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From the President

The Fifth International Congress of Qualitative Inquiry consisted of over 1300 persons, from more than 75 nations who registered for the Congress. There were 29 pre-conference workshops. More than 1000 papers were presented in over 250 sessions. Three all-day Pre-Congress Sessions—A Day in Spanish and Portuguese, A Day in Turkish, and A Day in Qualitative Inquiry in Healthcare—were held on May 20. Once again, we were honored to host the Society for the Study of Symbolic Interaction (SSSI).

The theme of the Fifth International Congress, “Advancing Human Rights Through Qualitative Research,” built on and extended the themes of the first four Congresses which focused on “Qualitative Inquiry in a Time of Global Uncertainty,” “Ethics, Politics and Human Subject Research in the New Millennium,” “Qualitative Inquiry and the Politics of Evidence” and “Ethics, Evidence and Social Justice.”

The International Association of Qualitative Inquiry (IAQI) was launched in 2005 at the First Congress. Five years later this new association has a Newsletter, over 3500 members, a global network of collaborating sites, and its own international journal, the International Journal of Qualitative Research.

The theme of the 2010 Congress is “Qualitative Inquiry for a Global Community in Crisis.” The 2010 Congress will offer scholars the opportunity to form coalitions, and collaborating relationships, to engage in debate and dialogue. The focus will be on how qualitative research can be used in global communities in crisis. There has never been a greater need to use our research to bridge gaps in cultural and linguistic understandings, to address issues of social justice, racial, ethnic and gender and environmental disparities in education, welfare and healthcare. Delegates will take up these and the related topics of poverty, academic freedom, researcher safety, indigenous human rights, human rights violations, torture, political violence, justice as healing. As in previous Congresses, delegates will consider the meaning of ethics, communities of meaning, evidence, and advocacy under a humane human rights agenda.

Delegates are invited to submit proposals for sessions on such topics as: the politics of evidence; alternatives to evidence-based models; mixed-methods; public policy discourse; social justice; human subject research; indigenous research ethics; decolonizing inquiry; standpoint epistemologies. Contributors are invited to experiment with new methodologies, and new presentational formats (drama, ethnodrama, performance, poetry, autoethnography, fiction and creative non-fiction). This new work will offer guidelines and exemplars showing how qualitative research can be used in the global community.

On May 26 there will be pre-conference language events and on May 27, morning and afternoon professional workshops. We invite your submission of paper, poster and session proposals. Submissions will be accepted online only from October 1 until December 1 2009. Conference and workshop registration will begin December 1, 2009. To learn more about the Sixth International Congress and how to participate, please visit our website: www.icqi.org.

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Collaborating Sites News

Collaborating Websites for IIQI

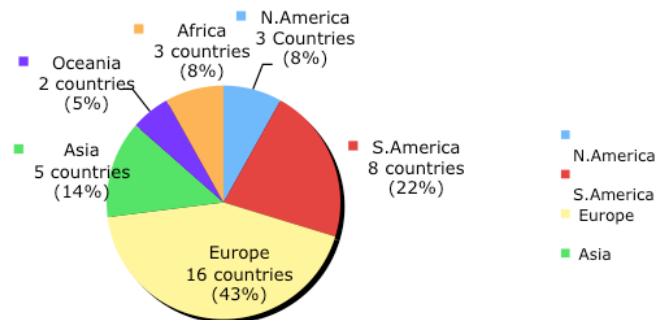
Following its success during the 5th International Congress of Qualitative Inquiry, the Collaborating Websites project made great strides under the guidance of Serge Hein and an advisory subcommittee was set up to organize, communicate and coordinate between all the members of the Collaborating Websites (CS). The CS Project is crafted within the larger framework of the ICQI goals to engage in leadership, advocacy and collaboration in the use of qualitative research for social justice purposes. Whereas the ultimate goal is to build a closely-knit global community of qualitative researchers, the immediate goal is also to make it easier for smaller communities of researchers - who are clustered by research interests, institution, or geographical region - to communicate easily with each other, create a working structure that routinely places qualitative researchers in closer contact with one another and initiate the forging of strategic partnerships finally leading to a global network of interconnected Collaborating Sites.

A brief overview of the wide range of participation that the Congress receives from all over the world will highlight the extensiveness and significance of the CS network's recent project. The 5th International Congress of Qualitative Inquiry had participants from 40 countries all over the world. This vibrant community included researchers, faculty members, students and practitioners from 451 institutions representing many different cultures, languages and research interests.

Whereas the greatest number of attendees was from North America, an impressive contingent of participants attended from different countries of Latin America, Europe, Australia and Africa. The participation may be categorized by regions in the following way: three countries from North America, eight countries from South America, 16 countries from Europe, 5 countries from Asia, 2 countries from Oceania and 3 countries from Africa. There were over 400 student registrants.

One of the first tasks of the CS Project was to create two subcommittees: the CS Advisory Committee and the Website Technology Subcommittee. The plan is that CS Advisory Committee members who have expertise in website development/website technology will work in an advisory capacity with QI office staff to help de-

velop the IAQI/ICQI website during the next year. The subcommittee started its work this September by creating a "a CS Site Update Form" accessible from their page on the Congress website under "What's New." By submitting this form, all the CS sites can share their latest news and events on their IIQI page or even on the IIQI main page. This internal search function allows all the visitors to navigate and search information throughout the Congress database. Toward this aim, the CS organizers are planning to structure website functions so as to include a regular newsletter service which will regularly disseminate new developments in research activities, grant information, conference information, and other resources. Additionally, the aim is also to initiate efforts for forums or discussion groups, where IAQI members can engage in dialogue with one another, exchange information, and share research interests. Finally, a "Q/A" section, where members can communicate directly with one another or communicate with the CS network organizers will open up opportunities for posing suggestions and addressing doubts, concerns, issues or questions.



CREA

By: Aitor Gomez, Universitat Rovira i Virgili

CREA (Center of Research in Theories and Practices that Overcome Inequalities)¹ is located in the Science Park of Barcelona (Spain). CREA was founded by Ramon Flecha in September 1991 and nowadays has around ninety members who are professors, research fellows, and professionals working in diverse areas. As a unique trait in Spanish research groups, CREA members represent a wide pluralism in terms of ideology, disciplines, genres, sexual options, life forms, ages, social class origin, cultures, nationalities and religions. The aim of all research conducted at CREA is to study current society, including the structures and processes that create and reproduce social inequalities, as well as, the social practices that contribute to overcoming them. Taking into account this objective, CREA has developed different research lines in social sciences, among of which the most important are gender studies (preventive socialization of gender violence), education (the analysis of successful educational practices, i.e. The Learning Communities project) and cultural groups (Romà, Arab-Muslim, and Latino population).

Since the 90's, every fifteen days the members of CREA meet in the seminar "with the book in hand", where we read and discuss the books of the most relevant authors in the social sciences, such as Mead, Habermas, Freire, Weber, Vygotsky and Adam Smith among others. The discussion of these works always takes place through arguments, using each discussed book. Validity resides in arguments from that arise from the readings and not in the position of power of the speaker. In this seminar, participants connect the theories with the research studies carried out at CREA, as well as to the work of the social movements in which CREA members are involved. All research projects that we carry out count, from the onset until the end of the research process, with the collaboration of the subjects whose situation is investigated, This way, we collaborate and engage in joint actions with associations that represent these subjects, as for instance associations of participants in adult education or a wide diversity of Romaní associations.

1 More information about CREA at: <http://www.pcb.ub.es/crea/en/homeeng.htm>

CREA organizes seminars with the authors whose work is read. Some of these seminars have been held with Freire, Beck, Touraine, Elster, Butler, Portes, and Searle among others. These seminars are very deep theoretical discussions. All participants have previously read all the works that are going to be discussed, and the dialogues in the seminar are all the time based on those readings. CREA has also organized different conferences where have participated, among others, Judith Butler, Joe Kincheloe, Gordon Wells and John Searle.

The combination of this intense theoretical debate with the involvement of CREA researchers in different social movements has contributed decisively to the development of the *critical communicative methodology*. This methodology is a response to the dialogic shift of societies and builds upon the growing centrality of the capacity of argumentation and communication that is present in all subjects, and which needs to be translated in investigating "with" rather than "on". This methodology has been consolidated in the European Research Framework Programmes², being the methodological approach of, among others, the Integrated Project INCLUD-ED: *Strategies for inclusion and social cohesion in Europe from education*³. Within the VI Framework Programme of Research of the European Commission, INCLUD-ED is the research project of the highest scientific level and with most resources ever dedicated to the study of school education.

2 For further information about the European Research Framework Program, visit: <http://cordis.europa.eu/fp7/>

3 More information on the European Integrated Project INCLUD-ED is available at <http://www.ub.es/includ-ed/>

From the Chair of the Collaborating Sites Advisory Committee

Update on the Collaborating Sites Initiative, Serge Hein

The Collaborating Sites Advisory Committee is charged with guiding the development of the collaborating sites initiative. The committee's work is grounded in the principle that the International Association of Qualitative Inquiry (IAQI) and the collaborating sites initiative "should create a dynamic, vibrant community that fills needs for the member sites" (Collaborating Sites Roundtable Discussion, 2008 International Congress of Qualitative Inquiry). The ultimate aim of the collaborating sites initiative is to create a global network of collaborating sites that is interactive, provides up-to-date information about what is occurring at each site, and meets the needs of individual member sites.

A preliminary set of goals for the collaborating sites initiative has now been generated from the recommendations, comments, and other information that was collected (a) during the Collaborating Sites Spotlight Session and the Annual IAQI Meeting that were held at the 2009 International Congress of Qualitative Inquiry (ICQI), (b) during the Collaborating Sites Roundtable Discussion that was held at the 2008 ICQI, and (c) from members of the collaborating sites advisory committee, who reviewed a summary of the above information. These goals have been organized around four major themes and are listed below. The current membership of the Collaborating Sites Advisory Committee is also included.

Preliminary Goals for the Collaborating Sites Initiative

1) Organization of the Collaborating Sites Network

- connections are currently between individual collaborating sites and IAQI: more collaboration between individual sites is recommended
- make the IAQI website more interactive, a place where people can ask questions, send e-mails, etc.
- the structure of the collaborating sites network is important: perhaps it should not be divided according to geographical regions but according to research areas/ interests and issues (to build communities of interests)

2) Making Use of Internet Technology

- collaborating sites should make use of web forums, blogs, and WIKIs
- software such as SKYPE should also be considered
- incorporating Twitter (tweeting) into the Collaborating Sites network may result in stronger connections across collaborating sites, more visits to individual sites, greater use of discussion boards at sites, greater inclusion of students and other researchers who are new to qualitative inquiry, and a general expansion of the collaborating sites network
- weekly e-mails should be sent out on a collaborating sites listserve (a community manager is recommended for this)

3) Resources Provided through Individual Collaborating Sites and IAQI

- a) individual sites could provide information about qualitative researchers who are associated with the site, qualitative research being conducted at the site, on-site training in qualitative research or teaching of qualitative courses, and various forms of outreach undertaken at the site (including links to qualitative initiatives)
 - videoconferences and lectures could be posted at individual sites
- b) provide downloadable, non-copyrighted qualitative articles and books, or a bibliography of texts (annotated or otherwise)
- c) develop an archive of qualitative course syllabi and teaching tips (e.g., class activities, assignments, projects, etc.)
- d) provide downloadable ICQI proceedings (abstracts or entire conference papers) as pdf files
- e) provide a list of national and international qualitative conferences
- f) provide an ICQI bulletin/newsletter
- g) develop an interactive site for posting qualitative research proposals and ongoing qualitative research projects (to assist people in collaborating and to provide people with support and feedback)
 - the above interactive site could also include the development of a database of interested qualitative researchers, who would provide a brief personal biography, a description of their research interests, e-mail address, etc.
- h) provide information about potential sources of funding for qualitative research
- i) develop a web-based Q&A and FAQs that deal with

various aspects of qualitative inquiry (e.g., research, teaching methods)

j) establish links to other organizations and sites that focus on qualitative research

4) Promoting the Collaborating Sites Network and IAQI/ICQI

- market the Collaborating Sites network and IAQI/ICQI further, and use the former to promote the latter internationally

- some researchers are interested in establishing independent-researcher collaborating sites: establishing a core group of such sites would encourage others to do the same

Collaborating Sites Advisory Committee Members

Dong Han, University of Illinois at Urbana-Champaign

Koeli Goel, University of Illinois at Urbana-Champaign

Jungmo Yoon, University of Illinois at Urbana-Champaign

Serge F. Hein, Chair, Virginia Tech

Ellis Hurd, Illinois State University

Jeffrey Keefer, Organizational Learning and Communication Consulting

Lubomir Popov, Bowling Green State University

Kathryne Roden, University of Central Oklahoma

Lois Ann Scheidt, Indiana University

Karin Schluecker, Independent Researcher, Germany

Judith Sutter, Argosy University



Abstract submission is now open for the Sixth International Congress of Qualitative Inquiry. For details, visit:

www.icqi.org

Registration will be open 1 December 2009.

Conferences

Qualitative Research in Management and Organization Conference

April 6-8th, 2010.

Anderson School of Management University of New Mexico, Albuquerque, New Mexico

Reimagining Method

Keynote Speakers

George Marcus - University of California, Irvine

Linda Putnam - University of California, Santa Barbara

“There are no new ideas and none on the horizon, as well as no indication that ...[the] traditional stock of knowledge shows any sign of revitalization...” (Marcus, 2008: 3)

Writing Culture and Anthropology as Cultural Critique (1986) drew attention to the ‘crisis of representation’ occurring in social and cultural anthropology by questioning the ways in which ethnographies are written and read, disrupting the fixities through which ethnographers view fieldwork, and reflexively critiquing their relationship with ‘others’. Yet twenty years on, George Marcus observed that little has changed. Despite radical departures in some of the social sciences -variously termed textual, linguistic, reflexive, narrative, symbolic and aesthetic turns -functionalist methodologies still dominate, especially in management and organization studies. Whilst there has been some experimentation with novel methods, too often these have been incorporated into a heuristic kitbag and used to enhance rather than destabilize classical ways of theorizing and writing. Following Marcus, we think that the question of method can provide a pivot for reorienting and refocusing – reimagining – the disciplines that comprise the organization and management field.

This conference has two purposes. The first is to recognize the significance of the legacy of the work of George Marcus since the 80’s, and revisit its contemporary relevance for the fields of organization studies and organizational communication. We are interested in exploring ‘good ideas’, ways of revitalizing knowledge, and different ways of ‘seeing’ organizations and

management through a qualitative lens. The second is to carry forward the initiative of QRM 2008, to create a space where qualitative scholars doing research in, on and around organizations using a multiplicity of methods, voices and ways of writing, can exchange ideas and engage in critical discussion.

We are interested in papers, panels and innovative sessions that explore the philosophical, theoretical and practical aspects of qualitative approaches to researching organizational life. We encourage contributions from a range of disciplines including but not limited to management and organization studies, accounting, marketing, communications, cultural studies, information and decision sciences, sociology, psychology, education, health and public administration. Papers may explore the ontological and epistemological as well as methodological and practical aspects of qualitative research from a variety of perspectives.

Papers addressing the conference theme directly – including such concerns as interdisciplinarity, collaboration and the changing nature of “otherness” in research – are particularly welcome.

Prospective contributors should send an abstract of up to 500 words, via email, to Ann Cunliffe at alcqrm@mgt.unm.edu by November 20th, 2009.

Conference organizers and contact information:
Ann L Cunliffe - Anderson School of Management, USA.
Hull University Business School alcqrm@mgt.unm.edu

Stephen A Linstead - The York Management School UK
alcqrm@mgt.unm.edu

Karen Locke - College of William and Mary, USA
alcqrm@mgt.unm.edu

GSA North America 2010 Conference

GLOBAL CRISES AND BEYOND
May 7-9, 2010

University of Illinois
at Urbana-Champaign

Now accepting 100-word abstracts on all topics related to globalization. Send your abstract to Jerry Harris at gharris234@comcast.net by March 21, 2010.

Global Studies Conference

Pusan National University

Busan, South Korea

21-23 June 2010

<http://www.GlobalStudiesConference.com>

We are excited to be holding the Third Global Studies Conference in Busan, South Korea. Busan the second largest South Korean city and, as one of the busiest world's ports, is significantly involved in globalizing processes. Busan's growing financial services sector promises to increase its involvement in globalization, as does its commitment to international sport. In 2002, Busan was a host city for both the Asian Games and the FIFA World Cup. In addition, it has submitted a bid to be the host of the 2020 Summer Olympic Games. Busan is also a center for higher education, and includes the distinguished Pusan National University, the host of the Global Studies Conference.

The Global Studies Conference and Global Studies Journal are devoted to mapping and interpreting new trends and patterns in globalization. The Conference and Journal attempt to do this from many points of view, from many locations in the world, and in a wide-angle kaleidoscopic fashion.

As well as impressive line-up of international plenary speakers, the Conference will also include numerous paper, workshop and colloquium presentations by practitioners, teachers and researchers. We would particularly like to invite you to respond to the Conference Call-for-Papers. Presenters may choose to submit written papers for publication in the Global Studies Journal. If you are unable to attend the Conference in person, virtual registrations are also available which allow you to submit a paper for refereeing and possible publication in this refereed academic Journal.

Whether you are a virtual or in-person presenter at this Conference, we also encourage you to present on the Conference YouTube Channel. Please select the Online Sessions link on the Conference website for further details.

The deadline for the next round in the Call-for-Papers (a title and short abstract) is 9 July 2009. Future deadlines will be announced on the Conference website after this date. Proposals are reviewed within two weeks of submission. Full details of the Conference, including an online proposal submission form, are to be found at the Conference website - <http://www.GlobalStudiesConference.com>.

DPR Conference

The 9th conference in the 'Discourse, Power, Resistance' (DPR) series has moved from Manchester Metropolitan University to its new host in the School of Education and Training at the University of Greenwich, and will be held at the University of Greenwich, London, UK between 30 March and 1 April, 2010. The venue is part of a world heritage site laid out in the late 17th and early 18th Centuries by Sir Christopher Wren and his successors. The conference will use the King William Building and the Stephen Lawrence Building, named in honour of Stephen Lawrence, killed some four miles away from Greenwich by racists in 1993 and now a symbol in the campaign for racial and social justice.

The title of the conference is simple this year: 'DPR9: Trust'. The conference will look at issues of trust in the academy and beyond – in management, teaching, learning and research. The seven streams of the conference are:

Trust and Leadership in the Academy

Trust and Panic in Education

Research Ethics

Trust in the Community: Critical Race Theory

Faith, Belief and Truth

Facts and Fictions

The individual in a mistrustful world

DPR has strong links with IIQI and this year's conference will extend and develop the connection. The IIQI Congress in 2010 will explore how qualitative research can be used to advance the causes of social justice, while addressing racial, ethnic, gender and environmental disparities in education, welfare and healthcare. DPR 9 will look at the troubled relationships within and beyond the academy, in the UK and world-wide, where questions of trust are crucial: who can we trust, how can we know what is true, what happens when trust breaks down in the academy, in the community and internationally? What research methodology brings us an understanding deep enough to trust, and why is this methodology so often still suspected and dismissed by managers and policy-makers at all levels?

DPR is proud to be associated with IIQI and looks forward to stronger links in future as we continue the work of promoting social justice founded on inclusive, respectful understanding.

Professional Development

ResearchTalk's 8th annual Qualitative Research Summer Intensive

June 23-27, 2010

Long Island, NY

Come to our Summer Intensive and learn from leading scholars in the field of Qualitative Research. Hone your skills while networking with like-minded researchers. Our two-day and one-day courses focus on the intersection of theoretical foundations and practical skills across a range of qualitative analysis topics.

Registration is open and runs through April 26, 2010. Early registration discount pricing is available until December 31, 2009.

For registration form, course descriptions and instructor bios:

http://www.researchtalk.com/summer_10.html

Email: info@researchtalk.com

Phone: 1-631-218-8875

Instructors/courses:

Kathy Charmaz

- *Introduction to Grounded Theory: A Social Constructionist Approach*
- *Progressing with Grounded Theory: Working on your Analysis and Writing*

Cesar Cisneros

- *Spatially Integrated Social Science (SISS): The Convergence of GIS and Qualitative Software*

John Creswell

- *Mixed Methods Research: Designs and Procedures*

Leslie Curry

- *Moving From Codes to Findings*

Carolyn Ellis

- *Passionate Research!: Conceiving, Writing, Finishing, and Publishing an Evocative Qualitative Research Project*
- *Personalizing Qualitative Research with Autoethnography and Narrative Writing*

H. L. (Bud) Goodall, Jr.

- *Writing Qualitative Inquiry: Writing As a Way of Knowing*

Ray Maietta

- *The Analytic Black Hole: Avoiding the Code-Retrieve Trap in Qualitative Analysis*
- *Core Principles in Qualitative Research*
- With Paul Mihas: *Sort and Sift, Think and Shift: Multidimensional Qualitative Analysis*

Janice Morse

- *Getting Your Qualitative Work Published*
- *How Do You Know Your Qualitative Work is Legitimate?*
- *Principles and Procedures of Mixed Methods Design*

Max van Manen

- *Introduction to Phenomenology*

ResearchTalk's Fall/Winter Qualitative Research Professional Development Schedule

Our Fall/Winter courses are taught by leading scholars in qualitative research and offered at a lakefront facility in Cary, North Carolina (Research Triangle area):

SORT AND SIFT, THINK AND SHIFT: MULTIDIMENSIONAL QUALITATIVE DATA ANALYSIS

Instructor - Ray Maietta

Sort and Sift I: Diving Into Qualitative Data (Data Inventory, Codebook Evolution, Memoing and Diagramming)

October 15 and 16, 2009

Sort and Sift II: Stepping Back - Analysis Inventory and Assessment

January 7 and 8, 2010

MIXED METHODS

Instructor - John Creswell & Ray Maietta

November 5-6, 2009

QUALITATIVE INTERVIEWS AND FOCUS GROUPS

Instructors - David Morgan & Ray Maietta

December 4-5, 2009

NATURALISTIC INQUIRY

Instructor - Yvonna Lincoln

February 11-12, 2010

For registration information, please www.researchtalk.com or email info@researchtalk.com.

Publication News

New Releases from Left Coast Press

Mixed Method Design: Principles and Procedures, by Janice M. Morse and Linda Niehaus

Renowned methodological experts Janice Morse and Linda Niehaus present a guide to intermediate and experienced researchers on the possibilities inherent in mixed method research.

<http://lcoastpress.com/book.php?id=223>

Betweener Talk: Decolonizing Knowledge Production, Pedagogy, and Praxis, by Marcelo Diversi and Claudio Moreira

In this literary, co-constructed narrative, two Brazilian scholars seek to decolonize the world of American scholarship by exploring the discursive spaces ‘in-between’, and in the process to promote the use of research in the service of an inclusive social justice agenda.

<http://lcoastpress.com/book.php?id=213>

Poetry as Method: Reporting Research Through Verse, by Sandra L. Faulkner; due in November

This book takes an interdisciplinary approach to using and creating poetry for conducting and reporting social research. It includes examples of poetry, interviews with poets, and practical exercises that will enhance the discussion of poetry writing as a method.

<http://lcoastpress.com/book.php?id=284>

Playbuilding as Qualitative Research: A Participatory Arts-based Approach, by Joe Norris; due in November

This book is for both art-based researchers and research-informed artists, exploring the theatrical genre known as Collective Creation, or Playbuilding. Through discussion and audience participation, the process examines how knowledge is defined and how data is mediated.

The Weekly Qualitative Report

The Weekly Qualitative Report (<http://www.nova.edu/ssss/QR/WQR>) celebrated its first birthday on October 5, 2009. Each week we feature reviews, web resources, new articles, calls for papers, and current job opportunities of interest to qualitative researchers. If you have a terrific qualitative research resource such as a web site or newly published article you would like for us to feature, or if you would like to submit your own book reviews of recently published and forthcoming books related to qualitative research methods, ethics, and studies, please send your ideas to Ron Chenail at ron@nova.edu.

Poetry

Mary E. Weems book of poems “An Unmistakable Shade of Red and the Obama Chronicles,” (Bottom Dog Press, 2008) was a finalist for the 2009 Ohioana Book Award. Weems new play about the national, foreclosure crisis will be the only new work to premier at the historic, Karamu Theater in Cleveland, Ohio, for the 2010 season. Terrence Spivey, Karamu’s Artistic Director will direct.

Awards

Qualitative Research SIG

The Qualitative Research SIG invites nominations for Outstanding Book Award for significant contributions to methodology of qualitative educational research. The Qualitative Research SIG will also recognize the winner of this award during the 2010 annual meeting of American Educational Research Association. Books published with 2008 or 2009 copyright date will be considered for this nomination as long as they were not previously submitted for this award. The book may have been published anywhere in the world, but for the purposes of consideration must be available in English.

Criteria for judging the merits of the books include the significance and timeliness of methodological issue(s) addressed, integrity and quality of the discussion of the methods used for an empirical study, and contribution of the book to the advancement of knowledge about an area in educational research that can benefit qualitative inquiry. Books that use qualitative methods but do not advance methodological issue(s), or theorization of methodology, or do not substantially address contemporary issues in educational research through advanced use of qualitative inquiry are not eligible for this award.

To be considered for this award, please submit **4 copies** of each of the following:

1. Letter of nomination that includes a brief clarification of the purposes, scope and quality of the (book), an explanation of how the (book) contributes to the field of qualitative methodology (theoretically/pedagogically) and a discussion about why it is deserving of this methodological award.
2. A summary of the (book), prepared by the nominator, that gives an overview of the book, a description of individual chapters, and a statement that provides a context for book's place in the field of qualitative research.
3. A table of contents from the book.
4. One representative chapter from the book that best exemplifies the contribution of the book to qualitative inquiry.

Nominations may be submitted by the author of the

work, another scholar, or by the publisher of the work. Nominations must be received by Monday, November 30, 2009. Late nominations or incomplete nominations will not be considered. Award finalists will be contacted the third week of January 2010. The finalists may then be asked to supply **4 copies** of the book to distribute to the committee for further consideration. Send nomination packages to:

Dr. Kakali Bhattacharya
Texas A & M University Corpus Christi
Educational Administration and Research
Faculty Center, 224
6300 Ocean Drive, Unit 5818
Corpus Christi, 78412-5818

The Illinois Qualitative Dissertation Award 2010

The International Center for Qualitative Inquiry is pleased to announce the annual Illinois Qualitative Dissertation Award, for excellence in qualitative research in a doctoral dissertation. Eligible dissertations will use and advance qualitative methods to investigate any topic. Applications for the award will be judged by the following criteria: clarity of writing; willingness to experiment with new and traditional writing forms; advocacy, promotion, development, and use of qualitative research methodologies and practices in new fields of study, and in policy arenas involving issues of social justice.

There are three award categories, traditional (Category A), mixed-method (Category B), and experimental (Category C). Submissions are expected to address social justice issues. Submissions in Category A use traditional qualitative research and writing forms, Category B submissions use a combination of mixed method strategies, while Category C submissions experiment with traditional writing and representational forms.

An award of \$250 will be given to each winner. All doctoral candidates are eligible, provided they have successfully defended their dissertations within the past three years, or successfully defended their proposals prior to January 1, 2010, and will defend their final dissertation by April 1, 2010. Receiving or being considered for other awards does not preclude a student from applying for this award. Applications are due 15 January 2010. The 2010 award, co-sponsored with Sage Publi-

cations, will be made at the closing townhall meeting of the Congress. For more information, please visit the website: [DISSERTATION AWARD](#). During the Congress award winners will be showcased in a spotlight panel, where they will be expected to present a sample of their work. Award winners will be announced by 15 March 2010.

Applicants should submit four (4) copies of the following:

- * A letter indicating interest in the award that includes the applicant's name, address, university, telephone number(s), e-mail address, department, date of dissertation proposal defense, and current status of the dissertation.

- * A letter from the applicant's dissertation advisor/chair recommending the applicant's work for the award and verifying the date of the dissertation proposal defense.

- * A research description of no more than five (5) double-spaced pages: approximately two pages of introduction and theory, two pages on the methodology, and one page on the significance of the work. Finalists may be asked to submit their full proposal or additional information at a later date.

- * One chapter, or writing sample that shows through example your direct engagement with qualitative methods and a table of contents from the dissertation.

- * A table of contents from the dissertation.

- * Finalists may be asked to submit their full dissertation after the first round of adjudication, closer to the competition closing date.

Applications are now being accepted. Submissions should be sent to:

Illinois Qualitative Dissertation Award Committee
The Center for Qualitative Inquiry
University of Illinois at Urbana-Champaign
Gregory Hall, Rm 228 (mc-463)
810 South Wright St .
Urbana , IL 61801

DEADLINE: 15 January, 2010

Outstanding Dissertation Award Qualitative Research Methodology

The Qualitative Research SIG of the American Educational Research Association invites nominations of dissertations in educational research that exemplify excellence of qualitative methodology and that may also typify the SIG's mission to emphasize ways that qualitative research may contribute to reducing inequality and injustice in schools and society. The winner of the qualitative award will also be recognized by the American Educational Research Association. Dissertations completed during the 2008-2009 academic year, prior to December 1, 2009, will be eligible for consideration. Nominations must be received by Friday, December 4, 2009. Late nominations or incomplete nominations will not be considered. Award finalists will be contacted the third week of January 2010. Finalists may then be asked to supply 3 copies of the dissertation to distribute to the committee for further consideration.

Send nomination packages to:

Dr. Joseph Maxwell

College of Education and Human Development, MS
6D2

George Mason University
Fairfax, VA 22030-4444

or electronically at

jmaxwell@gmu.edu

(electronic submission preferred)

To nominate a dissertation, the nomination packet must include the following five (5) items (if submitting paper copies, submit 3 complete sets):

1. One letter of faculty endorsement from a member of the student's dissertation committee who is an AERA member, attesting that the dissertation was completed by the student during the time period specified and that the faculty member nominating or endorsing the nomination served on the dissertation committee. Please also include the oral defense date. This letter should include a brief clarification of the purposes, scope and quality of the student's dissertation research, an explanation of how the dissertation contributes to the field of qualitative methodology (in terms of theory and practice) and a discussion about why it is deserving of this methodological award.

2. A title page for the dissertation (including university/college, name of the professor chairing the dissertation

committee and a complete list of committee members). In addition, please add to the title page complete contact information (postal and e-mail) of either the student or the nominator that can be used for all correspondence regarding the award.

3. The Table of Contents from the dissertation.

4. A summary of the dissertation, prepared by the student, that gives an overview of the research, a description of individual chapters, and a statement that provides a context for how the representative chapter that is being sent fits within the overall dissertation (double-spaced, 12 pt. type, 10 pages maximum).

5. One representative chapter from the dissertation that best exemplifies the contribution of the dissertation to theorizing and implementing qualitative methodology.

Criteria for judging the merits of the dissertations include the significance and timeliness of the methodological issue(s) addressed, the integrity and quality of the discussion and implementation of the methods used for an empirical study, and the contribution of the dissertation to the advancement of knowledge about an area of or issue in qualitative research methodology. Dissertation nominations might also add to the theoretical and practical knowledge about contemporary methodological issues to be considered for the award. For example, a recent winner examined fictional writing genres and reflexive analyses of the researcher's relationships with those studied. Dissertations that use qualitative methods, but do not contribute significantly to the theorization or implementation of methodology, and do not substantially address contemporary issues in methodology, are not eligible for the award.

First Lifetime Achievement Award in Qualitative Inquiry Goes to Norman Denzin

The Lifetime Achievement Award Committee is pleased to announce that Norman Denzin is the recipient of the First Lifetime Achievement Award, which will be given annually by The International Center for Qualitative Inquiry. Following is the text of the presentation made during the 2009 International Congress of Qualitative Inquiry by Carolyn Ellis, Chair of the Committee.

It is my great pleasure and honor to present the first Lifetime Achievement Award in Qualitative Inquiry. What a delightful task. It has been an awe inspiring and humbling experience to read and think about the important achievements of all twelve people nominated. Any one of the nominees would have made a wonderful recipient of this award. But I think you'll agree that the person selected is at the top of the class.

One of the nominators of the recipient wrote: "There is no one living today more deserving of this award than this nominee, whose name now stands alongside those of the titans in qualitative methods, such as W. I. Thomas, Florian Znaniecki, Robert Park, Herbert Blumer, Clifford Geertz, Anselm Strauss, and Howard Becker. Moreover, when the annals of qualitative inquiry are written two or three decades from now, I believe this nominee will be found to have made the biggest contribution to the development, promotion, and spread of qualitative inquiry of any scholar in the Twentieth Century."

The award committee agrees with this sentiment and predicts it will continue to hold for the Twenty-First century as well.

Over his career, the nominee has written and edited almost 100 books and annuals—I kept losing track as I counted—and more than 275 articles, book chapters, and reviews, many of which have been reprinted, translated into foreign languages, and won awards. He has mentored many students and won numerous teaching awards and accolades. He has written thousands upon thousands of book and article reviews, tenure and recommendation letters. And finally he has promoted qualitative research like no one else in his editorial capacity—his numerous edited collections devoted to disseminating ideas about qualitative research, the large number of journals and handbooks he has founded with others, and his many many stents as editor are unparalleled. Lastly, our recipient has founded the International Congress of Qualitative Inquiry, served as its director the last five years, and made it

possible with his scholarship and organizational acumen for all of us—from diverse parts of the globe—to be here together doing and talking about research that matters. His contributions have literally changed the intellectual landscape of academic scholarship and the face of qualitative inquiry.

And still—approachable in his sandals and khaki shorts, moving in numerous directions at once, a multi-tasker par excellence, yet looking cool and collected—the recipient always has time for a chat, a smile, a word of encouragement, a cup of coffee, a wave from his bike, an email response (though it might be only two words) or occasionally a poker game. He has been and is a father, mentor, friend, guide, and inspiration to us all, making us feel and care that our work has the possibility of making our lives more meaningful and the world we live in more just.

I am delighted to present the First Lifetime Achievement Award in Qualitative Inquiry to Norman Denzin.

Lifetime Achievement Award in Qualitative Inquiry: Call for Nominations

The International Center for Qualitative Inquiry is pleased to announce the call for nominations for the 2010 Lifetime Achievement Award in Qualitative Inquiry. The award will be conferred annually to a member of the qualitative and ethnographic community for lifetime contributions to the methods, theory, practice, and dissemination of qualitative inquiry.

The second annual award will be presented at the International Congress of Qualitative Inquiry Conference in May 2010. The recipient will be notified no later than March 15th, 2010 and is strongly encouraged to attend the Congress for the formal presentation of the award.

Nominators should send a letter outlining the nominee's qualifications for the award (preferably) by e-mail no later than January 15, 2010. Include a curriculum vitae for the nominee, if available.

Send letters and current curriculum vitae to:

Carolyn Ellis, Chair of the Lifetime Achievement Award in Qualitative Inquiry Committee

To: cellis@cas.usf.edu

Or if by post to:

Department of Communication
University of South Florida
4202 E. Fowler Ave., CIS1040
Tampa, Fl. 33620-7800

Other News

CERES and IIQI Partnership

The Centre for Educational Research and Evaluation Services (CERES), Liverpool John Moores University, UK, and the International Institute for Qualitative Inquiry at the University of Illinois (Urbana-Champaign) are to affiliate through a Memorandum of Understanding. The Centre is co-directed by Professors Ian Stronach and Mark Brundrett, and has interests in a wide range of qualitative inquiry in the fields of education, sports education, health education, ageing, community studies, leisure and tourism studies. It is part of the Faculty of Education, Community and Leisure, which contains a large Teacher Education School, spanning elementary to higher education. The Centre currently has 2 Economic and Research Council grants, examining teacher education research (Professor Marion Jones) and ICT interdisciplinarity (Professor Patrick Carmichael). The Centre is currently putting together a Special Issue Section for the International Review of Qualitative Research, at the invitation of Norman Denzin who - a daunting thought - has offered to 'showcase' our work. Showcase or pillory? We'll just have to wait and see!

Lines between Ian Stronach and Illinois are already long-standing and considerable, and new contacts are being made, with Dr Lizzie Smears (Promising Research Fellowship Award, LJMU) currently visiting IIQI. We've also been encouraged to offer a symposium at the next Congress meeting and - Credit Crunch Consequences permitting - we hope to get to ICQI 2010 in some numbers. Hope to meet up with some of you then.

ICQI

By: Aitor Gomez, Universitat Rovira i Virgili

The first time that I heard about the International Congress of Qualitative Inquiry was in 2005. My father, Jesús Gómez "Pato", presented a paper with a colleague about the Critical Communicative Methodology in the first Congress. When he came back to Barcelona he explained wonderful things about the conference, because of the proximity of the people there and the quality and diversity of the papers presented. Last year, I attended the Congress for the first time, and I and other colleagues from CREA (the Center of Research in Theories and Practices that Overcome Inequalities) presented some papers about our research work at the Science Park of Barcelona.

It was then, when I personally met Dr. Denzin and his research group. During the conference, I had the chance to talk with Dr. Denzin, and afterwards I presented a research project to the Catalan Government ("Agència de Gestió d'Ajuts Universitaris i de Recerca") for doing a postdoctoral research stay at the University of Urbana-Champaign for working with Dr. Denzin and his group at the Center for Qualitative Inquiry.

My grant was approved by the Catalan Government, and I traveled to Urbana-Champaign to first attend the 5th International Congress of Qualitative Inquiry (20-23 of May 2009) and then doing a two-month research stay at the International Center for Qualitative Inquiry. During the Congress I and another colleague from CREA presented three papers, and after a conversation that we had with Dr. Denzin about one of them titled "Ten Years of Critical Communicative Methodology", it has now become an article that will be published in the International Review of Qualitative Research.

I dedicated my first days at the Center for Qualitative Inquiry to work on that article, together with two colleagues from CREA. The article is based on one paper that Pato presented at the First Congress of Qualitative Inquiry, and we have dedicated the article to him. Simultaneously, I began to collaborate with members of the International Center for Qualitative Inquiry in the design of the next ADISP (A Day In Spanish and Portuguese). We have met various times in order to start organizing the next ADISP 2011 and help the researchers from Argentina who are the official organizers this coming year. Through these meetings we have

set deadlines and defined other organizational aspects that will help with having all ready by the next Congress. We have also developed some ideas to strengthen the connections between ADISP and other sessions of the general Congress.

In regard to the general Congress, Dr. Denzin also proposed me to prepare one workshop together with Cesar Cisneros. We have been working on the preparation of this workshop, taking into account some basic ideas from previous years and also including new contents. This new workshop will focus on “Collecting, analyzing and interpreting qualitative and spatial data in social transformation perspectives”. An abstract with the contents of this workshop will appear soon on the QI 2010 website.

In addition, I have collaborated in the review of a collection of articles for a monograph about Participatory Action Research for the International Review of Qualitative Research. During that time, and while keeping engaging conversations about research methodology with Dr. Denzin, I am now preparing another article with some colleagues about an European Integrated Project *INCLUD-ED* on school education and social cohesion in Europe, and which also uses the critical communicative methodology.

I have also dedicated time of my research stay to a deep review of the literature on research methods, my own area of teaching at the Universitat Rovira i Virgili in Spain. I have been exploring various research databases in the library about qualitative, quantitative, and mixed methods research related to social and educational issues.

After these two months, I have seen the passionate and great job that Dr. Denzin and his team develop at the International Center for Qualitative Inquiry, as well as this has been a fabulous time for sharing our views on research and social transformation. This has been a wonderful and productive experience that will keep CREA and the International Center for Qualitative Inquiry in touch for collaborating in the organization of ADISP 2010 and engage in other joint projects in the future.

At “home” in the Congress of Qualitative Inquiry: A Disruptive Story

By:

Ryan Evely Gildersleeve, Iowa State University

Penny Pasque, University of Oklahoma

Rozana Carducci, Slippery Rock University

Aaron M. Kuntz, University of Alabama

Every May, for the past five years, educators, radicals, social workers, activists, scientists, sociologists, performers, artists, theorists, nurses, anthropologists, and methodologists have come from around the world to gather on the University of Illinois campus in Urbana-Champaign and constitute the International Congress of Qualitative Inquiry. As a Congress, we have disrupted the normative discourse of methodological conservatism by taking our future into our own hands. As a Congress, we have sought to foster the critical reflection of our work and our livelihoods. As a Congress, we have crafted a space in the academy where our conversations can begin with a friendly and supportive “Hello” rather than a defensive explanation of what the interpretive turn in social research meant in our given field or discipline.

The Congress of Qualitative Inquiry a strong representation of these collective achievements. It is also a home to many constitutive parts—smaller victories that make up the larger whole. We share our story in this brief note as an illustration of one such small victory. Our victory is small in the context of the Congress; yet, we benefit immensely from it in the context of our daily lives as early career scholars. We are the Disruptive Dialogue Project, a dialogic knowledge community that seeks to foster and critique critical inquiry in education research. Although a number of education research conferences meet every year, we consider the International Congress of Qualitative Inquiry to be our intellectual “home”—the space through which our intellectual development is borne (and borne anew) and our methodological theorizing emerge.

As scholars of education, we come from different content specializations. Some of us situate our scholarship in higher education studies; others position their scholarship in educational foundations or the social contexts of education. We overlap in many ways. We diverge in significant ways. Collectively, however, we are committed to critical inquiry and critical pedagogical im-

peratives in education research.

Our project brings us together around critical methodological concerns. We engage in on-going dialogues about longstanding, emerging, and prescient issues in critical inquiry. These dialogues have centered on our own individual as well as our collective writing efforts. For example, at times we have agreed to read a common article or book before engaging in our group dialogues. These dialogues take place in bi-weekly teleconferences, affording us the opportunity to push, pull, repair, re-mediate, disregard, challenge, and support each other’s thinking and theorizing—both methodologically and in our own content areas.

But our project is about more than bi-weekly supportive phone calls and shared readings. We seek to put our theorizing and thinking into action: discursive, kinesthetic, and material. We seek to revolutionize critical methodology in education. To these ends, we have presented symposia at key academic conferences such as the American Educational Research Association (AERA) and the Association for the Study of Higher Education (ASHE). Our symposia focus on the role(s) of critical inquiry in promoting and cultivating responsive research in education. We call them “disruptive dialogues,” because we see them as doing just that—disrupting the dominant conversations about methodology and education research. We model our own dialogic knowledge production process in these dialogues, further subverting the normative and dominant modes of knowledge in these academic spaces. In the methodological conservative environments of AERA and ASHE, critical qualitative research can itself be considered revolutionary. To perform it, discuss it, promote it, critique it, and/or to engage the broader academic community in it can be dangerous—particularly for early career scholars such as ourselves.

To recoup, re-energize, and relax, we come “home” to the International Congress of Qualitative Inquiry. As contributors in the Congress, we do not need to begin our symposia with the defensive armor we’ve developed for our audiences at ASHE or AERA. At the Congress, we come eager to be challenged and supported in more productive, generative dialogues by our symposium’s participants. At the Congress, we feel valued and validated. Our development as scholars is nurtured in ways unfathomable in other settings. We find the Congress to be a breath of fresh air that reinvigorates.

IAQI NEWSLETTER

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