

**FINAL REVIEW OF PROGRESS**

Please read the Information and Instruction Sheet before completing

Candidate ID Number		09304507V	
Family Name:	LOESER	First Names:	CASSANDRA JODIE
Preferred email address:	cassandra.loeser@unisa.edu.au		
Program Code:	MPSC	Program Title:	DOCTOR OF PHILOSOPHY
Division/Institute:	DEASS	School/ Research Centre:	COMMUNICATION, INFORMATION AND NEW MEDIA
Thesis title:	EMBODIMENT, ETHICS AND THE EAR: CONSTRUCTIONS OF MASCULINE SUBJECTIVITY BY YOUNG MEN WITH HEARING DISABILITIES IN CONTEMPORARY AUSTRALIA		
Principal Supervisor:	DR. VICKI CROWLEY		
Associate Supervisor:	ASSOCIATE PROFESSOR SUZANNE FRANZWAY		
Please tick as appropriate:			
<input type="checkbox"/> I have lodged my thesis for examination: 20 APRIL 2005			
<input type="checkbox"/> I will lodge my thesis on:			
<input type="checkbox"/> My examination has been completed and I am waiting for the conferral of the degree			
Are you an International candidate on a visa? <input type="checkbox"/> Yes <input type="checkbox"/> No		Visa expires on:	

1. FINAL YEAR'S EXPERIENCE

- Over the last twelve months I have collaborated with my Principal Supervisor in at least two Planning and Review sessions, known as the minor and major reviews: **Yes**
- My Associate Supervisor(s) participated in the planning sessions: **Yes**
- My reviews of progress were conducted to my satisfaction: **Yes**
- If you have answered NO to any of these questions, or you have indicated you have some concerns, please indicate below, or attach written information.

2. FUTURE PLANS

Please indicate your plans for the next 6 to 12 months,

for example if you propose to continue in an existing job, apply for a (new) job, or apply for funding to continue with research (post-doctoral work):

I have been casually employed by the University of South Australia since 1999. During this time, I have gained invaluable experience tutoring, lecturing and co-ordinating courses in and across the School of Communication, Information and New Media; the School of International Studies; and the School of Social Work and Social Policy. I have also gained crucial skills in research design, data collection and analysis.

Over the next 12 months, I propose to seek full time tenured employment in a university as a lecturer or researcher in my related field of academic expertise. I strongly desire to secure a post-doctoral fellowship to continue my research and publications within the next 2-3 years.

3. PUBLICATIONS and OUTCOMES

Publications

Please summarise the number and types of publications produced over the candidacy (in addition to the thesis or research project): (please refer to attached document for my publication listing)

1. Those already produced: 3. 1 x book review; 1x chapter in a book; 1 x journal article (refereed).
2. In press: 0
3. Submitted for publication: 0 at time of writing this review
4. In preparation: 5. 4 x chapters; 1 x journal article (refereed)
5. Planned for the future: 6 articles to various internationally refereed journals. I also intend to pursue a publisher for my thesis manuscript on conferral of the degree.

Conferences

1. Did you attend any conferences during the course of your candidacy?

Yes - see below

2. Did you present at any conferences?

Yes –

Oral Presentations – number: 19

Posters – number: 0

Were abstracts refereed? Yes No

Were full papers refereed? Yes No

3. Where were the conferences held?: **Australia**

Did you meet with any of the University's international strategic partners?

No Yes – please list:

4. What funding did you receive to attend the conferences?

- DEASS Travel Fund allowance
- DEASS Research Degree Fund
- \$750 over 2 years from the School of Communication, Information and New Media

4. DOCUMENTING THE KEY COMPETENCIES

(Research Degree Graduate Qualities: www.unisa.edu.au/resdegrees/gradquals.asp#implement)

Note: This section is compulsory for those candidates who commenced after 1 January 2004

1-3 Research Based Knowledge, Lifelong Learning, Effective Problem Solving

In a paragraph or two, please reflect on the extent to which you have increased your competency in these three areas, and indicate the activities in which you have participated that have contributed to that development.

These may have been coursework units, online courses, LEAP modules, seminars and/or research activities (formulation of the topic, literature review, methodologies) and/or the research proper (interviews, questionnaires, experiments, writing skills acquired, information retrieval) and/or presentations to peers and others.

Throughout the duration of my candidature I have attended numerous professional workshops and research development units to develop and expand my theoretical, conceptual and methodological skills. I attended the 1999 structured program for DEASS research degree students that assisted me in both the formulation of the theoretical, conceptual and methodological framework of my research proposal, and the ethical implications of my research project on human subjects. I also attended a 2-day research workshop on methodology and human research ethics at Deakin University (Burwood, Victoria) that assisted with the formulation of my research proposal and the development and writing of my ethics protocol proforma. The workshops were invaluable to the development of my skills in problem solving. The research workshop at Deakin University and the structured program for DEASS students enabled me, for example, to network with and listen to presentations given by completing doctoral students, and academic staff, who discussed potential problems and issues they had encountered throughout their candidature and how they resolved them. Problems and issues discussed included negotiating timelines and meeting deadlines, gaining ethics approval, the analysis and writing of the dissertation, negotiating changes in theoretical or methodological approach used in the dissertation, negotiating demands of the research with paid work, working with principal and associate supervisors, writing resumes and the interview process, writing publications and how to 'handle' rejection, and solving computer and IT-related issues quickly and efficiently.

To further expand my methodological and research expertise I attended a NUD*IST workshop, and various Endnote and database search training sessions held through the university. My attendance at various other seminars and conferences held in Adelaide and interstate concerning sociological, cultural and feminist theoretical and methodological approaches to research further augmented my capacity to design and implement a rigorous and ethical research plan that involved utilising a semi-structured online and face-to-face interviewing approach to collect data for analysis in my dissertation. The Centre for Professional and Public Communication (CPPC) seminar sessions, the Research Centre for Gender Studies (RCGS) Postgraduate Forums, The School of Social Work and Social Policy Postgraduate Sessions, and my attendance at the annual conferences held by The Sociological Association of Australia (TASA), and the Cultural Studies Association of Australasia (CSAA), greatly contributed to my knowledge and expertise in research pragmatics and theoretical and conceptual considerations as required of academic research. As part of my research training, I also presented findings of my research at numerous seminars and conferences. Documentation of my presentations are provided in section 6.

4 Autonomous and Collaborative Work

Please summarise the aspects which included progress towards collaborative work (such as team research, shared writing projects, working with industry partners) and autonomous work (such as presenting individual research reports, gathering data, etc)

Collaborative work undertaken throughout both the duration of the research candidature, and during the examination period, includes:

- The co-writing of one book chapter and one journal article for publication (see references provided in section 6 (Loeser & Crowley 2005; Bryant & Loeser 2005).
- Liaising with the editorial board of *eSocHealth* as part of my position as a referee. *eSocHealth* is The Australian Sociological Association 's online health sociology journal.
- Collaborating with the Director of the Research Centre for Gender Studies in the preparation and recruiting of presenters for monthly postgraduate presentations.
- Undertaking consultancy for the disability service-provider Better Hearing Australia (SA Branch). I worked in conjunction with other workers on the 'Hearing Loss Education Project 2000'. No parts of the thesis findings were shared with this organisation as part of my consultancy. Instead, I worked as a member of the team in the formulation of proposals for grants, organising and participating in fundraising activities. I also liaised with industry partners and undertook administrative duties related to the project.
- Collaborating with academic colleagues Sarah Baker and Katrina Jaworski in the compilation of a co-authored book proposal on the topic of young people.
- Liaising with other local, national and international scholars and disseminating my research findings that have since been included as academic references (my work to date has been quoted and/or included as a reference in: two academic books in the field of sociology; two courses taught at both the University of South Australia and the University of Surrey Roehampton, England; various other conference papers).
- Organising and participating in the monthly 'Judith Butler Reading Group' organised with other research degree students in the DEASS during 1999-2000.
- Attending meetings and seminars for the University of South Australia Cultures of the Body Research Group.
- Facilitating links with academics at other universities both nationally and internationally in the development of future research projects. For instance, I have regular contact with Dr. Eileen Kennedy at the University of Surrey Roehampton, England, and hope to eventually secure a research or post-doctoral fellowship position in her school because of my interest in the culture of sport. Eileen is looking out for positions and/or grants for me that may help facilitate my entry into her school's research culture. I also have regular contact with Dr. Mary Rasmussen, Anna Hickey-Moody (Monash University) and Dr. Valerie Harwood (University of Wollongong). At present we are working to compile a proposal for a special journal edition on embodiment and ethics that is projected for submission later in 2005.
- I am also the member of professional academic affiliations including: The Australian Sociological Association (TASA); Cultural Studies Association of Australasia (CSAA); Disability Scholars Society, University of Queensland; International Guild of Disabled Artists and Performers (IGODAP); Arts in Action (South Australia); Deafness Forum of Australia; University of South Australia Cultures of the Body Research Group.

Autonomous work includes:

- The formulation of my research proposal and ethics protocol proforma.
- The gathering and analysis of the data, and the writing of the dissertation.
- The presentation and publication of my research (see section 6).

5 Ethical action and Social Responsibility

Please summarise the ethical aspects and social responsibility of the research program. Include details any ethics and safety approvals obtained.

Ethical action and social responsibility are central components guiding the conduct of my doctoral research. All aspects related to the advertising, recruitment, recording, reporting, storage and access to the data, as well as the analysis and writing up of the interview data, were carried out in compliance with the strict guidelines set out the University of South Australia Human Research Ethics Committee (USAHREC). USAHREC approval for the research was gained on 16 March 2000.

Advertising, Recruitment and the Interview Process

The research design for my dissertation was based on the collection of qualitative data from in-depth face-to-face and online interviews conducted with 19 young men with moderate to profound hearing disabilities, who live in Australia. Participants had the option of being interviewed via face-to-face or online methods, or through a combination of both. Facilitating an online environment where participants could interact in a medium that lessened potential difficulties with spoken engagement was a central priority of the project. Implicit in the choice of email interviewing was the provision that the male participants could speak about their personal experiences that may otherwise feel uncomfortable, or be experienced as difficult, in a face-to-face oral interview setting. A comprehension of the significance of online technologies in facilitating entry for hearing-impaired persons into potentially problematic domains of extensive interactive engagement is demonstrated by my extensive readings and practical expertise in interviewing through this forum. A confidential username and password was also installed on my email account to protect from unauthorised access. Moreover, to ensure that participants did not feel under obligation to assist in the research process the voluntary nature of the research study and the participant's right to withdraw from the study at any time was outlined in the poster advertisements and letters of invitation relating to the study, as well as the information sheet and consent forms provided to each participant. Because of the sensitive nature of some of the topics raised as part of the interviewing process, participants were provided with the name of a registered psychologist at the Student Support Centre, City East Campus, for confidential post-interview counselling.

Ethical action affiliated with my doctoral research also stemmed from my contact and negotiation with the disability service-providers who advertised my research project during the data collection period. Ethical action was also necessary during my engagement with the research participants and during the analysis and writing up of the interview data in my dissertation. The methodology utilised in my research drew on a participatory research model that sought to maximise the participants' point of view and capture the information in context. Cognisant of the model of research inclusivity as forwarded by contemporary disability scholars such as Kitchin who maintains that such models seek "to balance the concerns of the researcher and the researched" (Kitchin, 2000: 45), an ability to implement effective communication strategies to meet the needs of participants, and consult with them on the findings of the interviews, is a fundamental proficiency of the researcher. A reflexive and dialectical research practice was implemented during the data collection process that enabled the rich data to emerge from the interviews and concomitantly allow for an analysis open to more than singularities or predetermined themes.

One strategy used to implement a participatory research methodology included, but was not limited to, participants having the option of having an AUSLAN interpreter present at the interviews. I also undertook an AUSLAN course at Torrens Valley TAFE before the interviewing process took place. Participants could also request a copy of the interview once it had been transcribed into hard-copy format and make any amendments to it if they so wished. I therefore possess skills in the ethical

utilisation of a variety of technologies including basic Auslan and the utilisation of tape-recording and note-taking equipment. Complementing these skills is an ability to interview men on sensitive issues which encouraged their discussions of personal experiences including violence and discrimination, economic hardship and poverty, intimate relationships, sexuality and emotions. Indispensable skills in ethical research practice amassed during the planning and practice of the interviewing process include an ability to formulate effective and comprehensible interview schedules written in everyday language, establish rapport with participants, confirm participant confidentiality, discuss sensitive information, and provide and discuss information to participants regarding the aims, objectives and future implications of the research.

Storage and Access to Research Data

All research data was protected from unauthorised access, use or dissemination as it was stored in a locked filing cabinet for the duration of the candidature, with access restricted to my supervisors and myself. All identifying information associated with the individual participants and other identifying information was masked using pseudonyms during the writing up of the data. The interviews have since been archived in the School of Communication, Information and New Media for a period of seven years.

Communalism

Social responsibility associated with the research program also involved the dissemination of research findings on a regular basis to the wider academic community, as well as interested disability service providers. As noted in section 1-3, I have regularly participated in, and presented at, the Research Centre for Gender Studies Postgraduate Seminars. I have also attended, and presented at, The Centre for Professional and Public Communication Seminars, The School of Social Work and Social Policy Postgraduate Seminars, and the DEASS Annual Divisional Research Forums. I am also a member of the national body The Australian Sociological Association (TASA) and the international body the Cultural Studies Association of Australasia (CSAA) which I have presented papers at. It has been at the annual conferences held by these associations that many disability service providers and employees from government agencies have attended my presentations and asked for copies of my papers for reference in their organisations. The research findings have also been published (including some forthcoming publications) in numerous books and journals that are either nationally and internationally refereed. I am also a member of the non-profit disability organisations Arts in Action, the International Guild of Disabled Artists and Performers, and the Deafness Forum, where I keep up to date on current events and political issues regarding disability, hearing disability and Deafness at a local and national level.

Teaching and Learning

I have demonstrated ethical action and social responsibility during my teaching of both undergraduate and Honours students in numerous courses at the University of South Australia since 1999. I have demonstrated ability facilitating equitable teaching and learning environments, and have attended workshops and programs for teaching international students and students with disabilities. I have demonstrated ability negotiating with course-coordinators, administration staff and large teaching teams, as well as implementing university policy with regard to ethical practice and inclusive language in all the lectures and seminars I have undertaken. I have also had the honour of being awarded a scholarship to undertake a Graduate Certificate in Education (Higher Education) at the Queensland University of Technology. Undertaking this program will enable me to continue to develop my skills in teaching and learning while I seek full-time academic employment or a post-doctoral fellowship.

6 Effective communication

Please summarise presentations at conferences/seminars/colloquia related to the research and publications.

A summary of both my scholarly publications and presentations at conferences and seminars are listed below:

SCHOLARLY PUBLICATIONS

BOOK CHAPTERS

2002

Loeser, C. 'Bounded Bodies, Mobile Selves: The Significance of the Muscular Body in Young Hearing-Impaired Men's Constructions of Masculinity'. Chapter 14. In S. Pearce and V. Muller (Eds.) *Manning the Next Millennium: Studies in Masculinities*. Black Swan Press, Curtin University of Technology, Western Australia.

REFEREED JOURNAL ARTICLES

2003

Loeser, C. 'The Ecstasies of Exchange: Reconfiguring Hearing Disabled Masculine Subjectivities in Rave Space', *Australian Journal of Communication* 30(3): 69-82.

BOOK REVIEWS

2003

Loeser, C. 'Disability/Postmodernity: Embodying Disability Theory' in *Health Sociology Review* 11 (1&2): 100-102.

PUBLICATIONS IN PREPARATION

Book Chapters

(Invited publication with abstract accepted)

Loeser, C. 'A Natural Ear for Music? Hearing Disability, Music and Masculinities', Bloustein, G., Luckman, S. and Peters, M. (eds) *Creative Cultures*. Hawke Research Institute for Sustainable Societies, Adelaide.

(Invited publication with abstract accepted)

Loeser, C. and Crowley, V. 'Audible Acts: Hearing Disabled Masculinities', Bollen, J., Kiernander, A. and Parr, B. (eds) *What a Man's Gotta Do?* Centre for Australian Literature, Language, Theatre and Screen, NSW.

(Abstract still to be accepted)

Loeser, C. 'Just One of the Boys: Constructions of Masculinity by Young Men with Hearing Disabilities in Male-to-Male Friendship Relations', Shuttleworth, R. and Ferris, J. (eds) *Disability and Masculinities*. Publisher to be announced.

(Invited publication with abstract accepted)

Loeser, C. 'Corporeal Contingencies: Intimate Relationships, Ethics and Academic Writing', Bryant, L. and Gill, J. (eds) *Women and Postgraduate Study*. Publisher to be announced.

Journal Articles

Bryant, L. & Loeser, C. 'Negotiating Bodies, Negotiating Spaces', *Journal of Sociology*.

BOOK PROPOSALS

Compilation of a book proposal concentrating on youthful bodies and embodiments for undergraduate students in broad fields of sociology and cultural studies. The book is to be co-authored by Dr. Sarah Baker (University of South Australia), Cassandra Loeser (University of South Australia) and Katrina Jaworski (University of South Australia). Currently seeking publisher.

I will also be seeking a publisher for my dissertation upon the conferral of the degree.

REFEREED JOURNAL ARTICLES PROPOSED FOR THE FUTURE

I have selected six internationally refereed journals to publish segments of my dissertation in on submission in April 20 2005:

A version of section two, chapter five will be submitted to *Journal of Sociology*

A version of section one, chapter six (sport and recreation) will be submitted to *Body & Society*

A version of section two, chapter six will be submitted to *Journal of Sport and Social Issues*

A version of section three, chapter six will be submitted to *Leisure Studies*

A version of section one, chapter seven (secondary schooling) will be submitted to *Discourse: Studies in the Cultural Politics of Education*

A version of section two, chapter seven will be submitted to *Gender and Education*

CONFERENCE AND SEMINAR PAPERS

INTERNATIONAL CONFERENCES

2004

Loeser, C. 'The Rapture of the Ride: Making Hearing Disabled Masculinities in Motorcycling'. Presented as part of panel session 'Institutional Sites, Resistant Bodies, Being and Becoming' with V. Crowley, T. Evans and K. Jaworski. *Everyday Transformations: The Twenty-First Century Quotidian*. Cultural Studies Association of Australasia (CSAA). Murdoch University, WA, December 10, 2004.

2003

Loeser, C. "Conversation tends to flow across me': Raving as Interconnection and Exchange for Young Men with a Hearing Impairment'. *Sonic Synergies, Creative Cultures: Incorporating the International Association for the Study of Popular Music Conference*. University of South Australia, SA, July 18, 2003.

2002

Loeser, C. 'Engaging the Masculine in Embodied Exchange: The Art of Conversation'. *Ute Culture: The Utility of Culture and the Uses of Cultural Studies*. Cultural Studies Association of Australasia (CSAA). University of Melbourne, VIC, December 7, 2002.

2000

Loeser, C. "'When You're Strong and Muscly You're More Confident": Young Hearing Impaired Men's Understandings of Body Image in the Construction of Masculinity'. *Manning the Next Millennium: An International Interdisciplinary Masculinities Conference*. University of Queensland, QU, December 2, 2000.

NATIONAL CONFERENCES

2001

Loeser, C. 'Bonding Men/Binding Men: An Exploration of how Hearing Impairment affects the Constitution of Masculine Identification in Relations of Friendship'. The Australian Sociological Association (TASA). University of Sydney, NSW, December 15, 2001.

2000

Loeser, C. 'Visible Bodies, Expressive Selves: Young Hearing Impaired Men's Experiences of Interpersonal Communication'. *Sociological Sites/Sights*. The Australian Sociological Association Conference (TASA). Flinders University, SA, December 6, 2000.

SEMINAR PAPERS

2005

Loeser, C. 'Giving an Account of Self and Others: Reflections on the 2005 Judith Butler Public Lecture'. Presented as part of panel session with Katrina Jaworski, Elaine Butler, Patrick O'Leary and Elizabeth Hoon. University of South Australia Research Centre for Gender Studies Seminar Series, August 17, 2005.

2004

Loeser, C. "'A Natural Ear for Music"? Hearing Disability, Music and Masculinities'. University of South Australia Centre for Professional and Public Communication (CPPC) Seminar Series, November 3, 2004.

Loeser, C. and Jaworski, K. 'Sex, Death, Pleasure and Desire: An Announcement'. University of South Australia Research Centre for Gender Studies Seminars Series, August 4, 2004.

2003

Loeser, C. 'Exploring the Construction of Queer Asian Australian Hearing Disabled Masculinities in Forums of Education and Performance Art'. University of South Australia Research Centre for Gender Studies Seminars Series, November 5, 2003.

Loeser, C. 'Hong Duc's Story: An Exploration of the Construction of Queer Asian Australian Hearing Disabled Masculinity in an Australian High School'. University of South Australia Annual Divisional Research Forum (Education, Arts and Social Sciences), October 19, 2003.

2002

Loeser, C. 'Choreographing Masculinities in Social Dancing: The Significance of Dance as Conversational Exchange for Young Men with Hearing Impairment'. University of South Australia Research Centre for Gender Studies Seminars Series, October 25, 2002.

Loeser, C. 'Pleasurable Bodies in 'Manly' Sports: Young Men with Hearing-Impairment Constructing Masculinities in Football'. University of South Australia Research Centre for Gender Studies Seminars Series, May 24, 2002.

2001

Loeser, C. '(Re)creating Masculinities in Recreational Space: Hearing Impaired Masculinities and 'New Lifestyle' Sports'. University of South Australia Annual Divisional Research Forum (Education, Arts and Social Sciences), December 1, 2001.

Loeser, C. 'Bonding Men / Binding Men: Friendships and Young Australian Men with a Hearing Impairment'. University of South Australia Research Centre for Gender Studies Seminars Series, August 31, 2001.

2000

Loeser, C. 'Communicating Bodies: The Significance of Muscularity as Power and Pleasure Symbol in Young Hearing Impaired Men's Constructions of Masculinity'. University of South Australia School of Social Work and Social Policy Postgraduate Research Group, December 1, 2000.

Loeser, C. 'Constructing Identities, Writing the Self: Some Research Implications for Feminist Research in Foucault's Ethics and Politics'. University of South Australia Research Centre for Gender Studies Seminars Series, April 28, 2000.

1999

Loeser, C. 'Beyond Marginality: Masculinity and Young Men with Hearing Impairment'. University of South Australia School of Social Work and Social Policy Postgraduate Research Group, November 17, 1999.

1997

Loeser, C. 'Challenging Boundaries: The Body as a Social Project'. University of South Australia School of Social Work and Social Policy Postgraduate Research Group, September 28, 1997.

'Contemporary Representations of Youth in the Australian Media: An Issue of Moral Panic?' Salisbury High School Media Studies Series. Salisbury High School, Salisbury North, SA, August 25, 1997.

7 International Perspectives

Please summarise the use of international sources in the thesis, contact with appropriate international professional and/or academic organisations, contact with international publishing companies, acknowledgement of cultural difference, acknowledgement of repercussions of the research in other cultural settings. Also list any courses attended related to internationalisation.

International sources are referenced extensively in the dissertation. Journals and publications from Australia and overseas were used to develop and demonstrate a comprehensive and detailed knowledge of the literature and the theoretical and conceptual understandings relevant to my field of study. National and international websites and refereed articles relating to Deaf culture, Deaf communities and cultures of disability significantly influenced my choice to use a participatory research methodology as part of the dissertation's research design. The dissertation also engaged with stories collected from young men with hearing disabilities that live in Australia. It did so in order to analyse the ways that the young men's stories coalesced around and fractured specific theoretical assumptions and representational logics of 'disability', 'masculinity' and the body that circulate at a national and universal level.

My attendance and presentation of papers at numerous seminars and conferences further developed my knowledge of national and international publications and projects relevant to my doctoral research. I have received invaluable feedback from, and facilitated ongoing dialogue with, internationally renowned scholars including Professor Russell Shuttleworth, Professor Arthur Frank, Professor Gary Albrecht, Professor Tommy DeFrantz, Professor Mary-Margaret Fonow, Professor Miriam Corker and Dr. Eileen Kennedy. I have maintained online contact with international disability and gender scholars in order to:

- 1) Keep up to date with emerging international literatures on disability, gender and the ethics of embodiment in sociological and cultural analysis,
- 2) Stay informed of upcoming conferences and seminars related to the key foci of my dissertation,
- 3) Stay informed of calls for submissions for upcoming journals, monographs and books,
- 4) Facilitate an awareness of the numerous research centres and groups, schools and institutions devoted to research in the area of disability, gender and the body,
- 5) Facilitate an awareness of disability and gender theorising beyond Australia, the U.S. and the U.K. and to engage with emerging, cutting-edge research from nations such as India, Vietnam, Mexico, New Zealand, France and Sweden,
- 6) Engage and network with other scholars interested in my related fields of doctoral study,
- 7) Facilitate and awareness of job opportunities as they arise overseas.

My engagement and networking opportunities with scholars in the area of gender and disability theorising also led me to be invited to the position of referee for The Australian Sociological Association's online health sociology journal *eSocHealth*.

Courses relating to internationalisation include two seminars I attended in 1999 and 2000 at The Australian Sociological Conference (TASA). Each of these seminars focused on writing for publication in international journals, and strategies for searching, liaising with and writing within the manuscript requirements of different international publishing houses. I also attended a seminar at the 2000 TASA conference on qualitative computer analysis technologies being developed in the UK and the US for international utilisation in universities and professional organisations.

5. OTHER COMMENTS

Please feel free to comment on any aspect of your experience at UniSA:

I am truly grateful for the experience of having undertaken all my degrees (both undergraduate and postgraduate) at the University of South Australia. In relation to my doctoral research, I experienced a wonderful sense of collegiality and support through my various engagements with my principal and associate supervisors, the students and staff of the School of Communication, Information and New Media, the students and staff of the Research Centre for Gender Studies, and the staff in the School of Social Work and Social Policy. The structured program for commencing research degree students (1999) gave me a sense of community and an understanding of the expectations and requirements surrounding postgraduate study (especially research design methodologies, writing the research proposal and the literature review). The contributions and support of academics including Adjunct Associate Professor Wendy Seymour, Professor Ed Carson and Peter Lumb in the early stages of the doctoral candidature are greatly appreciated. The guidance of Dr. Bev Beasley and Dr. Jackie Cook were invaluable in the final years of the dissertation's compilation. It is the amazing support, advice and guidance of my supervisors Dr. Vicki Crowley and Associate Professor Suzanne Franzway throughout the bulk of the doctoral candidature that I would like to make mention of here. Their intellectual support, advice, and generosity with their time have helped craft me into the scholar I am today, and inspired me to pursue research and facilitate scholarly engagement at a national and international in the years to come.

The wealth of knowledge and skills in research, publishing, presenting, networking, and teaching and learning that I have accumulated as a doctoral candidate at the University of South Australia have far exceeded my expectations. I have attached my curriculum vitae to this review to indicate further the research and teaching experience accumulated at the University of South Australia.

Candidate's signature:

Date:

SUPERVISOR'S COMMENTS

Please feel free to comment on the candidate's progress and experience at UniSA:

Principal Supervisor to complete this section

Principal Supervisor's signature:

Date:

RESEARCH DEGREE COORDINATOR'S COMMENTS

Please feel free to comment on the candidate's progress and experience at UniSA:

Research Degree Coordinator to complete this section

Research Degree
Coordinator's signature:

Date:

COMMENTS OF DEAN, RESEARCH EDUCATION (or equivalent)

Please feel free to comment on the candidate's progress and experience at UniSA:

Dean, Research Education to complete this section

Dean Research Education's (or
equivalent) signature:

Date:

It is recommended that the Candidate retains a copy of this form.

**The completed form is to be forwarded to the
Dean of Graduate Studies, UniSA, Mawson Lakes Campus, SA 5095**