

CURRICULUM VITAE
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I. PROFESSIONAL BACKGROUND

ACADEMIC PREPARATION

DOCTOR OF PHILOSOPHY, Educational Anthropology, December 1994
Area of Specialization: Education, Culture, and Society
UNIVERSITY OF PENNSYLVANIA, Philadelphia, PA

Dissertation: "Working at the Margins: Negotiating Identity in Work, Welfare, and Employment Training,"
awarded merit distinction and Phi Delta Kappa TAU Chapter Award for Outstanding Dissertation
Committee: Drs. Frederick Erickson and Elaine Simon, University of Pennsylvania
Dr. Michelle Fine, City University of New York

MASTER OF SCIENCE, in Secondary Education, February 1982
Emphases: Applied Linguistics
FORDHAM UNIVERSITY, New York, NY

BACHELOR OF SCIENCE, Secondary Education, with distinction May 1977
Emphasis: American Literature
PENNSYLVANIA STATE UNIVERSITY, University Park, PA
Student Teaching, Balboa High School, Panama Canal Zone

ACADEMIC EXPERIENCE

2006 – present **Director, Women's and Gender Studies Program**, administer Women's and Gender Studies Program, including Bachelor of Science, Bachelor of Arts, and Graduate certificate programs. Supervise tenure track and part-time faculty and staff, advise students, and design and oversee curriculum. Teach Women's Studies capstone courses and supervise independent studies. Develop yearly programming and facilitate long term planning for Women's Studies and gender and diversity-related campus initiatives. Member of the President's Academic Advisory Committee on Diversity and Equity and the Academic Chairs Council. SCHOOL OF SOCIAL AND BEHAVIORIAL SCIENCES, NORTHERN ARIZONA UNIVERSITY, FLAGSTAFF AZ

2003 - present **Associate Professor, Educational Foundations/Educational Leadership**, teach educational sociology, sociological and cultural foundations of education, ethnographic research and qualitative data analysis courses for masters, and doctoral students in College of Education. Advise doctoral and master's level students through dissertation and thesis products. Provide school-based professional workshops on diversity, school climate, youth culture, and research practices. Chair of the University's Diversity Sub-Committee, the College's Curriculum Committee, the Department's Admissions Committee. Member of the University's Graduate Committee, Faculty Senate, Curriculum Committee and the Women's Studies Steering Committee. COLLEGE OF EDUCATION, NORTHERN ARIZONA UNIVERSITY, FLAGSTAFF, AZ

- 1997-2003 **Assistant Professor, Educational Foundations/Educational Leadership**, taught educational sociology, sociological and cultural foundations of education, comparative education, and ethnographic research courses for bachelors, masters, and doctoral students in College of Education. Advised doctoral and master's level students through dissertation and thesis products. Member of the College's Curriculum Committee, the Department's Admissions Committee, the University's Curriculum Committee and the Women's Studies Steering Committee. COLLEGE OF EDUCATION, NORTHERN ARIZONA UNIVERSITY, FLAGSTAFF, AZ
- 1995 - 1997 **Research Fellow**, conducted ethnographic research on literacy as social practice in three communities in Botswana. Observed daily practice, conducted in-depth interviews with community members, government officials, and non-governmental representatives, and surveyed income generation, educational, and local-development projects to analyze relationships among literacy practice, formal and non-formal learning opportunities, and development initiatives across gender, age groups, language dominance, ethnicity, economic status, and urban/rural settings. Guest lectured on ethnographic methodology and cultural and social foundations of education at University of Botswana, and consulted with government officials on policy issues related to educational programs in economically-marginalized communities. FUNDED AS A FULBRIGHT SCHOLAR, AFFILIATED WITH UNIVERSITY OF BOTSWANA AND THE MINISTRY OF EDUCATION'S NON-FORMAL DEPARTMENT, GABORONE, BOTSWANA
- 1995 **Post-Doctoral Research Fellow**, documented teaching practice for "Media and the Developing Mind," a professional-development initiative using interactive computer systems with teachers in urban and culturally-diverse settings. ANNENBERG PUBLIC POLICY CENTER OF THE UNIVERSITY OF PENNSYLVANIA, PHILADELPHIA, PA
- 1991-1993 **Lecturer in Education Department**, taught Cultural Foundations of Education, a graduate-level course drawing upon the disciplines of anthropology, sociolinguistics, and sociology. Facilitated summer-learning and intensive courses on culture, social organization, and education for Urban Teachers Project & Concerned Black Men Of Philadelphia. BEAVER COLLEGE, GLENSIDE, PA
- 1992-1993 **Adjunct Professor, Cultural Anthropology**, provided basic principles of cultural anthropology, including research methodology and human and cultural development to undergraduate students. MANOR JUNIOR COLLEGE, JENKINTOWN, PA
- 1990-1993 **Teaching Assistant** in Ethnographic Methods and Ethnography in Education, with Frederick Erickson, Ph.D., Graduate School of Education. UNIVERSITY OF PENNSYLVANIA, PHILADELPHIA, PA
- 1989-1993 **Research Assistant**, assisted in primary and secondary research conducted under the auspices of the CENTER FOR URBAN ETHNOGRAPHY, UNIVERSITY OF PENNSYLVANIA, PHILADELPHIA, PA
- 1992 **Research Assistant**, coordinated Organization of Interaction Seminars, across-discipline micro-ethnographic analysis of face-to-face interactions in various settings. CENTER FOR URBAN ETHNOGRAPHY, UNIVERSITY OF PENNSYLVANIA, PHILADELPHIA, PA
- 1991 **Research Associate**, participated in interdisciplinary research project, utilizing videotape, micro-ethnographic methods, and discourse analysis, to analyze mentoring practices in community health-care facility. UNIVERSITY OF PENNSYLVANIA HOSPITAL, PHILADELPHIA, PA

1984 **Research Associate**, documented the implementation of the Nicaragua's national literacy program and related vocational-training efforts in the agricultural and workplace cooperatives of the country's north central region. UNIVERSITY OF TORONTO, CANADA,

COMMUNITY AND SCHOOL BASED

1984 **Spanish Program Language Coordinator/Teacher Supervisor**, managed Spanish-language immersion study-abroad program, attended by 400 adult learners a year. Designed curriculum, trained national teaching staff, functioned as translator for community-learning program, and assisted in coordinating community outreach. NUEVO INSTITUTO DE CENTRO AMERICA, ESTELI, NICARAGUA

1983-1984 **Teacher Supervisor**, coordinated training and supervision of teachers in refugee-resettlement program. Wrote and revised language-competency scales, used by refugee-training programs to coordinate stateside and asylum-country education efforts, and co-designed and supervised field testing of competency-based curriculum for use in formal and non-formal education classes. Organized and facilitated support groups for refugee women. EXPERIMENT IN INTERNATIONAL LIVING, GALANG, INDONESIA

1982 **English as a Second Language and Literacy Teacher** in welfare-funded education and vocational training program for urban Spanish-speaking female heads of households. NATIONAL PUERTO RICAN FORUM, BROOKLYN, NY

1982 **English as a Second Language Teacher** of Spanish-speaking youth and adults. LATIN AMERICAN SCHOOL, NEW YORK, NY

1979-1980 **English as a Second Language Teacher** in state-funded program for Russian refugees. ROBERT FIANCE BUSINESS INSTITUTE, NEW YORK, NY

1978-1979 **7th, 8th, and 9th Grade English Teacher**,
SOUTH MOUNTAIN JUNIOR HIGH SCHOOL, ALLENTOWN, PA

1977-1978 **Middle School English as a Second Language Teacher**
US. PEACE CORPS, MAHMUD MAHYIDIN SECONDARY SCHOOL
KOTA BHARU, MALAYSIA

PROGRAM MANAGEMENT

1991-1993 **Ethnography Forum Coordinator**, coordinated annual Ethnography in Education Research Forum, the largest conference on qualitative research in education in the US. Organized and facilitated monthly seminars on learning and culture and coordinated university-based Center for Urban Ethnography. UNIVERSITY OF PENNSYLVANIA, PHILADELPHIA, PA

1988-1991 **Project Director** of community and adult-education project for economically marginalized youth and adults. Administered \$195,000 annual budget; managed multi-disciplinary professional staff and coordinated client-centered vocational-training systems. Analyzed area employment opportunities and conditions for women and minority men, collaborated with area businesses in the development of client internships and follow-up systems, and with community-based groups in the development of client support systems. Created innovative mentoring program for minority men and women. Set up data-base management systems, completed project evaluations, and coordinated longitudinal research on participants' post-program

activities and practices. DELAWARE COUNTY COMMUNITY COLLEGE,
CHESTER, PA

1984-1987

Program Manager / Community Projects Coordinator, managed community-based development program in refugee camps and local communities; program included 2400 acre rain-fed agricultural-based refugee-resettlement scheme, community health care, appropriate technology, water and natural-resource management, and enterprise-development projects. Administered \$500,000 in annual funds; designed projects, authored proposals, established and maintained liaison with village councils, community groups, and representatives of government and non-governmental agencies. Functioned as Women in Development specialist and coordinated women's health and income generation projects. Supervised multi-national, multi-disciplinary professional staff and developed staff and sector-based community training. Coordinated village research projects, designed baseline data collection, needs assessments, and evaluation systems for co-implementation with trained national staff. SAVE THE CHILDREN FEDERATION, USA, QORIOLEY, SOMALIA

RESEARCH-BASED CONSULTANCIES

Working for a Living Provide content expertise for radio project pilot, a private independent effort designed to provide informal education on the nature of work and its impact on individuals, families, communities, and societies at large. Morgantown, WV on-going.

Context Research Conducted ethnographic research, including interviews, observations, and artifact analysis, on food practices and beliefs. Conducted ethnographic interviews for AIA study of architect/client relationships. Utilized contextual interviews, researcher photo essay, and process mapping. Phoenix, Flagstaff, AZ 2002 - 2003

Institute for Change Leadership Co-facilitated seminars on change processes for members of Hawaii's Educational Cabinet. Utilized survey research to ascertain and examine attitudes toward organizational structure and change at the district and local levels. Honolulu, Hawaii, 1999

Hattem Consultants Collected data on sanitation practices in two large, peri-urban villages in Botswana. Developed ethnographic questionnaires, interviewed governmental and community representatives, documented existing government regulations and community patterns, and surveyed plans for future community initiatives. Botswana, 1997.

Pact Botswana Conducted evaluations on community-based natural-resource and wildlife management projects implemented by economically marginalized communities throughout Botswana. Utilized interpretative-research methods to examine participation across gender, ethnicity, and age groups, project sustainability, and economic viability. Botswana, 1996 - 1997.

UNICEF Botswana Designed and facilitated participatory community-based research with remote-area dwellers, government, and non-governmental representatives, providing the base for education and development initiatives for women and children in difficult circumstances in Botswana's Kweneng West. Authored project report and training manual on participatory- research methodology and methods. Botswana, 1996 - 1997.

Paths/Prism Conducted evaluation of "Women and World History," a women's studies curriculum-development and teacher-network project implemented in the Philadelphia Public Schools. Philadelphia, PA, 1995.

Research For Action Conducted qualitative, interpretative research on efforts to restructure large urban middle and secondary schools in the city of Philadelphia. Acted as first author on reports and participated in feedback sessions to advise policy makers and school staff on issues of school restructuring. Philadelphia, PA, 1994 - 1995.

II. SCHOLARLY PRODUCTS

- Riemer, F., & Blasi, M.J. (in press). Rethinking relationships/reconfiguring teacher research: Teachers as ethnographers of culture, childhood, and classrooms. *Action in Teacher Education*, Spring 2008.
- Riemer, F. (in press). Addressing ethnographic inquiry. In S. Lapan & M. Quarteroli (Eds.) *Research essentials*. Jossey Bass Publishers. January 2008.
- Goldberg, A., & Riemer, F. (2006). All Aboard Destination Unknown: Sociological perspectives on educational technology. *Educational technology and society*. 9 (4).
- Riemer, F. (2006) Book Review. [Review of the book *Black linguistics: Language, society, and politics in Africa and the Americas*]. *Language Policy*, 5.
- Riemer, F. (2005). The condition of minority access and participation in Arizona, 2005, *The condition of education in Arizona, 2005*, September.
- Riemer, F. (2004). Connecting and reconnecting to work: Low-income mothers' participation, past and present, in publicly funded training programs. In S. Butler, L. Deprez, P. Kahn, & V. Polakow (Eds.), *Shut out: Low-income women and higher education in post-welfare America*. NY: State University of New York Press.
- Riemer, F. (2004). Book review. [Review of the book *Adult learning and technology in working-class life*]. *Anthropology and Education Quarterly*.
- Riemer, F. (2002). Best Intentions are not enough: Work after welfare in America, *Business and professional ethics journal*, May.
- Riemer, F. (2001). *Working at the margins: Moving off welfare in America*, NY: State University of New York Press (part of a series on "Power, social identity, and schooling" edited by Lois Weis).
- Riemer, F. (2001). Literacy without liberation: An examination of literacy pedagogy and practice in Botswana., Issues of knowledge, power, and culture in contexts of adult learning, III Conference for Sociocultural Research webpage.
- Riemer, F., & Moore, P. (2000). A learning community, Center for Excellence in Education newsletter. 6, March 2000.
- Cruz Uribe, K., Nason, M., & Riemer, F.J. (Eds.) (1999). *Uniting a diverse Arizona*, Background report for Arizona Town Hall.
- Riemer, F. (1999). Seeing the light: Literacy education and citizenship in Botswana, *Resources in education (RIE)*, ED 429 867. September.
- Riemer, F. (1999). Participatory research in Basarwa settlements: Shifting development paradigms, *Practicing anthropology*, 21(1).
- Riemer, F. (1999). Book review [Review of the book *Women and Literacy: Guide to the literature and issues for woman-positive programs*]. *Convergence* .
- Riemer, F. (1998). Quick attachments to the workforce: An ethnographic analysis of a transition from welfare to low-wage jobs, *Research methods: Current social work applications*, October.
- Riemer, F. (1997). Quick attachments to the workforce: An ethnographic analysis of a transition from welfare to low-wage jobs, *Social work research*, 21(4).

Riemer, F. (1997). From welfare to working poor: Prioritizing practice in ethnographic research, *Anthropology and education quarterly*, 28(1).

Riemer, F. (1997). Book review [Review of the book *Literacy, Language, and Community Publishing: Essays in Adult Education*]. *Convergence*.

Riemer, F. (1997). Book review [Review of the book *On printed matter and beyond: media, orality, and literacy*]. *Convergence*.

Riemer, F., Tshireletso, L., & Gaborone, S. (1997). *Looking, listening, and learning: A manual for participatory research in community-based development* Gaborone, Botswana: UNICEF Publications.

Riemer, F., & Maruatona, T. (1997). Community-based natural-resource management in Botswana: An evaluation of six Pact sub-grants, for Pact Botswana, Gaborone, Botswana.

Riemer, F., Gaborone, S., & Tshireletso, L. (1997). Supporting our children's learning: A community-based action research project in Motokwe, Khekhenye, and Tshwaane, for UNICEF Botswana, Gaborone, Botswana.

Riemer, F. (1996). Evaluation of the collection and harvest of morula fruit project, Gweta Natural Resources Trust, for PACT Botswana, Gaborone, Botswana.

Christman, J., Gold, E., & Riemer, F., (1996). Report on five-school study: Restructuring urban high schools, for Research For Action, Philadelphia, PA.

Riemer, F. (1995). Report on Women and World History: A curriculum development project and teacher network project, for Paths/Prism, Philadelphia PA.

Riemer, F., Belzer, A., Gold, E., & Simon, E. (1995). Report to Paths/Prism on Partners in Change: A school-reform initiative in the city of Philadelphia, for Research for Action, Philadelphia, PA.

Riemer, F., Huke, S., & Hattem, D., (1987). Baseline data collection and needs assessment: The Bakol Region of Somalia, for Save the Children, USA.

Warsame, R. H., & Riemer, F., (1986). Farxanne: Research on a Somali village, for Save the Children Federation, USA.

Riemer, F. (1985). *no promises: original poems*, Philadelphia, PA: Spontaneous Press.

Original poems published in *Yet another magazine*, *Letters*, *Aries 1980*, *Wellspring magazine*, *Bardic echoes*, *River Styx*, *Pandora*, *Lyrical treasures*, *Blue Amanda*, *Crab Creek Review*.

Co-wrote and revised language competency scales, approved by US Congress and used by stateside refugee training programs to coordinate stateside and asylum country adult-education programs, Manila, Philippines, 1983.

GRANTS

“Reading the word: Literacy, social exchange, and moral reconstruction in Southern Africa,” author and principal investigator, 2005-2006, Elva Knight Research Grant, International Reading Association.

“Culture, childhood, and classrooms: Supporting Native American teachers in research on their own teaching,” co-author and co-researcher with Dr. MaryJane Blasi, 2002, Arizona Board of Regents Innovation Fund for Learner-Centered Education grant.

“Moving from darkness: Literacy, identity, and practice in Botswana,” author and principal investigator, 2001, Northern Arizona University’s Intermural Research Grant Program.

“From bartering to basket weaving: Women’s literacy practices and development in Botswana,” author and principal investigator, 2000, Northern Arizona University’s Organized Research Grants.

“Liberating the uneducated: Literacy practice and development in Botswana,” author and principal investigator, 1999-2001, The National Academy of Education/Spencer Postdoctoral Fellowship.

“Liberating the uneducated: Literacy practice and development in Botswana,” author and principal investigator, 1998, Northern Arizona University’s Organized Research Grants.

“An ethnographic study of literacy needs, practices, and programs in Botswana,” author and principal investigator, 1995-1996, Fulbright Scholar Award, the Africa Regional Research Program.

“Working at the margins: The negotiation of identity in work, welfare, and employment training,” author and principal investigator, 1993, Spencer Dissertation Fellowship for Research Related to Education.

PRESENTATIONS

International/National Presentations

Riemer, Frances (2005). Creating classroom community in the nowhereness of on-line space. American Anthropological Association Annual Meeting, Washington, DC.

Riemer, Frances (2005). Rethinking relationships/reconfiguring teacher research: Teachers as ethnographers of reservation classrooms and communities. American Educational Research Association Annual Meeting, Montreal, Canada.

Riemer, Frances (2003). Cultivating *communitas* in Botswana: Rethinking learning and teaching in adult literacy classes, American Anthropological Association Annual Meeting, Chicago, IL.

Riemer, Frances (2003). Culture, childhood, and classrooms: Teachers as anthropologists in classrooms and communities, Society for Applied Anthropology, Portland OR.

Riemer, Frances (2002). *We need to show what kind of people we are*: Establishing identity in Botswana’s literacy program, 2002 American Anthropological Association Annual Meeting, New Orleans, LA.

Riemer, Frances (2002). Moving from darkness: Literacy as social practice and identity in Botswana, 2002 American Educational Research Association Annual Meeting, New Orleans, LA.

Riemer, Frances (2001). *Everyone is working on reading and writing here*: Creating communities of practice among adult learners in Botswana, 2001 American Anthropological Association Annual Meeting, Washington, DC.

Riemer, Frances (2001). Literacy in social context, participated as invited discussant, 2001 American Educational Research Association Annual Meeting, Seattle, WA.

Riemer, Frances (2001). *I just want to learn my name*: Literacy, language, policy, and practice in Botswana, Annual Ethnography in Education Research Forum, Philadelphia, PA.

Riemer, Frances (2000). From researched to researcher: Reconfiguring ethnographic evaluation in Botswana's San communities, American Anthropological Association Annual Meetings, San Francisco, CA.

Riemer, Frances (2000). Literacy without liberation: An examination of literacy pedagogy and practice in Botswana, Issues of Knowledge, Power, and Culture in Contexts of Adult Learning, III Conference for Sociocultural Research, Campinas, Brazil.

Riemer, Frances (2000). Negotiating culture: Educational leadership in contexts of difference, part of panel discussion organized by Frances Riemer, "Examining the Overlooked: A Panel on Leaders and Educational Change," Society for Applied Anthropology, San Francisco, CA.

Riemer, Frances (1999). Structure and local meaning: Literacy and everyday practice in rural and urban Botswana, in panel presentation "Resistance or Reflexivity? Cross-cultural Perspectives on Adults' Interactions with Educational Contexts," Society for Applied Anthropology, Tucson AZ.

Riemer, Frances (1999). Equitable development through community-based management: Examining the Botswana experience, Society for Applied Anthropology, Tucson AZ.

Riemer, Frances (1999). Wandering the applied and the theoretical: An ethnographer's account of moving from the bush to the classroom, paper presented in Group Session on "From Graduate Student to Expert Practitioners: Research training in Ethnographic Methods," Twentieth Annual Ethnography in Education Research Forum, Philadelphia, PA.

Riemer, Frances (1998). Equitable development through community-based natural resource management: Examining the Botswana experience, 1998 World Congress of Comparative Education Societies, Capetown, South Africa.

Riemer, Frances (1998). Seeing the light: Literacy education and citizenship, 1998 AERA Annual Meeting, San Diego, CA.

Riemer, Frances (1998). Adult education and access: Questions across contexts and economic models, the V Seminario Cientifico sobre la Calidad de la Educacion, Cienfuegos, Cuba.

Riemer Frances (1997). How do we best inform practice? Research on education across contexts, International Conference of the Southern African Comparative and Historical Education Conference, Livingstone, Zambia.

Riemer, Frances and Lucky Tshireletso (1997). Empowering remote-rural communities in education: Is participation the solution? International Conference of the Southern African Comparative and Historical Education Conference, Livingstone, Zambia.

Riemer, Frances (1996). Adult education in the national policy on education, Second Botswana Annual National Adult Literacy Forum, Center for Continuing Education, University of Botswana.

Riemer, Frances (1996). Moving from the Darkness: Literacy practice and development in Botswana, paper presented at and published in the proceedings of ATBE's "Adult Education and Social Transformation Conference, Maseru, Lesotho.

Freeman, Rebecca and Frances Riemer (1995). Linking micro and macro-levels of analysis: Interrelationships among practice, theory, and policy in ethnographic research, Symposium, Ethnography in Education Research Forum, Philadelphia, PA.

Riemer, Frances (1995). Research proposal Brown Bag, discussion session, Ethnography in Education Research Forum, Philadelphia, PA.

Riemer, Frances (1995). Style and identity in language use, invited discussant in working-paper session, Ethnography in Education Research Forum, Philadelphia, PA.

Riemer, Frances (1994). Training and turnover: An ethnography of negotiation of work in two workplaces, *Ethnography in Education Research Forum*, Philadelphia, PA.

Riemer, Frances (1993). Social organization and skills requirements in the workplace: An ethnography of the problems and challenges confronting employment and training project graduates, *International Conferences of the Society for Applied Anthropology's "Applying Social Science in a Multi-cultural Setting,"* San Antonio, TX.

Riemer, Frances (1993). Social organization and skills requirements in the workplace: An ethnography of the problems and challenges confronting employment and training project graduates, *Ethnography in Education Research Forum*, Philadelphia, PA, February 1993.

Riemer, Frances and Sally Lockner (1989). The Transitionally-Needy Project/The New Directions People, paper presented at and published in the proceedings of "Workers and Work in the 21st Century," a Networking for Career Planning Conference sponsored by the Mid-Atlantic Regional Conference.

Riemer, Frances (1985). Community development with refugee women, *International Women's Conference*, Nairobi, Kenya.

Bedell, Betsy, Dow, Elaine, Evritt, Kay, and Frances Riemer (1984). Teacher training for host-country nationals: The Galang model, *International TESOL conference*, Houston, TX.

Riemer, Frances, Evritt, Kay, and Betsy Bedell (1984). Curriculum coordination, the key to funding, *International TESOL conference*, Houston, TX.

HONORS AND AWARDS

Working at the Margins, Moving from Welfare in America nominated for Social Science History Association President's Book Award, 2000

National Academy of Education/Spencer Postdoctoral Fellowship, 1999-2001

Wakonse Fellowship Awardee, Northern Arizona University, 1999.

Final candidate for Jason Millman Promising Scholar Award, Cornell University, 1999.

Fulbright Scholar Award, the Africa Regional Research Program, 1995-1996

Honorable Mention, AERA Division G Outstanding Dissertation Award, 1996

Post-Doctoral Fellowship, Annenberg Public Policy Center, University of Pennsylvania, 1995

Phi Delta Kappa TAU Chapter Award for Outstanding Dissertation, 1995

Spencer Dissertation Fellowship for Research Related to Education, 1993

Fellowship, Program for Assessing and Revitalizing for the Social Sciences (PARSS), University of Pennsylvania, 1992

Mellon Fellow, Graduate School of Education, University of Pennsylvania, 1991

Special Merit Award for original work of poetry from Seed-In-Hand Poetry, 1982

Teacher Corps Fellowship, Fordham University, NY, 1981-1982

Finalist in Poetry Press' Annual Contest, PA, 1980