Summary Statement

As a discipline we are tremendously fortunate to have *Teaching Sociology* and the companion online outlets and resources. Previous editors have worked tirelessly to create a journal that addresses both the need for strategies and resources that can be used immediately while at the same time extending the Scholarship of Teaching and Learning (SoTL). In order to sustain the innumerable strengths of the journal in the shifting landscape of higher education, we will need to continue to instill the value of scholarly teaching in the next generation of sociologists, amplify even more diverse voices, challenge ourselves to push our own understanding of teaching and learning, and reach out to new audiences to demonstrate the value of this resource.

As editor, I would work to: increase the diversity of voices and perspectives represented, target developing scholarly teachers at all levels, build on the connections with the regional associations and American Sociological Association (ASA) sections, continue our partnership with AKD, provide timely special issues and workshop offerings, and continue outreach to new audiences within sociology and beyond.

1. Vision Statement

*Teaching Sociology* works to meet two critical and often competing needs among faculty; the need for immediate trouble-shooting and problem-solving strategies, and the need for long term pedagogical development not only for individuals, but for the discipline as a whole.

The articles in *Teaching Sociology* provide a means to explore and advance the scholarship of teaching and learning in the discipline and the notes and various reviews provide strategies and resources that can be used immediately. In this regard, the Journal has been quite successful and continues to move forward. The addition of author podcasts, social media outreach, webinars and workshops, ‘online first’ offerings and TRAILS features all build on the online presence and help extend audience engagement.

In addition to these faculty needs, the journal serves the purpose of extending sociology’s presence in the national conversation on the scholarship of teaching and learning and the development of the next generation of scholarly teachers. Similarly, the journal represents the discipline’s work regarding curriculum development and assessment and through these efforts can potentially shape higher education.
The journal consistently publishes work addressing broader disciplinary needs and through targeted efforts, including phenomenally timely special issues, previous editors have worked to bring in diverse perspectives and voices. The next editor will benefit greatly from the successful efforts of previous editors to develop and position the journal effectively. As I consider this role I realize I would “stand on the shoulders of giants” and would be building on the tremendously valuable and successful work of those who have come before me.

Continuing the contributions of previous editors, I would work to: (1) increase the diversity of voices and perspectives represented, (2) target developing scholarly teachers at all levels, (3) build on the connections with the regional associations and ASA’s Section on Teaching and Learning, (4) continue our partnership with Alpha Kappa Delta – The International Honor Society of Sociology (AKD), (5) provide timely special issue and workshop offerings, and (6) continue outreach to new audiences.

(1) Amplify Representation and Culture of Inclusion and Belonging:

I know how hard previous editors have worked to recruit authors, reviewers, and editorial board members, and I suspect this task will continue to command significant time and energy. Building on the successes of the previous editor, I hope that my work as Interim Associate Vice President for Inclusive Excellence and Interim Associate Provost for Institutional Diversity at my home institution will prove valuable in this regard. When I served as Chair of the ASA Section on Teaching and Learning, we learned that the diversity of representation in the section was lower than the association overall which means we will need to continue to engage with other sections to build the pool. And if 24 years in the Diversity, Equity, Inclusion, Access, and Belonging (DEIAB) space has taught me anything, it is that outreach is not enough. In order for those efforts to be successful, we will need to continue to build, support, and amplify the culture of the journal as one of inclusion and belonging.

(2) Celebrate and Mentor Emerging Scholarly Teachers:

In order to engage these scholars, targeted development and mentoring efforts will be needed to help develop their SoTL skills and increase awareness about the outlets available to them.

(3) Honor and Nurture Our Connections:

These mentoring relationships can be facilitated through connections with the ASA Sections and graduate programs, as well as ASA and non-ASA affiliated organizations. Continued dialogue could help build cross-promotion and network development.
(4) Sustain Our Connection with AKD

If selected, my time as editor would overlap for one year with my term as President of Alpha Kappa Delta. There is a long history of partnership between TS and AKD and I see this partnership continuing and even expanding.

(5) Provide Innovative Special Issues and Workshops

I currently serve as a program reviewer for ASA and have heard from many departments that they are struggling to build curriculum in the current turmoil of reorganization, consolidation, elimination, and the threat of the “demographic cliff.” I think there is an opportunity for TS to have a special issue that brings SoTL to inform the decision-making process. Similarly, TS authors could continue to provide virtual workshops on their publications to expand their reach and application at this critical time.

(6) Reach Beyond Our Boundaries

These nurtured connections have the potential to help us reach untapped audiences, continue the development of the next generation of scholarly teachers, and position the journal to maintain its excellence in these tumultuous times.

2. Diversity, Equity, and Inclusion Statement

As a sociologist and a DEIAB professional I know that my identity and lived experience garners me tremendous unearned privilege. As a result, my entry into this work is from the perspective of an ally and advocate who uses my privilege and resources to remove the structural, interpersonal, and intrapersonal barriers to inclusion that perpetuate inequality and injustice in our society. My discovery scholarship has explored institutional racism in higher education as well as the representation of race class and gender in media. My SoTL work has addressed inequality and the advancement of social justice and antiracism efforts through inclusive pedagogy. My engagement efforts have involved decade long partnerships with students and community organizations dedicated to poverty cessation, hunger alleviation, and the leverage of social capital and empowerment.

Some of the most rewarding work I have done has been during the 6 years I served as Interim Associate Vice President for Inclusive Excellence, Interim Associate Provost for Institutional Diversity, and Distinguished Faculty Fellow at my home institution. In these roles I have had the honor of helping create and implement the Inclusive Excellence plan of my campus. I have played a lead role in: the implementation of our most recent climate survey, the creation and facilitation of our campus-wide DEIAB learning and development offerings, and inclusive hiring practices and hiring advocates program, just to name a few.
Through these efforts I have learned that representation is just the starting point. We need to ensure that our culture is inclusive and communicates clearly that all voices, perspectives, and experiences are valued. We need to create mechanisms that embrace dissent, build dispositions that seek to be challenged and made uncomfortable, and to grow in our failures. The current TS editor is a national leader in these efforts so I would want to work with Dr. Kozimor to see what efforts have already been undertaken in order to determine where we need to go next. I anticipate it will be continued outreach to other sections and association, sociology departments, and personalized contacts. Based on work completed while I was chair of the teaching and learning section, I learned that in some contexts potential members felt that “caring about teaching” is still stigmatized. As a result, the cost of being marginalized by an institution, bearing the burden of identity tax, and then the further judgment of being seen as investing “too much” in teaching made the prospect of participating disadvantageous. I anticipate doing a ‘listening tour’ of sorts to understand what current barriers to inclusion exist and hear the perspectives of potential members to see how we can build an even more inclusive experience that is seen as a positive investment of their time and an asset to their professional trajectory.

3. Editor Background Information

I have achieved the rank of full professor and have extensive experience in the scholarship of teaching and learning and faculty development. I have served or currently serve on the editorial board of Teaching Sociology, Sex Roles, and Teaching and Learning Inquiry: The ISSOTL Journal and have reviewed for numerous Journals including, Journal for Teaching and Learning, Sociological Focus, Howard Journal of Communication, Sociological Perspectives, and more. I was part of the team that wrote that ASA publication, The Sociology Major in the Changing Landscape of Higher Education: Curriculum, Employment, and Online Learning. I edited the second and third editions of the Graduate Student Instructor and Teaching Assistant Program Development: Materials for the Selection and Training of Teaching Assistants in Sociology Courses also published by the ASA. I have published in a variety of books and SoTL outlets on topics ranging from antiracist and inclusive pedagogies, service learning, teaching large classes, sustainability in first year programs, the sociology minor, the use of technology, and more.

I am a passionate teacher and have been fortunate to have my efforts recognized by my students and peers through a variety of teaching and service awards including the ASA Distinguished Contributions to Teaching Award, the Hans O. Mauksch Award for Distinguished Contributions to Undergraduate Education, ASA, John H Schnabel Award- Distinguished Contribution to Teaching Award from North Central Sociological Association, and the Outstanding Diversity Advocate, Service, and Teaching recognitions at my home campus. I believe these recognitions illustrate the energy and commitment I bring to my work. I have worked with early career faculty from across the nation at our regional and national pre-conference workshops addressing topics.
including the community engaged teaching, the science of learning, universal design in learning, the integration of the arts into social science curriculum, working collaboratively, embedded assessment, and more.

**Editorial Team**

When constructing the editorial team, I would maintain the current division of having the Deputy Editor handle podcast, book, and video/film and web resource reviews. I would also have an onsite Managing Editor assist with the day to day logistics and whose job would be to help manage TS social media, seek out websites, social media connections, and various online forums to assist in recruitment, collaboration, and distribution of TS deliverables. I would develop an itinerary to have TS representation at the regional conferences, AKD events, and ASA sessions along with various pre-conference workshops. I would also facilitate the development of a TS sponsored SoTL Preconference Workshop. I would then assemble these SoTL Workshop materials along with videos to create an online asynchronous version that could be administered through graduate programs. The workshop would help develop the next generation of scholarly teachers which would impact the disciplinary culture and lay the foundation for future SoTL research. Fortunately, previous editors have brought together a large community of dedicated reviewers who take great pride in their fast turn-around times. I know many authors, myself included, have benefited from the thoughtful support and guidance of the reviewer cadre and I hope to build upon this tradition.