

Katie Linette Acosta, SSS Candidate Survey

1. Please describe your teaching experiences and pedagogical approaches related to issues of race, class, gender, disability, and sexuality.

Some hallmark aspects of my approach to learning include incorporating student participation so that the learning happens collaboratively. I strive to keep students engaged in the material by incorporating examples from politics, media, and popular culture. I use a multi-pronged approach to assessing student learning. Recognizing that tests alone are not an optimal measure of how well they grasp the material, I also ask students to do projects and writing assignments so that those who are not strong test takers have an alternative vehicle to demonstrate their firm grasp of the material. In using varied assessments, students move beyond memorizing large amounts of information and toward applying their knowledge to the real world.

I regularly teach Families and Society, Race and Ethnicity, Sexualities, Gender and Society and Qualitative Methods. In my Families course, I ensure students learn about the varied ways families are formed by focusing on adoption, assisted reproductive technologies and grandparent caretakers. This focus improves students' understanding about the ethical concerns in family formations and the inherent inequities some families face.

In my Race and Ethnicity course, I must help minimize students' demoralization as they learn about structural and system racism. Cumulatively, the course topics can have the effect of leaving students feeling powerless. I have learned to help them move past these feelings of helplessness by providing a platform where they can share their frustrations but also an opportunity to discuss social change such as Black Lives Matter.

2. Please describe any research you have conducted related to issues of inequality and social justice.

In my larger research agenda, I have looked critically at heteronormative bias in immigration and marriage policies and the impact that these policies have on LGBTQ families. I am currently writing a book based on qualitative interviews with LBQ stepparent families which focuses on the legal, social, and interpersonal experiences they face. I take a critical look at family policies, how they have evolved and how policies shape how LBQ parents do family.

3. Please describe any other contributions you have made to help advance issues of race, class, gender, disability, and sexuality.

Currently, my biggest contribution to advancing these issues has occurred through my service to the ASA Sexualities section. I am serving as a Tri-chair (along with Jessica Fields and Salvador Vidal-Ortiz) of this year's preconference. We carefully selected the preconference theme: *Sexualities, Race and Empire: Resistance in an Uncertain Time*, to encourage scholars to more intentionally consider the racial in our local communities and in a transnational context. Further, our theme is designed to foster scholarly reflection on how our current political climate impacts sexual citizenship.

In addition to these efforts, I am currently co-chair of the SWS discrimination and academic justice committee. In that role, I support SWS members who are experiencing gender

discrimination in the workplace. The discrimination and academic justice committee offers advocacy in the form of a letter of support for SWS members who experience workplace discrimination or connecting SWS members with attorneys when litigation is their desired path. I also currently serve on the American Sociological Association's selection committee for the Jessie Bernard Award.

4. Please describe how you would work to make SSS a more inclusive organization.

Through my work on the executive committee, I have supported the Southern Sociological Society's goal of making our annual meetings and our organization more inclusive of racial, gender and sexual minorities. I have supported efforts to institute lactation space, child care, and a trans and gender-nonconforming hospitality suite for members at our annual meetings. I also organized a Gender and Sexualities mini conference (alongside Kylie Parotta) so that these crucial areas in Sociology are well integrated into this year's annual meeting.

If elected Vice President of SSS, I would continue to serve the organization with the same spirit of inclusion and equity. I would use the skills I've acquired as an executive committee member to better serve the membership not only in improving our offerings at the annual meetings but also throughout the year.

Lisette Garcia, SSS Candidate Survey

1. Please describe your teaching experiences and pedagogical approaches related to issues of race, class, gender, disability, and sexuality.

Although I am no longer actively teaching in the classroom, I spend most of my time working in practical settings. As a diversity professional I work with companies to help them understand the benefits of diversity in their workplaces and to ensuring that their environments and cultures are supportive of diverse individuals. We are stronger, more productive, and efficient when we incorporate diversity into what we do and our lives.

2. Please describe any research you have conducted related to issues of inequality and social justice.

I have several scholarly articles relating to inequality in the workplace from my time in academia. Now, I publish white papers and blogs on diversity in the workplace. I also work with companies to identify issues within their culture that stifle diversity and propose solutions to help them create more welcoming and inclusive environments.

3. Please describe any other contributions you have made to help advance issues of race, class, gender, disability, and sexuality.

I am always searching for opportunities to volunteer with SSS and other organizations. I currently serve on the Inclusion and Equity committee for the American Association of University Women (AAUW) and work with the national leadership on ways to increase diversity for one of the oldest women's organization in the country. Not only have we organized webinars on topics from creating welcoming and inclusive environments, to recruiting diverse members, but we are also revamping the organization's diversity toolkit.

4. Please describe how you would work to make SSS a more inclusive organization.

As someone outside of the discipline I think I offer a very different perspective. The reality is there are not enough academic positions to accommodate all those who are completing their degrees, so many sociologists will need to search for employment elsewhere. This is a segment of the profession that has largely been excluded from our professional organizations – as someone in that role I think I can contribute insight into how to reengage these sociologists to SSS.

Gayle Kaufman, SSS Candidate Survey

1. Please describe your teaching experiences and pedagogical approaches related to issues of race, class, gender, disability, and sexuality.

I am a founding faculty member of the Gender and Sexuality Studies program here at Davidson College. I teach courses on Gender and Society; Gender, Race, and Sports; and Men and Masculinities. I developed our introductory course on Race, Class, Gender & Sexuality three years ago and a new seminar on Marriage in the Age of Trump this past fall. My American Families course centers on the experiences of working class families, LGBTQ families, immigrant families, etc. I regularly advise students writing senior thesis projects focused on issues of race, class, gender, sexuality, and disability. In the last couple of years, I have advised theses on gender, sexuality, and “othering” of Middle Eastern immigrants in Denmark; attitudes toward people in wheelchairs; understandings of citizenship among DACA students; experiences of African American medical professionals; and representations of Black and White athletes in sports commentary.

2. Please describe any research you have conducted related to issues of inequality and social justice.

Most of my research focuses on gender and family issues using a feminist perspective. My early research found that egalitarian young men were more likely to work fewer hours when they had children than their more traditional counterparts. More recent research confirms that men make work adjustments when they hold egalitarian attitudes. I have examined the importance of gender ideology in Japan, Sweden, the UK, and the US. Currently, I am trying to understand how parental leave policies impact gender equality in different policy contexts.

3. Please describe any other contributions you have made to help advance issues of race, class, gender, disability, and sexuality.

Over my time at Davidson College, I worked to expand parental leave and remove gendered language from the policy. When I had children there was only a one-course reduction (out of five courses over the academic year) so I continued to teach while my partner cared for our newborn. With a group of female faculty, I collected information about policies at other liberal arts colleges and the policy was changed to a two-course reduction, which allowed female faculty to take off one semester. Based on my research on fathers and parental leave, I returned to this issue more recently. After working with a faculty committee and several meetings with the dean, in which I shared my research and that of others showing the importance of leave for all parents, the policy was revised to remove all gendered language, making it equitable.

4. Please describe how you would work to make SSS a more inclusive organization.

I am supportive of making SSS as inclusive as possible. As part of the publications committee, I think it is important to make sure our journals are inclusive in both the research that is published and the scholars that are published. This committee could examine the proportion of articles published that focus on issues of race, class, gender, sexuality, and disability as well as the

proportion of scholars published from different groups. This committee could also organize panels or other sessions at our conference that aim to provide publishing tips and support.

Kecia Johnson, SSS Candidate Survey

1. Please describe your teaching experiences and pedagogical approaches related to issues of race, class, gender, disability, and sexuality.

I am committed to serving a diverse student population and integrating varied perspectives into my courses. I encourage in-depth exploration of issues concerning social inequality. I challenge my students to think about how they as individuals and members of groups can work collectively to solve social problems. In addition, to helping students understand cultural diversity, I encourage my students to respect diverse perspectives, people and places. Sociology offers theories, perspectives and insights into why inequality persists, but it can also show how inequality can be decreased. I try to create a classroom environment where students can think about these issues, ask tough questions and learn new information.

My commitment to diversity also includes mentoring graduate and undergraduate minority students. This type of mentoring develops in a rather organic way, for instance, female students and students of color would stop by my office to discuss concerns or challenges they face as college students. I think it is especially important for graduate and undergraduates from underrepresented communities to have an opportunity to be mentored by a faculty who are committed and incorporate the principles of diversity and inclusion in their teaching and mentoring. Faculty should be mindful of how students from different backgrounds may have unique experiences that can shape and impact their academic career. Throughout my career, I have been committed to serving as a mentor to students from underrepresented groups. I am dedicated to the task of preparing these students to be informed citizens in an increasingly diverse society.

2. Please describe any research you have conducted related to issues of inequality and social justice.

My overarching research interests address the processes that perpetuate racial and gender inequality within a variety of social contexts. One aspect of my research addresses the collateral consequences of incarceration in terms of how labor market consequences vary by race/ethnicity and gender. I have also examined the influence of social welfare policies and the war on drugs on the impact of women's imprisonment rates over time. Another aspect of my research that deals with inequality is examining the influence of a racially and ethnically diverse pool of lawyers for the administration of justice.

Recently, I have expanded my research agenda to examine the impact of race/ethnicity on food insecurity. I became a member of the research team for the Mississippi Food Insecurity Project (MFIP) and have met with community stakeholders, presented research and data concerning issues of food insecurity and food access across the state. With the support of the Mississippi Food Network (MFN), the largest food bank in the state, MFIP was able to interview food pantry managers and volunteers and conduct an exploratory study of the challenges associated with food assistance delivery in the state. As a result of working on food insecurity projects, faculty and graduate student members have gained valuable research experience and co-authored scholarly publications.

3. Please describe any other contributions you have made to help advance issues of race, class, gender, disability, and sexuality.

The Mississippi Food Insecurity Project (MFIP) has resulted in me becoming more involved with the local food system community in Oktibbeha County (MS). As a result, I became a member of the Oktibbeha Food Policy Council (OFPC). The (OFPC) membership reflects the diversity of the community in terms of race/ethnicity, gender, and class. This community organization consists of stakeholders who serve as advocates for food and farm policies that build healthy communities and strengthen local food systems. As a member of the (OFPC), I have been fortunate to work with this diverse group as they provide opportunities and support for limited resource farmers, who are primarily women and African American growers, while building a local food system in the Starkville community.

4. Please describe how you would work to make SSS a more inclusive organization.

As a member of the SSS Nominations Committee (2013-16), I was fortunate to serve when the committee made a concerted effort to be inclusive in terms of race/ethnicity, gender, class, and sexuality when contacting members to consider running for office. In addition, the committee made a conscientious decision to reach out to faculty and graduate students from diverse institutions - universities, colleges, community colleges, HBCUs (Historically Black Colleges and Universities) and (HSIs) Hispanic Serving Institutions as well as sociologists who work in applied settings. As a result of these efforts, the slate of officers has become increasingly diverse and better reflects the membership of the organization.

In order for SSS to continue to thrive, the diversity of the membership in terms of race/ethnicity, gender, class, sexuality, ability, type of institution, rank and type of work setting have to be considered when making decisions that impact the membership. If elected to serve as a member of the Executive Committee, I will continue to work in terms of making SSS more inclusive by promoting participation among members representing diverse backgrounds and institutions and use inclusivity as a guiding principle when advocating for the SSS membership.

Ken Kolb, SSS Candidate Survey

1. Please describe your teaching experiences and pedagogical approaches related to issues of race, class, gender, disability, and sexuality.

Last year, I participated in an “Inclusive Pedagogy” workshop at my institution. Although I feel comfortable teaching about topics related to racism, classism, sexism, ableism, and heterosexism, I wanted to support the organizers of the workshop and my institution’s commitment to making our school a more inclusive place. To be honest, at the beginning I thought I was going to learn some new or innovative techniques; however, I was pleasantly surprised that the biggest take away from the workshop was that inclusive pedagogy is simply good pedagogy. Welcoming perspectives from all students, making them feel comfortable enough to air them in front of their peers, and building trust within the classroom are not special or gimmicky techniques: they are just good teaching practices.

The divisions that divide us along the lines of race, class, gender, disability, and sexuality may be social constructions, but they are very real in their consequences. This is the fundamental lesson of the Thomas Theorem and—I believe—the easiest way to get students engaged in introductory classes. Students may not enter the classroom with the terminology of “privilege,” “generic processes,” or “the reproduction of inequality,” but they have experiences with them in their everyday lives. My job in the classroom is to connect their lived experiences to these core sociological concepts and make theoretical material more concrete and applicable to their lives.

2. Please describe any research you have conducted related to issues of inequality and social justice.

My last project was an ethnography of an organization that assisted victims of domestic violence and sexual assault: *Moral Wages: The Emotional Dilemmas of Victim Advocacy and Counseling* (Univ. California Press, 2014)

My current project is a qualitative study of people who live in food deserts and how they feel about the current array of solutions designed to help their neighborhoods.

3. Please describe any other contributions you have made to help advance issues of race, class, gender, disability, and sexuality.

One of the contributions of my book, *Moral Wages*, is a critical analysis of male “allies” of the movement against domestic violence and sexual assault. Although I am not the only one to study the costs and benefits of allies in regard to social movements, I think I show how organizations under siege by those who want to attack their mission or strip their funding are put in a difficult position. They need allies, but at the same time those allies need to recognize the unearned privileges they accrue from their participation in the movement. Again, I am not the only one to analyze “allies,” but I am proud to contribute to this growing body of research.

4. Please describe how you would work to make SSS a more inclusive organization.

As a member of the publication committee, I would like to explore ways that SSS can offer more mentoring and advice to yet-to-be-published scholars whose institutions may not offer them the time or resources to strengthen their CVs.

Jeremy Reynolds, SSS Candidate Survey

1. Please describe your teaching experiences and pedagogical approaches related to issues of race, class, gender, and sexuality.

I have been teaching graduate and undergraduate students about race, class, and gender, since I first became a faculty member in 2001. From 2001 to 2016 I taught a graduate seminar in stratification at the University of Georgia that examined how and why inequality developed and changed over the course of human history and how race, class, and gender intersect in modern society to influence economic, educational, and health outcomes. I also taught an undergraduate course about inequality that introduced students to classical and modern sociological treatments of class, status, and power. That course challenged students to clarify what kinds of inequality they support and evaluate how race, class, and gender complicate the narrative of the American Dream. I now teach a 400+ person Introduction to Sociology course at Purdue University that examines the American Dream and the extent to which the United States has succeeded in promoting equality of opportunity.

2. Please describe any research you have conducted related to issues of inequality and social justice.

My research examines inequality in two primary ways. First, I study work-family issues, especially differences in the extent to which men and women are able to control the number of hours they work for pay. Research in this area has demonstrated that workplace rules, organizational culture, and gender norms constrain work hour options. They often make paid work an all-or-nothing choice and reserve the best rewards for men: the group most able to work many hours and prioritize paid work over family life. These constraints on paid work hours are inextricably tied to the gender pay gap and the unequal division of domestic labor. Second, I have studied the extent to which people perceive society as meritocratic. Beliefs about the relative importance of hard work, education, gender, race, and other factors for mobility are interesting because they often contrast with sociological research. They are also important, however, because they influence the motivation to work hard, the acceptance of the status quo, and the likelihood of supporting groups that push for social change.

Recent selected examples of published work explicitly dealing with issues of inequality:

Xian, He and Jeremy Reynolds. 2017. "Bootstraps, Buddies, and Bribes: Perceived Meritocracy in China and the United States." *The Sociological Quarterly*, 58(4): 622-647.

Reynolds, Jeremy. 2014. "Prevailing Preferences: Actual Work Hours and Work Hour Preferences of Partners." *Industrial & Labor Relations Review*, 67(3): 1017-1041.

Reynolds, Jeremy and He Xian. 2014. "Perceptions of Meritocracy in the Land of Opportunity." *Research in Social Stratification and Mobility*, 36: 121-137.

Reynolds, Jeremy and Matthew May. 2014. "Religion, Motherhood, and the Spirit of Capitalism." *Social Currents*, 1(2): 173-188.

3. Please describe any other contributions you have made to help advance issues of race, class, gender, and sexuality.

As Director of Undergraduate Studies at the University of Georgia and a member of the Graduate Committee at Purdue University, I have worked to enhance the diversity at the undergraduate and graduate level. This includes the selection of students for awards and scholarships with the intent of recognizing diversity as a form of excellence.

4. Please describe how you would work to make SSS a more inclusive organization.

If elected to the Publication Committee, my efforts to promote inclusivity would have the most direct impact on *Social Currents*. I would encourage the journal to continue highlighting scholarship about inequality. I would also help the journal find new ways to assist students and faculty from diverse backgrounds make their voices heard in the pages of the journal. I would also advocate for the inclusion of people from a wide variety of backgrounds on the editorial board.

J Micah Roos, SSS Candidate Survey

1. Please describe your teaching experiences and pedagogical approaches related to issues of race, class, gender, disability, and sexuality.

My general approach is to use my position as instructor to make my classroom a place where multiple voices can be heard. One way I do this is by avoiding making strong normative statements or evaluative judgments about the social world, as I don't wish to present my personal evaluations as fact or a position my students must agree with to perform well in my courses. Instead, I focus on the link between empirical evidence and theoretical arguments in my quantitative methods courses, how to reason from theory to expectations about the social world in methods and theory courses, and how to evaluate the relative usefulness of different theories for explaining the social world. Further, when I teach social theory I include theorists beyond the classic "canonical" dead white men of sociology.

2. Please describe any research you have conducted related to issues of inequality and social justice.

My research has aligned on two broad streams: stratification and the life course with a focus on educational attainment, and an analysis of the measurement of science knowledge in the US general public, and factors that contribute to inequalities in that knowledge. The general finding in this first stream is that opportunities are more narrow than commonly believed in the United States, and family resources still contribute significantly to educational attainment, which may be viewed as an intergenerational transfer of capital (economic and social capital from the older to human capital in the younger generation). The second stream addresses inequalities of knowledge, which have political and policy repercussions, although the bulk of that work has centered around refining the measurement of science knowledge or literacy in the US context – as biased measures can only lead to biased associations with other variables.

3. Please describe any other contributions you have made to help advance issues of race, class, gender, disability, and sexuality.

The bulk of my professional contributions have been in the role of graduate committee member when contributing to admissions decisions. I believe matters of race, class, gender, disability or sexuality should have no bearing on admissions to a graduate program, and I evaluate student essays and letters of recommendation with this in mind.

4. Please describe how you would work to make SSS a more inclusive organization.

As my nomination is for the publications committee, I will constrain my comments to the duties of that committee. Chief among the contributions I can make in this role will be to continue to press for articles, news, and announcements in *The Southern Sociologist* from students and faculty at more institutions across the geographic area the SSS serves – a tradition already well established. Beyond TSS, I hope to advocate for inclusiveness and fairness in the editorial decisions made by the official journal of SSS (*Social Currents*), and to keep these values in mind as the committee discusses future editors for *Social Currents*.

Elizabeth Stearns, SSS Candidate Survey

1. Please describe your teaching experiences and pedagogical approaches related to issues of race, class, gender, disability, and sexuality.

Teaching students about inequality broadly is a normal part of my course repertoire. I regularly teach a course in social inequality where I focus readings, discussion, and activities around the experiences of minority groups in the American context. My approach to this course is to encourage student engagement with the subject matter to give them intercultural competencies around issues of race, class, gender, and sexuality. The goal is to encourage students to engage in academic material in real world lived ways to make them global citizens. In addition to my undergraduate commitment to teaching inequality, I also led graduate-level tutorials on topics surrounding gender and sexuality issues. Teaching at an institution where 42% of our undergraduate students are part of the first generation in their family to attend college and many have transferred from community colleges makes discussion of various forms of inequality at all levels an imperative and one to which I am wholly committed.

2. Please describe any research you have conducted related to issues of inequality and social justice.

Issues of inequality and social justice have formed the backbone of the research I have conducted throughout my career. My interests in inequality, particularly gender and racial/ethnic inequalities as they are manifested, produced, and reproduced in various levels of the American educational systems, provide the organizing framework of my research efforts. In recent years, my work has increasingly focused on gender and racial differences in college major choice, with a more specific emphasis on gender and racial disparities in pursuing majors in science, technology, engineering, and mathematics (STEM) fields.

3. Please describe any other contributions you have made to help advance issues of race, class, gender, disability, and sexuality.

My recent efforts to procure external funding have focused on the creation of a scholarship program for students from underrepresented groups who are transferring to UNCC from area community colleges. If funded, this program will support students from underrepresented groups who also have unmet financial need. In addition, I have mentored a diverse group of graduate students throughout my career, many of whom are doing intellectual work focused on issues of diversity and inclusion surrounding issues of gender, social class, race/ethnicity, and sexuality. With regard to faculty recruitment, I have undergone training aimed at reducing implicit bias in various aspects of the recruitment process.

4. Please describe how you would work to make SSS a more inclusive organization.

As Vice President, I would work diligently to ensure that the slate of candidates for electoral office reflect the organization's diversity and that those candidates come from different types of institutions. I will also encourage the President to appoint a diverse group of individuals to the organization's committees, bringing to bear the lessons I have learned in faculty recruitment.

Adia Wingfield, SSS Candidate Survey

1. Please describe your teaching experiences and pedagogical approaches related to issues of race, class, gender, disability, and sexuality.

I primarily teach courses on Social Theory and the Social Construction of Race. In both those classes, however, there is a heavy emphasis on the contributions that underrepresented groups, particularly people of color and white women, have made to sociology. For instance, in Social Theory we spend significant time discussing the DuBoisian contributions to sociology and theory, as well as those of other early thinkers like Harriet Martineau and Jane Addams. In my Race courses, sociological approaches to understanding racial inequality—and the ways it is fortified by class, gender, and other forms of inequality—are front and center. I believe doing so is important for creating a classroom where varied perspectives are legitimized, and for highlighting our discipline's unique perspective on human behavior. Structuring courses in this way also sends a message that the contributions of diverse groups are welcome, valuable, and important sources of knowledge.

2. Please describe any research you have conducted related to issues of inequality and social justice.

All of my research serves this end. My career has been focused on addressing racial and gender inequality in professional workplaces. Previous research projects have examined the ways gender and racial inequality persist in nursing, medicine, law, engineering, and other occupations. The underlying goal of all these studies is to assess the ways that various phenomena in the workplace—emotional labor, the gendering of occupations—perpetuate racial and gendered inequality in subtle and often unnoticed ways. My hope is that more attention to these processes will be useful in developing strategies for creating more equitable workplaces.

3. Please describe any other contributions you have made to help advance issues of race, class, gender, disability, and sexuality.

I believe very strongly in public sociology and in sharing our work with non-academic audiences. Thus, I write op-eds and blog posts for mainstream media outlets that describe sociological findings which have bearing on current debates and policy issues (e.g., persistence of racial wealth inequality, intersectional dynamics of the gender wage gap, etc). I also strongly encourage other sociologists to do the same. In this way, I hope that we can bring the findings from our research to influence public policy and mainstream thinking around the issues that we study.

4. Please describe how you would work to make SSS a more inclusive organization.

I would try to make SSS more inclusive by encouraging members of various backgrounds and from different types of institutions to be involved in important and influential roles (serving on committees, running for office). I would also make it a point to structure the annual meeting to highlight the voices and perspectives of a wide array of groups. I believe that this would only

help SSS to become a stronger organization by bringing more sociology into the public sphere and meeting the needs of the wide array of sociologists within our ranks.