

## **Announcing the Candidates for the 2022 SSS Officers and Committee Members Election**

The following individuals have agreed to run for office in the May 2022 election. We will offer an opportunity for an opportunity for members to do a meet and greet with these candidates during the SSS annual meeting in Birmingham.

### **President-Elect**

<b>Name</b>	<b>Affiliation</b>
Woody Doane	University of Hartford
Dawn Robinson	University of Georgia

### **Vice President**

<b>Name</b>	<b>Affiliation</b>
Andrea Hunt	University of North Alabama
Ken Kolb	Furman University
Susan Pearce	East Carolina University
Anthony Peguero	Arizona State University

### **Executive Committee**

<b>Name</b>	<b>Affiliation</b>
Tanetta Andersson	Trinity College
Alicia Brunson	Georgia Southern University
Shannon Carter	University of Central Florida
Marlese Durr	Wright State University
David Embrick	University of Connecticut
Kathleen Fitzgerald	University of North Carolina
Hephzibah Strmic-Pawl	Manhattanville College
James "JT" Thomas	University of Mississippi
Bri Turgeon	Jacksonville State University

### **Publications Committee**

<b>Name</b>	<b>Affiliation</b>
Carson Byrd	University of Michigan
Daniel Delgado	Texas A&M University
Gretchen Peterson	University of Memphis

Many thanks to this year's nomination committee which includes: Glenn Bracey, Stephanie Gonzalez Guitar, Lindsay Kahle, Joseph Lariscy, Celeste Lee, Cameron Lippard (Chair), LaTonya Trotter, Nicholas Vargas, and Cathy Zimmer.

## **Candidates for President-Elect**

# Woody Doane

## Current Position:

Professor of Sociology, University of Hartford

## Former Positions:

Assistant to Associate Professor of Sociology, University of Hartford (1990-2004)

## Degrees:

PhD, University of New Hampshire (Sociology)

MA, University of New Hampshire (Sociology)

BA, New England College (Sociology)



## Three Representative Publications:

**Doane, W.** (2021) "Theorizing White Nationalism: Past, Present, and Future." Chapter in *White Supremacy and the American Media*, edited by Sarah Nilsen and Sarah Turner; New York: Routledge.

**Doane, W.** (2020) "Post-Colorblindness? Trump and the Rise of the New White Nationalism." Chapter in *Protecting Whiteness: Whitelash and the Rejection of Racial Equality*. C. Lippard, S. Carter, and D. Embrick eds. University of Washington Press.

**Doane, W.** (2017) "Beyond Color-Blindness: (RE) Theorizing Racial Ideology." *Sociological Perspectives* 60(5): 975-991

## Other Professional Activities:

SSSP, Co-Chair, Program Committee 2021

SSSP, Lee/Founders Award Recipient, 2020

AHS Distinguished Service Award, 2019

ASA Section on Racial and Ethnic Minorities, Chair, Committee on Publications 2015-2018.

ASA Committee on Professional Ethics, 2015-2017.

Founding Editorial Board Member, *Sociology of Race and Ethnicity*, 2013-2016.

ASA Section on Racial and Ethnic Minorities, Founders Award for Scholarship and Service 2012.

## **Vision for SSS**

Over the years, the foremost role of scholarly associations (beyond providing outlets for publication) has been to hold an annual conference where we can step away from our professional routines and present our current research, listen to the ideas of others, socialize, network, mentor, and learn. SSS does this very well, as I have never left a meeting without new ideas and a renewed sense of connection with my fellow sociologists and the discipline of sociology. But there is room to do more to challenge the hierarchical structures (race, gender) and the elitism within our scholarly organizations and academic institutions that keep us from realizing our full potential. If given the opportunity to serve, I would work with others to produce a meeting that would maximize personal and professional opportunities for everyone.

But the times call for more than this. Our entire planet faces an existential crisis from the many effects of climate change, effects which are disproportionately felt by those at the bottom of social hierarchies. Also on a global level, we see growing authoritarian threats to even the most limited forms of democracy. Here in the United States, we face challenges from a burgeoning white nationalist movement that is showing increasing fascist tendencies. And in higher education, we face the challenge from outside forces: both from right-wing extremists who launch hate campaigns against our colleagues and our discipline and from neoliberal policies that defund the liberal arts, corporatize colleges and universities, and seek to turn institutions of higher education into vocational schools for multinational corporations. We desperately need a sociology that addresses these issues.

I believe that in order to meet these challenges, we need to reinvent sociology. While I am fiercely proud of so much of the work of many amazing colleagues, we are not close to doing what needs to be done. We still talk too much to ourselves, and not to a broader audience. So much of what we do is circumscribed by institutional and organizational arrangements, requirements, and reward structures. Sociology has made great strides in dispelling long-held myths and in illuminating the systemic forces that create and reproduce social inequalities, however our textbooks and curricula lag behind. And finally, we need to rethink the relationship between academic sociology, social justice, and social movements. If sociology is not working to improve the human condition, then we have lost our way. I would like to see SSS play a lead role in developing a sociology that can play a greater role in addressing the current crises.

## **Diversity Statement**

The struggle for diversity, equity, and inclusion requires pushing organizations and institutions to go beyond hiring and symbolic efforts and make real changes in structures and practices. As a long-time associate dean and department chair, I advocated for a holistic approach that went beyond hiring and included revising curriculum, position descriptions, faculty support and development, and evaluation to include diverse perspectives and to account for existing inequalities. In collaboration with others, I proposed and supported (I currently chair the oversight committee) a university-wide pre or post-doctoral fellowship that over the past 13 years has attracted and supported an array of visiting scholars, a number of whom have become tenure-track faculty members.

In addition to their scholarly activities, professional organizations such as SSS play an important role as a location for critical conversations about our profession and our discipline and as a setting where graduate students and emerging scholars can receive vital support and mentoring. Over the years I have been very impressed by SSS' commitment to undertaking this vital work and have participated as a panelist in sessions on "race talk" in higher education, navigating the job market, and critical race, class, and gender pedagogies. As we face ever-growing challenges locally and globally, professionally and on a societal level, these efforts need to continue.

If given the opportunity to serve SSS, I would bring this perspective to planning the annual meeting and to all organizational activities.

# Dawn T Robinson

## Current Position:

Professor of Sociology, University of Georgia

## Former Positions:

Associate Professor of Sociology, University of Iowa

Assist-Assoc Professor, Louisiana State University

Postdoctoral Fellow, Stanford University

## Degree:

PhD, Cornell University, 1992



## Three Representative Publications

Zhao, Jun, Dawn T. Robinson, and Chyi-In Wu. 2020. "Isolation but Diffusion? A Structural Account of Depression Clustering among Adolescents." *Social Psychology Quarterly* 83 (4): 363-382.

Cannon, Bryan C., Dawn T. Robinson and Lynn Smith-Lovin. 2019. "How Do We “Do Gender”? Permeation as over-Talking and Talking Over." *Socius*. doi:10.1177/2378023119849347.

Robinson, Dawn T. 2014. "The Role of Cultural Meanings and Situated Interaction in Shaping Emotion." *Emotion Review* 6:189-195.

## SSS Activities:

Executive Committee, 2014-2017; Editorial Board, *Social Currents*, 2013-15; Finance Committee 2009-2012; Honors Committee, 2008-2011; Program Co-Chair, 2003-2004; Elections Committee (Chair), 1999; Program Committee, 1999; Program Committee, 1997

## Other Professional Activities:

Co-Editor: *Social Psychology Quarterly*, 2021-2023; Deputy Editor 2004-2006

*Elected Offices:* Chair-elect, ASA Mathematical Sociology Section, 2021; Chair, ASA Altruism, Morality & Social Solidary Section, 2015; Chair, ASA Social Psychology Section, 2010; Chair, ASA Sociology of Emotions Section, 2007; Sec-Treasurer, ASA Sociology of Emotions Section, 2004-2007, ASA Mathematical Sociology Section Council 2008-2010, 2017-19; ASA Sociology of Emotions Section Council, 2000-2002; ASA Social Psychology Section Council, 2003-2005. Board of Directors, International Society for Research on Emotion, 2008-2011.

Editorial Board: *Social Currents*, *Socius*, *Sociological Quarterly*, *Contemporary Sociology*

ASA Committees: Council Subcommittee on Concealed Weapons in Classrooms, 2016-17;

Committee on Nominations 2013-2014; Committee on Sections (Chair), 2008-2010

## **Vision for SSS**

I started attending SSS meetings in graduate school (yes, in the northeast) when my mentors informed me that the “Southerns” was sociology’s national-regional society. It still is. I have been a loyalist ever since my first meeting. The society runs like a clock – with devoted members, its own fabulous journal, and terrific annual conferences. The SSS meetings are a dependable outlet for learning about the newest sociological research, engaging in discussions of pressing professional concern, catching up with old friends, and providing a warm and welcoming space for young scholars entering the discipline. I have been fortunate to serve the society in a variety of ways over the years – on the EC, finance committee, honors committee, election committee, as program co-chair, etc. I would be honored to serve the society as president.

## **Diversity Statement**

In my 30 years as a sociologist I have benefitted from mentors, organizations, and programs that have smoothed my path as a first-generation college graduate and as a woman in academe. I have been committed to paying those efforts forward as mentor, researcher, and professional. I have been privileged to have the opportunity to mentor – and learn from – a large number of women, students of color, and students within the lgbtq+ community in my time at Louisiana State University, University of Iowa, and the University of Georgia – including sponsoring students in summer research programs like McNair, SURP, and Bridge. I have also been involved in concentrated efforts to diversify the faculty and graduate student body of my own department.

Much of my research has focused on understanding basic interactional processes that underpin systemic inequalities – with a special focus on gender. More recently, I have been part of two team efforts to understand/enhance minority representation in the STEM pipeline. The first, funded by an NSF INCLUDES grant, partnered with local HBCUs to study how university environment facilitates/undermines retention of undergraduates STEM majors. The second, funded by an NSF ISTEM grant, is studying the role of identity processes in cultivating and sustaining interest in science and technology among middle school children from groups underrepresented in STEM fields.

During the time I served on the SSS Executive Committee (2014-2017), we made a concerted effort to diversify the membership and leadership of SSS through a series of efforts including recruitment and policy changes to reduce barriers. Those efforts bore fruit and it is my strong hope that the momentum can be carried forward. Working closely with our society’s robust infrastructure – CREM, Com on Gender & Sexuality, our Diversity, Equity, and Inclusion Taskforce, Com on Sociology in Community and Small Colleges, Com on Sociological Practice, and our strong partnership with SWS-South, the SSS leadership needs to build on that progress by continuing to identify and remove structural barriers to broad participation and foster an inclusive climate within the society.

## **Candidates for Vice President**

# Andrea Hunt

## Current Position:

Associate Professor of Sociology; Director,  
Mitchell-West Center for Social Inclusion;  
and Special Assistant to the VP for DEI  
University of North Alabama



## Former Positions:

Assistant to Associate Professor of Sociology,  
University of North Alabama (2013-2019)

## Degrees:

PhD, North Carolina State University (Sociology)  
MA, University of South Alabama (Sociology)  
BS, Rogers State University (Social and Behavioral Sciences)

## Three Representative Publications:

**Hunt, A. N.**, & Rhodes, T. D. (Forthcoming). Expanding the life-span, life-space approach using Critical Race Theory and Intersectionality. *Journal of College Access*.

Lane, K., Williams, Y., **Hunt, A. N.**, & Paulk, A. (2020). The framing of race: Trayvon Martin and the Black Lives Matter Movement. *Journal of Black Studies*, 51, 790-812.

**Hunt, A. N.** (2020). Access to mental health care during and after COVID-19. In G. W. Muschert, K. M. Budd, M. Christian, D. C. Lane, & J. A. Smith (Eds.), *Social problems in the age of COVID-19, Volume 1: US perspectives*. Policy Press.

## SSS Activities:

Committee on Sociological Practice, chair 2020-present

Program committee member, 2020

Conference involvement (presenter, panelist, organizer, etc.), 2004-present

## Other Professional Activities:

SSSP Gender Student Paper Committee, 2021

MSSA Committee on the Profession, chair 2020-present

SWS-S Chair, Awards Committee, chair 2019-2021

MSSA Lyman Book Award Committee, chair 2018-2020

Editor, *Teaching Resources and Innovations Library in Sociology* (TRAILS), 2016-present

Editor, Newsletter for the Section on Teaching and Learning, ASA 2015-2019

ASA Taskforce on Liberal Learning and the Sociology Major, 2015-2017

## **Diversity Statement**

My commitment to diversity, equity, and inclusion started years ago while an undergraduate student. My work then was with TRIO programs and focused on first-generation students and students with disabilities transitioning into college. As a graduate student, I worked with youth in juvenile detention settings and formed community partnerships to provide them with ongoing support as they transitioned back into their homes. It was at this time I was introduced to the Southern Sociological Society and found a community of scholars to share these experiences with and learn from.

I continue my applied work today in my local community where I serve on numerous community boards addressing issues of equity and justice. I co-chaired my university's Campus Climate Diversity Study, helped spearhead the Title IX efforts at my university, and serve on the Disability Support Services panel to make determinations for appropriate accommodations for students at my university. I currently serve as the faculty advisor for the Student Alliance for Equality and the Diversity Student Ambassadors. I have facilitated numerous panels and workshops on- and off-campus with faculty and staff, student organizations, community groups, social service providers, nonprofits, and K-12 teachers addressing Title IX, media literacy, creating inclusive classrooms, cultural humility, and implicit biases. My other primary roles at my institution are serving as the founding director of the Mitchell-West Center for Social Inclusion and Special Assistant for the VP of Diversity, Equity, and Inclusion. All of these experiences are central to my teaching and research which focus on issues of identity, trauma, equity, inclusion, and justice.

The commitment to diversity, equity, and inclusion in my professional career extends to my potential service in the Southern Sociological Society. The administrative experience that I bring into this role would be beneficial in examining the internal practices of SSS, identifying structural and institutional issues in academia that are inherently exclusionary, and making changes for a more equitable, inclusive, and just professional organization and academy.

# Kenneth H. Kolb

## Current Position:

Professor and Chair, Department of Sociology, Furman University

## Former Positions:

Assistant to Associate Professor of Sociology, Furman University (2008-2020)



## Degrees:

PhD and MA, University of North Carolina at Chapel Hill (Sociology)  
BA, Bates College (Sociology)

## Three Representative Publications:

- Kolb, Kenneth H. (2021). *Retail Inequality: Reframing the Food Desert Debate*. University of California Press
- Kolb, Kenneth H. (2014). *Moral Wages: The Emotional Dilemmas of Victim Advocacy and Counseling*. University of California Press.
- Kolb, Kenneth H.; Kyle C. Longest; Mollie J. Jensen (2013). "Assessing the Writing Process: Do Writing-Intensive First-Year Seminars Change How Students Write?" *Teaching Sociology*. 41 (1) 20-31.

## SSS Activities:

- Chair: Committee on Professions, 2017-2020  
Chair: Local Arrangements Committee, 2017  
Member: Program Committee, 2017

## Other Professional Activities:

- Chair: Program Committee, ASA Consumers and Consumption section (2021)  
Member: Program Committee, ASA Consumers and Consumption section (2021)  
Member: Outstanding Contribution Award Committee, ASA Consumers and Consumption section (2018)  
Member: Chair: Nominations Committee, ASA Sociology of Emotions Section (2017)

## **Diversity Statement**

I am fully committed to making the Southern Sociological Society a more diverse, equitable, and inclusive organization. This work begins with my own reflection on my own privilege and standpoint and how the resources and opportunities afforded to me over my life and career have helped me achieve my position today. By conducting that inventory, I can better explore the ways that SSS can serve to benefit society members (and potential members) without similar privileges.

In my own career, I have put this strategy into practice through my past work as chair of the Women's, Gender, and Sexuality interdisciplinary minor at Furman University. I have also done this through my participation on numerous hiring committees that employed innovative recruiting strategies to ensure the most diverse candidate pool possible. Currently, as department chair, I see it as my responsibility to protect the time of all my junior colleagues but also be especially mindful of the constraints faced by new faculty from underrepresented, marginalized, and oppressed groups. In my research, I have written one book that explores the insidious effects of institutionalized racism on poor Black neighborhoods and another on the emotional consequences of our patriarchal culture.

As an officer of SSS, I would begin my service by identifying the challenges faced by scholars from underfunded institutions who lack adequate funding and time to travel to annual meetings. While SSS has made great strides in the past to encourage and support the participation of sociologists without such privileges, I believe more can be done by implementing transparent assessments of our progress with clearly communicated metrics that are shared via publicly visible dashboards. Good intentions and institutional rhetoric are important, but those symbolic gestures should be complemented with clear measures that hold our organization accountable to the standard we (myself included) aspire to achieve.

# Susan C. Pearce

**Current Position:** Associate Professor of Sociology, East Carolina University

## **Former Positions:**

Associate Professor and Interim Chair,  
Department of Sociology, East Carolina  
University (January-July 2019)

Assistant Professor of Sociology, East  
Carolina University (2008-2014)

Visiting Assistant Professor of Sociology,  
West Virginia University (2005-2008)

Visiting Fellow and Visiting Professor,  
University of Gdańsk, Poland (1996-1999;  
2000-2001)

Visiting Assistant Professor of Sociology,  
Central European University, Warsaw,  
Poland (1999-2000)

## **Degrees:**

PhD, New School for Social Research (Sociology)

MA, New School for Social Research (Sociology)

MDiv, Southeastern Baptist Theological Seminary

BA, Mississippi College (Sociology)



## **Three Representative Publications:**

Pearce, Susan C. and Eugenia Sojka, eds. 2021. *Cultural Change in East-Central European and Eurasian Spaces: Post-1989 Revisions and Re-imaginings*. Cham, Switzerland: @Springer International Publishing Switzerland AG.

Pearce, Susan C. and Rachael Lee. 2021. "Missing Colonies in American Myths of Slavery: Where Is the 'Deep North' in Sociology Textbooks?" *Sociology of Race and Ethnicity*.

Pearce, Susan C., Elizabeth J. Clifford, and Reena Tandon. 2011. *Immigration and Women: Understanding the American Experience*. New York: New York University Press.

## **SSS Activities:**

Chair, Membership Committee, 2017-2019

Member of Membership Committee, 2014-2016

## **Other Professional Activities:**

Elected Member, Committee on Committees, American Sociological Association, 2016-2017

Elected Member of Council, ASA Human Rights Section, 2013-2016

Section co-editor for the journal *Compass: Sociology* (Culture edition) 2014-2018

Member of Nominating Committee for ASA Sociology of Culture Section, 2008-2009

## **Diversity Statement**

My commitment to diversity, equity, and inclusion has been at the center of my teaching and research throughout my career. My PhD dissertation research consisted of a participant observation of a grassroots movement to protect the New York African Burial Ground, and the significance of this site for a national-level collective-memory racial reckoning. My subsequent research areas have included intersections between gender and immigration, LGBTQ movements in Southeast Europe, gender in Central and Eastern Europe, immigration and intimate partner violence, and collective memory of race in Eastern North Carolina.

At East Carolina University, I have contributed to DEI efforts through my participation on the Faculty Welfare Committee, Ethnic Studies Committee, and Gender Studies Executive Board. Among my course offerings are Race, Gender, and Class; Gender- and Sexuality-Based Violence; and Seminar in Gender. I have worked to decolonize the curriculum in a number of courses, most centrally in a required graduate sociological theory seminar.

As Chair of the SSS Membership Committee, I directed efforts to support and increase diversity within SSS through reaching out to departments within HBCUs and HSIs and organizing panels with a racial-diversity focus. If elected to this office, I would commit myself to continuing to direct such efforts.

# Anthony A. Peguero

## Current Position:

Professor, T. Denny Sanford School of Social and Family Dynamics (SSFD) & School of Criminology and Criminal Justice (SCCJ), Arizona State University, 2020-Present.

## Former Positions:

Professor, Department of Sociology, Virginia Tech, 2011-2020.

## Degrees:

Ph.D., Sociology, University of Miami, 2006  
M.S., Criminal Justice, Florida International University, 2002  
M.A., Comparative Sociology, Florida International University, 2001  
B.A., English, Florida International University, 1998  
B.A., Sociology, Florida International University, 1997



## Three Representative Publications:

Peguero, Anthony A., Yasmiyn Irizarry, Janice Iwama, Sanna King, Jessica L. Dunning-Lozano, and Jun Sung Hong. 2021. "Context of Reception and School Violence: Exploring the Nexus of Immigration, Race/Ethnicity, Place, and School Crime." *Sociology of Race and Ethnicity*, 7(3): 420-449.

Dunning-Lozano, Jessica L., Anthony A. Peguero, and Mai Thai. 2020. "Immigrant Generation, School Procedural Justice, and Educational Attainment." *Sociological Inquiry*, 90(4): 732-764.

Peguero, Anthony A., Gabriel J. Merrin, Jun Sung Hong, and Kecia R. Johnson. "School Disorder and Dropping Out: The Intersection of Gender, Race, and Ethnicity." 2019. *Youth & Society*, 51(2) 193-218.

## SSS Activities:

2016-2018, Member, Program Committee, *Southern Sociological Society* Annual Conference  
2014-2017, Chair, Membership Committee, *Southern Sociological Society*  
2011-2014, Member, Membership Committee, *Southern Sociological Society*  
2012-2013, Member, *Southern Sociological Society*, Annual Conference Program Committee

## Other Professional Activities:

2021-Current, Director of Research Advancement, T. Denny Sanford School of Social and Family Dynamics (SSFD), Arizona State University.  
2021-Current, Member, Leadership Team, T. Denny Sanford School of Social and Family Dynamics (SSFD), Arizona State University.  
2021-Current, Executive Counselor, *American Society of Criminology* (ASC)  
2021-Current, Second Vice President, *Academy of Criminal Justice Sciences* (ACJS)  
2020-Current, Council Member, *American Sociological Association*, Section on Racial and Ethnic Minorities (SREM)  
2019-Current, Executive Board Member, *Racial Democracy, Crime and Justice Network* (RDCJN)  
2019-Current, Member, Committee on Committees, *Society for the Study of Social Problems* (SSSP)  
2012-Current, Co-Founder, *Latina/o/x Criminology*

2017–2021, Trustee-At-Large, *Academy of Criminal Justice Sciences* (ACJS)  
2019–2020, Vice-Chair, American Society of Criminology, Crime & Justice Research Alliance (CJRA)  
2016–2019, Board Member, American Society of Criminology, Crime & Justice Research Alliance (CJRA)  
2015–2017, Executive Counselor, *American Society of Criminology* (ASC), Division on People of Color and Crime (DPCC)  
2014–2016, Standing Panel on Research and Evaluation on Justice Systems, *National Institute of Justice* (NIJ)  
2013–2015, Co-Chair, *American Society of Criminology* (ASC), Division on People of Color and Crime (DPCC)

### **Diversity Statement**

I am humbled and honored to be nominated for the position of vice-president for the Southern Sociological Society (SSS). I attended my first annual ASA meeting in 2003 as a doctoral student. If elected, I will serve diligently in collaboration with others to fulfill the expectations of this role. I will be committed to looking for ways to capitalize on the opportunity to ensure that SSS strives to represent the broad and varied interests of all its members as well as the underrepresented and marginalized early career scholars in SSS. Mentoring and facilitating the success of underrepresented early career scholars, including undergraduate and graduate students as well as post-docs and assistant professors is of the utmost importance to me. I mentor underrepresented scholars in two broad ways. First, as scholar by funding as well as collaborating with undergraduate and graduate students on research projects. Second, I am a member of the *Racial Democracy, Crime, and Justice Network* and co-founder of the *Latina/o/x Criminology* group. These two groups hold the goals of advancing research by underrepresented junior scholars on the intersections of race, crime, and justice and of promoting racial democracy within the study of these issues. I will continue these efforts, as I already do, for SSS as VP. I will also work towards ensuring SSS's growth by fostering the development of undergraduate and graduate students who are aspiring to be professional, insightful, and strong scholars. Finally, if elected as vice-president for SSS, I will pursue, with other SSS section officers and members, to further ASA efforts to be a section that is fair, equitable, and representative.

## **Candidates for the Executive Committee**

# Tanetta Andersson

## Current Position:

Senior Lecturer, Trinity College

## Former Positions:

Central Connecticut State University, Visiting Assistant Professor

## Degrees:

PhD, MA, Case Western Reserve University

BA, Case Western Reserve University (Sociology & Psychology with minor in Gender Studies)

## Three Representative Publications:

Andersson, Tanetta. 2021. "Gender." In *Investigating Social Problems*, edited by A. Javier Trevino, 3rd Edition. Thousand Islands, CA: Sage Publications.

Andersson, Tanetta. 2017. "Going 'There' and Being 'There': Notes on Discreditable Identity and Stigma in Peer Suicide Loss Research." in *Negotiating the Emotional Challenges of Conducting Deeply Personal Research*, edited by A. C. Nowakowski and J. E. Sumerau. Boca Raton, FL: Routledge (Taylor and Francis).

Hinze, Susan W., Jielu Lin, and Tanetta Andersson. 2012. "Can We Capture The Intersections? Older Black, Women, Education, and Health." *Women's Health Issues*, 22 (1): 91-98.

## SSS Activities:

Program committee, chair 2020

Committee on Gender & Sexuality chair 2021-present, member 2019-2021



## Diversity Statement

My scholarly interests began with a focus on health and illness and extend to microsociology and gender politics, especially now in the era of #metoo. As a member of the Committee on

Gender and Sexuality, I contributed to the anti-sexual harassment statement suggestions by researching top-down (i.e., official emails of anti-harassment policy prior to conference) and bottom-up strategies for prevention and response to sexual harassment (i.e., coordinated hotel room safety escorts like the American Astronomical Society), which could be added to the app-based SSS conference program in the future. In my view, commitment to diversity, equity, and inclusion reflects actively challenging the underrepresentation of historically marginalized groups in the collectively stamped knowledge of our discipline. In my teaching, for example, I show students how Du Bois connects his microanalysis of racialized subjectivity, or double consciousness, to the structural and systemic of the color line, while classical thinkers like James, Mead, and Cooley fail to do so. Lastly, I am a faculty mentor to two diverse groups of students. First, over the last four years, I have mentored and advised a group of ten undergraduate senior students from Chicago who are recipients of a selective four-year, merit-based leadership scholarship from the Posse Foundation. Our group includes Black, Asian, and Latinx First Gen students. Second, I advise Trinity College's Charleston Interfaith Cultural House. Its namesake is the Right Reverend Steven Charleston, a Choctaw elder, retired Episcopal bishop of Alaska, and Trinity College alumnus. While President and Dean of the Episcopal Divinity School, Charleston penned a defense of LGBTQ+ human rights in the Cambridge Accord of the Anglican church. Following this example, we are planning a viewing and discussion of the new documentary, *My Name is Pauli Murray* this Fall semester. In sum, as a candidate for SSS Executive Committee, I aim to continue the types of synergies described herein.

# Alicia Brunson

## Current Position:

Assistant Professor, Georgia Southern University-  
Armstrong Campus

## Former Positions:

Visiting Assistant Professor, American Ethnic  
Studies, Kansas State University (2013-2016)

## Degrees:

PhD, University of North Texas (Sociology)  
BS, Kansas State University (Psychology and  
American Ethnic Studies)

## Three Representative Publications:

**Brunson, A. L.**, & Benedict Cartright, C. (2020).  
Disrupting White Fragility and Colorblind Racism: Using  
Games to Measure How Race and Ethnicity Courses  
Change Students' Racial Ideologies. *Race and Pedagogy Journal: Teaching and Learning for  
Justice*, 4(4), 2.

Yancey, G., & **Brunson, A. L.** (2018). *Prejudice in the Press?: Investigating Bias in Coverage of  
Race, Gender, Sexuality and Religion*. McFarland.

**Edison (Brunson), A.**, & Yancey, G. (2010). Black and White in movies. In Odell Korgan, K.  
(Ed.), *Multiracial Americans and Social Class: The Influence of Social Class on Racial Identity*  
(pp.88-96). Routledge.

## SSS Activities:

Program committee member- 2021

## Other Professional Activities:

Member, Award Selection Committee, The Society for Study of Social Problems-Graduate  
Minority Fellowship Program-(Spring 2020)



## Diversity Statement

### *Teaching*

Sociology enables those who use this lens to see how others and oneself are affected by various forms of social structures and institutions and how we can use our agency to create change in our communities. I teach Race and Ethnicity, Inequality, Social Problems, Intersectionality and the Media, Social Research Methods, and Introduction to Sociology. Engaged pedagogy and an intersectional perspective are the philosophies I use in teaching. My students use their experiences and perspectives to create solutions in their communities and discern who would support or oppose their proposed solution. Through experiential learning, students apply their understanding of sociological concepts and theories to advocate for spaces, policies, and practices that are inclusive, safe, equitable, and where people genuinely belong. Once we have moved from listening to learning, we can then proceed to love—this where students and I employ experiential learning and engaged learning. For example, in my Research Methods course, my students and I work with a local community organization called “Healthy Savannah” using participatory action research principles. Our course focuses on walking with local communities to understand what they identify as a needed area of growth and how to use social science research to identify social issues, listen to community members, and develop solutions together.

### *Research*

My teaching and scholarship interweave. For example, in one project, I explore how a Race and Ethnicity course changes students’ race-talk. I am astonished by how students who choose to take an elective about race and ethnicity are so reluctant to talk about race. I use experiential learning through a live version of the game “Guess Who” (Hasbro) to measure how students describe others on the first day of class. The curriculum I use to teach this course is about institutional racism. At the end of the semester, I used the game again to measure how the curriculum changed students’ race-talk. I have found that students’ race-talk indicating white fragility, minimization of race, and political correctness decrease. This research is necessary because if we cannot talk about race, we are far from alleviating racial inequality. Students learn that it is not shameful or taboo to talk about race. Another line of my research is about Black student retention. I use transformative methodologies and phenomenology to understand how Black students are successful despite their obstacles while striving to attain a four-year college degree at predominantly white institutions. By focusing on student success, I move away from a deficit model where Black students are designated as the problem rather than inequitable institutions, policies, and practices. I want to use this research to advocate for more initiatives to enable Black students to attain their four-year degrees healthily. We can start by simply listening to the lived experiences of our students. This will positively impact our campus culture and our communities as Black students go out and advocate for others.

### *Service*

Like my teaching and scholarship, my service is about working with our campus and surrounding communities to reach the goals of inclusion, equity, and belonging. A few instances of my service obligations include participation in several diversity committees. In these committees, I helped remind my colleagues of groups that may not be at the forefront of our minds and how some seemingly positive initiatives could have negative consequences because they are harmful to certain social groups. A substantial portion of my service is mentoring students and some who are not my own. I learn about these students not only academically but personally. Mentoring is a core component of student success.

### *Potential Service to SSS*

I would support diversity, equity and inclusion (DEI) SSS initiatives by working with people with various social positionings to allow for a more fruitful and meaningful committee. DEI work cannot be done alone. DEI work is intersectional. Everyone’s voice should be heard and value and decision-making should be collective. Our perspective and experiences alone can be very limited; therefore or solutions will be short-sighted. Our efforts will endure if we work as a collective.

# Shannon Carter

## Current Position:

Professor, Department of Sociology,  
University of Central Florida

## Former Positions:

Associate Professor of Sociology, UCF

Assistant Professor of Sociology, UCF

Assistant Professor of Sociology, University  
of West Georgia

## Degrees:

PhD, University of Florida (Sociology)

MA, University of Florida (Sociology)

BA, University of Michigan (Sociology)



## Three Representative Publications:

Carter, Shannon K., Ashley Stone, Lain Graham and Jonathan Cox. 2021. "Creating Intersectional Subjects: A Critical Discourse Analysis of Health Science Breastfeeding Research." *Sociology of Race & Ethnicity*, 2332649220981097.

Carter, Shannon K. and Beatriz Reyes-Foster. 2020. *Sharing Milk: Intimacy, Materiality and Bio-communities of Practice*. Bristol University Press, Gender and Sociology Series.

Vergara, Angela and Shannon K. Carter. 2021. "#Amamantar: Representations of Breastfeeding on Social Media Targeting Hispanic/Latinx Populations." *Women's Studies International Forum*. 87: 102498.

## SSS Activities:

Publications Committee, Member (2019-21)

Committee on Gender and Sexuality, Chair (2017-18), Member (2015-17)

Program Committee, Member (2016-17)

## Other Professional Activities:

Chair, Gender Division, Society for the Study of Social Problems (2021-23)

Advisory Board, Member, *Sociological Inquiry* (2018-)

Vice-President, Sociologists for Women in Society-South (2017-19)

Hand Mentoring Program Coordinator, SWS-South (2015-17)

## **Diversity Statement**

My commitment to social justice through research, teaching, and service along with my leadership experiences qualify me for service on the Executive Committee of the Southern Sociological Society (SSS). My scholarship and service work aim to dismantle intersecting structures of oppression that are perpetuated in society and in sociology itself. It is through this intersectional social justice lens that I have approached my work in the profession and that I would continue to advocate as a member of the Executive Committee.

My recent scholarship examines how health science research and corresponding social media and news reports on race disparities in reproductive outcomes perpetuate harmful images of Black women and essentialize intersectional categories. This work contributes to a growing literature critiquing the human sciences for perpetuating rather than dismantling oppression. It compliments work I do in my graduate theory courses to eradicate the dominant narrative that sociology was developed by a few white men by assigning early marginalized scholars' works and articles discussing the history and implications of their exclusion. The goal of this work, which is nowhere near completion, is to eradicate the oppressive nature of sociology as a discipline – a goal that coincides with work currently underway within SSS.

In my service work in SSS and Sociologists for Women in Society-South (SWS-S), I have contributed to the organization's initiatives to become a more inclusive and emancipatory space. As member of the Program Committee and Vice President of SWS-S, I coordinated programming specific to intersectional inequalities related to sexuality, reproduction, and parenthood, creating spaces for diverse scholars to network and exchange ideas. I facilitated several consciousness-raising sessions to help address issues such as sexual violence and harassment within sociology. As Chair of the Committee on Gender and Sexuality at the 2018 meeting, I brought pronoun stickers to the Executive Committee meeting and requested that all members of SSS leadership use them on their name tags to help create a welcoming space for all and set a positive example for other members. I worked with the Executive Officer to ensure accessibility to all-gender bathrooms and provisions for childcare and lactation spaces were available. As a member of the Executive Committee, I would continue to enhance these and other initiatives to help SSS achieve its potential to become a more liberatory organization.

# Marlese Durr

Current Position:

Professor of Sociology, Wright State University

## Former Positions:

Assistant to Associate Professor of Sociology, Wright State University (1994-Present )

Degrees:

Ph.D., **University at Albany** (Sociology)

MA, University at Albany (Sociology)

MA, University at Albany (African American Studies)

BS, University of Detroit, University at Albany



Three Representative Publications:

**Durr, M.** (2020) “*Echoing Derrick A. Bell: Black Women’s Resistance to White Supremacy in the Age of Trump.*” in *Protecting Whiteness*, edited by Cameron D. Lippard, J. Scott Carter, and David G. Embrick the University of Washington Press

**Durr, M.** (2016). “*Removing the Mask, Lifting the Veil: Race, Class, and Gender in the 21st Century.*” *Social Problems, Vol. 63, No. 2, 151–160.*

**Durr, M.**(2015). “*What is the Difference between Slave Patrols and Modern-Day Policing? Institutional Violence in a Community of Color.*” *Critical Sociology* 41(6)873-879.

SSS Activities:

Member of Southern Sociological Society 2017-Present  
Southern Sociological Society Committee on Racial and Ethnic Minorities 2019-2020

Other Professional Activities:

ASA Publications Committee, 2020-2023

ASA W.E.B. Du Bois Award Committee, 2020-2022

Social Problems Advisory Board Member 2021-2022

Doris Wilkinson Faculty Leadership Award, 2021

President, Society for the Study of Social Problems(SSSP) 2015-2017

President, Sociologists for Women in Society (SWS) 2005-2006

**Diversity Statement**

Diversity, Equity, and Inclusion have *always* found a place in my scholarship and association activities and relationships as a member of the sociological community. My dedication to these ideas has led to many partnerships and long-term relationships across race, class, gender, and sexuality. If selected to serve as an officer in the Southern Sociological Society, these same principles applied throughout my career - Diversity, Equity, and Inclusion remain a vital element of our society.

# David G. Embrick

## Current Position:

Associate Professor, Joint Position in  
Sociology and Africana Studies  
Director, Sustainable Global Cities Initiative  
University of Connecticut



## Former Positions:

Assistant to Associate Professor of  
Sociology, Loyola University Chicago  
(2006-2016)

## Degrees:

PhD, Texas A&M University (Sociology)  
MS, Texas A&M University (Sociology)  
BS, Texas A&M University (Sociology)

## Three Representative Publications:

- 2020      **Embrick, David G.**, and Wendy Leo Moore. “White Space(s) and the Reproduction of White Supremacy.” *American Behavioral Scientist*, Vol. 64 (14). DOI: <https://doi.org/10.1177/0002764220975053>.
- 2020      **Embrick, David G.**, J. Scott Carter, Cameron Lippard, and Bhoomi K. Thakore. “Capitalism, Racism, and Trumpism: Whitelash and the Politics of Oppression.” *Fast Capitalism*, Vol. 17 (1). 203-224. DOI:10.32855/fcapital.202001.012.
- 2019      **Embrick, David G.**, Símon Weffer-Elizondo, and Silvia Dominguez. “White Sanctuaries: Race and Place in Art Museums.” *The International Journal of Sociology and Social Policy*, Vol. 39(11/12): 995-1009. <https://doi.org/10.1108/IJSSP-11-2018-0186>.

## SSS Activities:

- 2018-19    Member, Site Selection Committee  
2018      Program Chair (Eduardo Bonilla-Silva, President)  
2014      Mentor, Research Incubator Program

## Other Professional Activities:

- 2017-19    President-elect, President, and Past-President, *Association for Humanist Sociology (AHS)*.
- 2016-18    Vice President-Elect (2016-17), Vice President (2017-18), and Past-Vice President (2018-19), *Society for the Study of Social Problems (SSSP)*.

- 2015-16 Program Committee Co-chair (with Bandana Purkayastha), *Society for the Study of Social Problems (SSSP)*. Annual meetings: Chicago, IL.
- 2013-16 Vice President, President-elect, President, and Past-President, *Southwestern Sociological Association (SSA)*.
- 2014 Program Committee Chair, *Southwestern Sociological Association (SSA)*. Annual meetings: San Antonio, TX.
- 2013 Program Committee Chair, *Association for Humanist Sociology (AHS)*. Annual meetings: Washington, D.C.
- 2012-14 Chair-elect and Chair, *Society for the Study of Social Problems Division of Racial/Ethnic Minorities*.
- 2010-12 Chair-elect, Chair, and Past-Chair, *American Sociological Association's Section on Race and Ethnic Minorities*.
- 2018- Founding Book Series Co-Editor of *Sociology of Race and Ethnicity*—University of Georgia Press, GA
- 2017- Founding Book Series Editor of *Sociology of Diversity*—Bristol University Press, UK.
- 2013-21 Founding Co-Editor of *Sociology of Race and Ethnicity*—American Sociological Association Section on Race and Ethnicity Journal (SAGE).
- 2014-16 Editor-in-Chief of *Humanity & Society*—Association for Humanist Sociology Journal (SAGE).

## **Diversity Statement**

My career to date has centered on better understanding and challenging issues of inequity and specifically racial oppression, sexism, homo/transphobia, and other forms of oppression. My record reflects my lifetime devotion to issues of anti-Black racism, anti-racism, critical diversity, inclusion, and equity. I have spent the past 20 plus years researching, teaching, and thinking about diversity issues. Understanding diversity and diversity ideology, I contend, are crucial for anyone wishing to create inclusive and equitable workplaces and social environments. For me, issues of diversity, equity, and inclusion are both personal and practical. It is personal as I have faced both racism and classism throughout my career and I fully understand the difference being in an inclusive environment makes to one's intellectual state. If it were not for my mentors, I surely would not have survived graduate school, much less the murky waters of academia. It is practical as working in an inclusive environment that collectively pays attention and constantly strives for real equitable, anti-racist, anti-sexist changes improve employee morale, increase work productivity, inspire cutting-edge research, and makes everyone feel at home. Thus, I keep these things solidly in the front of my mind as I am always wanting to make my home (in this case the Southern Sociological Society) a place where I (and others) feel welcomed, safe, respected, and acknowledged for the collective good.

# Kathleen J. Fitzgerald

## **Current Position:**

Teaching Associate Professor of Sociology,  
University of North Carolina at Chapel Hill

## **Former Positions:**

Associate Professor of Sociology,  
Loyola University New Orleans  
Associate Professor of Sociology,  
Columbia College

## **Degrees:**

PhD, University of Missouri – Columbia  
(Sociology)  
MA, Southern Illinois University at  
Edwardsville (Sociology)  
BA, Saint Louis University (Sociology)



## **Three Representative Publications:**

- Fitzgerald, Kathleen J. 2021. *Race and Society: The Essentials*. Thousand Oaks, CA: Sage Publications.
- Fitzgerald, Kathleen J. 2020. *Recognizing Race and Ethnicity: Power, Privilege, and Inequality*, 3rd Edition. New York: Routledge.
- Fitzgerald, Kathleen J. and Kandice L. Grossman. 2020. *Sociology of Sexualities*, 2<sup>nd</sup> Edition. Thousand Oaks, CA: Sage Publications.

## **Other Professional Activities:**

- Oliver Cromwell Cox Book Award Committee Member, *American Sociological Association* Section on Racial and Ethnic Minorities, 2021
- Early Career Award Committee Member, *American Sociological Association* Section on Racial and Ethnic Minorities, 2020
- Graduate Student Paper Award Committee Member, Sexual Behaviors, Politics, and Communities Division of the *Society for the Study of Social Problems*, 2018
- Past-President, *Association for Humanist Sociology*, 2016
- Founders Award Committee member, *American Sociological Association* Section on Racial and Ethnic Minorities, 2016
- Graduate Student Paper Award Committee member, Sexual Behaviors, Politics, and Communities Division of the *Society for the Study of Social Problems*, 2016
- President, *Association for Humanist Sociology*, 2015

## **Diversity Statement**

Institutions of higher education are focused on not just attracting diverse faculty, staff, and students, but in retaining them, which necessitates an emphasis on more than merely statistical diversity, but on inclusion and equity. An inclusive culture is one where all faculty, staff, and students feel welcome and heard. Too often, when we think of campus diversity, we assume it is the purview of faculty, staff, and students of color, and/or sexual or gender minorities, and that it is something white, cisgender, heterosexuals do not need to be concerned about. This assumption perpetuates privilege in that it forces minorities to do the bulk of diversity work (and the emotional labor it entails) to make the campus a more hospitable place for all. *Diversity education is the responsibility of all of us: members of the dominant group as well as those from underrepresented groups.*

Throughout my years in academia, I have been engaged in helping to make the campuses I was on more diverse, inclusive, and equitable. First, I have participated in numerous training opportunities, from Title IX, to antiracism workshops, to sexual harassment, to a Transgender 101 workshop. Other training opportunities that I participated in include an “Anti-Racism Workshop with PAX Christi USA” at Loyola University (organized by the Jesuit Social Research Institute) and the Kirwan Institute’s, “Toward a Transformative Agenda on Race.” I have also been an integral part of campus committees designed to address diversity issues on campus. For instance, I was on the Diversity and Affirmative Action committee all five years I was at Loyola.

Second, I have been very much a part of the conversation when it comes to campus diversity, inclusion, and equity, by bringing speakers to campus, attending lectures, and participating in panel discussions on topics such as the acquittal of George Zimmerman in the shooting death of Trayvon Martin, intersectionality, food justice, reproductive justice, and the ongoing need for affirmative action, among others. Additionally, as a faculty member, I am obligated to make my classrooms just and safe spaces. This begins with making sure the classroom is a place where all voices can be heard. Faculty members must do the necessary work to stay informed about best practices concerning these issues, no matter what our formal areas of expertise.

# hephzibah strmicpawl

## **Current Position:**

Associate Professor of Sociology,  
Manhattanville College

## **Former Positions:**

Assistant Professor of Sociology,  
Manhattanville College, 2019

Assistant Professor of Sociology, Coastal  
Carolina University, 2013-2015

## **Degrees:**

PhD, University of Virginia (Sociology)

MA, University of Chicago (Social Science)

BS, University of Wisconsin-Madison  
(Economics)



## **Three Representative Publications:**

**strmic-pawl, hephzibah.** (2021). *Understanding Racism: Theories of Oppression and Discrimination*. Sage Publications.

**strmic-pawl hephzibah,** Vanessa Gonlin and Steve Garner. 2021. "Color in Context: Three Angles on Contemporary Colorism." *Sociology of Race and Ethnicity* 7(3):289-303.

**strmic-pawl hephzibah.** 2016. *Multiracialism and Its Discontents: A Comparative Analysis of Black-White and Asian-White Multiracials*. Lexington Books.

## **SSS Activities:**

Committee on Racial and Ethnic Minorities, 2013-2016 (Chair, 2015-2016)

Program Committee, 2018, 2017, 2016

## **Other Professional Activities:**

Incoming Editor, *Humanity and Society*

Founding Pedagogy Editor, *Sociology of Race and Ethnicity*

Harassment Committee, SSSP, 2019-Current

Distinguished Contributions to Teaching Award Committee, ASA, 2021-Current

### **Diversity Statement**

Both my research and teaching reflect my dedication to diversity, equity, and inclusion. My research is on race and racism, looking at the various implications of shifting racial identities and the racial hierarchy (e.g. multiracial identity, US Census categories). Much of my other work is centered on the pedagogy of race and racism. I was the founding Pedagogy Editor of *Sociology of Race and Ethnicity*, and my most recent book, *Understanding Racism*, intended for the classroom and community organizing, provides a critical overview of thirteen theories of racism.

Other positions I have held in sociology organizations also reflect my dedication. In SSS, I have been a member and chair of the Committee on Racial and Ethnic Minorities. In SSSP I have served on the Racial/Ethnic Minority Graduate Scholarship Committee, the Lee Student Support Fund Committee, and I currently serve on the Anti-Harassment Committee. I have been outspoken, both in my official capacities on committees and generally as a member, on where we can and must improve our structure and culture. Personally, I have led the Support Ella Baker Day Campaign since 2011, which is a campaign that honors the work of the activist Ella Baker through encouraging ongoing dialogue on contemporary issues of inequality and bringing women of color activists to speak on campus.

For me, the discipline of sociology is a tool for liberation. Thank you for the nomination.

# James M. Thomas (JT)

## Current Position:

Associate Professor of Sociology, University of Mississippi (2019-current)

## Former Positions:

Assistant Professor of Sociology (2014-2019), University of Mississippi

Visiting Assistant Professor of Sociology (2012-2014), University of Mississippi

## Degrees:

PhD, University of Missouri (Sociology)

Graduate Minor, Women's and Gender Studies

MA, University of Missouri (Sociology)

BA, University of Missouri (Sociology)



## Three Representative Publications:

**Thomas, James M.** (2021). "Race, Nation, and the Color-Line in the Twenty-First Century: A Du Boisian Analysis." *Social Problems*, 68 (2): 267-283.

**Thomas, James M.** (2020). *Diversity Regimes: Why Talk is Not Enough to Fix Racial Inequality at Universities*. New Brunswick, NJ: Rutgers University Press.

Gilman, Sander and **James M. Thomas**. (2016). *Are Racists Crazy? How Prejudice, Racism, and Antisemitism Became Markers of Insanity*. New York: New York University Press.

## SSS Activities:

Program committee member: 2018

Annual meeting participant: 2006, 2009-2010, 2013-2018

## Other Professional Activities:

Co-editor, *Sociology of Race and Ethnicity*, 2022-Present, the journal for the Section on Racial and Ethnic Minorities (SREM) of the American Sociological Association

Program Chair, Association for Humanist Sociology, 2021

Editorial Board, *Social Problems*, 2018-2021

## **Diversity Statement**

I grew up in Kansas City, Missouri, in a house three blocks west of the historic ‘red line’ that separated my predominantly white neighborhood from the predominantly black neighborhood to our east. In Kansas City, local political and social life is organized through neighborhood associations and coalitions. My neighborhood and the one to the east were part of the only multi-racial neighborhood coalition in the city proper. As a child, I distinctly remember the meetings, the block parties, and the difficult conversations about why police were a constant presence among our neighbors living immediately east of us, but not often present on our own block.

The effects of desegregation in the 1970s, including white flight, were noticeable even at an early age. My middle school (6<sup>th</sup>-8<sup>th</sup> grade) was nearly 80 percent black, with nearly two-thirds of the student body on free and reduced lunch. My high school, Kansas City’s all-black high school during Jim Crow, was roughly 75 percent black when I attended (1997-2000), with more than half the student body on free and reduced lunch. Despite, or perhaps because of, the working-class roots of many of my classmates our high school routinely ranked among the top performing public schools in the state of Missouri. We had few material resources, but we made up for it with a strong social support network, including transparent and open relationships between parents, teachers, and administration.

Enrolling at the University of Missouri in 2000, I experienced significant shock. The campus was predominantly white, mostly affluent, and with a barely visible minority population. I found it difficult to relate to my peers’ stories of ski trips over winter break and family vacations abroad over the summer, as I spent those weeks and months working for minimum wage or slightly better, trying to pay for food and rent without the benefit of parental aid.

Later, as a graduate student, the assistantships we received were barely enough to cover rent each month, with little left over for bills, groceries, or other expenses. Without the benefit of aid from my family, I worked full-time while taking a full course load and holding a full assistantship with the Department of Sociology through my Masters and PhD programs. While those in my cohort often spent their weekends at get-togethers, potlucks, and movie nights with one another, I spent my weekends tending and managing a bar.

Today, I live in both the poorest and Blackest state in the nation. I teach at a university that has among the highest rates of Black student enrollment of any public flagship university in the US, and with a Pell Grant eligible share of students that hovers near 30 percent. Here, I work with, teach, and mentor many students from backgrounds as like mine. Recognizing the challenges these students face at my PWI, I have dedicated significant time and energy to mentoring Black students, first generation college students, and students from working class backgrounds.

I have served as a faculty mentor for the University of Mississippi’s African American Males: Enrolling, Retaining, and Graduating (AAMERG) initiative. This program was started in 2015 with the goal of strengthening the recruitment, education, retention, and graduation of Black males at my institution. I have also served as a member of the University of Mississippi’s Freshman Year Experience Advisory Committee, which oversees the development and assessment of my university’s primary mechanism for ensuring a successful transition to college among high school seniors, particularly those from disadvantaged backgrounds.

I have also dedicated significant time and energy to antiracist efforts at the local, state, and national level. From 2015 until 2021 I served as faculty adviser to the University of Mississippi's NAACP chapter. In 2015, our chapter led efforts on campus to remove the Mississippi state flag – with its Confederate battle flag emblem – from our campus. Our chapter engaged in a months-long campaign that included petitions, letter-writing, editorials, and protests. Our campaign was a success, and the University of Mississippi became the first of the state's four-year public institutions to remove the state flag from its campus. All other four-year public institutions soon followed suit. In 2020, the Mississippi state legislature voted overwhelmingly to change its state flag, and a new design is on the November 3 ballot for 2020. For our chapter's efforts, the NAACP awarded us its 2016 Chairman's award at the 47<sup>th</sup> annual Image awards.

Along with my advising of student activists and organizations, I have demonstrated a commitment to research and advocacy that aims to advance racial equity, antiracism, and anti-poverty programming. I have produced a significant body of scholarship that critically examines how diversity is put into practice within colleges and universities, and to what extent those practices enable and constrain efforts toward equity. My research on diversity has been featured in *Social Currents* and *Sociology of Race and Ethnicity*, and in my most recent book, *Diversity Regimes* (Rutgers University Press, 2020).

Along with my research, from 2015 to 2017 I served as co-chair of the University of Mississippi's Critical Race Studies Group, an interdisciplinary group of faculty and staff committed to identifying and addressing issues of racial and other inequalities on our campus and elsewhere. In 2019, the University of Michigan's Diversity Scholars Network - a scholarly community committed to advancing understandings of historical and contemporary social issues related to identity, difference, culture, representation, power, oppression, and inequality - accepted me into their professional organization.

I am a founding board member of Freedom Summer Collegiate, a nonprofit organization that pairs doctoral students from around the country, and from disciplines across the humanities, social sciences, and STEM-related fields, with Freedom Project schools in the Mississippi Delta. Here these doctoral students design and teach college-level summer courses to junior and senior high school students. These courses range in content and substantive focus – from courses on social movements and grassroots organizing, to courses that teach students how to design their own phone apps.

I am also a founding board member of the Jewish Federation of Oxford, a cultural nonprofit focused on preserving and developing Jewish communal life, and former board president for the United Way of Oxford and Lafayette County. While with the United Way, I played an important role in creating and leading our local United Way's efforts to reduce poverty, increase access to affordable and quality early child education, increase access to affordable and quality healthcare for low-income families, and strengthen our existing community resources for serving those with the greatest needs.

Finally, I am a board member of LOU-Home, a nonprofit whose mission is to increase the availability and affordability of quality houses for all citizens within the Lafayette-Oxford-University (LOU) community. Through a partnership with a local developer, our board was able

to successfully build over 90 new affordable housing units specifically earmarked for residents who earn 60 percent or less than the area median income of Lafayette County, Mississippi. These new housing units are now open, and filled to capacity.

My commitment to equity, inclusion, and antiracism is unwavering, deep, and synergistic with my research and teaching. In both 2018 and 2019, my efforts were recognized through the awarding of the *Lift Every Voice Award*, presented annually on behalf of the University of Mississippi's Black Faculty and Staff Organization and the University's Center for Inclusion and Cross-Cultural Engagement. In 2020, I was one of three inaugural recipients of the University of Mississippi's *Diversity Innovator Award*.

# Bri Turgeon

## Current Position:

Assistant Professor of Sociology, Jacksonville State University (2018-present)

## Degrees:

PhD, Kent State University (Sociology)  
MA, Kent State University (Sociology)  
BA, Mississippi State University (Sociology)



## Three Representative Publications:

**Turgeon, Brianna.** 2019. “When “Best I Can” is Not Enough: Welfare Managers’ Appraisal of Clients’ Mothering Practices.” *Sociological Inquiry* 90(4): 839-866.

Taylor, Tiffany, **Brianna Turgeon**, and Christi Gross. 2018. “Here on the Front Lines’: Welfare-to-Work Managers’ Moral Identity Work.” *Symbolic Interaction* 41(1): 45-61.

**Turgeon, Brianna**, Tiffany Taylor, and Laura Niehaus. 2014. “Contrasts and Classtalk: A Critical Discourse Analysis of Welfare-to-Work Program Managers.” *Discourse & Society* 25(5):1-16.

## SSS Activities:

Committee on Gender & Sexuality, Southern Sociological Society, Chair (2020-2021), Member (2021-present)

Anti-Harassment Task Force Chair, Southern Sociological Society, 2020-present

Committee on Diversity, Equity, and Inclusion, Southern Sociological Society, 2020-2021

I’ve also been very involved with Sociologists for Women in Society-South, serving as Vice President/Past Vice President for the past few years. In this role, I’ve also worked closely with SSS and been involved in organizing programming for the annual conference.

## Other Professional Activities:

Sociologists for Women in Society- South, Past Vice President, Spring 2021-Spring 2022

Sociologists for Women in Society- South, Vice President, Spring 2019-Spring 2021

MSSA Gender and Sexuality Caucus Committee, Fall 2018- Present

Sociologists for Women in Society-South: National Liaison – Spring 2018

Sociologists for Women in Society-South: Newsletter Editor, 2016, 2017

Sociologists for Women in Society, Hand Mentor, 2015, 2016, 2018, 2020

**Diversity Statement – Please explain your commitment to diversity, equity, and inclusion throughout your professional career as it relates to your potential service to the Southern Sociological Society.**

Diversity, equity and inclusion are topics that I care deeply about, and have sought to center across my professional career. While I work to incorporate strategies for this into my classroom, here I will focus on how I work to center diversity, equity, and inclusion in professional settings.

Part of centering diversity, equity, and inclusion in my service work has involved intentionality in the organizations and committees that I choose to get involved with. The service work that I've participated in has focused on topics designed to amplify the voices of marginalized groups and create equity in our professional community. Working with the Committee on Gender and Sexuality at SSS we sought to broaden definitions of harassment by not housing anti-harassment policies within that committee's work. This led to me chairing the Anti-Harassment Taskforce where we sought to ensure that the policies we were proposing protected people at a broad intersection of margins.

I also participated in work that centered diversity, equity, and inclusion during my term as Vice President for Sociologists for Women in Society-South. Specifically, SWS-South's leadership underwent antiracist training facilitated by In The Works. The goal of this training was to focus on critically evaluating the culture of SWS-South to make the organization a more welcome and supportive space for feminist scholars in the south of all backgrounds. I've also regularly served as a mentor at SWS meetings. By signing up to serve as an SWS Hand Mentor at the meetings, I hope to provide a welcoming environment and sense of belonging to new members who are unfamiliar with the conference experience.

My commitment to diversity, equity, and inclusion is also evident in my research. My research takes a critical approach to welfare implementation, questioning the power and oppression present in how agents of the state construct welfare clients. Through my research, I seek to deconstruct the ideological discourse that welfare workers use when talking about clients. In this effort, I hope to affect change around how we talk about and implement services to individuals experiencing poverty who have often further suffered from racist, sexist, and classist stereotypes that have historically surrounded welfare. Thus, my research contributes to diversity by focusing on changing the narrative around welfare implementation to better consider the needs of populations experiencing disadvantage.

In my work on the SSS Executive Committee, I would continue to prioritize diversity, equity, and inclusion to help, provide support, equitable opportunities, and facilitate a sense of belonging for all members in our organization.

## **Candidates for the Publications Committee**

# W. Carson Byrd

## Current Position:

Senior Fellow-in-Residence, National Center for Institutional Diversity, University of Michigan

## Former Positions:

Faculty Director of Research Initiatives, National Center for Institutional Diversity, University of Michigan (2020-2021)

Scholar-in-Residence, National Center for Institutional Diversity and the Department of Sociology, University of Michigan (2019-2020)

Associate Professor of Sociology, University of Louisville (2018-2021)

## Degrees:

PhD, Virginia Tech (Sociology)

MS, Virginia Tech (Sociology)

BA, Mars Hill College (Sociology)

## Three Representative Publications:

Byrd, W. Carson. 2021. *Behind the Diversity Numbers: Achieving Racial Equity on Campus*.

Cambridge, MA: Harvard Education Press.

Byrd, W. Carson, LeAnna Luney, Jakia Marie, and Kimberly N. Sanders. 2021. "Demanding Attention: An Exploration of Institutional Characteristics of Recent Student Demands." *Journal of Diversity in Higher Education* 14(1): 25-36.

Byrd, W. Carson. 2019. "Hillbillies, Genetic Pathology, and White Ignorance: Repackaging the Culture of Poverty within Colorblindness." *Sociology of Race and Ethnicity* 5(4): 532-546.

## SSS Activities:

Committee on Sociological Practice (2020-Present)

## Other Professional Activities:

Deputy Editor, *Humanity & Society* (2019-Present)

Book Review Editor, *Contexts* (2017-Present)

Editorial Board, *Contemporary Sociology* (2021-Present)

Editorial Board, *Ethnic & Racial Studies* (2018-Present)

Editorial Board, *Contexts* (2018-2020)

Editorial Board, *Sociology of Race and Ethnicity* (2017-2020)

Public Engagement Advisory Committee, American Sociological Association (2020-Present)

Publications Committee, Section on Racial and Ethnic Minorities, American Sociological Association (2017-2020; Chair, 2019-2020)

Nominations Committee, Association for Humanists Sociology (2018-2021)

## Diversity Statement



While most of my research focuses on intertwined aspects of race, racialization, and inequality, we know that simply studying racism and racial inequality does not inherently mean that someone is devoted to putting this research into practice and dismantling systems of oppression each day. Thus, my service activities reflect an ongoing commitment to improve our campuses and communities to be more equitable and just. As a brief overview of my work on diversity, equity, and inclusion issues in higher education that I have completed since I was an undergraduate student, I have worked on campus climate surveys, diversity strategic plans at departmental and university levels, and with outreach events for students from disadvantaged backgrounds. I have experience serving on programming committees to plan different events such as lectures, webinars, and mini-conferences that bring scholars, administrators, non-profits, and community members together to tackle issues of racial inequality in schools, colleges, and the surrounding community. I also work to promote not just the academic success of marginalized and minoritized students, but also their health and well-being on campus and in their career pursuits.

In relation to assisting budding scholars, I currently assist with the National Center for Institutional Diversity's programming for the Diversity Scholars Network that promotes a wide-range of diversity scholarship through webinars about being faculty change agents, panels to discuss recently published books by network members, and exploring publication strategies and navigating aspects of the tenure track, among other topics pertinent to faculty at different levels and positioning. I also have a wealth of experience promoting scholarship on the sociology of race and ethnicity and its intersections with other identities and inequalities through my service on editorial boards of journals, as a book review editor and deputy editor, and previously serving on the Publications Committee for ASA's Section on Racial and Ethnic Minorities, which includes a year as chair of the committee where I led the search for the new editorial team for the *Sociology of Race and Ethnicity* and developed more coherent bylaws and procedures. I am also a member of interdisciplinary teams at the Universities of Michigan and Louisville tackling persistent disparities in STEM fields. As part of these efforts, I work with the Sloan Equity and Inclusion in Introductory STEM Courses (SEISMIC) collaboration, which is a 10-university endeavor to change introductory STEM courses from presumptively operating as gatekeepers to more of opportunity-makers along students' educational and career pathways, and I am a co-principal investigator on a three-year NSF ADVANCE grant to improve recruitment, retention, mentoring, and research collaborations for women and underrepresented minority scholars as well as reduce biases in the policies and procedures in STEM programs.

I actively engage in public discussions through essays published in popular forums such as the *Washington Post*, *Chronicle of Higher Education*, and *Inside Higher Ed*, among others. These writings include discussions of race-conscious admissions policies, how teaching evaluations can exacerbate racial inequality in the faculty ranks, the misperceptions of race and genetics, the faults of framing racism as a mental illness, and how university plans to reopen during the COVID-19 pandemic can increase racial and socioeconomic inequalities students face while pursuing their degrees. Finally, it is important to recognize that all of my efforts to contribute to the diversity, equity, and inclusion on- and off-campus is done in collaboration with members of our communities that are often marginalized, excluded, and vulnerable to injuries of inequality, and who are leading the way in combatting these inequalities and promoting more a equitable and just society. While most of my efforts focus on working with racially and ethnically minoritized communities, I also have experience supporting first-generation, low-income, undocumented, and LGBTQ community members as well. I would bring these experiences and apply them in exploring how SSS and the Publications Committee specifically can promote more open, flexible, and dynamic publication opportunities, stronger representation of marginalized and minoritized sociologists and amplifying their research, experiences, and voices, and extending the impacts of the organization and its publications on the field and for societal conversations where the sociological imagination and empirical insights readily apply.

# Daniel Delgado

## Current Position:

Associate Professor of Sociology, Texas A&M University – San Antonio (2019 – Present)

## Former Positions:

Assistant Professor of Sociology, Texas A&M – San Antonio (2017-2019)

Assistant Professor of Sociology, Salem State University (2013-2017)

## Degrees:

PhD, Texas A&M University (Sociology)

MA, University of Missouri (Sociology)

BA, Baylor University (Sociology)



## Three Representative Publications:

- 2018 **Daniel J. Delgado** “My Deputies Arrest Anyone Who Breaks The Law”:  
Understanding how Colorblind Discourse and Reasonable Suspicion Facilitate Racist Policing *Journal of the Sociology of Race and Ethnicity*  
<https://doi.org/10.1177/2332649218756135>
- 2016 **Daniel J. Delgado** “And You Need Me To Be The Token Mexican?: Examining Racial Hierarchies and The Complexities of Racial Identities for Middleclass Mexican Americans” in the *Journal of Critical Sociology* 42(4-5): 679-698  
<http://journals.sagepub.com/doi/abs/10.1177/0896920514543153?journalCode=crsb>
- 2009 Rockquemore, Kerry Ann, David L. Brunnsma and **Daniel J. Delgado** “Racing to Theory or Rethorizing Race? Understanding the Struggle to Build A Multiracial Identity Theory” *The Journal of Social Issues* 65:1 13-34 <https://doi.org/10.1111/j.1540-4560.2008.01585.x>

## SSS Activities:

2020 - 2021 Southern Sociological Society Committee on Harassment Policy

## Other Professional Activities:

2019 - 2021 Society for the Study of Social Problems Lee Scholar Support Fund Committee Member

2019 - 2020 Walkouts: National Chicano Student Walkouts Conference Submission Review Committee

## **Diversity Statement**

Throughout my career I have strived to address racism, sexism, classism and other forms of inequality throughout my growth as a sociologist. After graduating from my Ph.D. program, I was fortunate to get my first job at Salem State University in Massachusetts on the Northshore. This institution is an emerging HSI serving the quickly growing Dominican population of Massachusetts from the cities Lynn, Melrose, Boston, and Lawrence.

In my four years at SSU my service was focused on my position as Latinx Student Success Faculty Fellow for two years and my position as the Diversity, Power Dynamics and Social Justice Faculty fellow for one year. In these two positions I focused on helping the university prepare for this growing Latinx population, a significant shift for an institution that had long served a predominantly white working-class fishing communities north of Boston. With my colleagues in the Diversity Office, we institutionalized student organizations for men of color and for women of color, we ran workshops focused on institutionalized racism and white supremacy, we normalized the creation of safe spaces in dorms and other student areas for students of color and transgender students, and we aided students when they protested the university's lack of curriculum and support by institutionalizing a three year plan to hire more faculty of color and institutionalize a comprehensive curriculum diversity requirement.

I left SSU in 2017, taking my current position at Texas A&M University—San Antonio. I saw this move as an opportunity to return to my hometown and give back to the community that raised me. In my current role as a faculty member at Texas A&M University – San Antonio, I served on the President's Commission on Equity for three years. On this commission I was a consulting faculty member helping to create a new DEI curriculum requirement, shaping funding structures for DEI programming, and assessing DEI needs throughout the institution; this was a decidedly more administrative role than my previous DEI work at SSU. Though my actions and roles did ultimately align with my work at SSU, the goals of Texas A&M University –San Antonio as an institution are different as it was a university created to serve the Latinx population of San Antonio's southside. Where SSU was looking to grow its Latinx population, TAMUSA is looking to support its already large (over 80%) Latinx student population. My role shifted from one where I was laying the groundwork for student support to one of maintenance of existing support systems for Latinx students. Additionally, I have served on numerous hiring committees for faculty, for a dean and currently for the new provost and my goal on these committees is always to center the needs of the South Texas Latinx community.

My research much like my service has focused on the experiences of Latinx and BIPOC communities. I have focused on three areas addressing white supremacy as it impacts communities of color: epistemologies of white supremacy, Latinx experiences with racism, and the micro-interactional linkages to structures of racism. I have addressed these three areas throughout my publications, in my current book project (under contract) on the Latinx middleclass, and in my NSF funded research on working poor Latinx community's use of public transit. Additionally in my forthcoming co-edited volume, we focused on racism connected to the deployment of Spanish language in the Latinx community. As with my service work I have deliberately focused all my research on addressing the consequences of racialization and structural racism.

My teaching has also been focused on addressing issues of DEI and I teach courses on race, urban sociology, and intersectional inequalities. I also teach our undergraduate writing for the discipline course titled The Craft of Sociology. Because we serve a large Latinx population on the South side of San Antonio, Texas, many students bring to college fear and worry about their writing abilities from their experiences with systemic racism in K-12. Often, they ask me if their writing is "good." I almost always respond "yes," recognizing that their presence in college and their writing as overt challenges to white supremacy and structural racism. More practically speaking, while their writing may need some improvement as they are still learning, I do follow

up my statements of affirmation with statements about how writing is a collaborative process and it requires review and revision. My goals are to help them recognize that it is a process and practice and not something one is born with or is innate only to certain groups of people. Unfortunately, while white supremacy and racism in writing education of South Texas has shaped these fears, my commitments are focused on challenging these doubts by supporting them as scholars and patiently guiding them in their writing skills.

In all aspects of my approach to our discipline I focus on issues of diversity, equity, and inclusion. I keep these issues centered in my roles as a scholar, colleague, committee member, and teacher. My ardent refusal to compartmentalize my justice and equity approach in my career has afforded me the privilege to work in my home town and in my Latinx community. I look forward to bringing my steadfast commitment to diversity, equity, and inclusion to my role as on the SSS publications committee if I am elected.

# Gretchen Peterson

## Current Position:

Professor and Chair of Sociology, University of Memphis

## Former Positions:

Assistant, Associate, and Full Professor and Chair of Sociology, California State University – Los Angeles (2000-2016)

## Degrees:

PhD, University of Arizona (Sociology)

MA, University of Arizona (Sociology)

BA, Bates College (Psychology)



## Three Representative Publications:

**Peterson, Gretchen.** 2019. “Chapter 6: Social Psychology of Sports.” Pgs. 137-156 in *The Business and Culture of Sports, Society, Politics, Economy, Environment, vol. 1*, edited by J. Maguire, M. Falcous, & K. Liston. Farmington Hills, MI: Macmillan Reference USA.

Brian Gillespie, **Gretchen Peterson**, and Janet Lever. 2019. “Gendered perceptions of fairness in housework and shared expenses: Implications for relationship satisfaction and sex frequency”. *PLoS ONE* 14(3): e0214204. <https://doi.org/10.1371/journal.pone.0214204>

**Peterson, Gretchen.** 2015. “Connecting Social Psychology and Sociology of Sport: Using Goffman as a Framework for Sociological Sports Research.” *Sociology Compass*, 9(5): 379-385. DOI: 10.1111/soc4.12245

## SSS Activities:

Roundtable Presider, Approaches to Identity, *Southern Sociological Society Annual Meeting*, 2019

## Other Professional Activities:

ASA Sociology of Emotions Section, Chair-Elect (2021)

Editorial Board, *Social Currents* (2021-2024)

ASA Social Psychology Section, Council Member (2018-2021)

ASA Section on Teaching and Learning, Ad Hoc Bylaws Committee (2018-2019)

North American Society for the Sociology of Sports, Outstanding SSJ Paper Award Committee (2017)

## **Diversity Statement**

What initially drew me to the study of Sociology were issues of social inequality, particularly gender inequality. As I learned about the discipline, I began to understand the centrality of inequality in social life. My experience echoes that of many sociology students who come to our discipline to understand the inequalities they have experienced or seen in their own lives. For this reason, I try to center issues of diversity and equity in all of my classes. I had the privilege of spending the first 16 years of my career at a Hispanic-serving Institution and I acknowledge that my teaching on these issues has been informed by my students who have been generous in sharing their lives with me and with other students in class discussions.

As I have moved into the role of department chair both at my previous institution and now at the University of Memphis, I have sought to create an inclusive environment for all faculty and students. I have worked with my current department on a set of diversity initiatives designed to promote diversity, equity, and inclusion and we continue to work on moving forward with these initiatives.

One of the lessons that we have learned from the pandemic has been that we have existing capabilities to make spaces more inclusive for people who may not be able to be physically present in a space. It is my hope that organizations such as the Southern Sociological Society will use those lessons to continue to provide inclusive access for members who face challenges in participating in the organization's activities.