
PHENND

Philadelphia Higher Education Network for Neighborhood Development

2010 Annual Conference

Crossing Boundaries Through Partnership

Friday, February 26, 2010

Arcadia University



PHENND Staff

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Director

Jackie Lopez
AmeriCorps*VISTA

PHENND Co-Chairs

Dr. Ira Harkavy
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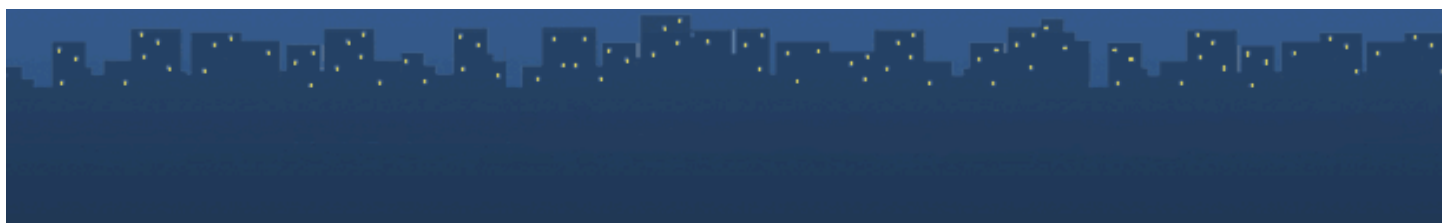
Dr. Marcine Pickron-Davis
Assistant to the President for Community Engagement and Diversity
Initiatives
Widener University

Dr. Karen Tidmarsh
Dean of the College
Bryn Mawr College

Dr. Suzanne Rocheleau
Associate Dean, Pennoni Honors College
Drexel University

Dr. Virginia Johnson
Director, Faith-Justice Institute
Saint Joseph's University

Dr. Joy Charlton
Lang Center for Civic and Social Responsibility
Swarthmore College



Our Mission

The Philadelphia Higher Education Network for Neighborhood Development (PHENND) is a consortium of 34 colleges and universities in the greater Philadelphia area. PHENND works to build the capacity of its member institutions to develop mutually beneficial, sustained, and democratic community-based service-learning partnerships. The consortium actively seeks to revitalize local communities and schools and foster civic responsibility among the region's colleges and universities.

Higher educational institutions can function as permanent anchors and partners for community improvement. Moreover it is deeply in their interests to do so; their futures are intertwined with that of their neighborhoods. PHENND provides a vehicle for coordinating and, where appropriate, combining the efforts of higher eds so that they can make a significant contribution to improving the entire Philadelphia region.

Our History

The Philadelphia Higher Education Network for Neighborhood Development (PHENND) began in 1987 with representatives from five colleges and universities. In the spring of 1991, interest in PHENND began to increase, witnessed by an organizational meeting that drew over twenty participants from higher educational institutions throughout the area. In 1992, PHENND co-sponsored and was the lead organization of Philadelphia's Summer of Service Project, part of an initial effort in President Clinton's National Service Program. The program, Immunize Children At-Risk Early (ICARE), involved the coordination of 12 higher educational institutions through PHENND, the City's Health Department, the Greater Philadelphia Urban Affairs Coalition, and the School District of Philadelphia, as well as other organizations. In 1993, PHENND began to hold regular meetings and policy workshops with local, state, and federal officials.

Metropolitan-area higher ed collaboration was strengthened in 1994 when several Philadelphia-area institutions received grants through Pennsylvania Cam-



pus Compact to develop a corps of part-time service scholars. Managing the only part-time corps in the nation, the Philadelphia program coordinators met regularly, helping solidify a regional approach to national service. The program was so successful it became a model for the current "Ed-only" AmeriCorps award, administered by the Corporation for National Service.

In 1997, PHENND received a major grant from the Corporation for National Service as part of the first round of higher education consortia awards under the Learn and Serve program. Since that time, PHENND has grown from an organization of five colleges and universities to over 40 and from 25 individuals to over 3,000.

Since 1997, PHENND has held an annual conference, which draws higher ed faculty, students, and administrators as well as representatives of community based organizations and public schools to discuss issues pertaining to campus-community partnership. Last year, PHENND's Tenth Annual Conference, which drew participants from Southeastern Pennsylvania and Southern New Jersey, focused on "Mobilizing Our Assets: Intellectual, Financial and Institutional." Keynote speaker Karen Gross, President of Southern Vermont College, gave a provocative talk about the language of money and we who desire to help low-income families need to adapt to new economic realities.

Currently, PHENND is embarking on a new three-year program entitled "Higher Education as Guides to the Credit Path." With funding from Learn and Serve America, and in partnership with Drexel University's Center for Civic Engagement, PHENND will develop and expand four regional campus-community partnership initiatives focused on key areas of economic recovery: food stamp enrollment, income tax assistance for low-income families, financial education, and micro-entrepreneurship training. Each of these areas sits along a continuum of asset development, The Credit Path, which moves families from financial uncertainty to self-sufficiency. Layered across each of these regional partnerships, PHENND will also build capacity of partnering nonprofits and their affiliates through a series of targeted programs: capacity-building workshops, student internships, and student leadership development.





Nicole Webster, Ph.D.

Nicole Webster is an Associate Professor at the Pennsylvania State University with over 8 years of academic research and teaching experience in both formal and non-formal sectors. She has substantial experience in the design of civic engagement/public scholarship programs and evaluations for communities, universities and youth development organizations domestically and internationally. She is an academician with substantial hands-on experience in community based research who consistently and successfully orchestrates and implements research programs and projects that revitalize organizational performance and human capacity.

Her research primarily cuts across the youth/young adult population in marginalized communities and understanding how engagement impacts their social and personal development. Nicole has had the opportunity to work in various school and community based settings to see how this powerful tool called engagement (service learning) empowers the lives of young people.

Acknowledgments

PHENND would like to thank the following individuals and organizations for helping make this conference a success.

- Learn and Serve America for its financial support of this conference;
- Cindy Rubino, Debbie Blackstock, Alex Kane, and the entire Arcadia University community;
- Keynote speaker Dr. Nicole Webster
- All of our many workshop presenters;



Agenda at-a-glance

- 8:30 Registration & Continental Breakfast (Landman Library)
- 9:00 Welcome and Opening
Hillary Kane, Director, PHENND
Jan Walbert, Vice President for Student Affairs, Arcadia University
- 9:20 Opening Keynote: "Problematizing Service-Learning" presented by Nicole Webster, Penn State University
- 10:20 Break
- 10:30 Workshop Series I
- Food Stamp Enrollment Program: Challenges & Successes (Stockton College)
 - Challenges and Benefits of Implementing the Inside-Out Prison Exchange Program (Widener University)
 - The Growing Divide: Understanding Economic Inequality (Campaign for Working Families)
 - How to Improve Diversity Sensitivity and Integrate Community Outreach (Canisius College)
- 12:00 Lunch & PHENND Strategic Planning Session (Landman Library)
- 1:45 Workshop Series II
- Partnering Within to Help Out: Cross-Campus Partnerships to Enhance Community Engagement (Bryn Mawr College)
 - Developing Global Competence in Students for Success in the 21st Century (Eastern University)
 - The Role of Higher Education Institutions in Developing Leaders focused on Social Justice (LIFT-Philadelphia)
 - A Middle School-University Partnership for and with English Language Learners (West Chester University)
- 3:00 Break
- 3:15 Workshop Series III
- Service-Learning Research at Health Science University (University of the Sciences in Philadelphia)
 - Engaging Underserved Students: Preparing for the Digital Workforce (Penn State Abington)
 - Creating Community from the Inside Out (Bryn Mawr College)
- 4:45 Wrap-Up (CHAT Meeting Room)



Workshop Series I: 10:30-11:45 AM

Food Stamp Enrollment Program: Challenges & Successes *presented by Tara Ronda and Roni Bier, Stockton College (Room: CHAT Meeting Room)*

This workshop will provide a broad overview of critical participants, planning steps, training and orientation, and reflection activities involved in developing a Food Stamp Enrollment/Pre-screening project based on the NJ Learning to End Hunger model. Participants will engage in a “walk in their shoes” reflection activity, which will allow attendees to view the social services system from the point of view of a community member who is food-insecure and is attempting to obtain assistance from a county or state program. Following the activity, we will discuss the ways in which strong campus-community partnerships can benefit people who need help feeding themselves and/or their families. *[Note: This project is currently receiving funding through PHENND’s Higher Education as Guides to the Credit Path program funded by Learn and Serve America.]*

How to Improve Diversity Sensitivity and Integrate Community Outreach presented by Dr. Lisa Ann Haeseler, Canisius College (Room: Kuch 204/206)

Dr. Haeseler will present her students’ social justice/service-learning class reflections. Her students created their own children’s books on many different social justice topics regarding how to help, through literature, children and families coping with tough life situations such as issues of domestic abuse, loss and grief, disabilities, self-esteem, and other multicultural aspects. She will also present her students’ children’s book creations with their corresponding lesson activities. Finally, she will share her four research publications that detail how to build community outreach partnerships as well as how to improve classroom diversity for children, in particular, diversity sensitivity for children at risk, and other under-represented populations.

The Growing Divide: Understanding Economic Inequality presented by Elly Porter-Webb, Campaign for Working Families and Patrice Green, Bread and Roses Community Fund (Room: University Room)

This workshop will use methods of popular education to engage participants in a journey to better understand the reality of economic inequality in the US. Par-



Participants will actively participate in group exercises and have space to share stories to better understand economic inequality beyond statistics. In this workshop the group will review recent changes in income and wealth distribution and examine the rule changes that have fueled inequality. Additionally, there will be space for discussion on how campuses and community partners can work together to create economic justice. *[Note: This project is currently receiving funding through PHENND's Higher Education as Guides to the Credit Path program funded by Learn and Serve America.]*

Challenges and Benefits of Implementing the Inside-Out Prison Exchange Program presented by Dr. Kathryn Healy, Dr. Sidney Jacobs, and Dr. Arlene Dowshen, Widener University (Room: Beaver College Room)

The members of this panel will provide an overview of the Inside-Out Prison Exchange Program. Examples of the challenges, benefits and transformative value of traditional University students and Incarcerated students attending semester length University level classes inside the prison will be drawn from both the University and the community partner perspective. Our presentation will address the basics for beginning an I-O Program on a college campus and the philosophy of the program developed at Temple University. Dr. Jacobs' recent ethnographic study of the reentry of 35 African American men will augment current research on programming for prison time as well as reentry. We will describe how interested faculty at Widener University gained support from both the University and the Prison before each of the four courses we have taught, collaboration between faculty and prison staff while teaching an I-O course, and the necessary steps to insure continuing support for the program in both institutions.

Workshop Series II – 1:45-3:00 PM

A Middle School-University Partnership for and with English Language Learners: Service-Learning and Internships presented by Dr. Andrea Varricchio, West Chester University and Angela Della Valle, Upper Merion Area Middle School (Room: CHAT Meeting Room)

The collaboration between the English as a Second Language (ESL) Program at Upper Merion Area Middle School and ESL teacher Angela Della Valle and the advanced Spanish students of Dr. Andrea Varricchio at West Chester Uni-



versity began as a problem-based service-learning project to demystify higher education for immigrant English language (ELL) middle school students and their parents. The second phase of the collaboration included a mentoring project which has led to bilingual tutoring internships at the middle school. The session will describe the three phases of the collaboration, the benefits to middle school and university students, as well as lessons learned from the instructors' perspective. The project represents a successful collaboration between immigrant students and those who are native speakers of English.

The Role of Higher Education Institutions in Developing Leaders focused on Social Justice presented by Ashley Gunn and Joshua Romalis, LIFT-Philadelphia; and Brian Ritterpusch, Messiah College (Room: Kuch 204/206)

LIFT-Philadelphia's mission is to combat poverty and expand opportunity for all people in Philadelphia. We envision a day when all people in Philadelphia will have the opportunity to achieve economic security and pursue their life goals. LIFT-Philadelphia recruits and trains a diverse corps of undergraduates who make a rigorous and sustained commitment to service while in school. Our student leaders gain the direct exposure, insight and compassion necessary to be lifelong advocates for systemic change on poverty policy, regardless of the professional path they ultimately pursue. LIFT will show workshop participants how their model has proven to be effective in developing leaders committed to social justice while also providing valuable and effective services to the community.

Partnering Within to Help Out: Cross-Campus Partnerships to Enhance Community Engagement presented by Rosa Quintana, Diana Vergara, and Eleanor Chong, Bryn Mawr College and Phyllis Mason, CADCOM (Room: CHAT Meeting Room Annex)

The workshop will focus on the recruitment and training of VITA volunteers at Bryn Mawr College, in particular on our current goals to build the cultural competency of our student volunteers and to assist CADCOM in their efforts to better serve Norristown's Latino community. Participants will examine the program's logic model, hear about our progress thus far, discuss real life scenarios of volunteer experiences related to cultural awareness and offer feedback to the presenters about the challenges we have experienced.



Developing Global Competence in Students for Success in the 21st Century presented by Dr. J. Nathan Corbitt, Eastern University (Room: Beaver College Room)

This workshop presents research on global awareness among high school students from Philadelphia urban and Pennsylvania suburban schools. With an increasing number of volunteers and staff working in cross-cultural contexts, motivations, assumptions and prejudices can create ineffectiveness and conflicts between volunteers, staff, and students. This workshop looks at the role of staff in mentoring youth and provides strategies for training, orientation and development of the cross-cultural mentor. Learn concrete strategies for improving global awareness and cross-cultural skill building that can be used in the classroom or community setting.

Workshop Series III – 3:15-4:30 PM

Service-Learning Research at a Health Sciences University presented by Dr. Joseph Ruane, Dr. Michelle Ramirez, Dr. Amy Janke, and Dr. Carol Maritz, University of the Sciences in Philadelphia (Room: CHAT Meeting Room Annex)

A panel presenting four service-learning projects in differing academic disciplines and service venues of students at a health science university. Projects include: an upper-level, undergraduate Health Psychology class using service-learning to provide an introduction to the application of psychological principles to health and healthcare, and examine health behaviors so students could understand how they can either help maintain wellness or foster illness; an anthropology project entailing ethnically diverse female students doing a project with a Muslim Student Association; a sociology class with Hindu, Muslim, African American and other cultures analyzed service settings for organizational structure as they performed their service obligations; and occupational and physical therapy service-learning course in clinical settings will be described.



Engaging Underserved Students: Preparing for the Digital Workforce presented by Ed Green, Penn State Abington, and Klaudia Breslavets and John Russella, NEXTERN (Room: Beaver College Room)

Failure to engage underserved students effectively in technological pursuits is recognized as one of the most significant threats to continued American economic competitiveness. This presentation describes an original model involving business, university, community, and public education to create a success-oriented pathway to the 21st century digital workforce.

Creating Community from the Inside Out: Breaking Down the Barriers to Cross-Constituency Partnerships on a College Campus presented by Maggie Powers, Gabrielle Farrell, and Dr. Alice Lesnick, Bryn Mawr College (Room: CHAT Meeting Room)

The workshop will explore how participants in two programs within Bryn Mawr College's Teaching and Learning Initiative (TLI) have formed cross-role partnerships among staff, students and faculty in order to exchange knowledge, build relationships, and challenge hierarchies based on limiting beliefs about who has the authority to teach and an opportunity to learn. A team of TLI students, staff, and faculty will share experiences and discuss the barriers we have encountered in challenging social structures on campus by redefining both roles and knowledge. Workshop participants will engage in an activity designed to highlight the simplicity and power of sharing knowledge which is essentially socially distributed as a way of starting to build a more respectful campus community from the inside out, as well as brainstorm possibilities for taking these ideas to other institutions. Our goal is that participants will leave with a sense of connection to a larger teaching and learning network that is working to build community and foster educational access from the inside out, one partnership at a time.



Presenter Biographies

Roni Bier has been the Service-Learning Assistant at Stockton since 2008. She is currently an undergraduate student majoring in Literature and will graduate this May. She expects to pursue doctoral studies in Literature beginning in Fall 2010.

Klaudia Breslavets is a Business Systems Analyst and a participant in the Technology Leadership Program at a Philadelphia region financial services company. Her interests include social issues with technology including the digital divide, and traveling. Klaudia graduated from Penn State University with a bachelors degree in Information Sciences & Technology and a minor in Business.

Eleanor Chong is a sophomore at Bryn Mawr college, originally from Philadelphia, PA. She serves as a student coordinator for the VITA (Volunteer Income Tax Assistance) program at Bryn Mawr.

Dr. J. Nathan Corbitt is Professor of Cross Cultural Studies at Eastern University. He came to Eastern University in 1992 after eleven years of overseas service in Africa. Currently he teaches in the Master of Arts in Urban Studies program, coordinates the Arts in Transformation concentration, and teaches in the Cross-Boundaries program of the University. In 1997, Dr. Corbitt co-founded [BuildaBridge](#) a legally registered public charity that uses the arts to bring hope and healing to the world's most vulnerable children and youth through the life changing power of the arts.

Angela Della Valle has been teaching English as a Second Language for the past fifteen years, and has worked with diverse learners from the five continents in both the public school setting and for non-profit community-based programs. She currently teaches English as a Second Language Reading and English classes at Upper Merion Area Middle School. She received her B.A. in Early and Middle Childhood Urban Education at the Pennsylvania State University, and went on to complete her M.A. in TESOL at the West Chester University. She is particularly interested in how students' native language literacy impacts second language acquisition.

Arlene Dowshen, Ed.D., is an Associate Professor of Mathematics Education and the Coordinator of the Academic Service-Learning Faculty Development Program at Widener University.

Gabrielle Farrell is a sophomore at Bryn Mawr College majoring in both Political Science and French. She aspires to go to law school after graduation.

Ed Green joined the Penn State Abington IST faculty in the fall of 2001 after completing a 25+ year career with Lockheed Martin. He has over 40 years of industry experience in advanced, highly complex information technology systems in a broad variety of application domains. His areas of technology experience are distributed information systems, enterprise application integration, data and database management, information flow and usage in organizations, integration of large-scale information systems, and the interfacing of information between computers and the people who use them. Mr. Green is particularly interested in the social aspects of information technology, especially computer ethics, information protection, and (public) technology policy. His current focus is community outreach, information technology public policy, information technology as it pertains to US economic competitiveness, and the accompanying social consequences, including sustainable (green) computing. His current research activi-



ties focus on closing the digital divide in disadvantaged and under-served communities. Mr. Green is a member of ACM, IRMA and IEEE. He was named a Penn State Public Scholarship Associate in 2003 and has been a contributor to the Smeal College Entrepreneurship Project. Mr. Green has been a presenter at the 2004 PAACE Conference as well as at the 2006, 2007, and 2009 National Outreach Scholarship Conferences.

Patrice Green is the Director of Grantmaking & Capacity Building at Bread & Roses Community Fund. In that capacity, she oversees the grants and scholarship program and the administration of technical assistance and capacity building through the Barbara Smith Community School. Prior to working at Bread & Roses, Patrice worked with local grassroots organizations doing community outreach for a Philadelphia community development corporation. As a graduate of the University of Pennsylvania with a B.A. in political science and a Master of Governmental Administration, Patrice is continually striving to use her education and commitment to public service to create equal access to resources and opportunities for all.

Ashley Gunn is the North Philadelphia Site Coordinator of LIFT-Philadelphia. Ashley Gunn is a recent graduate from the University of Florida where she received her Bachelor's Degree in English with a minor in Organizational Leadership for Non-Profits. Most of her involvement while at Florida was through her school's Center for Leadership and Service where she participated in alternative spring break programs, planned campus wide community service events, led an organization that prepares future non-profit leaders, and helped other students get involved in the Gainesville community. Ashley joined LIFT in July 2008.

Dr. Lisa Ann Haeseler is a Professor of Childhood Education in the School of Education and Human Services at Canisius College, located in Buffalo, NY. She has been teaching education and human services courses for the last eleven years and enjoys teaching her students as well as being a published author for issues regarding children and families at risk and how school teachers can help kids through community outreach.

Kathryn Healey, Ph.D. is a Professor of Psychology at Widener University. Her areas of interest are primarily prison-based teaching, and clinical and health psychology with a particular focus on research and clinical applications of neurofeedback.

Sidney Jacobs, Ph.D. is an Assistant Professor of Sociology at Widener University. His areas of interest are race, class, gender and deviance. He is a 13-year veteran of the Air Force, Delaware Air National Guard and the Delaware Army National Guard.

E. Amy Janke is a health psychologist and assistant professor at the University of the Sciences in Philadelphia. Her research targets the intersection of health behaviors, psychosocial risk factors, and chronic disease with a focus on chronic pain and obesity. She teaches courses in Health Psychology, Psychopathology, and Counseling Theory.

Alice Lesnick, Ph.D., serves as Senior Lecturer in Education and Director of the Bryn Mawr/Haverford Education Program. She teaches courses including Critical Issues in Education, Literacies and Education, Qualitative Research, Empowering Learners: Theory and Practice of Extra-Classroom Teaching, and the Senior Seminar for students completing the Minor in Educational Studies. In addition, Alice is Faculty Coordinator of Staff/Student Partner-



ships through the Teaching and Learning Initiative and engaged in a participatory action research assessment of the program's impact. She regards dialogue and collaboration as the hallmarks of education and social change.

Carol A. Maritz, PT, EdD, GCS is an Associate Professor of Physical Therapy at USP. She has actively involved in community-based service-learning projects since arriving at USP in 2001. She is one of the co-founders of the Mercy Physical Therapy Clinic for the Uninsured developed in 2003. The clinic was developed to provide students the opportunity for hands-on practice with real patients who need physical therapy services.

Phyllis Mason is the Director of Asset Development at Community Action Development Commission (CADCOM). She is an active member of the Montgomery Tax Coalition and serves as a VITA program coordinator.

Elly Porter-Webb is the Volunteer and Special Projects Coordinator for The Campaign for Working Families (CWF). Each year she recruits and coordinates over 600 volunteers who provide a free tax preparation service and assistance applying for public benefits. She has been working with CWF for 3 tax seasons and recently launched an Economic Justice Coalition dedicated to heightening awareness about economic inequality by spreading workshops, similar to the one today, to communities across the city. Elly has a B.A. in Women's Studies and Spanish and in addition to coordinating volunteers she is engaged in local and national advocacy for working families.

Maggie Powers is a senior psychology major and education minor at Bryn Mawr College. She has been participating in the Teaching and Learning Initiative since her freshman year and currently coordinates the TLI Computing Programs. She is passionate about education and dedicated to creating collaborative spaces that encourage meaningful teaching and learning exchanges.

Rosa Quintana is a second year graduate student at Bryn Mawr Graduate School of Social Work and Social Research. In May 2010 she receiving a Masters of Social Service and a Masters of Law and Social Policy. As an intern at the Bryn Mawr College Civic Engagement Office, she supervises two VITA (Volunteer Income Tax Program) student coordinators.

Michelle Ramirez, PhD, is a medical anthropologist and assistant professor at USP. Her areas of research include gender & health, sexuality, cross-cultural healing in Mexico and with U.S.Latinos. She teaches courses in Medical Anthropology, Research Methods, and Women's Studies.

Brian Ritterpusch is a Junior Humanities major at Messiah College from Frederick, Maryland. He joined the LIFT team to match his interests in human rights/social justice with his desire to make a difference in North Philadelphia. Along with LIFT, he also writes for "The Broad Street Journal" a student led publication that discusses life in Philadelphia.



Josh Romalis is the Executive Director of LIFT-Philadelphia. Josh joined LIFT in 2008 and directs LIFT-Philadelphia's citywide operations. Josh earned his Bachelor's degree in Industrial and Labor Relations from Cornell University and his Masters degree in Intercultural Management from the School of International Training in Brattleboro, VT. Prior to LIFT, Josh served as Associate Director for the Peace Corps in Guinea, West Africa, where he supported the efforts of Small Enterprise Development Volunteers placed throughout the country. Before leaving for Guinea, Josh was the Director of Community Outreach with the SHARE Food Program in Philadelphia.

Tara Ronda has been the Service-Learning Coordinator at Stockton College since 2001. Her research interests include the cognitive/affective impacts of S-L on nontraditional students and the ability of S-L to help student-veterans reintegrate into their communities. She has been published in Academic Exchange Quarterly, New York Spirit Magazine, and the Journal of Physical Therapy Education and is currently pursuing her M.A. at Rowan University.

Joe Ruane, PhD, is a Professor of Sociology and Health Policy at the University of the Sciences in Philadelphia (USP). Research areas include Sociology of Occupations, Organization, Race, Culture, Religion and Urban Sociology. He has included service-learning research in courses for over 20 years.

John Russella is an information technology professional currently working in the life insurance industry as an ETL/Business Intelligence Developer. He graduated with Highest Distinction from the Pennsylvania State University College of Information Sciences & Technology focusing on Usability Engineering and Social Computing. John is a graduate of the Schreyer Honors College, with an undergraduate thesis entitled Recommendations for Bridging the Digital Divide through Community Based Initiatives.

Andrea Varricchio, Ph.D., Professor of Spanish and Linguistics in the Department of Languages and Cultures at West Chester University of Pennsylvania, teaches undergraduate and graduate level courses in Spanish language and linguistics, and Spanish for business and the professions. The Pennsylvania and West Virginia Campus Compacts, the New England Resource Center for Higher Education, and the Pennsylvania State System of Higher Education awarded her grants for the integration of service-learning and technology in her classes. Dr. Varricchio has presented at numerous conferences and has published in the fields of foreign language methodology, service-learning, and functional linguistics. She currently serves as Spanish Music Review Editor for the Culture Club of the National Capital Language Resource Center of Georgetown University, The George Washington University, and the Center for Applied Linguistics in Washington, D.C.

Diana Vergara is a sophomore at Bryn Mawr College. She is a volunteer interpreter/translator and tax assistant at the Norritown VITA site.



Campus Map



Landman Library (including Beaver College Room & University Room) —10

Kuch Recreation & Athletic Center —13

Dining Complex (including CHAT Meeting Room and Annex) —6

