Harnessing the Power of Academic Institutions for Change

❖ Giordana Mecagni – Northeastern University
  *Principles of Anti-Oppressive Community Engagement for University Educators and Researchers*

❖ Kate McNally – Brandeis University
  *The Processing Manual as a Tool for Diversity, Equity, and Inclusion*

❖ Emily Pfotenhauer – Wisconsin Library Services, Inc. (WiLS)
  *Curating Community Digital Collections*
❖ How can academic institutions reframe their approach to collecting, processing, teaching, and community engagement to center community needs and values?

❖ How can institutions build empathy and transparency into both internal and external practice, and leverage their expertise to lift up creator communities?

❖ How can institutions make strides toward putting anti-oppressive values into practice in their own contexts
  ➢ in building collaborative partnerships with community organizations,
  ➢ with transparency and agency in description,
  ➢ and in training a new generation of cultural heritage workers.
Principles of Anti-Oppressive Community Engagement for University Educators and Researchers

Giordana Mecagni – Northeastern University

Digital Commonwealth Annual Conference
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I want to know your story. And then I will tell it back to you in a new way. Tell it back to you in such a way that it has become mine, my own. Re-writing you, I write myself anew. I am still author, authority. I am still [the] colonizer, the speaking subject, and you are now at the center of my talk.

bell hooks, "Marginality as a Site of Resistance" (1990)
Mel King, Harry Dow, Jean McGuire, Tent City Protests, 1968
“… responsively and productively demonstrate how certain archival actions contribute to, or sometimes impede, social equity and inclusion”

From: Critical Directions for Archival Approaches to Social Justice

Ricardo L. Punzalan and Michelle Caswell
The Library Quarterly 2016 86:1, 25-42
LEEDh: Leadership in Engaged and Ethical DH Projects #d4d

To be LEEDh (Leadership in Engaged and Ethical DH) Certified, projects must:

- Fill a community need. Involve the community, at the beginning, at all points along the course the project, and the community must own the project at the end.
- Include academics who commit to:
  - Understanding community values by listening with their shut

LEEDh is also a fancy company

Journal of Critical Library and Information Science
Current Archives Announcements About

Tear Down This (Pay)Wall!
Equality, Equity, Liberation for Archivists

Giordana Mecagni
Northeastern University Archives and Special Collections

DOI: https://doi.org/10.24242/jclis.v3i2.126
Principles of Anti-Oppressive Community Engagement for University Educators and Researchers

Abstract/Description:
The Principles of Anti-Oppressive Community Engagement for University Educators and Researchers are intended to mitigate the harms that can result from community-engaged teaching and research and support the development of systems of accountability between campus and community stakeholders.

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Abstract/Description:
The Principles of Anti-Oppressive Community Engagement for University Educators and Researchers are intended to mitigate the harms that can result from community-engaged teaching and research and support the development of systems of accountability between campus and community stakeholders.

Subjects and keywords:
- community engagement
- anti-oppressive
- antiracism
- community-engaged teaching and research
- anti-oppression

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Downloads

PDF
1. Honor Communities’ Autonomy and Right to Self-Determination

We will acknowledge when we are visitors in other people’s communities and respect their autonomy, agency, and right to make their own decisions about matters affecting their lives and futures; and

Respect that communities have the right to define the challenges and opportunities they face, set the priorities that will allow them to thrive, and define success on their own terms.
2. Respect Communities’ History, Culture, Lived Experience, and Expertise

We will enter communities as listeners and learn as much as possible about the history, culture, lived experience, and assets of the communities we engage with; and

Honor the legitimacy and value of diverse forms of knowledge and expertise without placing the burden of teaching us on community members.
3. Recognize the Limits of Our Lived Experience, Expertise, and Perspectives

We will acknowledge that we are not the first or only people to problem-solve in the communities we engage with;

Educate ourselves about individuals in the community and in other disciplines and fields who already address the challenges and opportunities we are working on; and

Question the frameworks, narratives, and assumptions that have shaped our understanding of the world and the disciplines and fields in which we work.
4. Reflect on Our Social Identities, Positions, and Power

We will cultivate self-awareness and do the work of grappling with our own social identities, biases, motivations for doing community-engaged work, and elements of discomfort we may feel working in and with communities not our own;

Recognize the power and privilege associated with our positions in higher education; and

Question whether our engagement in community settings is welcome and adds value.
5. Build Authentic, Mutually Beneficial Relationships with Patience and Humility

We will center community members’ voices and perspectives in our understanding of our shared endeavor;

Recognize our collaborators as co-educators and practice co-design, co-creation and co-ownership of ideas, data, publications, credit, and profit resulting from our work in community; and

Build open and transparent communication channels and accept feedback with appreciation and a commitment to learn.
6. Manage Resources Equitably

We will recognize that control of resources is a form of power that can perpetuate inequity in our relationships with community partners;

Ensure that our collaborators are recognized and appropriately compensated for their physical, emotional, and intellectual labor and other contributions to our work; and

Be cognizant of limited resources available to many community-based organizations and consider how best to deploy the resources available to us as equitably and effectively as possible.
7. Hold Ourselves Accountable

We will hold ourselves accountable for the impact of our words and actions, regardless of our intentions, with grace, courage, and constructive dialogue about how we can do better; and

Recognize that institutions of higher education play complex roles in the communities they occupy and work internally to promote values and practices that center community interests and well-being.
8. Rethink Our Relationship with Time and Urgency

We will acknowledge that the pace of building trust and relationships cannot be hastened by the academic calendar, grant deadlines, funding opportunities, and other sources of urgency; and

Cultivate patience and value the work of building and stewarding each relationship, which may involve the efforts of many individuals on and off campus.
9. Hold Ourselves Accountable to the Values and Practices of Anti-Oppressive Community Engagement in our Relationships with Students and in Our Classrooms

We will respect the diverse identities and lived experiences of our students and recognize the harm that can occur in classrooms and labs because of unconscious bias and the power imbalance among instructors and students; Give deference to students’ experience of racial and social injustice and relationships with the issues and communities we are addressing; and

Study and practice antiracist and trauma-informed pedagogy to minimize the risk of such harms.
10. Prioritize Patience, Perspective-Taking, and Joy

We will accept that doing the work of anti-oppressive CETR can be emotionally challenging for us while also recognizing that the burdens of social change weigh far more heavily on the people and organizations on the front lines of this work;

Embrace vulnerability and gracious listening to feedback as fundamental elements of this work, knowing we will make mistakes and accept them as lessons we can build on to improve relationships and our collaborative work;

Practice self-care, gratitude, compassion, and grace with ourselves, each other, and our community partners; and find hope, joy, and meaning in this work and the relationships it allows us to build on and off campus.