

Call for Proposals for the Edited Volume

Analyzing and Interpreting Qualitative Data: After the Interview

Co-edited by

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Book Description

The purpose of *Analyzing and Interpreting Qualitative Data: After the Interview* is to provide readers with guidance and methods for transcribing, analyzing, and interpreting interview data. The book's goal is to provide a how-to guide for using data through the qualitative life cycle from the conclusion of substantial fieldwork to the beginning of formal research writing. Each chapter will discuss critical issues in the analysis and interpretation of qualitative research data.

After the Interview is envisioned as a co-edited collection of separately authored chapters organized around the same structure. Each chapter will provide novice and seasoned researchers with pragmatic, how-to strategies for the following topics:

- Planning for Analysis and Interpretation
- Framing and Reframing
- Interview Transcription Strategies
- Coding and Categorizing Strategies
- Reflection and Analytic Memo Strategies
- Interpretation Strategies
- Arts-Based Strategies
- Write-up Strategies

After the Interview will walk readers through key decision-making points in their analytic process, beginning with developing a plan of action and then moving through methods for framing, data management, and transcription. The book will then discuss practices for engaging analytically with data, such as coding and memo writing. It will conclude by discussing methods and practices for interpretation and writing to help the reader move beyond description and identify thematic and synthesized insights. Chapter contributors will be asked to provide condensed exemplars that share pragmatic strategies on what they have learned from engaging in a particular qualitative research practice.

The mix of methodological and empirical content we intend to develop in *After the Interview* is explicitly designed to help researchers choose appropriate methods, practices, and strategies for qualitative data analysis and interpretation. Each chapter will be based on an empirical study by the individual author(s), but that study will not be the major focus the text. The chapters are intended to provide clear guidance and information on why readers might, for example, choose an arts-based lens or synthesize codes and memos to develop themes. Editing for the book will be aimed at producing a useful and insightful text regarding methodological decision-making.

The CFP begins with a discussion of the timelines for the project, discusses the content and organizational structure of the proposed chapters, provides a draft table of contents, and describes the process for submitting an abstract.

Chapter Submission and Development Process

The editors intend to deliver a set of complete, blind reviewed chapters to SAGE on 6/1/2020 for publication on 1/1/2021. The dates listed after 1/1/2020 are goals; once chapters are submitted there will likely be some flexibility in the deadlines for editing and peer-reviewing.

- **8/05/2019** The call for proposals will be posted on SAGE Methodspace and a variety of social media outlets. This document will contain the names of the authors of a set of pre-accepted chapters and a set of open slots for submissions from the field. Authors of field-based submissions will be asked to submit a structured abstract as well as a paper or dissertation chapter that describes the empirical study they will discuss in their proposed chapter (see below).
- **9/01/2019** The editors will stop accepting field-based proposals.
- **9/15/2019** The authors of field-based proposals will receive acceptances/rejections. All accepted Contributors will sign contracts with SAGE.
- **10/15/2019** The editors will work with accepted authors to create a set of submissions on analyzing and interpreting qualitative interview data for the International Congress of Qualitative Inquiry (ICQI)
- **1/01/2020** All authors will submit their first draft to the editors.
- **2/15/2020** All authors will receive their edited chapter back from the editors for revision.
- **3/15/2020** Revised/approved chapters will be sent to SAGE for blind peer review.
- **5/01/2020** Authors will receive their peer review from SAGE.
- **5/15/2020** Interested authors will meet at the ICQI 2020 to present and put the final touches on their chapters.
- **6/01/2020** All chapters turned over to SAGE.
- **1/01/2021** Book published.
- **5/21/2021** Catered contributor party at ICQI.

Content

All contributors for *After the Interview* will be required to organize their chapters according to the six major sections described in the template, below. Authors are free to organize material within these sections in the way that best suits the communicative demands of their topic; they do not have to rigidly follow the sub-headings. Authors are encouraged, but not required, to include copyright-free, black and white photos, figures, and diagrams. All chapters will be edited to maximize the conceptual flow within and between sections and to avoid repetition. Each chapter is intended to provide clear guidance and information about how and why readers might engage in particular forms of analysis and interpretation. Each chapter will follow the formatting suggestions, below.

Each chapter contains the following pedagogical content

- Each author will use one of his/her own research projects as a case study of the method described.
- Each author will be required to discuss *how to* conduct the specific analytic method profiled for comparable studies.

- Each chapter will conclude with three questions/activities to prompt small group or whole class discussion.

Each chapter must be no more than 5000 words, excluding references, and each chapter must follow the guidance in the Template.

Template

- I. **Chapter Introduction and Brief Literature Review** (approx. 500-1000 words)
 - a. Discuss the method/practice and review the core research studies that guide/ground the author's use of a set of methods and practices.
 - b. Advocate for the worth of the particular method/practice and discuss why it is valuable for thoughtful qualitative analysis and interpretation.
 - c. Preview several relevant methods or practices and discuss decision-making strategies that might lead to their application.
 - d. Please focus on studies that are useful rather than attempt to survey the field.

- II. **Exemplar** (approx. 1000-1500 words)
 - a. Discuss a research experience or set of experiences using the method/practice/strategy within a specific empirical study.
 - b. Focus on the method/practice/strategy rather than the study itself.
 - c. Create narratives that describe the author's experience using the method/practice and discuss critical decisions made during the research process.
 - d. Describe how the method/practice/strategy connects to the study's published findings.

- III. **Methods/Practices and Their Use** (approx. 2000-3000 words)
 - a. Build on the discussion in the Exemplar and describe a set of methods/practices that are useful to readers. These tools for qualitative analysis may have been used in the Exemplar study, but Contributors are not limited to those methods/practices. What matters is their usefulness for this stage of the qualitative life cycle.
 - b. Use APA format headings to divide this section into subsections that describe individual methods, practices, and/or strategies.
 - c. Discuss when and why this method or practice is most appropriate or effective.
 - d. Discuss how the completed analysis might support particular types of arguments and/or claims in future published work. Thus, contributors must connect analysis and interpretation to research writing.
 - e. Discuss strategies for responding to participant and researcher bias and honoring diversity.

- IV. **Concluding Guidance** (approx. 500 words)
 - a. Review the benefits and challenges of using these methods/practices to engage in incisive qualitative inquiry.
 - b. Present advice on how to thoughtfully use these methods and practices.

V. Questions and Exercises

- a. Create a set of 2 questions to support discussion in the classroom and in study groups and one major exercise/activity that encourages students to interact with qualitative data. One question might ask students to examine further readings in the chosen method.

VI. Chapter References**Format of Chapters**

All chapters should be delivered with consecutively numbered pages of double-spaced text using a single typeface with 1” margins on all sides; right margin not justified; callouts in text indicating placement of Illustrations; footnotes grouped as endnotes at the end of each chapter.

All chapters shall be provided in digital form, text in Microsoft Word format preferred; digital versions of Illustrations, where available; each chapter and each Illustration in a separate digital file on appropriately labeled digital file(s).

Authors should reasonably comply with the additional instructions and guidelines contained in “**How to Prepare Your Manuscript for Publication, A Guide for Authors,**” available at the publisher’s website (<http://www.sagepub.com/resources/manuscripts.pdf>)

**Analyzing and Interpreting Qualitative Data:
After the Interview: Table of Contents**

Below is a brainstormed list of possible contents at this stage of the project’s development. This list contains the proposed titles of open chapters that might be submitted from the field and titles of invited chapters and their author(s). It is possible that one of the three co-editors may assume a “Contributor TBI [to be invited]” role if a suitable author cannot be secured. The co-editors may negotiate an alternative chapter topic if an author presents a different yet intriguing idea for consideration. We anticipate that the titles within each section to evolve through the book development process.

The book’s 22 proposed chapters at 5000 words each, plus the section introductions, concluding chapter, and references will total approximately 120,000-135,000 words.

Contents**List of Displays****Acknowledgements****About the Co-editors and Contributors**

Introduction to the Edited Volume—Charles Vanover, Johnny Saldaña, and Paul Mihas (The co-editors introduce to readers the purpose and goals of *Analyzing and Interpreting Qualitative Data: After the Interview*, and provide our audiences with a summative overview of the sections and chapters in the book. We clarify terminology and briefly address current trends in qualitative data analysis (e.g., technology, arts-based approaches, eclecticism). We then offer readers a suggested “road map” for how to use the book’s contents for various methodologies of qualitative inquiry.)

Section 1: Preparing for Analysis and Interpretation (The co-editors believe that qualitative data analysis requires thoughtful planning. The analytic process must be theoretically framed according to the study design decisions made by the researcher. In this section we provide readers guidance with preliminary decision-making in analytic approaches and data management. We devote the necessary space to discuss the philosophical foundations of qualitative methodology and how they influence and affect the consequent analysis and interpretation of participant data.)

- Introduction—Charles Vanover and Johnny Saldaña
- Chapter 1: Planning for Analysis and Interpretation—Contributor Invitation Sent
- Chapter 2: Data Management through Software—Contributor Invitation Sent
- Chapter 3: Framing and Reframing—Contributor Invitation Sent
- Chapter 4: Design and Redesign—Contributor Invitation Sent

Section 2: Interview Transcription Strategies (Though some perceive interview transcription as a mundane and mechanical chore, the co-editors propose that transcription is a rich analytic act, requiring detailed attention to purpose and nuance. In this section, chapters provide both utility and provocation in how digital recordings are transformed into digital print. Co-editor Charles Vanover, a prolific interviewer in education topics, offers his expertise in this section.)

- Introduction—Charles Vanover and Johnny Saldaña
- Chapter 5: Theories and Practices of Transcription from Discourse Analysis—Contributor Invitation Sent
- Chapter 6: Voice to Text: Automating Transcription—Contributor Invitation Sent
- Chapter 7: Transcription as a Form of Meaning Making—Charles Vanover

Section 3: Strategies for Coding and Categorizing Data (This section will address the more systematic approaches to qualitative data analysis, including the increasing use of software as an analytic tool. The co-editors recognize coding as a practice with over 50 years of use in qualitative inquiry. These chapters provide summative guidance in using codes as evocative symbol systems of meaning.)

- Introduction—Paul Mihas and Johnny Saldaña
- Chapter 8: Using Software in Qualitative Data Analysis—Contributor Invitation Sent
- Chapter 9: Coding System Design and Management—Contributor Invitation Sent
- Chapter 10: A Priori and Inductive Approaches—Contributor Invitation Sent

- Chapter 11: Analyzing and Coding Focus Group and Other Forms of Complex Interview Data—Open Chapter: Contributor TBI

Section 4: Reflection and Analytic Memoing Strategies (Analytic memo writing is a traditional and honored practice for documenting the thinking processes of the data analyst. In this section we offer readers guidance for reflection and reflexivity, including a chapter by co-editor Paul Mihas.)

- Introduction—Paul Mihas and Johnny Saldaña
- Chapter 12: Analyzing Interview Data Within Different Research Designs: Strategies for Highlighting Methodological Variation Between Grounded Theory, Case Study, Phenomenology, and Action Research Designs—Johnny Saldaña
- Chapter 13: Memo-Writing Strategies: Connecting Parts and Whole—Paul Mihas
- Chapter 14: Analytic Memos—Contributor Invitation Sent

Section 5: Interpretive Strategies (The co-editors believe that interpretation follows analysis. Interpretation “rises above the data” to find more transferable applications and conceptual meanings of human experience. After systematic analytic work, the researcher should transcend codes and categories to develop more evocative representations in the form of assertions, themes, and theories. These chapters illustrate how thinking can extend toward these more insightful revelations.)

- Introduction—Paul Mihas and Johnny Saldaña
- Chapter 15: Theming the Data—Contributor Invitation Sent
- Chapter 16: Making Claims—Contributor Invitation Sent

Section 6: Arts-based Practices (This section provides space for emergent forms of interpreting and documenting inquiry through artistic epistemologies. The co-editors believe that the arts are powerful media for presenting and representing participant experiences. The three proposed contributors for this section are considered leading figures in their assigned subtopics.)

- Introduction—Charles Vanover and Johnny Saldaña
- Chapter 17: Visual Approaches—Contributor Invitation Sent
- Chapter 18: Ethnodrama—Johnny Saldaña
- Chapter 19: Poetry—Contributor Invitation Sent

Section 7: Writing-up Practices (This section focuses on how data analytic and interpretive work can be documented in write-ups. Chapters will also address the multiple writing styles of qualitative inquiry, and how researchers can find receptive publication forums for their work. *After the Interview* envisions writing not just as a process but also as a necessary product for scholarly contributions.)

- Introduction—Paul Mihas and Johnny Saldaña
- Chapter 20: Write-up Practices (e.g., descriptive, analytic/formal, critical/advocacy)—Open Chapter: Contributor TBI

- Chapter 21: Participatory Writing: White Papers, Blogs, and Other Interactive Formats)—Open Chapter: Contributor TBI
- Chapter 22: Writing for Publication—Contributor Invitation Sent

Conclusion to the Edited Volume—Paul Mihas, Johnny Saldaña, and Charles Vanover (The co-editors offer summary and synthesis of the analytic and interpretive methods profiled in the book. We offer final recommended guidance for researchers and a brief compendium of resources to learn more about qualitative data analysis.)

Project Glossary

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Project Glossary

The co-editors will work together to standardize terminology for the book. For the initial abstracts, we ask contributors to use the following terms.

Levels of Inquiry:

World views/Paradigms

World views or paradigms refer to ontological/epistemological philosophies and assumptions that underpin qualitative traditions (e.g., constructionism, critical social theory).

Approaches/Traditions

Qualitative approaches or traditions refer to established sets of data collection and analytical practices and strategies that form a coherent system of study (e.g., grounded theory, ethnography).

Methods

Methods refer to specific tools for data collection (e.g., interviews, focus groups, participant observation).

Practices

Practices refer to specific analytical or data-engagement tasks (e.g., in-vivo coding, constructing themes).

Strategies

Strategies refer to practices used for a particular analytic purpose (e.g., using codes and memos to construct themes, using key quotations to develop poems).

Analysis

Analysis, comprised of a set of analytical practices, refers to the detailed accounting and examination of data, both at a nuanced and more holistic level.

Interpretation

Interpretation refers to making meaning of data based on analysis. It can include conceptualizing, thematizing, or other forms of synthesis presenting a condensed understanding across data sources.

Theory

A theory presents linked concepts that explain types, structures, processes, outcomes, or other abstractions based on previous research or constructed during the course of analysis and interpretation.

Payment

All contributors will receive a \$350 credit for books from SAGE, 2 contributors' copies of the published manuscript, and an invitation to the publication party at ICQI on May 15, 2021

How to Submit an Abstract if You were Invited before 7/05/2019

If you were invited to submit by the editors, please send the three co-editors

- The title and author (s) of your chapter
- A two-paragraph abstract of the chapter that contains a reference to the empirical study that will ground your discussion of method
- Any questions or suggestions for the co-editors
- One-paragraph biographies of each author

Please submit your invited abstract by 7/20/2019 in order for your name(s) and chapter title to be listed in the published CFP. The first draft of your chapter will be due 1/01/2020. If you have any questions, please send an email to both Charles Vanover and Paul Mihas.¹

How to Submit an Abstract if You are Submitting a Field-Based Proposal

If you decide to submit an abstract from the field, please submit an abstract to Charles Vanover and Paul Mihas that contains the following information.

- The title of the Section in the Table of Contents where you are submitting your chapter
- The proposed title of your chapter.
 - As discussed above, contributors may submit an abstract for a suggested title in the Table of Contents or they may suggest their own title
- A two-paragraph abstract that describes the major methods and practices discussed in your proposed chapter and uses the terms in the project glossary
- A published article or a completed dissertation chapter that describes the empirical study where your chapter draws its information
- Written acknowledgement that you will stay within the project's content, formatting, and scheduling guidelines
- Vita(s) and one-paragraph biography(s)
- Contact information.

¹ Charles Vanover vanover@mail.usf.edu and Paul Mihas paul_mih@unc.edu

Please submit your field-based proposal by 9/01/2019. If accepted, the first draft of your chapter will be due 1/01/2020. If you have any questions, please send an email to both Charles Vanover and Paul Mihas.¹

Sample Chapters

Contributors are asked to examine the three sample chapters attached to this Call For Proposals. As stated in the previous sections, *After the Interview* will be edited tightly and contributors will be required to work within the book's format

- Transcription as a Form of Meaning Making—Charles Vanover
- Writing about Parts and the Whole—Paul Mihas
- Ethnodrama—Johnny Saldaña

Biographical and Other Information

1. Biographical Information

Charles Vanover is an associate professor and teaches educational leadership at the University of South Florida. Charles' career as an arts-based researcher began when he met Johnny Saldaña at a session at the American Educational Research Association and they collaborated on the ethnodrama, *Chalkboard Concerto*. Charles has published three other ethnodramas about the Chicago Public Schools—*Teaching the Power of the Word*, *Listening to the Silences*, and *System Failure*—and his plays have been performed at over 50 juried and invited sessions at venues ranging from the American Educational Research Association, the University Council of Educational Administration, the International Congress of Qualitative Inquiry (ICQI), the Qualitative Report Conference, and St. Petersburg's Studio@620. He is the lead editor for the forthcoming volume from Springer Nature, *Assessing Performance-Based Research*. For the last five years, Charles has worked with Paul Mihas at ICQI to organize an ongoing series of symposia on coding and other forms of qualitative data analysis.

Paul Mihas is the Assistant Director of Qualitative Research at the Odum Institute for Research in Social Science at the University of North Carolina at Chapel Hill. As a qualitative analysis consultant with ResearchTalk (since 2001), Mihas has lectured on qualitative inquiry, design, and analysis at several universities including the University of Puerto Rico, Howard University, and Temple University. He has also served as faculty at the annual Qualitative Research Summer Intensive and a mentor at ResearchTalk's qualitative data analysis camps. He regularly teaches qualitative research methods at ICPSR's Summer Program in Methods of Social Research and at the Global School in Empirical Research Methods at the University of St. Gallen, BI Norwegian Business School, and the University of Ljubljana, Slovenia. He is the former managing editor of *Social Forces*, a journal of sociology published at the University of North Carolina Press. Forthcoming publications in 2019 include chapters on qualitative data analysis in the *Oxford Encyclopedia of Qualitative Research Methods in Education* and *Research Design and Methods: An Applied Guide for the Scholar-Practitioner* (SAGE Publications).

Johnny Saldana is Professor Emeritus from Arizona State University's School of Film, Dance, and Theatre. He is the author of *Fundamentals of Qualitative Research* (Oxford

University Press), *The Coding Manual for Qualitative Researchers* (3rd ed., Sage Publications), *Ethnotheatre: Research from Page to Stage* (Left Coast Press), co-author with the late Matthew B. Miles and A. Michael Huberman for *Qualitative Data Analysis: A Methods Sourcebook* (4th ed., Sage Publications), co-author with Matt Omasta for *Qualitative Research: Analyzing Life* (Sage Publications), and *Writing Qualitatively: The Selected Works of Johnny Saldaña* (Routledge's World Library of Educationalists Series). Saldaña's research methods works have been translated into Korean, Turkish, and Chinese-Simplified, and he has been cited and referenced in over 11,800 research studies conducted in over 130 countries in disciplines such as K-12 and higher education, medicine and health care, business and economics, government and social services, technology and social media, the fine arts, the social sciences, human development, and communication.