

SOBIA KHAN
Resume
April 2018

EDUCATION

- Ph.D. Department of Arts and Humanities, Studies in Literature, University of Texas at Dallas, May 2014
Dissertation: *"Transnational Identity in Crisis": Self-Writings of Edward Said, Jacques Derrida, and Theresa Hak Kyung Cha.*
- M.A. Humanities, Studies in Literature, University of Texas at Dallas, May 2008
- B.A. Literary Studies (*Magna cum Laude*), University of Texas at Dallas, May 2006

PROFESSIONAL APPOINTMENTS

- 2013-present Full-time English Faculty, World Languages, Cultures and Communication, Richland College, TX
- 2017-present Grant Project Director, Asian American Native American Pacific Islander (AANAPISI), Richland College, TX
- 2016-present English Dual Credit Coordinator, Richland College, TX
- 2016-2017 Associate Dean, World Languages, Cultures and Communication, Richland College, TX
- 2012-2015 Principal, East Plano Islamic Sunday School, Plano, TX
- 2011-2013 Visiting Scholar, World Languages, Cultures, and Communications, Richland College, TX

ADMINISTRATIVE EXPERIENCE

Grant Project Director, Asian American Native American Pacific Islander (AANAPISI), Richland College, 2017-present

- Lead and direct the overall direction of the \$1.3 million grant
- Oversee and direct the grant budget.
- Work closely with office of institutional effectiveness and grant team to ensure grant compliance, for audit, and budget alignment.
- Qualitative and quantitative analysis of each grant objective with the aim to track progress and improve outcomes
- Supervise Grant Project Manager, student navigators, and an administrative assistant
- Oversee and coordinate smooth operations of nine high impact grant objectives
- Lead Summer Bridge Program for students with academic challenges in English, initiatives to increase three-year graduation for AANAPISI student cohort, invite AAPI students to enroll and participate in Honors Academy.
- Lead and developed a new case management model for intensive advising with student navigators to reach students at all levels of the college career. Put in place a student data tracking system to identify barriers and success points.

- Lead and developed a three tier Leadership Program. Tier 1, a semester long class where students build on cultural identity and learn skills needed to be better prepared for the real world. Tier 2, faculty mentorship program. Tier 3, internship program with community partners.
- Oversee and host research focused Minority Student Institutes Convening at college. Build relationships nationally with other colleges administrators, project leaders, and faculty to ensure a participation at the convening.
- Coordinate and lead Community Advisory Committee meetings with community partners
- Coordinate and lead grant core meetings with campus leadership and administrators
- Build community partnerships with area chambers of commerce such as Greater Dallas Chamber of Commerce and US India Chamber of Commerce among others.
- Work with different college academic divisions and departments to ensure grant program and services are on track
- Work with external AANAPISI grant evaluator
- Submit yearly report to US Department of Education
- Work closely with US Department of Education to meet grant objective
- Identify training and professional development opportunities for grant employees
- Problem solve and mediate between departments to reach grant objectives

Associate Dean, Richland College, 2016-2017

Supervisor of fifty-five to sixty English Adjuncts:

- Manage and coordinate fifty-five to sixty English adjuncts. Adjuncts teach 60% of all college level English classes at Richland College
- Hired and mentored new English adjuncts
- Initiated one-on-one meetings for all English adjuncts to meet with me to go over English Program Guidelines, syllabi, and pedagogy questions.
- Conducted adjunct class evaluations and gave constructive feedback
- Established new course alignment criteria so all adjunct course offerings adhere to English Program Guidelines

Supervisor of the faculty-led English tutoring center, English Corner:

- Asian American and Native American Pacific Islander (AANAPISI) grant objective manager for English tutoring, January 2015-2017
- Lead and Manage a tutoring center with thirty-seven tutors and annual spending of \$25,000-\$30,000 per year.
- Hired, mentored, and trained two English Corner Coordinators for the faculty led English tutoring center
- Closely monitored English Corner budget and hours allocation according to AANAPISI grant objectives
- Led the launch of the new Online English Corner portal. Planned and coordinated the development of the Online tutoring portal
- Modelled a culture of continuous improvement in the English Corner
- Established a discipline specific newsletter created by the tutor coordinators that highlights full time and adjunct faculty achievements. Provides a space for all faculty to exchange ideas related to English. Encouraged a sense of community within the department.

English Department Leadership:

- Wrote English yearly Program Review for college. Included were details of initiatives, plan of action, challenges, and required support. Also included was data on English department's revenue generated, student enrollment numbers, retention rates, student success rates, and face-to-face

- class and distance learning success rates. All data was disaggregated by ethnicity, gender, on-campus and distance learning
- Wrote Department Actions Plans describing new initiatives, plan of actions, budget requirement, and expected date of completion
 - Chaired English faculty searches and for staff positions in the division
 - Led English department meetings at the beginning of each semester
 - Coordinated efforts to introduce new pedagogical approaches to teaching composition courses.
 - Planned new committee work for AY1617: Text Book review committee, Online English 1302 committee, Reading and Writing Task Force.
 - Solicited feedback from full time and adjunct faculty to make program stronger
 - Lead and serve on the English Assessment Committee

Partnerships:

- Partnered with Dallas literary organization, Wordspace, to invite speakers to the college literary festival.
- Member of the Richardson Reads One Book board of directors.
- Collaborated with text book publishers. Collected feedback from faculty during the text book revision process and served as liaison between publisher and the English department.
- Coordinated with publisher and faculty to synchronize school online portal, ecampus, with online grammar tutorials.
- Coordinated continuous improvements to publisher's online grammar tutorials and online text book.

Provided support, supervision, mentoring, and evaluation for faculty and staff:

- Interpreted and monitored compliance with Richland and DCCCD administrative policies and procedures.
- Conducted progress discussions for English Corner coordinators.
- Maintained an open-door policy to assist faculty and staff with personnel issues and to provide problem solving and conflict resolution.
- Provided guidance on the department wide initiatives such as Achieving the Dream, English Online Course, The English Corner, and English QEP.

Minority Serving Institute Initiatives Service at Richland College:

- Served as co-chair of the Achieving the Dream team at Richland College, 2013-2015
- Presented with executive vice president at the Achieving the Dream conference, February 2016.
- Served on Richland's Asian American and Native American Pacific Islander (AANAPISI) Grant Core team.
- Served on Richland's Asian American and Native American Pacific Islander (AANAPISI) Advisory Committee with community partners

Dual English Corner Coordinator, Richland College, 2016-present

- Supervisor and coordinator of all English Dual Credit High School Classes on and off campus
- Hired and trained instructors to teach college level freshman English courses
- Managed and coordinated thirteen high schools that offer thirty-nine to forty-seven Richland College dual credit courses.
- Conducted professional development sessions for dual credit teachers at area high schools and on college campus
- Coordinated efforts with high school leaders to bridge communication gap between our institution and theirs.

- Visited multiple High Schools and talked to teachers in an effort to align high school courses offered to the college English program.
- Conducted class evaluations for dual credit teachers
- Collaborated with campus dual credit advisors and deans to align discipline expectations

Principal, Sunday School at East Plano Islamic Center, Plano TX, 2012-2015

- Established a new school for K-10 graders with a focus on Islamic Studies including Arabic
- Hired, trained, mentored 15 Arabic and Islamic Studies teachers
- Hired, trained, and mentored administrative staff
- Built and maintained budget for salaries of teachers and staff. Managed individual and family tuition plans
- Lead and developed curriculum for Quran and Islamic studies in collaboration with teachers
- Developed school schedule
- Lead research and implementation of database software for student enrollment, progress, and financial information
- Reported to stakeholders including parents and board members
- Chief contact for parental involvement including parent-teacher conferences, in-class activity involvement, complaints, tuition waivers, and volunteers
- Communicated with external book vendors and suppliers

Administrative Conference Activity

- 2016 “Aligning Data-Informed Decision Making to Increase Student Success,” Achieving the Dream, Annual Institute on Student Success, Atlanta, GA, February 23-26. Co-presenter.
- 2015 “New Approaches to Teaching Freshman English: Course redesign, In-class strategies, New Text book, and the English Corner,” Achieving the Dream, Annual Institute on Student Success, Baltimore, MD, February 17-20. Co-presenter.

Other Leadership Roles

- Vice President, Richland College Faculty Council, 2018
- South Asian Feminist Caucus Chair, National Women’s Studies Association, 2017-Present
- Richardson Reads One Book, Board of Directors, Richardson, TX, 2016-present
- AMPD- American Muslim Professionals of Dallas, Education Adviser, 2012-Present

TEACHING EXPERIENCE

- 2011-present **Full Time English Faculty, Richland College**
 World Literature: Transnational Literature, Studies in Literature: South Asian Literature,
 World Literature: Contemporary Short Stories, British Literature, Creative Writing:
 Introductory course, Rhetoric/Freshman Composition: Regular full semester, Fast-track,
 and Online courses.
- 2010-2011 Instructor of Record, *University of Texas at Dallas*
 Literary Analysis, Introductory Creative Writing, Freshman Composition
- 2008-2009 Teaching Assistant
 Exploration of Arts, Introduction to Humanities
- 2010 Instructor of Record, *Collin College*
 Freshman Composition II: Power Relations and Resistance in Literature
 (Freshman)

Institutional Service and Leadership, Richland College, 2011-present

- Vice President, Richland College Faculty Council, 2018
- Member, Guided Pathways District Committee, 2018
- Student Mentor, AANAPISI Leadership Program
- Chair, Literary Festival Committee, 2014-present
- Co-Chair, Achieving the Dream at Richland, 2014-2016
- Co-Chair, Texas Completes at Richland, 2012-2015
- Member, Achieving the Dream Core Team, 2014-present
- Richland representative, District Faculty Development Committee, 2011-2014
- Co-host, Bi-Annual Adjunct Faculty Development Conference at Richland College, 2014
- Achieving Latino Academic Success- Scholarship Recipient Selection Committee, 2012
- Co-writer and co-presenter, Richland College panel at Achieving the Dream Conference,
 - Baltimore, 2015.
- Co-writer, Richland College's application for THECB Star Award, 2015
- English Corner Alignment, 2014
- Curriculum Revision Committee, 2012-2013
- Quality Enhancement Program: English QEP Coach, 2013
- Search Committees:
 - Executive Vice President Search Committee, 2015
 - Multiple English faculty positions, theatre faculty, speech faculty, staff positions
- Student Learning Outcome Committee on Ethical Reasoning, 2011-2012
- Committee Member, Achieving the Dream-English 1301 Pilot for Under-Resourced Students, 2012-2015
- "New Approaches to Teaching Freshman English: Course Redesign, In-Class Strategies, New Text Book, and the English Corner," 2013-2016
- Committee Member, Texas Completes at Richland EDUC 1301 Pilot, "Collaborative Pathways to Student Success: Curriculum, Career Assessment and Advising," 2012-2013
- Sponsor of Student Clubs and Programs, Richland College
 - Mentor in the Leadership Program for AANAPISI program, 2016-present
 - Sponsor of Muslims for Humanity, 2013-2015
 - Sponsor of Muslim Student Association, 2012-2014
 - Sponsor of Creative Writing Club, 2013-2014

PUBLICATIONS

Book Chapters and Refereed Journal Articles

- 2016 "Alienated Muslim Identity in *The Reluctant Fundamentalist*." *South Asian Review*: Special issue on "Borders, Boundaries, and Margins." Ed. Pranav Jani and Jana Fedtke. January 2016.
- 2015 "Transnational Feminism in Sidhwa's *Cracking India*: A Geocritical Study of the Great Divide of the Indian Subcontinent." *Emerging South Asian Women Writers: Essays and Interviews*. Ed. Feroza Jussawalla and Deborah Fillerup Weagel. Peter Lang Publishing. November 2015.
- 2015 "My Poetry Has Two Lives, Like Any Exile'-A Conversation with Dunya Mikhail." *World Literature Today*. University of Oklahoma Press. September 2015.
- 2015 "Face of the Muslim Woman: A Postcolonial Reading of *Saving Face*." Special Issue *Journal of Contemporary Literature (Allahabad, India): Shaping Indian diaspora*. Ed. Cristina M. Gámez Fernández and Veena Dwivedi. February 2015.

- 2015 "Re-reading Edward Said as a Transnational Identity." *GeoCriticism and Edward Said: A Comparative Cultural Studies Series*. Ed. Robert T. Tally. Palgrave MacMillan. January 2015.
- 2013 "A Voice of Her Own: Translations of Ishrat Afreen's Poems." Trans. Sobia Khan and Talmeez Burney. *Pakistaniaat: A Journal of Pakistan Studies*.

Creative Writing

- 2016 "Blue Skies." *The Margins. Asian American Writer's Workshop*. July.
- 2015 "The Fallen" *Her Texas: Story, Image, and Song: An Anthology of Texas Women Artists*. Wings Press, San Antonio.
- 2010 "Innocence Lay Dying." *Secretly Timid*, June.
- 2008 "Butterfly Girls" *Rivers Edge*, December.
- 2006 "Broken Man" *Reunion: A Dallas Review*.
- 2002 "Bare Feet" *Parallax*.

Awards and Honors

- 2016 Invited Travel Grant, American Institute of Pakistan Studies
- 2014 Nominated for Excellence in Teaching Award, Richland College
- 2011-present Professional Development Travel Grants (stipend varies per year), Richland College

Fellowships/Residencies

- 2015 VONA/Voices creative writing residency in Fiction with Junot Diaz, University of Miami, June 2015.
- 2017 Banff Center for Arts and Creativity Residency for *Centering Ourselves-Writing in a Racialized Canada* writing residency, Banff, Canada, September 2017.
- 2018 Banff Center for Arts and Creativity Residency. Leighton Artists' Studios- independent writing residency, Banff, Canada, January 2018.

ACADEMIC CONFERENCE ACTIVITY (complete list available upon request)

Recent Panel Organizer / Session Chair

- 2018 "Muslim Writers Speak Out," Association of Writers and Writing Programs, Tampa, Florida, March 7-10.
- 2016 "The Art of Forgetting: Examining Cultural Reassignment in African American Dance Forms," National Women's Studies Association, Montreal, Canada, November 10-13.
- 2016 "Writing Violence: Tracing Disaster in Ethnic American Writing," Association of Writers and Writing Programs, Los Angeles, CA, March 30-April 2.

Recent Papers Presented

- 2017 "Decolonizing/Rewriting the South Asian Muslim Woman: Literary Resistance and Feminism," Preconference on Decolonization: Texts and Con-Texts of Freedom, Annual Conference on South Asia, Madison, WI, October 26-28.
- 2016 "Decolonizing the Muslim Woman: Literary Resistance and Islamic Feminism," Decolonizing Knowledges in Feminist Word Politics, International Feminist Journal of Politics IFJP, Cincinnati, OH, May 20-21.
- 2016 "Transnational Muslim Feminism: Reimagining Muslim Women's "Jihad"," Modern Language Association MLA. Austin, TX, January 7-10.
- 2016 "Alienated Muslim Identity in a Post 9/11 America: A Transnational of *The Reluctant Fundamentalist*," Modern Language Association MLA, Austin, TX, January 7-10.
- 2016 "Let the Women Speak: Colonized Representations of Muslim Women in



April 24, 2018

San Antonio College
VP Academic Success
1300 San Pedro Ave.
San Antonio, Texas, 78212

Dear Members of the Search Committee,

I am writing to submit my application for the position of Dean of Academic Success (14256) at San Antonio College. Presently, I am employed as English faculty at Richland College and as the project director of the Asian American Pacific Islander grant. I am also the English Dual Credit Coordinator for Richland. In May 2014, I received my Ph.D. in the Department of Arts and Humanities from University of Texas at Dallas. My academic interests in American studies, transnational studies, and identity formation tie into my teaching pedagogy and my approach to administrative work. My experience working with community college students has led me to better understand and assist under-resourced students attain their individual goals. As an administrator, I am an advocate for faculty and committed to supporting faculty do their best to help our students succeed. Also, I am motivated by the possibility of initiating new projects, policies, methodologies, and collaborations to make the student experience meaningful and successful.

In my dissertation, *Transnational Identity in Crisis: Self-Writings of Edward Said, Jacques Derrida, and Theresa Hak Kyung Cha* I challenge the commonly invoked narrative of immigration and multiculturalism in America. Frequent movements across borders have created a subjectivity that differs vastly from previous generations of Americans. My work analyzes the ways in which transnational subjectivities account for their diasporic lives through their self-writings. Using Said's memoir, Derrida's philosophical writings, and Cha's postmodern autobiography, I argue that attention to displaced subjects' sense of identity is central to understanding the consequences of globalization on individuals, and that a better way to understand their sense of homelessness is through an examination of their diasporic experiences.

My work as an academic and an instructor reflects my interest in world formation and hence, it is informed by intercultural sensitivity and is mindful of a diverse student body. In all my courses, the texts I choose include works of marginalized writers, experiences of minorities and underprivileged people. In the classroom, I ensure interaction between all students based cooperative learning strategies and pedagogy based on Ruby Payne's insights on helping under-resourced students. I have ten years of teaching experience at the college and university level. My work outside the classroom is similarly mindful of diverse staff and faculty experiences. As an administrator, academic, and creative writer, I have organized, chaired, and presented at numerous national conferences. My academic and creative work has resulted in publications that deal with issues of identity, homeland, and diaspora.

In my time at Richland College I have had the opportunity to work as English faculty, associate dean, the project director for an Asian American Pacific Islander federal grant, and as the English dual credit coordinator in addition to my years of service as faculty. As an associate dean of the World Languages, Cultures, and Communications department, I supervised around sixty adjuncts, supervised the faculty-



led tutoring English Corner, hired and mentored new adjunct faculty, wrote yearly program review and department action plans, led division meetings, collaborated with dean and faculty to strengthen programs, partnered with Dallas organizations to bring national speakers to Richland College, established a department monthly newsletter, gathered and analyzed qualitative and quantitative data to track program success and identify barriers to student success. In addition, I participated in district wide, campus wide, and department wide initiatives that focus on student success and faculty engagement. A highlight of my experience has been in working on committees with colleagues who are focused on helping students succeed in the classroom. I co-chaired Texas Completes and Achieving the Dream at Richland College.

As the project director of a \$1.5 million federal grant for Asian American Pacific Islander students, I have had the opportunity to impact students across the college through nine high impact grant objectives. I lead and guide each grant objective team to ensure the teams stay on track and reach their goals. I work closely with office of institutional effectiveness and my grant team to ensure grant compliance, for audit, and budget alignment. I lead qualitative and quantitative analysis of each grant objective with the aim to track progress and improve outcomes. I also lead and developed a new intensive advising model with student navigators to reach students at all levels of their college career to help them succeed. In collaboration with my team, I developed a three tier Leadership Program. Tier 1, a semester long class where students build on cultural identity and learn communication skills needed to enter the work force. Tier 2, faculty mentorship program. Tier 3, internship program with community partners. One of the most gratifying aspects of this position has been the work I have done with the conference team to host a research focused Minority Student Institutes Convening at Richland College. This conference has allowed me and the college to build relationships nationally with other college administrators, project leaders, and faculty to engage in a meaningful dialogue at the convening aimed at student success through data assessment.

In addition, I established and managed an Islamic Sunday School for the East Plano Islamic Center. As the principal of this school from its inception, I hired teachers, developed curriculum with teachers, organized the school, created class schedule, selected text books, managed students, kept payroll, managed the budget, developed professional development among other administrative tasks. Over the three years I was the principal of this Sunday School we more than doubled our student enrollment to 200 students, hired many more teachers, developed an administrative team, adopted a software for student progress and tuition tracking. I collaborated with committees comprised of faculty and staff to bring all the changes to fruition. Of all my experiences, I think I have learned the most as the principal of a non-profit organization by working within a limited budget, limited space, and a governing board. I know that to be a successful administrator I have to be a good communicator and collaborator in order to be most effective.

I am eager to embrace Alamo Way values of “students first” and “collaboration,” in my work as a Dean. I am excited at the prospect of working with San Antonio College faculty and staff and would enjoy collaborating with them to help students succeed. Please let me know if you need anything further. I look forward to hearing from you.

Thank you,
Sobia Khan Ph.D.