ISCA (the International Speech Communication Association) is the premier world organization for speech communication science and technology. ISCA Fellows are recognized by their outstanding contributions and/or continued significant service to ISCA. As an international scholar and leader in the field, Anne is an obvious choice.

Although ISCA (and its predecessor, ESCA) has been around since 1988, the ISCA Fellow scheme was only begun in 2007, so you can see that Anne is in the upper echelons of those awarded so far. Anne's award will be presented at the Opening Ceremony of this year's Interspeech Conference in Brighton, UK on September 4.

Congratulations Anne.

2009 Visiting Composer Residency, A Confluence of Cultures: Music of the Pacific Rim

Submitted by Bruce Crossman

In May 2009, I travelled to Los Angeles on a Vice Chancellor’s Professional Development Scholarship to undertake a Visiting Composer Residency at California State University, San Bernardino and participate in events for A Confluence of Cultures: Music of the Pacific Rim. My music was very well performed by exceptionally gifted musicians.

My composition Double Resonances (piano and percussion) was performed successfully at the Music Showcase concert A Confluence of Cultures: Music of the Pacific Rim by double Grammy Award nominee Lynn Varton, and Danny Holt, faculty member at the prestigious California Institute of the Arts. One of the issues in the rehearsals was to go for the broad line of the piece and to experiment with the improvised sections through pulling the timing of the music in and out of time. Varton and Holt were exceptional at allowing one rhythmic figure to settle and then pulling the timing against it in the other instrument—it brought out the wild jazz quality embedded in the work. Holt particularly approached the performing with the extemporised energy of a jazz pianist, not surprising given that his producer is David Bowie’s pianist, whilst Varton’s sharp-actioned muscle delivery was both exciting dynamically yet sensitively weighted to not over balance the pianist.

The visit resulted in several invitations to return to California and multiple composition commissions. I was invited to participate in further composer residencies at Chapman University in Los Angeles, Southern Utah University and for a Jingju opera project development with Grawemeyer Award winner Professor Chinary Ung at the University of California in San Diego. We are currently planning, along with colleague Professor Michael Atherton, a Jingju-Cambodian music-dance project for performance at the Sydney Opera House in 2011 with leading Sydney new music group—Ensemble Offspring.

Left to right: L-R, Bruce Crossman, Chinary Ung, Lynn Varton, Koji Nakano, Noriko Suzuki
A Study Trip to Paris and Sweden

Submitted by Cathy Aggett, PhD Candidate.

I’ve just had the time of my musician’s life attending ICVT7 (The International Congress of Voice Teachers) in Paris from 15-19th July and a course with world-renowned voice scientist, Johan Sundberg, in Sweden. At ICVT, held at the famous Folies Bergères, Paris, I presented a poster titled “Strategies for baritones past and present”, which was a report on some of the practice-led research I’ve been conducting related to my PhD studies. Delegates showed interest in the poster, stopping to listen to the five songs and view the scores. I was very pleased as 22 signed up to participate in the current stage of data collection I’m undertaking with voice teachers to review the performance analyses of the songs for my thesis.

I was privileged to be one of the 24 to be chosen to participate in Johan Sundberg’s course ‘Functions of the Singing Voice’ in Sandvig, Sweden from 27-31st July. It will take me some time to process the information we were taught in the lectures and workshops with Johan and 12 international tutors.

I also had the golden opportunity to discuss my research with Johan and the other participants while I was there. The week will probably remain with me as being one of the most helpful to me as a singer and researcher as any course or conference I’ve attended in the past 25 years. I know – a bold statement, but as a singing teacher for so long, I thought I knew the voice fairly well. This week taught me otherwise. I’m so glad I had the opportunity to be one of the lucky 24 to be a part of the course – to meet so many other singers, speech pathologists, choral directors and voice enthusiasts from around the world.

Following this amazing trip, my next challenge is to complete a paper for the Symposium on Performance Science to be held in Auckland in December, as well as phase three of my research, a study with Vocal Teachers.

CCR Introduces Postgraduate Study Days

The Centre for Cultural Research has recently added a new program to its events calendar. Organised as a monthly event, the CCR Postgraduate Study Days are headed by CCR HDR coordinator, Dr Megan Watkins.

CCR’s HDR candidates already have regular reading group sessions as well as informal social events which are organised by CCR’s Postgraduate Liaison Officers. There are two part-time Postgraduate Liaison Officers at CCR who act as points of contact, peer support and networking for new and existing HDR candidates.

These innovative Postgraduate Study Days are aimed at providing HDR candidates with different forms of research training and guidance. Different components include:

- A Postgraduate Workshop session, where an invited academic speaks on different facets of the HDR experience, such as, ‘writing for publication’ or ‘integrating theory’.
- Postgraduate Stepping Stone Seminars, where HDR candidates present a 15-20 minute paper on their in-progress work as part of their preparation for a formal seminar, Confirmation of Candidature or conference. The Stepping Stone seminars thus offer a semi-formal setting in which HDR candidates can practice their presentations, and receive valuable feedback, prior to the formal event.
- A mentoring session with a senior CCR academic. These mentoring sessions are kept small and offer students the opportunity to discuss other issues being experienced in their candidature such as ‘work/life balance’ and ‘life after the thesis’.

Where possible, the Postgraduate Study Days have been scheduled to coincide with CCR Seminars so that candidates are able to make best use of coming out to CCR, as well as making the day as informative and as stimulating as possible.

soundsRite

SoundsRite is a new peer-reviewed journal edited by Hazel Smith, (Writing and Society Research Group) and Roger Dean (MARCS auditory laboratories). It publishes new media work which includes words or sound or both. It is online and open access and can be found at http://soundsrite.uws.edu.au. SoundsRite is a joint initiative of the Writing and Society and MARCS. It features sound works created for digital embodiment — including generative, interactive and multi-channel pieces — and writing which is kinetic, generative or interactive. The soundsRite site also archives an earlier journal of new media writing infLect, founded and edited by Hazel Smith at the University of Canberra (2004-2006).

One volume of soundsRite will appear per year and contributions are sought by invitation. New works are posted, when they become ready, by adding them to the current issue. There are already several works up on the soundsRite site, and the editors are currently inviting further contributions to volume one.
News from Interpreting and Translation Research Group

» We’ve just been upgraded from a College Research Node to a University Research Group.

» The Interpreting and Translation Research Group hosted a number of visits from renowned international experts in Interpreting and Translation during the month of July. On 6 July, Professor Mona Baker from the University of Manchester, author of the popular book “In other words” spoke to an audience of over 150 people from around Australia on ethical issues in Interpreting and Translation education. On 13 July, as part of its seminar series, speakers from Spain and from Ireland presented on the following research topics: corpus research in translation, mental health interpreting and conference interpreting. The ITRG hosts a regular seminar series that is well attended by students, staff, interpreting and translation practitioners and other interested parties. All are welcome at the seminars.

» The first issue of our new refereed online journal is now out. Please go to www.trans-int.org

» The Australasian Institute of Judicial Administration (AIJA) has funded A/Prof. Sandra Hale to carry out a scoping study on interpreter protocols in Australian courts and Tribunals.

» Our annual symposium will be held on 25 and 26 September with international guest speaker: A/Professor Franz Poeschhacker, University of Vienna, Austria.

Building the Gender Equality

Jorge Knijnik is a new Senior Lecturer in PDHPE with the School of Education. Jorge arrived from Brazil in June, where he was awarded the prize ‘Building the Gender Equality’. This award, which is now in its 4th edition, is organized by the Brazilian National Council of Research, the Brazilian Ministry of Education, and the Brazilian Special Ministry for Women’s Policies, as well as the United Nations Development Fund for Women.

The prize is selected from a contest of papers from all over Brazil on various themes surrounding the main issue of gender. This edition received over 3,000 entries, and the board of examiners – academics from Brazil – had the hard task to select three winners.

Jorge won for his paper Far beyond stereotypes: Theatre, Gender and Humans Rights at Children’s Culture. This is research he has developed with a theatre group in Brazil whose plays deal with gender issues.

HCI Best Paper Golden Award.

Associate Professor Kate Stevens (School of Psychology and MARCS Auditory Laboratories) and Dr Agnes Petocz (School of Psychology) were winners of one of 11 Best Thematic Area Paper Awards at the 8th International Conference on Engineering Psychology and Cognitive Ergonomics 2009, held in San Diego in July and were short-listed with the 10 other Best Thematic Area Paper Award winners for the Golden Award for the over-arch-ing HCI International Conference.

Kate and Agnes won the HCI Best Paper Golden Award.

HCI International Conference is an international forum for the dissemination and exchange of up-to-date scientific information on theoretical, generic and applied areas of Human-Computer Interaction (HCI). This year 1397 papers (from 73 countries) were judged to be of high scientific quality and included in the program. Kate and Agnes’ paper was titled “The User Knows: Considering the Cognitive Contribution of the User in the Design of Auditory Warnings”, which won in the Engineering Psychology and Cognitive Ergonomics category.
Dr Peter Bansel

Peter Bansel recently completed his thesis at UWS. His thesis, Subjectivity at Work, was drawn from an ARC Discovery Project that investigated the impacts of historical changes in the labour market and their impacts on workers. Peter’s research looked at how education and life-long learning have become central to the ways in which workers are expected to meet the needs of a rapidly changing labour market. He also looked at the ways in which changing government policies and workplace conditions, such as the move from secure long term employment to short term casual employment, have required workers to develop new and flexible skills and career pathways.

Peter was interested in how the life choices and directions individuals chose were shaped by their history, and by the history of their family and changing government policies and practices. Through working with individual life-history stories the research provided a broader picture of the effects of labour market changes on communities, families and individuals and their personal relationships and physical and emotional wellbeing.

Peter is currently a Research Fellow in the Centre for Educational Research (CER), and continues to work in areas that look at the social impact of education and government policy on identity.

Working with young people on Sex and Ethics

Associate Professor Moira Carmody from SJSC has been working with young people to explore their attitudes and beliefs about negotiating safe and pleasurable sex. With an ARC Linkage grant 2005-2008 she interviewed young people with her research collaborator Karen Willis from the NSW Rape Crisis Centre. The young women and men from rural and city areas were very critical of the sexuality education they received from schools and their families. As Thomas a 20 year old Aboriginal man, from a regional area described it:

“They just described the mechanics of it, they didn’t discuss how you went about picking up, they didn’t discuss how you come to the agreement to have sex, they never discussed any of the actual arrangements, they just described the mechanics and the effects of the mechanics”

His comments were echoed through the initial phases of the research as well as the failure of many young people to have access to knowledge and skills about how to prevent pressured, coerced sex and sexual assault. Professor Carmody has spent over 20 years working in sexual assault prevention research and education and her interest in sex and ethics arose out of her concerns about the current failure of sexuality and violence prevention education to adequately assist young people as they begin their sexual lives.

Following the input from young people, Professor Carmody developed the Sex & Ethics 6 week interactive skills based violence prevention program. The program was piloted in rural and city locations in 2007 in youth settings, TAFE and a university. A key element of the program is that it does not tell young people what they should do but provides a framework to help them make ethical decisions about intimate relationships. The long term goal is to build the capacity of young people to negotiate sexual intimacy and prevent sexual assault and to reduce unwanted, coerced sex in casual and ongoing relationships.

A comparison of young people’s confidence levels around sexual negotiation taken before the group began and at the end of the six week group indicated statistically significant increases in the confidence levels of young people in articulating their own needs in a sexual encounter or relationship compared to how they felt at the beginning of the group. Even higher levels of improvement were found in relation to understanding their partner’s needs. These changes were maintained at 6 months following completion of the program with 82% reporting using ideas learnt in the sexual ethics group and 74% indicated used skills learnt in the group. 61% of participants indicated using ethical bystander skills since the program ended taking up issues of community responsibility raised in the programme and being active participants in standing up against sexual violence. The findings from this stage of the research were published in two books: Carmody, M, (2009) Sex and ethics: young people and ethical sex, Melbourne, Palgrave Macmillan.; Carmody, M (2009) Sex and ethics: the sexual ethics education programme for young people, Melbourne, Palgrave Macmillan.

In 2009 Associate Professor Carmody has received additional funding from the federal government to roll out further Sex & Ethics Education Groups. Currently groups are being delivered in Wollondilly, Central Coast, Armidale and the inner city with two groups of same sex attracted young people. The New Zealand Ministry of Justice has also provided funding and groups are currently being delivered in Wellington. Late in 2009 Professor Carmody will take the program to Queensland. This additional funding will provide a wider sample of young people with the opportunity to learn skills in negotiating ethical sex and provide a larger data set to assess the impact of the Sex & Ethics program and any refinements that need to be made.
The power of assistive technology in the classroom

 HDR Candidate Profile: Petra Karlsson

Petra Karlsson is the recipient of the PhD Scholarship jointly offered by the College of Arts and the CP Institute. The scholarship celebrates the partnership between UWS and The Spastic Centre which resulted in the Mittiga Centre's being built on the Kingswood Campus.

Originally from Sweden, Petra is, by training, an Occupational Therapist with a Master’s degree in Occupational Therapy from Sydney University. Passionate about the importance of working in partnership with families, the scholarship has allowed Petra to research an area about where she is passionate: the use of assistive technology in the classroom by children with cerebral palsy.

Her project looks at the collaborative services and the experiences the children with cerebral palsy, their parents, teachers and therapists have around assistive technology, such as speech generating devices and computer aids.

For an individual with cerebral palsy, assistive technology, when successfully used can have a profound effect on function as it allows the individual to control some of his or hers own environment.

Emma is a bright 9-year-old girl with spastic diplegic cerebral palsy who loves homework and horses. Emma’s cerebral palsy makes it hard for her to control her movements in her legs and arms, so walking and writing is somewhat difficult. She uses a walker to support her when she moves around in the school and to help her write she has a computer with a normal keyboard but with a keyguard which helps her hit the correct keys without accidently hitting any other. She also has a word prediction program installed, which means that she starts typing the word she wants and the program predicts words that she has to choose from a list. By not typing all the letters her writing gets a bit faster, it is not as fast as her peers but it means that she can keep up with her ideas and write for longer without getting too tired.

Next is another example of some assistive technology equipment that allows the young person with cerebral to move beyond normal function and move towards achieving independence.

Leo is a bright 16 year-old boy with dystonic quadriplegic cerebral palsy who loves music and going to concerts. Leo drives a powered wheelchair as he cannot walk independently and he communicates by making utterances but has no speech. Leo uses a high-tech augmentative communication device, with which he not only talks but also controls the TV and stereo and sends text messages to his friends through his mobile phone. Leo’s hand function is very limited, so instead he uses head movements to control the powered wheelchair and communication device. Leo has chosen to have an external head switch for his communication device even though he could, if he wanted to, have everything integrated in his head control set that he runs the powered wheelchair with. His device is positioned in front of him on a specialised device mounting system and can be swung alongside the powered wheelchair when not needed. Leo’s communication device is also a computer on which he can choose to work directly through his switch and specialist software or connect up to an external computer and use the communication device as a keyboard he controls via his switch and specialised software. With this assistive technology setup Leo can mostly work independently in school and at home on various school assignments and homework.

Assistive technology can be the difference between non-participation and participation in a classroom for a child with cerebral palsy who experiences difficulties with verbal communication and handwriting.
Book: Interpreting in Legal Settings

Edited by Debra Russell and Sandra Hale

The work of interpreters in legal settings, whether they are spoken or signed language interpreters, is filled with enormous complexity and challenges. This engrossing volume presents six, data-based studies from both signed and spoken language interpreter researchers on a diverse range of topics, theoretical underpinnings, and research methodologies.

In the first chapter, Ruth Morris analyzes the 1987 trial of Ivan (John) Demjanjuk in Jerusalem, and reveals that what might appear to be ethical breaches often were no more than courtroom dynamics, such as noise and overlapping conversation. Waltraud Kolb and Franz Pöchhacker studied 14 asylum appeals in Austria and found that interpreters frequently aligned themselves with the adjudicators. Bente Jacobsen presents a case study of a Danish-English interpreter whose discourse practices expose her attempts to maintain, mitigate, or enhance face among the participants.

In the fourth chapter, Jemina Napier and David Spencer investigate the effectiveness of interpreting in an Australian courtroom to determine if deaf citizens should participate as jurors. Debra Russell analyzed the effectiveness of preparing sign language interpreter teams for trials in Canada and found mixed results. The final chapter presents Zubaidah Ibrahim-Bell's research on the inadequate legal services in Malaysia due to the fact that only seven sign interpreters are available. Taken together, these studies point to a “coming of age” of the field of legal interpreting as a research discipline, making Interpreting in Legal Settings an invaluable, one-of-a-kind acquisition.

Debra Russell is Director of the Western Canadian Centre of Studies in Deafness and is the David Peikoff Chair of Deafness Studies at the University of Alberta, Canada.

Sandra Hale is Associate Professor of Interpreting and Translation at the University of Western Sydney, Australia.

Library Training Support for Researchers.

With the Excellence for Research in Australia (ERA) exercise almost upon us the impetus to publish in high quality journals is ever increasing, as is the expectation to apply for and receive competitive grant income. But where to start? There are so many factors to consider. Time is always in short supply and the pressures of work are many and varied.

The Library is running a series of School/Research Centre based sessions to assist researchers make informed choices about where to publish and how to extract the raw data required for impact statements on grant applications. Sessions will generally be conducted in campus Library training rooms.

Getting Published: Identifying the Best Journals

This session will familiarise researchers with the tools available to assist in determining the best places to publish. It covers:

» The ERA list of tier ranked journals
» Journal impact factors and how to use the Journal Citation Reports database to best advantage
» Ulrich’s Periodical’s Directory to determine journals in your research area and gain a comprehensive picture of each journal, such as peer review status, abstracting and indexing sources, journal content (ie review, case study, theory etc) and article submission guidelines.

Measuring Your Research Impact: Collecting and Maintaining the Data

This session will cover all aspects of measuring your research impact for grant applications, promotional opportunities and the like. It covers:

» Determining who has been citing your work (including using Google Scholar effectively)
» Storing this data in a re/usable format
» Setting up alerts to maintain currency of data
» The h-index
» Measuring the quality of the journals in which you publish

Session details will be advised via your School/Research Centre. For further information please contact Susan Robbins, Research Services Librarian on 9852 5458 or s.robbins@uws.edu.au. If you have any other suggestions for Library training sessions I’d love to hear them.
The Archivist let her borrow a few plates to proof and the fact that they were made by Charles Kerry, one of Australia’s leading colonial photographers, was then revealed.

Swatko began work making the first contact proofs in 2007, and from this an edited and enlarged selection of some 40 images were made for an exhibition at the University Art Gallery.

She printed the images in the same manner that would have been originally used for the exhibition, held at the University Art Gallery, in October 2007-08, organized by Monica McMahon the Art Gallery Curator.

At the opening of this exhibition, entitled Out of the Archives, Professor Jan Reid recognized the historic importance of the collection of images and decided on the spot to support the production of the book.

This preliminary work on the images selected for the book production was a time consuming process, first requiring finding a scanner capable of covering the large format negatives, then the scanning of the hundreds of glass negatives.

These scans were subsequently repaired and corrected by Juliana, which literally took the entire mid year break of 2008, due to the fact that all of the plates were quite badly damaged, due to being 100 years old and made of very delicate materials.

While this work was going on researching the events and locations pictured in the selected images.

In 2 years time, a box of unrecognized material was transformed into a large exhibition which is now permanently on display in Yaramundi house and also the new exhibition space in the University Archives and finally a 192 page coffee table book, which will find its way into libraries around the country and be used by historians, and photographers in their research, providing a greater understanding of Australia’s past history.
The binary model of sexuality can be devastating and even fatal for people left outside the category of heterosexuality. Essentialist categories of sexuality and gender are often enforced by harassment and violence, as is clear in the case of violence directed against sexual minorities such as homosexual men. This book investigates why men launch assaults on sexual minorities, why these attacks are so vicious and frequently irrational, the identities of perpetrators and their victims, and why such violence seems to have some acceptance in fields such as law, psychiatry, the media and popular opinion.

Tomsen discusses the theoretical and research literatures on models of understanding human sexuality and gender and the nature of hate violence and prejudice in contemporary societies, and also provides an analysis from his own original research to draw out the contradictory nature of both sexual identity and violence and the significance of viewing both fields as linked domains. This text makes an important contribution to current and future discussions of the nature of social prejudice and its ties to legal rulings, collective beliefs and mainstream culture.

Research Success

Professor Jane Ussher and Dr Janette Perz, from Gender, Culture and Health

Research: PsyHealth, in the School of Psychology, are co-investigators on a successful Canadian Institute for Health Research (CIHR) grant for the establishment of a Centre for Research on Gender and Social Disparities in Mental Health and Addictions.

The Centre, located at Simon Fraser University, will foster relationships among groups of academic and community researchers, community service providers, policy makers, practitioners, advocates, and those who have experience with mental illness from across Canada, the US, UK, and Australia, who will explore the use of gender and sex-based analysis tools and other relevant methods in the following five key theme areas: mental health reform; recovery and housing; reproductive mental health; violence, mental health, and substance use; and; the criminal justice system, mental health, and substance use.

Jane and Janette are the co-leaders of the Reproductive Mental Health theme and will be equally responsible for the overall leadership and intellectual direction of research, training, and knowledge exchange activities specific to this theme. The work of this team will be focused on strengthening the newly established links between the Australian co-leaders and the Canadian and US-based researchers to explore methodological innovations and develop programs of research in reproductive mental health.

CIHR have funded the Centre to the value of CAD $2,000,000 over 5 years.

Coming event:

College of Arts annual conference

“Sharing new knowledge”

90 papers

2 & 3 November 2009
Bankstown campus
Details: s.bell@uws.edu.au

Mark your diaries!