

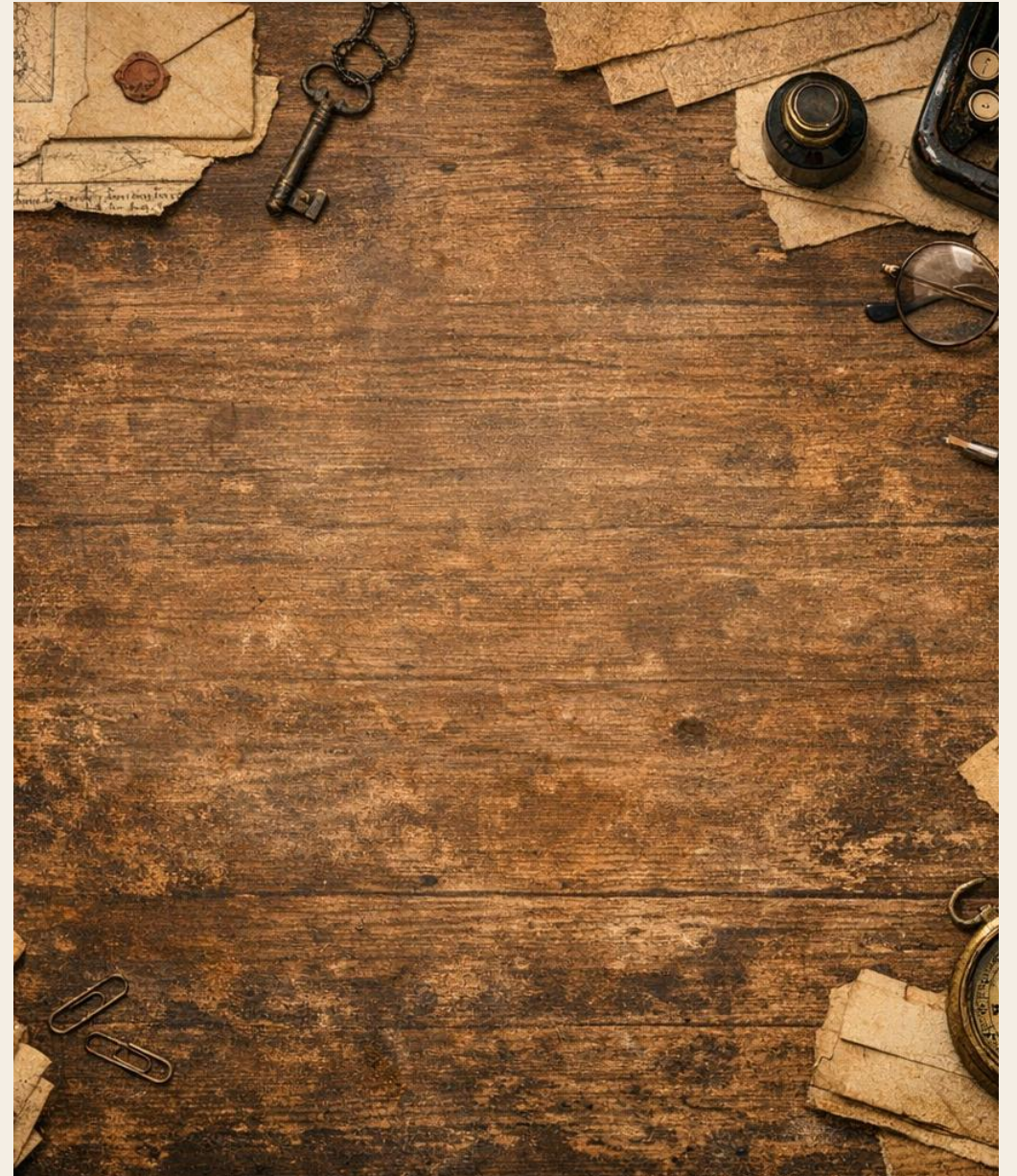
Bridging Scholars & Advocates

Collaboration Without Extraction

accountability, method, and feminist public scholarship

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Why This Talk?

Why Are We Here? Why Does This Matter?

Guiding Question

**How do we learn with
communities
without taking from
them?**

*My answer is a five-point, consent-
forward practice.*

Today's Agenda

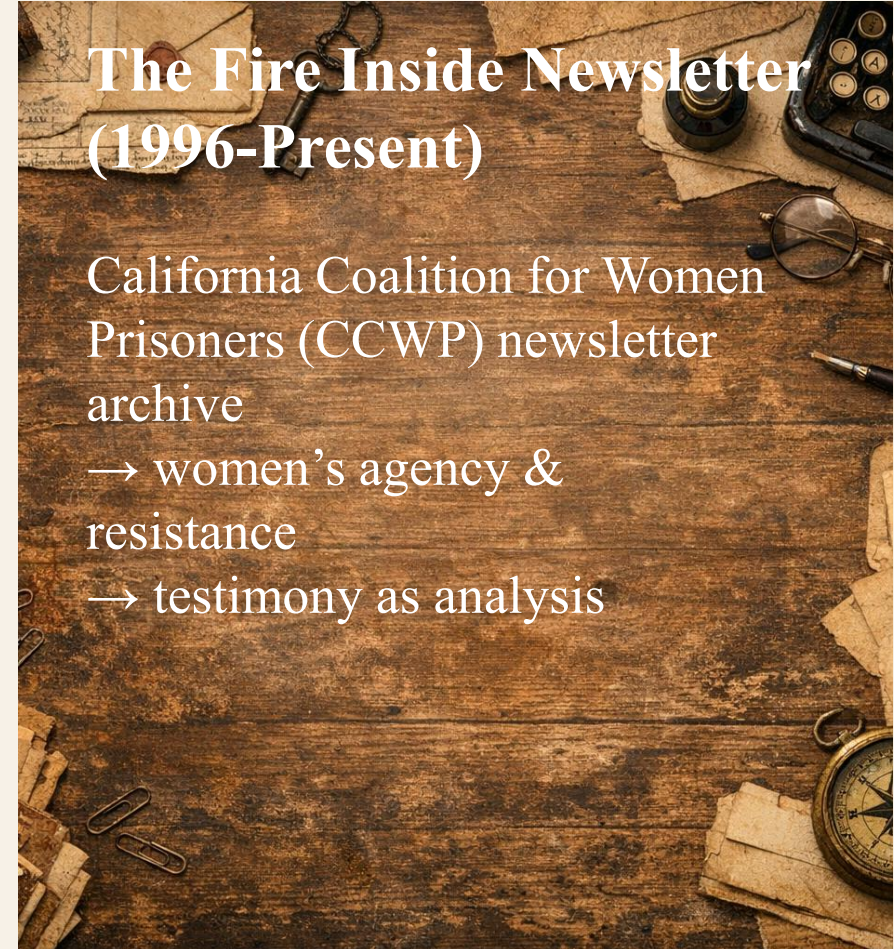
- Where the project began: The Fire Inside archive
- Why extraction hides inside “good” scholarship
- How I moved from archive to advocate interviews
- The five-point practice + a practical starter kit

Key terms: consent • usefulness • credit • pace • repair

Where This Project Began

Doctoral Dissertation

- I came to this work as an insider–outsider who has lived the costs of policing, courts, and prisons—first as an incarcerated teenager, now as a scholar
- I started with archival issues of The Fire Inside, CCWP’s political education newsletter
- I centered women because men had long dominated the stories scholarship told about mass incarceration
- I was not interested in sensational “representation.” I was studying two things: how women practice agency and resistance, and how their testimony carries analysis



Method Pivot: From Archive to Advocate Interviews

*“The toll was real: immersion left me sad, angry, and drained.
The commitment stayed: the story still had to be told.”*

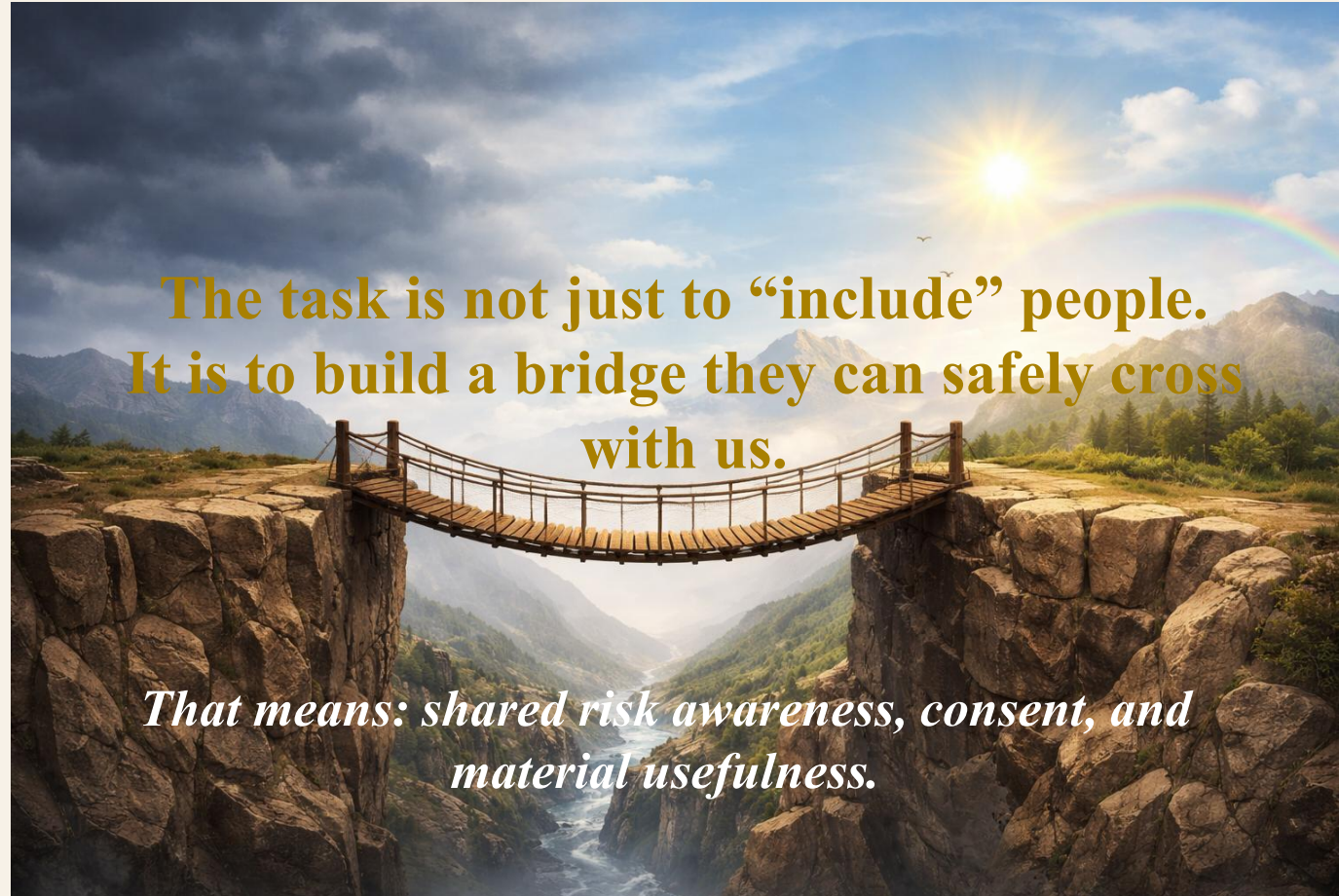


The Core Problem

Extraction Can Hide Inside “Good” Intentions

Extractive Research Often...

- treats communities as “data” rather than partners with power
- takes stories without meaningful return
- asks for vulnerability on academic timelines
- turns lived pain into publications, grants, and career wins
- moves on while people are still living the consequences



A Five-Point Practice

How I Move From Extraction To Collaboration

1

Consent

Consent at interview start (including name choice), Consent up front + care throughout, Name consent + comfort check-ins

2

Usefulness

Does this inform the public accurately?, Does it support inside/outside advocacy?, Does it reduce harm or prevent retaliation?, Does it strengthen access to care, rights, or release?

3

Credit & Circulation

Name who taught me what (people/organizations), Send attention back to their work (links, mentions, invitations)

4

Pay & Pace

Pay people for their time when I can, Match the pace to their lives, not my deadline

5

Risk & Repair

Ask: “Could this hurt someone if published?”, If yes, change it, protect identities, or don’t run it

It’s not a purity test. It’s a repeatable practice.”

Starter Kit In Practice

Three Tools People/Researchers Can Take With Them Immediately

Three Tools

● Pause / Pivot / Proceed

If consent is shaky, pause. If usefulness is unclear, pivot. If credit, pay, and risk are covered, proceed.

● Credit Language

Use credit lines that name inside writers, community collectives, and the venue where analysis first appeared.

● Pay, Pace, Repair

Be explicit about honoraria, timelines, and what you will do if publication cause harm.



**The point isn't a perfect ethics statement.
It's a usable practice.**

The Live Tension

Accountability Inside The Academic Machine

What I Can Say Honestly

- I did not co-design this project with CCWP from the start.
- Academic timelines, incentives, and prestige structures can pull scholarship away from community accountability
- I'm still learning how to support this work sustainably without extracting from the people I owe.

What I Refuse

- Treating access as entitlement
- Turning suffering into spectacle
- Calling something “community-engaged” when the community isn’t materially benefiting
- Confusing visibility with accountability

Small, kept commitments over performance.

Questions To Carry Forward

Where Is Extraction Risk Hiding In Your Own Workflow?

- What one line could you add to your next email, syllabus, or IRB protocol to reduce harm?
- How are you budgeting for consent, pace, and repair, not just data collection?
- What would “useful” look like to directly impacted people in your field this year?

Take the starter kit. Try one small step this week. Then adjust your practice.

Thank you

Questions • reflections • connections

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