



UNC  
THE ODUM INSTITUTE

**11<sup>th</sup> Annual  
Qualitative Research Summer Intensive  
July 28 – August 1, 2014  
At the Carolina Inn in Chapel Hill, NC**

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

**Course Descriptions  
(Organized by Date)**

**JULY 28-29 (two-day courses)**

**Course:**        ***CBPR – Community-Based Participatory Research: Practical Tools and Structures***

**Instructors:**   **Geni Eng, Melvin Jackson, Alexandra Lightfoot, Jennifer Schaal**

**Dates:**         **Monday-Tuesday, July 28-29**

Whether new to or experienced with engaging communities in research, investigators are challenged by the inevitable tensions between scientific requirements for rigor and control, and communitarian demands for participation and transparency. Community-based participatory research (CBPR) is often complicated by multi-layered partnerships, based in power relations negotiated between diverse groups (each with specific histories, politics, and cultures), while being regulated by external forces of research governance. What is distinctive about CBPR is a set of principles to guide the openness, fluidity, and unpredictability of a collaborative approach to research.

Through conducting CBPR since 1991, our team of academic and community-based investigators has developed and used practical tools and structures for CBPR partners to:

- define a common vocabulary to discuss power and inequities
- codify equitable decision-making power
- anticipate and manage conflict

- approve and co-author findings and publications
- establish alternate institutional ethical review processes

In this course, you will receive copies of these tools and structures for your consideration. We will use a blend of brief lectures, interactive discussions, and a reading/writing exercise to stimulate all of us to think creatively about CBPR tools and structures and apply the results to our own work. For example, to analyze and guide our practice in applying CBPR principles, you will receive a real life case of a community-academic partnership engaged in using the qualitative research method of critical incident technique interview. Through this case, we will explore if African American and White women, diagnosed and treated with breast cancer at the same facility, received cancer care that was the same. We are enthusiastic about the potential for co-learning that will occur.

**Course:**        ***Coding and Analyzing Qualitative Data***

**Instructor:**   **Johnny Saldaña**

**Dates:**        **Monday-Tuesday, July 28-29**

This two-day workshop focuses on a range of selected methods of coding qualitative data for analytic outcomes that includes patterns, categories, themes, processes, and causation. The course will also touch upon how these methods fit with or differ from coding strategies in grounded theory and phenomenology.

Coding and Analyzing Qualitative Data will address:

- Various coding methods for qualitative data (interview transcripts, field notes, documents)
- Analytic memo and vignette 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* (2d ed., Sage Publications, 2013).

**Course:**        ***Collecting Qualitative Data***

**Instructor:**   **Greg Guest and Emily Namey**

**Dates:**        **Monday-Tuesday, July 28-29**

This course focuses on in-depth discussion of, and practice with, the three primary qualitative data collection methods -- participant observation, in-depth interviews, and focus groups. Participants have a chance to develop data collection guides and role-play while picking up tips for effective and rigorous data collection. Wherever possible, we illustrate concepts and techniques with concrete international and domestic examples.

Additionally, this course covers the following topics:

- Selecting appropriate data collection and sampling strategies for qualitative research
- Identifying and addressing ethics considerations specific to qualitative research

- Describing a range of visual and other enhanced data collection techniques

Where time permits, we also incorporate logistical considerations, such as remote data collection and data management issues and options, to provide guidance on implementing qualitative data collection techniques. The course content will draw from *Collecting Qualitative Data: A Field Manual for Applied Research*, by Greg Guest, Emily Namey, and Marilyn Mitchell (Sage, 2013).

**Course:** *Integrating and Communicating Qualitative-focused Mixed Methods Study Findings*

**Instructor:** Alison Hamilton

**Dates:** Monday-Tuesday, July 28-29

This session will explore integrating and communicating findings from qualitative-focused mixed methods studies. With specific attention to the rewards and challenges of different research designs, we will discuss the possible points of interface and products of mixed methods research that tell an integrated story. In the parallel convergent design, numerous possibilities for conveying mixed results arise, such as joint-display tables and side-by-side comparisons that allow the quantitative and qualitative perspectives to “talk back” to each other. In the exploratory sequential design, our goal is to make meta-inferences to relate whether and how the quantitative phase provides a more generalized understanding than the qualitative phase alone.

We will also discuss examples, such as combining focus groups and surveys, to gain not only a more comprehensive understanding of the two sources of data but to consider ways -- both visually and in writing -- to convey this understanding to an audience and extend the analytical reach of your mixed methods story.

Some familiarity with mixed methods research is required. Participants are encouraged to bring ideas for mixed methods studies that they can explore during the workshop.

**Course:** *Introduction to Grounded Theory: A Social Constructionist Approach*

**Instructor:** Kathy Charmaz

**Dates:** Monday-Tuesday, July 28-29

This class introduces grounded theory methods from a social constructionist approach to new and experienced qualitative researchers. You will gain practical guidelines for handling data analysis, a deeper understanding of the logic of grounded theory, and strategies for increasing the theoretical power and reach of your work. I treat grounded theory as a set of flexible guidelines to adopt, alter, and fit particular research problems, not to apply mechanically. With these guidelines, you expedite and systematize your research. Moreover, using grounded theory sparks fresh ideas about your data. The sessions cover an overview of basic guidelines and hands-on exercises. I offer ideas about data gathering and recording to help you obtain nuanced, rich data. We discuss relationships between qualitative coding, developing analytic categories and generating theory and attend to specific grounded theory strategies of coding,

memo-writing, theoretical sampling, and using comparative methods. You will receive guided practice in using each analytic step of the grounded theory method.

If you have collected some qualitative data, do bring a completed interview, set of fieldnotes, or document to analyze. If you do not have data yet, we will supply qualitative data for you. If you prefer to use a laptop for writing, bring one, but you can complete the exercises without a computer.

**Course:** *Negotiating Diversity in Qualitative Research*

**Instructor:** Robin Jarrett

**Dates:** Monday-Tuesday, July 28-29

Personal characteristics are critical considerations in qualitative research where the researcher is the tool, and the interaction is the method. Often the researcher and informants differ on key characteristics, such as race-ethnicity, gender, sexual orientation, age (generation), culture, social class-educational level, cultural differences/language, and religion. Focusing on the “human tool,” this workshop will explore a range of issues inherent in this intimate method, including positionality and reflexivity. Key topics will include:

- How do personal characteristics affect the development of research relationships and rapport building with informants in interview and field contexts?
- What are the critical issues in discussing insider-outsider debates?
- What are the promises and dilemmas of insider and outsider statuses?
- What are the implications of “going native”?
- How do personal characteristics influence the type and quality of data that researchers have access to?
- What are the commonalities that qualitative researchers experience irrespective of insider/outside status?

As the researcher reflects on and monitors his/her human tool issues of positionality and reflexivity become central:

- How does the researcher’s status influence data analysis and interpretation? And how does this status (or statuses) present particular personal, methodological, and interpretative challenges? How are these challenges addressed?
- What research frameworks help researchers more directly reflect on participants’ worldviews, experiences, voices (participatory action research)?
- How do we know if researcher representations of participants’ voices are credible?

To explore these topics, we draw upon case study examples from qualitative researchers whose research entailed a focus on personal characteristics. As part of this discussion, we draw on the experiences of workshop participants and examine how they manage issues brought forth by the use of the human tool.

## **JULY 30 (One-Day Courses)**

**Course:**        ***Arts-Based Qualitative Inquiry***

**Instructor:**   **Johnny Saldaña**

**Date:**         **Wednesday, July 30**

Qualitative scholars in multiple disciplines are fruitfully using arts-based research to reveal information and represent experiences that traditional methods cannot capture. Arts-based research is used when researchers across disciplines adapt the tenets of the creative arts in order to address their research questions and/or represent their research findings.

The workshop covers the kinds of research questions these innovative approaches can address and offers practical guidance for applying them in all phases of a research project. These phases range from design and data collection to analysis, interpretation, representation, and struggles over standards including discussion of validity, assessment, trustworthiness, authenticity, and the renegotiation of scientific criteria.

This discussion applies across the different genres of arts-based research:

- Narrative inquiry
- Experimental and fictional writing
- Poetry
- Performance studies
- Dance and movement
- Music
- Visual art
- Film

Through lecture and in-class activities, we will evaluate the advantages and challenges of using arts-based research. Course participants will gain practical experience integrating artistic process into qualitative research within one genre of arts-based research. (Students may choose to focus on poetry, fiction, ethnodrama, or visual representation.)

Participants are encouraged to bring data (interviews, ethnographic observations, documents, journals, photographs, autoethnographic essays) for in-class activities. Participants without their own data will be provided with materials.

This course is appropriate for researchers at all levels who are interested in bridging the art-science divide--whether you are already using arts-based research or if it is new to you.

**Course:**        ***Co-Analysis: Empowering Team-based Qualitative Inquiry***

**Instructor:**   **Ray Maietta, Craig Fryer, Keri Lubell, Susan Passmore and Jeff Petruzzelli**

**Date:**         **Wednesday, July 30**

This course introduces the co-analysis method for team-based qualitative inquiry. Co-analysis facilitates shared decision making between two or more individuals or groups working as a team analyzing one qualitative dataset. Co-analysis works best when a primary investigator(s) is deeply steeped in the knowledge and traditions of a topic of study and a secondary investigator's (or investigators') primary expertise lies in research methods and not necessarily substantive understanding. The primary investigator ensures that the established understandings in the field of study and/or the deductive points of inquiry outlined in the project prospectus are addressed in analysis. The secondary investigator's primary focus is on emergent discovery.

Regular engagement with data plus frequent interactions between team members ensures the success of this approach. In the data collection phases, team members co-lead interviews and field work efforts and debrief about the data collection process and early substantive discoveries. During data analysis, six core modules that comprise ResearchTalk's *Sort and Sift, Think and Shift Multidimensional Qualitative Analysis* approach define team exchanges:

1. Data inventory
2. Written reflection
3. Reflective diagrams
4. Categorization
5. Data bridging exercises and Q & A
6. Data presentation

The activities that occur within each module direct team members' interaction throughout the life of a co-analysis project and enable them to work together to move beyond simple discussions of similarity and difference to focus on deeper issues, including:

- How and why do ideas and themes align to shape larger stories?
- What is the meaning and implication of apparent conflict between ideas?
- Does the 'conflict' represent something more important about foundation conditions that shape everyday behavior of the people we study?

Co-analysis enables teams to:

- Carve out space and time to work solely on data divorced from the distractions of their everyday responsibilities.
- Empower qualitative conversations that lead to emergent discovery fueled by the energies and exchanges of the co-analysis sessions.
- Facilitate the communication of ideas at a higher level that is understandable to people outside of the field. Regular engagement via co-analysis meetings becomes practice and rehearsal for presentation.
- Reach analytic consensus as a meeting point of inductive and deductive ideas.

**Course:** *Increasing the Usefulness of Qualitative Research*

**Instructor:** Alison Hamilton

**Date:** Wednesday, July 30

This course addresses the varied ways in which qualitative research can be used, particularly beyond academic pursuits. We will consider instrumental, conceptual, and symbolic uses of qualitative research, providing examples from several disciplines. The concepts of value and credibility—key to useful qualitative research—will be explored with regard to:

1. Study design: how can projects be set up with appropriate methods, sample, and timeline to facilitate utility of findings?
2. Execution: how can data be collected to support applicability of results in a timely fashion?
3. Implementation: how can qualitative data be used to inform the creation and advancement of programs, products and policies?

Particular attention will be paid to presentation and dissemination of qualitative findings, i.e., how to synthesize, present, and share findings in order to maximize accessibility, relevance, and impact. Participants will engage in an exercise that entails working with their own projects (or a sample project) to identify specific design, execution, implementation, and/or presentation strategies to increase the usefulness of their work.

**Course:** *Pathways to Qualitative Findings*

**Instructor:** Robin Jarrett

**Date:** Wednesday, July 30

This workshop explores the deeply interrelated processes of interpreting, writing up, and evaluating qualitative data. An array of analysis techniques, including coding, can be used to discover meanings, highlight participants' voices, and identify social processes and social interactions.

We review pathways to findings as we consider context, people, processes, and meanings. Strategies to facilitate interpretation engage members' words, stories and explanations, and metaphors. Visual techniques (data displays), and categorization techniques (coding and typology development) can be used to identify and represent patterns and relationships in the data. In addition, memo writing, or documented ways of thinking out loud, can be used to move your preliminary analyses to deeper levels of understanding.

We will give particular attention to qualitative writing in response to different venues and audiences (academic, applied, government, not-for-profit) as we consider how to highlight the descriptive nature and multiple voicing of our findings. This discussion must consider the credibility of qualitative findings. How do you know if you "got it right"? Here, we discuss key strategies including peer debriefings, member checks, triangulation, reflexivity, and audit trails.

To facilitate our examination of these topics, we will include case study examples from researchers to show how they grapple with making sense of their data and findings and check their credibility. Finally, we will discuss how to present research findings to different audiences in thoughtful and actionable ways.

**Course:** *Qualitative Health Research*

**Instructor:** Maria Mayan

**Date:** Wednesday, July 30

This workshop will address why we differentiate qualitative health research from other forms of qualitative research. Our focus will center on:

- What is qualitative health research?
- What is the focus of qualitative health research?
- What kind of questions can be asked through qualitative health research?
- Who does qualitative health research?
- What are the key elements of qualitative health research?
- Why should we care about the domain of qualitative health research?

These questions will be discussed in the context of health research, including generating “evidence,” mobilizing or translating evidence, mixed methodology, and patient-centered or participant-centered care. This workshop will be of interest to those who are tasked with research in public/population health, health care delivery, patient/client care, and the sociocultural dimensions of health.

**Course:** *Writing Effective Qualitative and Mixed-Methods Research Proposals*

**Instructor:** Margarete Sandelowski

**Date:** Wednesday, July 30

The focus of this course is on concrete, this-is-how-you-might/should-say-it strategies for designing and writing effective and competitive qualitative and mixed-methods research proposals. Qualitative and mixed-methods research proposals are exercises in artful and mindful design, verbal precision, imaginative and informed rehearsal, elegant expression, and strategic disarmament. We will cover principles generic to proposals, and specific ways to communicate the significance, conceptual framing, methodological details (sampling and data collection and analysis plans, plans for optimizing validity and human subjects protections) of, and budget and budget justification for, the planned study. We will also cover strategies for addressing those aspects of qualitative and mixed-methods research designs likely to arouse the most concern among reviewers less familiar with them, most notably the purposeful sampling frame and generalizability of study findings. 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).

In addition to didactic instruction, 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 their own proposals for problem solving.





## **JULY 31 - AUGUST 1 (Two-Day Courses)**

**Course:** *Autoethnographic Research*

**Instructor:** Tony Adams

**Dates:** Thursday-Friday, July 31-August 1

Autoethnography, a form of self-reflection that explores the researcher's personal experience, flourishes in qualitative inquiry. This workshop examines the use and importance of autoethnography, and, more specifically, examines the processes for collecting and analyzing data, doing fieldwork, and writing reports through an autoethnographic perspective.

We will examine the history of autoethnographic inquiry, establish connections between autoethnography and other research methods, and outline the purposes and principles of doing and writing autoethnography. We will also investigate ethical issues and discuss how concepts such as generalizability, reliability, and validity might apply to autoethnographic research and determine criteria for assessing autoethnographic texts. The workshop will include examples of autoethnography and will allow time for participants to ask questions about using this approach in their own work.

New and experienced researchers of qualitative inquiry will both benefit from this course. It introduces the general purposes, practices, and principles of autoethnographic research. It also foregrounds the current state of autoethnography in qualitative inquiry, establishes criteria for evaluating autoethnographic texts, examines contemporary ethical dilemmas of doing autoethnographic research, and outlines future trends for doing autoethnography.

**Course:** *Crafting Phenomenological Research*

**Instructor:** Mark Vagle

**Dates:** Thursday-Friday, July 31-August 1

This workshop engages in the following activities:

- *Exploring philosophical concepts and notions in phenomenology.* We will consider what constitutes a *phenomenon* in phenomenology; what *intentionality* means to phenomenologists and why it is so important in phenomenological research; and how *prepositions* can help us grasp some of the philosophical nuances of phenomenology and put them to use methodologically.
- *Learning about phenomenological research approaches.* We will survey some of the possible approaches to conducting phenomenological research; will learn about how to design research using these approaches; and will practice some of the key methodological strategies and tools one can use when crafting phenomenological research, such as going on phenomenology walks, writing about lived experiences, viewing films, analyzing music, and interviewing one another.
- *Engaging in a post-intentional approach to phenomenological research.* We will explore how some aspects of post-structural philosophy can be put in dialogue with phenomenological philosophies and how post-intentional phenomenological research can be crafted methodologically through Vagle's five-component methodological process: (1) Identify a phenomenon in its multiple, partial, and varied contexts; (2)

Devise a clear, yet flexible process for gathering data appropriate for the phenomenon under investigation; (3) Make a post-reflexion plan; (4) Read and write your way through your data in a systematic, responsive manner; and (5) Craft a text that captures tentative manifestations of the phenomenon in its multiple, partial, and varied contexts.

A wide variety of methodological and philosophical texts and examples of phenomenological studies will be on hand for participants to read and discuss during the course. The course is based on Vagle's book by the same name, *Crafting Phenomenological Research* (Left Coast Press, 2014).

**Course:** *Essentials of Qualitative Inquiry*

**Instructor:** Maria Mayan

**Dates:** Thursday-Friday, July 31-August 1

Qualitative research advances what we can know about our world and how we can know it. Methodological cohesion ensures congruence between how we ask questions, the methods we choose, our theoretical position, and how we make sense of our data. In this workshop, we will talk through possible methods for conducting qualitative inquiry, various forms of analysis, representation, rigor, and strategies of verification. Working concurrently through an iterative process of data collection-analysis-collection-analysis allows you to follow up on "gems" that show up along the way. Understanding this iterative process is essential to doing research that goes beyond reproducing the ordinary. Topics for this workshop are also addressed in Mayan's book, *Essentials of Qualitative Inquiry* (Left Coast Press, 2009).

**Course:** *Finding the Stories in Qualitative Data*

**Instructor:** Johnny Saldaña

**Dates:** Thursday-Friday, July 31-August 1

This two-day workshop focuses on finding the analytic "story," in its broadest sense, for qualitative inquiry. Content derives from the various narrative forms we employ during the collecting, analyzing, and writing stages of research. Literature provides researchers with models for qualitative analysis and write-ups. Literary conventions and social inquiry are analogous in several ways; thus, the workshop will investigate:

- participants as characters
- case studies as monologues
- vignettes and profiles as analytic short stories
- phenomenology as poetry
- codes and categories as symbols, motifs, and metaphors
- qualitative data analysis as storylining
- matrices and diagrams as plot structures
- theory as proverbs and fables
- the literary writing styles of research genres

Overall, the workshop will address finding and writing up the stories of a research project, using familiar literary genres, elements, and styles as reference points. Workshop content is derived from Saldaña's *Fundamentals of Qualitative Research* (Oxford University Press, 2011), which addresses the narrative components of social inquiry.

**Course:** *Publishing Qualitative Work*

**Instructor:** Mitch Allen

**Dates:** Thursday-Friday, July 31-August 1

Getting a qualitative article or book published is about more than simply doing the research, writing it up, and sending it off. It is a social process for which there are strategies in presenting your work to the journal editor or book publisher — and ways to craft your message to them — that greatly improve your chances of success. Most academics—both novices and experienced researchers — either don't know or don't follow these steps. In this workshop, I demystify what publishers and editors do, how they make their decisions, and how you can best interact with them and other intermediaries to maximize your chances of success. The workshop will help you develop materials that will pique a publisher's or editor's interest. We will also explore research strategies to identify the right home for your work. Also included will be discussions on edited books, how to publish from your dissertation, and when to consider open access and electronic publications.

Participants will be asked to use these principles to craft a proposal/abstract for a book or article, title the work, create key words, and identify a set of publication outlets where the project can be submitted. Please bring the idea for your next book and/or article for these exercises.

**Course:** *Writing Rites: Working on Your Analysis and Writing*

**Instructor:** Kathy Charmaz

**Dates:** Thursday-Friday, July 31-August 1

What makes one qualitative study much more compelling than others? How can the writing strategies of professional writers help us improve our work? How do you manage to write when you work in a setting that allows scant time for writing? Would you like to expedite analyzing your data and writing your report? Which strategies help you gain acceptance and admiration from your intended audiences? This class addresses these questions.

Qualitative reportage relies on art and science. Learning how to construct an artful rendering of your work increases the power of your analysis. This class covers both professional writers' tips and tricks and qualitative analysts' strategies and shortcuts. It will help you develop a more incisive, creative, and clear narrative. Our approach emphasizes how to construct a creative analysis and to write it for varied audiences. You will gain fresh ideas for proceeding with the analysis, integrating your ideas into a cogent, coherent piece of work, and communicating the significance of your work.

This class covers crafting research stories and writing analytic reports, but the two are not separate endeavors. Thus we show how to bring analytic definition and logic to stories and to

build imagery, rhythm, metaphor, and surprise into analytic reports. We also cover strategies for developing arguments, writing literature reviews and theoretical frameworks and integrating your manuscripts. Writing abstracts, titles, and introductions share problems and pitfalls. Our agenda includes learning a few tricks to help you resolve these problems and avoid the pitfalls. The last session focuses on choosing journals and publishing houses, preparing your manuscript for submission, and working with editors and reviewers.

This class best serves participants who are in the midst of a qualitative project or have had some experience with qualitative research and have engaged in qualitative coding and memo writing. Writers of all types of qualitative research are welcome. Researchers who conduct ethnographies, use discourse analysis, engage in narrative inquiry, follow grounded theory strategies, or create personal narratives will all gain ideas and strategies to advance their work.

## **Instructor Bios (Organized Alphabetically)**

### ***Tony Adams***

Dr. Tony Adams is the Graduate Director and an Assistant Professor in the Department of Communication, Media and Theatre at Northeastern Illinois University. He attended private Catholic school from age four until eighteen, worked as a bartender at Yellowstone National Park and as a teller supervisor at a bank, and has been a vegetarian since 1998. Currently, he studies and teaches interpersonal and family communication, qualitative research, communication theory, and sex, gender, and sexuality; he has published more than 50 articles, book chapters, and reviews in these areas. His first book, *Narrating the Closet: An Autoethnography of Same Sex Desire* (Left Coast Press, 2011), received three national book awards: the 2013 Book of the Year award from the GLBTQ Division and the Caucus on GLBTQ Concerns of the National Communication Association, the 2012 Best Book award from the Ethnography Division of the National Communication Association, and the 2012 Outstanding Authored Book award from the Organization for the Study of Communication, Language, and Gender. He recently finished co-editing the *Handbook of Autoethnography* (Left Coast Press, 2013) with Stacy Holman Jones and Carolyn Ellis, and he is currently co-authoring another book about autoethnography with them as well (forthcoming, Oxford University Press).

### ***Mitch Allen***

Mitch Allen is Publisher of Left Coast Press, Inc., a scholarly social sciences and humanities publishing house founded in 2005. Previous positions include Publisher of AltaMira Press and Executive Editor of Sage Publications, where he created the first qualitative research book list almost 30 years ago. He has worked with many of the most respected book authors in qualitative inquiry and served as founding publisher of several of the most important qualitative journals. Both the Society for the Study of Symbolic Interaction and the International Congress for Qualitative Inquiry have honored him with lifetime achievement awards. Allen regularly gives workshops on publishing qualitative work at conferences, seminars, and universities. He has a Ph.D. from UCLA and teaches anthropology at Mills College in Oakland, California.

### ***CBPR Bios***

*Eugenia Eng, Melvin Jackson, Alexandra Lightfoot and Jennifer Schaal*

**Geni Eng**, M.P.H., Dr.P.H., is Professor of Health Behavior at the Gillings School of Global Public Health, University of North Carolina at Chapel Hill. She has over 30 years of CBPR experience including field studies conducted with rural communities of the U.S. South, Sub-Saharan Africa, and Southeast Asia to address socially stigmatizing health problems such as pesticide poisoning, cancer, and STI/HIV. Her CBPR projects include the NCI-funded Accountability for Cancer Care through Undoing Racism and Equity, the CDC-funded Men As Navigators for Health, the NCI-funded Cancer Care and Racial Equity Study, the NHLBI-funded CVD and the Black Church: Are We Our Brother's Keeper? In addition to her co-edited book,

*Methods for Community-Based Participatory Research for Health*, she has over 115 publications on the lay health advisor intervention model, the concepts of community competence and natural helping, and community assessment procedures.

**Melvin Jackson**, M.S.P.H., is Director of Operations for Strengthening The Black Family, a community-based nonprofit organization in Raleigh, NC. He has extensive experience training community and academic partners in CBPR and building the capacity of community-based organizations. For the University of North Carolina, he serves as Community Course Director for the UNC Faculty Engaged Scholars Program and Community Expert Consultant for the NC Translational Research and Clinical Sciences Institute. He is Co-PI for the NIMHD-funded Focus on Youth+ImPACT: A Pilot Project to Test an HIV/AIDS Curriculum in Faith-Based Settings and Program Director for the CDC-funded Project DIRECT, the largest community-based demonstration project in the nation addressing the health disparity of diabetes.

**Alexandra Lightfoot**, Ed.D., directs the CBPR Core at the Center for Health Promotion and Disease Prevention, a CDC-funded Prevention Research Center at the University of North Carolina at Chapel Hill. In this capacity, she promotes the use of CBPR and provides trainings, workshops, and technical assistance to investigators and community partners. She is PI for a community engagement initiative designed to strengthen community-academic research partnerships in affiliation with the Translational Research and Clinical Sciences Institute. She is Co-PI with Melvin Jackson on a CBPR study, Focus on Youth + ImPACT: A Pilot Project to Test an HIV/AIDS Curriculum for Youth in Faith-Based Settings, which focuses on HIV prevention with African American youth. As Adjunct Assistant Professor of Health Behavior, she co-teaches with Geni Eng a graduate course on CBPR and Photovoice.

**Jennifer C. Schaal**, M.D., is President of the Board for The Partnership Project, an anti-racism training organization in Greensboro, NC. She is a founding member of the Greensboro Health Disparities Collaborative for which she has served as Co-Chair, and currently as Secretary, and is guiding the development of Healthcare Equity Training. She has been an active participant in the development and implementation of the Collaborative's Health Equity Training. She is a CBPR partner with Geni Eng and Alexandra Lightfoot for the NCI-funded Accountability for Cancer Care through Undoing Racism and Equity. For the NCI-funded Cancer Care and Racial Equity Study, she conducted and analyzed data from Critical Incident Technique interviews. Before retiring in 2006 from a small private practice in Obstetrics and Gynecology, she was a clinical investigator for the Heart and Estrogen-Progestin Replacement study and Estrogen Replacement and Atherosclerosis study and served on the Community Advisory Board of the Women's Health Initiative.

### ***Kathy Charmaz***

Kathy Charmaz is Professor of Sociology and Director of the Faculty Writing Program at Sonoma State University. In the latter position, she leads seminars for faculty to help them complete their research and scholarly writing. She has written, co-authored, or co-edited fourteen books including *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*, which received a Critics' Choice Award from the American Educational Studies Association and *Good Days, Bad Days: The Self in Chronic Illness and Time*, which won awards from the Pacific Sociological Association and the Society for the Study of Symbolic Interaction. Her co-edited volume, with Antony Bryant, *The Sage Handbook of Grounded Theory*, appeared in 2007.

Professor Charmaz is a co-author of two multi-authored methodology books, *Five Ways of Doing Qualitative Analysis: Phenomenological Psychology, Grounded Theory, Discourse Analysis, Narrative Research, and Intuitive Inquiry*, which came out in 2011 with Guilford, and *Developing Grounded Theory: The Second Generation*, a 2009 publication with Left Coast Press. She has also published numerous articles and chapters on the experience of chronic illness, the social psychology of suffering, writing for publication, and grounded theory and qualitative research. She just finished the enlarged second edition of *Constructing Grounded Theory* and a co-edited Sage Publications four-volume set, *Grounded Theory and Situational Analysis* with senior editor, Adele Clarke. Professor Charmaz has served as President of the Pacific Sociological Association, President and Vice-President of the Society for the Study of Symbolic Interaction, Vice-President of Alpha Kappa Delta, the international honorary for sociology, editor of Symbolic Interaction, and Chair of the Medical Sociology Section of the American Sociological Association. She has received the 2001 Feminist Mentors Award and the 2006 George Herbert Mead award for lifetime achievement from the Society for the Study of Symbolic Interaction. She lectures and leads workshops on grounded theory, qualitative methods, medical sociology, and symbolic interactionism around the globe.

***Co-Analysis: Empowering Team-based Qualitative Inquiry Bios***

*Ray Maietta, Craig Fryer, Keri Lubell, Susan Passmore, Jeff Petruzzelli*

**Raymond C. Maietta**, Ph.D. is president of ResearchTalk Inc., a qualitative research consulting company based in Bohemia, New York and Cary, North Carolina. A Ph.D. sociologist from the State University of New York at Stony Brook, 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 the recent publications and a current methods book Dr. Maietta 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* (Sage Publications, 2002)
- "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 (American Public Health Association and the Gerontological Society of America, 2006).
- "The Use of Photography As a Qualitative Research Method" in *Visualizing Social Science*, edited by Judith Tanur (Social Science Research Council, 2008).
- "Qualitative Software" in the *SAGE Encyclopedia of Qualitative Research Methods*, edited by Lisa Given (Sage Publications, 2008).
- "Integrating Qualitative and Quantitative Analysis with MAXQDA" in *Journal of Mixed Methods* (Sage Publications, April 2008)
- *Sort and Sift, Think and Shift*, in progress.



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.

**Craig S. Fryer, DrPH, MPH** is an Assistant Professor in the Department of Behavioral and Community Health and an Associate Director in the Maryland Center for Health Equity (M-CHE) in the School of Public Health at the University of Maryland, College Park. Dr. Fryer obtained his MPH from the University of Pittsburgh in Behavioral and Community Health Sciences with a concentration in child welfare and his DrPH in Sociomedical Sciences from Columbia University with an emphasis in the social determinants of health behavior and health outcomes.

Trained as behavioral scientist, Dr. Fryer utilizes both qualitative and quantitative research methods to examine the sociocultural context of health and health status, with an emphasis in community-engaged research. His work focuses on racial and ethnic health disparities in substance use and dependence, specifically tobacco and marijuana use among urban youth and young adult populations. Dr. Fryer is the Principal Investigator of the five-year, NIH-funded (National Cancer Institute) K01 career development award, "Correlates of Nicotine Dependence among Urban African American Youth." Additionally, he is a Co-Investigator on three grants within the M-CHE funded by the National Institute for Minority Health and Health Disparities (NIMHD). Collateral research endeavors include: behavioral intervention research; African American men's health; and the respectful recruitment and retention of underrepresented communities in research.

**Keri M. Lubell, PhD**, is the Senior Scientist for Research and Evaluation in the Emergency Risk Communication Branch (ERCB), Division of Emergency Operations (DEO), Office of Public Health Preparedness and Response (OPHPR) at the U. S. Centers for Disease Control and Prevention (CDC) in Atlanta, GA. She joined the branch in January, 2008. Her current work includes a series of qualitative studies that focus on understanding how organizations at different levels work together to develop and disseminate official health protection information during public health emergency responses. As the lead evaluator for CDC's Emergency Communication System, she oversees several other projects to evaluate CDC's communication and outreach activities during health emergencies, including the 2009 H1N1 influenza pandemic. She serves as scientific advisor for a CDC program with the Harvard School of Public Health that conducts surveys to assess public knowledge, attitudes, and behaviors in response to a wide range of health threats. Before joining ERCB, she spent 10 years in CDC's Division of Violence Prevention conducting research on violence-related issues and topics. Dr. Lubell received her Ph.D. in sociology from Indiana University, Bloomington, IN, where her dissertation research focused on gender differences in the impact of social isolation and mental health problems on suicide mortality.

**Susan Racine Passmore** is Project Director at the Maryland Center for Health Equity, University of Maryland where she manages the day to day operations of a range of health intervention activities and original research. She is a contributor to *Applying Anthropology in*

*the Global Village* edited by Christina Wasson, Mary Odell Butler and Shirley Fiske (Left Coast Press 2011). As an anthropologist working in public health, Dr. Passmore has contributed to projects supported by the U.S. Administration of Children and Families (ACF) and the National Institutes of Health. Current work include a qualitative exploration of recruitment and retention of minority participants in health research, including clinical trials; cultural and social factors influencing the health of black men; and the adaptation of health interventions to non-traditional settings (i.e. barber shops and beauty salons) and for unique populations (i.e. physical activity and nutrition programing for school age Muslim children).

**Jeff M. Petruzzelli** is ResearchTalk's lead Qualitative Research Specialist. In close to 15 years of work with ResearchTalk, Jeff has participated in a range of qualitative and mixed methods projects. The topics of these studies include teenage shopping behaviors, caring for elderly parents, nursing as caring, evolving infrastructure for public health practice, life satisfaction, recruitment and retention of minority participants in clinical trials, and emergency risk communication in public health. Jeff plays an active role in the development and evolution of ResearchTalk's client practice and research methods. He has worked closely with company President Ray Maietta to shape the *Sort and Sift, Think and Shift Qualitative Analysis* approach and to redefine the Co-Analysis approach from a ResearchTalk service to a team-based analysis method.

### ***Collecting Qualitative Data Bios***

*Greg Guest and Emily Namey*

**Greg Guest** is an applied anthropologist who has been designing and leading large, multi-site research initiatives for more than 15 years. Throughout his career, Dr. Guest has conducted qualitative and mixed methods research on a diverse range of topics, including economic development, fisheries, agricultural production, commodity chains, cultural belief systems, public health, and infectious diseases. His research experience spans more than 16 countries and has produced more than 40 articles. Dr. Guest regularly teaches research methods courses to domestic and international audiences, including CDC University. In addition to numerous methodological articles and book chapters, Guest has also co-published five textbooks: *Public Health Research Methods* (Sage Publications, 2014); *Collecting Qualitative Data: A Field Manual for Applied Research* (Sage Publications, 2013); *Applied Thematic Analysis* (Sage Publications, 2012); *Handbook for Team-based Qualitative Research* (AltaMira, 2008); *Globalization, Health and the Environment: An Integrated Perspective* (AltaMira, 2005).

**Emily Namey** is a Senior Research Associate at FHI 360 where she contributes her knowledge of research methods to the design, implementation, conduct, monitoring, analysis, and dissemination of public health and development research. She has worked in over a dozen countries, on issues ranging from HIV prevention to maternal and reproductive health to bioethics and economic strengthening. Over the course of her career, she has conducted more than 300 individual interviews and nearly 100 focus groups, and has analyzed many times more. Emily also teaches research methods courses to domestic and international audiences, in the government, academic, and non-profit sectors, and has co-authored or contributed to five textbooks related to research methods.

### **Alison Hamilton**

Alison B. Hamilton, Ph.D., M.P.H. is an Associate Research Anthropologist in the UCLA Department of Psychiatry and Biobehavioral Sciences. She 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. Her main areas of interest are women's health and mental health. She recently completed the NIDA-funded Women, Methamphetamine, and Sex study (K01 DA017647), which used mixed methods to investigate women methamphetamine users' sexual experiences and behaviors as they relate to their methamphetamine use and/or histories of trauma.

Dr. Hamilton is also a Research Health Scientist and Lead of the Qualitative Methods Group at the VA Health Services Research and Development (HSR&D) Center for the Study of Healthcare Innovation, Implementation and Policy, specializing in women Veterans' health, mental health services research, and implementation science. She was a fellow in the inaugural cohort (2010-2012) of the NIMH/VA Implementation Research Institute and she serves on the editorial board of *Implementation Science*. She was recently funded by VA HSR&D to conduct a four-year mixed methods study of women Veterans' attrition from VA healthcare use.

Dr. Hamilton has been a consultant with ResearchTalk for over 15 years, providing direct support to clients as well as serving as faculty for several of the Qualitative Research Summer Intensives. At recent Intensives, she taught courses on rapid qualitative research methods, qualitative grant-writing, qualitative interviewing, and mixed methods research.

### **Robin Jarrett**

Robin L. Jarrett is Professor of Family Studies in the Department of Human and Community Development, and Professor in the Department of African American Studies at the University of Illinois-Urbana-Champaign. She received her Ph.D. from the Department of Sociology at the University of Chicago. Dr. Jarrett is an urban ethnographer and has spent her career working with ethnic-racial group families and in inner-city communities. She is currently conducting research on family resilience with low-income, African American families with young children, and urban community gardens and the promotion of social capital.

Dr. Jarrett uses an array of qualitative methods, including participant observation, neighborhood observation, in-depth interviewing, focus group interviewing, photo-documentation, and GIS in her research. She teaches graduate courses that highlight her background as an urban ethnographer and the unique contributions of qualitative research. Key substantive courses include the Ethnography of Urban Communities and Ethnic Families, and the field methods course, Ethnography.

She recently completed her term as an Associate Editor for the *American Education Research Journal* and is currently one of the founding members of the *Women, Gender, and Families of Color Journal*. Dr. Jarrett's interdisciplinary work has been published in various journals, including *Ethos*, *Family Relations*, *Journal of Comparative Family Studies*,

*Journal of Children and Poverty, Journal of Marriage and the Family, Journal of Poverty, Journal of Research on Adolescence, Journal of Youth and Adolescence, Qualitative Sociology, and Research in Community Sociology.* Recent publications that highlight her use of multiple qualitative methods have appeared in *International Journal of the Constructed Environment, Journal of Family Psychology, and Qualitative Research: The Essential Guide to Theory and Practice.*

### **Maria Mayan**

Maria Mayan is a qualitative methodologist and has studied, written about, and conducted qualitative research since the early 1990s. She spent over ten years at the International Institute for Qualitative Methodology at the University of Alberta learning and teaching qualitative inquiry locally and internationally. She is an engaged scholar who situates her work at the intersection of government, not-for-profit, disadvantaged, and clinician communities. She focuses on how we can work together on complex health and social issues using qualitative research in rigorous yet creative ways. She joined the Community-University Partnership for the Study of Children, Youth, and Families as assistant director of Women's and Children's Health with the mandate of building qualitative research, community-based research and knowledge translation capacity for health researchers. One of her most valued activities is joining with colleagues and graduate students to use both conventional and unconventional qualitative methods to explore intriguing and pressing health research issues. Her book, *Essentials of Qualitative Inquiry* (Left Coast Press, 2009) outlines current debates, provides answers to questions newcomers typically have, and provides numerous examples and relevant exercises.

### **Johnny Saldaña**

Johnny Saldaña is the Evelyn Smith Professor of Theatre in the Herberger Institute for Design and the Arts' School of Film, Dance, and Theatre at Arizona State University where he has taught since 1981. He has been involved in the field of theatre education as a teacher educator, drama specialist, director, and researcher. Saldaña's research methods in longitudinal qualitative inquiry, ethnodrama, and qualitative coding and data analysis have been applied and cited by researchers internationally in such fields as education, the arts, human development, sociology, psychology, business, technology, government, social services, medicine, and health care.

Mr. Saldaña is the author of *Longitudinal Qualitative Research: Analyzing Change Through Time* (AltaMira Press, 2003), a research methods book and recipient of the 2004 Outstanding Book Award from the National Communication Association's Ethnography Division; *Ethnodrama: An Anthology of Reality Theatre* (AltaMira Press, 2005), an edited collection of ethnographic-based plays; *Fundamentals of Qualitative Research* (Oxford University Press, 2011), an introductory textbook; *Ethnotheatre: Research from Page to Stage* (Left Coast Press, 2011), a playwriting primer for performance ethnography and recipient of the 2012 American Educational Research Association's Outstanding Book Award; *The Coding Manual for Qualitative Researchers, second edition* (Sage Publications, 2013), a handbook on qualitative data analysis; and the third edition

of the late Matthew B. Miles and A. Michael Huberman's *Qualitative Data Analysis: A Methods Sourcebook* (Sage Publications, 2014). He is currently at work on his new book for Sage Publications, *Thinking Qualitatively: Methods of Mind*, an overview of the researcher's mental processes for inquiry and analysis.

### **Margarete Sandelowski**

Margarete Sandelowski is Cary C. Boshamer Distinguished Professor at the University of North Carolina at Chapel Hill School of Nursing. She directs and is principal faculty in the summer programs in qualitative and mixed-methods research offered through the Center for Lifelong Learning at the School of Nursing. She has published widely in refereed nursing, interdisciplinary health, and social science journals (e.g., *Field Methods*, *Journal of Mixed Methods Research*, *Qualitative Health Research*, *Research in Nursing and Health*, *Social Science and Medicine*) and anthologies in the domains of gender and technology, and qualitative and mixed-methods research (both primary research and research synthesis). Her works have been translated into Spanish and Japanese.

Among her books are *Handbook for Synthesizing Qualitative Research* (Springer, 2007) and *With Child in Mind: Studies of the Personal Encounter with Infertility* (University of Pennsylvania Press, 1993), which was awarded the 1994 Eileen Basker Memorial Prize from the Society for Medical Anthropology of the American Anthropological Association. Among her book chapters are "Synthesizing Qualitative and Quantitative Research Findings," by M. Sandelowski, C.I. Voils, J. Crandell, and J. Leeman in *Routledge International Handbook of Qualitative Nursing Research*, edited by C.T. Beck (Routledge, 2013); "On Quantitizing," by M. Sandelowski, C.I. Voils, and G. Knafl in *Sage Quantitative Research Methods: Vol.1. Fundamental Issues in Quantitative Research*, edited by W.P. Vogt (Sage Publications, 2011); "Current Practices and Emerging Trends in Conducting Mixed-Methods Intervention Studies in the Health Sciences," by M. Song, M. Sandelowski, and M.B. Happ in *Sage Handbook of Mixed Methods in Social and Behavioral Research* (2d ed.), edited by A. Tashakkori and C. Teddlie (Sage Publications, 2010); "Writing the Proposal for a Qualitative Research Methodology Project," by M. Sandelowski in *Qualitative Research 2* (vol. 2), edited by A. Bryman (Sage Publications, 2007); "Tables or Tableaux? Writing and Reading Mixed Methods Studies," by M. Sandelowski in *Handbook of Mixed Methods in Social and Behavioral Research*, edited by A. Tashakkori and C. Teddlie (Sage Publications, 2003).

Dr. Sandelowski has been awarded as Principal Investigator four 5-year R01 grants from the National Institutes of Health in the qualitative and mixed-methods research domains. She has served on NIH and other grant review panels, and contributed to the NIH Office of Behavioral and Social Science Research Working Group that resulted in the 2011 *Best Practices for Mixed Methods Research in the Health Sciences*.

### **Mark Vagle**

Mark D. Vagle is an associate professor in the Department of Curriculum and Instruction at the University of Minnesota's College of Education and Human Development. He conducts, and teaches doctoral seminars focusing on, phenomenological research. In addition, Vagle teaches courses on qualitative research methodologies, as well as philosophies, theories, and teaching practices that inform the schooling of elementary students. Currently, Vagle is using what he

has termed 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 has published his work widely in journals such as the *International Journal of Qualitative Studies in Education*, *Qualitative Inquiry*, *Field Methods*, and *Curriculum Inquiry*. He recently published *Crafting Phenomenological Research* (Left Coast Press, 2014).