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## Qualitative Inquiry in Neoliberal Times

The theme of the 2016 Congress is “Qualitative Inquiry in Neoliberal Times.” Critical qualitative research is under assault. Qualitative scholars struggle to obtain tenure, their research is often underfunded, the journals they publish in are given low impact scores. Scholars around the world, inside and outside the academy struggle against the regulatory practices of neoliberalism. The 12th International Congress offers scholars the opportunity to foreground, interrogate and resist these practices, to engage in a politics of advocacy, pro and con, to form coalitions, to engage in debate on how qualitative researchers can resist the pressures of neoliberalism. The Congress will be an arena for advancing the causes of social justice, while addressing racial, ethnic, gender and environmental disparities in education, welfare and healthcare.

Sessions will take up such topics as: tenure battles, redefinitions of the public university, preoccupations with neoliberal accountability metrics (journal impact factors, teaching evaluations, research funding scores), attacks on freedom of speech, threats to shared governance, the politics of advocacy, value-free inquiry, partisanship, the politics of evidence, alternatives to evidence-based models, public policy discourse, indigenous research ethics, decolonizing inquiry.

Scholars come to the Congress to resist, to celebrate community, to experiment with traditional and new methodologies, with new technologies of representation. Together we seek to develop guidelines and exemplars concerning advocacy, inquiry and social justice concerns. We share a commitment to change the world, to engage in ethical work that makes a positive difference. As critical scholars our task is to bring the past and the future into the present, allowing us to engage realistic utopian pedagogies of hope.

Scholars from around the world have accepted the challenge to gather together in common purpose to collectively imagine creative and critical responses to a global community in crisis. The Twelfth International Congress offers us an opportunity to experiment, take risks, explore new presentational forms, share experiences, problems and hopes concerning the conduct of critical qualitative inquiry in this time of global uncertainty.

We shall not cease from exploration/ And the end of all our exploring/ Will be to arrive where we started/ And know the place for the first time (T. S. Elliot, No 4 of Four Quartets, 1942, p. 59).

Keynotes:

*Qualitative methodology and the new materialisms: do we need a new conceptual vocabulary?*

*Maggie MacLure, Manchester Metropolitan University, UK*

I consider the implications for qualitative methodology of the recent (re)turn to materiality across the social sciences and humanities. The ‘new materialisms’ promise to go beyond the old antagonisms of nature and culture, science and the social, discourse and matter. But they also challenge core assumptions: that agency and consciousness are the prerogative of human subjects; that data wait to be animated by human interest; that interpretation, understanding, analysis and explanation are fundamental to qualitative inquiry. Even critique itself has been challenged as ‘the privileged key for reading the modern epoch’ (Stengers). I consider an alternative conceptual vocabulary for qualitative method drawn from new materialist thought. This might include infection, adventure, dosage, experiment, wonder, affect and interest. Perhaps the most urgent question for critical qualitative research, and for the Congress in particular is this: does criticality, as the work of intentional, human, interpreting agents, still have a place in our theories and our research practices? And if not, what shall we do?

*All I Really Need to Know About Qualitative Research I Learned in High School*

*Johnny Saldaña, Arizona State University*

Abstract: Robert Fulgham’s classic essay, “All I Really Need to Know I Learned in Kindergarten,” is the inspiration for this keynote address. Johnny Saldaña draws humorous parallels between high school culture and the world of qualitative inquiry. Such cultural components of adolescent education include cliques, bullies, popularity, learning new subjects, and first-time experiences. This address examines how qualitative researchers replicate in hybrid forms typical aspects of high school life through their methodologies, epistemologies, publications, leaders, and interpersonal relationships. The satiric comparison of two cultural worlds suggests that the field of qualitative inquiry is still in adolescent development with much more growth yet a promising future ahead.

## **From the Chair of the Collaborating Sites Network (CSN) Advisory Committee:**

Ellis Hurd

Update on the Collaborating Sites Network (CSN) Initiatives

In September of 2014, under the direction of Dr. Norman Denzin, the Collaborating Sites Network (CSN) Advisory Committee was reconstituted. Eight members (9 with the chair) were identified as willing to be actively involved with the work of the committee, as per the CSN Initiative recopied below. This is a two-year commitment.

The CSN Advisory Committee also has an auxiliary group, called upon in the event of extra work for Collaborating Sites initiatives. For a complete list of the 2014-2016 Collaborating Sites Advisory Committee Members, please see below.

The Advisory Committee’s first task had included reviewing past issues of the Congress Newsletter. Formerly, the Advisory Committee had developed a 5-stage framework for the implementation of a global network of qualitative researchers—the collaborating sites network. The Advisory Committee reviewed those past issues, while considering the following questions:

1. Where are we in terms of these “stages”?
2. What would be a reasonable set of goals for this year?
3. How can we connect the congress to existing professional / disciplinary organizations?
4. Can we create a centralized network that makes QI a truly international organization?

Key members of the CSN Advisory Committee actively worked on several goals which emerged from a content analysis of the results from those who responded to the initial inquiry. A conference call was also held with those same members in January to further discuss and develop practical trajectories for the CSN goals. These trajectories included:

- Global qualitative conference calendar
- Qualitative teaching materials
- Expand contact with related organizations
- 2015 Town Hall Meeting presentation
- A regular column in the CSN newsletter
- 2015 Business Meeting presentation

Moving forward with a More Global Collaborating Sites Network (CSN)

The CSN Advisory Committee’s progress within the

aforementioned goals and trajectories has been substantial. Lubomir Popov created an annual global monthly calendar listing conferences. Also, a call was posted by Serge Hein for shared qualitative teaching materials. As previous Town Hall meetings included representatives—from key global sites—who shared how they were developing local networks, having these new efforts of shared materials and a global calendar demonstrated great progress toward the initiatives.

More specifically, the CSN developed an annual Global Calendar of upcoming conferences on qualitative research. This year the calendar covers the period from April 2015 through April 2016. The calendar is a service to Congress attendees who can access this information any time from the Congress website. The calendar contains over 25 major qualitative conferences that are organized by month. Most of these conferences are organized each year at approximately the same time. Visiting their websites will provide additional information about conference calls for proposals (CFPs), abstract submission due dates, location (city and state), and in some cases even the conference hotel. The submission dates for many of these conferences are still open. It is expected that the due dates for abstract submission will be similar each year and can be anticipated. Although some of the submissions are already closed, interested patrons can attend the conference as a guest and scout the conference quality for subsequent attendance. In addition, current due dates for submission might be used as a guide to plan for next year. In most cases, CFPs come too late for immediate dissemination in a timely manner.

The Advisory Committee for the CSN has also been busy during the last year collecting and organizing teaching-related and other qualitative resources. These resources will be added to the ICQI website either this summer or early next fall. We have now reviewed and organized the qualitative materials that were sent to us by ICQI delegates last fall. Our sincere thanks to all of you who contributed materials for this very important initiative! We have also completed an extensive on-line search for additional qualitative resources. As a result of all of these efforts, we now have a large and varied collection of qualitative resources that people will be able to use. A preliminary framework has also been developed for organizing the presentation of these resources on the ICQI website. This framework organizes resources according to whether they are presented in English or Spanish. The resources that are available in

each language are then organized further into three subsections: qualitative course syllabi, information about qualitative conferences worldwide, and other qualitative resources. The final subsection will include a wide variety of qualitative resources, such as guidelines for classroom activities in qualitative courses, guidelines for developing qualitative research projects, information about qualitative data analysis software, YouTube videos that deal with qualitative research, and other internet-based qualitative resources, for example.

The CSN Advisory Committee's progress in these and other areas continues. The CSN Town Hall Meeting ensued at QI2015 in May. This update marks the beginning of a more regular column in the CSN newsletter, and progress on the CSN will again be shared at the 2016 Congress Business Meeting. The work is moving and truly becoming more global!

After the May Congress, and with increased support, the CSN Advisory Committee has dedicated their efforts for creating a special session at the annual Congress (QI 2016) for research concerning the CSN and explore funding for the CSN.

# Remarks Upon Receiving the ICQI Lifetime Achievement Award

May 2015

Patti Lather

## “What I was Meant to Make”

Thirty-six years as a teacher, 31 in higher education, 26 at OSU. Thirty official advisees and many more with whom I have worked off and on the record and colleagues over many years and a girlfriend who saved my life more than once. What pleasures I have had.

I have long thought of my feminist qualitative work as seismograph, index for the kind of work that remains possible in the AFTER of: the various ruins and stuck places of our time and lives; the various critiques we in this room have had no small part in making; the messinesses we have encountered, especially in policy work; all situated in contemporary knowledge problematics, most especially Derridean rigor and the refusal of the transparent sign.

My goal was always changing the social imaginary about research as a kind of recovery from the suffering of our own categories of research and science. I have, perhaps, been a kind of science outlaw seeing methodology as an incitement to think via the vitality of deviations from established norms. I have called this everything from queer cure to endless deconstruction across the turns and turns and turns we have all witnessed and helped make.

I was hired to teach critical feminist qualitative work at OSU in 1988 and from the beginning felt the pleasures of reading for both my scholarly life and my teaching life as the best possible subject position. For this they paid me just fine and set me up for the retirement that now beckons. Now there will be time for me to work on my book on sports and schooling with guidance from Walter Benjamin (*The Arcades Project*) and Roland Barthes (*The Preparation of the Novel*), situated in a web of other work, including your collective work that is always already here. I found a 1993 letter where I spoke of how tired I was of teaching and looking forward to a summer of writing. I think that had something to do with the 2/2/2 march of quarters of large enrollment service courses and the advisee list of which I am so proud. Like all institutions of higher education, OSU is greedy and it is also generous and enabling. As Cynthia Dillard said early in our friendship, “these are good jobs, no wonder you white people

kept them a secret.”

A 2005 interview with me by one of Bettie St. Pierre’s students, Sharon Murphy, on practices for reading difficult texts, clarifies the gifts of this job.

These gifts include the pleasures of tracking across wide ranging reading for the kind of intertextuality that never ceases to thrill me. To quote from myself in the interview:

I just finished a book manuscript on *Getting Lost* and I’ve been tracking this whole idea of getting lost as a way of knowing and also, loss because I figured out early on that the concepts of l-o-s-s and l-o-s-t had to be thought through. So I began to track this in my reading including a new Derrida book and he talks beautifully about getting lost. And I just practically go through the roof, I am so excited! Because it makes me feel like I’m onto something. Like this idea that I came up with out of my empirical work that I’ve been tracking across various literatures and beginning to put together and articulate--and then to find it in Derrida as well--is so exciting.

A second gift my work has brought me is the wonders of the over twenty years that my feminist reading group, PMS (PostModern Studies), was able to join together to read texts that were too hard to read alone. Again, quoting myself in that interview:

We generally insist on reading women but occasionally we’ll read a man. So one year, we decided to try some Deleuze because we were all having trouble trying to figure him out by ourselves. And I think it was *A Thousand Plateaus*, and we were sitting around in our usual circle and we had read a hundred pages or so and we were trying to discuss it but we just couldn’t get our hands on anything. So we decided to just arbitrarily open the book and one of us would start reading. And it ended up being a sort of choral reading that let us begin to make sense of that book. As so it wasn’t until we let ourselves “get lost” and actually use being lost as a fruitful place that we could begin to move into the book, through the book, and with the book in a way that was deeply pleasurable. And that actually bled into my teaching. For example reading Marxist texts, I’ll say “just start reading” and have students take turns and get the words moving in the classroom.

A third gift is how one’s thinking never stops changing in this work. I told a story in the interview of the shift from Marxism to poststructuralism where I couldn’t write for a few years because everything changed. In speaking of that shift:

I remember having a talk with a woman in my garage

in Minnesota in 1984-85. We were trying to hire her. I was teaching women's studies at the time and she was Donna Haraway's student. We had a curriculum where we taught feminist ideology, and we did it with what at that time seemed good practice, which was liberal feminism, radical feminism, and socialist feminism. And she told me, "Well, you know, those categories are quite exhausted now." I said, "What?" I thought that's just how you divided feminist theory up. And she talked about how it was much more fluid now and borders were blurred and complicated. Plus those categories were inadequate given women of color feminisms, and how any category system breaks down. I remember my mouth fell open. I'd never heard talk like that before. I thought categories were categories. I thought that's just always the way we'd teach feminist theory. It was just a stunning realization that there was a new way of thinking that I had no idea about. But I loved it. I mean, every word that was coming out of her mouth, I just loved it. So that would be one example of where you just realize that your way of thinking is a dinosaur and you need to unthink.

Finally, I spoke of how all of this combined to give me the privilege of living a Big Life.

It's not about just being an intellectual. It's about how being an intellectual deepens and enriches your life. Whatever experience you have is so rich because of how things interweave. Like when I was writing the *Angels* book that was, like, five years of intertextuality. For example, the Rilke poems were just Wow, at that particular point in time. But it was not just the Rilke. It was the data. It was what I knew about feminist ethnography. It was going home and visiting my family and anything about health and mortality. It was the many layers that give me such richness to my experience in the world that I am so grateful for. . . That was quite the five years. And I don't know that you go through something like that and ever get over it. I mean, you are never not touched by that.

We are so privileged that we get paid to read and write. That's a fabulous gift that we then owe. That's what motivates me in my writing: to try to communicate some of that richness, the excitement of that richness and the worth of it instead of looking at the world through just one layer. To see how having these layers doesn't necessarily map onto the world in tidy ways but it's the lived experiences of these rich complications that is a bigger life.

I predict we will together live our way out of the overcoded and what Lauren Berlant calls "what is al-

ready not working" and into a futuring of putting our work to use. I look forward to years of continuing connections in our collective Big Life.

## Special Career Award Acceptance Speech

Patricia Leavy

Thank you to the awards committee for this lovely honor and to my husband Mark who travels to Urbana with me each year so we can celebrate our anniversary together.

As a kid I was horribly bullied in school, every day for many years. I found ways to survive and as an adult I worked to build a new identity for myself in academia. I got a PhD in sociology, but when I submitted my first article to a peer-reviewed journal, the editor emailed me back and said that it was so bad that he wouldn't even send it out for review. I asked him for some feedback on the main problem and he said that my work wasn't sociology and it just didn't fit in anywhere. I wondered how it was that I had managed to be on the outside again. Soon after, my editor and dear friend, C. Deborah Laughton, told me about this incredible space created by Norman Denzin. I came to ICQI and I found my people. I know there are people in this room right now who feel marginalized at their institutions or in the larger funding and publishing structures. I want you to know that I stand with you, and I accept this honor on your behalf. Thank you so very much!

## The H.L. "Bud" Goodall, Jr. and Nick Trujillo "It's a Way of Life" Award in Narrative Ethnography

By Christopher N. Poulos, Ph.D.

As summer burned toward the autumn of 2012, qualitative inquiry lost two giants in a matter of two short months—two ethnographers whose presence was large in my field, Communication Studies, and here at the Congress—our dear friends Bud Goodall and Nick Trujillo. As we mourned the untimely passing of our colleagues, friends of Bud and Nick established the "Bud Goodall/Nick Trujillo It's a Way of Life Award" in narrative ethnography. Each year, this award will honor a published or other public work in narrative ethnography that "exemplifies excellence in storytelling informed by scholarship and intended for both scholarly and public audiences" (those are Bud's words).

So...here's how it works. We announce the award nomination process in the fall, and we make the award in the spring. In alternating years, we open nominations to articles and other works, followed by a year for books, and so on.

This year, the award goes to the best book voted on by a distinguished panel of judges. The competition was stiff, including books (that I highly recommend) by Art Bochner, Christine Davis, Jay Baglia and Rachel Silverman, and Lisa Tillmann.

I am pleased to announce that this year's award goes to Lisa Tillman's *In Solidarity: Friendship, Family, and Activism Beyond Gay and Straight*.

As one of the reviewers put it, Lisa is working at the next level of ethnography that reflects where the discipline is now. Her book is an excellent example of the possibility of using interviews as an intervention in the dynamics of family communication. The range of the stories demonstrates the range of complicated, nuanced discussions she elicits. Her skill in doing this work is a great model for students and for everyone in the discipline. Lisa Tillmann, congratulations.

# **International Congress of Qualitative Inquiry – Qualitative Book of the Year Award 2015**

to children for that which cannot be said.

## **WINNER**

Bochner, A. (2014) *Coming to Narrative: A Personal History of Paradigm Change in the Human Sciences* Walnut Creek, Left Coast Press

Art Bochner's book was, without a doubt, the runaway winner of this year's award. Being of an age (!) the committee members could all identify with Art's journey towards personal and academic community awareness and acceptance of qualitative research in general and narrative approaches in particular. This is an important history and one that it is important to record, remember and continue to build on. Without even touching on hyperbole we all felt that the book was exceptionally written, providing an exemplar of scholarly style to aspire to and demonstrating the power of a great story skilfully told.

## **HONORABLE MENTIONS**

Munoz, K. (2014) *Transcribing Silence: Culture, Relationships, and Communications* Walnut Creek, Left Coast Press

This is a fascinating book. Silence is, of course, so important to meaning and, as Kristina Munoz notes in the preface, 'unsaid words and unspoken agreements are, quite often, human communication at its most complex and elegant' (p. 9). How social scientists might explore, capture and re-present silences constitutes a serious challenge. In using both autoethnographic and fictional approaches Kristina offers a way forward and does not shirk the ethical issues which are implicated when writing lives.

Chawla, D. (2014) *Home, Uprooted: Oral Histories of India's Partition* New York, Fordham University Press

This is a lovely, scholarly and beautifully written auto/biographical study looking at meanings of home. It offers a superb example of what life history research can be and can do. As Salman Rushdie's *Midnight's Children* highlighted, Partition continues to exert a significant influence on lives being lived today. This book shows us how.

Davies, B. (2014) *Listening to Children: Being and Becoming* London, Routledge

In this book Bronwyn Davies exemplifies ethical practice as she couples Barad's notion of diffraction with the use of the Emilia Reggio approach to listening

## 2015 Qualitative Dissertation Awards

### Traditional category

Winner: Chaunetta Jones/Rutgers (2014)

Title: “Between state and sickness: The social experience of HIV/AIDS illness management and treatment in Grahamstown, South Africa”

Dr. Jones work is a powerful example of how knowledge (and the work of one justice-driven scholar) can make a difference. Her work exemplifies transformative collaborations between scholars and local communities and organizations, in this case AIDS organizations in Grahamstown in South Africa. More specifically her study examines the health and antiretroviral treatment-seeking behaviors and she skillfully brings health policy to individuals’ stories of trauma, suffering, and coping. Being moved and influenced by 14 months of ethnographic research, observations, interviews, illness narratives, health records, statistics, experiences of 35 HIV positive men and women from a small rural community, death, ethical issues, poverty and deeply rooted apartheid and other forms of social and economic inequality Dr. Jones develops powerful and sophisticated multi-level responses to these culturally complex dilemmas. Difficult decisions between economic and health security leave study participants both infected and affected needing to attend to their bodies and illness as well as complex economical and socio-cultural challenges of living with ongoing structural violence.

### Experimental category

Honorable mention: Lisa Armitage/University of Western Sydney (2012)

Title: “From What You Know: Tracing Family History Stories in Australia”

This art-suffused dissertation takes the form of a subtle and nuanced auto ethnography. Partially an overt act of self-discovery—especially regarding her past in and through a racialised colonial Australia, Dr. Armitage takes us on a bricolage journey, including archival texts; traces, elements, and “ghosts” of her own grandmother’s memories and stories; a Vimeo “text”; and collections of others’ stories, both oral and archival. These stories merge with her own, a self-proclaimed “white settler descendant,” forming and, ultimately, constituting, a fascinating contextualized emergent self that resonates with public histories within the Australian contemporary moment.

### Experimental category

Winner: Graham Lea/University of British Columbia (2013)

Title: “Homa Bay memories: Using research-based theatre to explore a narrative inheritance”

This dissertation is artistically crafted representation (research-based theater to be exact) and manifestation of experiences of teaching in Kenya combined with reflective accounts of the author’s mother’s experiences in working with NGOs in Kenya. The narrative context of this work is powerful but the scholarly and theoretical descriptions of the script writing process in a research context may be even more transformative especially when considering potentially diverse methodological audiences and readers. Dr. Lea offers professional insights into theater and script making situating his work in both scholarly literature and different forms of artistic discourses. Dr Lea’s past experiences with theater comes through in this exciting and complex investigation of narrative lineage and interrelated stories and experiences. This dissertation provides insightful openings to the art-based research processes, complexities, and the world of composing theatrical scripts in a research context. Following the full-length script Dr. Lea also engaged in critical commentary of the script and writing process that examined the key methodological and epistemological puzzlements, questions, and learnings bringing together the artistic material itself and scholarly discussion of it. Different texts, artists, films, and literature moved in and out of this dissertation in fluid yet engaging ways. Lovely theorizing combined with engaging theatrical performance!



# The Brave New Electronic World of Qualitative Publishing

By Mitchell Allen, Publisher, Left Coast Press, Inc.  
For ICQI Newsletter, 2015

There has been enough noise over the migration to electronic publishing to deafen all of us. Every publication about the state of academia, every academic conference, and a constant thump in the blogosphere seem to address this topic. What does all this mean for you, for your publication strategies, for your readership, for your writing future?

The risk of trying to prognosticate the future is immense. I have a copy of a *Harper's Magazine* article from 1856 that accurately predicted the invention of air travel. But airships consisted of hot air balloons powered by steam engines. Like that article, this piece should be worth a good laugh in a few years.

The simple answer to the question might be shocking. Basically, nothing has changed. Computers are not new. They've been around since before most of us were born. Archaeologists have even found complex calculating devices dating back to Roman times (that's 2000 years). Most junior scholars have always had websites to look at and emails to write and receive.

The same is true of your publications. The journals you read today generally arrive electronically. But they're still journals, usually structured in quarterly issues and consisting of research articles with abstracts at the beginning and bibliography at the end. This is becoming the pattern with scholarly books too: your college library is investing ever more in electronic versions of books that you can download in your pajamas at home. But these books still have tables of contents, eight chapters, and bibliographies at the end.

So relax. Until universities change their reward system, you needn't worry about changing your reading and writing habits away from the article and book.

## *Aggregation and Disaggregation*

What has changed, and is continuing to evolve, is the economic structure of the entities publishing those articles and books.

Global capitalism demands growth for sustainability. In this century, most successful at this growth have been the general media companies who try to be the sole source of information for their customers, folks like Google, Apple, Amazon, Yahoo. The academic information system has been too small for them to aggressively fight over to date, so traditional academic publishing companies have tried to emulate the "sole source of in-

formation" model. Companies like Elsevier, Springer, Sage, and Taylor & Francis are fighting each other to control the body of information you receive for your teaching and research, to structure the ecosystem so that you receive your information exclusively through them and thereby maximize their market share and their income. Some third parties, like Proquest and EBSCO, are trying to do the same. This requires *aggregating* all the information they have available into large databases to sell to you (or to your university library) and licensing from other presses (like my company, Left Coast) what they don't own. Emulating the world's Googles, this new model also requires them to be flexible enough to allow you to secure just the information you need (an article, a chapter, a quote, a chart) separately, *disaggregating* those publications into component parts, to give you just what you want and no more. When a college library invests all of its money in a large database from one of the large publishers, which is a very efficient use of their limited financial resources in the contemporary accounting-driven university, it reduces the budget they have to invest in a single journal or single book. Large publishers are counting on that. It's the Walmart approach: buy broccoli more cheaply in bulk whether or not you're going to eat all 8 pounds of it.

Each of the major academic publishers offers collections of journals for a small fraction of buying each individually. More and more, large publishers and third party vendors are doing the same for books, offering libraries collections of books from many publishers at a small fraction of what the individual books cost. These aggregations are now being offered to individuals too—JSTOR has one, for example—and are only going to increase in the future. This can be good news for you, the scholar. You have greater access to more material, even if you're not at a Research 1 university. More circulation means more people have the opportunity of finding at your work. It does demand more of your attention focused on discoverability-- creating titles, abstracts, and keywords that allow your work to be found in a huge jumble of available information.

## *The Resistance*

Resistance to this movement has come from a variety of sources: 1) not-for-profit university presses and scholarly organizations who are trying to create their own aggregations like Project Muse or JSTOR, 2) the open access movement, and 3) the vanity presses/ blogosphere/ social media that allows anyone to publish anything online, with or without peer review.

Open Access (OA) movement adherents contend that academic material should be freely available on the web for all readers. Can we do away with the publishing sector firewalls, so that scholarship is truly free to everyone who wants to read it, including non-academics? Its proponents speak of OA with a utopian, religious fervor. There's only one problem with their solution, OA systems are not free. Someone pays for them.

It costs money to edit, design, typeset, proofread, and index journals and books, to protect rights of its creator, to publicize it to those interested in the work, to store the material, and to administer all of these systems, whether paper or electronic. If publishers are no longer responsible for these tasks using their own capital, someone else will have to pay for it. Will you, the author, be forced to subsidize your own work or will your professional organization assume these cost out of your organizational dues? The most likely candidate to manage these tasks is your college library, though they are subject to the same budget uncertainty that plague all parts of the university. Not the firmest foundation to undergird this system.

Many OA publications work effectively today, *The Qualitative Report* and *Forum: Qualitative Sozialforschung* among them. Their founders should be proud. But it still represents a small fraction of the content output and still is reliant on volunteer labor. Sustainability is questionable for the long haul. What happens when open access systems become responsible for the estimated 100,000 academic journals and 60,000 new academic books published each year? Where will the money come to hire all the copyeditors, typesetters and proofreaders to polish your work and the IT experts to maintain this material? Who provides the kind of publicity that traditional publishers do for their authors?

Commercial journal publishers have attempted to coopt the open access movement by making articles free to readers by charging the author. This "gold open access" model allows the author to pay for the privilege of removing the firewall for their publication. Costs can run from a few hundred dollars to several thousands. Not a big deal for a large med school NIH-sponsored project, just a few more dollars added to the multi-million dollar grant proposal. But for an independent scholar in the humanities, someone in the less developed world, or a graduate student? This system upgrade seems to reward the wealthiest scholarly areas at the expense of the poorest. Not a democratizing solution at all.

Another pressure on traditional academic publishing

comes from modes of communication dominating the Internet. Research reporting by Tweet. Or blog post. Or Wiki. Your scholarly writing disaggregated into 140 character segments. This is already occurring in much corporate research, where those working for Intel or Apple (including the qualitative researchers) often present their ideas, their studies, and their analyses in sequences of electronic posts. These are not refereed (but could be) and are short, pointed, immediate, and focused on specific topics. The brevity and immediacy of presentation of information don't encourage long, thoughtful ideas.

*What's holding everything together?*

With all these pressures, what keeps the traditional publishing system in place? You can thank the conservatism of the tenure system for that. Those Faculty Evaluation Committees (FEC) still look at your CV and assess the number and worth of all those articles and books in order to give you the promotion. As long as that system stays intact, you will be pushed to produce publishable articles and books, no matter how they're sliced and diced when they get into the hands of the publisher.

But what if the tenure system gets abolished or transformed, what would that do to the publishing landscape? FEC's around the world are already puzzling over how to evaluate material coming from non-traditional sources and non-traditional formats. Some of this transformation will be welcomed by qualitative researchers. Will an arts-based product or a community-based project count as much as a refereed QHR article? Will you be able to blog your research study?

There is, though, a darker side of any system transformation, one that has already emerged. In OA publishing, scholars are increasingly becoming prey to "predatory" open access journals, mimicking reputable publications but willing publish anything you send them for a fee. A website has been created to help scholars identify these predatory journals ([scholarlyoa.com](http://scholarlyoa.com)). Some large scholarly publishers have developed large electronic journals with article selection being handled by company staff members rather than academic journal editors. And the blogosphere rule still holds, the most successful scholars will not necessarily be the ones who do the best work, but the ones that are the best and pushing out stuff en masse and quickly and promoting the hell out of it?

Fortunately, or unfortunately, the academic reward system changes very slowly. These utopian (or dystopian) scenarios may or may not happen. If you're on

the tenure treadmill today, it's unlikely the rules will change on you before the big day comes. So don't lose any sleep over it...yet. In the interim, I'll be having nightmares about the day someone at Google decides they should add a scholarly publishing division.

*Adapted from Mitchell Allen, Essentials of Publishing Qualitative Research, © Left Coast Press, Inc. 2015. All rights reserved.*

# A Day in Arts-Based Research

Call for Abstracts: Arts-Based Research: An Interdisciplinary Dialog

Special Interest Group at the 11th International Congress on Qualitative Inquiry

University of Illinois at Urbana-Champaign

Wednesday, May 20 — Saturday, May 23, 2015

As part of the International Congress of Qualitative Inquiry, Arts-Based Research events will take place as a Special Interest Group (SIG) throughout the conference.

In James Haywood Rolling, Jr's recently published *Arts-Based Research Primer*, he offers a working definition of arts-based research as: the multi-systemic and practice-based application of distinct yet interactive analytical, synthetic, critical-activist, or improvisatory cognitive processes and artistic practices toward theory-building and/or the re-construction of meaningful experience.

Arts-based research practices are based upon the premise of utilizing various forms of artistic practices as a primary means of understanding experience, and are intended to have applications across multiple disciplines. Consequently, we believe that practitioners would benefit from an interdisciplinary conversation. Rather than just a single panel, this SIG envisions a series of roundtables and panel presentations that address the following:

How would you characterize arts-based research?

What are the unaddressed problems that might require arts-based research approaches?

What arts-based practices have you applied to your own research?

What implications might this have for researchers in other fields?

How might arts-based research practices from other fields influence your work?

What are some unanswered questions about using arts-based research methodologies in social and educational research?

What are some unnamed methodologies for conducting social and educational research that can be extrapolated from your explorations as an arts-based researcher?

How do new ABR methodologies facilitate the address of new research questions?

We welcome additional topics that interested participants may want to suggest.

Facilitators at each session will be responsible for posing insightful and thought-provoking questions or concerns to start the conversation. They will then serve as moderators, keeping the dialogue on topic, and facilitating the collaborative contribution of all roundtable and panel participants.

We invite people interested in all disciplines that engage in arts-based research to submit an abstract proposal for one of the following formats:

## Conversation Roundtables

Conversation Roundtables (Pre-conference: Wednesday, May 20)

To submit a proposal for a conversation roundtable, please send an abstract (150 words max.) indicating your area of interest, the questions or concerns you wish to discuss collaboratively, and the objectives you would like to achieve with the participants.

## Panel Presentations

On Friday May 22 and Saturday 23, there will be paper presentations for the Special Interest Group (SIG) on Arts-Based Research.

A limited number of individual papers will be accepted for presentations in panels of four speakers. To submit a proposal for a paper presentation, please submit a title and abstract (150 words max.) of your presentation, along with keywords.

We especially encourage unconventional forms of communication and audience involvement in which presenters show rather than read their observation or results, leading the audience to think with their presenters.

## Abstract submission procedures

Please submit your abstracts for the Arts-Based Research Special Interest Group (SIG) events through the conference website: <http://icqi.org/submission> Abstracts need to be of 150 words or less. Each submission should clearly specify its category: conversation roundtable or paper presentation. Please notice that the conversation roundtables will be on Wed., May 20, whereas the paper presentations will be on Friday, May 22 or Saturday May 23.

Abstract submission deadline: 1 December 2014

Please be aware that this conference does not provide electronic equipment, like computers or projectors. Please feel free to contact the conference organizers for clarification or assistance related to your submission or attendance at the Day in Arts-Based Research. We look forward to seeing you in May 2015!

Conference/SIG organizers:

James Haywood Rolling, Jr., Syracuse University, USA: jrolling@syr.edu

Ross Schlemmer, Edinboro University, USA: rschlemmer@edinboro.edu

Amanda Alexander, University of Texas @Arlington, USA: amandaa@uta.edu

Manisha Sharma, The University of Arizona, USA: msharma1@email.arizona.edu

## **SIG in Autoethnography**

Call for Participation

Special Interest Group (SIG) on Autoethnography

11th International Congress of Qualitative Inquiry

May 20-23, 2014

Writer Joan Didion notes simply and powerfully, “we tell stories in order to live.”[i] Autoethnographic stories—stories of/about the self told through the lens of culture—enable us to live and to live better. Autoethnography allows us to lead more reflective, more meaningful, and more just lives by:

Critiquing, making contributions to, and/or extending existing research and theory.

Embracing vulnerability as a way to understand emotions and improve social life.

Disrupting taboos, breaking silences, and reclaiming lost and disregarded voices.

Making research accessible to multiple and diverse audiences.

To meet these goals, autoethnographers must balance the inward work of introspection with the outward work of social, cultural, and political critique. In the current moment, autoethnographers must seek ways of:

Engaging deeply and explicitly with existing qualitative research and theory, showing what innovative and interdisciplinary critiques, contributions and/or developments autoethnographic stories can make to existing research conversations and traditions.

Doing the vulnerable work of personal storytelling as a demonstration of a commitment to the larger goals and responsibilities of creating greater understanding with, empathy for, and improving the lives of others. In other words, asking and answering the question: what work does my story do in the world, for whom, and with what risks and possibilities?

Working collaboratively with other scholars, as well as with the persons we study, live and work with, and love in our research and writing, demonstrating how autoethnography can expand the boundaries and possibilities of critical qualitative research both inside and outside of the academy.

Creating work that not only names experiences of loss, exclusion, degradation and injustice but also showing how the stories we tell, the orientation we take to our research and our writing, and responsibility we assume as authors embody the change we seek to make in the world.

Seeking new and nuanced ways to ethically engage in autoethnographic research that does not separate the

experiences we are writing about from the goals of the work, the judgments we make of a story's impact or success, or the persons we become as storytellers; in other words, providing an example of how to engage qualitative research from a position of engagement and humility with and for ourselves, our interlocutors, and our readers/audiences.

Seeking new and nuanced ways to ethically engage in autoethnographic research that does not separate the experiences we are writing about from the goals of the work, the judgments we make of a story's impact or success, or the persons we become as storytellers; in other words, providing an example of how to engage qualitative research from a position of engagement and humility with and for ourselves, our interlocutors, and our readers/audiences.

We envision this SIG as an opportunity to not only talk about these goals and desired ways of working but to also come together during the Congress to begin creating and collaborating on work that addresses these issues. To facilitate a focus on doing and making, we invite you to participate in the following:

#### Events and Activities

Wednesday, May 20: Opening Panel and Thematic Working Groups

##### Autoethnographic Presents and Futures Panel

We will begin with an opening panel composed of new and seasoned autoethnographers who will engage in a discussion of current and future tensions and opportunities in autoethnography.

Panelists: Norm Denzin, Art Bochner, Carolyn Ellis, Tony Adams, Derek Bolen, Devika Chawla, Stacy Holman Jones, Anne Harris, Robin Boylorn, Lisa Tillmann, Chris Poulos, Jonathan Wyatt, Ken Gale, Tami Spry, Bryant Alexander, Patrica Leavy, Claudio Moreira, Marcelo Diversi, Sophie Tamas, Miroslav Pavle Manovski, Lesa Lockford, Sandy Pensoneau-Conway, Andrew Herrmann, Desiree Rowe, Susanne Gannon, Sandra Faulkner, Aisha Durham.

##### Autoethnographic Methods Café

Following the panel discussion, we will convene a "methods café" consisting of several small groups in which participants can discuss:

Pressing questions, tensions, and opportunities within specific research contexts or themes.

Approaches to and considerations for publishing autoethnographic work in a particular context or theme.

Sharing and receiving feedback on writing within a

particular context or theme. Participants in these groups will be asked to bring working drafts of autoethnographic projects to share.

Groups will be led by an autoethnographer who has experience researching, writing, and publishing in that context/theme. Other session formats are also welcome. When submitting abstracts for the café, please include the name(s) of suggested session leader(s). Possible café contexts and themes could include:\*

Autoethnography and identity

Autoethnography and relationships and families

Autoethnography and institutions

Autoethnography as witnessing

Autoethnography and theory development

Autoethnography as social justice work

Autoethnography and performance

Autoethnography and poetry

Visual autoethnography

Autoethnography and health

Autoethnography and addiction

Autoethnography and spirituality

Autoethnography and social scientific research

Autoethnography and pedagogy

Autoethnography and new media

\* This list of possible contexts and themes is meant to be generative rather than exhaustive. Proposals on a range of themes and contexts are encouraged.

Friday, May 22 and Saturday, May 23: Interactive Issue-Based Panels

A series of interactive panels centering on an issue in/for autoethnography will be presented during the ICQI program. These panels can include the presentation of individual papers, though preference will be given to formats that create opportunities for conversation and collaboration around issues important to autoethnographers and autoethnographic research. Possible topics for issue-based panels could include:\*

The ethics of doing and writing autoethnography

Autoethnography and human subjects review

Teaching autoethnographic research and writing

Writing an autoethnographic thesis or dissertation

Doing collaborative autoethnographic projects

Writing and sharing autoethnography with interlocutors and non-academic audiences

Creating curriculum proposals for autoethnography courses

Using autoethnography in mixed-methods projects

\* This list of possible issues is meant to be generative rather than exhaustive. Proposals on range of issues are encouraged.

### Abstract Submissions

Please submit abstracts of 200 words or less for SIG events through the ICQI conference website: <http://icqi.org/submission>

Each submission should clearly specify the session format: thematic working group or issue-based panel. Please note that selected thematic methods café sessions will be held on Wednesday, May 20. Selected issue-based panels will be programmed on Friday, May 22 and Saturday, May 23.

Please note that the deadline for submitting abstracts is December 1, 2014.

[i] Joan Didion, *The White Album* (New York: Simon & Schuster, 1979): 11.

## A Day in Qualitative Psychology

SIG in Critical and Poststructural Psychology

Opening conference at

the 12th International Congress on Qualitative Inquiry

University of Illinois at Urbana-Champaign

Wednesday, May 18th, 2016

### The Day in Qualitative Psychology

The Day in Qualitative Psychology is the opening meeting of the Special Interest Group (SIG) in Critical and Poststructural Psychology at the International Congress of Qualitative Inquiry. The goal of the SIG in Critical and Poststructural Psychology is to promote, develop, and celebrate creative qualitative inquiry, with special attention to issues of social justice and disparity.

Wednesday will feature a keynote speech (speaker TBA), discussion groups, and a plenary session on Critical and Poststructural inquiry in psychology. The following days, the SIG will continue with panel presentations on different theoretical perspectives to qualitative research in psychology.

We invite researchers, practitioners, scholars, students and all others within subfields of psychology to join us at this event and to engage in vibrant and thought-provoking conversations about innovative and non-conventional (post-) qualitative methodologies and experiences that may be most useful in the field of psychology. Please come and share your work, thoughts, and dreams about qualitative psychology, and how to build psychological research as a novel, engaged, and non-essentialist practice.

### Critical & Poststructural inquiry

We see Poststructural inquiries as moving away from attempts to provide realistic, universal, and fixed representations and from referents and answers that are not situated in historical, political, and cultural positions. In underscoring the close link between knowledge and power, and the (im-)possibilities of representation, Poststructural forms of inquiry explore, participate in, and deconstruct experiences and meanings as part of discursive frames, linguistic practices, and relational realities. Knowledges become non-linear, fluid, and liminal between fields and disciplines, and outside of them. Rather than finding finite answers, inquiries open up possibilities, questions, and multiplicity, with an eye toward issues and constructions of social justice, inequality, and emancipation.

Aware of the political and agentic situatedness of every form of inquiry, critical researchers seek to achieve equality and/or foster resistance, usually through collaborative and mutual approaches to an identified social issue and the knowledge/practice that may be developed or performed for its amelioration. Research is transformed into a diffractive and political practice that contributes to the empowerment of participants and to their resistance against institutionalized and hierarchical knowledge.

#### Abstract Submissions

We will accept abstract submissions for conversation roundtables on Wednesday, May 18 and/or for paper presentations on Friday, May 20 and Saturday, May 21, 2015.

#### Conversation Roundtable (45 minutes)

These will focus on specific issues and dilemmas faced by qualitative psychologists at various career stages. We invite submissions from one to three facilitators on topics such as:

Interweaving qualitative inquiry and professional practices (e.g., clinical, workplace, educational, social)

Epistemological challenges to qualitative research from the field of psychology

Completing a qualitative thesis/dissertation

Teaching qualitative research

Writing Qualitative Grant proposals.

We welcome additional topics that facilitators may want to suggest.

The facilitator(s) will be responsible for posing insightful and thought-provoking questions or concerns to start the conversation. They will then serve as moderators, keeping the dialogue on topic and facilitating the collaborative contribution of all roundtable participants. The goal of these conversations is not to produce clear answers to the issues, but rather to provide insights, spur creative conversations, encourage collaborations and create a sense of shared community.

To propose a conversation roundtable, please submit an abstract (150 words max.) at this link: <http://icqi.org/home/submission/> Be sure to clearly label your abstract as being for a “conversation roundtable.” Your abstract will include the questions or concerns you wish to discuss collaboratively and the objectives you would like to achieve together with the participants.

SIG – Qualitative Research in Psychology (Friday and Saturday, 20-21 May 2016).

Participants can submit abstracts for individual presentations or for panels at the following link: <http://icqi.org/home/submission/>

Be sure to indicate that your presentation is part of the SIG in Qualitative Psychology

Individual papers are limited to 150 words. Panel submissions are comprised of at least four (4) but not more than five (5) papers, each paper with full abstract and author information. Panels are guaranteed an 80-minute slot (individual paper presentations are expected to run 12-15 minutes). Within each panel, we recommend allowing a generous time to Questions & Answers.

Although we encourage work with critical, Post-structural, or social justice focus, all presentations related to qualitative psychology will be considered. We also welcome unconventional forms of communication, representation, and audience involvement.

#### Conference organizers:

Angelo Benozzo, University of Valle d’Aosta, Italy, [benozzo@univda.it](mailto:benozzo@univda.it) (co-chair)

Marco Gemignani, Duquesne University, USA, [gemignanim@duq.edu](mailto:gemignanim@duq.edu) (co-chair)

Michael Kral, Wayne State University, USA, [kral@wayne.edu](mailto:kral@wayne.edu)

Heather Adams, Trauma & Change Research Group, USA, [Heatheradams@Traumaandchange.com](mailto:Heatheradams@Traumaandchange.com)

#### SIG consultants:

Cynthia Langtiw, The Chicago School of Professional Psychology, USA [CLangtiw@thechicagoschool.edu](mailto:CLangtiw@thechicagoschool.edu)

Wen-Ting Chung, independent, USA, [chung@gmail.com](mailto:chung@gmail.com)

Cesar Cisneros Puebla, UAM Iztapalapa, Mexico, [csh@xanum.uam.mx](mailto:csh@xanum.uam.mx)

Mirka Koro-Ljungberg, Arizona State University, USA, [mirka.koro-ljungberg@asu.edu](mailto:mirka.koro-ljungberg@asu.edu)

Katarina Azim, University of Memphis, USA, [kbarth@memphis.edu](mailto:kbarth@memphis.edu)



# Coalition for Critical Qualitative Inquiry (CCQI)

Seminars and Business Meeting, Wednesday, May 18, 2016  
8:00 am – 4:30 pm

All are invited to: (a) attend the entire Wednesday activities (seminars listed below), and (b) submit papers to ICQI Thursday/Friday sessions sponsored by the SIG (see 2016 call for papers and participation on the ICQI website).

## Purpose and History of the CCQI SIG:

For some time, researchers engaging in critical qualitative scholarship have called for the construction of a critical social science that challenges disciplinary boundaries and rethinks research as construct and practice. To some extent, the broad expanse of qualitative research as a field has accomplished this reconceptualization, especially with the extensive work of feminist, postcolonial, and poststructural scholars (to name just a few of the epistemological perspectives that address issues of power and equity). However, the contemporary imposition of neoliberal forms of knowledge and practice broadly, but especially within higher education, is an immediate threat to qualitative research of all types, and most importantly, to a construction of higher education that would facilitate diverse ways of being and challenge social and environmental injustice and oppression in any form. From within this neoliberal condition, critical work is of utmost importance. Additionally, as critical perspectives have brought to the forefront the anthropocentrism that dominates research, those concerned with the “more-than-human” hope to challenge all forms of injustice. The main purpose of the Critical Qualitative Inquiry SIG within ICQI is to construct a Coalition of individuals from a range of fields who systematically work together to:

Expand visibility for existing critical work, as well as newly emerging, post-human inquiry (e.g. feminisms, subaltern studies, queer theory, critical pedagogy, counter colonial critique, new materialisms, post-anthropocentric inquiry);

Increase and maintain critical qualitative inquiry as an avenue for equity and social justice across, outside, and challenges to, disciplines;

Construct new diverse forms of critical qualitative inquiry, related forms of activism, and innovative methods for sharing that work; and

Systematically support critical qualitative scholars in the changing climate that is higher education, especially under contemporary neoliberal conditions that include the privileging of academic conservatism.

Seminar Broad Topics for 2016 Based on 2015 Meeting Discussions

Critical Activism: Next Steps

Seminar Organizers: Mathias Urban, Ann Merete Otterstad, Camilla Andersen, Dee Sherwood, Carlos Pavao, Nannaphat Saenghong

Critical Perspectives from the Margins

Seminar Organizers: Michelle Perez, David Carlson, Ninel Cam, Kelly Medellin, Kia Rideaux, Margarita Ruiz

What do we mean by critical? Continuing/Expanding the Discussion

Seminar Organizers: Mirka Koro-Ljungberg, Penny Pasque, Marek Tesar, Gaile S. Cannella

Please contact organizers with ideas or questions. SEE COMPLETE LISTING IN 2016 CONGRESS PROGRAM, AND PLEASE PLAN TO ATTEND THE ABOVE SEMINARS. SEE YOU IN MAY, 2016!!!

# Digital Tools for Qualitative Research

The Twelfth International Congress of Qualitative Inquiry  
May 17-21, 2016: University of Illinois, Champaign-Urbana, Illinois

## History

In 2008, this group met for the first time during the pre-conference day, Technology in Qualitative Research. With eighteen presenters and sixty-two participants, the goal of the Pre-Congress day was to “engage researchers in a discussion of the relationship between qualitative research, technology, and creativity.” The day was a huge success.

Seven years later, the group introduced a Digital Tools for Qualitative Research Strand during the 2015 Congress, with the goal of “bringing together qualitative researchers to discuss the role of digital tools in the ongoing construction of qualitative research practice.” A non-stop series of forty-eight presentations were delivered during the Congress, many with standing room only. A detailed mini-program of Digital Tools sessions from the 2015 Congress is available at: <http://www.queri.com/DTFIFlipFiles/DigitalToolsProgram.html#p=16>. At the conclusion of the 2015 Congress, participants agreed to develop a Special Interest Group (SIG).

## Activities

The primary responsibilities of the Digital Tools for Qualitative Research SIG are to:

Provide support to the larger Congress and respond to requests (e.g., assist the development of a hub of resources on Digital Tools).

Help promote the call for papers and recommend Digital Tools paper groups to ICQI.

Develop opening and closing events for the SIG at the Congress.

Develop award(s) and/or recognition for scholarship/leadership within the Digital Tools community.

Obtain feedback from participants and presenters as part of an annual review of SIG goals and activities.

If you are interested in participating in the development of this SIG, please contact Kristi Jackson at [DigitalTools@queri.com](mailto:DigitalTools@queri.com) or 303-832-9502.

The Digital Tools Track at ICQI 2016

The theme of the 2016 Congress is “Qualitative In-

quiry in Neoliberal Times,” and the Digital Tools for Qualitative Research SIG will once again host a special track during the conference. This track will include posters, papers and panels related to the conference theme, which may overlap with several topics related to Digital Tools for Qualitative Research:

**Digital Tools:** What are they (old and new; hybrid or repurposed)? What are the various and intersecting sub-groups of tools that comprise qualitative research technology? How are they being used? What constitutes good use? How do we know?

**Methodological Quandaries:** How are qualitative researchers making sense of the methodological issues raised by the use of digital tools? What methodological tasks are served by the use of new tools? How do digital tools impact the use of different interpretive frameworks?

**Ethics and Social Justice:** What ethical issues do these tools raise? Whom do they help? Whom do they hurt? How is justice or injustice occurring through the use of digital tools in qualitative research?

**The Literature of and Theoretical Perspectives on Digital Tools in Qualitative Research:** How are we theorizing and contextualizing these tools? How do researchers’ affiliation with or critique of these tools shape our communities of practice?

Submitting a poster, paper or panel proposal

Please submit your abstracts to the Digital Tools for Qualitative Research SIG through the conference website: <http://icqi.org/submission>.

Abstracts must be 150 words or less.

Each submission should clearly specify its category: poster, paper or panel.

To assist in the grouping of papers, you might also identify one of the themes described above (Digital Tools, Methodological Quandaries, Ethics and Social Justice, The Literature of and Theoretical Perspectives on Digital Tools, and/or, the Congress theme, Qualitative inquiry in neoliberal times).

Submission Deadline: December 1, 2015.

Proposals that are not accepted by the SIG will be considered for inclusion in the general Congress.

For updates on the Digital Tools SIG, like our Facebook Page: Digital Tools for Qualitative Research (<https://www.facebook.com/DigitalToolsforQualitativeResearch>)

# Indigenous Inquiries at the Twelfth International Congress of Qualitative Inquiry (ICQI) May 18-21, 2016

“Decolonization is not a metaphor” (Tuck & Yang, 2012). For Indigenous Peoples colonization is not a past event, but an ongoing reality. Indigenous epistemologies have existed for a long time; having managed to survive colonization, war, genocide, and a host of other harmful colonizer policies and practices. “Decolonization brings about the repatriation of Indigenous land and life; it is not a metaphor for other things we want to do to improve our societies and schools” (Tuck & Yang, 2012, p.1). Although relatively new to the academic landscape, decolonization has been practiced and theorized in Indigenous communities for a long time, making Indigenous communities the centre of decolonizing theory and practice (Sium & Ritskes, 2013, p. 1). As Russell Bishop (2005, 2011) discusses this struggle is one of freeing ourselves from neocolonial dominance in research “so that models of reform for the oppressed groups can be developed from within the epistemological frameworks of those groups, rather than from within the dominant.” (2011, p. xiii).

De- and Anti-Colonizing discourse and practice are especially prevalent in neoliberal times. As the prevalence of absolutist quantitative metrics increases, the time and place are rife for alternative ways of knowing, which include qualitative and indigenous means of research. Indigenous Peoples across the globe have often felt the brunt of neoliberal policies and practices, both in their lives and in the environment they live in. Indigenous Peoples have thus been among the most vocal critics of unchecked neoliberal policies. From Mayan maquiladoras to Aboriginal health workers to First Nations tar sands truck drivers, Indigenous voices have risen to protest the nefarious effects of neoliberal policies and practices. While only recently has the academy taken an interest in Indigenous methodologies and paradigms, there is a vibrant and thriving community of scholars and activists working diligently to add their voices to those of the oppressed. Indigenous researchers and their allies are currently engaged in a process of creating space(s) for Indigenous ways of knowing and being within and outside of academia.

The Indigenous Inquiries Circle (IIC) invites attendees to participate in our 5th annual Special Interest

Group gathering on Wednesday May 18th, 2016. In addition to having our usual circles and rituals, we will have sessions that day for us to reflect and discuss the past, present, and future of the Indigenous Inquiries Circle. We also invite submissions to the regular days of the ICQI 2016 (Friday and Saturday) that explore the spaces and the places of Indigenous inquiries in the academy and particularly their relationship with qualitative research in neoliberal times. To support exchange and interaction among researchers working on common sets of issues, problems, or themes the Congress does allow and encourage alternative presentation formats to facilitate talking circles, roundtables, and somatic sessions. Such sessions could include dance, movement, research sharing circles, storytelling/drama/music & song, and themed discussion circles.

The time-tabling of the alternative formats for the Friday and Saturday sessions will follow the Congress (1.5 hrs per session) schedule. However, the sessions will be fluid and dynamic allowing opportunities for participants to engage for longer periods of time than the traditional 10 to 15 minutes presentation. Please note that participants submitting papers to the IIC should expect to present in II sessions that will occur in conjunction with regular congress sessions on the 20th and 21st of May respectively.

## References

Bishop, R. (2005). Freeing ourselves from neocolonial domination in research: A Kaupapa Maori approach to creating knowledge. In N. K. Denzin, & Y. S. Lincoln (Eds.), *The sage handbook of qualitative research* (3rd ed., pp. 109-138). Thousand Oaks, Calif.: Sage Publications, Inc.

Bishop, R. (2011). *Freeing Ourselves*. Boston: Sense Publishers.

Tuck, E & Yang, K. W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, Education & Society*, 1(1), 1-40.

Organizers for the Indigenous Inquiries SIG: Heather Ritenburg, H. Monty Montgomery, Rose Cameron, Krissi Staikidis, Mere Skerrett, Roe Bubar, Damara Paris, Elizabeth Fast, Anjali Helferty, Craig Campbell, Jamie Singson, Margaret Kovach, Virginie Magnat, Shawn Wilson, Marcelo Diversi, Amy Prorock-Ernest, Jenny Ritchie, Warren Linds, Nuno da Costa Cardoso Dantas Ribeiro, Patrick Lewis.

Contact: Patrick J. Lewis, University of Regina, patrick.lewis@uregina.ca

# Global Qualitative Health Research

## search

Call for Abstracts

Critical Issues in Qualitative Health Research

Wednesday May 18th

This one-day Special Interest Group (SIG) session will be held on Wednesday, May 18th, at the 12th International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign, May 18-21, 2016 <http://icqi.org/>

The one day seminar will focus on Critical issues in Qualitative Health Research.

We will address such topics as:

Does the context of health (and illness) related research require or force the adaptation of qualitative methods?

Is qualitatively-derived theory clinically useful?

How do (and can) results of qualitative health research influence education, policy, and practice?

Developing partnerships and teamwork in health related qualitative inquiry.

Are practice-based evidence and qualitative health research a good fit?

Abstracts will be submitted to the ICQI and marked GQHR SIG.

Participants register for the full conference (There is no additional fee for the GQHR session, but workshops on Thursday May 19th are an additional fee).

Contact: Vanessa Shannon, [vshannonqhr@gmail.com](mailto:vshannonqhr@gmail.com)

# 6th Annual Social Work Day

Thursday, 19 May 2016

International Congress on Qualitative Inquiry

Theme: Qualitative Inquiry in Neoliberal Times

ICQI DSC02111

Paying Attention at a Social Work Day 2015 Session at the Illini Union

“All are Welcome”

Social Work Day: Energy and Ideas

Social Work Day is the great social work get-together. Social workers from throughout the world come together to share ideas and draw energy from each other. All methods and topics are welcome. We are particularly interested in papers that expand thinking on how social work qualitative research contributes to social justice, social care, and social change. These are topics that fit the theme of the main conference, which is “Qualitative Inquiry in Neoliberal Times.”

Neoliberalism means the kinds of governments that are in power in the Western world today—privatization, deregulation, austerity, reduction of government spending, pro-business legislation, reduce taxes on the rich, tax the poor, infringement on women’s reproductive rights, and cutbacks on social services and other governmental projects. It sounds like a caricature of Darwinism—nature red in tooth and claw. Darwin actually showed that human beings evolve because we cooperate. Despite this, neoliberalism is a powerful global force today.

Suggestions for 2016

At our closing Town Hall Forum, participants in the 2015 Social Work Day had suggestions for 2016.

Round tables, workshops, panels, and brown bags over lunch on

funding for qualitative research;

having fun with qualitative social work;

anger and qualitative research and examples of how you responded; productively: kinds of things that can lead to anger: funding opportunities; IRBs, poor teaching of qualitative research, and lack of mentoring;

teaching qualitative research on the internet;

creativity in social work research/arts-based social work research;

what’s missing in qualitative social work research; what can we do better?

theory and qualitative research; and

methodologies and social work qualitative research.

If any of these click with you, see if you can organize something by checking with colleagues or sending a message to the social work list. If you don't know how to access the list, please email Social Work Day's organizer, Jane Gilgun, at [jgilgun@umn.edu](mailto:jgilgun@umn.edu).

Other topics are certainly welcome. Feel free to check them out with Jane, if you would like.

In the works is a plan for a session where editors and editorial board members of *Qualitative Social Work* are discussants on two papers that they critique for their readiness for publication in *Qualitative Social Work*. Participants will send their entire papers in ahead of time to get the critiques. Two papers will be chosen from among those submitted. Papers not chosen will be part of the other sessions of Social work Day. Persons who attend the sessions will also get the two papers ahead of time and will offer their thoughts on what works and what might be changed to get the paper to a publishable form. Please contact Jane Gilgun if you are interested in having one of your papers critiqued.

This year's Social Work Day is once again on Thursday where we will be together in one place to share our research. For the next two days, we will participate in the main conference where we will mingle with scholars from about 200 countries and scores of disciplines and be exposed to an amazing variety of ways to do and to present qualitative research.

Graduate students, new professors, practitioners, and seasoned professors mingle at Social Work Day. The networking possibilities are endless. If you want to discuss ideas and topics, feel free to contact Jane Gilgun at [jgilgun@umn.edu](mailto:jgilgun@umn.edu). Jane is the convener of the conference and is a professor, School of Social Work, University of Minnesota, Twin Cities, USA. If you have additional ideas about sessions, initiatives, publicity, fund-raising, or any other relevant topic, please contact Jane. She will let you know if others have similar interests and will connect you to other researchers with similar interests.

### Social Work Day 2015

In 2015, Social Work Day was on Thursday. This was a huge success. We had very well-attended sessions because Thursday is also workshop day for the main conference. Many persons who attended a half-day workshop also attended social work day sessions. This was our chance to show members of other disciplines the excellence of our research.

We had 14 concurrent sessions, 84 presenters from ten countries, 48 papers, an opening plenary, a "town

hall" closing, and reception that the School of Social Work at the University of Illinois at Urbana-Champaign sponsored with contributions from the School of Social Work at the University of Minnesota, Twin Cities, USA. We also had door prizes that participants provided. Among the prizes were books that authors donated, chocolate bars, and t-shirts.

We are looking for sponsors for Social Work Day to help fund the reception and fulfill a dream of helpful to fund graduate students and international scholars. Open up your wallets and show how important qualitative approaches are to social work, social welfare, and social development.

### Staying in Urbana

Of special note are the cheap rates of staying in University housing—\$40 or less per day. The restaurant food is international and also delicious and cheap, with lots of free food at least four times at receptions and barbeques.

To get a sense of what Social Work Day is like, take a look at the video of Social Work Day 2012. You can link to it at [http://www.youtube.com/watch?v=kD\\_Ymc76ypU](http://www.youtube.com/watch?v=kD_Ymc76ypU). We have several other videos on YouTube, such as the celebration of Roy Ruckdeschel and Ian Shaw as they stepped down as co-editors of *Qualitative Social Work* and the welcoming of Karen Staller as the new editor. Other videos are on intervention research, reflexivity and qualitative social work research, and the effects of funding on a homeless shelter in Ann Arbor, Michigan. There are also videos from the 2011 Social Work day at <http://www.youtube.com/watch?v=5GtiRqLw-8U>. Michal Krumer-Nevo, as associate professor at Ben Gurion University, was a keynote speaker. Her lecture is on youtube as well. The links are <http://www.youtube.com/watch?v=KiJpyeWJAC8> and <http://www.youtube.com/watch?v=qdKnW7klE5g>

Once again, please feel free to contact Jane Gilgun at [jgilgun@umn.edu](mailto:jgilgun@umn.edu) for further information and to share ideas for the 6th annual Social Work Day, an international event.

# A day in Spanish and Portuguese (ADISP)

Un día en español y portugués  
Special Interest Group  
18 y 19 de mayo de 2016

Versión en portugués en la parte inferior del documento

Un Día en Español y Portugués (A Day in Spanish and Portuguese, ADISP), es un encuentro anual que se realiza en el marco del International Congress of Qualitative Inquiry (ICQI). En ADISP se busca propiciar la reflexión y el intercambio de experiencias de investigación cualitativa entre las comunidades de habla hispana y portuguesa, con el fin de crear lazos y redes de conocimiento alrededor de la investigación cualitativa, sus propuestas y retos. Es un espacio para compartir, desde una mirada Iberoamericana, el quehacer de la investigación y sus proyecciones a la comunidad internacional presente en ICQI.

El tema que nos convoca para 2016 es: Lo nuevo y lo viejo en investigación cualitativa: hacia una mirada cualitativa en tiempos neoliberales.

En consecuencia, esperamos sus trabajos de investigación para ser presentadas en la 11ª edición de ADISP, del 18 al 19 de mayo de 2016, durante el Twelfth International Congress of Qualitative Inquiry ([www.icqi.org](http://www.icqi.org)), que se llevará a cabo en la ciudad de Urbana-Champaign, Illinois, EE.UU.

Revise atentamente las condiciones y modalidades de participación

Organización de ADISP2016

Este año, como es habitual, el evento de interés especial “A day in Spanish and Portuguese” se une a la temática general de ICQI. En esta undécima edición, el tema central del congreso girará en torno a: Lo nuevo y lo viejo en investigación cualitativa: hacia una mirada cualitativa en tiempos neoliberales. En este sentido, los trabajos presentados estarán orientados a reflexionar y compartir experiencias y resultados de investigación frente a estos tópicos:

Estado de la investigación cualitativa crítica en Iberoamérica.

Impacto de la investigación cualitativa en la promoción de los Derechos Humanos.

Avances metodológicos en investigación crítica.

Uso de historias y relatos de vida en la comprensión crítica de las sociedades iberoamericanas.

Investigación académica en comunidades indígenas y afrodescendientes.

Investigación académica en inclusión social e infancia.

Impacto de la investigación cualitativa en políticas públicas.

La investigación cualitativa crítica en la era del conocimiento.

La investigación social crítica desde una perspectiva de género.

Contribuciones de Iberoamérica en nuevas metodologías cualitativas críticas.

Contribuciones de Iberoamérica para los estudios culturales.

Relación de la investigación cualitativa en los estudios críticos del discurso.

Objetivo de ADISP2016:

Explorar las contribuciones y experiencias de investigación, centradas en metodologías cualitativas críticas, para la comprensión, análisis y desarrollo social-comunitario en diversidad de contextos iberoamericanos.

Modalidades de participación

Para esta edición de ADISP, que tendrá lugar los días 18 y 19 de mayo de 2016, las modalidades de participación son las siguientes:

Mesas temáticas

Mesas especiales bilingües

Paneles

Posters

Mesas temáticas

Al igual que en años anteriores se organizarán las mesas temáticas en cuatro temas generales. De acuerdo al número de trabajos presentados, se realizarán varias submesas. Los temas propuestos son:

Mesa 1. Investigación cualitativa en salud: Se aborda en esta mesa diferentes experiencias de investigación y aportes metodológicos de corte cualitativo a conceptos tales como salud y políticas públicas, prevención, poblaciones vulnerables, investigación-intervención y revisiones sobre terapia, prácticas colaborativas y otras técnicas en psicoterapia, procesos de consejería, entre otros.

Mesa 2. Investigación cualitativa en ámbitos organizacionales: Se aborda en esta mesa diferentes aproximaciones cualitativas al estudio de las organizaciones y del trabajo, así como experiencias exitosas frente al quehacer del investigador organizacional en los contextos de trabajo.

Mesa 3. Investigación cualitativa en contextos comunitarios y educativos: Se recoge en esta mesa, diferentes aproximaciones al estudio de contextos de construcción del sentido de comunidad, experiencias sobre educación y miradas comprensivas desde las ciencias sociales en el abordaje de problemáticas culturales y narrativas desde metodologías de corte mixto y cualitativo.

Mesa 4. Investigación cualitativa e interdisciplinariedad: Se recoge en esta mesa diferentes aproximaciones metodológicas para conformar procesos críticos y reflexivos sobre el quehacer en contextos de interacción con otras disciplinas. De igual forma, se pretende indagar sobre nuevas relaciones y metodologías de corte inter y transdisciplinar.

#### Mesas especiales bilingües

Además de las mesas temáticas propuestas, se realizarán tres mesas especiales bilingües, como una forma de integrar los desarrollos de ADISP en habla inglesa. Cada una de estas mesas estará integrada de un número limitado de trabajos (cuatro trabajos por mesa). Los temas propuestos para estas tres mesas son:

Desarrollos de la Investigación cualitativa crítica en Iberoamérica: Se propone una reflexión sobre los desarrollos actuales, en diferentes países de Iberoamérica, de la investigación cualitativa crítica y sus contribuciones a la calidad de vida de las sociedades involucradas.

La investigación cualitativa en la era de la información: Espacio de discusión sobre la relación de las metodologías cualitativas en la era del conocimiento y su impacto social en la investigación.

Sistemas culturales, educación y tecnología: Se propone un espacio de conversación con el fin de establecer una agenda de trabajo para consolidar una red de investigación cualitativa en Iberoamérica.

**IMPORTANTE:** Para participar en estas mesas especiales bilingües, se requieren de las siguientes condiciones:

Enviar en un párrafo, la justificación de la mesa especial en la que se quiere participar, al correo de ADISP.

Manejo del idioma inglés.

En caso que haya un número mayor de propuestas, se

realizará una selección de las propuestas que sean más relevantes a los temas propuestos.

#### Paneles

Los paneles son la reunión de tres a cuatro trabajos individuales, enmarcados en un tema similar. Estas temáticas son las mismas propuestas para las mesas temáticas (Investigación cualitativa en salud, investigación cualitativa en ámbitos organizacionales, investigación cualitativa en contextos comunitarios y educativas e investigación cualitativa e interdisciplinariedad). Para presentar paneles, considere esto:

Ingrese todos los autores que van a participar en el panel. Para ello, suscriba la opción de panel, en el software del congreso.

Debe diferenciarse quién va a ser el moderador del panel y quiénes son sus integrantes. No se aceptarán paneles propuestos con un solo trabajo.

No se aceptarán propuestas de panel al correo de ADISP, sino solo a través del software para la suscripción de trabajos.

#### Posters

Se dispondrá de una sesión de posters, sobre avances y resultados de proyectos de investigación. Igual que con las otras modalidades de participación en ADISP, para presentar posters siga las instrucciones que brinda el programa de software del congreso.

#### Plenaria ADISP

Como es ya una costumbre del evento, se realiza una mesa plenaria de ADISP, con el fin de construir un espacio alrededor de la experiencia en el desarrollo de las mesas y paneles, con el fin de generar acuerdos de participación entre los participantes y convocar a las metas inmediatas por parte del equipo organizador de ADISP.

#### Procedimientos para envío de resúmenes

Los autoras/es podrán presentar, para las modalidades previstas, un solo trabajo para ADISP.

Los autoras/es pueden presentar trabajos simultáneos en ADISP y el congreso académico general de ICQI. Se sugiere presentar al congreso máximo dos trabajos.

Para el caso de paneles, el número máximo de trabajos es cinco.

Las ponencias se inscribirán a través de la página web destinada a las inscripciones y envío de propuestas de ICQI: <http://icqi.org/home/submission/>

Ingrese con su usuario y contraseña, si ha creado una cuenta previamente en esta aplicación. Si es la primera vez que accede a este software, por favor, cree un usu-

ario y contraseña.

Usted encontrará el menú principal con la información general de agenda, trabajos, entre otros. Diríjase a la sección de “Submitter Menu”, que se encuentra en la parte inferior del “Main Menu”

NOTA: recuerde escoger la mejor opción para presentar su trabajo: si es presentado de forma individual, marcar paper; si se quiere incluir un panel, seleccione dicha opción e incluya todos los autores que van a participar.

Las ponencias presentadas a ADISP se someterán a un proceso de evaluación por parte del nodo organizador. Se les enviará por correo electrónico una respuesta sobre la aceptación o no del trabajo, de acuerdo a las temáticas contempladas.

Los resúmenes deben tener máximo 120 palabras y mínimo 100.

Los resúmenes deben llevar máximo 5 palabras claves y mínimo tres. Las palabras deben estar separadas por comas.

Los resúmenes no deben llevar tildes; se debe cambiar, según el caso, la ñ por n. además, dentro del título, resumen y palabras claves no deben incluirse símbolos, negritas, itálicas o subrayados.

El título no debe tener más de quince palabras.

Después del título, e renglón separado, incluir la afiliación institucional.

El nombre del autor o autores debe estar compuesto por: Primer nombre y primer apellido. Por asuntos de citación, si se requiere, separar apellidos por guiones. No se deben incluir títulos académicos. Sólo la afiliación institucional.

Para el caso que se requiera algún apoyo audiovisual, o se quiere mostrar un video, presentación de diapositivas o performance, por favor comunicarse al nodo organizador.

Se darán constancias de participación del evento en la sesión plenaria de ADISP. Para la entrega de estas constancias, el ponente debe estar debidamente inscrito, haber pasado por el proceso de evaluación, pagado su inscripción y presentado la ponencia dentro del evento.

No se darán constancias de participación a las personas que coordinen las mesas de trabajo.

Tenga en cuenta las fechas de inscripción de trabajos propuesta por ICQI. Esta es la ventana prevista para considerar, evaluar y aprobar los trabajos. Fuera de estas fechas, no se considerarán trabajos.

Las cartas de invitación/visado se activarán dentro del sistema de envío de resúmenes una vez su propuesta

haya sido aceptada. Solo en casos extraordinarios se atenderán peticiones particulares para estas cartas de invitación/visado.

Si quiere consultar aspectos relacionados a alojamiento y estadía de ICQI, por favor visite este link: <http://icqi.org/travel/hotel/>

Para resolver cualquier duda, así como hacer comentarios y realizar el proceso de seguimiento de las ponencias, su evaluación y aspectos logísticos generales puede escribir a la siguiente dirección de correo electrónico: [adisp.icqi@gmail.com](mailto:adisp.icqi@gmail.com)

Esperamos su participación.

Cordialmente

Alejandro Noboa (Coordinador nodo ADISP)

Universidad de la República – Uruguay

Luis Felipe González-Gutiérrez

Universidad Santo Tomás

Aitor Gómez González

Universidad de Barcelona

Pamela Zapata Sepúlveda

Universidad de Tarapacá, Arica, Chile

Comité nodo ADISP

Algo de historia sobre ADISP

En 2007 nació este evento como A Day In Spanish (ADIS). Posteriormente se incorporó la comunidad de habla Portuguesa, con lo que ADIS se transformó en A Day In Spanish and Portuguese (ADISP). ADISP es producto del interés y esfuerzo de un grupo de conferenciantes de habla hispana que participaron en los primeros dos congresos ICQI:

...investigadores del más alto reconocimiento. En ese contexto, los congresistas de habla hispana identificamos un gran interés por parte de la comunidad internacional por lograr un acercamiento de y hacia los académicos hispanoparlantes. Durante este congreso ensanchamos nuestras perspectivas académicas en el contacto con la comunidad internacional. Identificamos también un interés auténtico del congreso por hacer que el trabajo cualitativo fuera un instrumento de descolonización, de justicia social, de equidad, y para la disminución del sufrimiento humano. Sin embargo, constatamos que nuestra voz, y con ella nuestras reflexiones y propuestas, lograban poca presencia. Eso fue lo que nos llevó a un grupo de académicos a proponer la idea de reservar un espacio durante los siguientes congresos para intercambiar nuestras experiencias en nuestra propia lengua y compartirlas luego con el resto de la



comunidad internacional (ibid).

Durante dos años consecutivos, 2007 y 2008, se reunió la comunidad de habla hispana. En 2008, los conferenciantes de ADIS, entre los que había varios de habla portuguesa, decidieron incorporar a dicho espacio a "...la comunidad de habla portuguesa, que comparte íntimamente historia y significados con la comunidad hispanoparlante", transformándose desde entonces en ADISP. Año tras año se abre la oportunidad de reflexionar sobre los problemas comunes que tenemos en nuestros espacios de investigación cualitativa (IC) y plantear alternativas para el cambio, así como indagar el estado de la IC en nuestros contextos, sobre nuestras propuestas metodológicas ibero-latinoamericanas, entre otras reflexiones, además, compartir nuestras experiencias, avances y entendimientos logrados.

#### Versiones anteriores de ADISP

La experiencia de ADISP, se ha visto consolidada por el valioso trabajo y el innegable esfuerzo de muchas personas quienes han hecho posible este evento. Así que se relacionan las coordinaciones de los eventos previos, como una forma de reconocimiento a la historia hecha, a sus desafíos y sus perspectivas de trabajo:

- Coni Chapela, Carolina Martínez (2007) (ADIS). Universidad Autónoma Metropolitana-Xochimilco.
  - Fernando Peñaranda y Gloria Molina (2008) (ADIS). Universidad de Antioquia
  - Nelson Felice, Sergio Carvalho, Rosana Onoko (2009 – ADISP).
  - Aldo Merlino, Alejandra Martínez (2010).
  - Amaia Sáenz-de-Ormijana, Carlos Calderon, Aitor Gómez (2011).
  - Martha Leticia Cabello, Héctor Mendoza, Magda García-Quintanilla (2012).
  - Elizabeth Aguirre, Jesús Burciaga, Lilia Carmona, Isabel Lozano (2013).
  - Luis Felipe González, Sandra Aya y Diana Laverde (2014). Facultad de Psicología Universidad Santo Tomás (Bogotá – Colombia).
  - Luis Felipe González, Universidad Santo Tomás; Aitor Gómez González, Universidad de Barcelona y Pamela Zapata Sepúlveda, Universidad de Tarapacá, Arica, Chile
- Comité nodo ADISP2015.

Versión en portugués

Um Dia em Espanhol e Português (A Day in Spanish and Portuguese, ADISP), é um encontro anual que se realiza no marco do International Congress of Qualitative Inquiry (ICQI). Em ADISP procura-se propiciar a reflexão e o intercâmbio de investigação qualitativa entre as comunidades de fala hispana e portuguesa, com o fim de criar laços e redes de conhecimento ao redor da investigação qualitativa, suas propostas e rep-tos. É um espaço para compartilhar, desde uma mirada Iberoamericana, o quehacer da investigação e suas projeções à comunidade internacional presente a ICQI.

O tema que nos convoca para 2016 é: O novo e o velho em investigação qualitativa: para uma mirada qualitativa em tempos neoliberais.

Em consequência, esperamos seus trabalhos de investigação para ser apresentadas na 11ª edição de ADISP, do 18 ao 19 de maio de 2016, durante o Twelfth International Congress of Qualitative Inquiry ([www.icqi.org](http://www.icqi.org)), que levar-se-á a cabo na cidade de Urbana-Champaign, Illinois, EE.UU.

Reveja cuidadosamente as condições e modalidades de participação

#### Organização de ADISP 2016

Neste ano, como é habitual, o evento de interesse especial "A day in Spanish and Portuguese" une-se à temática general de ICQI. Nesta undécima edição, o tema central do congresso girará em torno de: O novo e o velho em investigação qualitativa: para uma mirada qualitativa em tempos neoliberais. Neste sentido, os trabalhos apresentados estarão orientados a reflexionar e compartilhar experiências e resultados de investigação em frente a estes tópicos:

- Estado da investigação qualitativa crítica em Iberoamérica.
- Impacto da investigação qualitativa na promoção dos Direitos Humanos.
- Avanços metodológicos em investigação crítica.
- Uso de histórias e relatos de vida no entendimento crítico das sociedades iberoamericanas.
- Investigação académica em comunidades indígenas e afrodescendentes.
- Investigação académica em inclusão social e infância.
- Impacto da investigação qualitativa em políticas públicas.
- A investigação qualitativa crítica em era-a do conhecimento.
- A investigação social crítica desde uma perspectiva

de gênero.

-Contribuições de Iberoamérica em novas metodologias qualitativas críticas.

-Contribuições de Iberoamérica para os estudos culturais.

-Relação da investigação qualitativa nos estudos críticos do discurso.

#### Objectivo de ADISP2016:

Explorar as contribuições e experiências de investigação, centradas em metodologias qualitativas críticas, para o entendimento, análise e desenvolvimento social-comunitário em diversidade de contextos iberoamericanos.

#### Modalidades de participação

Para esta edição de ADISP, que terá lugar nos dias 18 e 19 de maio de 2016, as modalidades de participação são as seguintes:

1 Mesas temáticas

2 Mesas especiais bilingües

3 Painéis

4 Posters

Mesas temáticas

Ao igual que em anos anteriores organizar-se-ão as mesas temáticas em quatro temas gerais. De acordo ao número de trabalhos apresentados, realizar-se-ão várias submesas. Os temas propostos são:

Mesa 1. Investigação qualitativa em saúde: Abordase nesta mesa diferentes experiências de investigação e contribuas metodológicos de corte qualitativo a conceitos tais como saúde e políticas públicas, prevenção, populações vulneráveis, investigação-intervenção e revisões sobre terapia, práticas colaborativas e outras técnicas em psicoterapia, processos de consejería, entre outros.

Mesa 2. Investigação qualitativa em âmbitos organizacionais: Aborda-se nesta mesa diferentes aproximações qualitativas ao estudo das organizações e do trabalho, bem como experiências exitosas em frente ao quehacer do pesquisador organizacional nos contextos de trabalho.

Mesa 3. Investigação qualitativa em contextos comunitários e educativos: Recolhe-se nesta mesa, diferentes aproximações ao estudo de contextos de construção do sentido de comunidade, experiências sobre educação e miradas comprensivas desde as ciências sociais na abordagem de problemáticas culturais e narrativas desde metodologias

de corte misto e qualitativo.

Mesa 4. Investigação qualitativa e interdisciplinariedade: Recolhe-se nesta mesa diferentes aproximações metodológicas para conformar processos críticos e reflexivos sobre o quehacer em contextos de interacção com outras disciplinas. De igual forma, pretende-se indagar sobre novas relações e metodologias de corte inter e transdisciplinar.

#### Mesas especiais bilingües

Além das mesas temáticas propostas, realizar-se-ão três mesas especiais bilingües, como uma forma de integrar os desenvolvimentos de ADISP em fala inglesa. A cada uma destas mesas estará integrada de um número limitado de trabalhos (quatro trabalhos por mesa). Os temas propostos para estas três mesas são:

Desenvolvimentos da Investigação qualitativa crítica em Iberoamérica: Propõe-se uma reflexão sobre os desenvolvimentos actuais, em diferentes países de Iberoamérica, da investigação qualitativa crítica e suas contribuições à qualidade de vida das sociedades envolvidas.

A investigação qualitativa em era-a da informação: Espaço de discussão sobre a relação das metodologias qualitativas em era-a do conhecimento e seu impacto social na investigação.

Sistemas culturais, educação e tecnologia: Propõe-se um espaço de conversa com o fim de estabelecer uma agenda de trabalho para consolidar uma rede de investigação qualitativa em Iberoamérica.

**IMPORTANTE:** Para participar nestas mesas especiais bilingües, requerem-se das seguintes condições:

Enviar num parágrafo, a justificativa da mesa especial na que se quer participar, ao correio de ADISP.

Manejo do idioma inglês.

Em caso que tenha um número maior de propostas, realizar-se-á uma selecção das propostas que sejam mais relevantes aos temas propostos.

#### Painéis

Os painéis são a reunião de três a quatro trabalhos individuais,

enquadrados num tema similar. Estas temáticas são as mesmas propostas para as mesas temáticas (Investigação qualitativa em saúde, investigação qualitativa em âmbitos organizacionais, investigação qualitativa em contextos comunitários e educativas e investigação qualitativa e interdisciplinariedad). Para apresentar painéis, considere isto: Ingresse todos os autores que vão participar no painel. Para isso, subscreva a opção de painel, no software do congresso.

Deve diferenciar-se quem vai ser o moderador do painel e quem são seus integrantes. Não aceitar-se-ão painéis propostos com um único trabalho.

Não aceitar-se-ão propostas de painel ao correio de ADISP, senão só através do software para a assinatura de trabalhos.

#### Pôsteres

Disponer-se-á de uma sessão de pôsteres sobre avanços e resultados de projectos de investigação. Igual que com as outras modalidades de participação em ADISP, para apresentar pôsteres siga as instruções que oferece o programa de software do congresso.

#### Plenária ADISP

Como é já um costume do evento, se realiza uma mesa plenária de ADISP, com o fim de construir um espaço ao redor da experiência no desenvolvimento das mesas e painéis, com o fim de gerar acordos de participação entre os participantes e convocar às metas imediatas por parte do equipo organizador de ADISP.

#### Procedimentos para submissão de resumos

Os autoras/é poderão apresentar, para as modalidades previstas, um único trabalho para ADISP.

Os autoras/é podem apresentar trabalhos simultâneos em ADISP e o congresso acadêmico geral de ICQI. Sugere-se apresentar ao congresso máximo dois trabalhos.

Para o caso de painéis, o número máximo de trabalhos é cinco.

As conferências inscrever-se-ão através da página site destinado às inscrições e envio de propostas de ICQI: <http://icqi.org/home/submission/>

Ingresse com seu utente e senha, se tem criado uma conta previamente nesta aplicação. Se é a primeira vez que acede a este software, faz favor, crê um utente e senha.

Você encontrará o menu principal com a informação geral de agenda, trabalhos, entre outros. Dirija à secção de;Submitter & Menu”, que se encontra na parte inferior do “Main Menu”.

NOTA: recorde escolher a melhor opção para apresentar seu trabalho: se é apresentado de forma individual, marcar paper; se quer-se incluir um painel, seleccione dita opção e inclua todos os autores que vão participar.

1- As conferências apresentadas a ADISP submeter-

se-ão a um processo de avaliação por parte do nó organizador. Enviar-se-lhes-á por correio electrónico uma resposta sobre a aceitação ou não do trabalho, de acordo às temáticas contempladas.

2- Os resumos devem ter máximo 120 palavras e mínimo 100.

3- Os resumos devem levar máximo 5 palavras finques e mínimo três. As palavras devem estar separadas por vírgulas.

4- Os resumos não devem levar tildes; deve-se mudar, segundo o caso, a ñ por n. ademais, dentro do título, resumo e palavras finques não devem se incluir símbolos, negritas, itálicas ou sublinhados.

5- O título não deve ter mais de quinze palavras.

6 -Após o título, e renglón separado, incluir a afiliação institucional.

7- O nome do autor ou autores deve estar composto por: Primeiro nome e primeiro apellido. Por assuntos de citación, se requer-se, separar apellidos por guiões. Não se devem incluir títulos académicos. Só a afiliação institucional.

8 -Para o caso que se requeira algum apoio audiovisual, ou se quer mostrar um video, apresentação de slides ou performance, faz favor comunicar ao nó organizador.

9- Dar-se-ão constancias de participação do evento na sessão plenária de ADISP. Para a entrega destas constancias, o palestrante deve estar devidamente inscrito, ter passado pelo processo de avaliação, pago sua inscrição e apresentado a conferência dentro do evento.

10- Não dar-se-ão constancias de participação às pessoas que coordenem as de trabalho.

11- Tenha em conta as datas de inscrição de trabalhos proposta por ICQI. Esta é a janela prevista para considerar, avaliar e aprovar os trabalhos. Fora destas datas, não considerar-se-ão trabalhos.

12 -As cartas de convite/visado activar-se-ão dentro do sistema de envio de resúmenes uma vez sua proposta tenha sido aceita. Só em casos extraordinários atender-se-ão petições particulares para estas cartas de convite/visado.

13 -Se quer consultar aspectos relacionados a alojamento e estadía de ICQI, faz favor visite este link: <http://icqi.org/travel/hotel/>

Para resolver qualquer dúvida, bem como fazer comentários e realizar o processo de rastreamento das conferências, sua avaliação e aspectos logísticos gerais pode escrever à seguinte direcção de correio electrónico: [adisp.icqi@gmail.com](mailto:adisp.icqi@gmail.com)

Aguardamos sua participação.

Atenciosamente

Alejandro Noboa (Coordenador n.º ADISP)

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Universidade de Tarapacá, Arica, Chile

Comité n.º ADISP

Um pouco de história sobre ADISP

Em 2007 nasceu este evento como A Day In Spanish (ADIS). Posteriormente incorporou-se a comunidade de fala Portuguesa, com o que ADIS se transformou na Day In Spanish and Portuguese (ADISP). ADISP é produto do interesse e esforço de um grupo de conferenciantes de fala hispana que participaram nos primeiros dois congressos ICQI:

...pesquisadores do mais alto reconhecimento. Nesse contexto, os congressistas de fala hispana identificamos um grande interesse por parte da comunidade internacional por conseguir uma aproximação de e para os académicos hispanoparlantes. Durante este Congresso alargamos nossas perspectivas académicas no contacto com a comunidade internacional. Identificamos também um interesse autêntico do congresso por fazer que o trabalho qualitativo fora um instrumento de descolonización, de justiça social, de equidade, e para a diminuição do sofrimento humano. No entanto, constatamos que nossa voz, e com ela nossas reflexões e propostas, conseguiam pouca presença. Isso foi o que nos levou a um grupo de académicos a propor a ideia de reservar um espaço durante os seguintes congressos para trocar nossas experiências em nossa própria língua e compartilhá-las depois com o resto da comunidade internacional (ibid)

Por dois anos consecutivos, 2007 e 2008, reuniu-se a comunidade de fala hispana. Em 2008, os conferenciantes de ADIS, entre os que tinha vários de fala portuguesa, decidiram incorporar a dito espaço a... comunidade de fala portuguesa, que compartilha intimamente história e significados com a comunidade hispanoparlante” transformando-se desde então em ADISP. Ano após ano abre-se a oportunidade de reflexionar sobre os problemas comuns que temos em nossos espaços de investigação qualitativa (IC) e propor alternativas para a mudança, bem como indagar o estado da IC em nossos contextos, sobre nossas propostas metodológicas ibero-latinoamericanas, entre outras reflexões, ademais, com-

partilhar nossas experiências, avanços e entendimentos conseguidos.

Versões anteriores de ADISP

A experiência de ADISP, viu-se consolidada pelo valioso trabalho e o innegable esforço de muitas pessoas quem têm feito possível este evento. De modo que relacionam-se as coordenações dos eventos prévios, como uma forma de reconhecimento à história feita, a seus desafios e suas perspectivas de trabalho:

– Coni Chapela, Carolina Martínez (2007) (ADIS). Universidade Autónoma Metropolitana-Xochimilco.

– Fernando Peñaranda e Glória Molina (2008) (ADIS). Universidade de Antioquia

– Nelson Felice, Sergio Carvalho, Rosana Onoko (2009 – ADISP).

– Aldo Merlino, Alejandra Martínez (2010).

– Amaia Sáenz-de-Ormijana, Carlos Calderon, Aitor Gómez (2011).

– Martha Leticia Cabelo, Héctor Mendoza, Magda García Quintanilla (2012).

– Elizabeth Aguirre, Jesús Burciaga, Lilia Carmona, Isabel Lozano (2013).

– Luis Felipe González, Sandra Aya e Diana Laverde (2014). Faculdade de Psicologia Universidade Santo Tomás (Bogotá – Colômbia)

– Luis Felipe González, Universidade Santo Tomás; Aitor Gómez González, Universidade de Barcelona e Pamela Sapata Sepúlveda, Universidade de Tarapacá, Arica, Chile

Comité n.º ADISP2015.

## **A Day in Turkish (ADIT) QI2016 SIG Meeting**

Theme: Qualitative Inquiry, Community Empowerment and Educational Research in Turkey

Organized by International Association of Educators

Sponsored by International Association of Qualitative Inquiry & Turkish Educational Research Association &

Canakkale Onsekiz Mart University & Hacettepe University

A Day in Turkish 2016 (ADIT2016) will be held at the University of Illinois at Urbana-Champaign on May 18, 2016. The theme of ADIT 2016 is "Qualitative Inquiry, Community Empowerment and Educational Research in Turkey." The aim of the ADIT2016 is to open up a discussion platform for the development, exchange and critique of ideas on issues and trends of qualitative research in Turkey. The Academic Advisory Board will accept papers related to a wide scale of topics concerning qualitative research in Turkey. Presentations can be done both in English and Turkish.

Proposals

Deadline for submission of proposals is December, 1st 2015. One participant can submit at maximum two proposals, maximum one of which can be single authored.

Proposals should include maximum 150 words. The participants are expected to submit their proposals via Online Congress Submission System by selecting "ADIT2015" option. All proposals (abstracts and posters) will be sent to the members of the Academic Advisory Board for blind-review.

Relevance to the QI2016 congress and ADIT theme(s), quality of the research and originality of the ideas will be considered when reviewing submissions. Authors of successful proposals accepted by the Academic Advisory Board will be notified by February 15, 2016. Full text of the proposals must be submitted till April 2nd 2016.

ADIT COORDINATOR

Assoc. Prof. Dr. Mustafa Yunus ERYAMAN

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## **Forum of Critical Chinese Qualitative Research**

The inaugural pre-conference of the Forum of Critical Chinese Qualitative Research (FCCQR) will be held at the University of Illinois, Urbana-Champaign on May 18th, 2016.

Topics for consideration may include, but are not limited to, issues pertinent to:

- the indigenization of critical Chinese qualitative research;
- the establishment and advancement of curricula on critical Chinese qualitative research;
- critical Chinese qualitative research in the global context.

Graduate students, post-doctorates, academics at all stages of their careers, and activists are welcome to submit abstracts for consideration. To encourage participation, papers not accepted for FCCQR will be considered for the 12th Congress of Qualitative Inquiry.

Please use the following link and follow the instructions of the ICQI for abstract submission (<http://icqi.org/home/submission/>)

Submissions should include both an English (150-word) and Chinese (300-word) abstract. The actual paper can be either in English or Chinese.

Authors of papers accepted for presentation at the pre-conference will be notified a few weeks after the submission deadline. Completed papers submitted/circulated by April 30, 2016 are eligible for consideration for the best paper award on the grounds of methodological, epistemological, and theoretical contributions to critical Chinese qualitative research. The award will be announced at the pre-conference.

Presentation and discussion at the pre-conference can be in English or Chinese. They will take the forms of presentation by the author, critiquing among participants, and brainstorming for result dissemination.

Participants of the Pre-conference can enroll in workshops on qualitative methods (May 19). You also have free access to the 12th International Congress of Qualitative Inquiry (May 20th-21st).

Chair

Dr. Ping-Chun HSIUNG

(Sociology, University of Toronto, Canada)

Outreach/Recruitment officers

Dr. Xia JI (Education, University of Regina)

Yang WANG (Social Work, University of Illinois, Urbana/Champaign, USA)

Dr. Yixi LU (College of Nursing/Department of So-

ciology, University of Saskatchewan, Canada)

Reviewers

Dr. Xiangming CHEN (Education, Peking University, China)

Dr. Renita Yuk-Lin WONG (Social Work, York University, Canada)

Contact e-mail for the Forum of Critical Chinese Qualitative Research

[fccqr.sig.icqi@gmail.com](mailto:fccqr.sig.icqi@gmail.com)

More information on our website: <http://www.utsc.utoronto.ca/conferences/fccqr/en/about-fccqr/>

## **Initiative for the Cooperation Across the Social Sciences and Humanities**

The International Congress of Qualitative Inquiry (ICQI) is a large conference of qualitative scholars in the social sciences. We're inviting humanities scholars with research interests that foster social justice to submit any work that prominently features theorists who haven't yet had mainstream influence in social science disciplines.

We're especially interested in the theories of philosophers working in or alongside the continental tradition, philosophers including, but not limited to: Agamben, Badiou, Deleuze, Derrida, Foucault, Heidegger, Lacan, Malabou, Mouffe, Nancy, Nussbaum, Rancière, and Žižek. We aren't requiring that submissions be explicitly focused on issues taken up by the social sciences.

In the academy, the struggle for social justice can be lonely work. This is all the more daunting when we find ourselves up against entities making use of cooperative efficiency. Namely, we often find ourselves to be lone scholars challenging neoliberal governments aligned with multinational corporations. But it doesn't have to be this way.

Cooperative efficiency is instrumentally valuable. It doesn't entail that the expertise necessary to achieve an end be located in the single individual. We know that when experts of different crafts work together, their cooperation is able to produce the state of the art in a given technology: No one person, for instance, invents a smartphone. So why, then, must we in the academy insist upon the lone, interdisciplinary expert of all techniques?

We in the social sciences and the humanities have different areas of expertise, and we often find that we're aimed toward the same goal of social justice. Still, working alone, social science scholars who have influence over policy often encounter theoretical impasses. Humanities scholars, also working by themselves, may have thought beyond such impasses, but they have little influence over policy. Working together, then, makes sense.

For questions, please contact James Salvo at [salvo@pitt.edu](mailto:salvo@pitt.edu)

The International Association of Qualitative Inquiry (IAQI) was launched in 2005 at the First Congress. Currently, this umbrella association has a Newsletter and over 4500 members. IAQI and IIQI is currently active in establishing mutually beneficial relationships with existing national qualitative research associations in, among other countries, Argentina, Australia, Brazil, Canada, Colombia, Denmark, Finland, France, Germany, Great Britain, Ireland, Israel, Italy, Malaysia, Mexico, South Africa, South Korea, and Spain.

The IAQI Newsletter is a place to extend conversations about the association. We invite your contribution. The Newsletter offers a venue for taking up controversial topics. It is a site where new publications and up-coming conferences can be announced. Please send us your announcements

Norman K. Denzin and James Salvo

## **IAQI NEWS-**

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