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澳大利亚大学学生支持服务体系 案例研究

李康
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华中师范大学出版社

新出图证(鄂)字 10 号

图书在版编目(CIP)数据

澳大利亚大学学生支持服务体系案例研究/李康著.

武汉:华中师范大学出版社,2009.1

ISBN 978-7-5622-3872-0

I. 澳… II. 李… III. 高等教育—学生—学校管理—研究—澳大利亚
IV. G649.611

中国版本图书馆 CIP 数据核字(2008)第 213383 号

澳大利亚大学学生支持服务体系案例研究

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责任编辑: 廖国春

责任校对: 刘 峥

编辑室: 文字编辑室

出版发行: 华中师范大学出版社

社址: 湖北省武汉市珞喻路 152 号

电话: 027-67863040(发行部) 027-67861321(邮购)

传真: 027-67863291

网址: <http://www.ccnpublish.com>

印刷: 湖北日报传媒集团楚天印务总公司

字数: 310 千字

开本: 787mm×1092mm 1/16

版次: 2009 年 1 月第 1 版

印数: 1—1000

封面设计: 甘 英

电话: 027-67863220

电子信箱: hscbs@public.wh.hb.cn

督印: 章光琼

印张: 21

印次: 2009 年 1 月第 1 次印刷

定价: 50.00 元

欢迎上网查询、购书

敬告读者: 欢迎举报盗版, 请拨打举报电话 027-67861321

Foreword

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In this thoughtfully designed and implemented study of Student Support Services (SSS) at Curtin University of Technology, Kang Li presents an in-depth look at one institution that serves as a window into issues of student affairs that are increasingly seen worldwide. At a time when institutions throughout the world are learning to adapt to a globalized higher education market, the provision of student services to domestic and international students has never been more important. Attending to increasing domestic diversity—in terms of gender, race and ethnicity, language, ability, religion, and social class—as well as increasing international exchange among students and faculty calls on student affairs and services providers to consider the kinds of issues Kang Li presents in this book. If we are serious about providing meaningful, inclusive learning opportunities for students, we must attend to the kinds of services we offer, the quality of those services, and their accessibility to students. In this mixed-methods study of a highly internationalized campus, Kang Li provides both an example of how to evaluate campus services and a model of how those services might be provided.

First, he sets the stage for understanding the context of the study by introducing the reader to key topics in student affairs, including

transition from secondary to tertiary education, access and equity, campus climate, and enhancing the learning community through holistic support for students. Drawing on student services literature from Australia and other British Commonwealth countries, Kang Li locates his study among other institutional and cross-institutional studies of student services. He notes that access—who gets in—is important, but retention and persistence to graduation—who gets out with a degree—are just as important. He further argues that persistence is in large part a function of the quality and availability of student services. Kang Li takes the approach that focusing on performance indicators is one way to begin to improve programs and services for students.

Using evidence from his study, Kang Li points to several ways that student services might be improved at the research site. But his study conveys a larger message: conducting in-depth assessment of student services that accounts for student and staff perceptions, observations, and document analysis can lead to specific recommendations for improvements. Some recommendations may require substantial rethinking of how we provide services to the general student population and to specific sub-populations (e. g., women, men, international students, students with disabilities). But other improvements may come from less complicated strategies to improve communication about services we offer, to make services available at times and places convenient for students, and to use technology more effectively to reach students who may not be closely connected to the campus.

As we seek to increase access to higher education and to include student populations previously excluded, while keeping costs affordable, we will need to become more efficient and effective in providing student services that will keep students engaged, help them adjust to postsecondary education, and ultimately lead to their learning and development. There is not one solution to this challenge, and the work

of multiple student services units will be necessary. Providing multiple access points to student support—as Curtin University appears to do—may be a high-yield strategy that leads to optimal student success.

As Kang Li points out, attention to cultural differences among students, such as those between students from eastern and western cultures, may influence perceptions of access and availability of student services. Even if international students from eastern cultures evaluate the services themselves as highly effective, they may not feel comfortable using these services. SSS have been shown to be effective in easing transition and adjustment of international students, but getting these students connected to important campus resources remains a challenge. Knowing that students who do use the services find them effective allows us to say with more confidence to any international student, “Come. You are welcome here. We can help you be a more successful—and more content—student at our institution.”

Of course, that which benefits one population of students often benefits others. Providing accessible student services and welcoming international students will likely have a salutary effect on domestic students from different backgrounds as well. In a competitive global higher education marketplace, a reputation for high quality student life will be an asset in attracting students. Ideally, that high quality of student life will translate into student success, learning, and development for all students.

This book provides keys to understanding one institution’s Student Support Services, and thus provides both an assessment template that could be replicated on other campuses and a window into the larger issue of SSS in Australia and elsewhere. Through assessment and institutional research, we can gain a better understanding of how to use student affairs and services to improve the quality of student life, student learning, and student success.

序

——规训、疏离与自由

北京师范大学 周作宇*

经过近十年的扩招，中国的高等教育在校人口已逾 2500 万，相当于不少国家的全国人口。校园人数的攀升和社会大学学历从业人员的增加，慢慢改变着人们心目中大学生的概念。大学生们的就读经历，也在改变着他们对大学的憧憬和期待。大学生在大学灵与肉的体验，或许是对大学的一种界定。

崇尚教育的传统、社会流动的动力、衣锦还乡的传说，从根本上塑造着中国亿万个家庭的大学梦想。对学生而言，“这个梦从懵懂无知的时候就开始了。一开始它就承载着父母沉甸甸的期望、长辈的要求和恩师的心血。于是，在其幼小的心灵中，大学就已不再陌生。它像一个灯塔，在儿童时期就被点燃”。学生“像飞蛾，从儿童到少年到青年，不停地向着它的方向飞翔。走向大学的历程是蜕变的过程，走向大学的梦是日夜的牵挂”。三十年前，大学的梦是遥远的，大学的殿堂是神圣的，大学生的称号是骄子、身份是精英。而在公立院校大门扩展、网络学院上线，私立院校在“买方市场”挣扎的今天，对许多学子来说，似乎未来真的不是梦了。走进大学前，认为大学是天堂。大学是心灵的家园，是“不断找寻，找寻很难，在绝望中眼前一亮的庭院。无论世间怎样喧

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器，她始终静处，心平气和。这里有生命的涌动与和谐，更有飘荡于空气的真精神弥漫”。可一旦走进，却发现反差强烈，“心灵曾被深深刺痛。以前的肥皂泡一下子破裂了。人生的小船在灯塔底下迷失了启航的方向”。不少学生感慨“整天像蜜蜂采花一样很忙，其实都不知道忙什么”。有道是：“赶车赶路赶上机时间赶开馆时间，赶得无暇再去梦想了。”“面对拥挤的食堂不知该吃人还是吃饭，披星戴月的早起竟是为了占座。”失落与期望相伴，痛苦与快乐为伍。“一年级傻乎乎，二年级气乎乎，三年级油乎乎，四年级忙乎乎。”当走进社会时，“四年白白浪费的感觉越来越浓”，大学生活不堪回首。学生的这些声音在喧嚣的校园和硕大的教室沉淀，蓄势待发。学校的官僚化和教授们的赶场，隐隐催化着他们的怨愤。似乎跳楼和聚众才是寻找听众的最佳方案，也许只有生命之轻无法承受。事实上，大学生活并没有这么阴暗可怖。“走进庭园时，心灵束缚着，层层网罩包围着。走出庭院后，涵养独立自尚的人格，在滚滚红尘中时刻坚守正道，不迷失方向。心灵因大学而获得自由，大学让人有一种想飞的感觉。”这是大学生不醒的梦，这也正是大学的梦：自由之梦。

当赫钦斯发表《为了自由的教育》（1936年）的时候，物质主义大行其道，专业导向的大学教育呼声甚嚣尘上。守望经典，与圣哲为伴，超越瞬间的物质快乐，追求永恒的精神享受，是他为自由教育调制的芝加哥菜谱。大半个世纪过去了，专业教育与自由教育的调和论题依然占据大学的议程。自由教育从来没有获得过公共的界定。由是，意义探寻始终是大学精神建筑学的课题，正像自由是人类永恒的精神课题一样。人们追求自由，但无不处在规训之中；逃避规训，但又落入疏离的荒地。疏离距自由有多远？规训是不是自由的必由之路？自由是卢浮宫墙上的昂贵画像，仅供欣赏，还是外科医生手中的刀具，可供操作？规训是成长的烦恼，还是施虐的缰绳？疏离是崇高的流放，还是无意的忽略？当大学生在学校迷失的时候，是因为自由失去了形状，自由得不知道自由是什么，还是受规训的羁绊，或疏离的放逐？福柯说，和监狱相似，学校是规训的权力技术。学生们受“全视敞景式”的监视，屈从于

标准化的训练，粉碎一次次肉体冲动的欲望（1978年）。像所有同类一样，自我与他人、理想与现实、物质与精神、灵魂与肉体、生存与死亡等等二元论题，无时不在跟踪他们的时间，弥漫于他们的空间。或许唯一不同的是，他们有更大的想象空间，有更多的时间神游。这是对自由的度量吗？

自由、规训与疏离，是对大学生生活的一般写照。无疑，不同的校园当然会刺激出不同的意义感觉。而同样的场景，每个人也可能发现不同的意义诠释。当有的学生表白上大学不只是为了“稻粱谋”的时候，有的却坦言上大学和高薪的职业最近。当有的学生欣喜地发现“大学里不再有森严的制度，不再是老师们挥之不去的斥责和管束”，学生获得了信任和尊重，拥有选择的自由的时候，有的却抱怨没有“自由开放的时间”，“像计算机一样只是接受指令”。“大一的晚上还是都硬着头皮去规定的教室上高中时一样的晚自习。”“找不到航标的小船，希望老师指明方向，帮助扬起风帆，而不是在硕大的教室里像无边黑暗中的一点萤光。”而那些学校的名师，只是学校简介中的画像。一册在手，随时可以瞻仰，但终年不见踪影。当有的学生为大学使其“学会学习、学会自治、学会思考、学会关心”而心存感激的时候，有的却惊呼大学教育“折断了想象的翅膀，局限了思维”，“那个本意培养和发展智慧的摇篮，却无意中成了埋葬灵感和思想的坟冢”。当有的学生将大学看作公共精神的加油站、友爱启蒙的人民公社的时候，有的却声称“希望多一些私人空间，而不是练歌房般的鸟笼宿舍”；还有的感觉“人心越来越冷漠，心与心之间的距离越来越远，心墙筑得很高。相互之间没有宽容，也不懂得什么叫宽容，更少见合作”。当有的学生期望“大学教育中有一股力量关心青年学生的心理发展和思想动态”，帮助学生“早一点找到自己的位置，踏实地学点什么，愉快地说点什么，而不是带着困惑与迷惘的忙碌，学习之余寻求刺激性的吼唱和尖刻的谴责与抱怨”的时候，有的却指出，“不是上几次政治课，学生的精神境界就提高了。也不是讲几次乐理知识，学生的欣赏水平就提高了”；还有的揭露，“作为一个学生思想工作的辅导员，稀奇古怪的辅导员自身的人格就不健全，在师德

方面存在很大问题”。显而易见，关于自由、规训和疏离的个人感受是大学研究的重要资源，个人丰富的大学生活体验具有重要的教育启示。各色情感的流露和理性的自白都透出一个信息：大学生需要更多的关注、更多的支持、更多的服务。

李康在澳大利亚柯廷理工大学的硕士论文就是一篇对大学生服务的严肃论作。他着力回答的问题是：对象学校为学生提供哪些服务，有何优、缺点？服务的提供者如何认识、组织和改进这些服务？学生们如何感受、利用、评定学校提供的服务？学校如何改进学生服务以使其更为有效？为了回答这些问题，李康在对大量研究文献的综合分析基础上，通过服务地点的实地观察，并从学校图书馆、学习支持网络、学生与职员服务处、咨询处、大学规划办公室、国际处和学生协会选择了各部门负责人为访谈对象，获取丰富的定性研究数据。他还在学校的各个角落随机访谈学生，发放问卷，以获得必要的定量研究资料。他发现，在柯廷理工大学，无论是教师还是学生都认为学生服务对学生发展非常重要，认为学校提供了高质量的学生服务，学生们对各项服务有很高的满意度。不过，学生支持服务提供者和服务使用者对各项服务重要性的认识并不十分匹配，显示了该校提高资源利用效率的可能和空间。同时，学生对很多现存服务项目的了解和使用程度不高，说明服务部门加强服务宣传以及及时发现学生需求、主动提供服务的必要性。通过比较研究的视角，参照中国访问学者和留学生的访谈资料，李康还将澳洲大学的学生支持服务同中国高校的学生管理工作进行了比较分析，发现两个教育体系的学生服务差异显著并各具优、劣势，可以相互借鉴，取长补短。虽然有些研究结论似乎司空见惯，但一个公认的常识和一个经过科学研究的常识的差别在于，“常识背后有没有严谨的方法和足够的经验证据”。对学生服务的课题而言，李康不辞繁琐，不嫌细碎，不怕拒绝，不惮徒劳，精心设计研究方案，用数据说话，由逻辑发言，终于获得业界认可，并由此项研究获得突出奖励。作为一个非英语母语的中国学生，在短短的时间内要高质量完成阅读量繁重的课程，并勇敢迎接研究型硕士的论文挑战，

其中所要面对的孤独之深、所要付出的劳动之巨、所要承担的压力之大、所要克服的困难之众，不难想象。

经过大学本科的游梦、大学辅导员的训导、异国他乡的“自由”、“规训”和“疏离”的体验，他活出了自己，一个坚卓的灵魂在和肉体的搏斗中雄起。在学术田园，他怀着希望浇筑的心上路，从地平线上升立，身后留下学人在世俗中必须撕脱的老皮。

2008年9月12日于斯坦福

Preface

Greg Dick

Director of International Programs

School of Education

Curtin University of Technology

September 2008

When I was asked to write a short preface to the work of my former student Kang Li, I was delighted and thrilled by the request. We originally met some seven years ago at Curtin University in Perth, Western Australia, where I subsequently became his supervisor for his Master's degree. Since that time we have maintained contact, albeit irregular, which has allowed me to follow the progress of my "past student" with great interest.

For me it was an especially important relationship which I developed with Kang Li during his time at Curtin. It can be readily understood that even the most rewarding interactions between teacher and student, may never develop into a sustained connection over time. In spite of our separation by distance and the usual preoccupations of everyday life we have been able to maintain that connection. Thus it has been a source of great pleasure for me to observe and enjoy the success of my "past student" as he has continued his scholarship in the United States.

Anyone who has undertaken research will know what a difficult business

it can be. The typical concerns for those who start out upon formal academic research are manifold. They comprise such elemental things as, where to begin and what direction to take. Perhaps the kind and type of methods employed to collect the necessary evidence will also be a crucial consideration. These and other factors make the task a confounding one, especially as the scholar embarks on this journey for the first time.

For those who have undertaken research the concerns about technical issues such as these and others will be more than evident. In many cases the difficulty is that while the researcher has a clear and systematic plan of their enterprise, the task rarely unfolds accordingly. As is often said, "The best laid plans of mice and men go awry." And so it is with research activity and usually more often than supervisors would wish.

The new researcher will worry about all the unknown factors ahead that even the clearest plan and direction may compromise. In the beginning, what is mostly vaguely understood needs the passage of time and action to clarify and refine the task. For the individual researcher the likely concerns are often essential anxieties about the amount of time for completion. Have I bitten off more than I can chew may be a question! Of similar ilk is the concern about how the research student may, "get on with their supervisor". Such basic questions and many others are foremost in the minds of the researcher as they approach their academic task.

And as if that was not sufficient to create a state of uncertainty and anxiety what can also be added is the difficulty of working in a new environment, culture or community. It is not too hard to imagine the difficulty of embarking on research where all around you is new and the

familiar supports that you find at home are no longer to be found. Students in a foreign country have to adjust quickly, find a quiet place to work and attend to a way of life that is mostly unfamiliar and usually challenging. Finally for most there is the matter of language. To take on all these challenges may be both exciting and novel but more frequently it is demanding and at times bewildering. To consider that such a student is expected to speak, read and write and conceive and construct their research in another language is daunting. The faculty, especially in countries like Australia, are inclined to put the onus on their students to take responsibility for their own learning while they speak a form of English peculiar to the ears of outsiders.

Thus it was that in the autumn of 2002 I was greeted at my office door by an elegant man with an amiable face and polite demeanour. His enquiry to me concerned the prospect of assistance with his research project, which although it had commenced, was faltering a little, though through no fault of his own. At the time I was not aware that he had a very limited time in which to complete his research as it was scheduled for examination just a few months hence.

This was to prove to be the beginning of my relationship with Kang Li. It was also the beginning of a most interesting time in which I learned much about the character of my student, as well as his family and life in China. I recall many of our conversations now, as I write, which ranged across an array of topics as we discussed his academic concerns in the gaps between our lively interchanges. I quickly came to value our meetings and conversations as those which occur between close friends.

There were occasions when Kang Li would arrive at my office and we would sit at the small table and deliberate over all the matters of his

efforts. Whether we were discussing the list of people to interview, the suitable construction of surveys, the tasks of analysis, the problems of writing up the work or similar matters, it seemed that time passed effortlessly. We might discuss the progress of the work or proof read and correct the text and writing. We had very animated sessions about language expression as I would frequently ask him to recollect in his own words what he had written. My advice was always to write down precisely what he had said and use his words in the manuscript to make his meaning clear. It seemed to succeed and I always knew that he would take the work away and duly return with a corrected and clarified version before moving on to the next stage in the progress of his task.

The work that Kang Li embarked upon was significant as it was relevant to the workings of the university in which it was conducted. Curtin University has the largest number of enrolled students of any institution on the west coast of Australia. By other standards it is a large campus with over 40, 000 students partly comprised by about a quarter of this number, who come from countries overseas. Either for local students or for foreign students, the University has a proper and critical interest in how well it serves its constituents. Any examination of the provision of student support services within the institution is able to throw light on the quality of the organisation. Where such a diverse student population exists, where expectations and assumptions are different, with a wide variety of teaching and learning styles evident, such information is crucial to educational improvement. Canvassing the strengths or weaknesses of support provided for students, grounded in the reality of people's experience of learning is in the best interest of all the participants in the process.

For that reason and for many others evident to the reader of this work,

the original project was subject to commendation by Curtin University. Each year an award is made by the School of Education at Curtin for the most notable research project at the Master's degree level. Kang Li's work received the prestigious John Lake Medal, named in honour of a former Dean of the School of Education at the University. His efforts were publically commended at the University by this acknowledgment. This is remarkable when considered against the competition and natural advantage which local Australian students might enjoy. It also indicates the insight and ability of Kang Li to bring this work to such suitable completion. Furthermore, when all of the inevitable difficulties which arise along the way are considered and which Kang Li faced in conceiving and constructing this undertaking, it is especially a testament to a good heart and a good mind.

I know that the work that Kang Li completed here some years ago, will be of interest in the future, as well as to other institutions involved in higher education. For me there is the legacy of the work and the person and I was in the fortunate and privileged position to be able to enjoy both.

ACKNOWLEDGEMENTS

I wish to record my thanks to those who have given me help and support in the process of pursuing my Master's degree and of conducting this research project at Curtin University of Technology, including:

my supervisor, Mr. Greg Dick as well as Associate Professor Graham Dellar, for the quality of their academic advice, in-depth insight, encouragement and continuing support;

my lecturers, Associate Professor Ric Lowe, Dr. Rob Cavanagh, Dr. Larry Nelson, Dr. Kathryn Dixon and Associate Professor Geoff Giddings, for their commitment to quality teaching, their kindness and knowledge which has made my study very fruitful and enjoyable;

AusAID liaison officers, Ms. Deb Pyatt, Julie Craig and Anita Ryan, for their support, caring and kindness given to me throughout the study;

general staff at Faculty of Education, Division of Humanities, the Library and the International Office, for their willingness to help and the quality of the services they provided;

participants of the research project including: Paul Clements, Karen Shanks, Sue Grey-Smith, Jennie Walsh, Des Thornton, Jeanne Dawson, Marco Schultheis, Susan Dunn, Zaneta Mascarenhas, Rob Baker, Pam Coles, Douglas Hill, Ween Mason, Na-chi Lee, Mzee