



**20<sup>th</sup> Annual  
Qualitative Research Summer Intensive  
July 24 - 28 and August 2 - 4, 2023  
*Courses offered exclusively in online format***

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

## **Course Descriptions (Organized by Date)**

### **JULY 24-25 (two-day courses)**

**Course:** *Fundamentals of Qualitative Research*

**Scholar Instructor:** Johnny Saldaña

**Dates:** Monday-Tuesday, July 24-25

The wealth of qualitative research methods and analytic strategies can overwhelm beginners as well as the experienced with qualitative data approaches. This two-day workshop introduces participants to basic approaches to and methods for qualitative inquiry. Primary topics include:

- A survey of qualitative data collection methods
- Qualitative research design
- A survey of qualitative data analytic methods
- Writing and presenting qualitative research

Multiple practical activities are 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 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 is adapted from Saldaña and Omasta's textbook, *Qualitative Research: Analyzing Life* (2<sup>nd</sup> edition, 2022, Sage Publishing).

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

**Scholar Instructors:** Rashawn Ray and Keon Gilbert

**Dates:** Monday-Tuesday, July 24-25

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:** *Qualitatively-oriented Mixed Methods Research: Practical Strategies for Integration of Qualitative and Quantitative Data*

**Scholar Instructor:** Cheryl Poth

**Dates:** Monday-Tuesday, July 24-25

Mixed methods research requires specialized integration 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) integration challenges when designing, executing, and disseminating mixed methods research.

We will consider four key questions:

1. What does designing for integration in mixed methods research involve, including the role of theory, mixed sampling, and data phases?
2. What integration-specific skills are needed to generate novel insights using a variety of data sources and data displays?
3. How can we optimize descriptive evidence of integration and visual diagramming in proposals and publications?
4. 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 along with a suggested reference list that will be provided.:

- Poth, C. & Shannon-Baker, P. (2022). State of the methods: Leveraging design possibilities of qualitatively oriented mixed methods research, *International Journal of Qualitative Methodology*, 21, <https://doi.org/10.1177/16094069221115302>
- Poth, C., Bulut, O., Aquilina, A., & Otto, S. J. G. (2021). Using data mining for rapid complex case study descriptions: Examples of public health briefings during the onset of the COVID-19 pandemic. *Journal of Mixed Methods Research*, 15(3), 348-373. <https://journals.sagepub.com/doi/10.1177/15586898211013925>
- Poth, C., Molina-Azorin, J. F., & Fetters, M. D. (2022). Virtual special issue on "Design of mixed methods research: Past advancements, present conversations, and future possibilities," *Journal of Mixed Methods Research*, 16(3), 274-280. <https://doi.org/10.1177/15586898221110375>
- 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. <https://doi.org/10.1186/s41239-018-0090-5>

**Course:** *Rapid Turn-around Qualitative Research: Strategic Decision-making for Rigor and Feasibility*

**Scholar Instructor:** Alison Hamilton

**Date:** Monday-Tuesday, July 24-25

Rapid turn-around qualitative research depends on strategic decision-making to make data collection and analysis feasible without compromising rigor and depth of inquiry. It is typically characterized by targeted research questions, strategic methods selection, and defined deliverables, due to stakeholders within a short timeframe. In this vein, we need to build skills for being responsive to what is happening in the field—emphasizing methodological flexibility and remaining attentive to opportunities for emergent discovery.

We begin this course by addressing the design and execution of rapid turn-around qualitative research, including rapid analysis. We will then focus on building additional analytic skills to move beyond early stages of reviewing and condensing data to more emergent and integrative techniques for discerning conceptual bridges and connective threads across data.

The following analytic issues will be addressed using a varied set of examples:

- integrating conceptual or theoretical frameworks into rapid analysis;
- conducting team-based rapid analysis;
- exploring themes in rapid analysis;
- moving from rapid analysis to other analytic tools (e.g., diagrams, codes);
- fostering and maintaining rigor; and
- synthesizing and presenting rapid analysis results in different types of deliverables (e.g., reports, summaries, presentations, manuscripts).

Limitations of rapid analysis will be discussed, as will innovations, such as adaptations for large datasets, and data visualization techniques. We will also explore future directions in this type of research.

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. The course will draw on material from:

- Maietta, R., Mihas, P., Swartout, K., Petruzzelli, J., & Hamilton, A. B. (2021). Sort and Sift, Think and Shift: Let the Data Be Your Guide, An Applied Approach to Working With, Learning From, and Privileging Qualitative Data. *Qualitative Report*, 26(6), 2045-2060.  
<https://doi.org/10.46743/2160-3715/2021.5013>
- Hamilton, A., Finley, E. (2019). Qualitative Methods in Implementation Research: An Introduction. *Psychiatry Research*, Oct; 280:112516.  
<https://doi.org/10.1016/j.psychres.2019.112516>

## JULY 26 (One-Day Courses)

**Course:** *Conducting Qualitative Interviews: Developing and Maintaining an Active and Engaged Posture*

**Scholar Instructors:** Alison Hamilton and Ray Maietta

**Date:** Wednesday, July 26

The main goal of this course is to position you to develop an active and engaged posture while executing qualitative data collection projects. To accomplish this goal, we will emphasize strategies to employ a posture of openness, flexibility, and responsiveness in your data collection practices.

Course content will direct interaction with three qualitative data collection strategies:

- One-on-one Interviews
- Dyadic Interviews
- Focus Groups

Ten engagement strategies, listed here, will be woven throughout our conversation in class:

- *Understanding:* How well do you understand the topic of and audience for your project? Are you familiar with the properties, dimensions, and dynamics of your topic and how further work in your field will affect audiences for your work?
- *Aligning:* How do your data collection strategies and the questions in your interview/focus group guide assist you in achieving project goals?
- *Preparing:* Who are your participants? How does your positionality and knowledge of the participants inform your data collection format and approach? How do you foster participant ownership in the data collection experience?
- *Opening:* What are ways to open the interaction and conversation appropriately, comfortably and productively?
- *Asking:* What do you ask participants when and why? What questions open conversation topics? When and how do you probe and ask for further detail and example? What do you note from the field? How do you develop your observation skills?
- *Following:* How do you maintain a proper posture to discover, but not unduly influence, your participants' experiences? How do you manage the conversation and observation in a way that allows you to follow your participants' unfolding narratives while keeping them interested and involved in their own story telling?
- *Shifting/Adjusting:* When and why do you make adjustments to data collection protocols and interview or focus group approaches? How can you shift your approach, language, and direction on the spot as you listen to and observe people's unfolding narratives?
- *Closing:* How can you naturally and affirmatively reach the conclusion of each data collection episode?
- *Processing:* How do you track and understand the evolution of your interview/focus group guide and data collection protocols to process the meanings these changes have for your project?
- *Contextualizing:* How are your practices directed by considerations of ethical, political, and social implications related to your study and your participants and their communities?

Employing these strategies through the life of your project will ensure you ask the right questions to the right people at the right time and in the right way. This practice will also help you to understand how the

conversations and interactions occurring during data collection fit what is currently known about, and practiced in, your field.

**Course:** *Integrating Coding and Memo Writing in Qualitative Analysis*

**Scholar Instructor:** Paul Mihas

**Date:** Wednesday, July 26

This course focuses on developing codes and integrating memo writing into a larger analytic process as we keep the parts and the whole of data in mind. Coding and memo writing are strategic ways of assessing “evidence” and meaning in qualitative research. They function as simultaneous and fluid tasks that occur during actively reviewing interviews, focus groups, audio-visual data, and other kinds of qualitative data. As researchers, we discern both holistic meaning at the level of the transcript and concentrated meaning at the level of the code.

Memos function as generative reflections that allow us to discern layers of tangible and implied meaning within a quotation as well as document our analytic reaction to a transcript as a holistic unit. Memo writing strategies help us develop abstract thinking, inscribed meaning between pieces of data, and collective evidence for emerging claims. Researchers can also mine memos for codes and incorporate memos in building evocative themes and theory. Memos can also resemble early writing for reports, articles, chapters, and other forms of presentation. The following types of memos will be discussed: key quotation memos, holistic memos, and comparison memos. We will also briefly cover positionality memos and methods memos.

We will discuss *a priori* codes—our point of departure—and “emerging” codes and consider how codes can surface from our simultaneous memo writing as well as shift unexpectedly during analysis. That is, we will not present coding and memo writing as necessarily discrete phases but rather conceptually conjoined as we move back and forth from one form of attentiveness to another, gathering, questioning, and revisiting narrative evidence. Though the course will not cover final products of analysis, our discussion of memos and codes will set the foundation for assessing code connections, shared meanings, identifying code “constellations,” and building multidimensional themes. Our discussion of codes will include the following topics: the importance of code names and evolving code memos, moving from descriptive to conceptual codes, and using memos intentionally throughout analysis.

**Course:** *Ten Tips for Publishing Qualitative Research*

**Scholar Instructor:** Leslie Curry

**Date:** Wednesday, July 26

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 27-28 (Two-Day Courses)**

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

**Scholar Instructor:** Johnny Saldaña

**Dates:** Thursday-Friday, July 27-28

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* (4<sup>th</sup> edition, 2021, Sage Publishing).

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

**Scholar Instructor:** Mark Vagle

**Date:** Thursday-Friday, July 27-28

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 “three considerations” methodological process for conducting post-intentional phenomenological research—working to make sense of how our phenomena might take shape in various contexts:

- 1) Identifying the Phenomenon and the Phenomenological Material (i.e., data) to Collect and Analyze;
- 2) Discerning, Deciding, and Thinking with Theoretical Concepts; and
- 3) Post-Reflexing by Trying to “See what Frames your Seeing” of the Phenomenon

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 2nd (2018) and 3rd (forthcoming 2023) editions of Vagle's book by the same name, *Crafting Phenomenological Research*.

**Course:** ***Qualitative Inquiry: Evaluating and Applying Five Approaches***

**Scholar Instructor:** **Cheryl Poth**

**Date:** **Thursday-Friday, July 27-28**

Qualitative inquiry requires careful consideration of the philosophical underpinnings, history, and key elements of the approach guiding your study. Following the Creswell/Poth book *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed., Sage Publications, 2017), this course examines the designs, rationales, and procedures inherent to five qualitative research approaches:

1. Narrative Research
2. Phenomenology
3. Grounded Theory
4. Ethnography
5. Case Study

This course will engage discussions of perceived (and real) benefits and challenges when evaluating and applying each of the five approaches.

We will consider four key questions:

1. What are the defining features for each of the five approaches?
2. What are the key design decisions for each of the five approaches?
3. What challenges are likely encountered and how can researchers prepare to respond appropriately to arising issues?
4. What recent advances in qualitative inquiry literature related to the five approaches can be incorporated into proposals, practices, and manuscripts?

Participants are encouraged to bring their ideas for a qualitative study to explore during the workshop.

Workshop content is derived from diverse sources, including the following, along with a suggested reference list that will be provided:

- Creswell, J., & Poth, C. (2017). *Qualitative inquiry & research design* (4<sup>th</sup> ed.). Sage.
- Poth, C. (2021). *Research ethics*. Sage.
- Poth, C. (2019). Editorial—Rigorous and ethical qualitative data reuse: Potential perils and promising practices, *International Journal of Qualitative Methodology*, 18.  
<http://doi.org/10.1177/1609406919868870>

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

**Scholar Instructor:** **Sharron Docherty**

**Dates:** **Thursday-Friday, July 27-28**

This course presents pragmatic, concrete strategies for designing and writing effective and competitive qualitative and mixed methods research proposals. We will cover principles generic to proposal design, and specific ways to communicate the aims, significance, conceptual framing, methodological details (sampling, data collection, analysis plans, and plans for optimizing validity and human subjects

protections) of, and budget and budget justification for, the proposed study. We will also cover strategies for addressing those aspects of qualitative and mixed methods research designs likely to draw concern among reviewers less familiar with them, most notably the purposeful sampling frame and generalizability of study findings.

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.

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).

## **AUGUST 2-3 (two-day courses)**

**Course:** *Designing and Applying Qualitative Methods in Implementation Research Projects*

**Scholar Instructor:** Alison Hamilton

**Dates:** Wednesday-Thursday, August 2-3

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, researchers pay special attention to factors that both facilitate and impede how programs and service delivery are executed and implemented. 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 first 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
- Applying rapid turn-around qualitative analytic strategies
- Generating timely, impactful research products

The course will touch on innovations in the use of qualitative methods in implementation science, including the incorporation of ethnography and community-based participatory research.

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 three resources:

- The National Cancer Institute white paper on which Dr. Hamilton is an author. <https://cancercontrol.cancer.gov/sites/default/files/2020-09/nci-dccps-implementation-science-whitepaper.pdf>
- Hamilton, A., Finley, E. (2019). Qualitative methods in implementation research: an introduction. *Psychiatry Research*, Oct; 280:112516. <https://doi.org/10.1016/j.psychres.2019.112516>
- Finley, E. P., Huynh, A. K., Farmer, M. M., Bean-Mayberry, B., Moin, T., Oishi, S. M., ... & Hamilton, A. B. (2018). Periodic reflections: a method of guided discussions for documenting implementation phenomena. *BMC medical research methodology*, 18(1), 1-15. <https://doi.org/10.1186/s12874-018-0610-y>; <https://rdcu.be/cEWG4>

**Course:** *Designing, Executing, and Presenting Qualitative and Mixed Methods Research*

**Scholar Instructors:** Kevin Swartout and Wilson Palacios

**Date:** Wednesday-Thursday, August 2-3

Scholars typically leave research design and analysis courses knowing more about best practices for developing research questions, sampling, data analysis, and other integral components of the enterprise

than when they began. They are sometimes surprised when they face major setbacks in their own projects--because knowing is not the same as doing.

This course provides the knowledge needed to develop high-quality qualitative and mixed methods projects and practical strategies for success in designing, executing, and presenting qualitative and mixed methods research in real-world contexts that sometimes involve less-than-ideal circumstances.

We will consider four key questions throughout the course:

1. What guides key qualitative and mixed methods research design decisions including the role of theory, sampling strategies, data analysis approaches, and grounded interpretations?
2. How can high-quality research designs be adapted to fit across different contexts, sometimes with differing timelines, resources, or desired outcomes?
3. How can researchers execute their project to generate novel insights using a variety of writing exercises, and visualizations throughout the design, analysis, and interpretation phases?
4. How can researchers avoid common pitfalls when publishing qualitative and 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 as time allows.

**Course:** *Equity-Centered Approaches to Qualitative Research*

**Scholar Instructor:** Kristin Black

**Dates:** **Wednesday-Thursday, August 2-3**

As structural and systemic racism have become more commonplace concepts, there is a growing awareness about how structures (e.g., policies, programs, practices) contribute to the inequities we see in every system (e.g., healthcare, education, criminal legal system) between historically/systematically marginalized and privileged groups in the United States. For real and sustainable change to occur, individuals within these systems must continue to intentionally establish equitable structures and not reinforce overt or covert discrimination. This same intentionality should and must be applied to the work of people using qualitative research methods.

During this course, Dr. Black will provide participants with key foundational knowledge and adaptive strategies for developing, collecting, analyzing, and disseminating qualitative data utilizing approaches that uplift equity and don't reinforce structural discrimination in qualitative inquiry.

Topics that will be covered on Day 1 include:

- Approaching communities you have not previously worked with
- Considering (mis)alignment of participant-researcher social identities (e.g., race/ethnicity, gender identity, sexual orientation, education level, income level)
- Options for how and where the participant-researcher exchange takes place
- Equitable participant incentives
- Importance of framing interview questions

Topics that will be covered on Day 2 include:

- Viewing the data from a systems-level perspective

- Opportunities to engage participants after data collection
- Walking in and out of relationships with participants
- Sharing findings with participants and the wider community

Dr. Black will use examples from her own qualitative and community-based participatory research, as well as interactive activities to engage the course participants in lively and informative discussions about how qualitative researchers can effectively incorporate equity approaches in their engagement with the communities they work with and serve.

**Course:** *Narrative Inquiry: Methodological Lessons from Studying and Storying LGBTQ+ Identities, Relationships, and Desires*

**Scholar Instructors:** Keith Berry, Tony Adams, and Cathy Gillotti

**Dates:** Wednesday-Thursday, August 2-3

In this workshop, we discuss the use of narrative inquiry—analyzing and representing data in terms of stories and storytelling. Throughout the course, we discuss several facets of narrative inquiry, including narrative analysis, narrative ethics, narrative ownership, and representing others and their/our desires in our work. We intend for our discussion to offer practical insights into using narrative inquiry to study and story a broad range of topics. The in-depth focus on techniques for narrative analysis and illustrative content will allow you to transfer practices and strategies to your own work, regardless of the content area.

To illustrate the power of narrative inquiry we focus on using it to identify and interrogate connections between LGBTQ+ identities, relationships, and desires by covering the following topics:

- inadequacies of traditional social scientific research about sexuality
- the opportunities of LGBTQ+ research that uses reflexive life writing methods
- publishing research on/about/with LGBTQ+ individuals and communities
- the everyday relational challenges faced by LGBTQ+ persons
- embodiments of sex, gender, and sexuality

The course will offer practices and strategies for conducting narrative inquiry and will illustrate these approaches using examples from our project, *Living Sexuality: Stories of LGBTQ Relationships, Identities, and Desires*.

All three authors have written extensively about narrative, sexuality, and identity, including *Living Sexuality: Stories of LGBTQ Relationships, Identities, and Desires* (2020, Brill | Sense), *Bullied: Tales of Torment, Identity, and Youth* (2016, Routledge), and *Narrating the Closet: An Autoethnography of Same-Sex Attraction* (2011, Routledge).

## AUGUST 4 (one-day courses)

**Course:** *Diagramming as a Tool for Exploring and Reflecting in Qualitative Analysis*

**Scholar Instructors:** Ray Maietta and Alison Hamilton

**Date:** Friday, August 4

“Diagramming” is a core component of ResearchTalk’s Sort and Sift, Think and Shift data analytic approach. The goal of diagramming is to provide a visual space for reflecting and thinking through puzzles and qualitative discoveries that you consider throughout the life of a project. The ‘space’ allows you to entertain possibilities for paths to pursue during analysis and can also be a productive environment as you prepare for presentation.

Drs. Maietta and Hamilton will walk course participants through the flexible processes of engaging diagramming at different phases of analysis. As a project begins, diagramming is analogous to a think aloud space. Analysts may group quotations from one or more datafiles to consider how they work together to form clusters of ideas to pursue through analysis. At later stages, diagramming can help researchers assess versions of content, figures and tables that might be included in publication.

Diagramming is rarely an isolated activity:

- Memoing provides an opportunity to narrate diagram content and reflect on its meaning and implications.
- Diagramming and memoing also work together as powerful tools analysts can use to depict holistic pictures of data collection episodes (episode profiling in the Sort and Sift approach).
- Diagramming couples with topic monitoring (a dynamic form of coding in the Sort and Sift approach) early in a project as analysts consider emergent topics.
- As projects progress, analysts can and should use diagramming as a tool to explore how core project ideas develop into themes that thread through data.
- Diagramming encourages researchers to practice linking data with potential claims they may put forth. Using evidence to make your points is an art that needs to be cultivated. Use diagramming as your cultivation tool.

Drs. Maietta and Hamilton intentionally focus on the process of ‘diagramming’ instead of diagrams as a product. At the end of the course, they hope participants regularly use diagramming as a way to play with data and brainstorm different directions to explore at any stage of analysis. In this way “play” is cast as a necessary intellectual activity that unearths more powerful claims that accurately represent the lived experiences of the people who generously share their stories, energy, thoughtfulness and time.

The course draws on material from:

- Forthcoming: Maietta, Raymond C., Reifsteck, Erin J., Petruzzelli, Jeff, Mihás, Paul, Swartout, Kevin, & Hamilton, Alison B. “The Sort and Sift, Think and Shift Analysis Method” (chapter 16), in Richards, K. A., Hemphill, M. A., & Wright, P. M. (Eds.). (2024). *Qualitative research and evaluation in physical education and sport pedagogy*. Jones & Bartlett Learning.
- Maietta, R., Mihás, P., Swartout, K., Petruzzelli, J., & Hamilton, A. B. (2021). Sort and Sift, Think and Shift: Let the Data Be Your Guide, An Applied Approach to Working With, Learning From, and Privileging Qualitative Data. *Qualitative Report*, 26(6), 2045-2060.  
<https://doi.org/10.46743/2160-3715/2021.5013>

**Course:** *The Power and Practice of Autoethnography: Storytelling that Deepens Knowledge and Soothes the Soul*

**Scholar Instructors:** Carolyn Ellis and Tony Adams

**Date:** Friday, August 4

In this workshop, we will first offer an overview of autoethnography as an approach for doing social research. We will then foreground the benefits of autoethnography in knowledge creation as well as in coping with the circumstances in which we all find ourselves. This workshop will include examples of autoethnography as well as provide opportunities for you to identify and experiment with ways to incorporate autoethnography into your research and life.

Autoethnography makes our selves, relationships, and culture visible and tangible. By writing evocatively and personally through and around difficult situations, we strive to cultivate compassion, generate catharsis, and promote progressive ways of using our research and storytelling to build knowledge and encourage love and care for self and other.

This workshop will be of interest to novice and advanced students and researchers seeking to delve into academic research in autoethnography. It also will speak to practitioners working in trauma, therapy, healthcare, and grief and loss, as well as the general public seeking to live productive and caring lives in the middle of current-day chaos and trauma.

**Course:** *Styles of Qualitative Writing and Reporting*

**Scholar Instructor:** Johnny Saldaña

**Date:** Friday, August 4

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)**

### **Tony Adams**

**Tony Adams** (PhD, University of South Florida) is a Caterpillar Professor and Chair of the Department of Communication at Bradley University. Before Bradley, he worked at Northeastern Illinois University (NEIU) for nine years. In 2017, he was honored to be named the Bernard J. Brommel Distinguished Research Professor, the highest research award at NEIU; in 2021, he was honored to be named a Caterpillar Professor, the highest research award at Bradley.

Dr. Adams has published more than 75 articles and book chapters as well as nine books including *Narrating the Closet: An Autoethnography of Same-Sex Attraction* (Routledge), *Autoethnography* (Oxford University Press), *Living Sexuality: Stories of LGBTQ Relationships, Identities, and Desires* (Brill | Sense), and the *Handbook of Autoethnography* (Routledge).

Dr. Adams has facilitated workshops on qualitative research at the Qualitative Research Summer Intensive and numerous institutions, including the University of Edinburgh, Texas A&M, the University of Alabama, and the Autonomous University of Aguascalientes. He is the executive director of the International Association of Autoethnography and Narrative, a co-editor of the *Writing Lives: Ethnographic Narratives* book series (Routledge), and the founding co-editor of the *Journal of Autoethnography* (University of California Press).

### **Keith Berry**

**Keith Berry** (Ph.D. Southern Illinois University Carbondale, 2004) is a Professor in the Department of Communication at University of South Florida (USF). His research and teaching use a cultural approach to explore relational communication, primarily the ways social interactions and relationships inform and sometimes govern identities and identity formation/negotiation. Much of his research has focused on LGBTQ cultures and identities, communication and bullying, and the uses of reflexivity in research and writing that uses autoethnography. Issues concerning inclusion, equity, and social justice dwell at the heart of his work. He teaches a diverse number of courses including queering communication, communication and gender, interpersonal conflict, identity, bullying, mindfulness, and autoethnography.

Dr. Berry is the co-author and author of several books including *Interpersonal Conflict*, 11<sup>th</sup> ed. (McGraw Hill), *Living Sexuality: Stories of LGBTQ Relationships, Identities, and Desires* (Brill/Sense) and *Bullied: Tales of Torment, Youth, and Identity* (Routledge). *Bullied* was honored with the 2017 Goodall/Trujillo "It's a Way of Life" Award from the International Congress of Qualitative Inquiry, the 2017 Innovator Award from the Central States Communication Association, and the 2016 Best Book Award from the National Communication Association's Ethnography Division. His research has also appeared in books such as the *Cambridge Handbook of Identity* and the *Handbook of Autoethnography*, and in scholarly journals such as the *International Journal of Qualitative Research*, *Qualitative Inquiry*, *Cultural Studies* ↔ *Critical Methodologies* and *Journal of Applied Communication Research*.

Dr. Berry is the past Chair of the Ethnography Division of the National Communication Association and past Co-chair of the National Communication Association's Anti-bullying Task Force. He has worked extensively to use his research and teaching in community engagement, and has led talks and

workshops on bullying, storytelling and bullying prevention, and mindfulness and compassionate communication.

### **Kristin Black**

**Kristin Z. Black, PhD, MPH**, is an Assistant Professor in the Department of Health Education and Promotion at East Carolina University (ECU) in Greenville, North Carolina. She received her MPH and PhD in Maternal and Child Health from the UNC Gillings School of Global Public Health. Dr. Black is committed to utilizing community-based participatory research, mixed methods, and racial equity approaches to understand and address inequities in reproductive health and chronic disease outcomes. Her research merges 3 key components. First, Dr. Black explores the connections between reproductive health, maternal health, and chronic diseases, and if these outcomes differ by race/ethnicity or other social identities. Second, she focuses on understanding what individual- and systems-level factors may hinder or facilitate birthing people's journey through maternal healthcare services. Third, she is committed to transforming research into action by engaging community stakeholders in implementing and sustaining interventions that tackle health inequities and structural racism.

Currently, Dr. Black is a part of the Robert Wood Johnson Foundation's first cohort of Health Equity Scholars for Action, a career development award that is funding her 2-year project, *Mapping and Analyzing Pressure Points and Structural inequities in Maternal Healthcare (MAPPS-MH) Project*. She is also the co-director for the *Maternal and Child Health Scholars, Training, and Enrichment Program (MCH-STEP)* for undergraduate students in the College of Health and Human Performance at ECU, which is funded by the Health Resources and Services Administration (HRSA) Maternal and Child Health Bureau. She serves as the external evaluator for the HRSA-funded North Carolina Baby Love Plus program that is administered by the North Carolina Department of Health and Human Services. Through her research and teaching, Dr. Black mentors students at the undergraduate and graduate levels. She teaches courses on health equity and qualitative research methods.

Dr. Black's work has been published in *Qualitative Health Research, Social Science & Medicine, Frontiers in Public Health, Ethnicity & Health, JAMA Oncology, Breast Cancer Research, and Progress in Community Health Partnerships: Research, Education, and Action*. Her array of published work includes leading a chapter about using anti-racism organizing in cancer care in the pivotal and timely book, *Racism: Science & Tools for the Public Health Professional*, published in 2019.

Dr. Black is dedicated to serving the public health profession and community organizations in the pursuit of health equity. She is a member of the Greensboro Health Disparities Collaborative (a community-medical-academic partnership), member of Sisters Network Greensboro NC, chair of the Gillings' Alumni Association Advisory Board, member of the Gillings' Public Health Foundation Board, and president of the Society for the Analysis of African American Public Health Issues.

Dr. Black has been a member of ResearchTalk's consultant team for over 5 years, helping to advise and guide clients on their projects. She also is a member of the QRSI administrative team.

She and her husband live in Greenville, North Carolina with their 4-year-old daughter and 9-year-old pitbull/cattle dog.

## **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 Interim Vice Dean, Research and 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.

## **Carolyn Ellis**

**Carolyn Ellis** (PhD, Stony Brook University) is Distinguished University Professor Emerita at the University of South Florida. She has established an international reputation for her contributions to

autoethnography and the narrative study of human life. Her awards include the Charles H. Woolbert Research Award and the Distinguished Scholar Award, both from the National Communication Association (NCA); The Legacy Lifetime Award and best book and article awards from NCA's Ethnography Division; a Lifetime Achievement Award in Qualitative Inquiry, and two best book awards from the International Center for Qualitative Inquiry at the University of Illinois; a Lifetime Achievement Award from The International Conference of Autoethnography in the UK; Charles Horton Cooley best book award from the Society for the Study of Symbolic Interaction; Robert E. Park Award for outstanding research monograph from the American Sociological Association Section on Communities and Urban Sociology; and the Goodall and Trujillo Award for Narrative Ethnography.

Dr. Ellis has produced two films on Holocaust survivors and published eight monographs, seven edited books, and more than 150 articles, chapters, and essays, including the *Handbook of Autoethnography*; *Evocative Autoethnography: Writing Lives and Telling Stories*; *Final Negotiations: A Story of Love, Loss, and Chronic Illness*; and *The Ethnographic I: A Methodological Novel about Autoethnography*,

She has presented keynote addresses and facilitated workshops in sixteen countries at numerous institutions, including several sessions for the Qualitative Research Summer Intensive. She is a founder and co-editor of the *Writing Lives: Ethnographic Narratives* book series (Routledge) and takes an active role in the International Association of Autoethnography and Narrative. Happily retired, she lives in Safety Harbor, Florida and Franklin, North Carolina with her partner Art Bochner and their rat terrier companion Malee.

### **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. He is also a David M. Rubenstein Fellow at the Brookings Institution (Washington, D.C.). His research focuses on social capital, health inequities, Black men's health and health promotion and disease prevention interventions for chronic diseases. Dr. Gilbert utilizes his CBPR skills to develop and evaluate community-based projects focused on health and education inequities Black communities in urban and rural settings. Dr. Gilbert's research portfolio includes mixed methods approaches to answer research questions regarding the intersections of race, class and gender. His work has also involved understanding the role of social and health care policies on health outcomes; access and use of health care services; understanding the role of education on psychological development of Black males; the role of racial equity tools to influence local and county policy change; and most recently understanding how vulnerable populations in Missouri have been affected by COVID-19 and how changes in systems, structures, laws and policy exacerbate vulnerability or provide protection to those communities. His work also focuses on community and organizational change to achieve health equity, which includes building research collaborations to address emerging and systemic inequities in health.

Dr. Gilbert 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. He has published widely across peer-reviewed journals, book chapters, evaluation reports, and op-eds.

As a ResearchTalk scholar, Gilbert has taught at two professional development events, the Qualitative Research Summer Intensive and Qualitative Inquiry for HBCU/MSI Researchers. In addition to the “Learning from Marginalized Voices via Community-based Participatory Research” class, Gilbert has also taught “Photovoice: Powerful Images That Communicate Current Realities to Direct Social Change.”

### **Catherine Gillotti**

**Catherine M. Gillotti** (PhD, University of Kentucky) is a Professor of Communication in the Department of Communication and Creative Arts and has been a faculty member at Purdue University Northwest for 25 years. She is the Associate Dean for Undergraduate Studies for the College of Humanities, Education, and Social Sciences. She also has held administrative appointments as the Graduate Program Coordinator and the Basic Course Director. Her research agenda primarily focuses on the study of patient-provider interactions and health outcomes. She has published in the *Handbook of Health Communication*, and the journal *Social Science and Medicine*. While her publications and conference presentations mainly focus on the study of bad news delivery in the health care context, she also studies and writes about gender and interpersonal relationships.

### **Alison Hamilton**

**Alison B. Hamilton, Ph.D., M.P.H.**, a VA Research Career Scientist and 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), 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. 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* and on the editorial boards of *Implementation Science* (BMC), *Women’s Health Issues* (Elsevier), and *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 two recent articles that provide an overview of the *Sort and Sift* approach: “Sort and Sift, Think and Shift: Let the Data Be Your Guide: An Applied Approach to Working with, Learning from, and Privileging Qualitative Data” – 2021 (<https://nsuworks.nova.edu/tqr/vol26/iss6/20/>), and “The Sort and Sift, Think and Shift Analysis Method” in Richards, K. A., Hemphill, M. A., & Wright, P. M. (Eds.) (forthcoming) *Qualitative research and evaluation in physical education and sport pedagogy*, Jones & Bartlett Learning. She is also a co-author on Dr. Ray Maietta’s *Sort and Sift, Think and Shift* (forthcoming, Guilford).

## 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. Ray has co-authored two recent articles with the ResearchTalk consulting team that provide an overview of the *Sort and Sift* approach: "Sort and Sift, Think and Shift: Let the Data Be Your Guide: An Applied Approach to Working with, Learning from, and Privileging Qualitative Data" – 2021 (<https://nsuworks.nova.edu/tqr/vol26/iss6/20/>) and "The Sort and Sift, Think and Shift Analysis Method" in Richards, K. A., Hemphill, M. A., & Wright, P. M. (Eds.) (forthcoming) *Qualitative research and evaluation in physical education and sport pedagogy*, Jones & Bartlett Learning. More than 30 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.

## Paul Mihás

**Paul Mihás** is the Assistant Director of Qualitative and Mixed Methods Research at the Odum Institute for Research in Social Science at the University of North Carolina at Chapel Hill and a senior consultant with ResearchTalk Inc. He has taught qualitative methods at the Global School in Empirical Research Methods (GSERM) at the University of St. Gallen, Switzerland and the University of Ljubljana, Slovenia for 10 years. He has also served as instructor at the ICPSR Summer Program in Quantitative Methods of Social Research and as a mentor at ResearchTalk's Qualitative Data Analysis Camp and Qualitative Writing Camp.

Recent publications include chapters on qualitative data analysis in the *Oxford Encyclopedia of Qualitative Research Methods in Education* (2019) and in *Research Design and Methods: An Applied Guide for the Scholar-Practitioner* (SAGE, 2019). He is a co-author of two articles that provide an overview of the *Sort and Sift* approach: “Sort and Sift, Think and Shift: Let the Data Be Your Guide: An Applied Approach to Working with, Learning from, and Privileging Qualitative Data” – 2021 (<https://nsuworks.nova.edu/tqr/vol26/iss6/20/>) and “The Sort and Sift, Think and Shift Analysis Method” in Richards, K. A., Hemphill, M. A., & Wright, P. M. (Eds.) (forthcoming) *Qualitative research and evaluation in physical education and sport pedagogy*, Jones & Bartlett Learning. A chapter on “Qualitative Research Methods: Approaches to Qualitative Data Analysis,” is forthcoming in the fourth edition of the *International Encyclopedia of Education*.

### **Wilson Palacios**

**Wilson R. Palacios** (PhD, University of Miami) is an Associate Professor of Criminology in the School of Criminology & Justice Studies at the University of Massachusetts Lowell while also serving as the Criminal Justice Master’s Program Coordinator. For 26 years, Dr. Palacios’s primary teaching areas are: (1) Criminological Theory, (2) Race, Crime & Gender, (3) Substance Use, Misuse, & Abuse, (4) Qualitative Research Methods I, (5) Qualitative Research Methods II, and (6) Qualitative Data Analysis. His research foci have always centered for People Who Use Drugs (PWUDs), Active Non-incarcerated Criminal Offenders, and Community Engaged Research. Recently, Dr Palacios has served as either PI, CO-PI, or consultant on several federally funded research projects responsible for a series of both peer and non-peer reviewed research articles and community /conference presentations.

### **Cheryl Poth**

**Cheryl Poth, PhD** is a Professor and award-winning instructor and author in the Centre for Research and Applied Measurement and Evaluation in the Faculty of Education at the University of Alberta in Canada. She is co-founder and lead of the Alberta Community and Clinical Evaluation and Research Team, 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. For over ten years as a scholar at ResearchTalk’s Qualitative Research Summer Intensive, she has taught short courses on qualitative and mixed methods research. As an active member of the global mixed methods research community, she served as fourth president of the Mixed Methods International Research Association and has delivered invited talks and workshops on four continents. Her current editorial roles involve as associate editor of the *Journal of Mixed Methods Research* (Sage) and 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 is currently working on the 5th edition. She is editor of the forthcoming *The SAGE Handbook of Mixed Methods Research Design*. Her books *Innovation in Mixed Methods Research: Guiding Practices for Integrative Thinking with Complexity* (2018, Sage) and *Research Ethics* (2021, Sage) are inspired by the dilemmas she hears in the field by learners.

### **Rashawn Ray**

**Dr. Rashawn Ray** is a Senior Fellow at The Brookings Institution. He is also a Professor of Sociology and Executive Director of the Lab for Applied Social Science Research (LASSR) at the University of Maryland, College Park. He is one of the co-editors of *Contexts Magazine: Sociology for the Public*. Formerly, Ray was a Robert Wood Johnson Foundation (RWJF) Health Policy Research Scholar at the University of California, Berkeley and he currently serves on the National Advisory Committee for the RWJF Health Policy Research Scholars Program.

Ray regularly testifies at the federal and state levels on racial equity, policing and criminal justice reform, health policy, wealth, and family policy. Ray has published over 50 books, articles, and book chapters, and roughly 50 op-eds. He has written for *Washington Post*, *New York Times*, *Business Insider*, *Newsweek*, *NBC News*, *The Guardian*, *The Hill*, *Huffington Post*, *The Conversation*, and *Public Radio International*. Ray has appeared on *CNN*, *MSNBC*, *Fox*, *BBC*, *CBS*, *C-Span*, *PBS*, *NPR*, *HLN*, and *Al Jazeera*. His research is cited in *Washington Post*, *Associated Press*, *Bloomberg*, *Financial Times*, *The Root*, and *The Chronicle*. Previously, Ray served on the 50<sup>th</sup> Anniversary of the March on Washington Planning Committee and the Commission on Racial Justice with Alpha Phi Alpha Fraternity, Inc.

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. His academic articles have appeared in the *American Journal of Sociology*, *Science Advances*, *Social Science Research*, *Ethnic and Racial Studies*, *Du Bois Review*, and the *Annual Review of Public Health*. Ray's books include *How Families Matter: Simply Complicated Intersections of Race, Gender, and Work* (with Pamela Braboy Jackson) and *Race and Ethnic Relations in the 21<sup>st</sup> Century: History, Theory, Institutions, and Policy*, which has been adopted over 40 times in college courses. He is on Twitter, Instagram, and Facebook at @SociologistRay.

As a ResearchTalk scholar, Ray has taught at QRSI and other ResearchTalk professional development events. He has also served as a consultant on ResearchTalk client projects.

## **Johnny Saldaña**

**Johnny Saldaña** is Professor Emeritus from Arizona State University's School of Film, Dance, and Theatre in the Herberger Institute for Design and the Arts. He has produced 15 books (with selected works translated into Korean, Turkish, and Chinese-Simplified); major titles include:

- *Longitudinal Qualitative Research: Analyzing Change through Time* (AltaMira Press, 2003)
- *The Coding Manual for Qualitative Researchers* (4th ed., Sage Publishing, 2021)
- *Fundamentals of Qualitative Research* (Oxford University Press, 2011)
- *Ethnotheatre: Research from Page to Stage* (Left Coast Press, 2011)
- *Thinking Qualitatively: Methods of Mind* (Sage Publishing, 2015)
- *Writing Qualitatively: The Selected Works of Johnny Saldaña* (Routledge, 2018)
- co-author with the late Miles and Huberman for *Qualitative Data Analysis: A Methods Sourcebook* (4th ed., Sage Publishing, 2020)
- co-author with Matt Omasta for *Qualitative Research: Analyzing Life* (2nd ed., Sage Publishing, 2022)
- editor of *Ethnodrama: An Anthology of Reality Theatre* (AltaMira Press, 2005)
- co-editor with Charles Vanover and Paul Mihas for *Analyzing and Interpreting Qualitative Research: After the Interview* (Sage Publishing, 2022)

Saldaña's methods works have been cited and referenced in more than 30,000 research studies conducted in over 135 countries in disciplines such as education, medicine and health care, technology and social media, business and economics, government and social services, the fine arts, engineering, and the social sciences.

### **Kevin Swartout**

**Kevin Swartout (PhD from The University of North Carolina at Greensboro)** is a Professor in the Department of Psychology and the School of Public Health at Georgia State University in Atlanta, GA. His research focuses on social influence of harassment and violence, as well as trajectories of violent behavior and victimization across the lifespan. He has received early-career awards from the International Society for Research on Aggression, Southeastern Psychological Association, and Georgia State University.

Dr. Swartout has published numerous peer-reviewed research articles and frequently speaks at national and international conferences. He has been a qualitative research consultant with ResearchTalk Inc. for over ten years. In this capacity, he has regularly taught short courses on qualitative and mixed methods research and frequently serves as a scholar at ResearchTalk's Qualitative Research Summer Intensive and as a mentor at ResearchTalk's Qualitative Data Analysis Camps. Dr. Swartout is a co-author on two recently published articles that provide an overview of the *Sort and Sift* approach: "Sort and Sift, Think and Shift: Let the Data Be Your Guide: An Applied Approach to Working with, Learning from, and Privileging Qualitative Data" – 2021 (<https://nsuworks.nova.edu/tqr/vol26/iss6/20/>) and "The Sort and Sift, Think and Shift Analysis Method" in Richards, K. A., Hemphill, M. A., & Wright, P. M. (Eds.) (forthcoming) *Qualitative research and evaluation in physical education and sport pedagogy*, Jones & Bartlett Learning. He is also a co-author on Dr. Ray Maietta's *Sort and Sift, Think and Shift* forthcoming publication.

### **Mark Vagle**

**Mark D. Vagle** is Professor of Curriculum and Instruction at the University of Minnesota. 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 (2018) and third (forthcoming 2023) editions of *Crafting Phenomenological Research* continue to be the leading resource for those interested in a concise introduction to phenomenological research in education and the social sciences. Vagle is currently working on his next book, *Post-Intentional Phenomenology as Contemplative Practice*.