



18th Annual
Qualitative Research Summer Intensive
July 26 - 30 and August 4 - 6, 2021
Courses offered exclusively in online format

Hosted by:
ResearchTalk, Inc.
in partnership with
the Odum Institute at UNC

Course Descriptions (Organized by Date)

JULY 26-27 (two-day courses)

Course: *Fundamentals of Qualitative Research*

Scholar Instructor: Johnny Saldaña

Dates: Monday-Tuesday, July 26-27

The wealth of qualitative research methods and strategies for analysis can be overwhelming to beginners as well as those who have experience with qualitative data approaches. This two-day workshop will walk participants through basic approaches to and methods for qualitative inquiry. Primary topics addressed will include:

- A survey of qualitative data collection methods: interviewing, participant observation, documents/artifacts
- Qualitative research design
- A survey of qualitative data analytic methods
- Writing and presenting qualitative research

Multiple practical activities will be included throughout the course to provide students with experiential knowledge, skill building, and methods literacy.

Newcomers to qualitative inquiry will benefit from this course by gaining workshop experience in the basic methods of qualitative research for future study and application. Experienced qualitative researchers will benefit from this course by refreshing their knowledge bases of methods, plus observing how introductory material is approached with novices for future applications in the classroom. Course content will be adapted from Saldaña's *Fundamentals of Qualitative Research* (2011, Oxford), and Saldaña and Omasta's textbook, *Qualitative Research: Analyzing Life* (2018, Sage).

Course: *Mixed Methods Research: Foundations for Design, Execution and Dissemination*

Scholar Instructors: Cheryl Poth and Alison Hamilton

Dates: Monday-Tuesday, July 26-27

Mixed methods research requires specialized skills that place qualitative and quantitative knowledge in a dynamic and deliberate conversation with each other yet also builds upon existing research skills in each realm. This course will engage discussions of perceived (and real) challenges when designing, executing, and disseminating mixed methods research.

We will consider five key questions:

1. What distinguishes quality mixed methods research from other types of research?
2. What guides key mixed methods research design decisions including role of theory, points of integration, mixed sampling and analysis strategies, and timing of data phases?
3. How can researchers execute their study to generate novel insights using a variety of data sources, data displays, and visual diagramming?
4. How can researchers avoid common pitfalls when publishing mixed methods studies?
5. What recent advances in mixed methods research can be incorporated into proposals, practices, and manuscripts?

Knowledge of and experience with the issues raised in these questions will maximize the quality of your designs, feasibility of your procedures, and avenues for disseminating your completed mixed methods research.

Participants are encouraged to bring a study idea or preliminary draft of a proposal or paper that they can explore during the workshop.

Workshop content is derived from diverse sources, including Poth's text: *Innovation in Mixed Methods Research* (2018, Sage) and Poth's open access articles: The curious case of complexity: Implications for mixed methods research practices (2018, *International Journal of Multiple Research Approaches*, 10(1), pp. 403-411 and Poth, C. (2018). The contributions of mixed insights to advancing technology-enhanced formative assessments within higher education learning environments. *International Journal of Educational Technology in Higher Education*, 15(9), 1-19. doi:10.1186/s41239-018-0090-5. A suggested reference list will be provided.

Course: *Qualitative Research for Applied Practice*

Scholar Instructor: Sally Thorne

Dates: Monday-Tuesday, July 26-27

This course focuses on developing skills and confidence in designing and conducting a qualitative study for the purpose of translating knowledge into practice in an applied field. We will consider applied qualitative research in theory, in process, and in context. That is, we will work through the various phases of conceptualizing and conducting a qualitative study whose purpose extends beyond theorizing and seeks action-in-the-world.

The course will cover basic elements of the logic of philosophical, theoretical, and disciplinary positioning, sampling, data collection options, and interpretation in an applied qualitative research context. We will reflect on the relationship between these components of design and the qualities of a

project that engender work that is trustworthy, credible, and appropriately aligned with the investigator's applied research aims. We will deconstruct how we know what we know in a qualitative project, and consider how we make knowledge claims, particularly evidentiary claims, on the basis of qualitative investigation. We will delve into how applied qualitative researchers transform data pieces into patterns and begin to make thematic observations that will develop into meaningful findings, allowing participants an opportunity to wrestle with the intellectual mechanics that data analysis entails.

In addition to instruction, handouts, and a list of suggested references, the course will also include interactive components; participants will be invited to ask questions regarding their own inquiry to inform the collective thinking of the group.

Course content is adapted from Dr. Thorne's book, *Interpretive Description: Qualitative Research for Applied Practice* (2nd ed., 2016, Routledge).

Course: *Qualitative Research with Historically Oppressed Populations: Using Cultural Attunement Across the Research Lifecycle*

Scholar Instructor: Kelly Jackson

Dates: Monday-Tuesday, July 26-27

Drawing from the therapeutic construct of cultural attunement (Jackson and Samuels, 2019), this course explores how qualitative researchers can conceive and implement meaningful research that matters to the lives of individuals, families, and/or communities from historically oppressed racial and ethnic groups. Participants will engage principles associated with designing socially just and culturally attuned qualitative methods, including principles of critical reflexivity and cultural safety and humility across all phases of a research study. More specifically, the course will engage these objectives:

- To understand the power dynamics in the research relationship and to mitigate imbalances through strategies of critical reflexivity, decentering, transparency, reciprocity, and accountability.
- To understand and articulate research stance and positionality to strengthen the researchers' cultural attunement.
- To reflect upon ethics and anti-oppressive practices to collaboratively develop research *with*, rather than *on* individuals, families, and/or communities from historically oppressed racial/ethnic groups.
- To engage in experiential learning exercises that facilitate opportunities for participants to better understand their vantage point as both research insiders and outsiders.
- To produce thoughtful and provocative analyses that challenge dominant narratives by centering the diverse life stories of historically oppressed racial/ethnic individuals, families, groups, and/or communities.
- To recognize and prevent social justice fatigue within the current socio-political context.

Jackson, K. F. & Samuels, G. M. (2019). *Multiracial Cultural Attunement*. Washington DC: NASW Press.

JULY 28 (One-Day Courses)

Course: *Episode Profiles: Capturing and Analyzing Holistic Stories of Each Data Collection Episode*

Scholar Instructors: Alison Hamilton and Ray Maietta

Date: Wednesday, July 28

Episode profiles are a core component of ResearchTalk's *Sort and Sift, Think and Shift* data analytic approach. The goal of an episode profile is to tell a holistic, vertical story of each interview, focus group, fieldnote, or other type of qualitative data collection episode. Across a project, these accessible and representative stories of each case serve as a diagnostic and comparative tool that demonstrates each individual's lived experience.

Drs. Maietta and Hamilton will walk course participants through the flexible processes of constructing episode profiles and the role they play through different phases of analysis. As a project begins, episode profiles start in several ways. Analysts may identify "top quotations" from a datafile, begin memoing about document content, and/or create diagrams showing clusters of key quotations that suggest topics emerging during early analysis. After researchers produce initial profiles, they mine their content to determine next steps.

Using examples from their own research, Drs. Maietta and Hamilton will show different ways this flexible tool evolves. For some projects, episode profiles become structured templates that serve as comparative tools across different types of participants, sites, stages of data collection, etc. For other projects, episode profiles remain loose representations of each datafile that depict the distinctive 'personalities' of each case. As projects move toward conclusion, episode profiles become pragmatic resources that contain potential material for reports, articles, book chapters and/or presentations.

Course: *Photovoice: Powerful Images That Communicate Current Realities to Direct Social Change*

Scholar Instructor: Keon Gilbert

Date: Wednesday, July 28

This course presents an overview of photovoice as a participatory qualitative method that provides a way for community members to take and share photographs that express the strengths and needs of their community. These photographs can be used as a tool to speak to decision makers.

Photovoice is a form of participatory action research that confronts a fundamental research problem: The priorities of professionals, researchers, specialists, and outsiders may completely fail to match what the community thinks is important. By using cameras, community members document their lives and share their photographs to create powerful visual images that communicate their current realities and envision future realities.

When these images and the stories they tell are presented to a range of stakeholders and decision makers, they can serve as a means of catalyzing community change and assessing root causes to social problems. Because invested parties engage in conversations privileging community members' priorities, these discussions can stimulate policy—and social change—at local and national levels. At its root, the

principles and practices of a community-centered photovoice project align with the principles and goals that guide major theories of inequities in income, health, and social justice.

In addition to addressing the theoretical and political importance of photovoice, the course will also allow participants to engage in a photovoice session to learn how to apply this method within a study and as a tool for evaluation.

Course: *Ten Tips for Publishing Qualitative Research*

Scholar Instructor: Leslie Curry

Date: Wednesday, July 28

This session focuses on drafting a rigorous, compelling manuscript for submission to a peer reviewed journal, and unfolds in three modules. First, we open with the concept of a publication plan to help researchers think prospectively and strategically about potential complementary publications. We then turn to “Ten Tips” for drafting manuscripts. We will review these principles and practices of drafting manuscripts, drawing on examples from the peer reviewed literature and engaging in hands-on exercises. In the final module we address common challenges in the manuscript review process and strategies for responding to reviewer critiques. The format will be interactive, with opportunity for discussion and review of illustrative examples from published papers.

- I. Qualitative study publication plans
- II. Drafting manuscripts: “Ten tips”
 - a. Review illustrative examples from peer reviewed literature
 - b. Exercises and group discussion
- III. Responding to reviews: Crafting response letters
 - a. Deconstructing common critiques
 - b. Strategies for responding

JULY 29-30 (Two-Day Courses)

Course: *Crafting Phenomenological Research: How Phenomena Can Take Shape in Various Contexts*

Scholar Instructor: Mark Vagle

Dates: Thursday-Friday, July 29-30

Phenomenology is a way for qualitative researchers to look *at* what we usually look *through*. It means being profoundly present in our research encounters, to leave no stone unturned, to slow down in order to open up, to dwell with our surroundings, and to know that there is “never nothing going on.” Because the philosophical ideas that underpin phenomenology can be abstract and sometimes elusive, this course will communicate these topics as concretely as possible. That is, the course will provide techniques, tools, and strategies for carrying out phenomenological research. We will use examples, anecdotes, and exercises to work through and navigate the craft.

To learn about phenomenological research approaches, we will experience a series of data collection tools and strategies such as going on “phenomenology walks,” writing about lived experiences, and interviewing one another. We will explore Vagle’s five-component methodological process for conducting post-intentional phenomenological research—working to make sense of how our phenomena might take shape in various contexts:

1. Identify a post-intentional phenomenon in context(s), around a social issue.
2. Devise a clear, yet flexible process for gathering phenomenological material appropriate for the phenomenon under investigation.
3. Make a post-reflexion plan.
4. Explore the post-intentional phenomenon using theory, phenomenological material, and post-reflexions; and
5. Craft a text that engages the productions and provocations of the phenomenon in context(s), around a social issue.

Finally, we will explore conventional and less-conventional ways to write up our research.

A wide variety of methodological and philosophical texts and examples of phenomenological studies will be shared and discussed. The course is based on Vagle’s book by the same name, *Crafting Phenomenological Research* (2nd ed., 2018, Routledge).

Course: *Designing a Qualitative Inquiry Project*

Scholar Instructor: Sharron Docherty

Dates: Thursday-Friday, July 29-30

This course presents pragmatic, reflexive strategies for designing a qualitative inquiry project. We will cover elements of design that are distinct to qualitative research such as specific aims, conceptual framing, case-orientation, inductive/emergent style, and interpretive analytics. These methodological considerations will include sampling, data collection, strategies for analysis, plans for optimizing validity and human subjects protections, and writing and presenting findings.

In addition to lecture, handouts, and a suggested reference list, the course will also include an interactive session where participants will have the opportunity, as time permits, to ask questions about the design of their own projects.

This course is appropriate for graduate students and faculty in the practice disciplines (e.g., clinical psychology, education, medicine, nursing, public health, social work) as well as researchers from other fields of study (e.g., sociology, anthropology).

Course: *Implementation Research: Using Qualitative Research Methods to Improve Policy and Practice*

Scholar Instructor: Alison Hamilton

Dates: Thursday-Friday, July 29-30

Implementation research aims to integrate research findings into practice and policy. In order to improve the quality and effectiveness of routine practice, implementation researchers collect qualitative data about the everyday behaviors and beliefs of practitioners and other professionals, stakeholders, and recipients of services. During data collection, special attention is paid to factors that both facilitate and impede effective execution and implementation of programs and service delivery. The end goal is typically to increase the likelihood of uptake, adoption, implementation, and sustainability of evidence-based practices.

To provide foundational knowledge and skill to help facilitate your own work, the course walks through critical components of building and carrying out an implementation research project:

- Developing appropriate implementation research questions and specific aims
- Determining when, why and how to apply conceptual models
- Strategizing about study design
- Selecting appropriate, feasible qualitative data collection methods
- Executing qualitative analytic strategies
- Generating timely, impactful implementation research products

The application of methodological concepts will be illustrated via examples from implementation research in the context of varied settings such as healthcare organizations, educational institutions, and communities.

Participants will be provided with materials and bibliographies to support the practice of qualitative methods in implementation research. The course will draw on material from the National Cancer Institute white paper on which Dr. Hamilton is an author: <https://cancercontrol.cancer.gov/IS/docs/NCI-DCCPS-ImplementationScience-WhitePaper.pdf> and from:

Hamilton, A., Finley, E. (2019). Qualitative methods in implementation research: an introduction. *Psychiatry Research*, Oct; 280:112516.

Course: *Using Qualitative Inquiry to Contribute to Social Justice*
Scholar Instructor: Rashawn Ray
Dates: Thursday-Friday, July 29-30

Social scientists are trained to illuminate social problems, but rarely are we trained to identify potential policy prescriptions for the problems that we highlight. This situation is beginning to change as social scientists increasingly aim to contribute to social justice by helping to shape interventions useful to local, state, and federal stakeholders. We can use qualitative research via stories, first-person accounts, in-depth interviews, content analysis, and observations to draw attention to underlying mechanisms that define social problems. Once uncovered, deeper understanding of these mechanisms can guide large-scale surveys, direct responses to requests for proposals by private foundations and government agencies, inform policy briefs, and even influence new legislation. In this regard, it is important for qualitative researchers to think beyond simply highlighting problems in order to also develop skills that leverage our work in ways that more directly impact people's everyday lives.

We will discuss qualitative processes to better position course participants in their efforts to design and collect data specifically aimed at contributing directly to social justice. Three timely issues—obesity, racial disparities in policing, and men's treatment of women—will be paralleled throughout the course as examples of how decision-making across the methodological life of a qualitative project can be leveraged to address social problems.

The course will cover the following topics:

- Topic decision making: What part(s) of the social problem can and should be studied?
- Choosing participants: Who should the participants be? How will you gain access?
- Designing data collection strategies: For research on sensitive topics, how do you shape data collection guides? How do you obtain IRB approval? Which research methods and procedures are most ethical, efficient, and effective?
- Developing an analysis plan: How can you capture the holistic stories of participants' experiences?
- Disseminating results: How can you develop convincing arguments regarding policy and practice?
- Planning and implementing interventions: How can findings be used to inform interventions and policy prescriptions?

AUGUST 4-5 (two-day courses)

Course: *Coding and Analyzing Qualitative Data*

Scholar Instructor: Johnny Saldaña

Dates: Wednesday-Thursday, August 4-5

Being in conversation with qualitative data can include identifying ideas that spark meaning, insight, and sense-making. This two-day workshop focuses on a range of selected methods of coding qualitative data for analytic outcomes that includes patterns, processes, causation, categories, and diagrams. The workshop will address:

- Various coding methods for qualitative data (with an emphasis on interview transcripts)
- Analytic memo writing
- Heuristics for thinking qualitatively and analytically

Manual (hard copy) coding will be emphasized with a discussion of available analytic software for future use. Workshop content is derived from Saldaña's *The Coding Manual for Qualitative Researchers* (3rd ed., 2016, Sage).

Course: *Learning from Marginalized Voices via Community-based Participatory Research*

Scholar Instructors: Keon Gilbert and Rashawn Ray

Dates: Wednesday-Thursday, August 4-5

Marginalized communities often lack resources and platforms to alleviate complications arising from emerging and systemic social and public health challenges. Researchers often have limited community partnerships and resources to gather narratives to unearth detailed and nuanced stories to assist marginalized communities. A qualitative inquiry focused CBPR approach addresses these issues.

This course will provide researchers with principles and tools to conduct qualitative-focused community-based participatory research. Drs. Gilbert and Ray will expose participants to a holistic approach to CBPR by focusing on 4 core topics essential to the approach: (1) *CBPR foundation principles*, (2) *Methods principles and practices to guide the work*, (3) *CBPR practice goals*, and (4) *An eye toward the future of CBPR*

1. *CBPR foundation principles*

To effectively assist communities in need, marginalized voices must be central to understanding community perspectives and needs. In order to achieve sustainable goals, researchers must also learn how to identify synergies that foster long-term relationships and mutual commitments to social change.

2. *Methods principles and practices to guide the work*

The instructors will discuss innovative CBPR datatypes (including using social media and internet-based platforms as narrative- and content-based data) and approaches to triangulating multiple data sources to enhance impact and document the now.

3. *CBPR Practice Goals*

The course will help you learn how to balance data collection with community-based goals and academic outcomes as well as develop pragmatic strategies to help get community members' experiences to decision-making tables.

4. *An Eye Toward the Future of CBPR*

The course will address changes that occur at the local and global levels (such as advances in technology and data evolution) that will shape the future of your CBPR work.

Course: *Urban Ethnography*

Scholar Instructor: **Elijah Anderson**

Dates: **Wednesday-Thursday, August 4-5**

This course provides knowledge and insight into the ethnographic method. The ethnographic approach to social research involves substantive and methodological issues. Anderson's classic work, *A Place on the Corner* (2nd ed., 2003, University of Chicago), and his more recent book, *Code of the Street: Decency, Violence, and the Moral Life of the Inner City* (1999, W. W. Norton), are used as examples to describe, analyze and explain the process of selecting a social setting, "getting in," writing field notes, "making sense," and representing ethnographic research. He will also discuss his most recent ethnographic work on race and public space, including *The Cosmopolitan Canopy* (2012, W. W. Norton), "The Iconic Ghetto" (2012, *The ANNALS of the American Academy of Political and Social Science*, Sage) and "The White Space" (2015, *Sociology of Race and Ethnicity*, Sage). The course will consist of informal lectures in a seminar-style/workshop format. Participants are encouraged to bring their own work for commentary and assistance, as time permits.

Course: *Using Principles and Practices from Grounded Theory, Phenomenology and Narrative Research in Your Qualitative Inquiry Projects*

Scholar Instructors: **Cheryl Poth and Ray Maietta**

Dates: **Wednesday-Thursday, August 4-5**

In Margarete Sandelowski's (2000) article *Whatever Happened to Qualitative Description?* she discusses how qualitative descriptive studies may, by design, have "overtones" of a qualitative tradition (approach). As an example, she mentions that researchers may engage one or more techniques associated with grounded theory, such as a form of constant comparison.

In this course, Drs. Poth and Maietta will help you consider strategies for finding and integrating overtones from three qualitative approaches in your work:

- Grounded Theory
- Narrative Research
- Phenomenology

The course begins with an overview of each approach and then moves through critical phases of a qualitative project to first expose you to principles and practices of each approach during that phase. Using examples from their work, Poth and Maietta will point to strategies to integrate specific practices of an approach and discuss ways to describe what overtones were used and how they were implemented.

The four project phases covered in the course are:

1. Designing your qualitative inquiry project
2. Collecting data for your project
3. Analyzing your qualitative data
4. Building presentations of your work, including discussing how your work uses overtones of a specific approach.

Content from Creswell and Poth's *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed., 2017, Sage) will shape our overview of the qualitative approaches and guide our movement through the phases of qualitative projects.

ResearchTalk's *Sort and Sift, Think and Shift* data analytic approach will be introduced as an example of a data analytic strategy that integrates overtones from more than one qualitative inquiry approach.

Reference:

Sandelowski, M. (2000). *Whatever happened to qualitative description?* *Research in Nursing & Health*, 23, 334–340.

AUGUST 6 (one-day courses)

Course: *Dyadic Interviewing*
Scholar Instructors: David Morgan and Ray Maietta
Date: Friday, August 6

Traditionally, qualitative interviews have involved a single participant in 1-to-1 interviews or several participants in a focus group. As a result, an interesting gap in size range emerges. Dyadic interviews fill that gap. Dyads can be with strangers or two people who have a pre-existing relationship and share an interest in a particular topic. In dyadic interviews, each participant helps the other person to express incomplete thoughts:

- Participants supplement each other by adding details, remind each other of omitted detail, and so on.
- Participants ask questions to make sure that points get clarified.
- Participants push beyond vague or conventional statements.
- Participants create more complex accounts by providing alternative versions.

Drs. Morgan and Maietta will help you leverage these advantages in your own work. They will provide comparisons to individual interviews and focus groups and cover the following topics as they apply to dyadic interviews:

- Ethical issues
- Interaction as the foundation for successful dyadic interviews
- Decision-making strategies for pair composition
- Writing questions for dyadic interview guides
- Moderating dyadic interviews
- Analyzing dyadic interviews

Course content is derived from David Morgan's *Essentials of Dyadic Interviewing* (2016, Routledge.)

Course: *Rapid Turn-Around Qualitative Research*
Scholar Instructor: Alison Hamilton
Date: Friday, August 6

Rapid turn-around qualitative research depends on strategic decision-making to make data collection and analysis feasible without compromising depth of inquiry. In this vein, we build skills for being responsive to what is happening in the field—emphasizing methodological flexibility and remaining attentive to opportunities for emergent discovery. To excel at these projects, researchers must not only understand how to gain timely access to relevant settings and populations, they must also efficiently document the evolution of data collection and analysis. This serves as a bridge to preparing research products for different types of stakeholders throughout the life cycle of a project.

This course will provide participants with resources for building the foundational qualitative knowledge necessary for this work as well as strategies and tools for increasing methodological flexibility and managing the rigor of data collection and analysis.

Course: *Styles of Qualitative Writing and Reporting*

Scholar Instructor: Johnny Saldaña

Date: Friday, August 6

Qualitative researchers have a broad palette of writing styles we can use on an as-needed basis for the investigative or compositional task at hand. Eclecticism is an essential skill for documenting social inquiry. The more diverse our expressive repertoire, the more each mode informs the others and the more credible, vivid, and persuasive our accounts.

In this one-day workshop, participants will gain in-class experience with nine different writing styles for qualitative research reportage, ranging from the descriptive to the analytic, from the confessional to the reflexive, and from the poetic to the autoethnographic.

Workshop participants should have something to *write about*—a research study in progress, a first draft report, or a completed study such as a thesis, dissertation, or published journal article. Participants should also have a personal device (e.g., laptop, tablet) or hardcopy materials (e.g., notepad, pens) for in-class writing exercises. (Miscellaneous qualitative data samples will be provided for those not involved with current projects.)

Workshop content is derived from *Writing Qualitatively: The Selected Works of Johnny Saldaña* (2018, Routledge) and the co-authored *Qualitative Research: Analyzing Life* (2018, Sage).

Scholar Instructor Bios (Organized Alphabetically)

Elijah Anderson

Elijah Anderson is an American sociologist. He holds the Sterling Professorship in Sociology at Yale University, where he teaches and directs the Urban Ethnography Project. Anderson is one of the nation's leading urban ethnographers and cultural theorists. He received his B.A. from Indiana University, his M.A. from the University of Chicago and his Ph.D. from Northwestern University, where he was mentored by Howard S. Becker.

Before he joined the Yale faculty in July 2007, Anderson served for many years as the Charles and William L. Day Distinguished Professor of the Social Sciences and Professor of Sociology at the University of Pennsylvania, with a secondary appointment in the Wharton School; in 2008, he was accorded the Charles and William L. Day Distinguished Professor Emeritus of the Social Sciences at the University of Pennsylvania.

Previously, he worked as an assistant professor of Sociology at Swarthmore College (1973–1975). In 1975, he joined the University of Pennsylvania faculty where he rose to associate professor in 1981, and to full professor in 1988. He was appointed to the Max and Heidi Berry Term Chair in the Social Sciences in 1989, to the Charles and William L. Day Professorship in 1991, and then to Distinguished Professor in 2001. He has also served as Visiting Professor at Swarthmore College, Princeton University, and Ecole des Etudes Hautes en Science Sociales in Paris, France.

In addition, Anderson has won the Lindback Award for Distinguished Teaching] at the University of Pennsylvania, and he was named the Robin M. Williams, Jr., Distinguished Lecturer for 1999-2000 by the Eastern Sociological Society. In 2006, he was awarded an honorary Doctor of Science degree from Northwestern University. Anderson has served on the Board of Directors of the American Academy of Political and Social Science and as vice-president of the American Sociological Association. He has served in an editorial capacity for a wide range of professional journals and special publications in his field, including *Qualitative Sociology* (Springer), *Ethnography* (Sage), *American Journal of Sociology* (University of Chicago), *American Sociological Review* (Sage), *City & Community* (Wiley), *Annals of the Society of Political and Social Science* (Sage), and the *International Journal of Urban and Regional Research* (Wiley). He has also served as a consultant to a variety of government agencies, including the White House, the United States Congress, the National Academy of Science, and the National Science Foundation. Additionally, he was a member of the National Research Council's Panel on the Understanding and Control of Violent Behavior.

Anderson has written and edited numerous books, book chapters, articles, and scholarly reports on race in American cities. His most prominent works include *Code of the Street: Decency, Violence, and the Moral Life of the Inner City* (1999, W. W. Norton), winner of the 2000 Komarovsky Award from the Eastern Sociological Society, *Streetwise: Race, Class, and Change in an Urban Community* (1990, University of Chicago), winner of the American Sociological Association's Robert E. Park Award for the best published book in the area of Urban Sociology, and the classic sociological work, *A Place on the Corner: A Study of Black Street Corner Men* (1978, University of Chicago). In 2008, he edited *Against the Wall: Poor, Young, Black, and Male* (University of Pennsylvania), which is based on a national conference, "Poor, Young, Black, and Male: A Case for National Action?" which he organized at the University of Pennsylvania in 2006. His most recent work is *The Cosmopolitan Canopy: Race and Civility in Everyday Life* (2011, W.W. Norton).

Professor Anderson is also the recipient of two prestigious awards from the American Sociological Association, the 2013 Cox-Johnson-Frazier Award and the 2018 W.E.B. DuBois Career of Distinguished Scholarship Award, as well as the 2017 Merit Award from the Eastern Sociological Society.

Leslie Curry

Leslie Curry is Professor of Public Health (Health Policy and Management) at the Yale School of Public Health, Professor of Management at the Yale School of Management (secondary), Associate Director of the Yale Scholars in Implementation Science at the Yale School of Medicine (NHLBI-funded), Core Faculty at the Yale Global Health Leadership Initiative and Lecturer at Yale College. She has over 20 years of experience in implementation science and evaluation of complex interventions, and her research focuses on leadership, management, culture and organizational performance. Together with colleagues Bradley and Krumholz, she developed a 'positive deviance' approach to study hospital care (highly accessed in *Implementation Science, Annals of Internal Medicine*), and have also applied this method in studies on medical and social care integration. Her work has been published in *JAMA, American Journal of Public Health, Health Affairs, Annals of Internal Medicine* and the *BMJ*, and featured in The New York Times, Wall Street Journal, NPR and ABC News. She is a recognized expert in qualitative and mixed methods and has served as co-PI on grants to enhance the rigor of these methods in public health research. Together with colleagues from Brown, she conceived, developed and implemented two national training conferences on this topic, and was lead editor of a reference text published in 2006 by the American Public Health Association and Gerontological Society of America: Curry L, Shield R, Wetle T. (Eds.) [Improving Aging and Public Health Research: Qualitative and Mixed Methods](#). She is the author of a mixed methods in health sciences text commissioned by Sage Publications in 2014. She teaches and mentors students at the undergraduate, graduate and postgraduate levels. Dr. Curry has extensive experience teaching qualitative research methods at the graduate and postgraduate levels and mentoring RWJ Clinical Scholars conducting qualitative and mixed methods studies.

Sharron Docherty

Sharron L. Docherty, Ph.D., PNP, is an Associate Professor in the School of Nursing and in the Department of Pediatrics in the School of Medicine at Duke University. Her program of research centers on examining how chronic illness and associated life-sustaining treatments impact the short- and long-term functioning of children, adolescents and young adults, and their families, and the development, testing, and translation of interventions to address these impacts. She has methodological expertise in qualitative and mixed-methods, trajectory science and visualization methods for complex data exploration.

Dr. Docherty is currently Co-PI on two federally funded research studies, *Peer i-Coaching for Activated Self-Management Optimization (PICASO) in Adolescents and Young Adults with Chronic Conditions* (NIH-NINR; R01 NR018379-01) and, *PCplanner: Operationalizing Needs-focused Palliative Care for Older Adults in Intensive Care* (NIH-NIA; R01 AG058915-01A1). She has served on numerous federal grant review panels, including NIH NINR-NRRC, NCI, NIMHHD, and special review panels for RFAs/PAs/FOAs (e.g., The Influence of the Microbiome on Preterm Labor and Delivery; Palliative Care Research Cooperative: Enhancing Sustainability Building, Science of Palliative Care; Improving Outcomes for Pediatric, Adolescent and Young Adult Cancer Survivors (U01); Centers of Excellence in Self-Management), as well as foundation and private review panels. She is the Assistant Dean for the PhD

Program at the Duke University School of Nursing and has taught graduate level courses in qualitative and mixed methods. She has also served as co-faculty in the Summer Institutes in Qualitative Research offered through the Center for Lifelong Learning at the University of North Carolina at Chapel Hill.

Keon Gilbert

Keon L. Gilbert, Dr.PH, MA, MPA is an Associate Professor in the Department of Behavioral Science and Health Education at Saint Louis University's College for Public Health and Social Justice. His research focuses on social capital, health disparities, African American men's health and health promotion and disease prevention interventions for chronic diseases. His work combines mixed methods with community based participatory research approaches to work in healthcare, faith-based, barbershop, and educational settings. He is one of the co-founders of the Institute for Healing Justice and Equity at Saint Louis University. The Institute includes a multidisciplinary group of faculty focused on eliminating health disparities caused by systemic oppression, through research, training, community engagement, and policy change.

Alison Hamilton

Alison B. Hamilton, Ph.D., M.P.H., a Professor-in-Residence in the UCLA Department of Psychiatry and Biobehavioral Sciences, received her Ph.D. in medical and psychological anthropology from UCLA in 2002, and her M.P.H. in Community Health Sciences from UCLA in 2009.

Dr. Hamilton is the Director of the VA-funded EMPOWER (Enhancing Mental and Physical Health of Women through Engagement and Retention) Quality Enhancement Research Initiative (QUERI) 2.0, focused on improving women Veterans' health and health care through implementation science. She is the Chief Officer of Implementation & Policy at the VA Health Services Research and Development (HSR&D) Center for the Study of Healthcare Innovation, Implementation and Policy at the VA Greater Los Angeles Healthcare System, specializing in women Veterans' health, mental health services research, and implementation science. She is also PI of a large-scale NIH study of enhancing organizational and individual readiness to address cardiovascular risk among individuals living with HIV and histories of trauma. She was a fellow in the inaugural cohort of the NIMH/VA Implementation Research Institute and she serves as an Associate Editor for *Implementation Science Communications* (BMC) and on the editorial boards of *Implementation Science* (BMC), *Women's Health Issues* (Elsevier), and the recently launched *Implementation Research and Practice* (Sage).

Dr. Hamilton has been a consultant with ResearchTalk for over 20 years, providing direct support to clients as well as serving as faculty for several of the Qualitative Research Summer Intensives and mentor at ResearchTalk's Qualitative Methods Camps. At recent Intensives, she has taught courses on qualitative methods in implementation research, rapid qualitative research methods, qualitative grant-writing, qualitative interviewing, integrated mixed methods research, and enhancing the usefulness of qualitative research. Dr. Hamilton is a co-author on Dr. Ray Maietta's *Sort and Sift, Think and Shift* (forthcoming, Guilford).

Kelly Jackson

Dr. Kelly F. Jackson is an Associate Professor in the School of Social Work at Arizona State University. Dr. Jackson earned her master's degree from the University at Albany, and her doctorate in social welfare

from the University at Buffalo, SUNY. As a social worker and multiracial person, Dr. Jackson is committed to expanding the current knowledge base of multiracial identity through the dissemination of empirical research to help social workers and other helping professionals work more inclusively and responsibly with individuals and families living multiracially. Dr. Jackson primarily utilizes qualitative methodology, including narrative and visual participatory methods to examine the identity development and overall wellbeing of persons of mixed racial/ethnic heritage. Dr. Jackson is the co-creator and lead instructor of a required critical qualitative research methods course that teaches doctoral students how to develop meaningful qualitative research that matters in the lives of those who experience injustice. Dr. Jackson is the elected Vice President of the [Critical Mixed Race Studies Association](#) and co-author of the book [Multiracial Cultural Attunement \(NASW, 2019\)](#), which introduces a critical and ant-racist model of practice for helping professionals serving multiracial individuals and families. It is from the lens of cultural attunement that Dr. Jackson approaches teaching, learning, and applying qualitative methods. Dr. Jackson self-identifies as mixed Black and white and resides in Phoenix, Arizona with her partner, young daughter, and pup.

Personal website: <https://kellyfjackson.wordpress.com/>

The website includes a Publications section listing relevant articles and publications.

Ray Maietta

Raymond C. Maietta, Ph.D. is president of ResearchTalk Inc., a qualitative research consulting company based in Long Island, New York and Cary, North Carolina. A Ph.D. sociologist from the State University of New York at Stony Brook, with postdoctoral training at Indiana University, Ray's interests in the art of qualitative research methods motivated him to start ResearchTalk in 1996. ResearchTalk Inc. provides project consultation and co-analysis services on all phases of qualitative analysis to university, government, not-for-profit, and corporate researchers.

More than 20 years of consultation with qualitative researchers informs Dr. Maietta's publications and a current methods book he is writing:

- "Systematic Procedures of Inquiry and Computer Data Analysis Software for Qualitative Research," co-authored with John Creswell, in *Handbook of Research Design and Social Measurement* (2002, Sage)
- "State of the Art: Integrating Software with Qualitative Analysis" in *Applying Qualitative and Mixed Methods in Aging and Public Health Research*, edited by Leslie Curry, Renee Shield, and Terrie Wetle (2006, American Public Health Association and the Gerontological Society of America).
- "The Use of Photography As a Qualitative Research Method" in *Visualizing Social Science*, edited by Judith Tanur (2008, Social Science Research Council).
- "Qualitative Software" in the *Sage Encyclopedia of Qualitative Research Methods*, edited by Lisa Given (2008, Sage).
- "Integrating Qualitative and Quantitative Analysis with MAXQDA" in *Journal of Mixed Methods* (April 2008, Sage).
- "The Symbolic Value and Limitations of Racial Concordance in Minority Research Engagement", co-authored with Craig S. Fryer, Susan R. Passmore, et al., in *Qualitative Health Research* (March 2015, Sage).
- *Sort and Sift, Think and Shift* (forthcoming, Guilford).

Ray's work invites interactions with researchers from a range of disciplinary backgrounds. He is an active participant at conferences around the country including invited presentations at American Evaluation Association, American Anthropological Association, and American Sociological Association.

David Morgan

David L. Morgan is a professor in the Department of Sociology at Portland State University. He is an inter-disciplinary research methodologist, who is widely known for his work on focus groups, including his books, *Focus Groups as Qualitative Research*, and *Basic and Advanced Focus Groups* with SAGE. He has also worked extensively on mixed methods, including a book for SAGE, *Integrating Qualitative and Quantitative Methods*. In addition, he has also published *Essentials of Dyadic Interviewing* for Routledge. He is currently the series editor for the Qualitative Research Methods Series ("little blue books").

Cheryl Poth

Cheryl Poth is a faculty member and award-winning instructor in the Centre for Research and Applied Measurement and Evaluation in the Department of Educational Psychology at the University of Alberta, Edmonton, Alberta, Canada. In this role, she has developed and teaches graduate courses in research methods and program evaluation. Dr. Poth has an adjunct appointment in the Faculty of Medicine and Dentistry and serves as the methodologist on several cross-disciplinary research teams. Her specific research interests include enhancing research quality and collaborative research teams in the fields of education and the health sciences. She served as fourth president of the Mixed Methods International Research Association and currently serves as associate editor of the *Journal of Mixed Methods Research* (Sage) as well as an editorial board member of several publications including the *International Journal of Qualitative Methodology* (Sage), *Methods in Psychology* (Elsevier), and *Canadian Journal of Program Evaluation* (Canadian Evaluation Society). She co-authored the 4th edition of *Qualitative Inquiry & Research Design* (2017, Sage) with John Creswell and was conferred the Sage Author Cornerstone Award and 2018 McGuffey Longevity Award from the Textbook & Academic Authors Association. Her books *Innovation in Mixed Methods Research: Guiding Practices for Integrative Thinking with Complexity* (2018, Sage) and *Research Ethics* (forthcoming in 2021, Sage) are inspired by the dilemmas she hears in the field by learners.

Rashawn Ray

Rashawn Ray, Ph.D., is a David M. Rubenstein Fellow at The Brookings Institution, and Associate Professor of Sociology and Executive Director of the Lab for Applied Social Science Research (LASSR) at the University of Maryland, College Park. He is also one of the co-editors of Contexts Magazine: Sociology for the Public (Sage). Formerly, Ray was a Robert Wood Johnson Foundation Health Policy Research Scholar at the University of California, Berkeley. Ray's research addresses the mechanisms that manufacture and maintain racial and social inequality with a particular focus on police-civilian relations and men's treatment of women.

His work also speaks to ways that inequality may be attenuated through racial uplift activism and social policy. Ray has published over 50 books, articles, and book chapters, and 15 op-eds. Recently, Ray published the book *How Families Matter: Simply Complicated Intersections of Race, Gender, and Work* (with Pamela Braboy Jackson) (2018, Lexington) and another edition of *Race and Ethnic Relations*

in the 21st Century: History, Theory, Institutions, and Policy (2017, Cognella), which has been adopted nearly 40 times in college courses. Ray has written for *New York Times*, *Huffington Post*, *NBC News*, *The Conversation*, and *Public Radio International*. Selected as 40 Under 40 Prince George's County and awarded the 2016 UMD Research Communicator Award, Ray has appeared on *C-Span*, *MSNBC*, *HLN*, *Al Jazeera*, *NPR*, and *Fox*. His research is cited in *CNN*, *Washington Post*, *Associated Press*, *MSN*, *The Root*, and *The Chronicle*. Previously, Ray served on the 50th Anniversary of the March on Washington Planning Committee and the Commission on Racial Justice with Alpha Phi Alpha Fraternity, Inc.

Johnny Saldaña

Johnny Saldaña is Professor Emeritus from Arizona State University's (ASU) School of Film, Dance, and Theatre in the Herberger Institute for Design and the Arts, where he taught from 1981 to 2014. He received his BFA in Drama and English Education in 1976, and MFA in Drama Education in 1979 from the University of Texas at Austin.

Saldaña is the author of *Longitudinal Qualitative Research: Analyzing Change through Time* (AltaMira Press, 2003); *The Coding Manual for Qualitative Researchers* (3rd ed., Sage Publications, 2016; translated into Korean, Turkish, and Chinese-Simplified); *Fundamentals of Qualitative Research* (Oxford University Press, 2011); *Ethnotheatre: Research from Page to Stage* (Left Coast Press, 2011); *Thinking Qualitatively: Methods of Mind* (Sage Publications, 2015); a commissioned title for Routledge's World Library of Educationalists Series, *Writing Qualitatively: The Selected Works of Johnny Saldaña* (Routledge, 2018); co-author with the late Matthew B. Miles and A. Michael Huberman for *Qualitative Data Analysis: A Methods Sourcebook* (4th ed., Sage Publications, 2020; translated into Korean); co-author with Matt Omasta for *Qualitative Research: Analyzing Life* (Sage Publications, 2018); and the editor of *Ethnodrama: An Anthology of Reality Theatre* (AltaMira Press, 2005).

Saldaña's methods works have been cited and referenced in more than 17,000 research studies conducted in over 130 countries, in disciplines such as K-12 and higher education, medicine and health care, technology and social media, business and economics, government and social services, the fine arts, the social sciences, human development, and communication.

Saldaña's research in qualitative inquiry, data analysis, and performance ethnography has received awards from the American Alliance for Theatre & Education, the National Communication Association—Ethnography Division, the American Educational Research Association's Qualitative Research Special Interest Group, New York University's Program in Educational Theatre, and the ASU Herberger Institute for Design and the Arts. He has published a wide range of research articles in journals such as *Research in Drama Education*, *The Qualitative Report*, *Multicultural Perspectives*, *Youth Theatre Journal*, *Journal of Curriculum and Pedagogy*, *Teaching Theatre*, *Research Studies in Music Education*, *Cultural Studies/Critical Methodologies*, the *International Journal of Qualitative Methods*, the *International Review of Qualitative Research*, and *Qualitative Inquiry*, and has contributed several chapters to research methods handbooks.

Sally Thorne

Sally Thorne, RN, PhD, FAAN, FCAHS, DSc(Hon) is a Professor of Nursing and Associate Dean of the Faculty of Applied Science at the University of British Columbia, Canada where she has maintained a longstanding program of substantive research in the fields of chronic illness, cancer experience, and end-of-life care as well as scholarship in the fields of philosophy of science, including the epistemological

basis of disciplinary knowledge development in the health fields, and the nature of evidence claims in a complex health policy environment. She is the author of a body of applied qualitative methodological writing, including *Interpretive Description* (2008, Left Coast) and its second edition *Interpretive Description: Qualitative Research for Applied Practice* (2016, Routledge). She is also Editor-in-Chief for *Nursing Inquiry* (Wiley), a journal that deals with critical scholarship in nursing and health care. A longstanding member of the Advisory Board for the International Institute of Qualitative Methodology, Thorne also serves on several other editorial boards, as well as consulting and speaking on matters relating to qualitative methods nationally and internationally.

Link to Professor Thorne's profile page, with research interests, publications and other information in the tabs: <https://nursing.ubc.ca/our-people/sally-thorne>

Mark Vagle

Mark D. Vagle is Professor of Curriculum and Instruction at the University of Minnesota, USA. He has written extensively on phenomenological and qualitative research in journals such as *Qualitative Inquiry*, *The International Journal of Qualitative Studies in Education*, *The Journal of Curriculum Studies*, *Cultural Studies—Critical Methodologies*, *Field Methods*, and *Teaching Education*, and regularly teaches university courses, leads professional workshops, and is invited to lecture nationally and internationally on the subject. Building off the success of his award-winning first edition, his second edition of *Crafting Phenomenological Research* (2018, Routledge) continues to be the leading resource for those interested in a concise introduction to phenomenological research in education and the social sciences. Currently, Vagle is using his conception of post-intentional phenomenology to critically examine various ways in which issues related to social class take concrete (lived) shape in the curriculum and pedagogies of elementary education. He is currently working on his next book, *Post-Intentional Phenomenological Research for Social Change*.