

SARAH E. DECAPUA
CURRICULUM VITAE

University of Connecticut
Department of English
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EDUCATION

- 2016 PhD, Composition & TESOL
 Indiana University of Pennsylvania; Indiana, PA
 Dissertation: *Student response to written teacher feedback in First-Year Composition: Defining what students find useful & whether they believe it improves their writing*
- 1993 MAT, Secondary Education (English)
 Sacred Heart University; Fairfield, CT
 Thesis: *Self-esteem: Helping your students to feel, act, and think like winners*
- 1990 BS, English and Secondary Education
 Springfield College; Springfield, MA

PROFESSIONAL EXPERIENCE

- 2024- Associate Professor in Residence, First-Year Writing Program
2018-2024 Assistant Professor in Residence, First-Year Writing Program
 University of Connecticut – Storrs, CT
 Department of English
 Courses:
 ENG 1003 (Academic Literacies for Multilingual Students)
 ENG 1004 (Introduction to Academic Writing)
 *ENG 3015W (Writing Across Cultures)
 *ENG 6550 (Seminar in Rhetoric and Composition)
 ENG 1003 is for multilingual students who are transitioning to primarily English academic discourse, as well as for students who have been placed in the course by standardized test scores and written self-placement tests.

The course provides students more experience writing extended essays for an American university audience.

ENG 1004 provides students with further experience with expectations of college-level writing in a supportive environment with extra feedback from instructors. The course guides students in developing their writing practices and introduces them to meaningful participation in critical conversations.

*ENG 3015W is investigation of linguistic diversity and how persuasion is used in conversations related to diverse linguistic issues.

*ENG 6550 is intensive investigation of an area of specialization within Rhetoric and/or Composition. Focus on second language literacy and directed investigation of international writers, their unique approaches to writing in English, and foundational research for response to and assessment of that writing.

*This course was created and developed by me.

2017-Present Adjunct Instructor

North Central Texas [Community] College — Gainesville, TX

Department of English, Speech, and Foreign Languages

Courses:

ENG 0300/0305 (Fundamentals of English I/II)

ENG 1301 (Composition I)

ENG 1302 (Composition II)

ENG 2311 (Technical & Business Writing)

ENG 0300 provides students the opportunity to practice basic grammar skills, then move to advanced topics, including modifiers and parallelism. I taught this course face to face in 2017-2018.

ENG 0305 students learn to compose unified, well-developed essays with an introduction, a body, and a conclusion. The thesis statement and topic sentences are emphasized. I taught this course face to face in 2017-2018.

ENG 1301 is intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Effective rhetorical choices, including audience, purpose, arrangement, and style are emphasized. Students focus on writing the academic essay as a vehicle for learning, communication, and critical analysis. I teach this course online.

ENG 1302 is intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. I teach this course online.

ENG 2311 is designed with a focus on writing the types of documents necessary to make decisions and take action on the job, such as proposals, reports, instructions, policies and procedures, e-mail messages, letters, and

descriptions of products and services. Students practice the individual and collaborative processes that are involved in the creation of ethical and efficient documents. I have taught this course both face to face and online.

- 2016-2018 Visiting Assistant Professor, Assistant Director First-Year Composition
Texas Woman's University – Denton, TX
 Department of English, Speech, and Foreign Languages
 Courses:
 ENG 1013 (Composition I)
 ENG 1023 (Composition II)
 ENG 2393 (Introduction to Literature by Women)
 ENG 6913 (Graduate Independent Study)
 ENG 1013 is theory and practice of written and oral exposition and research in traditional and electronic environments; rhetorical principles and organization in practice. Core Composition requirement. ENG 1023 is theory and practice of critical exposition and rhetorical analysis in traditional and electronic environments; composing persuasive and investigative texts based on research. Core Composition requirement. ENG 2393 (Online) is an introduction to important works of literature by women. The course can be organized by theme, topic, genre, ethnic group, or nationality.
 ENG 6913 (Online) is an intensive investigation of a literary, rhetorical, or linguistic area. Focus on instructor response to the writing of non-native English-speaking students.
- Assistant Director of FYC duties include mentoring, observing, and evaluating GTAs, adjunct faculty, and dual-credit instructors who teach in the FYC program; participating in programmatic assessments to meet both university and state standards; providing administrative support for the director of FYC; leading professional development workshops; demonstrating continued engagement with current practices and theories in the discipline; and serving on related departmental committees.
- 2013-2016 Adjunct Instructor
Southern Connecticut State University — New Haven, CT
 First-Year Experience program and English Department
 Courses:
 INQ 101 (Introduction to Intellectual & Creative Inquiry),
 ENG 112 (Writing Arguments)
 INQ 101 (Introduction to Intellectual and Creative Inquiry) is a seminar designed to assist first-year students in the process of becoming academically and socially engaged members of the university community.

Course topics and themes center around the development of the critical thinking and academic inquiry skills necessary to succeed at the university. Students reflect on their own lives and their reasons for attending college, and think about their future in relation to their interests and educational goals. Teacher responsibilities include academic advising. ENG 112 (Writing Arguments) develops students' analytical reading and writing skills with a focus on intellectually demanding texts, with an emphasis on source-based argument writing.

2015–2016

Adjunct Instructor

University of New Haven — West Haven, CT

Department of English

Courses:

ENGL 1104 (Developmental Writing for International Students)

ENGL 1110 (Composition and Literature)

ENGL 1104 is for international students. This course is designed to increase awareness of the structure of English. It includes intensive practice in writing to improve the student's ability to construct effective sentences, paragraphs, and short essays.

ENGL 1110 is a course which provides students guided practice in textual analysis, synthesis, and more sophisticated research practices.

2012–2013,

Full-time Instructor

2010–2011

Southern Connecticut State University — New Haven, CT

First-Year Experience program and English Department

Courses:

INQ 101 (Introduction to Intellectual and Creative Inquiry)

ENG 110 (Composition Writing Lab)

ENG 112 (Writing Arguments)

INQ 101 introduces students to college work through immersion in it and support through it. Included academic advising to explore majors, courses, support services, and more.

ENG 110 offers individual guidance to students in need of intensive training and practice in basic writing skills before taking ENG 112.

ENG 112 offers development of critical reading and writing skills with a focus on intellectually demanding texts. The course emphasizes source-based argument writing.

2009–2010

Adjunct Instructor

Fairfield University — Fairfield, CT

English Department, Division of Languages

Courses:

ENG 11 (Composition and Prose Literature)

ENG 12 (Introduction to Literature & the Research Paper)

Southern Connecticut State University — New Haven, CT English Department, Division of Languages.

Courses:

ENG 111 (Composition I)

ENG 112 (Composition II)

At both Fairfield University and Southern, course concentrations in ENG 11/ENG 111 include planning, writing, and revising compositions, emphasizing both the development of critical/logical thinking skills, and analytical, evaluative, and persuasive arguments; research and documentation. At Fairfield, ENG 12 is a continuation course, taught in the spring. Focus is on introduction to literature; writing about literature; in-depth research and documentation. At Southern, ENG 112 extends students' abilities to analyze nonfiction and includes a major research and documentation component.

2004–2006

Adjunct Instructor

Pikes Peak Community College — Colorado Springs, CO

English Department, Division of Languages

Courses:

ENG 121 (Composition I)

ENG 122 (Composition II)

Course concentrations included planning, writing, and revising compositions, emphasizing both the development of critical/logical thinking skills, and analytical, evaluative, and persuasive arguments; research and documentation; writing about literature.

1999–2016;

Independent Editor and Author

2020-2021

Project manager for as many as sixty books per year, from initial manuscript to bound book. Line editing, copyediting, and proofreading of fiction and nonfiction titles through various stages of production. Author of more than forty nonfiction books for students at various grade levels, subjects include biography, geography, history, and civics.

1995–1999

Associate Editor

Grolier Children's Publishing, Inc. — Danbury, CT

Editing and production for thirty-six nonfiction series titles per year, from manuscript to bound book. Creation and development of three nonfiction series.

1994–1995

Editorial Assistant

The Millbrook Press, Inc. — Brookfield, CT

All in-house proofreading, copyediting, and tracking of manuscripts through the production process.

- 1993 Editorial Coordinator
Newfield Publications — Shelton, CT
 Organizing and tracking of editorial projects. Editing, researching, and Americanizing selections for the *Young Students Learning Library* encyclopedia.
- 1992–1993 MAT Internship
Shelton High School — Shelton, CT
 Teacher, English and American literature
- 1992–1994 Freelance Editor
Greenwood Publishing Group, Inc. — Westport, CT
 Proofreading and copyediting of scholarly and professional manuscripts.
- 1990–1992 Tutor
Shelton High School — Shelton, CT
 English, grammar, and American literature

PUBLICATIONS

Lassiter, T., DeCapua, S., & Ellenberger, M. (2024, August 5). The AP scoring exam experience. *Two Profs from Ohio*. Invited contribution.

[The AP Exam Scoring Experience – Two Profs from Ohio \(wordpress.com\)](#)

Jeon, H., & DeCapua, S. (2024, Spring). Transforming feedback practices through the use of screencast video feedback in L2 writing classrooms. *Journal of Response to Writing*: Vol. 10: Iss. 1, Article 3.

<https://scholarsarchive.byu.edu/journalrw/vol10/iss1/3>

DeCapua, S., & Jeon, H. (2024, April 4). Transforming feedback practices with screencast video. *FYW Blog*.

[FYW Blog | First-Year Writing \(uconn.edu\)](#)

DeCapua, S. E. (2023, May 10). The day no students came to class . . . or did they? *Inside Higher Ed*.

[What an instructor learned from an empty classroom \(opinion\) \(insidehighered.com\)](#)

DeCapua, S. E., & Azizoglu, E. B. (Eds.) (2022). *Global and transformative approaches toward linguistic diversity*. IGI Global.

[Global and Transformative Approaches Toward Linguistic Diversity: 9781799889854: Education Books | IGI Global \(igi-global.com\)](#)

DeCapua, S. E. (2022). (Not) lost in translation: Multilingual students, translation, and translanguaging in first-year writing. In S. E. DeCapua & E. B. Azizoglu (Eds.), *Global and transformative approaches toward linguistic diversity* (pp. 206-222). IGI Global.

DeCapua, S. (2022, January 3). Write around the room. *Two Profs from Ohio*.
[Write Around the Room – Two Profs from Ohio \(wordpress.com\)](#)

Amicucci, A. & DeCapua S. (2021, December 7). Consider accountability emails in place of a writing group. *Inside Higher Ed*.
[Consider accountability emails in place of a writing group \(opinion\) \(insidehighered.com\)](#)

DeCapua, S. (2021, March 11) Dear diary: Will my students ever annoy me again? *Inside Higher Ed*.
[A professor finds herself no longer as annoyed by her students as she used to be \(opinion\) \(insidehighered.com\)](#)

DeCapua, S. (2021). Rhetorical evolution in crisis times: A writing teacher's self-investigation. In E. B. Hanci-Azizoglu & M. Alawdat (Eds.), *Rhetoric and sociolinguistics in times of global crisis* (pp. 195-213). IGI Global.
[Rhetoric and Sociolinguistics in Times of Global Crisis: 9781799867326: Social Sciences & Humanities Books | IGI Global \(igi-global.com\)](#)

DeCapua, S. (2020). Second language writing skills: A novel look at identity. In E. B. Hanci-Azizoglu & N. Kavakli (Eds.), *Futuristic and linguistic perspectives on teaching writing to speakers of different languages* (pp. 141-160). IGI Global.
[Second-Language-Writing Skills: A Novel Look at Identity: Education Book Chapter | IGI Global \(igi-global.com\)](#)

S. M. H. Blazer & S. DeCapua (2020, Spring; 2021). Disciplinary corpus research for situated literacy instruction. In M. Brooks-Gillies, E. G. Garcia, S. H. Kim, K. Manthey, & T. G. Smith (Eds.), *Graduate writing across the disciplines: Identifying, teaching, and supporting*. The WAC Clearinghouse; University Press of Colorado.
<https://wac.colostate.edu/books/atd/graduate/>
[University Press of Colorado - Graduate Writing Across the Disciplines \(upcolorado.com\)](#)

2021 Best Edited Collection on Writing Across the Curriculum, Honorable Mention

Amicucci, A. N., Williamson, M. M., DeCapua, S. E., & Hrebik, J. R. (2015, Winter/Spring). "You are asking me to do more than just read a book": Student reading in a general literature course. *The CEA Forum*.

["You are asking me to do more than just read a book": Student Reading in a General Literature Course | The CEA Forum \(tdl.org\)](https://www.tdl.org/CEAForum/You-are-asking-me-to-do-more-than-just-read-a-book)

DeCapua, S. E. (2012, May 1). A language learning journey: Jessie's story. *Working Papers in Composition & TESOL*. Indiana University of Pennsylvania.
<http://www.english.iup.edu/wpc%26t/issues.htm/V8/SarahDeCapua.pdf>

PRESENTATIONS & WORKSHOPS

Transforming Feedback Practices through the Use of Screencast Video Feedback in Second Language (L2) Writing Classrooms

With Heon Jeon

University of Connecticut Writing Center

September 6, 2024

The Compassionate Educator: Using Video to Enhance Faculty-Student Interaction.

Conference on Writing and Well-Being (University of Arizona)

With Ann Amicucci, University of Colorado - Colorado Springs &

Tracy Lassiter, University of New Mexico - Gallup

March 7-9, 2024

Transforming Feedback Practices through the Use of Screencast Video Feedback in Second Language (L2) Writing Classrooms

University of Connecticut First-Year Writing Workshop

February 28, 2024

Exploring the Potential of ChatGPT as a Pedagogical Tool in English Studies

Sponsored by the Committee on Undergraduate Writing and Instruction

With Kyle Booten, Ellen Carillo

University of Connecticut

April 12, 2023

Development of Assessment Literacy through Video Feedback Innovation in Second Language Writing Classrooms

Language Assessment Research Conference

With Heon Jeon

University of Chicago

September 15-17, 2022

The Accidental Inquiry

Innovations in Second Language Writing Studies – Brown Bag Talk
Department of English Seminars, Speakers, and Brown Bag Talks (University of Connecticut)
April 21, 2021

My Students Hear Me When I'm Not There: How Auditory Qualities of Inner Reading Voices Affect Teacher's Pedagogy and Students' Well-Being

Minds, Means, and Materials: A Shared, Virtual Second Annual Writing and Well-Being and Second UNR Crossings: Exploring Shared Work in Writing Conference (University of Nevada, Reno)
January 3-5, 2021

Well-Being Through Identity Establishment in the First-Year Writing Classroom

Conference on Writing and Well-Being (University of Arizona)
With Elizabeth Cozby, Texas Woman's University
January 9-11, 2020

Responding to the Writing of International Students

TEA/Chat Professional Development Program
With Oliver Hiob-Bonsal
Invited by Brenda Jo Brueggemann, Aetna Endowed Chair of Writing / Director of First Year Writing (University of Connecticut)
March 27, 2019

How to Enable Agency: Second Language Writers in First Year Writing Courses

First-Year Writing Winter Welcome Workshop
With Oliver Hiob-Bonsal
Invited by Brenda Jo Brueggemann, Aetna Endowed Chair of Writing / Director of First Year Writing (University of Connecticut)
January 25, 2019

English Only, Please?!

Table Talk Professional Development Program
With Oliver Hiob-Bonsal
Invited by Brenda Jo Brueggemann, Aetna Endowed Chair of Writing / Director of First Year Writing (University of Connecticut)
November 12, 2018

Deconstructing Carefully, Analyzing Critically, Responding Thoughtfully

Sixth Annual Conference of The Consortium for Critical Reading, Writing, and Thinking (Berkeley College)

With Elena Byrne, Southern Connecticut State University
October 19, 2018

Formative Feedback: Consulting with Translingual Writers

Invited by Dr. Jennifer Phillips-Denny, director of The Write Site (Texas Woman's University)

North Texas Writing Centers Association Spring Conference
April 13, 2018

"But I Don't Plan to Be an Administrator": Why You Should Join the WPA and Subscribe to Its Listserv Anyway

Invited by Dr. Gretchen Busl, director of FYC (Texas Woman's University)
Focus Friday FYC Program Professional Development
March 2, 2018

Just Because You're a Writing Teacher Doesn't Mean You Have to Write: Strategies for Effective Formative Feedback (*on Students' Drafts)*

Invited by Dr. Gretchen Busl, director of FYC (Texas Woman's University)
Focus Friday FYC Program Professional Development
February 9, 2018

Learning How to Sail Before Rocking the Boat: Giving First-Year Writing Students the Skills They Need to Shake Things Up

Fifth Annual Conference of The Consortium for Critical Reading, Writing, and Thinking (Berkeley College)

With Elena Byrne, Southern Connecticut State University
October 27, 2017

Janus in the Classroom: Management Tips for the Graduate Teaching Assistant

Invited by Dr. Gretchen Busl, director of FYC (Texas Woman's University)
Focus Friday FYC Program Professional Development
October 6, 2017

Are We There Yet?: Maintaining Momentum—and Helping Your Students Do the Same—Between Spring Break and Summer Vacation

Invited by Dr. Gretchen Busl, director of FYC (Texas Woman's University)
Focus Friday FYC Program Professional Development
April 7, 2017

Non-Native English Speakers in the Write Site: A Guide for Writing Center Tutors

Invited by Dr. Jennifer Phillips-Denny, director of The Write Site (Texas Woman's University)

Write Site Practicum
February 10, 2017

Devising Practical Strategies for Introducing Non-Native English Speakers to Academic Writing

Fourth Annual Conference of The Consortium for Critical Reading, Writing, and Thinking (Berkeley College)

With Alexandra DeLuise, Melissa Sloat, University of New Haven October 28, 2016

Show, Don't Tell, in Writing

Invited by Dr. Gretchen Busl, director of FYC (Texas Woman's University)

Focus Friday FYC Program Professional Development

October 7, 2016

The CJ Project – A Guide to Charitable Giving in FYE

Invited by Nicole Henderson, director of FYE (Southern Connecticut State University)

FYE Teaching Academy

August 21, 2012

Managing Dissertation Research with NVivo

Invited by Composition & TESOL PhD colleagues

With Ann N. Amicucci, Indiana University of Pennsylvania

July 13, 2012

Applying Online Learning to Teaching Practice in Higher Education

Invited by Dr. Kenneth Sherwood, Indiana University of Pennsylvania

ENG 881 – Digital Literacy

May 17, 2012

Creating & Maintaining Blogs for Scholarly Use

Invited by Dr. Michael M. Williamson, Indiana University of Pennsylvania

ENG 881 – Writing Program Administration

February 8, 2012

SERVICE

DEPARTMENT/UNIVERSITY

Academic Integrity Hearing Board – University of Connecticut (2022, 2022-2023, 2023-2024, 2024-2025)

Ad hoc Writing Minor Committee – University of Connecticut (2023-2024, 2024-2025)

Aetna First-Year Writing Awards Committee (2022-2023)

Aetna Prize for Graduate Teaching of Writing Committee (2024-2025)
 General Education Organizing Committee (GEOC) Subcommittee for Diversity and Multiculturalism – University of Connecticut (2021-2022, 2022-2023, 2023-2024)
 Committee for Undergraduate Writing and Instruction (CUWI) – University of Connecticut (2019-2020, 2020-2021, 2021-2022, 2022-2023)
 CUWI Subcommittee for Graduate Student Pedagogical Support – University of Connecticut (2020-2021)
 FYW Team Member – Curriculum Build of ENG 1003 as Online Course – University of Connecticut (Summer, 2020)
 David Leeming Graduate Award Selection Committee – University of Connecticut (2020, 2019)
 Francelia Butler Graduate Award Selection Committee – University of Connecticut (2019)
 AAUP-APIR Subcommittee – University of Connecticut (2019-2020)
 Writer of Profile of Yiyang Li (New Dept. Colleague) – University of Connecticut English Dept. Newsletter (2019)
 FYW Classroom Observation – University of Connecticut (Fall 2018)
 Common Read Essay Contest Mentor – Texas Woman's University (2018)
 Common Read Selection Committee – Texas Woman's University (2017, 2018)
 Core Assessment Rater – Texas Woman's University (2017, 2018)
 English Program Assessment Committee – Texas Woman's University (2017, 2018)
 FYC Essay Contest Judge – Texas Woman's University (2017, 2018)
 Composition Committee – Texas Woman's University (2016, 2017, 2018)
 Fulbright Scholarship Review Committee – Texas Woman's University (2016)
 FYC Program Norming Group Leader – Texas Woman's University (2016, 2017, 2018)
 Undergraduate Curriculum Committee – Texas Woman's University (2016, 2017, 2018)
 Common Read Selection Committee – Southern Connecticut State University (2013, 2014, 2015)
 Second-Semester Advising Group – Southern Connecticut State University (2012-2013)

PROFESSION

Scorer – AP English Composition Exams (2024)
 Member – CCCC Research Impact Award Selection Committee (2021-2022)
 Reviewer – *Composition Forum* (Professional Journal, 2021-2022, 2022-2023)
 Peer Reviewer – *Rhetoric and Sociolinguistics in Times of Global Crisis* (IGI Global, 2020)
 Peer Reviewer – *Futuristic and Linguistic Perspectives on Teaching Writing to Speakers of Different Languages* (IGI Global, 2020)
 Macmillan New Textbook Development Team – North Central Texas College (2020-2021)
 Reviewer - *Style and Substance: A Guide to Finding and Joining the Academic Conversation* (book proposal, Broadview Press, Ontario, Canada, 2021)

Adjunct Faculty Representative – Southern Connecticut State University (2014-2015)
Norming/Assessment Project for *Automated Essay Evaluation and the Computational Paradigm: Machine Scoring Enters the Classroom* – Dissertation by Catherine Barrett (2014)

COMMUNITY

Volunteer – Healing Hoofbeats of CT: Equine & Animal Supported Therapy Services (2023-Present)
Scorer – *Student Writers Magazine* Writing Contest (Connecticut Writing Project, 2021)
Juror – Scholastic Art & Writing Awards (Connecticut Writing Project, 2021)
Write Site Summer Writing Camp – Texas Woman’s University (2017)
New Haven Public Schools/Southern Connecticut State University Institutional Alignment/Assessment Project (2015)

SELECTED NON-FICTION PUBLICATIONS

Lerner Publishing Group

America in the 1950s (with Edmund Lindop, The Decades of Twentieth-Century America, ©2010)
Finland in Pictures (Visual Geography Series, ©2010)
The Netherlands in Pictures (Visual Geography Series, ©2010)
Malawi in Pictures (Visual Geography Series, ©2009)

Scholastic, Inc.

A Governor’s Job (True Books: Civics, ©2004)
How People Immigrate (True Books: Civics, ©2004)
Making a Law (True Books: Civics, ©2004)
The Vietnam Veterans Memorial (Cornerstones of Freedom, ©2003)
Becoming a Citizen (True Books: Civics, ©2002)
Paying Taxes (True Books: Civics, ©2002)
Running for Public Office (True Books: Civics, ©2002)
Serving on a Jury (True Books: Civics, ©2002)
Voting (True Books: Civics, ©2002)

Cherry Lake Publishing

Andrew Carnegie (Life Skills Biographies, ©2008)

Marshall Cavendish, Inc.

Sandra Day O’Connor (Leading Women, ©2013)
The Choctaw (Junior Lifeways, ©2009)
The Shoshone (Junior Lifeways, ©2008)

The Shawnee (Junior Lifeways, ©2008)
The Comanche (Junior Lifeways, ©2007)
The Cheyenne (Junior Lifeways, ©2007)
The Cherokee (Junior Lifeways, ©2006)
The Iroquois (Junior Lifeways, ©2006)
Peru (Discovering Cultures, ©2004)
Colombia (Discovering Cultures, ©2004)
Dominican Republic (Discovering Cultures, ©2004)

The Child's World, Inc.

The Tuskegee Airmen (Journey to Freedom, ©2004)
The Virginia Colony (Spirit of America: Our Thirteen Colonies, ©2004)
Abolitionists (Journey to Freedom, ©2003)
Irish Americans (Spirit of America: Our Cultural Heritage, ©2003)

PROFESSIONAL AFFILIATIONS

Conference on College Composition and Communication
 Council of Writing Program Administrators
 Global Society of Online Literacy Educators
 National Council of Teachers of English
 Society of Children's Book Writers and Illustrators (Full Member)
 TESOL

GRANTS & HONORS

2022	University of Connecticut Office of the Vice President for Research Scholarship Facilitation Fund (\$2,500) for <i>Research Methods for Multilingual Writing Educators: An Afternoon with Paul Kei Matsuda</i>
2016	Southern Connecticut State University J. Philip Smith Award for Outstanding Teaching nominee
2015	IUP C&T Program Promising Future Research in Composition Award
2015	Southern Connecticut State University J. Philip Smith Award for Outstanding Teaching nominee
2015	Southern Connecticut State University Athletic Department Faculty Appreciation Series honoree (four times)
2014	Southern Connecticut State University Athletic Department Faculty Appreciation Series honoree (three times)
2013	Southern Connecticut State University J. Philip Smith Award for Outstanding Teaching nominee
2013	Phi Kappa Phi Honor Society
2012	IUP C&T Program Patrick M. Hartwell Memorial Scholarship

2012	IUP Foundation Doctoral Fellowship
2011	Southern Connecticut State University J. Philip Smith Award for Outstanding Teaching nominee
2010	Fairfield University Faculty Appreciation Series honoree
2005	KOAA (Colorado Springs) Teachers First Award nominee