



19th Annual
Qualitative Research Summer Intensive
July 25 - 29 and August 3 - 5, 2022
Courses offered exclusively in online format

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

Course Descriptions (Organized by Date)

JULY 25-26 (two-day courses)

Course: *Doing Qualitative Research Online*

Scholar Instructors: Tony Adams and Kevin Swartout

Dates: Monday-Tuesday, July 25-26

Every day, millions of people use the Internet and social media (e.g., Reddit, Facebook, Twitter, virtual communities) to communicate and relate with others. The COVID-19 pandemic exacerbated this use with an even greater proportion of social interaction moving to online contexts. Understanding the theories and techniques of doing qualitative research in virtual and online contexts is thus necessary to adequately research contemporary social life. Further, doing qualitative research online offers data not otherwise available via other methodologies, which can provide a fuller picture of participants' lived experiences and can be particularly valuable when studying sensitive or stigmatized topics.

This course will focus on the unique methodological characteristics of working with social media, online communities, and other computer-mediated technologies. Topics will include:

- Designing qualitative projects with online data-collection components
- Analyzing qualitative data collected from online contexts
- Identifying ethical challenges of doing qualitative research online
- The benefits and cautions for "insider" and "outsider" positionalities within online communities
- Decision-making criteria specific to online data collection and analysis

Examples will be given throughout from the instructors' own research with computer-mediated technologies, traditional websites, social media, and other online sources.

Course: *Fundamentals of Qualitative Research*

Scholar Instructor: Johnny Saldaña

Dates: Monday-Tuesday, July 25-26

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* (2nd edition, 2022, Sage Publishing).

Course: *Integrated Mixed Methods: Bridging Qualitative and Quantitative Methods and Results*

Scholar Instructor: Alison Hamilton

Dates: Monday-Tuesday, July 25-26

A researcher or research team pursues a mixed methods approach to understand a given topic or phenomenon more deeply when numbers or narratives alone do not provide a complete picture. Combining qualitative and quantitative approaches can enhance conversations about theory and/or inform the evolution of practice and policy. This complex and demanding research paradigm requires knowledge, skill, and expertise in quantitative and qualitative methods, as well as the art of carefully integrating the approaches to and findings from each mode of inquiry.

This course focuses on strategies, tips, and best practices to accomplish this integration in accessible and effective ways, including:

- Rationales to guide decision-making related to study design and execution.
For example:
 - Will the qualitative and quantitative data collection efforts occur concurrently or sequentially, and why?
 - Will either the qualitative or quantitative be privileged or will each contribute equally to answering the research questions and generating the project's final products?
 - How can the mixed methods study be designed to maximize the potential for synergy among the different types of data?
- Conceptual, theoretical, and/or logic models as roadmaps to set the stage for and guide integration
 - How can the model—and the language of the model—be developed to reflect

- interdisciplinary inputs?
- Analytic strategies that advance frameworks and dynamic processes of connecting, building, merging, embedding, and bridging.
For example:
 - The power and role of using data displays and visual diagramming during the analytic process
 - How can tensions in mixed methods results be addressed creatively, to foster meaningful products?

Course: *Make Your Research RESONATE: Crafting Claims and Building Theory in Qualitative Inquiry*

Scholar Instructor: Sarah Tracy

Date: Monday-Tuesday, July 25-26

If you would like to develop a toolbox of practices that can address the (earnest but inappropriate) question of, “but how is your qualitative research generalizable?” this workshop is for you.

Claim-making and theory building amplify the resonance and translation of qualitative research. This workshop introduces qualitatively focused heuristic tools that help participants craft their data into claims that have theoretical and practical impact for key stakeholders – whether these audiences are academic colleagues, grant funders, committee members, or journal article reviewers.

The following workshop exercises will enable participants to understand the heuristic tools and apply them in their own work:

- Engaging claim-making and theory building worksheets that lead to an iterative and phronetic (wise) analysis
- Practicing open coding, in vivo coding, creating a qualitative codebook, and differentiating between first- and second-level codes
- Crafting specific claims that resonate and transfer to a variety of settings
- Exploring and practicing iterative writing and a formula for being “interesting”
- Learning tips for crafting qualitative research that fully engages and connects with intended audiences

This course is designed for those new to qualitative methods as well as experienced researchers who want to deepen their analyses or refine their techniques for teaching qualitative interpretation and analysis.

Resources for this workshop will come, in part, from S. Tracy’s *Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact, 2nd Ed.* (2020, Wiley-Blackwell) and from Huffman and Tracy’s “Making Claims that Matter: Heuristics for Theoretical and Social Impact in Qualitative Research” (2018), *Qualitative Inquiry*.

JULY 27 (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 27

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 provide you with a checklist and action plan as you conduct fieldwork:

- *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: *Engaging Spirituality in Qualitative Inquiry*

Scholar Instructor: Crystal Fleming

Date: Wednesday, July 27

Detailed course description to follow

Course topics include:

1. Spirituality, Black Feminist Praxis and Indigenous Epistemologies
2. Practicing Reflexivity through Mindfulness
3. Designing Research on Spiritual Beliefs and Practices

Course: *Moving toward Presentation and Publication: Principles and Practical Steps*

Scholar Instructor: Sarah Tracy

Date: Wednesday, July 27

How can you present and publish your research so that it is useful and valuable to others? In this one-day course, we will tackle this question head-on, delivering principles and practical steps for publication and presentation. Among other topics, we will discuss the key aspects that go into qualitative research reports, how to deal with common challenges in publishing and presentation, and ways to frame your research for key audiences so that it is heard as interesting, significant, and valuable.

Anticipated outcomes include the following. Participants will:

1. Understand the common challenges of writing qualitative inquiry for journal publication and tips for overcoming them.
2. Consider the rule of utility in terms of how to craft the most appropriate research representation. E.g., do you want to change a policy? A theory? A practice? A politic?
3. Consider audience first, including strategies for “being interesting” and significant to key audiences.
4. Learn how to craft key aspects of a qualitative research report -- including the abstract, rationale, literature review / conceptual framework, methods, findings, and implications.
5. Explore ways to craft qualitative presentations that both SHOW and TELL.
6. Discuss how to incorporate artistic and visual qualitative approaches such as drawings, photos, qualitative models, word clouds.
7. Brainstorm the most receptive outlets for your research, including alternative representations outside of the scholarly journal article
8. Know how to begin considering all of this even when the qualitative research is in progress.

Target participants include those new to qualitative methods as well as those experienced who want to improve the visibility, impact, and value of their research representations. Resources for this workshop will come, in part, from S. Tracy’s *Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact, 2nd Ed* (Wiley, 2020) and from Sarah’s history of publishing more than 100 scholarly research reports and presenting qualitative research 350+ times to a variety of scholarly, professional, and pedagogical audiences.

JULY 28-29 (Two-Day Courses)

Course: *Coding and Analyzing Qualitative Data*

Scholar Instructor: Johnny Saldaña

Dates: Thursday-Friday, July 28-29

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* (4th edition, 2021, Sage Publishing).

Course: *End Game: Using Qualitative Data to Maximize Social Justice Research in Policy and Media*

Scholar Instructor: Rashawn Ray

Date: Thursday-Friday, July 28-29

Detailed course description to follow

Course: *Innovations in Rapid Turn-around Qualitative Research*

Scholar Instructor: Alison Hamilton

Date: Thursday-Friday, July 28-29

Rapid turn-around qualitative research is typically characterized by targeted research questions, strategic methods selection, and defined deliverables, due to stakeholders within a short timeframe. In many fields, demand for this type of qualitative research is growing, as are techniques and strategies for conducting this type of research while maintaining depth of inquiry and rigor. This course complements the introductory course that has been offered by ResearchTalk for almost a decade. We begin this course with a concise review of Dr. Hamilton's approach to designing and executing rapid turn-around qualitative research. We will then focus on building additional analytic skills to move beyond early stages of data review and condensation to more emergent and synthesizing techniques for exploring 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, data visualization techniques, and comparisons to other analytic approaches. We will also explore future directions in this type of research.

Participants will be provided with materials and bibliographies to support the practice of rapid turn-around qualitative research. 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>

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

Scholar Instructor: Sharron Docherty

Dates: Thursday-Friday, July 28-29

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 3-4 (two-day courses)

Course: *Applying Qualitative Methods in Implementation Research: Developments and Innovations*

Scholar Instructor: Alison Hamilton

Dates: Wednesday-Thursday, August 3-4

Qualitative methods are central to implementation research, which focuses on integrating evidence-based practices into “real-world” settings and contexts. Historically, implementation scientists have relied primarily on semi-structured interviews to characterize knowledge, attitudes, beliefs, and behaviors of various stakeholders involved in implementation. As the field has evolved, a broader set of qualitative methods has been called upon, with increasing focus on capturing complex implementation phenomena such as adaptations to interventions and strategies, contextual shifts, relationships and power dynamics, change over time, stakeholder engagement, and sustainability.

This course complements the introductory course on implementation research and qualitative methods that has been offered by ResearchTalk for several years. This new course addresses innovations and developments in qualitative methods in implementation research, such as:

- The use of ethnographic methods;
- The application of theoretical/conceptual models in study design, data collection, and data analysis, e.g., how to apply models while maintaining a spirit of qualitative inquiry and emergent discovery;
- Qualitative approaches to multilevel stakeholder engagement; and
- Adaptations of community-based participatory research approaches in implementation science.

Methodological concepts will be illustrated via examples from implementation research in the context of varied settings such as healthcare organizations, educational institutions, and communities. We will also explore future directions in qualitative methods as practiced in implementation 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>

NOTE: Course content assumes working knowledge of implementation science.

Course: *Demystifying the Qualitative Dissertation*

Scholar Instructors: Glenda Prime and Virginia Byrne

Dates: Wednesday-Thursday, August 3-4

The attrition rate from doctoral programs nationally is between 40-50 percent. Many students get lost in a dissertation process that is mystifying, unstructured, and without clear guideposts. This situation can be magnified for qualitative dissertations, which are far more open-ended.

This course demystifies the process. Writing a qualitative dissertation that is authentic and contributes to knowledge requires that doctoral students adopt a scholar identity predicated on the ability to transform from a passive consumer of knowledge to an active knowledge producer.

The course will consist of 8 sessions built to guide students through this process.

The first session of this course helps students determine their own positions with respect to knowledge, before focusing on the skills of writing the dissertation. The remaining sessions of the course introduce the skills of conceptualizing, conducting, and reporting on the dissertation research in ways that help the student to conceptualize the dissertation authentically, and write in her or his unique scholarly voice.

Day 1 Sessions

1. Your Scholar Identity: From Passive Information Gatherer to Active Knowledge Producer
2. The Dissertation through the Lens of Your Scholar Identity
3. The Elements of Chapter One
4. Conceptual Frameworks

Day 2 Sessions

1. Writing with the Literature, Not writing the Literature
2. Making Methodological choices: What/Who drives the choice?
3. Crafting the Findings Chapter(s); Your voice, Your story
4. Quality Criteria in Qualitative Research

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

Scholar Instructors: Keith Berry, Tony Adams, and Catherine Gillotti

Date: Wednesday-Thursday, August 3-4

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 ethics, including narrative ownership, narrative privilege, 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. To illustrate the power of narrative inquiry we focus on using it to identify and interrogate connections between LGBTQ identities, relationships, and desires.

To fully capture the story of LGBTQ experiences, we cover the following:

- how sexuality can inform social interaction
- embodiments of sex, gender, and sexuality
- the everyday challenges faced by LGBTQ persons
- 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

When discussing LGBTQ examples, we will offer suggestions for how to apply what we discuss to other topic areas.

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).

Course: *Synthesizing Qualitative Data*

Scholar Instructors: Johnny Saldaña and Matt Omasta

Date: Wednesday-Thursday, August 3-4

After qualitative data have been collected and initially analyzed, we are faced with the larger task of making meaning across numerous narratives and expanding ideas. This course provides strategies for data synthesis—that is, moving into advanced qualitative data analysis and integrative theory building.

The workshop will address:

- Analytic heuristics (categories, themes, assertions, propositions, concepts)
- Analytic write-ups (memos, vignettes)
- Data analytic display-making (matrices and diagrams)
- Theory development

We will make use of an analytic synthesis matrix that outlines approaches for integrating meaningful ideas and making sense of data. These methods are transferable to any discipline including business, education, the social sciences, and health care.

Workshop content is derived from Saldaña's methods texts including *The Coding Manual for Qualitative Researchers* (4th edition, 2021, Sage Publishing), the co-authored *Qualitative Data Analysis: A Methods Sourcebook* (4th ed., 2020, Sage Publishing), and Saldaña & Omasta's *Qualitative Research: Analyzing Life* (2nd edition, 2022, Sage Publishing).

AUGUST 5 (one-day courses)

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

Scholar Instructors: Alison Hamilton and Ray Maietta

Date: Friday, August 5

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

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

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

Course: *Equity-Centered Approaches to Qualitative Research*

Scholar Instructor: Kristin Black

Date: Friday, August 5

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 oppressed and historically privileged groups in the United States. In order 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 collecting and analyzing qualitative data utilizing approaches that uplift equity and don't reinforce structural discrimination in qualitative inquiry.

Topics that will be covered include:

- Considering (mis)alignment of participant-researcher social identities (e.g., race/ethnicity, gender identity, sexual orientation, education level, income level)
- Importance of framing interview questions

- Approaching communities you have not previously worked with
- Equitable participant incentives
- Considerations for how and where the participant-researcher exchange takes place
- Walking in and out of relationships with participants
- Opportunities to engage participants after data collection
- Viewing the data from a systems-level perspective
- 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: *Researcher Subjectivity in Qualitative Inquiry: Making Social Research Complex, Ethical, and Accessible*

Scholar Instructor: Tony Adams

Date: Friday, August 5

The goal of this workshop is to examine the utility and importance of researcher subjectivity in qualitative inquiry and social research, and to show how subjectivity can make more complex and accessible social research possible.

We will examine the history and state of researcher subjectivity in qualitative inquiry, outline the purposes and practices of including the researcher's subjectivity in social research, and identify ethical issues tied to using subjectivity in our studies. We will conclude by discussing nuanced ways to evaluate texts that use the researcher's subjectivity.

Ample time will be provided for participants' questions about and experiences with including subjectivity in research.

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. At NEIU, he served as the Director of Graduate Studies (2011-2014) and as Chair of the Department of Communication, Media and Theatre (2014-2017). 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 and 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, the Autonomous University of Aguascalientes, and the Universidad de Santiago de Chile. 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 and the Director of Graduate Studies 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*, 11th 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's career commitment is to utilize 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 project manager 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 (an 18-year-old community-medical-academic partnership), board member of Sisters Network Greensboro NC, vice chair of the Gillings' Alumni Association Advisory Board, member of the Gillings' Public Health Foundation Board, and president-elect 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 3-year-old daughter and 8-year-old pitbull/cattle dog.

Virginia Byrne

Virginia L. Byrne, Ph.D., is an Assistant Professor of Higher Education at Morgan State University in the School of Education and Urban Studies. Dr. Byrne earned her M.S. from Florida State University and her Ph.D. from University of Maryland, College Park. Dr. Byrne's work investigates how social media and instructional technology are changing how we teach, learn, and connect. Through her professional development programs and courses, she supports educators in both PK12 and higher education contexts to reflect on the affordances and concerns of incorporating technology into the learning environment. Dr. Byrne has supported and led grant-funded, mixed methods research projects focused on incorporating novel technologies into public school classrooms, supporting teachers throughout the stressful pandemic, and designing policies and procedures for responding to instances of cyberbullying and online harassment on college campuses. You can learn more about Virginia and her research at www.virginialbyrne.com or follow her on Twitter at <https://twitter.com/VirginialByrne>.

Sharron Docherty

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

Dr. Docherty is currently Co-PI on two federally funded research studies, *Peer i-Coaching for Activated Self-Management Optimization (PICASO) in Adolescents and Young Adults with Chronic Conditions* (NIH-NINR; R01 NR018379-01) and, *PCplanner: Operationalizing Needs-focused Palliative Care for Older Adults in Intensive Care* (NIH-NIA; R01 AG058915-01A1). She has served on numerous federal grant review panels, including NIH NINR-NRRC, NCI, NIMHHD, and special review panels for RFAs/PAs/FOAs (e.g., The Influence of the Microbiome on Preterm Labor and Delivery; Palliative Care Research Cooperative: Enhancing Sustainability Building, Science of Palliative Care; Improving Outcomes for Pediatric, Adolescent and Young Adult Cancer Survivors (U01); Centers of Excellence in Self-Management), as well as foundation and private review panels. She is the Assistant Dean for the PhD Program at the Duke University School of Nursing and has taught graduate level courses in qualitative and mixed methods. She has also served as co-faculty in the Summer Institutes in Qualitative Research offered through the Center for Lifelong Learning at the University of North Carolina at Chapel Hill.

As a ResearchTalk/Odum scholar, Dr. Docherty has taught the "Designing a Qualitative Inquiry Project" and "Writing Effective Qualitative and Mixed-Methods Research Proposals" courses at QRSI and ResearchTalk's professional development series.

Crystal Fleming

Adapted from <http://www.crystalflaming.com/bio.html>

Crystal Marie Fleming is a critical race sociologist, the author of three books and an internationally recognized expert on racism and antiracism. Her work empowers people of all backgrounds to become change agents and dismantle white supremacy. She is Professor of Sociology and Africana Studies

at SUNY Stony Brook where she teaches undergraduate and graduate courses on racism and ethnic relations, sociological theory and qualitative methods. Dr. Fleming's passion for speaking truth to power and promoting social transformation infuses her scholarship, writing and pedagogy. She earned a Ph.D. and a master's degree in Sociology from Harvard University and graduated with honors in Sociology and French from Wellesley College. Her research appears in leading journals such as *Social Problems*, *The Sociology of Race and Ethnicity*, *Ethnic and Racial Studies*, *Poetics*, *Du Bois Review: Social Science Research on Race* and *Mindfulness*.

Her first book ***Resurrecting Slavery: Racial Legacies and White Supremacy in France*** (Temple University Press, 2017) uses critical race theory and qualitative research to significantly advance scholarship on racism in France and Europe. The book marshals ethnographic data, archival research and in-depth interviews with French activists and Afro-Caribbean descendants of slaves to consider how commemorations of enslavement and abolition both challenge and reproduce the racial order. Her critically acclaimed primer, *How to Be Less Stupid About Race: On Racism, White Supremacy and the Racial Divide* (Beacon Press, 2018), combines memoir, critical race theory, social commentary and satire to debunk common misconceptions about racism. The book earned a starred Kirkus review and has been widely praised as essential anti-racist reading by everyone from *Publisher's Weekly* to *Bustle*, *ESPN/The Undeclared* to the *Los Angeles Lakers*, *Buzzfeed*, *Harvard's Kennedy School of Government* and *MarketWatch*. Dr. Fleming's latest book, *RISE UP! How You Can Join the Fight Against White Supremacy*, is a YA nonfiction work that explores the roots of racism and its modern-day legacies while empowering young people with actionable ways to create a more just and equitable world. It will be published in October of 2021 by Henry Holt for Young Readers. She is currently co-editing a fourth book, *Beyond White Mindfulness: Critical Perspectives on Racism, Health and Wellbeing*, forthcoming with Routledge, that informs her QRSI 2022 course. She is also completing a fifth project, *Words to Remake the World: A People's Dictionary for Social Change*, under contract with Beacon Press.

A public intellectual known for her frank talk and insouciant humor, Crystal's provocative writing, lectures and workshops engage a wide array of scholarly and social topics, from racism and white supremacy to pop culture, spirituality, feminism, sexuality and philosophy. Her work and commentary are regularly featured in a range of national and international media, including *Courrier International*, *The Sunday Times*, *France24*, *Agency France Presse*, *Newsweek*, *Vox*, *Black Agenda Report*, *The CBS Sunday Morning Show*, *The Root*, *NPR*, and the *New York Times* among others. She is represented by literary agent Michael Bourret and Outspoken Agency for keynotes and speaking engagements.

Dr. Fleming is also a bold, dynamic and influential voice on Twitter with over 60,000 followers and millions of readers. Her tweets on racism and politics are frequently cited in outlets such as *The LA Times*, *The Nation*, *Hip Hop Wired*, *The New Republic*, *Washington Post*, *Al Jazeera*, *Blavity*, *USA Today* and *BET*.

Born in Chattanooga, Tennessee, Dr. Fleming grew up on the East Coast in the suburbs of Philadelphia. She now resides with her partner and their wise, adorable cat in New York City.

Crystal is a sought-after speaker and a dynamic and influential voice on Twitter with over 50,000 followers and millions of readers.

Catherine Gillotti

Catherine M. Gillotti (PhD, University of Kentucky) is an Associate 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 a recently published article that provides 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" (<https://nsuworks.nova.edu/tqr/vol26/iss6/20/>). 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 just co-authored an article with the ResearchTalk consulting team that provides 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” (<https://nsuworks.nova.edu/tqr/vol26/iss6/20/>). More than 25 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.

Matt Omasta

Matt Omasta is Professor of Theatre Arts and Associate Dean of the Caine College of the Arts at Utah State University. He is author of *Qualitative Research: Analyzing Life* (with Johnny Saldaña, Sage Publishing, 2nd edition, 2022), and texts employing qualitative inquiry including *Play, Performance, and Identity* (with Drew Chappell, Routledge, 2015), *Playwriting and Young Audiences* (with Nicole B. Adkins, Intellect, 2017), and *Impacting Audiences: Methods for Studying Change* (with Dani Snyder-Young, Routledge, 2022). He has published numerous articles in journals including the *International Journal for Education and the Arts*, *Research in Drama Education: The Journal of Applied Theatre and Research*, *Performance Matters*, *Theatre Topics*, *Youth Theatre Journal*, *Theatre for Young Audiences Today*, and *Teaching Theatre*. His research has been recognized by awards from the American Educational Research Association, the American Alliance for Theatre and Education, and the Educational Theatre Association, among others.

Omasta is a returning QRSI scholar, again co-teaching “Synthesizing Qualitative Data” with Johnny Saldaña.

Glenda Prime

Glenda M. Prime is the Dean of the School of Education and Urban Studies at Morgan State University. Prior to her appointment as Dean in 2019, she served as the chair of the Department of Advanced Studies, Leadership and Policy, a department with over 500 doctoral and masters' students in various specializations in the field of education. Dr. Prime has over twenty years' experience teaching qualitative research methods to graduate students at two institutions. She has supervised dozens of doctoral dissertations, both qualitative and quantitative. One of her doctoral advisees was the 2009 winner of the National Association of Teacher Educators' Best Dissertation Award. Herself a science educator, Dr. Prime's research interest is in the racialized experiences of African American learners in K-12 STEM education. Her most recent publication is an edited volume titled, *Centering Race in the STEM Education of African American Learners* (New edition 2019, Peter Lang Inc., International Academic Publishers).

As a ResearchTalk/Odum scholar, Dr. Prime has taught at QRSI and other ResearchTalk professional development events.

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 50th 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 21st 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 (ASU) School of Film, Dance, and Theatre in the Herberger Institute for Design and the Arts, where he taught from 1981 to 2014. He received his BFA in Drama and English Education in 1976, and MFA in Drama Education in 1979 from the University of Texas at Austin.

Saldaña is the author of *Longitudinal Qualitative Research: Analyzing Change through Time* (AltaMira Press, 2003); *The Coding Manual for Qualitative Researchers* (4th ed., Sage Publishing, 2021; translated into Korean, Turkish, and Chinese-Simplified); *Fundamentals of Qualitative Research* (Oxford University Press, 2011); *Ethnotheatre: Research from Page to Stage* (Left Coast Press, 2011); *Thinking Qualitatively: Methods of Mind* (Sage Publishing, 2015); a commissioned title for Routledge's World Library of Educationalists Series, *Writing Qualitatively: The Selected Works of Johnny Saldaña* (Routledge, 2018); co-author with the late Matthew B. Miles and A. Michael Huberman for *Qualitative Data Analysis: A Methods Sourcebook* (4th ed., Sage Publishing, 2020); co-author with Matt Omasta for *Qualitative Research: Analyzing Life* (2nd ed., Sage Publishing, 2022); co-editor with Charles Vanover and Paul Mihos for *Analyzing and Interpreting Qualitative Research: After the Interview* (Sage Publishing, 2022); and the editor of *Ethnodrama: An Anthology of Reality Theatre* (AltaMira Press, 2005).

Saldaña's methods works have been cited and referenced in over 23,000 research studies conducted in over 135 countries, in disciplines such as K-12 and higher education, medicine and health care, technology and social media, business and economics, government and social services, the fine arts, the social sciences, human development, and communication.

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

Saldaña has taught for over 10 years as a ResearchTalk/Odum scholar, offering 10 unique courses at QRSI and other ResearchTalk professional development events.

Kevin Swartout

Kevin Swartout (PhD, 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 a recently published article that provides 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" (<https://nsuworks.nova.edu/tqr/vol26/iss6/20/>). He is also a co-author on Dr. Ray Maietta's *Sort and Sift, Think and Shift* forthcoming publication.

Sarah Tracy

Dr. Sarah J. Tracy (Ph.D., University of Colorado, 2000) is Professor of qualitative methodology and organizational communication in The Hugh Downs School of Human Communication at Arizona State University, in Tempe, AZ, United States. She has led over 75 keynotes and workshops around the world for students, professors, and professionals in multiple disciplines related to her research. Sarah created the "Eight big-tent criteria" model for excellent qualitative research and is author of *Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact* (2nd ed., 2020, Wiley), a YouTube channel called *Get Your Qual On*, and more than 100 scholarly monographs. She has been named Distinguished Scholar by The National Communication Association and Distinguished Teacher by The Western States Communication Association. She aims to provide people with relatable and actionable tips that they can use to immediately improve the quality, efficiency, impact, and enjoyment of their research. She approaches research from a use-inspired standpoint and endeavors toward creating scholarship that inspires wisdom, compassion, transformation, and well-being.

Publications, open scholarship, an occasional blog, YouTube channel, and more information:

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<https://twitter.com/SarahJTracy>

Dr. Tracy has been a ResearchTalk/Odum scholar for over 7 years, covering topics that span all stages of a qualitative project.