DISMANTLING CONSTRUCTS OF WHITENESS IN HIGHER EDUCATION: NARRATIVES OF RESISTANCE FROM THE ACADEMY

UNM DIVERSITY DIALOGUE SERIES
HOSTED BY THE DIVISION FOR EQUITY & INCLUSION
9 FEBRUARY 2022
12NOON-1:30PM MT
UNM Indigenous People's Land and Territory Acknowledgement

Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico - Pueblo, Navajo, and Apache - since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.

Developed by the Special Assistant for American Indian Affairs to the UNM President in consultation with the Native American Faculty Council. Approved and adopted by President Garnett S. Stokes, February 2020

Art by Jennifer Ober
GROUND RULES & ZOOM ETIQUETTE

• Actively listen
• Communicate in a nonjudgmental fashion
• Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks
• Use “I” statements; speak from your own experience
• Practice cultural humility
• Maintain confidentiality
• There is no one “right” answer
• The goal is not to agree; it is to gain a deeper understanding
• Mute your mic when you are not speaking; & when you are, don’t forget to share the mic
Welcome: President Garnett Stokes, University of New Mexico

Moderator: VPEI Assata Zerai, University of New Mexico

Editors: Drs. Teresa Y. Neely and Margie Montañez, UNM CULLS

Authors:
- Dr. Eric Castillo
- Ms. Brandi Wells-Stone
- Ms. Nikhat Ghouse
DISMANTLING CONSTRUCTS OF WHITENESS IN HIGHER EDUCATION BOOK SALON AGENDA

• UNM’s Indigenous People’s Land Acknowledgement (3 minutes)
• Ground rules and Zoom etiquette (2 minutes)
• UNM Welcome from President Garnett Stokes (5 minutes)
• Introducing our editors and authors (5 minutes)
• Questions for authors
  • Part 1: Individual Qs to editors and authors (20 minutes)
  • Part 2: Popcorn-style Qs to editors and authors (20 minutes)
  • Part 3: Qs from co-panelists (10 minutes)
• Questions from the audience (15 minutes)
• Expressions of gratitude to all participants (2 minutes)
Dr. Teresa Y. Neely (her, hers, she) was born and raised in York, SC, and is Professor of librarianship, assessment librarian, and special assistant to the Dean for Diversity, Equity and Inclusion in the College of University Libraries and Learning Science (College) at the University of New Mexico (UNM). Neely provides leadership and planning for assessment in the College including implementing DEI initiatives; and is the author/co-editor of seven books and conference proceedings, numerous scholarly and peer-reviewed articles, and other academic works. Her most recent publications include *In our own voices, redux: The faces of librarianship today* (Rowman & Littlefield 2018), co-edited with Jorge Ricardo López-McKnight; and “I am my hair, and my hair is me: #Blackgirlmagic in LIS,” in *Pushing the margins: Women of color and intersectionality in LIS* (Chou & Pho 2018), the 2019 winner of the ACRL women and gender studies section award for significant Achievement in Women and Gender Studies Librarianship. Her most recent presentation, “The Doubling of Oppressions: Sexism and Racism in LIS,” was a panel presentation at the 2020 American Library Association. Neely received her MLS and PhD degrees in library and information science (LIS) from the University of Pittsburgh, and her research and scholarly interests include diversity and leadership in librarianship, 19th century banking practices and procedures, user designed data sets (Native American and African American hip-hop lyrics), digital humanities and text analysis, assessment in research libraries and higher education, and spaces for people and paper in academic libraries.
Dr. Margie Montañez (her, hers, she) is an Assistant Professor in the Center for Southwest Research and Special Collections in the College of University Libraries and Learning Sciences at the University of New Mexico. Dr. Montañez is responsible for curating the U.S. Latinx and Latin American general and special collections. She manages post-custodial archival collections that bridge the north-south information divide, assists in expanding Latin American collections, and contributes to transnational digital humanities projects. As a cultural studies scholar housed in the library, her scholarship focuses on Chicano/a Cultural Production, U.S.-Mexico Borderlands, and Digital Humanities.
Dr. Eric Castillo (he, him, él) is a second-generation Chicano and a first-generation college graduate from San Antonio, Tejas. He brings a groundswell of expertise in critical race theory, social justice education, and higher education administration. Dr. Castillo shares his time building organizational capacity for justice, equity, diversity, and inclusion (JEDI) efforts. As Chief Diversity, Equity, and Inclusion Officer for Alamo Colleges District, he is currently building relationships and strategic initiatives across the organization to strengthen and accelerate its readiness for positive and sustainable change. As a community organizer and educator, Dr. Castillo helped lead various local, state, and national efforts on undocumented student college access, education equity, and voter education. Key accomplishments include creating a resource guide for undocumented students, developing a faculty and staff of color network, creating a JEDI program planning strategy for a 6-campus community college district, instituting diversity and leadership student programs and conferences, launching a national immigrant rights campaign from California to DC, and achieving pay equity for adjunct faculty.
Ms. Brandi Wells-Stone (her, hers, she) works as the Director of African American Student Services (AASS) at the University of New Mexico (UNM) and serves as Special Advisor to the President on African American Affairs. AASS is a retention office for Black students at the UNM. Her passion is supporting Black students’ academic, leadership, and identity development through Black Culture Center spaces. Brandi received her Bachelor of Arts in Political Science and her Master's in Public Administration from UNM and is currently pursuing a doctorate degree in Higher Education Administration. Brandi is an active member in her community and a proud member of Zeta Phi Beta Sorority, Inc., a historically African American sorority within the Divine Nine.
Ms. Nikhat Ghouse (her, hers, she) is an Associate Librarian for the Social Sciences and Coordinator for the Diversity Alliance Residency Program at American University (AU). Ms. Ghouse is also an organization development consultant on change management, organizational and leadership development, and diversity initiatives through her firm Jehan Consulting. Nikhat received her Master of Science in Organization Development from AU, her MLIS from the University of Pittsburgh, and her Bachelor of Arts in History from Cleveland State University.
PART 1: INDIVIDUAL QUESTIONS FOR EACH AUTHOR

- What is your book or chapter about and how did you approach it?
- What inspired you to write it? Why did you say yes to the editors’ invitation to contribute a chapter?
- What does it mean for you to be a part of this project? How does your work connect to the idea of the importance of resistance?
- How did intersectional, social justice, and/or feminist praxis inform your approach to the project?

Note: 6-7 minutes for each person to answer individually
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<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Other</th>
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<tbody>
<tr>
<td>Margie Montañez, PhD</td>
<td>Other</td>
<td>American Studies; Critical Cultural Studies Scholar</td>
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<tr>
<td>Eric Castillo, PhD</td>
<td>Other</td>
<td>American Studies; Critical Cultural Studies Scholar</td>
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<tr>
<td>TeyAunjlee Leon</td>
<td>Other</td>
<td>MA-Interdisciplinary Studies; Fine Arts</td>
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<tr>
<td>Nancy López, PhD</td>
<td>Other</td>
<td>Sociology; Intersectionality; Race, Gende, Ethnicity, Class &amp; Inequality</td>
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<td>Jamal Martin, PhD</td>
<td>Other</td>
<td>Education; Public Health; Epidemiology</td>
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<tr>
<td>Sheryl Felecia Means, PhD</td>
<td>Other</td>
<td>Education Policy Studies; English; Latin American Studies; Social Theory</td>
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<tr>
<td>Michael Muhammad, PhD</td>
<td>Other</td>
<td>Sociology; CBPR; CEnR</td>
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<tr>
<td>Hervey Taylor, III, EdD</td>
<td>Other</td>
<td>Educational &amp; Organizational Leadership</td>
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<tr>
<td>Belinda Deneen Wallace, PhD</td>
<td>Other</td>
<td>English; Postcolonialist Scholar</td>
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<tr>
<td>Brandi Wells-Stone</td>
<td>Other</td>
<td>MA-Public Administration; Political Science; Doctorate in Higher Edu Admin in progress</td>
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<tr>
<td>Keon R. Williams</td>
<td>Other</td>
<td>BA-Integrated Studies; Sociology; Human Health Performance</td>
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<tr>
<td>Assata Zerai, PhD</td>
<td>Other</td>
<td>Sociology</td>
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<td>Teresa Y. Neely, PhD</td>
<td>MLS</td>
<td>DEI in Academic Librarianship; Assessment</td>
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<tr>
<td>Stephanie Akau, DMA</td>
<td>MLIS</td>
<td>Archivist</td>
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<td>nicholae cline</td>
<td>MLIS</td>
<td>Media Studies, Gender Studies, English Literature and Philosophy</td>
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<tr>
<td>Nicole A. Cooke, PhD</td>
<td>MLIS</td>
<td>MA-Adult Education/Distance Education; Critical Cultural Information Studies</td>
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<td>LaKeisha Darden, PhD</td>
<td>MLIS</td>
<td>Educational Leadership; English; DEI</td>
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<tr>
<td>Isabel Espinal, PhD</td>
<td>MLIS</td>
<td>MA; American Studies; Whiteness and Diversity in Librarianship</td>
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<td>Nikhat Ghouse</td>
<td>MLIS</td>
<td>MS-Organization Development</td>
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<td>Deborah R. Hollis</td>
<td>MLIS</td>
<td>Sociology; Archivist; Special Collections</td>
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<td>Derrick Jefferson</td>
<td>MLIS</td>
<td>MFA-Film; MFA-Creative Writing in progress</td>
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<td>Jorge Ricardo López-McKnight</td>
<td>MLIS</td>
<td>Community College Librarianship</td>
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<td>Evangelia Q. Oates, Ph.D.</td>
<td>MLIS</td>
<td>Educational Leadership; Community College Librarianship</td>
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<tr>
<td>Dee Winn</td>
<td>MLIS</td>
<td>MA-Education</td>
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“What does race, and social justice look like to you in the higher education workplace?”

Section I: Foregrounding whiteness as a social structure in higher education
Section II: The case of academic libraries
Section III: Erasures, absences, silences, and violence in higher education
Section IV: Identity Politics

I hope the stories shared here today and those shared in Dismantling Constructs will move you; give you the space, permission, or whichever methods you rely on to bring you clarity; and facilitate reflection on your own interactions in the workplace.


PART 2: POPCORN STYLE RESPONSES

1. Tell us about some of the decisions you had to make regarding methods, rhetorical style, or focus of your chapter, etc.? Did your lens as a scholar of color guide any of these decisions?

2. For Drs. Neely and Montañez: Writing a book can be an exciting and challenging process. What practices helped you complete this work?

3. For authors: How did the Covid pandemic affect your completion of your chapter? What practices helped you complete this work?

4. Who are some of the audiences of this book or your chapter and how do you see them using the work in their subfields, disciplines, or courses?

[Note: We have allotted 20 minutes to this section]
PART 3: QS FROM CO-PANELISTS AND PARTICIPANTS IN THE AUDIENCE

• Based on what you have heard from your co-panelists, do you have a question, comment or observation for one of them? (10 minutes for Qs and responses)

• Audience members are invited to unmute and/or raise hand and ask Qs to each of our panelists (15 minutes)
THANK YOU TO ALL!!!

- We appreciate that you have taken time out of your precious weekend to spend time at the *Dismantling Constructs of Whiteness in Higher Education* Book Salon hosted by DEI.
- Your input provides encouragement to our intrepid authors.
- And authors, your words, ideas, and research edify us all.
- Thank you and we wish you a safe and healthy 2022!
THANK YOU TO OUR PARTNERS!

Black History Month Committee
HSC Office of Diversity Equity and Inclusion
UNM Hospitals
UNM Staff Council
ONE-MINUTE WARNING

SORRY TO INTERRUPT...