

Fredonia's 8th Annual Teaching and Learning Conference

Monday, August 18, 2014

8:00am-4:00pm

Williams Center

#TLC2014

Greetings

On behalf of The State University of New York at Fredonia's Professional Development Center and the PDC Advisory Board, we'd like to welcome you to the 8th Annual Teaching & Learning Conference. This year's conference will focus on a variety of vital themes under the umbrella of teaching and learning. Recent scholarship, coupled with the challenges facing higher education, requires educators to think outside of the traditional classroom environment and to re-imagine education within a multiplicity of new and innovative settings. Our hope is that today's widely varying presentations on this central theme and its sub-strands of diversity, performance, community, technology and service-learning will give everyone a chance to share ideas with colleagues, reflect on teaching practices, evaluate the delivery of student support services, and look forward to an exciting new academic year.

Our keynote speaker this year is Dr. Cathy N. Davidson, a distinguished scholar of the history of technology who was recently appointed to the National Humanities Council by President Obama. She is a leading innovator of new ideas and methods for learning and professional development—in school, in the workplace, and in everyday life.

Special thanks to Fredonia's President Dr. Virginia Horvath and Provost Dr. Terry Brown, for their continued support for this conference; to the Professional Development Center Director Ms. Dawn Eckenrode and her team – Mrs. Cheryl Dearth and Mr. Christopher Taverna – for their invaluable leadership in organizing this year's conference; to Fredonia's Faculty Student Association for funding a grant to supplement conference costs, and to the members of the PDC Advisory Board for their review of the conference proposals and service in many aspects of today's events.

We look forward to an exciting day of discussions among faculty and staff about the ways in which to best incorporate these themes in their teaching practices and delivery of student support services. The most promising outcome of the 2014 Fredonia Teaching & Learning Conference will be the connections created between practitioners who can help support long-term efforts to improve students' experiences. Welcome!

Ms. Jodi Rzepka
Dr. Kathleen Gradel
Co-Chairs, Teaching & Learning Conference

Overview of Schedule

8:00am to 8:30am	Sign-in & Refreshments	Multi-purpose Room, Williams Center
8:30am to 9:50am	Welcome & Keynote	Multi-purpose Room, Williams Center
10:00am to 11:50am	Concurrent Sessions	S204A-E, Williams Center
12:00pm-1:00pm	Lunch	Multi-purpose Room, Williams Center
1:00pm-3:00pm	Concurrent Sessions	S204A-E, Williams Center
3:10 pm – 4:00 pm	Closing Plenary	Multi-purpose Room, Williams Center

Welcome

8:30am *Opening Remarks: Multi-purpose Room, Williams Center*

Welcome by Dr. Virginia Horvath, President, Fredonia

*Dr. Terry Brown, Provost and Vice President of Academic Affairs,
Fredonia*

Keynote Address: Dr. Cathy N. Davidson

Keynote Address: Learning to Learn

A passionate manifesto from one of the nation’s leading educational innovators, this talk is a real-world critique of current practices in higher education and an optimistic argument that we can redesign learning in the classroom for the skills students are already developing outside the classroom – collaborative, interest driven, connected to technology, and deep in global understanding. “Learning to Learn” is the story of educational change—how the system we have inherited was made by real individuals, preserved by real institutions, in reaction to real technological and economic circumstances. We are at a tipping point where, now, we can remake the systems we have inherited for the contemporary world. To make change happen we have to be able to think in several directions at once (including thinking through new methods of peer learning, digital literacy, assessment, and credentialing). The good news is that this process is beginning everywhere worldwide. This talk offers both theoretical and practical advice on how to think through new forms of higher education for the world we live in now.

About the Keynote Speaker

Cathy N. Davidson, co-founder HASTAC, a network of innovators dedicated to new forms of learning for the digital age, was appointed by President Obama to the National Council on the Humanities in 2011. In October 2012, Cathy received an Educator of the Year award from the World Technology Network in recognition of her contribution to science and technology in education through her work as co-founder of HASTAC. Cathy recently joined the Graduate Center of the City University of New York, and will be directing the Futures Initiative, a CUNY-wide program to promote collaborative and participatory innovation in higher education.

Morning Schedule at a Glance:

Concurrent Sessions: 10:00am ~ 10:50am

Room:	S204A	S204B	S204C	S204D
10:00am-10:50am	“Using International Student Perspectives on American Teaching & Learning to Inform Instruction”	“Engaging and Educating Students in a Virtual World”	“If We Can’t Beat them, Join ‘Em: Adjusting Curriculum to Coincide with the Study Cycle”	“How I Learned to Stop Worrying and Love the Bomb: An Introduction to Assessment in Digital Environments”

Concurrent Sessions: 11:00am ~ 11:50am

Room:	S204A	S204B	S204C	S204D
11:00am-11:50am	“Peer Mentoring with Diverse Learners: Support Program for Students Receiving Accessibility Services”	“Teaching Interdisciplinary Concepts in a Course about Social Media”	“Crime and Culture Across Disciplines: Evaluating the Efficacy of International Experiential Learning”	“CATS in the Clouds: Classroom Assessment Strategies Using Google Drive and More....”

Afternoon Schedule at a Glance:

Concurrent Sessions: 1:00pm ~ 1:50pm

Room:	S204A	S204B	S204C	S204D
1:00pm-1:50pm	“Embracing Neurodiversity: Strategies to Enable Success for All Students”	“The Potential of Educational Blogging for Teaching Controversial Issues”	“Impacts of Experiential Learning on Success After Graduation”	“Team Learning, Mastery, and the Flipped Classroom’s Role in Increasing Student Creativity”

Concurrent Sessions: 2:00pm ~ 2:50 pm

Room:	S204A	S204B	S204C	S204D
2:00pm-2:50pm	“The End of Education, The Beginning of Learning”	“Supporting the Changing Nature of Faculty in Institutions of Higher Education”	“Power to the People: Scholar-Activism in the College Classroom”	Panel Discussion: Innovations in Teacher Education

Concurrent Sessions: 10:00am~10:50am

Using International Student Perspectives on American Teaching & Learning to Inform Instruction (S204A)

Cynthia Carlson, Fredonia, Adjunct Professor & Grant Program Coordinator, College of Education: Language, Learning & Leadership

The presentation will begin with a short, interactive Prezi where international students from countries such as Puerto Rico, South Korea, Japan, and China describe their first reactions to an American college campus. Then, participants will explore international students’ perspectives on teaching & learning in the U.S., including; professors, grading, assignments, learning focus, and classroom discourse, as students compare our teaching and learning styles with those of their country of origin in an engaging set of materials-- an eye-opening student publication booklet that participants can take with them. Next, we will continue actively engaging participants by exploring some myths and quick do’s and don’ts, and end by practicing 4 practical research-based strategies for faculty and staff to keep in mind when working with international students. Outcomes include increasing quality learning environments through faculty awareness of and sensitivity to international students’ needs, perspectives and expectations, as well as insights into how to communicate their own course

expectations effectively to international students. Faculty will add several strategies to their repertoire that will have a positive impact on diverse students.

Engaging and Educating Learners in Virtual World (S204B)

Gurmukh Singh, Fredonia, Visiting Assistant Professor & Kasling Lecturer, Computer and Information Sciences

With advancement of modern digital technologies that could be employed inside and outside the classroom, instructors and technical personnel involved in higher education must devise innovative strategies to engage and educate a new, diverse breed of local and global learners in high quality virtual world. Due to recent developments in broadband, high-speed data communications and Web 2.0 technologies, there is an enhanced trend to explore high quality learning virtual world. Consequently, several U.S. colleges and universities, including Fredonia, have already adopted or in the process of adopting new pedagogies to attract local and global student-populations using modern e-learning course-management-systems, e.g., ANGEL, Blackboard, Sakai, Moodle etc. Designing of quality learning virtual world is a challenge for both instructors and technical personnel involved. In this presentation research collected over the past five years on how we have met the challenge to successfully design, deliver and engage Information Systems and Computer Science local and global learners to fulfill their demand in high quality virtual world will be shared.

If We Can't Beat 'Em, Join 'Em: Adjusting Curriculum to Coincide with the Study Cycle (S204C)

Casey Cowburn, Alfred State, Academic Support Specialist, Student Success Center

With teaching and learning at the heart of an educators progression to increase engagement and retention, it is important to consider the way students learn and how we can incorporate these learning strategies into our curriculum. In many cases, faculty are resistant to consider such changes as they fear their content will be neglected while changing to a more student-centered model. With this a consideration, adaptation and implementation of a teaching approach that models and requires students to follow “The Study Cycle” (Preview, Attend, Review, Study, Assess) will allow students to increase course material that effectively reaches their long-term memory as well as improve retrieval techniques while neither neglecting course content nor requiring significant change to facilitator techniques. This presentation will briefly outline the concepts the Information Processing Model (the ways we take in, process and utilize information), The Study Cycle, and effective strategies in adjusting curriculum to model and informally require students to effectively Preview, Attend and Review course material.

How I Learned to Stop Worrying and Love the Bomb: An Introduction to Assessment in Digital Environments (S204D)

Jason Adsit, D'Youville College, Dean of the School of Arts, Sciences & Education

What's the most effective way to assess students in an online environment? How should assessments be structured to ensure that they technology doesn't “get in the way” of the process? What policies and practices should an institution consider before it embarks on an

ambitious plan for assessing student learning in its online courses? This presentation will provide a forum for discussing these issues – and for reviewing some of the promising practices in the field of eLearning assessment.

Concurrent Sessions: 11:00am ~ 11:50am

Peer Mentoring with Diverse Learners: Support Program for Students Receiving Accessibility Services (S204A)

Christina Taylor, Niagara County Community College, Instructor, Psychology

This presentation will describe the experiences of designing and implementing a peer mentoring program for students receiving accessibility services at a community college. Students in a fall semester Psychology of Teaching and Learning course conducted the necessary background research and designed the framework of the mentoring program. Through a partnership with the Office of Accessibility Services, psychology students in the spring semester implemented the program. This session will discuss the benefits of the experience for both the student mentors and mentees. Workshop participants will engage in group discussions to identify and examine expectations and experiences regarding peer mentoring programs. Participants will gain information on how to design and implement a peer mentoring program, how to prepare students for serving in the role of peer mentors, understand the challenges associated with peer mentoring, and explore the benefits of a partnership between academia and student services.

Teaching Interdisciplinary Concepts in a Course About Social Media (S204B)

*Michael Berta, Daemen College, Director, Center for Excellence in Teaching and Learning
J. James Bono, Former Assistant Professor, Daemen College (Now Independent Scholar)*

In the Spring '14 semester, the presenters of this session collaborated to design and deliver a course at entitled, "Social Media Fundamentals." By developing a student-led social media marketing project, course participants engaged real-world social justice issues using real-world tools and techniques. Engaging diversity issues on their own campus, students applied their knowledge through creating their own digital presence, interpreting community norms and standards in virtual worlds, examining legal and justice issues, analyzing common internet analytics, and appraising their own social media campaign. What was learned was that an expansive interpretation of "classroom space" that included all interactions between participants afforded an interdisciplinary playground for students to explore. This presentation will demonstrate to attendees how the course evolved into an interdisciplinary learning experience, how the study of social media was mapped to interdisciplinary studies, and the issues of student engagement when introducing new technologies were addressed. Attendees will interact with the presentation through "backchannel" social media conversations and adapting social media to their own disciplinary objectives.

Crime and Culture Across Disciplines: Evaluating the Efficacy of International Experiential Learning (S204C)

Bond Benton , Fredonia, Assistant Professor, Communication

Daniela Peterka-Benton, Fredonia, Assistant Professor, Criminal Justice

The mission of higher education has increasingly emphasized the importance of diversity. Additionally, diversity is not limited exclusively to culture in the evolution of a university's mission. Diversity now encompasses diverse types of learning beyond traditional classroom lectures. Diversity seeks to knock down walls that separate discretely defined disciplines. For all of this emphasis, however, precious little research has explored how all these concepts interact. This presentation explores the creation of a student program that allows for such research to be made manifest. Specifically, this presentation analyzes the created course "Culture, Crime, and Punishment: Austria in History and Context", a cross-disciplinary study abroad course that explores Austria's cultural history and its cultural values in which students experience multiple perspectives in interpreting the interaction of crime and culture.

CATS in the Clouds: Classroom Assessment Strategies Using GoogleDrive and More... (S204D)

Kathleen Gradel, Fredonia, Professor, Language, Learning, & Leadership/College of Education

Frequent, formative input of what students are learning helps faculty tailor content and delivery, allocate instructional time, and ensure that students are mastering learning objectives. Collaterally, students can better determine where they stand in their learning. Angelo & Cross's 1993 Classroom Assessment Techniques introduced 50 formative "barometers." Faculty have used them largely with a face-to-face focus. Broadening CATs use by employing cloud-based tools helps make these strategies potentially more efficient. For example, the Background Knowledge Probe can be done with GoogleForms, to uncover students' pre-conceptions. Minute Papers can be completed using Evernote or blogs. Muddiest Point checks can be done using Socrative or VoiceThread. Other mobile and desktop tools - including mindmaps, "voting" or polling tools, and notetaking apps - can vary both input and feedback venues. This presentation will "tour" tools - illustrated through actual teaching examples - that make sense in online, face-to-face, blended (hybrid), and "flipped" courses. All can work within campus Learning Management Systems, or be supplementary to them. Emphasis will be on tools that make sense across disciplines, match varied CATs strategies, and work on multiple mobile and desktop platforms. Attendees will leave with resources that they can put to the test right away.

Concurrent Sessions: 1:00pm ~ 1:50pm

Embracing Neurodiversity: Strategies to Enable Success for All Students (S204A)

Karen Moronski-Chapman, Daemen College, Data Analyst, Institutional Effectiveness and Title III

Neurodiversity is a concept where neurological differences are to be recognized and respected as any other human variation. Embracing neurodiversity helps us to identify and value the contributions different perspectives bring to our society. If we accept somebody and work with their strengths we can help them to find ways of dealing with their challenges that work for them.

In this session participants will learn about Autism Spectrum Disorder (ASD). Strategies for working with students on the Spectrum will be discussed. Participants will have the opportunity to work in groups to help develop strategies they can incorporate in the classroom to help students with ASD be successful.

Many of the strategies learned may be effective when assisting all students regardless of where they fall on the Autism Spectrum (everyone falls somewhere on the spectrum). Activities in this workshop will enable self-discovery and will aid participants in relating better to students who are neurologically diverse.

The Potential of Educational Blogging for Teaching Controversial Issues (S204B)

Robert Dahlgren, Fredonia, Assistant Professor, Curriculum & Instruction

Educators have increasingly integrated 21st century educational technology into their classrooms. This presentation will report the results of a qualitative study of four social studies methods instructors teaching at public universities in Florida, New York, Ohio and Texas who have used weblogs with pre-service teacher candidates in order to teach controversial public policy issues. The findings of this investigation show the tremendous potential of 21st century innovations in college-level instruction. While each instructor profiled chose a different blog platform and used blogging in different ways with their students, all of them testified that the method allowed their students to discuss potentially difficult issues without the heat and passion that can often derail classroom discussions. The goal of this proposed session, which will begin with a free-ranging discussion of current hot-button topics, is provide attendees with the opportunity to share their classroom experiences with engaging students in discussions of controversial public policy issues.

Impacts of Experiential Learning on Success After Graduation (S204C)

Sue McNamara, Fredonia, Assistant Professor, Business

Mark Suida, Fredonia, Assistant Director of Campus Life and Coordinator, Leadership Development Program

Ryan McConnell, Graduate May 14, Fredonia

Erin Dorozynski, Graduate May 14, Fredonia

This presentation will provide insight to a six month exploratory research project that was conducted to examine how students and alumni define success after graduation. Study participants were asked to identify how capstone/experiential classes and involvement in structured student organizations increased their likelihood to become successful. The exploratory study gathered data through survey and interviews with over 150 current and alumni of Fredonia. Preliminary data suggests that experiential classes help students develop skills in their ability to work on team; ability to work with diverse people; confidence; creativity; critical thinking; communication (written & oral) and professionalism. Whereas experience in a structured student organization resulted in developing skills in the following areas; working with diverse people, teamwork, confidence, increased understanding of self, organization and leadership. The presentation will also provide study feedback on teaching strategies that had the greatest perceived impact on success after graduation.

Team Learning, Mastery, and the Flipped Classroom's Role in Increasing Student Creativity (S204D)

Christian Blum, Bryant & Stratton College, Instructor of Communication Studies and English; Liberal Arts Program Administrator

The flipped classroom is the current rage in higher education as faculty members consider its integration into brick and mortar as well as online classrooms. The strategy offers an excellent structure to hold students accountable for their learning through various multimedia strategies often hosted through learning management systems. Yet the methodology minimally addresses the synchronous in class meeting time. This presentation will offer an innovative solution that closes the lesson planning loop and ensures an active learning classroom initiated through the out of classroom work facilitated through the flip via the introduction of a team learning classroom.

This presentation outlines the characteristics of a team learning classroom, its formative and summative assessment strategies, and integration of the flipped method. Participants will practice these methods and reflect on how they can use it in their own classes. A brief review of student learning outcomes and retention data will be provided as well. Presentation Outcomes: 1) Differentiate the team learning method from the traditional classroom model. 2) Integrate the recent research about the flipped classroom method with the team learning method. 3) Experience a team learning classroom. 4) Outline strategies in which participants can integrate team learning into a flipped classroom model. 5) Examine formative and summative forms of assessments that prepare students for a flipped, team learning classroom and which provide authentic assessment opportunities.

Concurrent Sessions: 2:00pm ~ 2:50pm

The End of Education, The Beginning of Learning (S204A)

David Taylor, Niagara University, Associate Professor, Criminology and Criminal Justice

Mitchell Alegre, Niagara University, Adjunct Professor, Management College of Business Administration

Christopher Sheffield, Niagara University, Executive Director of Planning and Assessment

Institutions of higher education are facing significant changes in regional demographics, rapid advances in technological change and access, and external pressures to reduce the costs and increase the value of a college education. The response of many institutions has been either to dig in their heels and hunker down or rush to create new and expanded programs without reconsidering the basic model and structures of the institution. This interactive presentation will engage participants in collaborative exploration and discussion about the future of higher education, reimagining what a college or university might look like as a learning-centered environment and community. Presenters will share several innovative student learning experiences they have piloted that are designed to facilitate learning and not measurement. At the end of this session, attendees will learn strategies for how to begin the conversations on their campuses and generate small learning projects that can yield transformative results.

Supporting the Changing Nature of Faculty in Institutions of Higher Education (S204B)

Michael Berta, Daemen College, Director, Center for Excellence in Teaching and Learning

Becca L. Bley, M.L.S., Daemen College, Reference and Instruction Librarian, Research and Information Commons

Bruce A. Shields, Ph.D., Daemen College, Associate Professor, Education Department

The demands and nature of being a faculty member are evolving rapidly. Massive shifts in information, technology, and learning theory come with increased demands on faculty to focus more on the media versus the message leaving them to wonder, “When will I be able to start teaching the content?” Reactive support models where technologists, librarians, and designers are on call for issues in the class leave faculty struggling with incorporating current technology and information skills effectively into their courses along with updating the relevance of their course content. This presentation proposes a more proactive model of embedded professionals that directly engage with students on projects and assignments under the guidance of the faculty member. By embedding the technologists and librarians into the course, they are more keenly aware of the course objectives, faculty direction, and needs of the students to better answer questions, provide supplementary instruction, increase student success, and course satisfaction. Audience members will participate through live discussion, polling, and twitter activities at key points of the session.

Power to the People: Scholar-Activism in the College Classroom (S204C)

Jeffrey Iovannone, Fredonia, Visiting Assistant Professor, Coordinator of Women's and Gender Studies Department, Interdisciplinary Studies

This presentation will discuss the benefits of incorporating scholar-activism projects (a type of service learning project) in the college classroom. Scholar-activism can be defined as a mode of learning in which students develop fluency in applying academic knowledge to real life situations outside of the classroom using a problem solving approach. The presenter uses the frameworks of anti-oppressive education and social justice pedagogy to establish a model for scholar-activism and then share examples of scholar-activism projects produced by students in my own courses across a variety of disciplines (English, History, Women's and Gender Studies, Ethnic Studies, and American Studies). Attendees will be asked to complete and discuss a brainstorming activity where they will identify a social justice issue they are passionate about, think of possible ways they could raise awareness about this issue in their community, and what specific knowledge they would need in order to do so. Attendees will leave the session with concrete ideas for incorporating scholar-activism projects into their own classrooms or campus organizations.

Panel Discussion: Innovations in Teacher Education (S204D)

Michael Jabot, Fredonia, Professor, Science Education, Curriculum & Instruction

Ann Deakin, Fredonia, Fredonia, Associate Professor, Geosciences

Patricia Isaac, Ph. D., SUNY Empire State College, Associate Professor, Teacher Education Programs

Tina Wagle, SUNY Empire State College, Chair, Associate Professor, School for Graduate Studies

Dr. Patricia Isaac, SUNY Empire State College, Associate Professor, School for Graduate Studies

Dr. Jelia Domingo, SUNY Empire State College, Assistant Professor, School for Graduate Studies

Central to teacher education and preparation is:

- The further development of effective teacher training for the diverse classroom;
- The development of caring, respectful and dedicated teachers;
- An alignment of courses with New York State's Educating All Students (EAS) assessment.

As a result of the above, teacher education has required educators to review course alignment and introduce technologies into coursework. Three presenters are joining forces to discuss their recent experiences with teacher education preparation that is inclusive of these development and alignment needs.

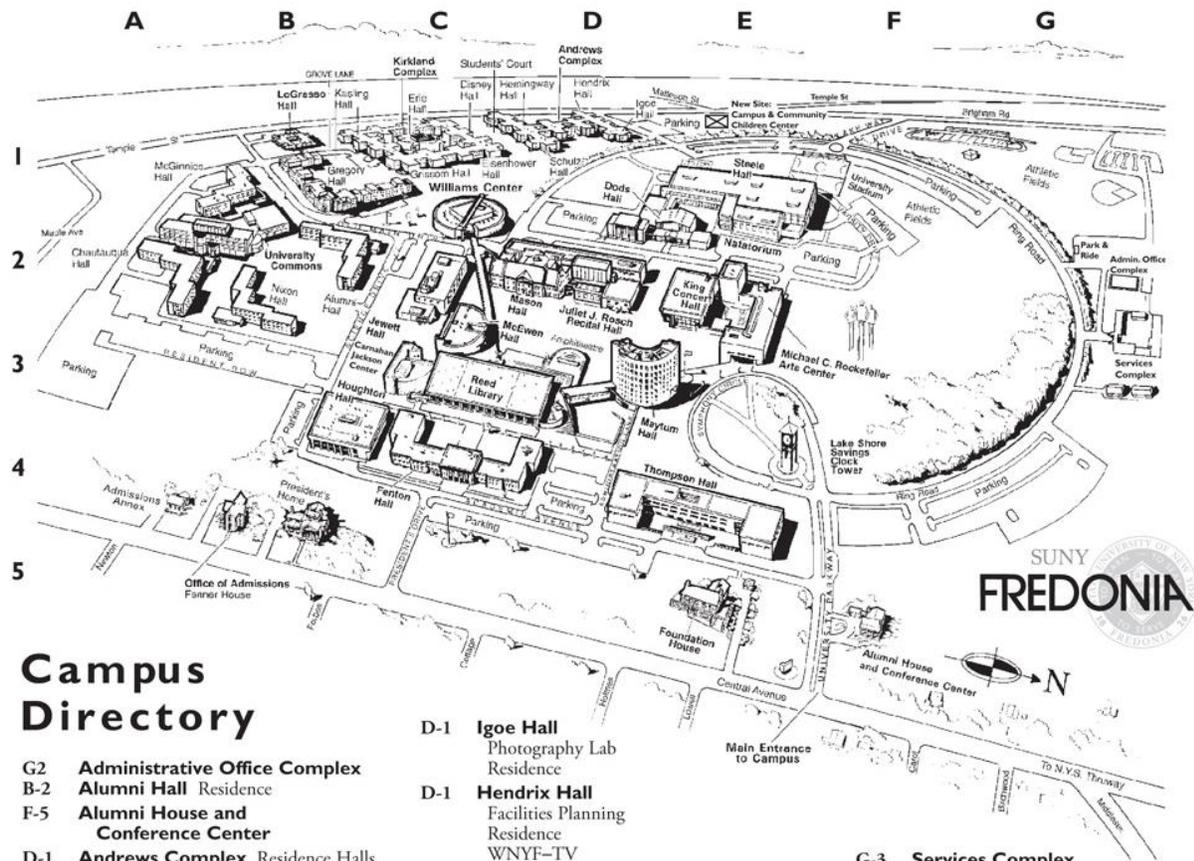
Michael Jabot, Professor Science Education, and Ann Deakin, Associate Professor Geosciences, both from Fredonia, will share the efforts being introduced into science methods courses that are designed to help introduce technologies into a place-based curriculum. The technologies that will be discussed are focused around ground truthing of remotely sensed data and the use of geospatial applications for the collection; analysis; and sharing of data. Opportunities for applying these technologies into other curricula will be discussed as well.

Patricia Isaac, Associate Professor Teacher Education Programs at SUNY Empire State College, will present on her experiences related to a review of first year courses in which it was concluded that pre-service teachers need to be active participants in the discussion on caring and caring teaching skills. Panel attendees will be introduced to and discuss the Educational Beliefs and Multicultural Attitudes Scale (EBMAS) survey that measures educational beliefs and multicultural attitudes and will have the opportunity to discuss how caring teaching practices were defined by pre-service and in-service teachers.

Tina Wagle, Chair & Associate Professor, and Dr. Jelia Domingo, Assistant Professor at SUNY Empire State College's School for Graduate Studies will join Dr. Patricia Isaac to present revisions of three foundation courses in their teacher education program to bring them into alignment with EAS. As a result of their presentation, panel attendees will become familiar with Social Justice Education and New York State teacher educator mandates, and will be given the opportunity to will explore the balance between teaching to support external mandates and original course intentions.

Closing Plenary: The Futures Initiative (#FuturesEd) 3:00 – 4:00 pm

In this plenary wrap-up, Professor Cathy N. Davidson will address the themes talked about throughout the first day of “Framing the Future: Teaching, Learning, Advancing.” She will also talk about The Futures Initiative that she will be directing at The Graduate Center, CUNY, a program designed to train the next generation of college professors by emphasizing new pedagogies, especially for peer-to-peer learning and new ways of moving from critical thinking to creative contribution. The Futures Initiative is part of a national #FuturesEd movement and faculty from SUNY Fredonia and other universities are warmly invited to be part of this participatory movement on behalf of higher education transformation.



Campus Directory

- G2 **Administrative Office Complex**
- B-2 **Alumni Hall** Residence
- F-5 **Alumni House and Conference Center**
- D-1 **Andrews Complex** Residence Halls
- E-1 **Campus & Community Children Center** (New Site)
- C-3 **Carnahan Jackson Center**
- C-2 **Centre Pointe Lounge** (Dining-Williams Center)
- A-2 **Chautauqua Hall** Residence
- B-2 **Cranston Marché** (Dining-University Commons)
- D-2 **Dods Hall** Physical Education
- C-1 **Erie Hall** (Dining)
- A-5 **Fenner House** Office of Admissions
- C-4 **Fenton Hall** Classrooms Offices Graduate Studies President's Office
- E-5 **Foundation House** Fredonia College Foundation Media Relations
- B-1 **Gregory Hall** Career Development Faculty Student Association Residence Life University Police
- C-2 **Horizon Room** (Dining-Williams Center)

- D-1 **Igoe Hall** Photography Lab Residence
- D-1 **Hendrix Hall** Facilities Planning Residence WNYF-TV
- B-4 **Houghton Hall** Sciences
- C-2 **Jewett Hall** Sciences
- D-2 **Juliet J. Rosch Recital Hall**
- E-2 **King Concert Hall**
- C-1 **Kirkland Complex** Residence Halls
- E-4 **Lake Shore Savings Clock Tower and Carillon**
- B-1 **LoGrasso Hall** Counseling Center Health Center International Education
- C-1 **Market Place at Erie** (Dining)
- D-2 **Mason Hall** School of Music
- D-3 **Maytum Hall** Computer Center
- C-3 **McEwen Hall** Classrooms Fredonia Radio Systems
- A-1 **McGinnies Hall** Environmental Health & Safety Residence
- E-3 **Michael C. Rockefeller Arts Center**
- E-2 **Natatorium**
- B-3 **Nixon Hall** Residence ResNet
- B-5 **President's Home**
- C-3 **Reed Library** Learning Center

- G-3 **Services Complex** Central Receiving FSA Commissary Grounds Heating Plant Maintenance
- E-1 **Steele Hall** Fieldhouse
- E-4 **Thompson Hall** Campus & Community Children Center (Existing) College of Education Media Center School of Business Social Sciences
- C-2 **Trendz** (Dining-Williams Center)
- B-2 **University Commons** Bookstore Convenience Store Cranston Marché-Dining Residence Starbucks Coffee
- F-1 **University Stadium**
- C-2 **Williams Center** Campus Life Office Centre Pointe Lounge-Dining Credit Union Horizon Room-Dining Lifelong Learning Trendz-Dining Volunteer Services