MESSAGE FROM THE INTERIM DIRECTOR
Eileen Barrett, English


REPORT FROM OUR ACE FELLOW
Doug Huffman


**NEWS FROM THE CENTER**

*Emily Nye, Director, Student Center for Academic Achievement*

The Student Center for Academic Achievement opens for tutoring on 13 January, marking the Center’s second quarter with its new name and improved services. I have been pleased with faculty support for the Center and look forward to continuing to offer faculty and students a resource where students can improve their writing, math, and academic skills. This winter you will receive information about our faculty referral program; now you can send a student to see us for help with specific problems in writing, reading, or math.

Our staff is comprised of undergraduate and graduate CSUH students who have excelled in the topics they tutor. They all have experience tutoring and have undergone training to work effectively with students. Many of our tutors are pursuing teaching careers. Others simply enjoy helping their fellow students learn.

At the Center we offer

- **One-on-one tutoring:** Tutors help students express ideas, organize, and identify sentence level writing problems. Please note: we are not an editing service; our tutors are trained to help students address the global problems in their work (such as thesis development) and to identify their writing problems. Students may come to the Center for help with most writing projects across the curriculum (except theses and very long assignments). In math we provide individual tutoring from the remedial level through Calculus II, as well as statistics.

- **Study groups:** If you have several students who would benefit from a study group, we can provide a venue and a tutor to answer questions. We facilitated several math groups in the fall; we would also like to create small groups for writing classes.

- **Workshops for the campus community:** We will be offering an agenda of academic skills workshops throughout the winter and spring, including programs on time management, note taking, test taking, avoiding plagiarism, and more.

- **Workshops for your classes:** I would be happy to tailor a workshop (or workshops) for your students based on their needs in your class, such as peer editing, using sources, academic writing (for graduate students), plagiarism, business writing… the possibilities are endless.

Please invite me to your classes to make a brief presentation about the SCAA early in the winter quarter. Your students will learn how to use our services.

- **More than tutoring:** We plan to produce programs on creativity and innovation, to bring in speakers and panels, and to sponsor brain teasing contests and other intellectual challenges in writing and math. We invite your collaboration!

**REFLECTIONS OF A FIRT**

*Anne Meyer, Faculty in Residence for Technology*

A new Master Plan for education has been released for the state of California. “The Master Plan places students at the focal point of the entire system with an eye toward ensuring they can successfully compete in labor markets, creating the potential for individual well being for all California students and powering our economy with the human capital it needs,” said David Rattray, president of UNITE-LA School-to-Career, a local education policy group.

In the past, the emphasis on labor markets has meant technical training best done by the junior colleges or high schools. However, with the globalization of the economy and the high technology...
that is embedded in our daily work world, students will need a four-year degree just to apply for a job. Skills like problem solving, listening, conflict resolution, tolerance for ambiguity, working in a team, communication are not only skills needed for the labor force but for life. Information is constantly growing and its interpretation is multiplying ever faster. Given that we know that students forget almost half the content of a course within weeks of the final exam, what kind of learning environment might we provide?

Researchers and authors from a number of different fields seemingly have reached some accord on what are the most effective principles of good practice for learning: encourage contacts between students and faculty, develop reciprocity and cooperation among students, uses active learning techniques, give prompt feedback, emphasized time on task, communicates high expectation, respect diverse talents and ways of learning (Chickering & Gamson, 1987). In the 27th annual conference on Improving University Teaching, held in Lithuania in July, had as its themes: fostering collaboration, helping students learn through technology and building engagement. Such agreement around strategies for learning is, to me, quite amazing.

Distance learning is also enhanced by the same emphasis on collaboration/interaction, active learning, prompt feedback, etc. The August issue of Computer User featured an article on “Global Classroom: how student collaboration enhances distance learning.” In this same issue of Computer User, Ari Kaplan reported that the market for e-learning products and services is forecasted to exceed $10 billion in revenues by 2005. In this year alone, the report estimates that world wide virtual classroom marketplace revenues will exceed $300 million and highlights that more that 5 million people used virtual classroom systems last year.

California State University, Hayward seems to be ready for the new technologies that will enhance learning for students in this new millennium.

At the top of many university technology lists is creating a portal: a central address from which students can negotiate all their school business and education. Blackboard, our portal here at Hayward, is easy to use, tedious to input course material such as exams, but offers prompt exam-grade feedback to students. While Hayward has developed over two-dozen online classes, many more classes are now web supported with the use of Blackboard. Our implementation of Blackboard automatically generates student class rosters and puts us ahead of most CSU campuses.

Our use of the TLTR (teaching learning and technology roundtable) is another communication tool aimed at bringing the faculty into the discussion of evaluating new technologies and their impact on student learning. With the continuing emphasis on accountability, part of the group’s work will be to formulate and begin implementation of an assessment plan to measure the impact of technology on student learning. One sub-group will also be working on the creation of a coherent faculty support framework to improve and retain quality faculty. This sub group is charge with the task of writing minimum standard documents for new faculty technology support and for classroom environments.

**NEWS FROM CONTRA COSTA**

Donna Strobel, CCC Faculty-Support Coordinator

Greetings from the Contra Costa Campus. Cal State Hayward’s Contra Costa Campus is located in the picturesque hills of Concord, 29 miles north of the Hayward campus.
CCC began in 1981 at Pleasant Hill High school. It wasn’t until 1986 that the CSU approved a permanent center in Concord. Planning for the current facility began two years later in 1988, and construction commenced in 1990. The campus was then relocated from Pleasant Hill to Concord in 1992 where we are currently located.

Ten years have passed since we initially opened our doors, and we are pleased that our enrollment is over 1,500 and growing. Of those 1,500 students, 70 percent are women, 54 percent are 30 years of age or over, and 35 percent are ethnic minorities. Our student population is different from that of the Hayward campus, and faculty who teach at CCC have expressed how pleased they are at the maturity and commitment of the students and the physical beauty of the campus.

At CCC, we have 33 classrooms, two distance-learning rooms, four state-of-the-art computer labs, and two biology labs. We offer upper-division and graduate curriculum as well as eight undergraduate majors, four graduate programs, three credential programs, and six certificate programs.

During the day, local community colleges-Diablo Valley and Los Medanos-hold classes on our campus and use our classrooms for lower-division offerings. This arrangement presents a great recruiting opportunity for our advisers because they can encourage community college students to transfer to CSUH upon their completion of their community college courses.

Under the direction of our Interim Dean, Bette Felton, and with advice and counsel from the Contra Costa Faculty Advisory, many exciting changes have occurred at CCC over the last year. We have expanded our certificate offerings by adding Hospitality and Convention Management, and we have worked with community-based organizations to offer more events and coursework on our campus.

My position as the Faculty-Support Coordinator is a new one. My responsibilities are quite diverse and include working closely with faculty at Contra Costa in an effort to enhance their teaching experience while on our campus. I have developed faculty orientations for both CSU faculty and community college faculty. Workshops have been added to better serve faculty who teach at CCC as well. I am continuing to develop programs to improve and streamline services to faculty and students.

Each faculty member who teaches at CCC is assigned an office equipped with technology. We also provide a comfortable faculty lounge, which is adjacent to the faculty-support office. Our faculty-support office includes everything a faculty member needs to teach effectively—copier, fax, scanner machine, stationery supplies, faculty mailboxes, as well as help with last minute details. Since we have a courier, overnight delivery of important papers, such as exams, is also available. There is also plenty of parking at CCC.

We welcome returning faculty who teach at CCC and look forward to meeting new faculty. Please visit our campus, stop by, and ask questions!

CSUH INSTRUCTIONAL ACHIEVEMENTS

Call for Submissions

Do you have instructional materials, classroom activities, or lesson plans that reflect your creativity, originality, and dedication to our students? On our new Instructional Achievements page, the Office of Faculty Development will feature the talents of CSUH faculty as teachers in order to recognize outstanding and innovative pedagogy, or simply to share something that works!

Please submit any relevant materials, links, or documents, plus a short narrative about your submission to Julie Roberts at jroberts@csuhayward.edu. Your submission will be reviewed by Faculty Development staff and selected entries will be posted on our website.

<table>
<thead>
<tr>
<th>IMPORTANT DATES WINTER QUARTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 6</td>
</tr>
<tr>
<td>Jan 15</td>
</tr>
<tr>
<td>?</td>
</tr>
<tr>
<td>Jan 20</td>
</tr>
<tr>
<td>Jan 31</td>
</tr>
<tr>
<td>Feb 14</td>
</tr>
<tr>
<td>Mar 16</td>
</tr>
<tr>
<td>Mar. 17-23</td>
</tr>
<tr>
<td>Mar 25</td>
</tr>
<tr>
<td>Mar. 24-30</td>
</tr>
</tbody>
</table>

For the full year academic-administrative calendar, please see http://www.csuhayward.edu/OAA/calndr.html