

**Qualitative Inquiry in Higher Education  
& Student Affairs: An Introduction  
An Annotated Bibliography**

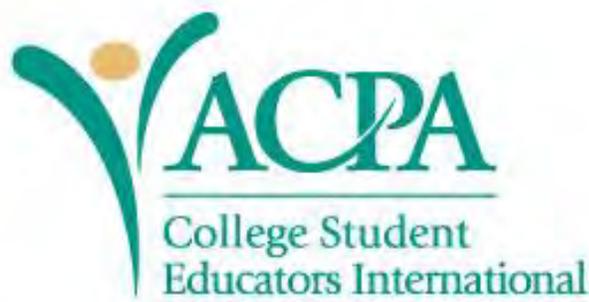
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**For the  
Commission for Professional Preparation  
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Note: The citations included in this annotated bibliography are not necessarily the books and journal articles supported by the authors. This list is a compilation of documents in and beyond the field. We encourage readers to come to their own conclusions about the usage of each of the documents for the field of higher education and student affairs.



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**Allan, E. J., Iverson, S. V. D., Ropers-Huilman, R. (Eds.). (2010). *Reconstructing policy in higher education: Feminist poststructural perspectives*. New York, NY: Routledge.**

This edited volume provides concrete examples of how feminist poststructuralism informs research methods and is important for researchers, policy makers, and practitioners. It is particularly useful for scholars interested in the intersections of feminism, poststructuralism and policy as well as the connections between theoretical perspectives, methodology and practice.

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**American Educational Research Association. (2006). *Standards for reporting on empirical social science research in AERA publications*. Retrieved June 1, 2011, from [http://www.aera.net/uploadedFiles/Publications/Journals/Educational\\_Researcher/3506/12ERv35n6\\_Standard4Report%20.pdf](http://www.aera.net/uploadedFiles/Publications/Journals/Educational_Researcher/3506/12ERv35n6_Standard4Report%20.pdf)**

These are guidelines for reporting on empirical social science research in AERA publications. These guidelines apply to reports of education research grounded in the empirical traditions of the social sciences. They cover, but are not limited to, what are commonly called qualitative and quantitative methods.

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**Anyon, J. (2006). What should count as educational research: Notes toward a new paradigm. G. Ladson-Billings & W. F. Tate (Eds.), *Education research in the public interest* (pp. 17-26). New York, NY: Teachers College Press.**

In this book chapter, the author summarizes central economic and social movement theory propositions offered in *Radical Possibilities* and argues as their consequence that what should count as educational research. It also explores power and research in low-income urban communities.

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**Atkinson, P., Coffey, A., & Delamont, S. (2003). *Key themes in qualitative research: Continuities and changes*. Walnut Creek, CA: AltaMira Press.**

This book is an attempt by three ethnographic researchers to present a “balanced” view of qualitative methodology and research. The book is structured around classic texts, written by methodological pioneers, which comprise the basic foundation of modern qualitative research. The authors examine key premises in these texts, such as intimacy, advocacy, and validity, and how they may be supported, redesigned, or made problematic in today's field.

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**Benner, M., & Sandstrom, U. (2000). Institutionalizing the triple helix: research funding and norms in the academic system. *Research Policy*, 29(2), 291-301.**

This article analyzes the institutional regulation of academic research, with a special emphasis on how norms in the academic system are constituted via research funding. It is argued that funding is a key mechanism of change in the norm system since its reward structure influences the performance and evaluation of research.

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**Best, S. & Kellner, D. (1991). *Postmodern theory*. New York, NY: Guilford Press.**

In this book, the authors systematically analyze postmodern theory to evaluate its relevance for critical social theory and radical politics today.

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**Brinkmann, S. (2011). Interviewing and the production of the conversational self. In N. Denzin & M. Giardina (Eds.), *Qualitative inquiry and global crises* (pp. 56-75). Walnut Creek, CA: Left Coast Press.**

This book emerges from the Sixth International Congress on Qualitative Inquiry (2010) and highlights the variety of roles played by qualitative researchers in addressing global communities in crisis. It shows how qualitative researchers may bridge gaps in cultural and linguistic understanding to address issues of disparity in race, ethnicity, gender, and environment in the interests of global social justice and human rights.

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**Broido, E. M. & Manning, K. (2002). Philosophical foundations and current theoretical perspectives in qualitative research *Journal of College Student Development*. 43(4). 434-445.**

In this journal article, Ellen Broido and Kathleen Manning argue that research cannot be conducted without conscious or unconscious use of theoretical perspectives. The authors explore specific theoretical perspectives including critical theory, postmodernism, critical race theory, queer theory and feminist theory. Implications for the field are also discussed. It is also important to note that this entire issue – 2002, 43(4) is a special issue of JCSJ devoted to qualitative research and is worth reading.

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**Brown, L., & Strega, S. (2005). *Research as resistance: Critical, indigenous, and anti-oppressive approaches*. Toronto, ON: Canadian Scholars Press.**

Intended as a senior undergraduate and graduate text, *Research As Resistance* brings together the theory and practice of critical, Indigenous, and anti-oppressive approaches to social science research. The book pursues some of the ontological and epistemological considerations involved in such research, including theorizing the self of the researcher, and offers exemplars across a range of methodologies, including institutional ethnography, narrative autobiography, storytelling, and participatory action research.

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**Butler, C. (2002). *Postmodernism: A very short introduction*. Oxford, UK: Oxford University Press.**

This book provides an overview of and introduction to postmodernism. Researchers new to the concept of postmodernism may find this book useful.

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**Cannella, G. S. (2004). Regulatory power: Can a feminist poststructuralist engage in research oversight? *Qualitative Inquiry*, 10(2), 235 -245.**

This personal narrative from education researcher Gaile Cannella focuses on a specific experience with the regulation and potential discrediting of diverse forms

of research—service as the chairperson of an institutional review board. An attempt to adjust to contemporary legislative expectations for the protection of human participants in research in one institutional setting is described.

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**Cannella, G. S., & Lincoln, Y. S. (2004). Dangerous discourses II: Comprehending and countering the redeployment of discourses (and resources) in the generation of liberatory inquiry. *Qualitative Inquiry*, 10(2), 165-174.**

This article is a follow up to preceding piece where the authors analyzed the National Research Council (NRC) report *Scientific Research in Education* to illustrate the dangers in conceptualizations, forms of legitimization, and methodologies of present day reconstructions of the discourses of research.

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**Cannella, G. S., & Lincoln, Y. S. (2004). Epilogue: Claiming a critical public social science - reconceptualizing and redeploying research. *Qualitative Inquiry*, 10(2), 298-309.**

This article discusses modern scientific research, where it has been, and where it should be going. Through this piece, the authors re-conceptualize the concept of research and the power associated with it.

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**Cannella, G. S., & Lincoln, Y. S. (2007). Predatory vs. dialogic ethics: Constructing an illusion or ethical practice as the core of research methods. *Qualitative Inquiry*, 13(3), 315-335.**

The ethical conduct of research is addressed from two perspectives; as a regulatory enterprise that creates an illusion of ethical practice and as a philosophical concern for equity and the imposition of power within the conceptualization and practice of research itself. The authors discuss various contemporary positions that influence conceptualizations of ethical practices that include imperialist market imperatives for research that marginalize ethical concerns, positions held by peoples who have themselves been traditionally placed in the margins of societal power, academic positions and the selves of individual researchers, and locations created for the specific regulation of research. The final section of the paper introduces the articles in this special issue of *Qualitative Inquiry*; these articles

illustrate the complexity and cultural embeddedness of research regulation as well as the need for reflexive critical discourses that recognize the moral and ethical dimensions of everything but especially as related to the construction and practice of research.

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**Carspecken, P. F. (1996). *Critical ethnography in educational research: A theoretical and practical guide*. New York, NY: Routledge.**

This book exhibits how there is an explosion of ethnographic research in education throughout the world today. Much of this is increasingly influenced by the perspectives of critical theory and cultural studies. This book is an example of how to perform a critical ethnographic study.

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**Charmaz, K. (2005). *Grounded theory in the 21st century: Applications for advancing social justice theory*. In N. K. Denzin & Y. S. Lincoln (Eds.), *The sage handbook of qualitative research* (3rd ed.; pp. 507-535). Thousand Oaks, CA: Sage.**

This chapter looks specifically at grounded theory in academia. The overall handbook itself is known for presenting the state of the art for the theory and practice of qualitative inquiry. Each edition has new information and, in this way, all editions of the handbook may be useful to researchers – not simply the most recent edition of the handbook.

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**Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. Los Angeles, CA: Sage.**

Kathy Charmaz was a student of Strauss & Corbin – who take a post-positivist approach to grounded theory and are often cited in student affairs and higher education research. Charmaz argues that grounded theory research may also be constructed from a constructivist perspective – different than Strauss & Corbin. In this textbook, she introduces the reader to the craft of using grounded theory in social research, and provides a clear, step-by-step guide for those new to the field and/or constructivist research.

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**Charmaz, K. (2011). Grounded theory methods in social justice research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The handbook of qualitative research* (4<sup>th</sup> ed.; pp. 359-380). Thousand Oaks, CA: Sage.**

This book chapter discusses the methodological use of grounded theory within research that is situated within the area of social justice. The overall handbook itself is known for presenting the state of the art for the theory and practice of qualitative inquiry. Each edition has new information and, in this way, all editions of the handbook may be useful to researchers – not simply the most recent edition of the handbook.

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**Chase, S. E. (1995). *Ambiguous empowerment: The work narratives of women school superintendents*. Amherst, MA: The University of Massachusetts Press.**

This is an important addition to the literature on women administrators and, in particular, women school administrators. Susan Chase, a professor of sociology at the University of Tulsa, examines the lives of women school administrators in an effort to “make sense of their contradictory experiences of power and subjection” (p. x) or, as she terms their position: ambiguous empowerment.

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**Chase, S. E. (2011). Narrative inquiry: Still a field in the making. In N. K. Denzin & Y. S. Lincoln (Eds.), *The handbook of qualitative research* (4<sup>th</sup> ed.; pp. 421-434). Thousand Oaks, CA: Sage.**

This book chapter discusses the methodology of narrative inquiry. The authors situate an argument that this type of methodology is still evolving in academe.

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**Cheek, J. (2005). The practice and politics of funded qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The sage handbook of qualitative research* (3rd ed.; pp. 387-409). Thousand Oaks, CA: Sage.**

This book chapter addresses the question of how qualitative research might be funded, where those funds may come from, and how one may acquire these funds.

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**Cheek, J. (2007). *Qualitative inquiry, ethics, and politics of evidence: Working within these spaces rather than being worked over by them. Qualitative Inquiry, 13(8), 1051 - 1059.***

This article discusses how qualitative researchers find themselves in the position of having to be endlessly creative and interpretive with respect to the various spaces they move in and out of as they conceptualize, conduct, write, and report their research. Some of these spaces are shaped by new and mutated forms of “old” regimes of truth based in audit culture, others by refracted forms of methodological fundamentalism and imperialism emanating from without but significantly also increasingly from within, writing and talking about qualitative research. Navigating and moving in and out of these spaces creates tensions but also possibilities for qualitative researchers. This article aims to encourage a focus on better understanding these spaces.

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**Clandinin, D. J. & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research. San Francisco, CA: Jossey-Bass.***

This book discusses the methodological concept of narrative inquiry. It provides explanations of what this type of methodology is and how to employ it in a research study utilizing experiences, stories, in addition to the researcher’s self.

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**Clarke, A. E. (2005). *Situational analysis: Grounded theory after the postmodern turn. Thousand Oaks, CA: Sage.***

In this book, Clarke argues that grounded theory may take a postmodern turn. As such, it is different from a post-positivist or constructivist approach to grounded theory. Extending Anselm Strauss's ecological social worlds/arenas/discourses framework, this book offers researchers three kinds of maps that place an emphasis on the range of differences rather than commonalities, as found via the traditional grounded theory approach.

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**Clarke, A. E. (2007).** *Feminisms, grounded theory, and situational analysis.* In S. N. Hesse-Biber & P. L. Leavy (Eds.), *Feminist research practice: A primer* (pp. 345-370). Thousand Oaks, CA: Sage.

This book chapter, as part of a larger text, explores the usage of feminism, grounded theory, and situational analysis in the research process. The larger text discusses a variety of research methodologies and connects feminist theory to feminist practice.

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**Corbin, J. & Strauss, A. (2008).** *Basics of qualitative research: Techniques and procedures for developing grounded theory* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.

In this introduction to grounded theory and qualitative methods of inquiry, the researchers present a step-by-step guide to conducting qualitative research. Some find this information useful for new students interested in qualitative methods. Notably, this book provides one methodological approach to qualitative research and should not be interpreted as qualitative methodology as a whole.

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**Creswell, J. W. (2007).** *Qualitative inquiry and research design: Choosing among five approaches* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.

In this book, Creswell introduces readers to five predominant traditions in qualitative research. These five traditions are defined as biography, grounded theory, ethnography, phenomenology, and case study.

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**Crotty, M. J. (2004).** *The foundations of social research: Meaning and perspective in the research process.* Thousand Oaks, CA: Sage.

This book bridges methodology and theory, showing students and researchers how to navigate the maze of conflicting terminology. The major epistemological stances and theoretical perspectives that shape current social research are discussed in order to help students decide what is the proper methodology to use in any certain setting.

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**Czarniawska, B. (2004). *Narratives in social science research*. London, UK: Sage.**

This book presents a step-by-step guide to the history and use of narrative methods in social science research. It also presents suggestions and discusses of how to collect and use narratives in a study.

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**Daiute, C. & Lightfoot, C. (Eds.). (2004). *Narrative analysis: Studying the development of individuals in society*. Thousand Oaks, CA: Sage.**

This book aims to help researchers and students identify and evaluate the wealth of rationales, practices, caveats, and values of narrative inquiry for understanding human development. A rich collection of chapters articulates diverse, interdisciplinary perspectives within the integrative theme that identity and knowledge development occur in dynamic social environments.

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**Denzin, N. K. (2003). *Performance ethnography: critical pedagogy and the politics of culture*. Thousand Oaks, CA: Sage Publications.**

In this book one finds the connection of performance narratives with performance ethnography and auto-ethnography. The links of these formations to critical pedagogy and critical race theory are explored, and the histories of these formations are discussed.

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**Denzin, N. K. (2005). Emancipatory discourses and the ethics and politics of interpretation. In N.K. Denzin & Y. S. Lincoln (Eds.). *The sage handbook of qualitative research* (3rd ed.; pp. 933-958). Thousand Oaks, CA: Sage.**

In this book chapter, the author discusses the concept of emancipatory discourse along with the ethics and politics associated with it.

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**Denzin, N. K. (2009). The elephant in the living room: Or extending the conversation about the politics of evidence. *Qualitative Research*, 9(2), 139-160.**

In this journal article, the controversies surrounding the evidence-based research movement are reviewed from a critical pedagogy framework. Standards for assessing quality are forms of interpretive practice that enact a politics of evidence and truth. Moral and ethical criteria for judging qualitative research are reviewed.

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**Denzin, N. K. & Giardina, M. D. (Eds.). (2009). *Qualitative inquiry and social justice* Walnut Creek, CA: Left Coast Press.**

In this volume of original articles stemming from the 2008 International Congress on Qualitative Inquiry, leading figures in qualitative research demonstrate the potential for the research tradition to make contributions to social justice. This is an interdisciplinary volume, as is the International Congress on Qualitative Inquiry.

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**Denzin, N. K., & Giardina, M. D. (Eds.). (2006). *Qualitative inquiry and the conservative challenge*. Walnut Creek, CA: Left Coast Press.**

This book is a compilation of a few of the papers from the first International Congress of Qualitative Inquiry. The authors call on qualitative methodologists to rise against the methodological conservatism that is occurring in this day of age.

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**Denzin, N. K. & Lincoln. Y. S. (Eds.). (1998). *The landscape of qualitative research: Theories and issues*. Thousand Oaks, CA: Sage.**

This book discusses what the authors refer to as the “landscape” of qualitative research, presents different types of qualitative methods, and presents perspectives from leading scholars in the field.

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**Denzin, N. K. & Lincoln. Y. S. (Eds.). (2005). *The sage handbook of qualitative research* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.**

The 1<sup>st</sup>- 4<sup>th</sup> editions of this handbook are known for presenting the state of the art for the theory and practice of qualitative inquiry. The series is useful for researchers interested in various approaches to qualitative research. The series also explores the politics of evidence, writing as research, institutional review boards, and more.

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**Dillard, C. (2000). The substance of things hoped for, the evidence of things not seen: Examining an endarkened feminist epistemology in educational research and leadership. *Qualitative Studies in Education*, 13(6) 661–681.**

This article explores the cultural genesis and meanings of the lives of three African-American women leaders/researchers and disrupts and unsettles the taken-for-granted notions surrounding the very goals and the purposes of educational research.

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**Emerson, R. M., Fretz, R.L., & Shaw, L.L. (1995). *Writing ethnographic fieldnotes*. Chicago, IL: University of Chicago Press.**

In this book, the authors explore how the ethnographer turns direct experience and observation into written fieldnotes upon which an ethnography is based. Drawing on years of teaching and field research experience, the authors develop a series of guidelines, suggestions, and practical advice about how to write useful fieldnotes in a variety of settings, both cultural and institutional.

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**Enomoto, E. K. & Bair, M. A. (2002). The role of school in the assimilation of immigrant children: A case study of Arab-Americans. In S. B. Merriam (Ed.) *Qualitative research in practice: Examples for discussion and analysis*. (pp. 181-197). San Francisco, CA: Jossey-Bass.**

This book chapter provides a practical example of how qualitative research might be utilized to understand the more personal experiences of a group of students. Part of a larger text, this book describes and gives examples of qualitative inquiry.

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Fine, M., Weis, L., Weseen, S., & Wong, L. (2000). For whom? Qualitative research, representations, and social responsibilities. In N. K. Denzin & Y. S. Lincoln (Eds.), *The sage handbook of qualitative research* (2nd ed.; pp. 107-131). Thousand Oaks, CA: Sage.

This book chapter discusses the role and responsibilities of qualitative research and the researchers conducting such studies. It explores the complexities and politics of re/presentation in qualitative research.

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Finley, S. (2011). Critical arts-based inquiry: The pedagogy and performance of a radical ethical aesthetic. In N. K. Denzin & Y. S. Lincoln (Eds.), *The sage handbook of qualitative research* (4th ed.; pp. 435-450). Thousand Oaks, CA: Sage.

In this book chapter, critical qualitative inquiry is discussed from an arts-based perspective. Various pedagogical methods are also discussed.

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Flyvbjerg, B. (2008). Case study. In N. K. Denzin & Y. S. Lincoln (Eds.), *The sage handbook of qualitative research* (4<sup>th</sup> ed.; pp. 301-316). Thousand Oaks, CA: Sage.

In this book chapter, Flyvbjerg discusses the qualitative methodology of case study, including some of the myths and misconceptions within case study research.

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Fontana, A. & Prokos, A. H. (2007). *The interview: From formal to postmodern*. Walnut Creek, CA: Left Coast Press.

In this text, the authors discuss the concept of a research interview. Among other topics, the authors discuss the history of interviewing, how to conduct various types of interviews, and future directions of the interview.

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**Freeman, M., deMarrais, K., Preissle, J., Roulston, K., & St. Pierre, E. A. (2007). Standards of evidence in qualitative research: An incitement to discourse. *Educational Researcher*, 36(1), 25 -32.**

In a climate of increased accountability, standardization, federal control, and politicization of education research and scholarship, this article briefly reviews various positions outlined by qualitative researchers about quality in qualitative inquiry, showing how these are implicated in the acquisition, conceptualization, and use of qualitative evidence. It concludes by identifying issues in and challenges to setting standards of evidence for qualitative researchers in education.

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**Fried, J. (1994). In groups, out groups, paradigms, and perceptions. In J. Fried (Ed.). *Different voices: Gender and perspective in student affairs administration* (pp. 30-45). Washington, DC: National Association of Student Personnel Administrators.**

Jane Fried discusses the concept of in-group and out group behavior in the context of gender in the field of student affairs. It is part of a larger work looking at gender and perspectives in the field and may be useful for student affairs and higher education researchers.

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**Gerring, J. (2004). What is a case study and what is it good for? *The American Political Science Review*, 98(2). 341-354.**

This journal article addresses the question of the definition of the qualitative methodology of case study and its' purpose.

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**Gildersleeve, R. & Kuntz, A. (2011). A dialogue on space and method in qualitative research on education. *Qualitative Inquiry*, 17(1). 15-22.**

In this article, the authors critically examine the use of space in education research and illustrate how spatial analyses of education reframe persistent educational problems in productive, actionable ways. The authors juxtapose critical spatial analyses with traditional temporal analyses. Importantly, the authors approach the knowledge-construction process in dialogue, emphasizing the spatial identity-markers of the historical moments and social spaces within/through which they

investigate these ideas. The authors problematize traditional temporal notions of education research and illustrate how educational problems and research practices might be reconceptualized through a dialogic process.

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**Glaser, B. G. & Strauss, A. L. (1967). *Discovery of grounded theory: Strategies for qualitative research*. Chicago, IL: Adline.**

This book is one of the first pieces written on grounded theory research. It is important for scholars interested in the history of grounded theory research and, read in conjunction with more recent books, will help readers understand the progression and change within research over time.

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**Hart, C. (1998). *Doing a literature review: Releasing the social science research imagination*. Thousand Oaks, CA: Sage.**

This book is an important resource for people interested in learning how to do “literature reviews” (rather than a “review of the literature”). It explores different avenues for conducting literature reviews.

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**Hart, J. (2006). Women and feminism in higher education scholarship: An analysis of three core journals. *The Journal of Higher Education*. 77(1). 40-61.**

In this article, the Jeni Hart discusses the current state of the role of women and the topic of feminism in three prominent research journals in education. Findings from this study show less than 1% of the articles in three prominent journals in higher education include the language of feminism; women are included as subjects in less than 10% of the titles. Only 15.2% of the articles are single-authored by a woman. Possible explanations for these findings are considered in this piece.

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**Hesse-Biber, S. N. (2007). Feminist research: Exploring the interconnections of epistemology, methodology, and method. In S. N. Hesse-Biber & P. L. Leavy (Eds.), *Feminist research practice: A primer* (pp. 1-26). Thousand Oaks, CA: Sage.**

This is a great text for looking at various feminist perspectives and the how they integrate into the research process. Specifically, this book chapter explores intersections of ways of knowing, methods, and research methodology.

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**Hesse-Biber, S. N. (2007). The practice of feminist in-depth interviewing. In S. N. Hesse-Biber & P. L. Leavy (Eds.), *Feminist research practice: A primer* (pp. 111-148). Thousand Oaks, CA: Sage.**

This book chapter offers insight and suggestions for performing feminist in-depth interviews. The larger text is well known for looking at various feminist perspectives and how they integrate into the research process.

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**Hesse-Biber, S. N. & Leavy, P. (2002). *Approaches to qualitative research: A reader on theory and practice*. New York, NY: Oxford University Press.**

This book provides a holistic view of qualitative research. In bridging theory to practice in the realm of research, this text offers approaches to qualitative research that are great for both the novice and the experienced qualitative methodologist.

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**Howe, K. R. (2009). Positivist dogmas, rhetoric, and the education science question. *Educational Researcher*, 38(6), 428-440.**

The author rehearses previous critiques of positivist “dogmas” in education research and applies them to the new orthodoxy. Then, borrowing from the emergent field of the “rhetoric of science,” he explores how pursuit of the education science question has nourished a positivist conception of education research. He concludes by suggesting that the education science question should be reframed and briefly suggests how.

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**Huckaby, M. F. (2007). A conversation on practices of the self within relations of power: For scholars who speak dangerous truths. *International Journal of Qualitative Studies in Education*, 20(5), 513-529.**

Through the voices of scholars and metalogues, this journal article merges the experiences of five professors of education who disrupt the status quo with Foucault's scholarship on practices of the self and *parrhesia* (the speaking of dangerous truths). Huckaby challenges hegemony in education and its effects on students of color and students with limited economic resources. Their voices, presented as narratives in the text, are based on interviews with the professors.

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**Husserl, E. (1931). *Ideas: General introduction to pure phenomenology* (D. Carr, Trans.). Evanston, IL: Northwestern University Press.**

This book is a classic introduction to “pure” phenomenology. This is research methodology used in many qualitative studies within student affairs.

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**Husserl, E. (1970). *The crisis of European sciences and transcendental phenomenology* (D. Carr, Trans.). Evanston, IL: Northwestern University Press.**

This book depicts the crisis of the European sciences and discusses the concept of transcendental phenomenology, which is a popular type of phenomenological research. There are different approaches / perspectives within phenomenology, so it is important for new phenomenological researchers to explore the various and notably different aspects of phenomenology.

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**Johnson, T. S. (2008). Qualitative research in question: A narrative of disciplinary power with/in the IRB. *Qualitative Inquiry*, 14 (2), 212-232.**

This article is about the political environment surrounding qualitative research. It discusses the Internal Review Board of the University and the power that it can hold.

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**Johnstone, B. (2002). *Discourse analysis*. Malden, MA: Blackwell Publishers.**

This book is a good introduction to discourse analysis. It provides a foundational overview as well as different methods for analysis.

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**Jones, S. R., Torres, V., & Arminio, J. (2006). *Negotiating the complexities of qualitative research in higher education: Fundamental elements and issues*. New York, NY: Routledge.**

This book is an introduction to qualitative research in higher education and student affairs. It provides reflections from the research experience of Jones, Torres, and Arminio (and colleagues), clearly laying out the decision points, strategies, ethical issues, and challenges within this field. This text covers the basic steps and considerations for designing qualitative research.

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**Koro-Ljungberg, M., Gemignani, M., Brodeur, C. W., Kmiec, C. (2007). The technologies of normalization and self: Thinking about IRBs and extrinsic research ethics with Foucault. *Qualitative Inquiry*, 13(8), 1075-1094.**

In this article, the authors discuss the technologies of normalization and self in relation to ethics and the problematization of extrinsic research ethics. They argue that institutional review boards (IRBs) and other similar institutional mechanisms promote extrinsic forms of ethics that are exemplified through institutionalized structures such as (a) the Belmont Report, (b) IRB protocol, (c) informed consent, and (d) localized interpretations of IRB rules and regulations.

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**Kvale, S. (1996). *Interviews: Introduction to qualitative research interviewing*. Thousand Oaks, CA: Sage.**

This book provides a good introduction to the concept of the interview in the context of qualitative studies.

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**Lather, P. (1991). *Getting smart: Feminist research and pedagogy with/in the postmodern*. New York, NY: Routledge.**

In this book, Patti Lather makes use of her unique integration of feminism and postmodernism into critical education theory to address some of the most vital questions facing education researchers and teachers.

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**LeCompte, M. D. & Schensul, J. J. (1999). *Designing and conducting ethnographic research*. Walnut Creek, CA: AltaMira.**

This book is particularly useful for any researcher interested in conducting an ethnographic study. It provides a good introduction as well as a step-by-step process for constructing such a study, that may change given local contexts.

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**Lincoln, Y. S., & Cannella, G. S. (2004). *Qualitative research, power, and the radical right*. *Qualitative Inquiry*, 10(2), 175-201.**

This article discusses how recent legislative and executive orders that mandate preferred methods for evaluating the No Child Left Behind Act of 2001, a signal a much larger movement in the social sciences. Attacks stemming from the “culture wars” of the 1990s have spread to forms of research labeled “unscientific,” including postmodern research and qualitative research. Examination of the sources of the attacks reveals a wide network of new and recent foundations with decidedly right-wing political views, the establishment and growing power of the National Association of Scholars, and other well-funded efforts to discredit research that uncovers and exposes deep inequities in social life and schooling on gender, race, social class, religion, and/or sexual orientation. Each of these well-funded sources of attack is discussed and the agenda of each is dissected.

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**Lincoln, Y. S., & Tierney, W. G. (2004). *Qualitative research and institutional review boards*. *Qualitative Inquiry*, 10(2), 219 -234.**

This article looks at that, although it is not their intention, institutional review boards (IRBs) often impede the conduct of studies that are not conventional and/or experimental designs. As a consequence, studies that are qualitative, participatory action research, action research, postmodern, and/or critical theorist

in orientation often undergo endless revisions as IRBs seek to make them appear more conventional.

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**Mabokela, R. O. (2002). Reflections of Black women faculty in South African universities. *The Review of Higher Education*. 25(2). 185-205.**

The qualitative study on which this article is based, examines the experiences of Black, junior-rank female faculty in South Africa universities. The data demonstrate that, while gender discrimination is a global phenomenon that affects many women in the professoriate and while gender inequities are common across all racial groups in South Africa, the experiences of Black women faculty highlight the overlap of race and gender and the multiple ways in which these women scholars continue to be marginalized.

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**Marshall, C. (1999). Researching the margins: Feminist critical policy analysis. *Educational Policy*, 13(1), 59-76.**

The author of this article argues that the powerful define the mainstream policy problems and determine the appropriate concerns for research in education. Marshall suggests that those in power have operated for years from a male-normed paradigm. As a result, the needs and contributions of women have been marginalized. This article uses frameworks from the politics of knowledge and discourse to analyze ways in which gender research has been controlled and depoliticized. It identifies ignored feminist research and then poses challenges to researchers.

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**Marshall, C. & Rossman, G. B. (2011). *Designing qualitative research*. (5<sup>th</sup> ed.). Thousand Oaks, CA: Sage.**

This is a text designed for introductory research methods courses on the topic of qualitative inquiry. It provides an introduction and overview of the different types of methodologies in the field and what to consider as one conducts their own study. Text boxes throughout the volume are dialogues between doctoral students struggling with their own research studies and are particularly useful for teaching and learning.

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**Massey, D. (1994). *Space, place, and gender*. Minneapolis, MA: University of Minnesota Press.**

In this book, Massey, a leading feminist geographer, develops a notion of spatiality as the product of intersecting social relations. She traces the development of ideas about the social structure of space and place, and relates these concepts to issues of gender and various debates within feminism.

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**Maxwell, J. A. (2004). *Qualitative research design: An interactive approach* (2nd ed.). Thousand Oaks, CA: Sage Publications.**

This book provides an introduction to qualitative inquiry design. It also gives a step-by-step guide to planning such a study with more of an interactive approach to the process.

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**Mayan, M. J. (2009). *Essentials of qualitative inquiry*. Walnut Creek, CA: Left Coast Press.**

This guide introduces students and novices to the key elements of qualitative research methods. Written in a friendly, conversational style, it includes examples from multiple disciplines, student exercises, and key points to remember. As it is a brief introduction, the volume works as a companion to other qualitative textbooks to provide a comprehensive overview to qualitative methods for students. Chapters cover the essentials of theory building, research design, methods, data collection and analysis, writing, ethics, rigor and proposal writing.

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**Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation* (3rd ed.). San Francisco, CA: Jossey-Bass.**

This book is another introduction to the area of qualitative inquiry. It provides explanations of how to design a qualitative study and implement relevant concepts into a research plan.

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**Milner, H. R. (2007). Race, culture, and researcher positionality: Working through dangers seen, unseen, and unforeseen. *Educational Researcher*, 36(7), 388–400.**

In this journal article, Milner introduces a framework to guide researchers into a process of racial and cultural awareness, consciousness, and positionality as they conduct education research. The premise of the argument is that dangers seen, unseen, and unforeseen can emerge for researchers when they do not pay careful attention to their own and others' racialized and cultural systems of coming to know, knowing, and experiencing the world.

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**Morse, J. M., Stern, P. N., Corbin, J., Bowers, B., Charmaz, K., & Clarke, A. E. (2009). *Developing grounded theory: The second generation*. Walnut Creek, CA: Left Coast Press.**

Grounded theory is the most popular genre of qualitative research used in the health professions and is used elsewhere in research world, including higher education. In this volume, six grounded theory methodologists examine the history, principles, and practices of this method, highlighting areas in which different strands of the methods diverge.

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**Moustakas, C. E. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.**

This is an introductory textbook to phenomenological research methods from one particular approach to phenomenology.

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**National Research Council. (2002). *Scientific research in education*. Washington, DC: National Academy Press.**

This article, part of a larger study on Scientific Research in Education, looks at the methodology of phenomenology and qualitative inquiry.

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**Norris, J. (2009). *Playbuilding as qualitative research: A participatory arts-based approach*. Walnut Creek, CA: Left Coast Press.**

This book provides an introduction to more of an arts-based approach to qualitative inquiry. Participatory in nature, it utilizes research informed artists in generating data around certain themes that later become performative in nature. It includes many examples of playbuilding throughout the text.

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**Pasque, P. A. (in press, 2103 anticipated date). (Re)membering and (re)living: A methodological exploration of postmodern and constructivist feminist approaches to interviewing women leaders in higher education. *Journal About Women in Higher Education*. 6(1).**

This journal article provides an in-depth exploration of the differences/similarities of feminist postmodern focus group interviews and constructivist one-on-one interviews with 38 women elected as leaders in a national higher education association. The women both (re)member and (re)live their experiences. Pasque intentionally follows two feminist theoretical perspectives, and their congruent methodologies, methods, and findings, in order to reflect on the complexities and power of researcher’s determinations in the hopes of advancing critical conversations about methodology in higher education.

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**Pasque, P.A., Carducci, R., Gildersleeve, R. E., & Kuntz, A.\* (2011). Disrupting the ethical imperatives of “junior” critical qualitative scholars in the era of conservative modernization. *Qualitative Inquiry*. 17(7). 571-588.**

In this article, the authors wrestle with the core issue of how early career researchers translate central tenets and core concepts of critical theory and critical methodology into their research practice. By way of creative representation, the authors draw from bell hooks and Cornel West’s (1991) written rendition of their verbal dialogue in *Breaking Bread: Insurgent Black Intellectual Life*. Their hope was to offer the book in a dialogic format in such a way that mirrored the synergy in their verbal discussions as friends and intellectual colleagues. In a similar vein, the authors hope to share with readers the synergy and depth of the narratives that have transpired during five years of ongoing discussions on the important topic of critical praxis as part of a collaborative research group called the *Disruptive Dialogue Project*.

\* Note: These authors are part of a collaborative research collective known as the *Disruptive Dialogue Project*. All authors contributed equally to the manuscripts and presentations, but have elected an egalitarian authorship rotation order among and across different publication products and research presentations.

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**Pasque, P., Carducci, R., Kuntz, A. K., Gildersleeve, R. E.\* (2012).**  
***Qualitative inquiry for equity in higher education: Methodological implications, negotiations and responsibilities. ASHE Higher Education Report. 37(6). San Francisco, CA: Jossey-Bass.***

This monograph seeks to foster a dialogue on the future of qualitative inquiry for equity in higher education. Beginning with the premise that equity is of paramount concern in the study of higher education, the text explores the promise and pitfalls of qualitative inquiry with respect to addressing issues of in/equity and fostering social change at micro, meso, and macro levels. Building upon five years of thought experiments and dialogic inquiry projects on the status of contemporary qualitative higher education scholarship, the authors advance a critique of the reductive and generic conceptions of qualitative research that dominate the field of higher education and call upon higher education scholars to examine the transformative potential embedded within critical qualitative inquiry. In addition to exploring the opportunities and tensions associated with engaging in critical qualitative inquiry, this volume issues a call to action through intervention, describing numerous opportunities and strategies for challenging and resisting oppressive research norms that undermine the equity aims of higher education research.

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**Patton, M. Q. (2001).** ***Qualitative research & evaluation methods (3rd ed.). Thousand Oaks, CA: Sage.***

In this book, Patton provides a solid overview of qualitative inquiry that moves beyond 5 methodologies. The author also discusses various evaluation methods and guidelines for designing and evaluating a study. This is a potential text for introductory qualitative methods courses.

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**Pollio, H. R., Henley, T. B., & Thompson, C. J. (1997). *The phenomenology of everyday life*. Cambridge, MA: University Press.**

This book presents results from a “rigorous” qualitative approach to the psychological study of everyday human activities and experiences. This book does not replace scientific observation with humanistic analysis, but provides an additional perspective on significant human questions. The qualitative approach this book employs is grounded in the philosophical traditions of existentialism and phenomenology, which use dialogue as their major method of inquiry.

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**Rosenau, P. M. (1992). *Post-modernism and the social sciences: Insights, inroads, and intrusions*. Princeton, NJ: Princeton University Press.**

In this comprehensive assessment of post-modernism, Pauline Rosenau traces its origins in the humanities and describes how its key concepts are being applied to, and are restructuring, the social sciences.

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**Safarik, L. (2003). *Feminist transformation in higher education: Discipline, structure and institution*. *The Review of Higher Education*. 26(4). 419-445.**

Using a feminist poststructuralist perspective, this study investigates academic feminism as a case of transformation in higher education. Narrative analysis was used to examine the transformative role of feminist scholarship in the contexts of disciplines, departments, and the university, illustrated by the life histories of nine diverse feminists and their perceptions of transformation in socio-historic, generational, and multiple structural contexts.

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**Schram, T. H. (2006). *Conceptualizing and proposing qualitative research* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall.**

This book guides students and researchers through the process of conceptualizing and beginning their qualitative research projects. Based on years of experience helping novice researchers, the author has built the text to address the common questions, frustrations, and anxieties of novice qualitative researchers.

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**Schwandt, T. A. (2007). *The sage dictionary of qualitative inquiry*. (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.**

This is a reference book scholars who might be new to qualitative research or who want a re-fresher on a term or word utilized in qualitative inquiry. It is a guide of the different types of definitions and terminologies commonly used in qualitative inquiry. Many students new to qualitative research keep this book at their side as they learn the language in the field.

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**Shaw, K. (2004). Using feminist critical policy analysis in the realm of higher education. *The Journal of Higher Education*, 75(1), 56-79.**

Policy analysis is often silent on the issue of gender, and as a result either ignores or misrepresents the ways in which women's lives are affected by policy. This article utilizes feminist critical policy analysis to challenge the positivist, gender neutral assumptions on which most policy analysis rests. It provides an overview of feminist critical policy analysis and its benefits as an analytic tool.

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**Sommer, R. & Sommer, B. B. (2002). *A practical guide to behavioral research: Tools and techniques*. (5<sup>th</sup> ed.). New York, NY: Oxford University Press.**

In this book, research is seen not as a remote activity of a white-coat scientist, but as an approach that can be used by people in many fields to solve immediate problems and increase understanding of human behavior. Numerous examples from different nations are provided throughout.

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**Spry, T. (2011). *Body, paper, stage: Writing and performing autoethnography*. Walnut Creek, CA: Left Coast Press.**

This book serves as an instructive guide to autoethnography, a methodology in qualitative inquiry. It provides pointers on how to design and conduct such a study, while also looking at issues of the body and performativity. Tami Spry utilizes her own research in order to provide important examples.

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**Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.**

This book is an introduction to designing a case study from one particular paradigmatic perspective. Case study is a methodology commonly used by qualitative researchers in the field of higher education. Also see the Flyvbjerg (2008) citation in this list.

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**Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: Sage.**

In this book, the authors present an introduction of the basics of qualitative research from a post-positivist perspective. These authors and this approach is widely cited in the field of higher education.

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**Tesch, R. (1990). *Qualitative research analysis types and software tools*. Milton Park, Abingon, Oxon, OX14: Routledge Falmer.**

This book provides the reader with an array of technological tools to use to aid in conducting a qualitative research study. It gives an overview of the types of software available that can assist researchers at the time of publication.

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**Tierney, W.G., & Corwin, Z. B. (2007). The tension between academic freedom and institutional review boards. *Qualitative Inquiry*, 13(3), 388-398.**

This article outlines three ways in which Institutional Review Boards potentially infringe on academic freedom: (a) by regulating who is required to consent to research, (b) by stipulating the type of questions allowed and location of research interactions, and (c) by limiting research design.

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**Tierney, W. G., & Rhoads, R. A. (1993). Postmodernism and critical theory in higher education: Implications for research and practice. In J. C. Smart (Ed.), *Higher education handbook of theory and research: Volume IX* (pp. 308-343). New York, NY: Agathon.**

Published annually since 1985, the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities. This specific chapter looks at postmodernism and critical theory in the context of higher education.

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**Torrance, H. (2008). Building confidence in qualitative research: Engaging the demands of policy. *Qualitative Inquiry*, 14(4), 507-527.**

The quality of qualitative research has been subject to considerable criticism recently, partly driven by the development of an international movement for “evidence-based policy and practice.” In the United States, randomized controlled trials (RCTs) are posited by some as the best way of producing reliable research knowledge. Also, responses to criticism of qualitative research is leading to the production of various “standards” and “guidelines” to control the production of qualitative research. This article argues that RCTs do not respond to policy makers' needs and timescales and, furthermore, that producing standards for qualitative research is more likely to restrict quality than enhance it. Rather, what is required of qualitative researchers is to engage with policy makers and research participants to acknowledge the limits of research knowledge while addressing issues of quality collaboratively.

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**Turner, C. S. V. (2002). Women of color in academe: Living with multiple marginality. *The Journal of Higher Education*. 73(1). 74-93.**

Analysis of data from the 1993 National Survey of Postsecondary Faculty shows that faculty value teaching over research. At the same time, the explicit reward structure of academe favors research and publication, rewarding "productivity" in these arenas with money and status. Implications of this disconnect between values and rewards for faculty careers, for policy, and for practice are examined.

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**Van Manen, M. (1990). *Researching lived experience: Human science for an action sensitive pedagogy*. Albany, NY: State University of New York Press.**

This book introduces an approach to qualitative research methodology in education and related fields. It is rooted in phenomenology and the "everyday lived experience" of human beings in educational situations.

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**Warren, C. A. B. & Karner, T. X. (2010). *Discovering qualitative methods: Field research, interviews and analysis* (2<sup>nd</sup> ed.). New York, NY: Oxford University Press.**

This book guides students on a journey into the study of social interaction and culture. This text covers all the major types of qualitative research: field research or ethnography, interviews, documents, and images. Throughout the text, Warren and Karner emphasize the process of social research – from the initial idea to the final paper, journal article, or scholarly monograph.

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**Weiss, R. S. (1994). *Learning from strangers: The art and method of qualitative interview studies*. New York, NY: The Free Press.**

This book could be considered as a supplemental text for any introductory qualitative methods course. It discusses qualitative interviewing as an art-form and discusses methods used to conduct a good interview.

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**Wetherell, M. Taylor, S. & Yates, S. J. (Eds.). (2001). *Discourse as data: A guide for analysis*. Thousand Oaks, CA: Sage.**

In this edited book, the authors provide the reader with an overview of discourse analysis, a methodology that is starting to become more utilized in higher education. Each chapter provides an example of a different method and/or tools for analysis within discourse analysis. It is useful for students new to discourse analysis.

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**Wolcott, H. F. (1999). *Ethnography: A way of seeing*. Walnut Creek, CA: AltaMira.**

This book is an introduction to ethnography. It provides important history of ethnography as well as more details regarding ways of seeing via this methodological approach.

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**Wolff, R. F. (2002). Self-reflection: An essential quality for phenomenological researchers. In S. B. Merriam (Ed.), *Qualitative research in practice: Examples for discussion and analysis* (pp. 117-119). San Francisco, CA: Jossey-Bass.**

In this book chapter, the author discusses issues relevant to a certain type of qualitative methodology, phenomenology. Part of a larger text, this book aims to give a thorough introduction to qualitative research, the various types, and provide examples of each.

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**Worthen, V. E. (2002). Phenomenological research and the making of meaning. In S. B. Merriam (Ed.), *Qualitative research in practice: Examples for discussion and analysis* (pp. 139-141). San Francisco, CA: Jossey-Bass.**

In this book chapter, the author discusses the concept of phenomenology and how one might make meaning of it in the context of the act of doing research. It is chapter within a larger text where the aim of the book is to give a thorough introduction to qualitative methods, the various types, and provide examples.

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**Yin, R. K. (2009). *Case study research: Design and methods* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage.**

This book is a good introduction to case study methodology from a post-positivist perspective. It talks through various planning designs and methods. This is a text used quite often by those in the field of higher education. Also see the Flyvbjerg (2008) citation in this list.

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### Note from the Authors:

We are certain that not all relevant journal articles and books are referenced in the three-part annotated bibliography and three-part PowerPoint series about women in student affairs and higher education that we have put together for ACPA's Commission for Professional Preparation. We encourage you to share additional vital resources via ACPA's Standing Committee for Women twitter hashtag #ACPASCW or #SACChat.