

RACHAEL W. SHAH*

www.RachaelWShah.com

rshah@unl.edu

EDUCATION

PHD, RHETORIC, COMPOSITION AND THE TEACHING OF ENGLISH

University of Arizona, May 2015

MA, ENGLISH

University of Arizona, 2010

BA, ENGLISH, WRITING CONCENTRATION

Wheaton College, May 2006

ACADEMIC EMPLOYMENT

2015-Present	<i>Assistant Professor of English</i> , University of Nebraska-Lincoln
2008-2015	<i>Graduate Associate in Teaching</i> , University of Arizona
2009-2011	<i>Graduate Outreach Assistant</i> , University of Arizona
2009-2012 (Summers)	<i>Academic Dean</i> ('12), <i>Instructor</i> ('10-11), <i>TA</i> ('09), Civic Leadership Institute, Northwestern University

PUBLICATIONS

BOOK

Rewriting Partnerships: Community Perspectives of Community-Based Teaching. Utah State University Press (University Press of Colorado subsidiary), 2020.

PEER-REVIEWED ARTICLES

"What is It That's Going on Here?: Framing Community Engagement for Community Partners." *Community Literacy Journal*, vol 14, no 2, 2020, pp. 72-92.

"The Work of The Conference on Community Writing: Reflections on the 2019 Philadelphia Conference." *Reflections: A Journal of Community-Engaged Writing and Rhetoric*, vol. 20, no 1, 2020, pp. 240-268. (Co-author with Heather Lindenman, Justin Lohr, Adam Hubrig).

"The Courage of Community Members: Community Perspectives of Engaged Pedagogies." *College Composition and Communication*, vol. 70, no 1, 2018, pp. 82-110.

"Fostering eABCD: Asset-Based Community Development in Digital Service-Learning." *Journal of Higher Education Outreach and Engagement* vol. 22, no. 2, 2018, pp 189-221. (Co-author with UNL English Education research team).

"English Education as Democratic Armor: Responding Programmatically to our Political Work." *English Teaching: Practice and Critique*. Vol 17, no. 2, 2018, pp 116-131. (Co-author with UNL English Education research team).

* Last name changed from Wendler to Shah 1/16

"Positionality and Possibility: Tactics and Strategies for Graduate Student Community Engagement." *Michigan Journal of Community Service Learning*, vol. 24, no. 1, 2017, pp. 93-103 (Co-author with Katie McWain, Marcus Meade, & Adam Hubrig).

"Reciprocity with Power Dynamics: Community Members Grading Students." *Reflections: A Journal of Public Writing, Civic Rhetoric, and Service-Learning*, vol 17, no. 2, 2017, pp. 5-42 (Co-author with Jess Shumake).

"Silent Partners: Developing a Critical Understanding of Community Partners in Technical Communication Service-Learning Pedagogies." *Technical Communication Quarterly*, vol 25, no 1, 2016, pp. 48-66. (co-author with Amy C. Kimme Hea).

"Socializing Democracy: The Community Literacy Pedagogy of Jane Addams." *Community Literacy Journal*, vol. 8, no. 4, Spring 2014, pp. 1-16.

"Human 'Subjects' Protection: A Source for Ethical Service-Learning Practice." *Michigan Journal of Community Service Learning*, vol. 18, no. 2, 2012, pp. 29-39.

BOOK CHAPTERS

"Educating Teachers for Critical Pragmatism: Methods as a Conceptual Home Base." *Using Tension as a Resource: New Visions in Teaching the English Language Arts Methods Class*. Ed. Heidi Hallman, Kristen Pastore-Capuana, and Donna L. Pasternak. Rowan and Littlefield, 2019, pp 3-16. (Co-author with UNL English Education research team).

"It was Sort of Hard to Understand Them at Times: Community Perspectives on ELL Students in Service-Learning Partnerships." *Learning the Language of Global Citizenship: Strengthening Service-Learning in TESOL*. Ed. James Perren and Adrian Wurr. Common Ground Publishers, 2015, pp. 169-193.

"An Architecture of Participation: Working with Web 2.0 Technologies and High School Student Researchers to Improve a Service-Learning Partnership." *Higher Education, Emerging Technologies, and Community Partnerships: Concepts, Models, and Applications*. Ed. Melody A. Bowdon and Russell Carpenter. IGI Global, 2011, pp. 1-14. (Co-author with high school students).

REVIEWS

Review of Paul Feigenbaum's *Collaborative Imagination: Earning Activism through Literacy Education*. *Community Literacy Journal* vol. 12, no. 1, 2017, pp. 104-109.

Review of Phyllis Ryder's *Rhetorics for Community Action*. *Rhetoric Review*, vol. 31, no. 2, 2012, pp. 188-202. (Co-author with John Warnock).

WORKS IN PROGRESS

"A Discipline with More Room: Co-Authoring with Students." Accepted for edited collection *Inventing the Discipline: Student Writing in Composition Studies*, eds. Stacey Waite and Peter Moe. Out for review with Parlor Press.

"Building our Ideals into Program Structures: Democratic Design Through Advisory Boards." Drafting in progress. (Co-author with Brad Jacobson).

"Critical Hope in Graduate Community Literacy." Drafting in progress.

"The Evolving Purpose of English Education." Data collection in progress. (Collaborative project with English Education research team).

We Voice: Co-Writing in Community Engagement Scholarship and Pedagogy. Book project in progress.

GRANTS

- 2020 **C3WP i3 Scale-Up Late Start Professional Dev't Grant (\$71,000)** Nat'l Writing Project, Co-PI (50%)
Grant to host argument writing study and professional development at Madison School District.
- 2019 **C3WP i3 Scale-Up Professional Development Grant (\$70,000)**, National Writing Project, Co-PI (50%)
Grant to host research study on Argument Writing at Weeping Water Elementary and High School.
- 2018 **C3WP i3 Scale-Up Professional Dev't/Advanced Institute Grant (\$62,000)**, Nat'l Writing Project, Co-PI (50%)
Grant to host research study on Argument Writing at Weeping Water High School and launch professional development program for elementary teachers
- C3WP SEED Professional Dev't in High-Need School Grant (\$20,000)**, National Writing Project, Co-PI (50%)
Grant to host professional development program on argument writing for Northeast High School
- 2017 **Improving Teacher Quality Grant (\$75,800)**, Coordinating Commission on Postsecondary Ed, Co-PI (40%)
Grant to launch Husker Writers program
- College, Career, Community Writers Program SEED Grant (\$20,000)**, National Writing Project, Co-PI (50%)
Grant to support year-long program on teaching argumentative writing for teachers at high-need schools
- College, Career, Community Writers Program AI i3 Grant (\$20,000)**, National Writing Project, Co-PI (50%)
Grant to begin 5-year study of teaching argumentative writing in rural secondary schools
- Enhance Grant (\$4,328)**, College of Arts and Sciences, University of Nebraska-Lincoln, PI
Grant to fund book project research
- 2015 **100% Student Engagement Strategic Investment Grant (\$7,468)**, University of Arizona, Co-PI (30%)
Grant to support Wildcat Writers community engagement program
- 2013 **Faculty-Student Interaction Grants (\$465, \$500, \$500, \$250, \$368)**, UA, Co-PI with Undergraduates (90%)
Grants to support participatory action research, TEDx events, and environmental literacy projects
- 2012 **Community Connections Grant (\$4,390)** University of Arizona Foundation, PI
Grant to expand Wildcat Writers community engagement program

ACTION RESEARCH PARTNERSHIPS

COORDINATOR, HUSKER WRITERS, UNL, 2016-PRESENT

Facilitating a secondary-college public writing program that links to organizations such as Lincoln Public School District, Omaha Public School District, the Coordinating Commission on Postsecondary Education, community organizations, and UNL. Involving up to 28 teachers and 11 schools yearly in cross-institutional public writing projects, with summer institutes in some years and workshop support. 2020 Program ran with 2 partnerships/year due to COVID. Participatory evaluation revealed positive impact.

SITE SUPPORT, COLLEGE, CAREER, COMMUNITY WRITERS PROGRAM, NAT'L WRITING PROJECT, 2016-PRESENT

Supporting UNL's involvement in what is believed to be the largest study on argument writing instruction to date. Collaborating with National Writing Project on a 5-year study with experimental and control school districts (Weeping Water and Madison districts) to test the effectiveness of an argument writing pedagogy.

CONFERENCE PRESENTATIONS

- 2020 "Community Responsive Partnerships Through Participatory Evaluation." *Conference on Community Writing*. Philadelphia, PA. [Canceled due to COVID-19, slides uploaded to digital presenter zone].
- "Critical Hope in the Graduate Community Literacy Practicum Course." *Advanced Peer Review of Teaching Project Research Showcase*. Lincoln, NE.
- 2019 "Community Responsive Partnerships Through Participatory Evaluation." *Conference on Community Writing*. Philadelphia, PA.
- "Participatory Evaluation: An Intervention in Secondary-University Knowledge Politics." *Conference on College Composition and Communication*. Pittsburgh, PA. (Co-wrote with UNL graduate student, who presented the paper while I was on leave).
- "Strategies for Teaching Argument Writing." Plum Creek Literacy Conference. Seward, Nebraska.
- 2018 "Breakthroughs and Breakdowns: Community Member Motivation and Partnership Program Design." *Conference on College Composition and Communication*. Kansas City, MO. (Co-presented with UNL undergraduate).
- "Centering Community Knowledge and Accountability through Joint Advisory Boards." *International Association for Service-Learning Research and Community Engagement*. New Orleans, LA.
- "Critical Conversations in Teacher Education." *National Conference of Teachers of English*. Houston, TX.
- "Pedagogies in Context: Exploring Current Issues and Dilemmas in Teaching the English Language Arts Methods Class." *National Conference of Teachers of English*. Houston, TX.
- "Digital Collaborations Across Schools: How to Build a Strong Online Writing Exchange." *Nebraska Educational Technology Association*. Omaha, NE. (Co-presented with local teacher).
- 2017 "Deepening the Conversation: Cultivating Connections Between High School and College Writing Instructors." *Conference on College Composition and Communication*. Portland, OR. (Selected by conference chair as featured "Cultivate" session).
- "Giving Teeth to Reciprocity: Community Members Grading Students." *Conference on College Composition and Communication*. Portland, OR.
- "Building a Joint Advisory Board: A Rationale for Situated Joint Sponsorship." *Conference on Community Writing*. Boulder, CO.
- "New Directions in Humanities Teaching." (Invited). *Humanities Symposium*. University of Nebraska-Lincoln.
- 2016 "Community Member Insights on Preparing Future Engaged Scholars: Spaces of Radical Openness." *International Association for Research on Service Learning and Community Engagement*. New Orleans, LA.
- "The Courage of Community Partners: Community Member Perspectives on Service-Learning." *Engagement Scholarship Consortium*. Omaha, NE.
- "Activism from the Other Side: Community Members' Perspectives of Collaborating with College Students." *Conference on College Composition and Communication*. Houston, TX.
- 2015 "Radical Openness: Insights from Community Partners on Graduate Student Engagement." *Conference on Community Writing*. Boulder, CO.
- "Learning to Think WITH Non-Profits: Distributed Cognition in Professional Writing Service Learning." *Conference on College Composition and Communication*. Miami, FL.

- 2014 "Helping Students Create USABLE Written Projects for Non-Profits: Insights from Non-Profit Staff." *International Association of Research on Service-Learning and Community Engagement*. New Orleans, LA.
- "Complicating Metaphors: The Rhetoric of Borderlands in Service-Learning Scholarship." *Rhetoric Society of America*. San Antonio, TX.
- 2012 "Borderlands Theory in Service-Learning Research: Remapping the Metaphor." *International Association for Service-Learning and Community Engagement Conference*, Baltimore, MD.
- 2011 "Tutors as Agents of Reform: Using NWP Concepts to Build a High School Writing Center." *National Council of Teachers of English Convention*, Chicago, IL.
- 2010 "Technology Mythbusters: Using Stakeholder Theory to Form a Heuristic for Responsible Technology Decisions." *NCTE, Conference on English Leadership Annual Convention*. Orlando, Florida.
- "(Re)braiding the Threads of Socialized Democracy: Jane Addams' Engaged Pedagogy." *Conference on College Composition and Communication*, Louisville, KY.
- 2009 "Socializing Democracy: Jane Addams' Engaged Pedagogy." *Western States Rhetoric and Literacy Conference*, Salt Lake City, UT.

TEACHING EXPERIENCE

UNIVERSITY OF NEBRASKA-LINCOLN, LINCOLN, NE

GRADUATE

Public Literacies (1 Section)

English 973, Fall 2020

Literacy and Community Issues (2 Sections)

English 4/882, Spring 2017, 2020

Elementary Argument Writing Pedagogy (1 Section)

English 857b, Fall 2018

Secondary Argument Writing Pedagogy (1 Section)

English 992, Summer 2017

Academic Professionalization and Presentation (3 Sections)

English 993, Spring 2017, 2019, 2021

Composition Theory and Practice (1 Section)

English 957, Fall 2016

Service-Learning Pedagogy (1 Section)

English 857B, Summer 2016

UNDERGRADUATE

Composition Theory and Practice (5 Sections)

English 357, Fall 2016-2020

Rhetoric, Argument, and Society (1 Section)

English 376, Spring 2016

Writing and Communities (4 Sections)
English 254, Fall 2015; Spring 2016, 2017, 2020

Writing and Argument (1 Section)
English 151, Fall 2015

COMMITTEES

Chair, Graduate Student Committees

Keshia McClantoc (co-chair), PhD Student in Composition and Rhetoric
Serenity Dougherty (chair), PhD Student in Composition and Rhetoric
Molly McConnell, MA Student in English

PhD Student Committees

Charlotte Kupsh, PhD Student in Composition and Rhetoric
Matt Whitaker, PhD Student in Composition and Rhetoric
Nicole Green, PhD Student in Composition and Rhetoric
Alexandra DeLouise, PhD Student in Composition and Rhetoric
Erika Luckert, PhD Student in Composition and Rhetoric
Moira Delgado, PhD Student at Saint Mary's College of California (Outside Reader)
Adam Hubrig, PhD Student in Composition and Rhetoric, 2020
Emily Suh, PhD Student in TLTE, 2017

MA Student Committees

Simone Droge, MA Student in English
Celie Knudsen, MA Student in English
Joshua Renner, MA Student in English, 2020
Shelby Schmidt, MA Student in English, 2019
Jessica Meyer, MA Student in English, 2019
Gina Keplinger, MA Student in English, 2019
Melissa Walburn, MA Student in English, 2018
Melissa Legate, MA Student in English, 2018
Lauren Funk, MA Student in English, 2018

Honors Thesis Supervision

Kayla Kremke
Lucy Long, 2019
Tina Le, 2018

UCARE Supervision

Tina Le, 2017 and 2018

PROFESSIONAL DEVELOPMENT

Summer Institute for Online Teaching
2020

Advanced Peer Review of Teaching Fellow
2019-2020

Peer Review of Teaching Fellow
2016-2017

HONORS AND AWARDS

2020 EGSA Star Professor Award, English Graduate Student Association, University of Nebraska-Lincoln

- 2019 College Distinguished Teaching Award, College of Arts and Sciences, University of Nebraska-Lincoln
- 2018 Outstanding Civic Health Award, Strengthening Democracy Awards, Civic Nebraska
- 2016 Community Advocacy Award (Honorable Mention), CESJ, American Educational Research Association
- 2014 P.E.O. Scholar Award (\$15,000), P.E.O. (Philanthropic Educational Organization)
Scholarship (\$500), International Association for Research on Service Learning and Community Engagement Award to present research on community engagement
- 2013 DeFazio Teaching Award (\$2,500), University of Arizona Writing Program
Barry Briggs Teaching Award (\$200), University of Arizona Writing Program
- 2008 Graduate College Fellowship (\$3,000), University of Arizona
Merit-based fellowship

Best Service Impact, City Year National Convention
Awarded to one team nation-wide for community engagement accomplishments

ACADEMIC SERVICE

PROFESSIONAL

- 2021 Book Manuscript Peer Reviewer, *Utah State University Press*
- 2019-Pr Summer Writing Retreat Planning Committee, *Coalition for Community Writing*
- 2019-Pr Peer Reviewer, *Reflections: A Journal of Community Engaged Writing and Rhetoric*
- 2017-Pr Advisory Board, *Coalition for Community Writing*
- 2017-Pr Editorial Board and Peer Reviewer, *Community Literacy Journal*
- 2016-Pr Peer Reviewer, *Michigan Journal of Community Service Learning*
- 2020 Community-Based Research Panelist, *International Association for Research on Service-Learning and Community Engagement Graduate Student Network*
- 2018-19 Organizational Structure and Membership Task Force, *Coalition for Community Writing*
- 2017 Outstanding Book Award Committee, *Conference on Community Writing*
- 2016 Dissertation Award Committee, *International Association on Service Learning and Community Engagement*
- 2016 Graduate Mentor, *International Association for Research on Service Learning and Community Engagement*
- 2012-16 Conference Peer Reviewer, *International Association for Research on Service Learning and Community Engagement*
- 2011-15 Consulting Editor, *Community Literacy Journal*
- 2009-11 Peer Reviewer, *Community Literacy Journal*
- 2010 Peer Reviewer, *Higher Education, Emerging Technologies, and Community Partnerships*

UNIVERSITY AND COLLEGE

- 2016 Husker Dialogues Conversation Facilitator, UNL
- 2013-14 Lead Organizer, TEDxUniversityofArizona and TEDxRillitoRiver, University of Arizona

DEPARTMENT

- 2020 Search Committee Member, Writing Center Assistant Director, UNL
Ranking of applications completed, search currently on hold due to COVID
- 2020 Public and Professional Writing Minor Planning Team, English and Communications Depts, UNL
- 2019, 2020 Graduate Admissions Committee, Rhetoric and Composition Program, UNL
- 2016, 2020 Judge, Kooser Award for Outstanding First Year Writing, English Department, UNL
- 2015-Pr. Coordinator, Job Placement Committee, English Department, UNL
Supporting graduating students in finding employment. Developed new 1-credit class on professionalization. Some years co-chaired the committee, and other years coordinated solo.
- 2016-Pr. Advisor, Writing Lincoln Initiative, English Department, UNL
Advising graduate students in coordinating a community literacy program. Size varies, up to 3 community sites and 70 volunteers each year.
- 2015-Pr. Advisory Board Member, Nebraska Writing Project, UNL
Contributing to board meetings and helping to plan events.
- 2015-Pr. English Education Faculty Working Group, UNL
Attending regular meetings to make programmatic decisions
- 2018-20 Panel Participant, New Graduate Assistant Teacher Training, UNL
- 2019 Brown Bag Panelist on Difficult Situations in the Classroom, EGSA, UNL
- 2015-17, 19 Application Committee, English Education Cohort, UNL
Interviewed and reviewed applications for candidates to the program.

COMMUNITY

- 2020 Anti-Racism Leadership Institute Planning Team, Nebraska Writing Project
Planning spring workshop on anti-racism for local teachers
- 2017-Pr Curriculum Support, Lincoln Public Schools
Supporting LPS as they incorporate C3WP argument writing curriculum district-wide. Attending meetings with administrators, hosting workshops, collaborating with teachers.
- 2016-2019 Judge, Louder Than a Bomb Poetry Slam
Judged one youth poetry slam a year

PROFESSIONAL AFFILIATIONS

- Conference on College Composition and Communication (CCC)
- Coalition for Community Writing (CCW)
- International Association of Research on Service Learning and Community Engagement (IARSLCE)
- National Council of Teachers of English (NCTE)