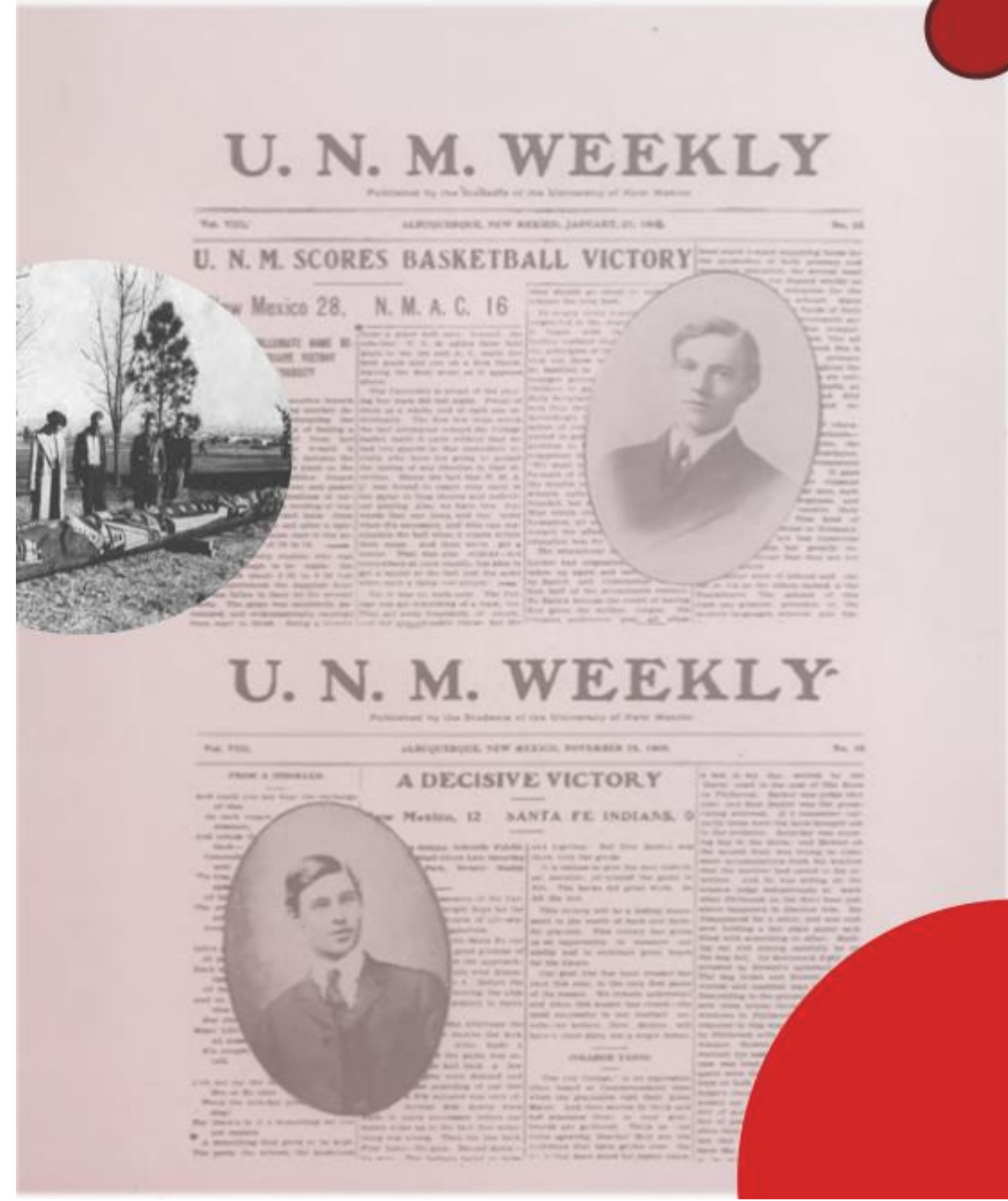


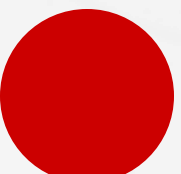

Restorative Justice Practices in Higher Education and the Arts: Addressing Complex Legacies of Harm

Webinar to Promote the Special Issue in Social Sciences (MDPI) 2025

Link:

sciforum.net/event/SocialSciences-1






Webinar : Author Guidelines for submissions to Restorative Justice Practices in Higher Education and the Arts

We are excited that you have joined us for today's webinar led by the University of New Mexico and MDPI Social Sciences that will provide you with guidance on how to submit manuscripts to *Social Sciences* that promise to have a high impact on the scholarship in your research area.

We provide this workshop in the context of our [call for papers](#) for a special issue in *Social Sciences* entitled, "Restorative Justice Practices in Higher Education and the Arts: Addressing Complex Legacies of Harm."

- This special issue is informed by restorative justice practices, the scholarship of feminist decoloniality, and the histories of higher education and the arts.
- We locate discussions of universities confronting their past within social movements for educational equity and the arts and the agency of creators and learners who demand their rightful place.
- Articles in this special issue examine the experiences of groups that have been marginalized in higher education and the arts. Authors argue that complex legacies of harm such as race, culture, citizenship, state and tribal sovereignty, globalization, and disability require both personal and institutional reflexivity to unveil multidimensional experiences of perpetrators and survivors.

We aim to publish the scholarly work of those charting a way to move beyond acknowledgment to correcting harm in higher education and the arts. It is our hope that this authors' webinar will support contributors in this task.



Today's Agenda

Chair Welcome, Prof. Assata Zerai, 9:00 - 9:10am MDT

- Ice Breaker: Please share your name, institution, and topic that you are considering for the special issue
- Panelists' Introductions

Overview of the Special Issue: Restorative Justice Practices Within Higher Education and the Arts: Addressing Complex Legacies of Harm, Prof. Teresa Neely, Ms. Mariann Skahan, Dr. Kathy L. Powers, 9:10 - 9:50 am MDT

Peer Review Process & the Rationale for OA, Prof. Daniel McCarthy, 9:50 - 10:10am MDT

Q&A and discussion of ideas in response to the ice breaker, Prof. Neely and Ms. Skahan, 10:10 - 10:25am MDT

Conclusion and Adjournment, Prof Zerai, 10:25 - 10:30 am MDT



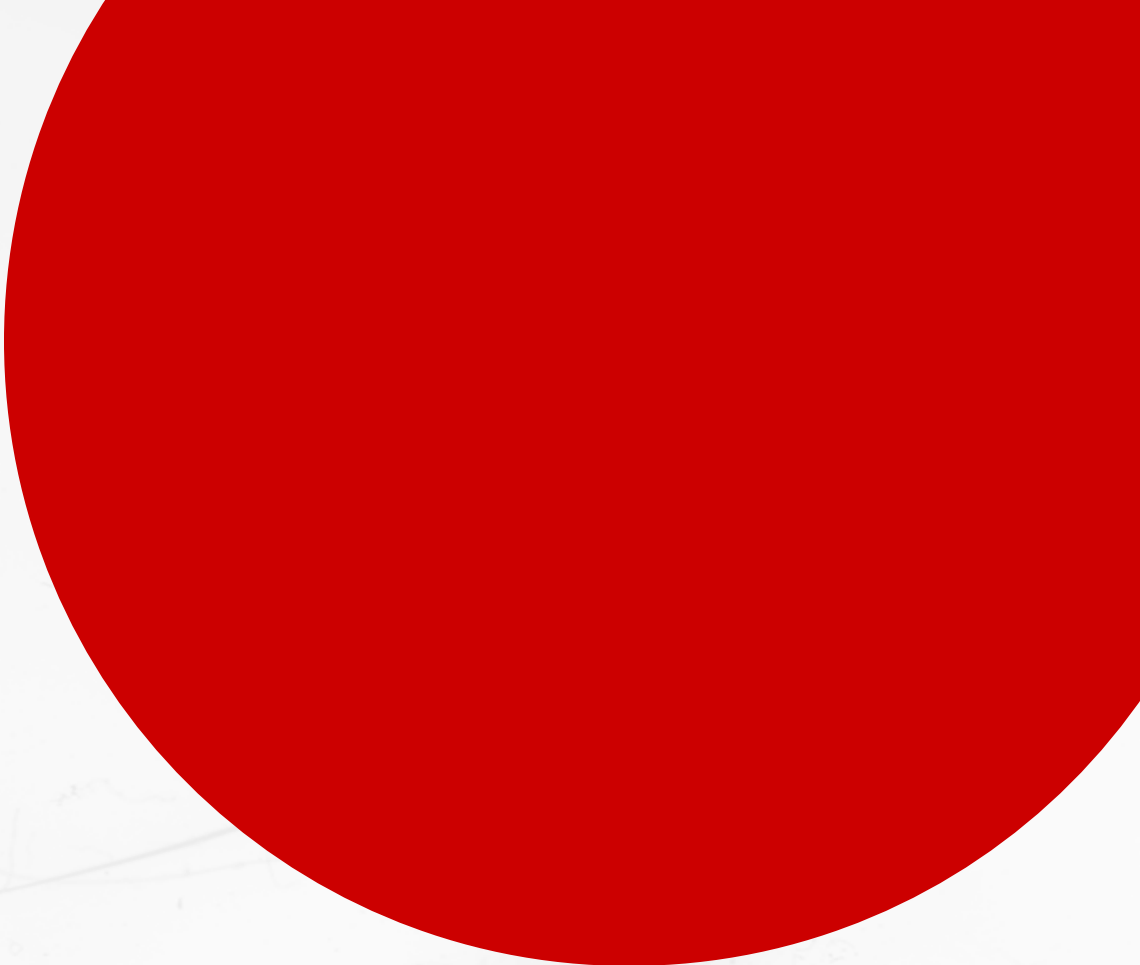
Ice Breaker

- Welcome to our webinar!
- We are excited to tell you more about our special issue to be published in *Social Sciences* with the title: “Restorative Justice Practices within Higher Education and the Arts: Addressing Complex Legacies of Harm”.
- Panelists will introduce ourselves shortly, but we want to get to know you as well!
- In the chat, please share: your name, your university or institution, and your expected topic for the special issue.

Co-Guest Editors for the Special Issue:



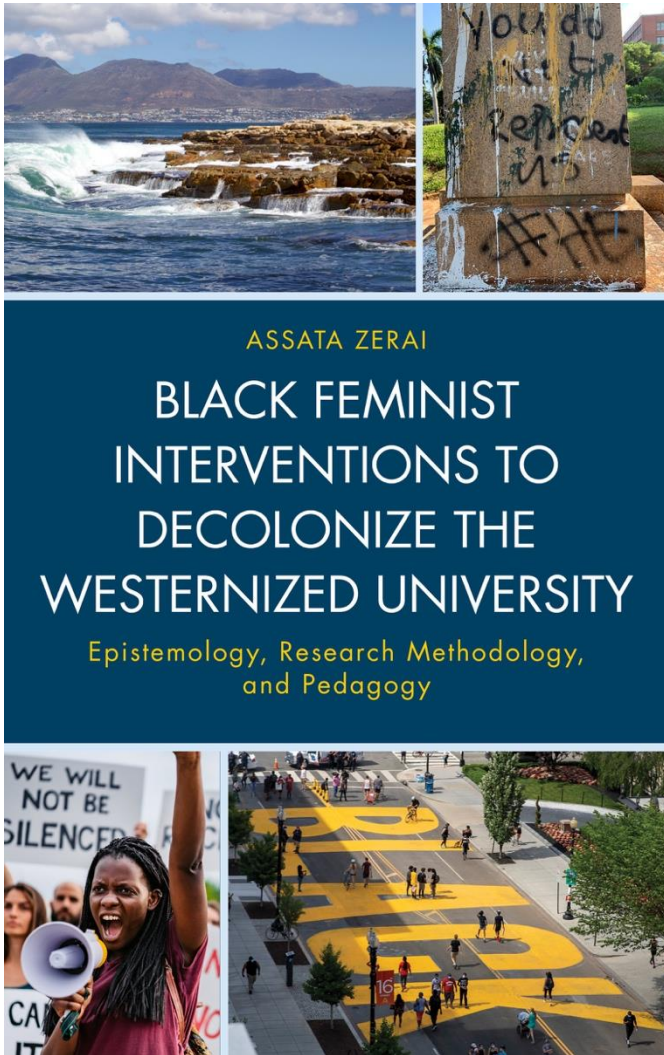
- Assata Zerai, PhD, Professor of Sociology, and Vice President, University of New Mexico zerai@unm.edu
- Teresa Y. Neely, PhD, MLS, Professor of Librarianship, Grants Librarian, and Special Advisor to Dean of the College of Libraries & Learning Sciences, University of New Mexico, neely@unm.edu
- Kathy Powers, PhD, Associate Professor of Africana Studies and Political Science, University of New Mexico, kpowers1@unm.edu
- Pam Agoyo, MA, Executive Director for Student Support, and Special Advisor to UNM President on American Indian Affairs, University of New Mexico, pagoyo@unm.edu
- Mariann Skahan, MA, Ph.D. candidate, Department of Anthropology, and Research Associate, University of New Mexico, mariann@unm.edu



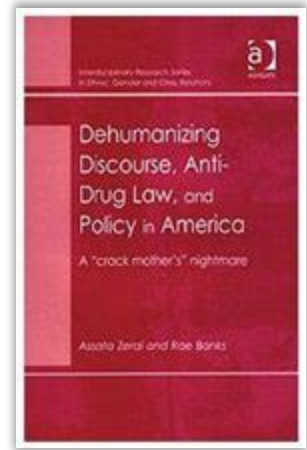
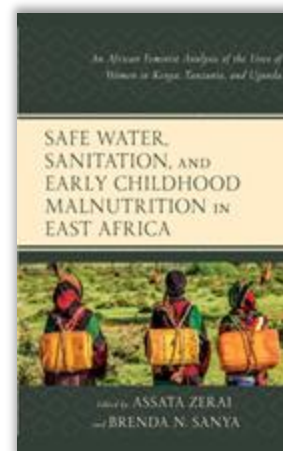
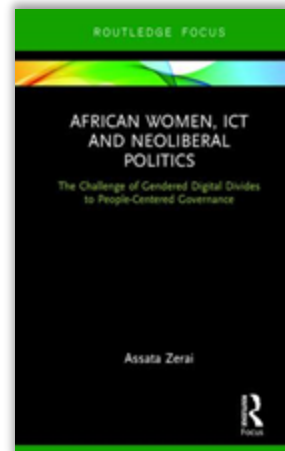
Guest Editors' Biographies

Assata Zerai, Ph.D.

Dr. Zerai [she | her] is Professor of Sociology & Vice President at UNM. As VP, she plans for, resources, and documents institutional climate and excellence at UNM. She is Prof Emerita at the University of Illinois at Urbana Champaign, where she served from 2002-2019. A decolonial feminist scholar, she has published 6 books spanning multiple topics including cultural inclusivity; maternal and child health; African women's access to safe water, sanitation, & mobile technology; & making the work of marginalized scholars more accessible. And she is a founding member of the Feminist Decoloniality as Care (FEMDAC) collective.



GOTO.UNM.EDU/ZERAI

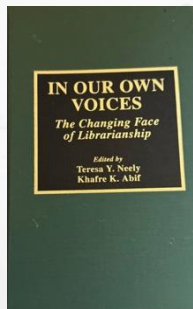




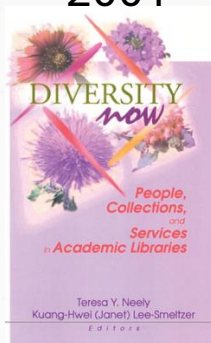
Dr. Teresa Y. Neely's Biography

Dr. Teresa Y. Neely, PhD, (her, hers, she) was born and raised in York, SC, and is Professor of Librarianship, Grants Librarian, and Special Assistant to the Dean in the College of University Libraries and Learning Science (CULLS) at the University of New Mexico. Neely provides leadership and planning for administrative initiatives and is the author/co-editor of eight books and conference proceedings, numerous scholarly and peer-reviewed articles, and other academic works. Her most recent publication is *Dismantling Constructs of Whiteness in Higher Education: Narratives of Resistance from the Academy* co-edited with Margie Montañez (Routledge Press, 2023). 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 (music lyrics), digital humanities and text analysis, assessment in research libraries and higher education, and spaces for people and paper in academic libraries. Reach her @hrhtyn on Instagram & Twitter.

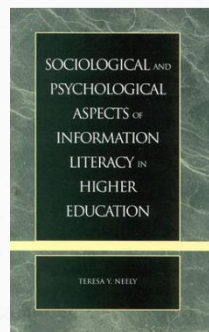
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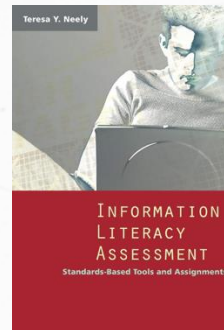
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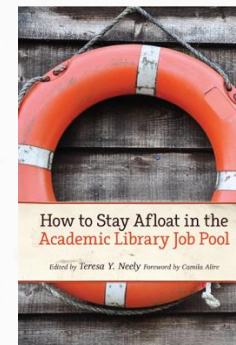
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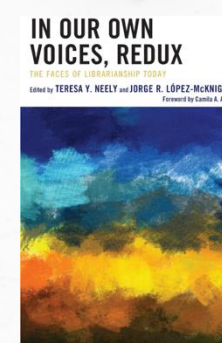
2006



2011



2018



2023





Ms. Mariann Skahan

- Mariann Skahan is a Ph.D. candidate in the Department of Anthropology at the University of New Mexico.
- In her dissertation, *Language Education and Revival on the Jicarilla Apache Nation*, Skahan focuses on the impact of historical and current language and educational policies on heritage language use for the Jicarilla Apache community. The dissertation offers a critical analysis on the impact of Native American educational policies and examines current community-based initiatives to de-colonize past educational trauma.
- Skahan brings her prior experience working in higher education where she managed student programs supporting underserved/underrepresented populations and improving the matriculation of women in STEM. Skahan is passionate about educational access and equity for all constituents.

Dr. Kathy L. Powers is an Associate Professor in the Departments of Africana Studies and Political Science at the University of New Mexico. She also holds appointments in the UNM Program of Africana Studies, the School of Law, and the Center for Social Policy as well as the Department of Government at Georgetown University. She has been recently named a Global Fellow at the Woodrow Wilson Center for International Scholars in Washington, D.C. Her international politics research focuses on the role of institutions and law in trade, human rights, and war. Her recent research specifically focuses on the role of politics and law in reparations efforts for mass atrocities globally and in the U.S. Professor Powers has published her research in diverse venues such as the *Diverse Issues in Higher Education*, *NAACP Special Edition*, *Transmissions*, *Journal of Conflict Resolution*, the *Journal of Peace Research*, *International Interactions*, *Foreign Policy Analysis*, the *Review of International Studies*. She has also co-authored policy briefs for the New Mexico State Office of African-American Affairs on racial and health disparities of African-Americans in New Mexico.

Professor Powers is the 2013 recipient of the UNM OSET New Faculty, University Teaching Award and the 2010 recipient of the Faculty of Color Teaching Award from The Project for New Mexico Graduates of Color (PNMGC). Prof.

Powers has also consulted universities on dealing with their legacies of human rights violations including the University of New Mexico and Georgetown University on how to use the classroom as a site of truth, reconciliation and restorative justice. She has served as a diversity consultant for the Woodrow Wilson Center for International Scholars in Washington, D.C. Prof. Powers has also served as a data scientist for the Community Coalition in political brutality cases. She is part of the Interdisciplinary Working Group on Algorithmic Justice for the Santa Fe Institute. Prof. Powers has consulted the Criminal Justice Reform Committee of the New Mexico State legislature on the human rights implications of algorithms.


Dr. Kathy Powers




Ms. Pam Agoyo

- Pamela Agoyo (Cochiti, Ohkay Owingeh, Kewa Pueblos) is the Executive Director for Student Support Director and Special Advisor to the President for American Indian Affairs at The University of New Mexico.
- In a career that has primarily focused on student affairs and student development, Ms. Agoyo has served The University of New Mexico in a number of capacities including: Director of American Indian Student Services Director of Student Union Recreational Services, Recruitment Specialist for the Office of Admissions & Outreach Services, Director of Minority Recruitment and Retention, Scholarship Outreach Coordinator for the Office of Financial Aid and Scholarships, and Interim Co-Director of the Office of Advising Strategies.
- As part of her service to the New Mexico tribal community, Ms. Agoyo served as President of the New Mexico Statuary Hall Foundation and was instrumental in coordinating the capital campaign and installation of the statue of Po'Pay, the leader of the 1680 Pueblo Revolt, into the United States Capitol National Statuary Hall Collection in Washington, D.C.





Restorative Justice Practices within Higher Education and the Arts: Addressing Complex Legacies of Harm

- This special issue is informed by restorative justice practices, the scholarship of feminist decoloniality, and the histories of higher education and the arts.
 - We locate discussions of universities confronting their past within social movements for educational equity and the arts and the agency of creators and learners who demand their rightful place.
 - Articles in this special issue examine the experiences of groups that have been marginalized in higher education and the arts. Authors argue that complex legacies of harm such as race, culture, citizenship, state and tribal sovereignty, globalization, and disability require both personal and institutional reflexivity to unveil multidimensional experiences of perpetrators and survivors.
 - We aim to provide guidance to those willing to move beyond acknowledgment to correcting harm in higher education and the arts.
- 

Overview of the Special Issue

- Why this topic? Why us? And why now? –
Dr. Kathy Powers
- So far, special issue topics can be
grouped into six sections, which follow on
the next page



Review of Special Issue Themes

- Introduction and Part 1. Self-Reflexivity and Agency to Inspire Action, Prof. Teresa Y. Neely
- Part 2. Confronting the Epistemic Violence of a Lack of Acknowledgement and Window Dressing Approaches, Prof. A. Zerai
- Part 3. Social Movements and Demands to Claim Our Rightful Place in HEIs, Prof. A. Zerai
- Part 4. Social Justice Approaches to Institutional Transformation, Dr. Kathy Powers
- Part 5. Reflecting Change via the Built Environment: Redress through Renaming University Buildings, Statues, and Streets, Prof. T.Y. Neely
- Part 6. Decolonizing the Westernized University, Ms. Mariann Skahan

Approaches to Concerns about Institutional Harm

Approaches and HEIs' responses to actions that raise awareness about their Institutional Harms against BIPOC and other minoritized students and employees

HEIs' Responses to Activism and Agency:	Institutional Approaches:
(More) Epistemic Violence	• Lack of Acknowledgement
	• Window Dressing
Sincere efforts to structurally address concerns	• Social Justice and Social Transformation
Looking beyond remedies to an overhaul of HEIs that places HEIs in service of humanity	• Decolonization

BIPOC: Black, Indigenous, and People of Color to include Hispanic/Latine groups regardless of racial identity.

HEIs: Higher Education Institutions

Source: Zerai, Assata (2025) *Black feminist interventions to decolonize the westernized university*. Lanham, Maryland: Lexington Books.

Keywords for the special issue:

- feminist decoloniality in higher education
- histories of higher education
- restorative practices in higher education
- social movements for educational equity
- marginalized groups
- secondary marginalization
- Hispanic Serving Institutions (HSIs)
- Native American faculty and students
- Black faculty and students
- Disability studies
- DACA and undocumented students in higher education
- restorative practices in the arts
- Minority Serving Institutions (MSIs)
- healing and reclamation

Submission Website and Timeline

- **Authors' Manuscript Development Webinar: 5 August 2025**
- **Special Issue Website:**
https://www.mdpi.com/journal/socsci/special_issues/FP07B5KMQ8
- **Manuscript Deadlines, Round 1: 1 September 2025; Round 2: 17 October 2025**
- **Final Submission of Revised Manuscripts: 1 December 2025**



MDPI Social Sciences --- Journal

About MDPI

Multidisciplinary Digital
Publishing Institute (MDPI)
founded in 1996

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- 239 Journals Indexed in Web of Science
- 180+ Affiliated Societies and Research Organizations
- 6000 Employees
- 21 offices in 12 countries
- Largest open access publisher globally



Process within *Social Sciences*



social sciences

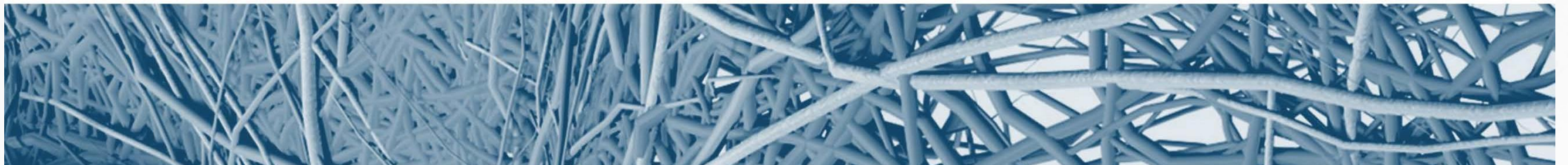
an Open Access Journal by MDPI

Impact Factor 1.7
CiteScore 2.6

Social Sciences

Editor-in-Chief

Emeritus Prof. Nigel Parton
University of Huddersfield



The following slides outline the process within Social Sciences. Please note that all papers will undergo anonymous peer review.

Guest Editor Role—Responsibilities

First stage

- Define the aims and scope of the Special Issue (SI); **finished**
- Prepare the Special Issue's summary (~200+ words) and keywords (between three and ten). The EiC or an EBM will be invited to check the proposal;
- Propose at least 20 potential contributors for this collection.

Second stage (first 1–3 months, promotion and manuscript soliciting)

- Promote the SI via conferences, social media, and other relevant platforms;
- Solicit manuscripts via your personal contacts from potential authors as well as project announcements via the Editorial Office.

Third stage (when receiving submissions)

- Oversee the entire review process: pre-checking new submissions, recommending reviewers if possible, and making decisions based on review reports collected and the revised version provided by authors;
- Protect the confidentiality of all material submitted to the journal. This includes all communications for Editors only and the identity of reviewers, unless it is an open peer review after publication and reviewers have signed their review report;
- Note that the EiC or EBM who approved the Special Issue will also be able to oversee the papers submitted to the Special Issue.

Fourth stage (post-publication promotion)

- Promote the Special Issue and published papers.



social sciences

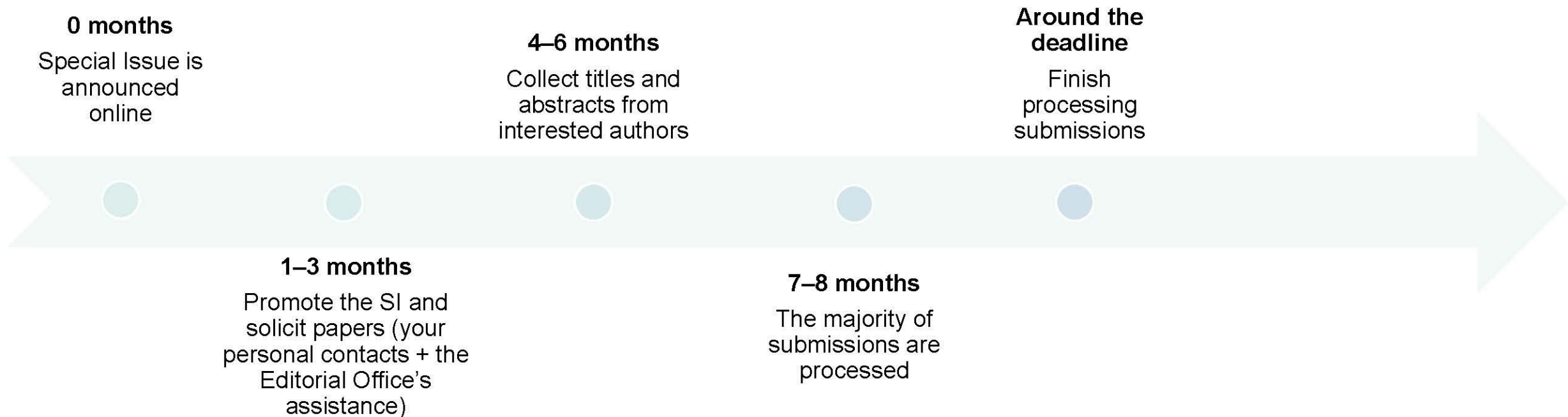
<https://www.mdpi.com/journal/socsci>

Editorial Office Responsibilities



Special Issue Timeline

- Generally, it is advised that the deadline of Special Issues is set around 6–8 months after it goes live online. The preliminary time frame is as follows, but this is flexible.



- An extension of the Special Issue deadline can be discussed, based on the status of the Special Issue and planned papers.

Discussion of Special Issue Process and Content



Restorative Justice Practices within Higher Education and the Arts: Addressing Complex Legacies of Harm

- What are topic(s) are you considering for your submission?
- We are also happy to answer your questions.

Questions, Answers, & Discussion



Thank you!

See QR code for more information.



UNM | MDPI-Social Science

Questions?

zerai@unm.edu

