

## CANDIDATES FOR PRESIDENT-ELECT

**Stephanie A. Bohon**

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

I am an immigration scholar, so I bring this expertise to every class that I teach, including classes on Population, Community, Race & Ethnicity, and Immigration & Ethnic Change. I have also used this knowledge to train graduate students who have written dissertations and theses on topics such as the criminalization of immigrants, the creation of immigrant businesses, racial transportation barriers, and barriers in the citizenship process. I have also advised undergraduate students writing honors theses on immigration and racial issues.

In classes such as Race & Ethnicity, my students and I discuss issues of class, gender, and sexuality, as these issues are experienced by people of color. In Population and in Community, I cannot separate the primary topics of demography and new urban sociology from race, class and gender. At the graduate level, I primarily teach courses such as Research Methods and Advanced Statistics, but I try to integrate as much about race, class, gender, and sexuality in those classes as possible. This is necessary, since our graduate program is oriented to social justice research, so I cannot teach research approaches divorced from these topics, even if I wanted to. For example, on the first day of Methods, my students discuss the controversies surrounding Mark Regnerus' work as it was used in the Supreme Court decision in *United States v. Windsor* (DOMA). This is a sound launching board for examining methodological and research review issues related to sexuality.

For the last four years, I have also taught a graduate seminar on Sociology and Social Justice, which has dove deep into issues such as the neo-Nazi marches in Charlottesville, the TVA Ash Spill, Trump's proposed border wall, police-involved killing, and similar current topics of racial, class, gender, and sexual harm.

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

I became a sociologist because I wanted to conduct the kind of research that would make the world a better place; thus, social justice has always been at the heart of what I do. In 2009, I worked with my colleagues to create the Center for the Study of Social Justice, which I co-directed for five years (and which I am currently co-directing again). In sum, I have never been interested in doing research that did *not* directly engage with social justice. In fact, answering this question forced me to look at my CV to see if I had published any research on issues *not* related to inequality and social justice. I have not. Indeed, I currently have a book contract with Sage on advanced statistical techniques, but I find that, even here, most of my examples are about measuring inequality and disparities.

Over the years, my work has shown how Latinx adolescents want to go to college as much as non-Latinx white students, but they are most pessimistic about the possibilities. My work shows

that Latinx parents are often accused of being uninterested in their childrens' education, while, in fact, they face far greater barriers to school engagement than black and white parents. My work also shows how Latinx immigrants face multiple barriers to transportation that simultaneously impedes their social, political, cultural, and psychological adaptation to life in the United States. My current work is taking me in three social justice-related directions. The first stream of research focuses on how white supremacists have framed narratives about immigrant harm to the environment. The second stream envisions transportation as a racialized system. The third stream examines the community racial context of police-involved killings. All of these streams connect through a critical theoretical lens where inequality is a foundational part of the design and function of communities and organizations.

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

My expertise in immigration has allowed me to frequently share my knowledge outside of the classroom. Findings from my research have been reported in media outlets including *The New York Times*, NPR, *Time*, *The Boston Globe*, and BBC-London. I have briefed elected municipal, state, and federal officials. I have conducted workshops on race and immigration for federal judges. I have testified as an expert witness on immigration issues in nine counties and in federal court. I frequently give talks on immigration to community groups such as the League of Women Voters.

As a critical race scholar, my research examines questions about structural racism in the academy including the barriers to educational attainment among Latina/o students. I have been invited to use this expertise as a member of STRIDE, a committee of University of Tennessee scholars who train colleagues on how to attract and retain diverse faculty and staff. I use my time on STRIDE to emphasize that diversity is not a meaningless phrase that can be stretched to meet any objective, nor is diversity simply a bureaucratic mandate. Diversity is the inclusion of groups that have been legally, culturally, and historically barred from full participation in the academy. Diverse departments are more innovative, produce work with higher impact factors, receive more federal funding, and attract better students. I am currently heading a STRIDE research team to determine which strategies UT Departments use to diversify are most successful. I've also recently completed a paper that uses approaches to measuring residential segregation to examine vertical gender segregation among the professorate.

As Director of Graduate Studies, I have used my knowledge of institutional racism and immigration to help my department develop ways to attract and retain graduate students of color, sexual minorities, and international students. Our entering graduate cohorts are now more than 60 percent racial and/or sexual minorities; ten years ago it was nearly all white and CIS-gender. We have accomplished this change by improving recruiting, examining and altering our selection methods, intensifying publicity, and launching a new area of inquiry in Critical Race and Ethnic Studies.

Away from the university, my husband and I created and maintain Grace Gardens, an organic, sustainable food bank garden to feed the food insecure in our rural, Appalachian community. Noticing that our local food bank was distributing mostly processed food, we saw the need to

create a stream of fresh food available to those in need. With grants from several sources, we involved organizations across the community (e.g., the Lion's Club, the Girl Scouts, a half-way house for men returning from prison on drug crimes, etc.) to build raised beds, the install a solar-pump operated rainwater collection and retrieval system, and plant and tend fruits and vegetables. Last year Grace Gardens provided food for more than 2,500 poor people in a small, mountain town.

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

As the Executive Officer and then as Recording Secretary, I sat on the SSS Executive Committee for ten years. During those years, I watched the Society struggle with three pressing issues of diversity and inclusion. The first issue was how to overcome our racist past and create an organization where people of color were an intrinsic part of who we are. In the last decade, efforts have been put into place to attract more members of color, to make sure that people of color are on the ballot for leadership positions, and to offer committee memberships and chair positions to our members from underrepresented groups. It is important that we continue to move forward on these efforts and to expand them to include sexual minorities. We also must be continually vigilant in identifying all the ways in which people might be excluded (or feel excluded) in our day-to-day operations.

The second issue with which SSS has struggled has been with managing our meeting sites in an era of increasingly permissible discrimination against sexual minorities. The passage of North Carolina's "bathroom bill," forced us to cancel our Charlotte contract and create new language in future contracts to protect the society against financial penalties for withdrawing from meeting spaces in places that pass discriminatory laws. Unfortunately, I believe that Southern states are going to continue to pass more and more restrictive legislation harmful to our members. We must be vigilant, we must not let economic considerations dissuade us from doing what is right, and we must push back whenever and wherever we can. I certainly am willing to write many letters on behalf of the society, but I think I can be even more effective in identifying our members who are really good at the integration of public sociology and persuasion to put pressure on lawmakers to stop this nonsense.

Third, the SSS (and other sociology professional associations) continues to struggle with balancing our meetings as a place to present high quality research while also creating a venue that makes it worthwhile for teaching faculty to attend. I have been encouraged by the actions of recent SSS Presidents to create a stronger space for teaching-related professional opportunities while still maintaining a strong environment for research discovery. I have some ideas about how to attract even more attendees from community and small colleges, and I look forward to hearing from those who teach at those institutions about how to make SSS more meaningful for them.

**Stephanie Moller**

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

Students enter the classroom with vastly different experiences, depending on race, class, gender, sexuality, and other factors including health, experiences with sexual assault, and domestic violence. Students also enter the classroom with uneven social capital, cultural capital, and feelings of safety. In substantive courses, I encourage thoughtful and respectful conversation to ensure that the classroom is a safe space for all students. At the same time, I encourage students to learn from each other by requiring students (in substantive courses) to offer peer feedback. I assign different peer reviewers each week to allow diverse input on writing structure and content. I prefer this method over group assignments as it allows students to communicate one-on-one with a broader array of students. I am also careful in my classes to respect the challenges that students face when they are balancing course-work with full-time employment and childcare. I ensure that all (if any) group work is conducted during class-time as out of class group work is particularly challenging for working mothers to navigate. Finally, as a professor in the public university system in North Carolina, I am acutely aware of the inequities in K-12 education. I work with students to develop their writing and critical thinking skills, and I reward students for individual progress.

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

My research primarily focuses on inequalities by race, class, and gender. I currently have three projects in progress. In the first project (with TengTeng Cai), we examine family income inequality by race and family structure. Scholars widely agree that there is a shrinking middle class and polarization of income in the United States. Yet, this explanation is most relevant for white, two parent families. Changes in income inequality have unfolded differently for other family types, a pattern that is often overlooked in the extant literature. Our research examines income inequality among subgroups of families, dividing them by race and family structure. In the second project (with Elizabeth Stearns, Martha Bottia, and Roslyn Mickelson), we examine the ROOTS of STEM Success. We are conducting a multi-method project that investigates the institutional factors that influence women's and underrepresented minorities' decision to pursue STEM majors. Our research team is committed to clarifying obstacles to diversifying the STEM workforce. In a third project (with Leah Ruppanner and Liana Sayer), we examine mothers' time use and employment in the United States in light of childcare costs and school day length. Our findings suggest that policies that lengthen school days and subsidize childcare costs may be effective in facilitating maternal employment.

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

I am committed to creating an academic climate where all faculty are valued, and where under-represented groups are not tokenized. I am currently serving as co-chair of the service and governance task force in my college. One of our goals is to create an environment where

governance is equitably distributed and valued. Given that women disproportionately serve on committees, this work should help advance equity in our university. As the Editor of *Social Science Research*, I have had the opportunity to help faculty publish their research, and I am committed to ensuring that we publish research from diverse sub-disciplines.

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

The Southern Sociological Society has a reputation for offering an inclusive, safe environment. This is one of the most appealing characteristics of the organization. I would continue to encourage this culture by ensuring that standing committees have opportunities to communicate their concerns. I would work with committee chairs to jointly develop their charge so that the process is inclusive and not top-down. I would ensure that plenary speakers appeal to diverse audiences, expanding the definition of diversity to include community colleges, teaching colleges, and practitioners. I would offer networking opportunities for scholars who lack extensive networks in the organization, and I would offer a session where the SSS President and Vice President (if willing) would help participants learn how to become more involved in the Society. Many opportunities to participate in the organization are acquired through social networks, and this undermines our goal to be inclusive.

## CANDIDATES FOR VICE PRESIDENT-ELECT

**Cameron D. Lippard**

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

As a teacher-scholar, I have worked to specialize in teaching and researching social inequalities. I have extensive experience in teaching lower- and upper-level undergraduate and graduate courses on race, gender, social class, as well as how inequality shapes immigration and immigrant experiences. Depending on the level of the course, I introduce or further expand on the important theoretical and empirical approaches of intersectionality, as well as from a critical race perspective. I accomplish this by having students read selected seminal readings on various discussions of intersections across social institutions, as well as provide several assignments that have them apply their knowledge to understanding complex issues of race, class, and gender. Finally, I find it imperative to bring intersectionality and the discussion of social inequality to the forefront in courses that are not traditionally framed by this approach. For example, I make it a primary theoretical focus in my Sociology of War, Social Problems in American Society, and Research Methods courses. I also make this approach a necessary component of my short-term study abroad courses examining ethnic and religious conflict and peace processes in Spain, Ireland, and Northern Ireland.

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

My research has primarily focused on the social integration of Latino immigrants into the American South. I examined how race, social class, and gender play in the labor force experiences of Mexican immigrants in various industries including construction, Christmas trees, meatpacking, and agriculture. I have also focused on how various institutions have treated Latino immigrants including the health care system, public education system, and law enforcement. In addition, I place this all in the regional context of southern Appalachia. Outside of my research, I have participated in developing community-engaged partnerships with local Latino families and non-profit agencies to address social justice issues concerning poverty, racial profiling, and labor movements in western North Carolina. Beyond on this focus, I have also worked on research about affirmative action, whiteness, warfare since the 21st century, and for fun, craft beer and moonshine cultures.

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

As mentioned above, I am keenly interested in community-engaged scholarship in the areas of my specialty. In fact, when I teach my department's senior capstone course, the students and I develop a working relationship and research contract with an agency or organization that needs research or assessment. In the last three times I have taught this course, we focused on: (1) assessing women's economic security (insecurity) while living in rural,

western North Carolina to provide data to a non-profit who needed it to make grant decisions; (3) created and pilot-tested an assessment model for a non-profit organization focusing resocialization efforts for veterans and their families who live in North Carolina and South Carolina, and (3) worked with local health care providers to assess the health care needs of a growing Latino immigrant population across 5 counties in western North Carolina. All of these efforts tackled issues of race, social class, and gender, as well as some discourse on ability/disability, nativity, and sexuality. Even when studying craft beer or moonshine culture, I must inject discussions about inequality to better explain the complexities of these cultural artifacts.

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

Before being nominated, I served for several years on SSS's committee on racial and ethnic minorities. As chair, I worked with the Executive Committee to create a travel scholarship for minority students wanting to attend the conference, which awarded over 50 scholarships to students during my tenure and continues to this day. I see the student body as key to continuing growth in SSS membership and important to demonstrating inclusiveness. I have also helped to organize sessions to discuss and include various groups (SWS and the Committee on Gender and Sexuality) that have had little representation during my membership with SSS. This includes co-organizing two sessions discussing HBCU inclusion and contributions, as well as sessions on intersectionality in its use in the classroom and within scholarship with Dr. Marni Brown. As a current member of the SSS Executive Committee, I am assisting with the development of the organization's harassment statement and policy. We have also attempted to create safer spaces for students and faculty to interact and attempted to give more voice to those who are underrepresented. I would love to continue these efforts and others for this organization. However, I must point out that I am a white, middle-class, cis-gendered, heterosexual and my candidacy and election may not signal an inclusion but the same ole' stuff. I recognize that and hope that you will consider other candidates if I do not represent the inclusion you desire.

**Melvin E. Thomas**

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

In the past five years, I have taught Race and Ethnic Relation, Racism in the U.S., and Principles of Sociology.

My Race and Ethnic Relations Course explores racial stratification in the United States through studying the experiences of diverse racial-ethnic groups, the structure of dominant social institutions, and racial ideologies. The major topics discussed include the social construction of race and racial belief systems, the evolution and perpetuation of institutional racism, and anti-racist strategies for social change. We also examine how contemporary patterns of immigration, population diversity, and ongoing discrimination are shaping the character of U.S. society, including access to institutional resources and the structure of work, families, and communities. My Racism in the U.S. class focuses on the nature of racism and its correlates: prejudice, discrimination, racial conflict, and racial oppression in American society. Special emphasis is given to the history and development of racism as well as its impact on minority groups. Also, emphasized will be sociological explanations for its emergence and its continuation. At the end of this course the student should have of firm understanding of the nature, causes and impact of racism in the U.S. and how it impact all of our lives.

One of the teaching objectives of my Principles of Sociology class is for student to understand the existence and reality of a race, class and gender inequalities and the ways in which those inequalities are maintained. These inequalities are emphasized in every topic of the course.

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

My research focuses on racial and social class inequalities and how they impact the lives of minorities in the U.S. I have published multiple articles in the on this subject in sociological journals including: the *American Sociological Review*, *American Journal of Sociology*, *Social Problems*, *Sociology of Race and Ethnicity*, *Sociological Quarterly*, *Sociological Inquiry*, *Sociological Forum*, *Sociological Spectrum* and *City and Community*. I have recently co-edited *Color-Struck: How Race and Complexion Matter in the Color-Blind Era*.

My most recent paper, soon to be published in *Social Problems*, entitled "Race and the Accumulation of Wealth: Racial Differences in Net Worth over the Life Course, 1989-2009" identifies changes in the black-white wealth gap over time and the life-course.

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

I have served as a Past President of the Association of Black Sociologists (ABS). I have served on the ABS Executive and Publication committees. I am now co-editor of the ABS journal, *Issues of Race and Society*.

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

I am assisting in the re-establishing of the SSS Black Caucus. I am organizing a Black Caucus sponsored session at the upcoming SSS meetings, entitled “The Social and Economic Difficulties Facing the Black Middle Class”

## CANDIDATES FOR EXECUTIVE COMMITTEE

**David G. Embrick**

No response

**Margaret A. Hagerman**

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

My central teaching objective is to support students in ways that help them emerge from my class as informed, passionate, and engaged members of our shared communities (Morrell 2008). Drawing on Paulo Freire's (1970) notion of praxis—that is, the dialectic relationship between thought and action—I encourage students to challenge dominant ideologies both in and out of the classroom, “reflecting on the world in order to change it” (hooks, 1994, p. 14). I seek to cultivate an excitement in my students for interrogating taken-for-granted assumptions and commonsense explanations of sociological phenomena. In this sense, my teaching philosophy is rooted in critical, engaged pedagogy. Building community in the classroom contributes to the building of confidence in each of my students, which facilitates their ability to name and be critical of oppressive structures and recognize the powerful agency they each possess. I teach courses on race, children and youth, family, education, and qualitative methods.

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

I study racial socialization, or how kids learn about race, racism, and racial inequality in the context of their everyday lives. By listening to the voices of children and youth, my research illustrates what young people today think about race and racism in America. And by observing kids in the contexts of their families and communities, I explore how this process of racial learning unfolds and what the consequences of this process mean for our future. I have recently published a book on this topic, *White Kids: Growing Up with Privilege in a Racially Divided America* (NYU Press 2018). My new ongoing research focuses on how children understand racism and politics in the era of Trump across different geographic contexts.

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

As an assistant professor, I have developed and coordinated the *Race in America* lecture series at Mississippi State University, which has brought more than 20 guests (mostly sociologists) from across the country to share their empirical research on race and meet with students. I have led workshops at my university on topics like recognizing and challenging microaggressions and developing inclusive courses. I am a Faculty Affiliate in our African American Studies and Gender Studies programs at MS State and engage in a range of curricular, service, and mentoring activities related to these programs. In 2018, I was awarded the MSU President's Commission on the Status of Minorities Diversity Award for this and related work.

Recently, I have also started working with schools and non-profit organizations on anti-racism efforts in white families and in elite white spaces. I have been invited to be a guest speaker as part of the *White Racial Literacy Project* at IUPUI and similar anti-racism workshops at K-12 public and private schools. I also try to bring my scholarship on racism and children to the public: recently, I have written op-eds for outlets like *Time*, *LA Times*, and *The Conversation* and

have appeared on over 40 radio programs and podcasts, including NPR's *Marketplace* and *The Best of Our Knowledge* and podcasts affiliated with organizations like *Integrated Schools* and *Embrace Race*.

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

I believe there have been successful efforts in recent years to challenge entrenched forms of oppression in the Southern Sociological Society and to make the organization more equitable. I would work to support and further these efforts. For example, I think work ought to continue with respect to ensuring equitable representation of members in positions of power/leadership, on conference panels, and on committees. I would also work to learn more about the existing plan of SSS leadership with respect to goals of equity and inclusion, what strategies have and have not been successful in the past at accomplishing these goals, and what new goals may be on the horizon given emerging concerns of SSS members situated in marginalized positions.

## **Kendra Jason**

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

I have taught at large state universities, a historically Black university, a large technical community college, and online. I have intentionally sought to teach diverse students in a variety of educational settings as a way to become a better teacher to a wide range of students. I aim to cultivate a strong and authentic voice that can reach students from all kinds of backgrounds. As a result, I have developed strong relationships with many students, but I am especially committed to helping students from working-class and minority backgrounds overcome obstacles and achieve success in higher education. My commitment to diversity, professional background, and experience qualify me to better meet the interpersonal and institutional needs of marginalized students.

I am highly committed to critical pedagogy and active learning strategies. I am attracted to critical pedagogy as a teaching approach because its philosophy centers on critical consciousness—acknowledging oppression and not denying our raced and gendered (or oppressed and privileged) bodies. My teaching goal is to raise students' sociological self-awareness and I practice this by including my socio-historical background as I discuss issues of inequality. For instance, I don't say, "African Americans experience..." I say, "As African Americans, we experience" or "As women, we face..." I openly acknowledge that my life and my perspective is shaped by the body I live in, and the experiences I have. I use this to help students realize that their social life, as with anyone else's, is shaped by these same factors. As a sociologist who studies social inequality, I teach all my courses from an inequality standpoint. Sociology gives me the platform to take a critical pedagogy approach to learning with a social justice framework and social change outcome. I aim to create a transformative learning environment for students where they can acquire skills to identify social statuses, ideologies, and inequities; and then develop social change strategies with immediate and long-term life applications. I develop course curricula that encourage community learning, interdependent scholarship, inquiry, and flexible approaches to learning. Core objectives for all my courses include the development of a sociological eye and critical thinking skills. My goal as a teacher is to inspire creativity and sociological self-inquiry through critical reflection. I challenge students to problematize the taken-for-granted. My overall goal is to make sociology relevant to students' everyday lives. I have published on my teaching experiences and pedagogical approaches related to issues of race, class, gender, and sexuality in the following academic platforms:

Dennis, Kimya, and Kendra Jason. 2018. "Black Women Academics: Artistic Expression through Teaching, Research, and Social Activism." *Issues in Race & Society: An Interdisciplinary Global Journal* 6 (1): 86-109.

Jason, Kendra and Sarah Nell Epplen. 2016. "Interrogating Ourselves in a Racialized World: Using Personal Experience to Improve Students' Understanding of Racism." *Sociology of Race and Ethnicity* 2(4): 584-590.

Rusche, Sarah Nell and Kendra Jason. 2011. "You Have to Absorb Yourself in It: Using Inquiry and Reflection to Promote Student Learning and Self-Knowledge" *Teaching Sociology* 38 (4): 338-353.

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

My program of research seeks to address the question, "Why does inequality persist for minority workers?" This question is especially pertinent to issues of race, gender, and class because women, the working poor, and racial minorities are some of the most marginalized workers in the labor market. My goals as a sociologist and scholar are to challenge the myth that we live in a post-racial, gender-equal society, to examine how discriminatory practices operate, and to create solutions that promote equality in the workplace. My research addresses gaps in the field concerning how societal, organizational, and individual-level factors shape work experiences and outcomes in the workplace and in society more generally. As such, my work has implications for several bodies of sociological thought including race and gender, work and occupations, social psychology, and aging and health disparities. I have added my published research within the text for easy reference.

My research is positioned to advance the field concerning inequality along three lines that have practical, public policy, and social justice implications. First, my work on the associations between social inequality and health disparities for older workers seeks to identify contributing factors to health disparities by examining the links between race, discrimination, workforce behaviors, and care processes. My overall goal is to identify and reduce socio-ecological factors that contribute to health disparities in Black and older workers using mixed methods.

- Stainback, Kevin, Kendra Jason, and Charles Walter. 2018. "Organizational Context and the Well-Being of Black Workers: Does Racial Composition affect Psychological Distress?" in Ethel L. Mickey, Adia Harvey Wingfield (ed.) *Race, Identity and Work (Research in the Sociology of Work, Volume 32)* Emerald Publishing Limited, pp.137 – 164.
- Jason, Kendra, Dawn Carr, Tiffany Washington, Tandra Hilliard, and Chivon Mingo. 2017. "Multiple Chronic Conditions, Resilience, and Workforce Transitions in Later Life: A Socio-Ecological Model." *The Gerontologist* 57 (2): 269–281. (Published online before print 2015)

My second line of research addresses unexamined processes of organizational behavior by increasing knowledge related to recruitment, retention, and promotion of marginalized workers. For example, my dissertation, "Supervisors as Aids or Obstacles to Upward Mobility in the Healthcare Sector," was a qualitative study of how supervisors influence the mobility prospects of their frontline staff. I explored how work-related self-efficacy, status, and power influence management behavior, leading to job promotion inequities for low-wage workers—most of whom are women or racial minorities. I have explored these issues within the healthcare industry, in particular.

- Kelly, Christopher, Jennifer Craft Morgan, and Kendra Jason. 2013. "Home Care Workers: Interstate Differences in Training Requirements and their Implications for Care." *Journal of Applied Gerontology* 32 (7): 804-832. (Published online before print in 2012)
- Chuang, Emmeline, Kendra Jason, and Jennifer Craft Morgan. 2011. "Implementing Complex Innovations: Factors Influencing Middle Manager Support." *Healthcare Management Review* 36 (4): 369-379.
- Kelly, Christopher, Jennifer Craft Morgan, and Kendra Jason. 2017. "Training Requirements for Home Care Workers: A Content Analysis of State Laws. In *SAGE Research Methods Cases*. London, UK: SAGE. doi:10.4135/9781526410597.

Closely related to this research on self-efficacy, minority workers, and recruitment, retention, and promotion is my research on the teaching experiences and professional development of junior-ranked Black female faculty. My third line of research contributes to the Scholarship of Teaching and Learning and takes a critical pedagogy approach that pushes instructors to recognize and deal with inequities in their teaching approach and classroom environment. I address the classroom as not only a place of learning, but also a workplace to scrutinize. My aim is to illuminate differences in classroom experiences, teaching evaluations, graduate school training, and mentorship that bear on career success. By examining the experiences of minority-group faculty, I seek to provide strategies for faculty and policy recommendations for administrators that will enhance career success and improve quality of instruction and research productivity.

- Dennis, Kimya, and Kendra Jason. 2018. "Black Women Academics: Artistic Expression through Teaching, Research, and Social Activism." *Issues in Race & Society: An Interdisciplinary Global Journal* 6 (1): 86-109.
- Jason, Kendra and Sarah Nell Epplen. 2016. "Interrogating Ourselves in a Racialized World: Using Personal Experience to Improve Students' Understanding of Racism." *Sociology of Race and Ethnicity* 2(4): 584-590.
- Jason, Kendra., Vaughn Schmutz, Honoré Missihoun, Michelle Pass, and Tina Katsanos. 2015. "Diversity, Inclusion and Cultural Awareness" Pp. 178-201 in *Students' Pathway to Success: A Faculty Guide*, UNCC: Charlotte, NC Retrieved July 7, 2015 (<https://journals.uncc.edu/index.php/facultyguide/article/view/388/388>).

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

I truly believe in the agency, influence, and effectiveness of novice sociological minds. Privilege and social barriers prevent many people from seeing social issues around them. Thus, exposure through experience is a key. One main way I seek to advance issues of race, gender, class, and sexuality to students who will become responsible citizens is through study abroad experiences. I have created a study abroad program called, "Cuba: Race, Identity, and Culture" which will trace how various African cultures, despite significant obstacles such as slavery, blended with European influences to create contemporary Cuban culture. Students will be able to examine

their own identity issues concerning race, gender, class, and sexuality through comparative lenses.

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

1. I would review the past member survey feedback and informal grievances to identify the core elements of exclusion, avoidance, or omission of member population demographics, interests, and needs. I would then review what SSS has done to better meet these needs and aim to identify points of misunderstanding, social barriers, and neglect. Finally, I would work with the executive committee to develop comprehensive and short- and long-term plans to create a more inclusive organization.
2. I would serve as a liaison between SSS membership and the executive committee. I have been a member of SSS since the early 2000s and I have attended the meetings nearly every year, if not every year since I have joined. I have been a mentor to many, I have been mentored myself, I have served on committees, and I have built a strong rapport with various membership levels. I will use my experience and openness to listen to the sensitive needs of membership and work with the executive committee to better meet these formal and informal concerns.
3. I would make a conscious effort to work with SSS affiliate organizations, standing and ad hoc committees to better serve the full needs of our membership.

**James M. Thomas**

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

I regularly teach courses on social inequalities, including Social Stratification and Social Problems. I co-teach a course on Empire and Revolution, and have designed new courses on housing insecurity and race and racism in the 21st century. In these courses, I center the historical formations of, and relationships between, political economy, race and racism, and gender inequality. To increase my own students' access to my courses and materials, I work to include scholars from underrepresented groups on my syllabi; and opt for electronically and freely available readings when possible in order to reduce the burden on low-income students.

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

My own research centers historical and contemporary articulations of race, racism, and inequality. My most recent project centers on diversity initiatives in higher education, and the degree to which they enable, rather than constrain, racial inequality. My research reveals that diversity initiatives are often directed through what I term a *diversity regime*: a set of meanings and practices that institutionalizes a benign commitment to diversity; and in doing so obscures, entrenches, and even intensifies existing racial inequality by failing to make fundamental changes in how power, resources, and opportunities are distributed. This research has been featured in *Social Currents* and *Sociology of Race and Ethnicity*; and a book length monograph is currently under review with a university press.

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

In addition to teaching and research, I have a strong record of community engagement. I am past-president of the United Way of Oxford-Lafayette County, and current board member of Freedom Summer Collegiate, the Jewish Federation of Oxford, and LOU-HOME, Inc., a nonprofit organization focused on providing affordable housing for low-income residents of Lafayette County, Mississippi. I advise the University of Mississippi's N.A.A.C.P. Chapter, which won the national organization's Chairman's Award in 2015 for its efforts to remove the Mississippi state flag from our campus.

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

Simply put, for SSS to become more inclusive requires institutional will. It requires those of us who have institutional and structural advantages to make conscious decisions to get out of the way, and help facilitate the involvement of members from underrepresented groups who do not have institutional and structural advantages. Because of my own research, I know that for organizations to become more equitable, they have to make fundamental changes in how power, decision-making, and resources are distributed. If elected, my efforts

would focus on making those changes in partnership with other committee members and our larger membership body.

**CANDIDATES FOR PUBLICATIONS COMMITTEE**

**W. Carson Byrd**

No response

**J. Scott Carter**

No response

**B. Brian Foster**

No response

**Janis Prince**

No response