that qualified students with disabilities have equal access to all institutional programs and services” and “advocate responsibly the needs of students with disabilities to the campus community” (Council for the Advancement of Standards in Higher Education (CAS), 1997, p. 72). As illustrated by the model, the institutional mission must be the central focus of all other planning and evaluating activities.

Functions

In this step, the functions necessary to fulfill the DSS mission are identified. Such functions might include: analyzing documentation, counseling, determining appropriate accommodations, and delivery of accommodations and services. Careful analysis and consultation with colleagues at other institutions will minimize the potential of neglecting critical functions.

Roles

On the surface it might seem there is not much difference between function and role. However, several individuals may be needed to carry out one function. For example, when providing note taking assistance as an accommodation, the roles of instructor, note taker, and services for students with disabilities all come into play for carrying out this one function.

Resources

In this phase, current available resources are identified for the establishment of services for students with disabilities. Needed resources would include financial, professional and paraprofessional personnel, equipment, office space, and individuals with expertise in the area. Additional new resources may also need to be identified. For instance, these might include adaptive equipment and software, for instance.

Policies and Procedures

This is probably the most difficult step in the entire process. It can appear overwhelming and ominous. The key is to not “re-invent the wheel,” but to look to other institutions and organizations for policy models. The Association for Higher Education and Disability (AHEAD) is a good place to start. Their web site located at www.ahead.org provides links to many resources and disability programs across the country. In 1997, AHEAD developed and published guidelines for documentation of learning disabilities (Association for Higher Education and Disability, 1997).

Holden (1990) never attempts to apply these theories in order to better approach the what’s, why’s, and how’s of motivating tutors; rather, he discusses work motivation theory without drawing conclusions about his most compelling question: how do I motivate the tutors on my staff? Indeed, attempting to discover the needs, incentives, cognitive processes, and factors of work satisfaction and dissatisfaction would be a daunting task especially with a large staff of tutors.

Nonetheless, perhaps the motivation of tutors can be measured by asking the tutors what motivates them. Then, one could develop motivation theory from practice—the investigation and observation of tutors in action—and decide if the true motivators fit into a needs hierarchy theoretical framework, a work satisfaction/dissatisfaction framework, or an entirely different theoretical framework.

The scarcity of literature regarding the motivation and rewards for post-secondary peer tutors leaves the door open for additional studies. The research to date seems to be focused on the level of defining educational and professional benefits to tutors. Perhaps self-identified motivators could be analyzed in greater depth in order to enhance the recruitment, training, and retention of tutors in post-secondary learning centers.

Overview of Ball State University

Ball State University is a mid-sized, public, four-year institution located in Muncie, Indiana. The 2002 enrollment was 18,059 students, ninety percent of whom are Indiana residents. In 1985, Ball State created a University College that includes the Learning Center. The Learning Center employs 16 graduate assistants, 150 undergraduate peer tutors, and 20 undergraduate supplemental instruction leaders; three professional staff coordinators hire, train, and supervise the student staff.

Prior to this 2003, tutors were paid minimum wage, a standard for all university employees. In 2003, tutors received a slight increase with the potential for increased wages beyond $6.00; however, the Learning Center’s budget was not increased, so financial issues are still a consideration. All the tutors are expected to have at least a 3.0 GPA (4.0 scale), recommendations from faculty, and prerequisite classes relevant to the area being tutored. Once hired, tutors are trained in a variety of ways: training videotapes (in-house productions as well as purchased), training manuals, in-service training sessions, and an on-line tutoring manual. The latter was an addition to the training so all the tutors could gain consistent background knowledge about the job. In 1999, Ball State earned National Association for Developmental Education (NADE) certification for its tutoring services.

In the 2001-2002 academic year, over 3,703 students were tutored in the Learning Center during 23,990 sessions. Adding in the Supplemental Instruction sections and the workshop series, the Learning Center has contact with more than 1/3 of the entire student population each year. This is an enormous base of academic assistance in one program, with the potential to yield a substantive body of data about factors of motivation for tutors.

Method: Survey of Tutor Motivation

In the spring of 2002, a survey was administered to 130 of the 150 tutors employed at Ball State University's University College Learning Center with 51 responses returned. With less than one-third of the tutors responding, the sample is too small to make any generalizations, but the feedback provided by the tutors did allow for a categorization of answers for the purpose of seeking preliminary patterns in preparation for a re-administering of the survey in the fall of 2003.

Survey Format

The format of the survey was simple: five questions were asked dealing with factors of motivation. With the exception of the fourth question, all were open-ended.

1. When you applied for the position of peer tutor, what attracted you to this job?
2. After having tutored for some time, what aspects of this job keep you motivated to keep working here?
3. Are there any "perks" for this job that would not be available in a different job?
4. How would you rate your overall morale, or positive attitude, for this job? High: you feel very good about your job and enjoy coming to work; Average: most of the time you feel pretty good about coming to work; Low: you find yourself having a negative attitude and don't enjoy coming to work.
5. Keeping in mind that pay is minimum wage and is not likely to change soon, what other incentives (besides pay) can you think of that would boost or sustain tutor morale?

For Question 5, the tutors were not allowed to name a pay increase as a motivator because at the time that prospect was impossible to control, and the coordinators planned to use the survey to effect genuine change—to identify and increase motivating factors. In the future, the survey will include the issue of pay in order to get a truer sense of what kinds of incentives tutors suggest as

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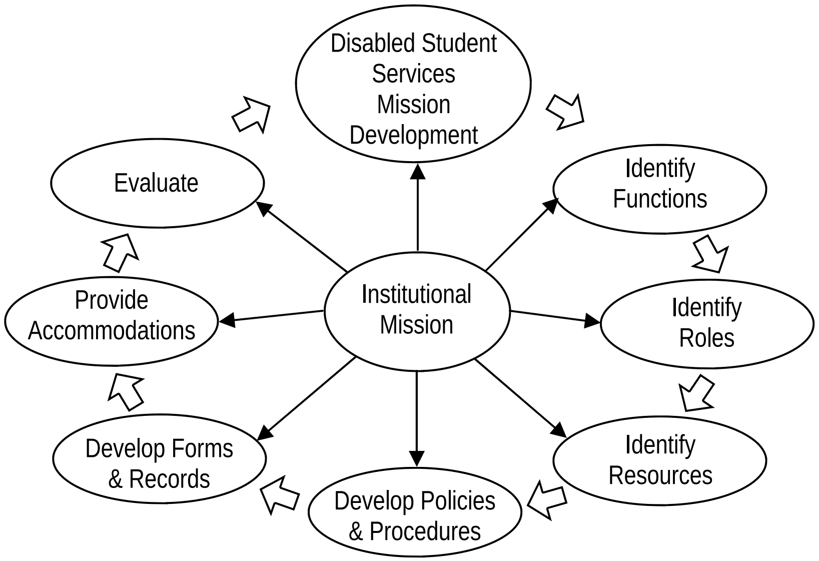
element of the exam is to test competency and not speed in thought processes.

Developing a Service Model

When establishing or evaluating services for students with disabilities, one must ultimately start with the institutional mission. This should be the starting point for all functions and activities within the institution, including serving students with disabilities. The next consideration is the organizational location of such an office. Two typical options are Student Affairs or Academic Affairs. Each has its own set of advantages and disadvantages as outlined by Brinkerhoff et al. (1993). They also caution "no single model will fit every institution" (p.170). As a result, organizational options need to be carefully considered within the context of the institution.

The task of developing a system for serving students with disabilities is an eight step cyclical process consisting of mission development; identification of functions, roles, and resources; development of policies and forms; provision of accommodations; and evaluation.

Figure 1. Developing a Service Model



Mission

When developing a mission statement for an office of disabled student services (DSS), one must be very careful to be sure it ties to the institutional mission and is clearly defined and articulated. In fulfillment of the mission, it should include determining reasonable accommodations, eligibility for services, legal issues, and program organization (Brinkerhoff et al., 1993; Gordon & Keiser, 1998; Heyward, 1998; Jarrow, 1997; Scott, 1994; Simon, 2001; Thomas, 2002; Weeks, 2001). One area neglected in the literature is providing a well defined theoretical or conceptual framework to guide the establishment, implementation, and evaluation of services. The exceptions would be Brinkerhoff et al. (1993), whose focus is students with learning disabilities, and Akabas, Gates, Warren, and Bell (1996) who addressed the employment arena. The purpose of this article is to address this issue by providing a basic process model of developing and evaluating a system for serving students with disabilities.

The obligation for postsecondary institutions to serve students with disabilities is rooted in ethical as well as legal responsibilities. The legal obligation stems from two civil rights statutes, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) signed into law by President Bush in 1990. Section 504 of the Rehabilitation Act of 1973 states:

> No otherwise qualified handicapped individual in the United States, shall solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance (Rehabilitation Act of 1973).

The enactment of the ADA should not have had much, if any, impact upon institutions of higher education due to the fact that most institutions were already covered by Section 504 because of participation in Federal student loan programs. The ADA broadened the coverage of Section 504 to include those institutions not in the Federal student loan program as well as addressing the employment and public accommodation arena. The ADA states:

> No individual shall be discriminated against on the basis of disability in the full and equal enjoyment of the goods, services, facilities, privileges, advantages, or accommodations of any place of public accommodation by any person who owns, leases (or leases to), or operates a place of public accommodation (Americans with Disabilities Act of 1990).

Though these statements in the Rehabilitation Act and the ADA on the surface seem rather simple, they can be complex in implementation. The key phrase is “otherwise qualified.” This means that an individual with a disability must meet the same standards for program admission and completion as a person without a disability. It may be appropriate to provide accommodations which will allow an individual to meet the standards, but the accommodations must not significantly alter the core program requirements. For example, additional time can be provided on a senior comprehensive exam when the essential

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a means of boosting or sustaining morale.

Categorization of Survey Answers

The answers to the surveys were ultimately categorized in two distinctly different ways. The first approach was to separate the tutors’ answers into specific categories using as much description as possible. For example, for Question 1, the tutors’ answers can be divided into sixteen specific categories (see Table 1). This provided the researcher with the full spectrum of uncategorized responses, or raw data.

The second approach involved taking a close look at motivation theory in order to decide if the tutors’ answers could be located within any of those frameworks. Two different categorizations were used. The first locates the tutors’ answers on a continuum, one end concerned with “benefit to self” and the opposite end with “benefit to others.” “Benefit to others” and “benefit to self” were chosen as anchors for the motivating continuum as opposed to “extrinsic” and “intrinsic” motivators because the answers the tutors provided fell naturally into the self/other category. In other words, when the question is asked, “What motivates you?” in various forms, the tutors were either motivated by factors that benefit them personally, by factors that benefit others, or by factors that benefit both themselves and others.

The second type of categorization places the responses on one of the eight levels of Maslow’s needs hierarchy. The first level, Physiological, refers to fundamental survival needs of the physical organism, such as food, water, and shelter. This level does not apply to tutor motivation; even the motivator of money does not mean the difference between survival and non-survival for any of the tutors. The second level, Safety, does indeed apply to tutor motivation, as it includes such needs as security, stability, freedom from anxiety and chaos, and the need for structure and order. Financial and other pragmatic concerns such as scheduling fall into this category. The third level, Belongingness and Love, involves the need to be affiliated with others and to feel like one has strong relationships with others. The fourth level, Esteem, is similar to Belongingness and Love but deals with individual as opposed to social needs such as the need to gain competence and mastery and the desire for status, recognition, attention, and appreciation. The fifth level, Cognitive, is an intellectual desire to know and understand and to explore that which engages the mind. The sixth level, Aesthetic, involves an appreciation for symmetry, order, and beauty. The seventh level, Self-Actualization, is the desired goal of self-fulfillment and the realization of potential, and the eighth level, Transcendence, is the desire to help others to find self-fulfillment and to reach their potential (Maslow, 1943, 1954, 1971; Maslow & Lowery, 1998).

Findings

For Question 1, “What attracts tutors to apply for the job?” (see Table 1), the most common response (22%) was “the opportunity to help others," a motivating factor that can be located on the “benefit to others” end of the continuum. On Maslow’s scale, the response fits into the highest level, Transcendence, or a desire to help others to find self-fulfillment and to realize their potential. The next two most common responses, “flexibility of schedule” (13%) and “teaching experience” (12%) are factors that can be located on the “benefit to self” end of the continuum. On Maslow’s scale, “flexibility of schedule” can be placed on the level of Safety. The response of “teaching experience” better fits onto the level of Esteem, or a desire for mastery and competence. In fact, the largest category of the responses (29%) can be placed on the Esteem level, such as “resume builder,” “not a food service job,” “recruited by coordinator,” and “recommendation from professor.”

For Question 2, “What motivates tutors to stay on the job?” (see Table 2), the most common response (34%) was “helping students to improve knowledge and/or grade.” Again, this is a motivating factor that can be located on the “benefit to others” end of the continuum and on Maslow’s level of Transcendence. The next most common response was “good work environment” (22%), which fits in the middle of the continuum as a “benefit to self and others” and on Maslow’s level of Belongingness and Love. Safety concerns, or a desire for structure and order and a freedom from the anxiety that may be caused by attempting to fit a work schedule to school schedule, accounted for 20% of the responses.

The third question, “Are there any perks for this job that would not be available in a different job?” (see Table 3) yields a surprising insight. One would think that the response of “helping students to improve knowledge and grade,” which was such a motivator for staying on the job as a tutor, would also be a strong factor in this question which compares the benefits of working as a tutor to the benefits found in other jobs. However, the two most common responses, “flexibility of hours” (24%) and “time to work on my own studies” (24 %) clearly fall on the “benefit to self” end of the continuum and on Maslow’s Safety level. In fact, the motivating factor that was important in encouraging a student to apply for a job as a tutor and to retain that position, “helping students to improve knowledge/grade,” fell to 6% for this question. “Benefit to self” accounts for 76% of the answers, “benefit to self and others” accounts for 18%, and “benefit to others” accounts for only 5%.

SERVING STUDENTS WITH DISABILITIES: A PROCESS MODEL FOR ESTABLISHING AND EVALUATING SERVICES AND PROGRAMS

By R. Edwin Welch, Taylor University

Abstract

The task of establishing and evaluating a system for serving students with disabilities can be perplexing and daunting. A review of the literature reveals a variety of articles and texts covering many facets of serving this population; however, none provides a comprehensive process model for guidance in the establishment and evaluation of services.

This article will posit a process model from a systems perspective that will provide guidance in building and maintaining a program for serving students with disabilities. The model is cyclical, consisting of eight components that provide a global framework from which to view a program.

Introduction

The process of serving students with disabilities is facilitated in as many different ways as there are institutions. No one model of delivery will fit every situation or organizational structure. As a result, everything is considered on a case by case basis. The variety of models employed and the responsibility and delivery of services usually is assumed by one of three areas within the institution: Academic Affairs, Student Development, or the President’s Office (Brinkerhoff, Shaw, & McGuire, 1993). When responsibility for students with disabilities is placed under Academic Affairs, particularly in smaller institutions, it is the author’s experience that this responsibility is delegated to a learning center environment. If the learning center is not directly responsible programmatically, it may be part of the service delivery system. The need and importance of support systems, as well as learning centers, focused on this population is seen in Stanley’s (2000) review of the literature. According to this review, individuals with disabilities constitute the largest minority in the United States, and students with disabilities who graduate from high school are three times more likely than their peers to enroll in postsecondary institutions (p. 201).

Much has been written about providing appropriate services and accommodations for students with disabilities. Areas covered in the literature changed partially due to the fact that many tutors who had access to the previous survey made the comment that they had not thought about certain motivators that other tutors had listed, but that these motivators actually applied to them as well. In other words, the listed choices are designed to help the tutors reflect on many different factors that may motivate them while still allowing them to write in any answer they wish. The ranking system will also allow the responses to be more effectively organized into a statistical database.

There are many intriguing issues to be addressed regarding tutor motivation and the development of a theoretical framework based on actual tutor practice.

This article is an outgrowth of a presentation at NADE 2002 that was given by Adrienne Bliss, David Clayton, Jennifer Haley, and Jacqueline Robertson. Early collaborative contributions for this article were made by Adrienne Bliss and Jacqueline Robertson.

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Table 1: What attracted you to the position of peer tutor?

Response (% of total)	Maslow's scale	Benefits
Opportunity to help others (22%)	Transcendence	others
Flexibility of schedule (13%)	Safety (stability, order)	self
Teaching experience (12%)	Esteem (desire for competence)	self
Reinforce understanding of subject (7%)	Cognitive	self
Resume builder (7%)	Esteem	self
Love of the subject (6%)	Self-actualization	self
Congenial working atmosphere (4%)	Belongingness and love	self & others
Not a food service job (4%)	Esteem	self
Money (4%)	Physiological	self
Recruited by coordinator (3%)	Esteem	self & others
Recommendation from professor (3%)	Esteem	self
Recommendation from friend who is a tutor (3%)	Belongingness and love	self & others
Opportunity to meet others (3%)	Belongingness and love	self & others
Do not have to work weekends (1%)	Safety (stability, order)	self
Chance to do homework when not tutoring (1%)	Safety (stability, order)	self
Review for professional exams (1%)	Safety (stability, order)	self

Total % Maslow's level 1 (Physiological)	4%
Total % Maslow's level 2 (Safety)	16%
Total % Maslow's level 3 (Belongingness and Love)	10%
Total % Maslow's level 4 (Esteem)	29%
Total % Maslow's level 5 (Cognitive)	7%
Total % Maslow's level 6 (Aesthetic)	0%
Total % Maslow's level 7 (Self-Actualization)	6%
Total % Maslow's level 8 (Transcendence)	22%

Total % Benefits to Self	59%
Total % Benefits to Self and Others	13%
Total % Benefits to Others	22%

Table 2: What motivates you to keep working as a peer tutor?

Response (% of total)	Maslow's scale	Benefits
Helping students to improve knowledge and grade (34%)	Transcendence	others
Congenial working atmosphere (22%)	Belongingness and love	self & others
Flexibility of schedule (10%)	Safety (stability and order)	self
Chance to do homework when not tutoring (8%)	Safety (stability and order)	self
Money (5%)	Physiological	self
Reinforce understanding of subject (5%)	Cognitive	self
Working with a variety of students and subjects (3%)	Aesthetic	self
Gratitude from students (3%)	Esteem	self
Low stress (2%)	Safety	self
Networking (2%)	Belongingness and love	self
Love of subject (2%)	Self-actualization	self
Teaching experience (2%)	Esteem	self
Opportunity to meet others (2%)	Belongingness and love	self & others

Total % Maslow's level 1 (Physiological)	5%
Total % Maslow's level 2 (Safety)	20%
Total % Maslow's level 3 (Belongingness and Love)	26%
Total % Maslow's level 4 (Esteem)	5%
Total % Maslow's level 5 (Cognitive)	5%
Total % Maslow's level 6 (Aesthetic)	3%
Total % Maslow's level 7 (Self-Actualization)	2%
Total % Maslow's level 8 (Transcendence)	34%

Total % Benefits to Self	42%
Total % Benefits to Self and Others	24%
Total % Benefits to Others	34%

responses, however, a coordinator could consider the following factors when recruiting tutors and phrasing job announcements: students are motivated to seek the job by issues of esteem, altruism, convenience, and cognition. A job announcement might be phrased as "Would you like the opportunity to gain valuable teaching experience and other resume-building professional experiences? Are you interested in helping fellow students to succeed in their classes? Would you like to refresh your knowledge of the subject you love, all within a flexible schedule that accommodates your own classes? Apply to be a tutor today!"

As coordinators seek to retain their tutors, they should consider that students are motivated to stay on the job because of the joy of helping students to improve knowledge and grades, a congenial working atmosphere, a flexible schedule, and the chance to work on their own studies when not busy tutoring. Tutors should therefore be acknowledged when they achieve important goals with their clients, perhaps with certificates of appreciation, an announcement during a meeting, or a recognition display for all to see. The congenial working atmosphere can be supported with a special tutor table where tutors can sit together when not busy tutoring, and coordinators can make special efforts to provide occasions for tutors to get to know each other better. Coordinators can also make every effort to accommodate the hours that tutors desire, recognizing that the tutors' own studies must come first in their lives. In addition, coordinators can create a scholarly atmosphere that allows tutors to study when not busy tutoring or meeting with other tutors.

Finally, coordinators should never underestimate the value of food. Any occasion to surprise the tutors with muffins, bagels, pizza, fruit, or candy will certainly be met with gratitude. Coordinators can make the effort to plan a few parties per semester, complete with refreshments, certificates, and plenty of words of affirmation so the tutors will know how appreciated they really are.

Future Directions

The survey will be redistributed in the fall semester of 2003 with revisions[1]. The data will be entered into a statistical program that will allow an analysis of many different variables, such as gender, race, age, the subject and course being tutored, training, experience, and so forth. The format has been changed to a ranking format, with choices available as well as blank spaces for write-ins. The choices are based on answers from previous surveys. The format was

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[1] Institutions of higher education are invited to participate in this survey effort. Interested parties should e-mail the author at jhaley@bsu.edu. A copy of the revised questionnaire can also be requested.

Nonetheless, when tutors compared their job to other jobs they could have chosen, such as work in food service or merchandising, pragmatic concerns were again foremost in their minds (Question 3). Tutors were most concerned with issues located on Maslow's Safety level and on the "benefit to self" end of the continuum such as "flexibility of schedule" and "chance to do homework when not tutoring." A good, congenial working atmosphere was also an important concern. The ability of the learning center to accommodate tutors' schedules, the policy of allowing tutors to study "on the clock" when they are not tutoring, and the relaxed, friendly, professional working atmosphere proved to be motivators that are very important in terms of tutors choosing these positions over other, perhaps higher-paying, positions. Finally, when asked for creative suggestions as to what incentive besides pay would boost or sustain tutor morale, tutors overwhelmingly chose incentives that can be placed on Maslow's Esteem level.

In brief, students are motivated to seek jobs as tutors by issues related to esteem, such as mastery, competence, recognition, status, and appreciation, while they are motivated to keep tutoring jobs by the opportunity to help others to succeed with their studies. In addition, students view the job of tutoring as superior to other jobs primarily based on pragmatic issues of stability and order, such as flexibility of schedule and the chance to study on the clock. Finally, they identify desirable incentives as those involved with esteem, such as certificates of appreciation, treats, and awards.

While most previous studies examining benefits of tutoring to tutors concentrate on long-term academic, developmental, professional, and personal gains, the tutors in this study identified much more immediate concerns as motivators: time to study when they weren't busy with tutoring, flexible scheduling, and a nice, professional atmosphere that gives them the opportunity to meet other students. This distinction between long-term and short-term benefits is an important one for coordinators. In this study, 75% of the students were motivated to seek jobs as tutors due to immediate benefits such as flexibility of schedule and the opportunity to help others, while only 19% were motivated by personal long-term benefits, such as resume-building and teaching experience. Only 4% of the students were motivated to keep the job of tutoring because of personal long-term benefits (networking and teaching experience) while 96% were motivated to keep working as tutors for the immediate benefits, such as helping others to improve knowledge and a congenial working atmosphere.

Relevance of this Study for Tutoring Coordinators

As stated earlier, this sample was a small one, and the conclusions must be drawn carefully until a larger study can be completed. According to these

Table 3: Are there are perks for this job that would not be available in a different job?

Response (% of total)	Maslow's scale	Benefits
Flexibility of schedule (24%)	Safety (stability, order)	self
Chance to do homework when not tutoring (24%)	Safety (stability, order)	self
Congenial working atmosphere (13%)	Belongingness and love	self & others
Teaching experience (6%)	Esteem	self
Helping students to improve knowledge and grade (5%)	Transcendence	others
Resume builder (5%)	Esteem	self
Reinforce understanding of subject (5%)	Cognitive	self
Opportunity to meet others (5%)	Belongingness and love	self & others
No manual labor (3%)	Esteem	self
No uniforms required (3%)	Esteem	self
Tax break (2%)	Physiological	self
Working with people my own age (2%)	Belongingness and love	self
Love of subject (2%)	Self-actualization	self

Total % Maslow's level 1 (Physiological)	2%
Total % Maslow's level 2 (Safety)	48%
Total % Maslow's level 3 (Belongingness and Love)	20%
Total % Maslow's level 4 (Esteem)	11%
Total % Maslow's level 5 (Cognitive)	5%
Total % Maslow's level 6 (Aesthetic)	0%
Total % Maslow's level 7 (Self-Actualization)	2%
Total % Maslow's level 8 (Transcendence)	5%

Total % Benefits to Self	76%
Total % Benefits to Self and Others	18%
Total % Benefits to Others	5%

Table 4: What incentive beside a pay raise would boost or sustain tutor morale?

Response (% of total)	Maslow's scale	Benefits
Food (26%)	Esteem	self
Parties (13%)	Belongingness and love	self & others
Certificates of appreciation (9%)	Esteem	self
Gift certificates (4%)	Esteem	self
Prizes (4%)	Esteem	self
Tutor of the semester award (4%)	Esteem	self
I don't need any further incentive (4%)	Self-actualization	x
Words of affirmation (2%)	Esteem	self
Paid vacation (2%)	Esteem	self
Free personal copies (2%)	Esteem	self
Use of Learning Center materials (2%)	Esteem	self
Secret tutor encouragement program (2%)	Esteem	self & others
Theme days (2%)	Belongingness and love	self & others
More smiles from co-workers (2%)	Belongingness and love	self & others
Better name tags (2%)	Aesthetic	self
Chart tutee progress (2%)	Esteem	self & others
Evaluations (2%)	Esteem	self
Better training (2%)	Esteem	self & others
Breath mints for tutors and clients (2%)	Aesthetic	self & others
Fewer clients (2%)	Safety	self
More hours (2%)	Safety	self
Tip cup (2%)	Esteem	self

Total % Maslow's level 1 (Physiological)	0%
Total % Maslow's level 2 (Safety)	4%
Total % Maslow's level 3 (Belongingness and Love)	17%
Total % Maslow's level 4 (Esteem)	61%
Total % Maslow's level 5 (Cognitive)	0%
Total % Maslow's level 6 (Aesthetic)	4%
Total % Maslow's level 7 (Self-Actualization)	4%
Total % Maslow's level 8 (Transcendence)	0%

Total % Benefits to Self	65%
Total % Benefits to Self and Others	25%
Total % Benefits to Others	0%

When asked to rate their overall morale in the fourth question, responses were encouraging: 56% of the tutors rated their morale as high ("you feel very good about your job and enjoy coming to work"), and 44% as average ("most of the time you feel pretty good about coming to work"). No respondent rated morale as low ("you find yourself having a negative attitude and don't enjoy coming to work").

The last question, "What incentive besides a pay raise would boost or sustain tutor morale?" (see Table 4) provided the most enjoyable answers to read. A full 26% of the tutors named food as their number one choice for a morale-booster. They suggested many different settings: candy dishes, pizza parties, donuts in the morning, and carry-in dinners. Other interesting suggestions were tip cups, paid vacation, and breath mints for tutors and clients. Sixty-one percent of the responses can be placed on Maslow's Esteem level with tutors seeking recognition, affirmation, and encouragement through such rewards as food, certificates, and tutor-of-the-semester awards, to name a few. Responses to this question were placed on Maslow's Belongingness and Love level if the motivator involved having contact with others, such as parties and theme days, as opposed to individual benefits to boost individual esteem, such as food, certificates, and paid vacation.

Analysis: What Motivates Tutors?

According to Question 1, it seems that tutors were most motivated to seek positions as tutors for "benefit to self" and for the purpose of gaining esteem; in other words, the desire for mastery, competence, recognition, status, and appreciation. To a slightly lesser degree, they were motivated by the more generally conceptualized "opportunity to help others."

Once students gain experience tutoring, however, the factors that motivated them to continue to tutor appear to be more on the Transcendence level of Maslow's scale and on the "benefit to others" end of the continuum (Question 2). A more generalized "opportunity to help others," a motivator that drew the students to the job in the first place, is conceptualized more clearly as "helping students to improve knowledge and grade." The need for Belongingness and Love, however, is also a strong motivator to continue work as a tutor particularly the importance of friendly, supportive co-workers in a congenial working atmosphere. Almost as important are issues of practicality such as "flexibility of schedule" and "the chance to study when not busy tutoring."