**Episode 2: How does Qualitative Research Remain Relevant in a Quantitative World?**

**(LB):** Hello you all and welcome back to coloring outside the memos. I am Dr Lizzy Bartelt or Dr Lizzy as I think I went by in the last episode. I use she/her pronouns and I’m here with…

**(TMQ):** I am Dr Tiffany Monique Quash or Dr Tiffany and I use she/her pronouns as well, and welcome!

**(LB):** Welcome! We're back for another episode and we're so excited. So, what are we talking about today, Dr Tiffany?

**(TMQ):** Our topic today is How does qualitative research for me remain relevant in the quantitative world? So exciting. So our purpose today is really to not have a comprehensive understanding of quantitative research because we're qualitative researchers, I mean, quant is not our thing. But some of the questions or comments we've received are like what's the point of qualitative research? People lie lie lie lie about their experiences so aren't numbers more reliable? Totally such a quantitative word.

**(TMQ):** FYI you might find me going back to qualitative, qualitative when I should be saying quantitative. We're not here to demonize quantitative research. Dr Lizzy, where's the words or comments that you've heard about qualitative research from quantitative people?

**(LB):** Such a good question. So, one of the things that I have heard from people is like well qualitative research just takes too long or it's not really scientific though, right? Or you're just talking to people, so how is that science? I think those are some of the main things I’ve heard from people. Yeah, maybe “not as rigorous” that's another one that comes up from time to time.

**(TMQ):** Yeah, not as rigorous, definitely have gotten that one, definitely have gotten that one. So I think what we what I really wanted us to do it to start this particular episode off was using our qualitative brains I’m thinking about how to define quantitative research and something a response in answering that question, the difference between qualitative and quantitative research noted by O’dwyer and Bernauer in their text Quantitative Research for the Qualitative Researcher is to “conceptualize the quantitative and qualitative traditions, by using different primary symbol systems numbers versus words in pursuit of the same goal of discovering knowledge promotes cognitive outcomes, as noted by Vuguroski” again if I butchered your name I’m super sorry.

**(TMQ):** There's another text by Goertzen and again I’m so sorry about this, but the introduction to qualitative research and data. Melissa states “In the most basic terms quantitative research methods are concerned with collecting and analyzing data that is structured and can be represented numerically one of the central goals is to build accurate and reliable measures that allow for statistical analysis” so… I don't know how I feel about even those two statements. But Lizzy How would you define quantitative research and how have you use quantitative research in the past or happy to use quantitative research in the past?

**(LB):** Great questions. How I would define it… I like both of those definitions and that they're both like trying to get to this idea of kind of like the little anecdote I gave in the last episode that quant is spelled with an N and is about numbers and qual is an L it's about language.

**(LB):** into like I think both of them are trying to get to that numeric understanding and I think that's true of how I tend to define what is.

**(LB):** The WHO, the what and the where questions, and I think that is really important right? One of the examples I give my students a lot when I tell them about this is since the 1990s, the numbers of people having, the number of adults who report regular sexual intercourse has gone way down.

**(LB):** Okay, so that's an interesting thing right and we might look at that and go well.

**(LB):** Why does anyone need to know that, outside of sexual health right people are probably like why in the heck does that even matter at all. Well, it matters because when we bring in qual, and we ask the how and the why questions… Why is that number gone down well because more people can report, domestic violence and intimate partner violence, more people can report sexual assault now and get out of relationships that they don't want to be in the age of marriage has gone up meaning people are getting married later And they're getting married to people that they want to be married to we're having more productive conversations about libido in differences and who wants to have sex and when they want to have sex.

**(LB):** So all of these things are actually really important, right? Because that quant number that is just a number, we can define and understand with qualitative research, and I think we can. And in some way with quant research too right? We can understand how those numbers are based on other research. And so research reinforces research reinforces research reinforces research at my little love that it makes my brain explode with happy.

**(LB):** So, when I think about research that I have done. I’ve done some work on like how what prevalence data of sexual activity, there is like kissing cuddling and massage which is just a nice happy paper that I worked on and like How often do people do that. More than you think they do, which is fun right a lot of people rate that as more important for their relationships, then intercourse and we used to only talk about intercourse is the only important thing, and it turns out it's not and that just makes me really happy to know about right some other research that I’ve done is on Latina sexual health communication that's a paper that's TBD for publication, but that's pretty exciting and like how do Latina young women get talked to you about sexual activity versus young men. turns out not as much, which impacts contraceptive use and impacts other use right, so I could go on about other projects I’ve done but I’m going to stop there, before I take up too much space.

**(TMQ):** I So love when you talk about sex and cuddling and all these lovely and fun topics. I kind of want to say insert salt and pepper’s let's talk about sex baby let's talk about you, but that would moment.

**(LB):** You got me. You got me dancing, and again I mean it all relates to research right.

**(TMQ):** I just so love it. I love it. I love it. I’ve used numeric data from surveys for a study we were working on as working with other colleagues. However, you know we were only able to tell part of a story, and I think it's really important that you know, the way that I approach qualitative and quantitative research is that there's a space in this world, for us to coexist and understand each other and I completely acknowledge that I will never understand quantitative fully I not okay um.

**(TMQ):** The other way I discussed the importance and relevance of qualitative research is that we discussed the lived experiences behind the numbers.

**(TMQ):** And that's something that I find to be really, really important, which brings us back to the topic for today, how does qualitative research remain relevant in a quantitative world. And to really address that topic, I wanted to approach this conversation thinking about the acronym PEA, like sweet pea.

**(LB):** Tell me more why.

**(TMQ):** So at PEA or sweet pea whatever you want to say policy advocacy and education, so I wanted to first start with policy.

**(LB):** hold that. Hold that before we move into sweet pea, can you tell me a little bit more about those definitions for quant and how they make sense in your brain like, why did you pick those definitions? We talked about definitions a lot last episode.

**(TMQ):** We did. I so knew, you were gonna ask me this question right um so anything when I thought about this, and it was really important to me there's a lot of Policies, a lot of advocacy work, a lot of education, work that is fundamentally grounded in quant numbers like people always say show me the numbers, I mean granted it's not show me the money but show, I mean we can talk about how is show me the money.

**(TMQ):** But I think it's really important for some organizations, whether it's political, nonprofits, definitely within the educational system, and I know we talked a little bit about that. That people want numbers. However, behind those numbers are the lived experiences of humans, of people, and so, if we don't understand why these numbers exist there's really no data to support the numbers.

**(TMQ):** You know and maybe I could say that another way and that's not the most sophisticated way to say it, but there's just not enough information. So at the end of the day, there's a space for us to coexist, it is not that I’m trying to say oh let's live in a happy happy happy world I and, as we were talking about before we started recording I was just like I just want to say to a quiet person, did you need a hug do you need do you want who hurts, you who hurt, you need a hug don't you okay so that's why. I feel like quantitative people look at us like oh you're the one that's giving out free hugs ha?

**(TMQ):** How many of you are giving out free hugs, mind you, these are consenting hugs. When I think about this, that's how I really think about whether research that we do… We all love the research that we do. At the end of the day we all love the research that we do. In addition to that, People want to know the numbers and they want to know the lived experiences and again kind of going back to at the very beginning, where I was asking you, and just here, asking you about hey what are some things that we've heard people say to us, because I think I’ve also heard people say prove it. Prove it.

**(LB):** mm hmm.

**(TMQ):** And I’m like… I can prove it to you. So when again thinking about this acronym, that's really where my brain went and then also thinking about the topic for today. How can qualitative research remain relevant? That's how we remain relevant in this quantitative world we bring that information to the forefront of policy making. We bring that information to conversations around advocacy and even more so, discussing education, so that's really where my brain is when I think about this.

**(LB):** Yeah that's awesome and it makes me so excited to hear more about what you have thought out for us. So tell me take me on this journey of sweet peas and where do we start with our policy I’m assuming because that's the first letter P so sweet pea Dr tiffany tell me more.

**(TMQ):** Sweet peas or snap peas, as a kid I also had to sit in my grandmother's kitchen snapping peas. I don't know if that's a southern thing or what but…

**(LB):** I grew up in the country so it's also a country thing.

**(TMQ):** So hey so let's like snap some peas together, you know. So when I think about policymaking and again I’m using the lens of I’m drowning prevention water safety because that's where I’m rooted and I think about the fact that in our world, we often cite the centers for disease control and prevention. And we discussed the racial disparity and drowning deaths. So I’m going to just start I hate to say this, certain reading to you about that and so drowning death rates for black people are one and a half times higher than the rates for white people disparities are highest amongst black children ages five to nine rates 2.6 times higher and ages between 10 to 14 rates are 3.6 times higher.

**(TMQ):** So, If you know you think about that. And I’m like oh my gosh that's so bad that's so so bad and, of course, like of course it's bad um but not, but in addition to… We are often asking ourselves, so why? Why are the drowning deaths for black people, one and a half times higher than that of white people? Now I’m going to ask Dr Lizzy, why do you think… Just shout it out. These drowning death rates are so much higher? Take a guess.

**(LB):** Well uh you know I think back to working at summer camps in college, and I think back to a lot of the myths that would circulate and I worked with a lot of… Most of my campers came from inner city New York, and they would say like. Well, I can't get my hair wet and we’d be like yeah that makes sense, but like let's put on a cap on so you don't have to get your hair wet and you can still go in the water. And some of the other counselors would be like, oh no they don't need a cap, I don't need a cap when I go in and I’d be like yeah you have different hair, of course, you don't.

**(LB):** And some people would be like well I’ve been told I’m going to drown if I go in the water and or like I can't. I can't float and I’m like, why do you think you can't float? and they would say things like well I’ve been told that. And you know with a six-year-old you're not gonna unpack that too much because you can unpack that too much, but I think about all of the myths that float around and we're pools are and who has access to swimming and who doesn't and I think that probably relates to some of that. So I don't know if that's what you were looking for enough but ask a public health person where who teaches social determinants of health what they think.

**(TMQ):** You just put the J my joy, yes, you do you do. I mean so you're absolutely positively right, you know, there are definitely other reasons; these other social determinants and that's a whole other conversation for another day. If you are at the University of buffalo, this is a quick promotion to please sign up for Dr Lizzy Bartel’s class if you have not already done so.

**(TMQ):** So I mean the other part to this is just in swimming pools, do you know any other information out there about swimming pools, Dr Lizzy?

**(LB):** Do I know any other information, like do I know where swimming pools are located in communities or do I know about... I mean I’ve been around you for a lot of years, so I know some things, yes.

**(TMQ):** So there's a quote that I was wondering if you could just read for our lovely listeners.

**(LB):** “In swimming pools black children ages 10 to 14 years drown at rates 7.6 times higher than white children. Black children and youth are more likely to drown in public schools and white, children and youth, are more likely to drown in residential pools.” and this comes from AJPH to the uninformed, American Journal of public health by Saluja et al in 2006.

**(TMQ):** Thank you so much. So again, quantitative data, we love it. Yay! Thank you so much for stuff. Thank you so much for reading that. But I mean this is really helpful information again, in terms of framing, so in 2020 in the text Promoting Equity, Social Justice and Saving Lives with Life Jacket and Clothing Policies authors, Dr Angela Beale-Tawfeeq aka my mentor, Linda Qwan, Elizabeth Bennet and Roy R Fielding wrote and amazing piece um and it says right there in their abstract policy variations around wearing clothing and swim diapers could be costly, confusing and impede participation in aquatic activities by vulnerable populations specifically young children and racial and ethnic minorities okay so think about what we just talked about right the statistics, just think about that and they'll think about that sentence.

**(TMQ):** So standardization of these policies could assist aquatic facilities and their users. Some numerical data the researchers gathered are from the World Health Organization and the centers for Disease Control and Prevention. This study was completed by the use of a survey and the data analysis used and I’m quoting here “simple descriptive statistics used can be included, frequency distributions and percentages.” Now you might be listening and asking yourself what is, what is the point of discussing a study that was completed using a quantitative design? My response to you is look at the references references references references…

**(TMQ):** And to note that the researchers use exploratory data was called using a qualitative research approach consisted of yes, no multiple choice and open-ended questions. So again, even this particular study relied on some qualitative data. So it's just really important to think about the fact that even quantitative researchers definitely use qualitative data and the relevance is still there.

**(TMQ):** So Lizzy, do you have an example in your research that you used qualitative research to make sense of the research that's been gathered quantitatively? I think you've talked a little bit about… I’m really curious about this cuddling study to be very frank with you, but you go ahead and talk about whatever.

**(LB):** Yeah well, so I mean I can think of a lot of examples. One that comes to mind is… Well, hold on, let me think about this for a second so one that comes to mind is one of the bias study that I did. So, this is with a group of people. We were looking at bias towards bisexual individuals, both from the heterosexual community and from the gay and lesbian community and there was a great deal of bias that was experienced on both sides on unsurprisingly. And in one study we had an open-ended textbook to have people describe what that bias was. And we found in there very surprisingly, an increasing number of younger people who said that they haven't experienced any bias at all, but they'd only experienced inclusion. And we're like Oh, my goodness, the world is changing the young people are alright they're getting along with each other and they're not having this infighting within the queer community and like how nice is that?

**(LB):** It's something you and I talked about a lot Dr Tiffany of like what the infighting looks like in different communities right and like how that can be really, really harmful to people within the Community and I’m not saying that they don't experience anything. Just in one study from a handful of people that were younger they had positive experiences so that was pretty cool to be able to understand this quantitative research and trends and to understand qualitative aspects of it and to understand that a little bit more specifically. Another study that comes to mind is a scary sex study, and so we asked people have you ever had sex that felt scary to you and then we had them write in and fill in a text box and answer that you know and there was all of these stories of like what that actually meant to them and for the men in this study it was like well, I was afraid she'd been with somebody else previously and for the women in the study it was like there was a gun next to the bed that I knew that was going to come out if I didn't do what he wanted me to and It wasn't always that drastic, but there were that drastic of differences right so like saying that both men and women experienced scary sex, that is true, but the way that that fear manifests itself is very, very different.

**(TMQ):** wow…You just…You know what… You always amaze me you just…The research that you do is always just blows my mind this is amazing. So, the really cool part about this type of work that we do. That all of us do, but most importantly, when thinking about qualitative research and. When I think about qualitative research, you know is how it makes an impact on policies. so definitely thinking about Not only what you discussed just a minute ago but also with Dr Neal et al’s research is the fact that these are helps with making a difference in policy, let it be at that particular facility, let it be at the state level, which we will get to in a minute or… I’m just so excited about where we're going to get to and talking about that, but these are, these are the beginning of conversations that can make a larger impact.

**(TMQ):** So, then, the E. snapping those peas.

**(LB):** So tell us about the E.

**(TMQ):** The E!

**(TMQ):** Just recently, I was sharing with you that I just started reading Dr. S. R. Toliver's Recovering Black Storytelling in Qualitative Research: Endarkened Storywork and the word that I put in our notes was “I am gobsmacked”.

**(LB):** That's such a good word and I want to know everything tell me so much more.

**(TMQ):** I love this , I’m just so so excited about it. But the fact that this text is an invitation to hearing the words of black girls is always a delight. But, most importantly, how this researcher does it, makes me rethink even my writing and my approach to black girls and swimming. So the reason I wanted to discuss very briefly, and again I feel like I’m not giving her text justice, but the reason I wanted to discuss Toliver’s work is because one analysis and again I’m quoting from another text but analysis of the national US Department of Education from 2015 to 2016 civil rights data by the national women's law Center and the educational trust, found that black girls are five times more likely than white girls to be suspended at least once and four times as likely as white girls to be arrested at school. Black storytelling methods and the strategies showcase the enduring commitment of a people to nurture a unique spirituality-based culture in the midst of an oppressive environment” and that's in the preface!

**(TMQ):** So I wanted to briefly read from the preface. It says It was at this moment that I ran into a spiritual dilemma. When I initially conducted a study I thought Western academic resources required for me to be recognized as a real “scholar”. I slipped away from a black-Centric thinking from the work of story from myself. I forced my work into the shape of narrative research in thematic analysis.

**(TMQ):** Even though I was forcing myself to move away from the work of story, a revisit to this work compelled me to break open that methodological cage and seek the methods I tried to forget in order to exist in a white dominated field. But I chose to remember to search for the hidden methods created by my foremothers and shunned in the contemporary academic field, I realized that the methods guiding me could be subsumed under the black historical tradition of quilting.

**(LB):** hmm.

**(TMQ):** The next thing that I wrote…

**(LB):** Oh hold on before we get to that I am so curious tell me what that quote symbolizes for you what is that representing and pulling up for you?

**(TMQ):** For me… Again, I haven't delved, I’m just starting, So for me it meant that I needed to rethink my approach to my work. And I felt that my own education had been whitewashed and I felt that the numbers, it was the gathering of the numbers were not symbolic of who I am. And it reminds me of census data. So the census data that was collected during the Jim Crow era and it's not complete. It's not complete. So in my family, there is my mother's side of the family, the paternal side, there's a last name, and my grandfather's last name is spelled different ways, but it's the same family, because the people collecting the data could not understand the dialect, they couldn't understand the language, they couldn't, and so… fast forward, Reading this. I am like whoa. We need to really reconnect with who we are culturally. To Put in perspective Collective experiences.

**(LB):** Yeah yeah.

**(TMQ):** I’ve got goosebumps.

**(LB):** Yeah, me too that was really powerful thanks for sharing that.

**(TMQ):** I was going to say thanks for having me but…

**(LB):** This is it as much yours, this is mine.

**(TMQ):** And that's a wrap.

**(LB):** Thanks for being in this space with us, you all, this is what qualitative research does.

**(TMQ):** So I mean just thinking about the fact that this scholar is advocating for culture, and again, quilting you know I don't want to get down the like hey, so this is what quilting is and how it's related to African American culture. I don't want to do that, but that is what she's referring to, and then also just collectively what she's referring to, and just so much and again, please pick up this book. Recovering Black storytelling in Qualitative Research: Endarkened Storywork features of data analysis and qualitative research, I feel like we've become A promotion.

**(LB):** We're not getting paid by any of these. By any of those people. We like their work and we're going to put it in the show notes.

**(TMQ):** Definitely but it just reminded me that You know reading more from that futured org site. Actually, before I get there, you know there just comes a time where we as researchers have to break away from this paradigm of how we've been educated and what it means to be a researcher and to truly address our and again I’m going to use this word very liberally, Research problem, even though that language is very problematic. Yeah, I am not a problem. I disrupt society as we know it, but I am not a problem.

**(LB):** Wait. No human being is a problem? No human being is at risk? oh oh wait wait wait our language has an impact on how we think about the world and how we construct the world it sounds like you're saying, are we going back to Bhattacharya?

**(TMQ):** Oh, oh oh see it's we're all connected we're connecting at. All so I mean, so it just it there's just so much there's, so much so again it's the relevance of qualitative research in a quantitative world continues, because the information that's out there, you know, think about who is collecting that data, you may have just caught somebody on the wrong time of day, you know you just never know.

**(TMQ):** Again, I want to reiterate that this forum is not staunchly advocating against quantitative research. I think again like I said earlier, I just want to give a quantitative researcher a consenting hug but like do you need a hug honey, do you need a hug? Who hurt you?

**(TMQ):** Just simply stating. The lived experiences. And it can sometimes emphasis on sometimes be explained behind these numbers so again it's the education and that was the whole point of me talking about this, this part is that it's the importance of education behind these lived experiences. So we already talked about P policymaking, and E the education. All right, let's snap that pea.

**(LB):** We're getting to the last part of our sweet pea Dr Tiffany, take us there.

**(TMQ):** Ok so on April fool's day 2022, The House of Representatives passed a bill banning race-based discrimination on hair, known as the Crown act. So if anybody knows anything about black hair, this is our crown. This is our jewel, our gem. It's symbolic but I’m not going to give you a history lesson, thank goodness for Google, which is not paying for this podcast. So discussing two studies very, very briefly, and, ironically, these two people were doing the work together. The two studies are intersectionality connecting experiences of gender with race at work and the natural hair bias in job recruitment. The researchers from Michigan state and then, when the other researchers from Duke, they talk about these lived experiences, that African American women face and again I’m just quoting from the abstract, so the both of these face the highest instances of hair discrimination. They're more likely to be sent home from the workplace, because of their hair. The study also determined that 80% of African American women felt they needed to switch their hairstyle to align with more conservative standards in order to fit in at work.” I will openly admit I have locs now, but I will say that, as soon as I graduated from undergrad, I relaxed my hair, I know you cannot imagine that Dr Lizzy, but I did relax my hair once.

**(LB):** I mean I can imagine you doing any number of things, because you told me about a lot of the different number of hair choices you've had over the years and I’m sure I’ve told you about some of my hair choices. Hair is such an important piece for all of our identities.

**(TMQ):** This was my crown, you know this was my crown. There was one time, I was teaching swim lessons and I definitely did not have a relaxed look, I was all my natural hair and my former supervisor said to me, what are you going to do with that? Yes, true story, true story, she said this to me.

**(LB):** She was white, wasn't she?

**(TMQ):** She was, she was, I also do not need people to come on and say this is an Anti-white podcast. We are covering all of our bases here. But you know so that has happened to me, I mean, granted that was now 23 years ago. And so, having said that, that happened to me and I did relax my hair and that was also the last time I relaxed my hair.

**(TMQ):** In another study the research has talked about how they found black women with natural hairstyles were perceived to be less professional, less competent and less likely to be recommended for a job interview than black women with straightened hairstyles and white women with either curly or straight hair styles so we have two different studies one that you can tell it's definitely definitely quant and the other one you can definitely say here the qualitative parts to it. Again, other people are citing the studies and because of their research, we now have the Crown Act, so this is now the advocacy for this type of work.

**(TMQ):** it's just a beautiful thing you know so again, I definitely want to go back to the fact that we can coexist, quantitative and qualitative people, researchers, we can coexist in this world. And that's Okay, it really, really is okay um it's just as a beautiful thing so again the relevance of the type of work that we do, it makes an impact on society as we know it, as we know it so yeah there's our snap pea.

**(LB):** We made it all the way back through.

**(TMQ):** We made it all the way back through but Dr Lizzy do you want to add anything? I’m just so excited about this.

**(LB):** I love it. I love this journey you've taken us on and helping us think through how qualitative research is really relevant for policy, education and advocacy and I hear all of that. And all of those are super duper important and I guess my big question for you is having taken us on this journey and having taught through all of these different pieces, for you, what do you want to say to the qualitative researcher who is hearing a lot like Oh well, your research isn't as rigorous or your research isn't as important as the numbers like what do you want, that person to hear?

**(TMQ):** My immediate response is to the haters out there; I feel like I’m about ready to DJ to the haters out there who don’t believe in Qualitative research. Don't worry we'll show you love, we’re gonna heal the research world. But that's my DJ response, right? For that qualitative researcher who doesn't feel uplifted in this in this world, because you and I both know what it feels like to be in a space that is heavy quiet, but we went to a school again, we are not bashing where we went to um but we went to an institution that is a school that is heavily reliant upon quantitative research and…

**(LB):** let's also note that was while we were there.

**(TMQ):** It was.

**(LB):** It may have changed.

**(TMQ):** It was when we were there. It was when we were there, yes so coming out of it, I think, find your core, find your group of people um. FYI I do think that using the language of finding your tribe is problematic so just letting you know that's the reason why I’m not using those words. But find your core, find your group of people, find your family. I think that's what's going to be really, really important so that you can develop as a stronger qualitative researcher and dig deep. I really believe in writing, what you believe and writing and researching with people just think about who you are and how you want to connect with this research area, but again if people are hating on what you do, be like you need a hug? That needs to be a sticker, do you need a hug? Who hurt you?

**(TMQ):** Dr Lizzy Could you imagine if we had done that to certain people at school be like do you need a hug?

**(LB):** I have a sense that would not have gone over very well.

**(TMQ):** At the time it probably would not have. Just be confident, be confident in what you're doing, read, ask questions, be inquisitive. There was something that you said earlier; Qualitative research asks the what and the what?

**(LB):** The how and the why.

**(TMQ):** The how and the why, continue to push for that how and the why. And then ask the person if they need a consenting hug.

**(LB):** I love it. I love it so much.

**(TMQ):** What do you want to tell people as we wrap up?

**(LB):** Yeah, that's a really good question. I think what I would say to the qualitative researcher who's hearing a lot of “Your work isn't as valid” type questions because really that's what's at the root of those questions is to say to people what I often say to people when I feel like they're being really dismissive or erasing of who I am, I say why is it that you think that? Because usually have been taught that from somebody either explicitly or implicitly, and so I like to try to help them peel those layers away and say like okay well, let me give you a, for instance, for instance I was just filling out a survey about a month ago, real story not me making something up that I got sent through work channels let's just say, and they were asking me questions of like how satisfied are you with the way you hear information about x, y, z and it was like sent from another institution that was doing some kind of survey in conjunction I don't know lots of different pieces doesn't really matter, why it came out.

**(LB):** But I was thinking, as I was filling that out like. Well, as I’m putting it like my answer into this Likert type scale, my understanding of strongly agree with this question is very different than my colleague whose right next door to me is understanding a strongly agree. Because we've had conversations about this, and I know our interpretation of this question is going to be vastly different and so like helping people understand that not everyone responds in the same way to those Likert type scale questions, and of course that's not an all of quantitative research we both understand that.

**(LB):** But I think what we're both honing in on and what we both get really frustrated by is eraser or dismissal, and so, if somebody is saying that to you, help them understand that that is what they are saying to you, they might not ever be using those words but often That is where those questions or dismissal of qualitative research comes from, so I think that's what I would say.

**(TMQ):** I appreciate you saying that I The other thing as we again, I know I said as we wrap up but we were talking about this very, very briefly, and possibly some of the reasons why quantitative researchers want to express your feelings towards qualitative researchers negatively, and it is not saying that this is for all, but there is an amount of stress associated to, and we were talking about publication, the amount of stress related to the reliability and validity of their information and that we don't have to go through as much as we talked about before, “rigor”, I am I am doing air quotes rigor um and that, in turn, and again I’m quoting Dr Lizzy, and that in turn could challenge the fact that, whether or not they get funding, so I feel like they're almost some people are pushing their challenges upon us. On the flip side, as a qualitative researcher, we are having to justify why we belong in the Academy, why we need funding, why we are doing what we're doing. So there's a battle of the researchers.

**(TMQ):** A battle to be seen, a battle to be heard, so again, particularly as a student as students, you know we're often caught in the middle of these battles and like this is, this is not for y'all tenure people y'all need to work that out. Again, they need a hug, they need to work it out, work it out amongst yourselves, you know. But anyway, we can continue going on Dr Lizzy. Thank you so much.

**(LB):** Oh well, thank you, I love this journey and took us on and helping us understand why qualitative research remains relevant and the qualitative were all thank you for doing all of this work and taking us on this sweet pea journey I love it. All about policy, education, and advocacy you all. Any final thoughts, you want to leave us with.

**(TMQ):** No, I mean again y'all aren't going to look at PEAS, the same way after this.

**(LB):** Until next time.

**(TMQ):** until next time, friend.

**(LB):** All right, color outside those memos and we will see you in the next episode.

**(TMQ):** See you then.