

October 20, 2009

To: the AIRS Research Team
From: Annabel Cohen, Project Director

Since the AIRS opening conference held June 27 – 30 in Charlottetown (see Appendix A for brief program), there has been a whirlwind of activity. It's high time for a quarterly update.

1. AIRS STAFF MEMBERS

Some of you who were in PEI met **Kathy Stuart**¹ and student visitor **Lisa McLellan** who greatly assisted with the AIRS conference. Lisa has returned to Bates College in Maine to complete her degree, and Kathy moved on to other commitments after the conference.

We are now pleased to introduce two new AIRS staff members: Deborah Annear began a position at the end of September as Administrative Project Manager – Finance, and last week Cynthia Dennis began a position as Administrative Project Manager – Operations. After receiving her Bachelor of Secretarial Administration Degree at Acadia University, in Nova Scotia, **Deborah Annear** worked for 3 years in a law firm followed by 22 years in agri-business in PEI. She was a member of Confederation Centre Girls' Choir for several years and later became a member of the Confederation Centre Adult Choir **Cynthia Dennis** received her B. A. at UPEI in Philosophy and then worked in Ottawa for the PEI Member of Parliament, followed by administrative support positions in Toronto. While at UPEI she was the President of the Student Union. For all matters dealing with finances please contact Deborah Annear at dannear@upei.ca. For other administrative matters or for submission of news items of interest to AIRS please contact Cynthia Dennis at cydennis@upei.ca.

2. MILESTONE DOCUMENT

The Milestone document outlines the goals, planned activities, and deliverables of each of the 9 sub-themes and the Digital Library for the next 3.5 years. A draft of the Milestone document was presented to all attendees at the start-up meeting and was available to all AIRS team members through the web-site. Based on discussions at the AIRS meeting of each theme and sub-theme, and following discussions with the theme leaders and individuals who could not attend the meeting, a revision of the Milestone document was completed and was submitted to SSHRC. Our SSHRC liaison recently got back with praise for the general clarity and organization of the document but also requested additional information about the integration of the research activities of the three themes, --funding is not allotted to carry out separate related research projects (the sub-themes), but rather funding enables the work in one theme to build on that of another. SSHRC felt that greater clarification now of the cross-overs would be helpful for the half-time review in August, 2012. This is an important point really for every member of the team to consider. We plan to provide the revised Milestone document by mid-November allowing time for consultation among the team leaders who in turn can consult with the members of their team.

Please read the Milestone document for overall familiarity with the research scope, governance, role of students, and dissemination plan, and specifically focus on the section connected with the theme(s) in which you are involved. As a team member, your name will appear on at least one of Milestone document pages 6-9 as part of a sub-theme. You can also see the team membership in Appendix B (page 9) of the present document. Please also think of how the work for your sub-theme could contribute to the goals of the project as a whole, e.g., knowledge of songs

¹ Bolded names are members of the AIRS team; co-investigators, collaborators, staff, students, partners and stakeholders

that children can sing easily as determined in Theme 1 relates to questions of how should signing be taught in Theme 2 and how then can songs be taught to improve understanding among people of different cultures or generations in Theme 3. A workshop on learning and teaching songs across cultures and generations could bring the three themes together. What are other common threads linking two or more themes and the goals of AIRS?

3. GOVERNANCE

Policy and Planning Committee

With many constituencies and members, and with its budget, goals, objectives, and commitments of deliverables, AIRS must develop policies and plans. Policies to be developed concern distribution of funds to students, travel and other initiatives, AIRS student awards, acknowledgement of support from and of participation in the AIRS project, contribution to and use of the AIRS digital library, types of membership in AIRS, intellectual property, conferences. The Policy and Planning Committee is one of the major vehicles to accomplish this. All 15 teams and sub-themes have representation on this Committee, with 15 votes distributed equally across the 15 constituencies.

Important for Policy and Planning Committee: A Policy and Planning teleconferenced meeting is will take place Nov. 16 at 2:00 Eastern Standard Time (Toronto, New York) for 1.5 hours. This particular time takes advantage of the availability of all members of the steering committee (one of whom is travelling a great deal due to a sabbatical). Brief preliminary short reports (e.g., up to 250 words) from each sub-theme or constituency are expected by Wednesday, November 6 for circulation prior to the meeting. The telecom company that is being used (Momentum) for the conference call has call-in numbers worldwide (UK, South Africa, Chicago) and regardless of where calls are from, there should be no cost to the caller, and the total cost is reasonable for the host.

Steering Committee

A smaller Steering Committee handles day-to-day decisions and helps develop and present issues for the Policy and Planning Committee to address. The committee includes a representative from each of the 3 themes (Theme 1 – **Frank Russo**; Theme 2 – **Patricia Shehan-Campbell**; Theme 3 – **Mary Gick** substituting this year for **Jennifer Nicol** for remaining years), **Deborah Annear**-Project Manager-Finance, **Cynthia Dennis** -Project Manager-Operations, and **Annabel Cohen**-Project Leader. This committee (minus Project Managers) met by teleconference on September 22. Notes based on that meeting are appended (Appendix C). A thank you also goes to the Steering Committee members for reading through and commenting on an earlier version of the newsletter.

4. DISSEMINATION

4.1 Digital Library and Web-site (Virtual Research Environment)

Virtual Research Environment – Interactive Web-site.

The AIRS web-site uses a software system called DRUPAL. The version we began with has been updated and will offer more advantages for sharing information. **Andrew Hankinson** a doctoral student working with **Ichiro Fujinaga** is rebuilding the web-site with the upgraded version. Andrew attended the AIRS conference in PEI and made a presentation introducing DRUPAL to the team. His slides and notes provide a great tutorial on DRUPAL (log in to AIRS and go to <http://vre.upei.ca/airs/node/351>). We will continue to use the old version until the new one is ready. You will soon be asked to complete biographical information and provide a photo for the new web-site. The web-site provides the opportunity to submit information for different groups of viewers,

e.g., perhaps only to your team. Currently only theme 1.2 has its own group space, but eventually there will be space for each of the sub-themes and constituencies to “meet”. Andrew comes to us with experience supporting similar activities of an MCRI on improvisation from the University of Guelph in collaboration with McGill.

Student Group.

Andrea Emberly (now working with **Jane Davidson** in Australia) created an AIRS web-site group for Students, Post-docs and Young Professionals. She says:

Hi everyone,

I have put together a group on the Airs site for grad students, post-docs and young professionals. So if you would like to join the group or have students you would like to join the group you can have them sign up for an Airs account. Once they have an account they can log into the Airs site, then on the bottom right corner there should be a place that says "groups". When you click on this it directs you to all of the Airs groups, then you can click on the grad students group and join. From there we can move forward once we get some students together and interested in being a part and begin to see what kind of shape it can take.

Please feel free to forward this email to any interested students.

Since the summer meeting, students are becoming engaged in the AIRS project. This is a great achievement. Some examples of students currently involved in research focused on goals consistent with the AIRS objectives include: Masters students **Rayna Friendly** at McMaster (theme 1.1), and **Lisa Chan** at Ryerson University (theme 1.2); Honours students at St. Francis Xavier, Dalhousie, Bates college, and UPEI (theme 1.3); **Megan Perdue** at University of Washington (theme 2.1); Ph. D. student **Vaike Kiik-Salupere**, Tallinn University Institute of Fine Arts (theme 2.2); Ph. D. Student **Sandra Cornaz** at Université Stendhal, Grenoble (theme 2.3), undergraduates at U of T and St. FX, (theme 2.3); and **Dr. Kim Eyre** at the University of Western Ontario (theme 3.2).

Digital Library

Andrew made a second trip to PEI in conjunction with another (library tech) conference taking place here, and he spent a couple of days with the UPEI Digital Library team (**Mark Leggott**, Grant Johnson, Paul Pound, etc), Annabel Cohen and Debora Annear. **John Ashley Burgoyne**, a fellow doctoral student of Ichiro Fujinaga at McGill, will be working with Andrew on the establishment of the Digital Library structure for AIRS. I will be meeting by phone or e-mail with other members of AIRS whose expertise in such areas as digital libraries (surprise!), digital rights management, audio recording, and audio or music analysis, will help with the development of the Digital Library plan. A plan for the digital library and associated meta-data structure will be developed and then initially circulated to this group for comment.

4.2 Meetings

1st AIRS Annual Meeting

The meeting was an exceptional event and a great success. I would like to thank everyone who was able to attend for their co-operation at the meeting. Members of the AIRS team, from 10 countries, met and shared ideas in groups large and small. There were 38 co-investigators and collaborators, 7 students or postdocs, and representative board members, partners, and stakeholders taking the number to over 60 attendees, plus several guests who joined the activities, including a professional

videographer with whose help we have a permanent record. The intense academic and planning program was interspersed with beautiful singing. Two extraordinary concerts, one in the campus recital hall and the other in the home of Lieutenant Governor, showcased the talents, interests, and cultures of the team members. As a result of the meeting, research endeavors are already in motion for every sub-theme, new collaborations have formed within and across themes, many projects are in the planning stages, and communications have been greatly enhanced.

AIRS Symposium, June 11, 2009, at the Canadian Psychological Association (CPA) Annual Meeting, in Montreal.

Planned since November 2008, by three members of the Canadian Psychological Association who are also AIRS members (**Jennifer Sullivan** who is also the CPA Chair of the Developmental Section, **Mary Gick**, and **Annabel Cohen**, along with AIRS member **Suzie O'Neill**), they represented the three themes of AIRS from the perspective of psychology, and were joined by discussants who were the Chairs of two other CPA sections: Health Psychology, and Cross-Cultural Psychology.

AIRS Symposium, July 2nd, 2009, at the Phenomenon of Singing, Festival 500, St. John's Newfoundland, July 2nd

Planned since August 2008 by **Andrea Rose** (Phenomenon of Singing, co-chair) and **Annabel Cohen** (Director of AIRS), an AIRS Symposium that focused on Theme 3.1 Singing and Cultural Understanding opened the Biennial Phenomenon of Singing Conference. Presenters were: Andrea Rose (Introducer), **Larry O'Farrell** (moderator), Queen's University UNESCO Chair of Learning and the Arts; **Lily Chen-Hafteck**, Kean University; **Felix Neto** (in absentia, paper read by Annabel Cohen), Annabel Cohen, UPEI; and **Rena Sharon**, VISA UBC, Discussant. The symposium was made possible through the sponsorship of the Canadian Commission for UNESCO and the co-operation of the organizers of Festival 500.

Society for Music Perception and Cognition, Indianapolis, August, 2009

Sandra Trehub gave one of the two invited keynote presentations. Her topic on infant music perception, included a review of some of the work of herself and her collaborators on infant-directed singing. **Frank Russo** presented two talks on singing including description of his new electromyographic work on singing. **Johanna Devaney**, a McGill doctoral candidate and composer/theorist, presented a poster on intonation analysis in a cappella singing, and a poster from the UPEI honours students on the AIRS Test Battery of Singing Skills was also presented.

American Psychological Association Annual Meeting, Toronto, August 2009

Planned in 2008, Annabel Cohen presented a paper entitled "Would you like to sing an aria?" in Division 10, Psychology of aesthetics, creativity, and the arts.

Ecole d'été thématique CNRS [Thematic summers school of CNRS]. Nathalie Henrich organized a summer school September 3rd – 6th at Presqu'île de Giens (France) entitled **SCIENCES ET VOIX approche pluri-disciplinaire de la voix chantée [Sciences and voice: interdisciplinary approach to the singing voice]**: <http://www.gipsa-lab.inpg.fr/summerschool/voixchantee/>. Fourteen experts from France, Germany and Australia (including AIRS researcher **Coralie Vincent** and of course **Nathalie Henrich**) contributed to the intensive educational program over the four days.

Canadian Acoustical Association (CAA) Annual Meeting, Niagara-on-the-lake, October, 14, 2009.

AIRS Symposium on Singing (Chaired and organized by Annabel Cohen). Presenters are: **Steven Brown** & Peter Pfordresher on imprecise singing; **Lisa Chan** and **Frank Russo** on the role of mimicry in the perception of sung emotion; **Rayna Friendly, Laurel Trainor & Steven Brown** on Development of Singing (review); **Jeffery A. Jones**, Colin Hawco, and Dwayne Keough on Sensorimotor Control during Singing, and **Annabel Cohen, Jenna Coady, Marsha Lannan, Emily Gallant** and Vickie Armstrong on the AIRS test battery data. Frank Russo is the program chair and one of the organizers of the CAA conference which included additional music sessions. Following on the plans of the Steering Committee, Frank Russo arranged for the Theme 1 Team Leaders present to meet to discuss the integration of the sub-themes and the possible links with the other Themes.

4.3 Future AIRS Meetings

Next Annual Meeting – August 22nd, 2011 (see also Appendix D)

The Next Annual Meeting of AIRS will be on August 22nd, the day prior to the opening of the Eleventh International Conference on Music Perception and Cognition (ICMPC11) to be held at the University of Washington, Seattle. It is expected that many of the AIRS team members would normally attend ICMPC11 (e.g., there were approximately 20 at the 2010 meeting in Sapporo, Japan). Please make ICMPC11 in Seattle a top priority, particularly those who usually attend this meeting. As with the previous ICMPC10 meeting, the kind of travel support in general for faculty members will likely amount to a night's accommodation and a dinner together, as we wish to be funding student research rather than travel of faculty. However, there will be extra support for some faculty researchers whose presence is critical for the meeting and who would not normally attend ICMPC11. There will be some travel support for students who have papers to give. The travel budget policy will be an agenda item for both the Steering Committee and the Policy and Planning Committee, so that travelers can be on firmer ground knowing what is feasible and fair.

4.4 Other meetings associated with AIRS members, e.g., as organizers

SEM The Society for Ethnomusicology Mexico City November 17-21 **Patricia Campbell** and **Andrea Emberly** are presenting on topics related to archiving, education, and cultural equity.

Canadian Arts and Learning Symposium 2009 Advancing Canadian Action. Charting a national/regional/global course for Research, Networking & Advocacy A Regional Summit of the World Alliance for Arts Education (WAAE) December 2-4, 2009, Royal Conservatory, Toronto <<http://www.eduarts.ca/>>www.eduarts.ca (In conjunction with Canadian Commission for UNESCO, and the UNESCO Chair of Arts and Learning, **Larry O'Farrell**).

ISME – Beijing Aug 1 – 6 (ISME President Graham Welch) – deadline Oct 1. If you will be attending, please contact Annabel Cohen or **Lily Chen-Hafteck**. Lily has organized a symposium representing all three AIRS themes. <http://www.isme.org/2010/index.html>

Educating the creative mind. – Kean University, NJ, March 4 – 6. Organizer (**Lily Chen-Hafteck**) http://www.kean.edu/~creative/conference_main.html Deadline, Nov. 1. Key-note speaker is Howard Gardner.

ICMPC11 – University of Washington, Seattle, August 23-27, 2010 (co-chairs: **Steven Demorest**, Steven Morrison, **Patricia Shehan-Campbell**) <http://depts.washington.edu/icmpc11/submit.html>
Note the AIRS 2nd Annual meeting will take place August 22. Please make this and ICMPC11 a priority. (See also Appendix D).

cAIR Conference on Applied Interculturality Research – Graz, Austria, April 7-10, 2010, Deadline Sept 30, - <http://www.uni-graz.at/fAIR/cAIR10/index.htm> - Organizer AIRS collaborator **Richard Parncutt**

4.5 AIRS Publications - Forthcoming

Psychomusicology, **Volume 21, Issue 1, Special issue on the Psychology of Singing** has been in the works. We thank all those authors who have submitted articles. Additional articles have come in this fall as well, adding to the comprehensiveness of the issue. The publication date has been delayed due largely to the transition of the publication office of the journal to UPEI and an entire transformation of the journal under the new editorship and new team of Associate Editors, **Lauren Stewart** (AIRS co-investigator), W. Jay Dowling, and Bruno Repp. The prior volume, *Volume 20*, on the History of Music Psychology in Autobiography should be published very soon in both print and electronic format (the latter, a new development for the journal, along with its web-site <http://www.psychomusicology.org>). **Sandra Trehub** has kindly taken on the co-editorship of the issue on singing. The team of Associate Editors has been remarkable in its support of the entire initiative. We thank the authors and the future readers for their patience in awaiting these publications.

4.6 AIRS Publications - Call For Papers –

UNESCO Observatory E-Journal - Volume 1 Issue 6, The University of Melbourne Refereed E-Journal, Multi-Disciplinary Research in the Arts. ISSN 1835—2776

Singing: Interdisciplinary perspectives on a natural human expressive outlet

Deadline March 1, 2010

Guest Editor: **Larry O'Farrell**, Professor and holder of the UNESCO Chair in Arts and Learning, Faculty of Education, Queen's University, Canada

Taking its inspiration from AIRS, and as announced at the meeting in PEI, the issue will focus on the origins and implications of singing, a natural, human expressive outlet. Linked to social, cultural, and biological development, singing draws on many disciplines and submits to many forms of analysis and specific explorations. Submissions are invited reflecting multidisciplinary knowledge about singing from the perspectives of psychology, music, linguistics, sociology, anthropology, education, and other disciplines. Submissions may relate to one of the three themes around which the issue will, provisionally, be organized although other perspectives are welcome.

Theme 1: Development of Singing

Theme 2: Education

Theme 3: Singing and Well-being

For full details see:

<http://www.abp.unimelb.edu.au/unesco/ejournal/vol-one-issue-six.html>

5. KUDOS TO AND NEWS OF AIRS TEAM MEMBERS

Lauren Stewart – delivered the prestigious EPS Prize Lecture (British Experimental Psychology Society) in July 2009. The prize (which includes an honorarium) recognizes distinguished research achievement by experimental psychologists at an early stage in their career. Her presentation was entitled “Fractioning the musical mind: Insights from congenital amusia”. She is Senior Lecturer and director of the MSc in Music, Mind and Brain at *Goldsmiths*, University of London. Lauren is an AIRS co-investigator associated through her work in cognitive neuroscience with sub-theme 1.1.

Laurel Trainor -professor, psychology, neuroscience and behaviour, and the Director of the McMaster Institute for Music and the Mind, was awarded \$2.3 million under the Leading Edge Fund of the Canada Foundation for Innovation to establish a unique Neuroscience of Auditory Interaction Lab where hearing and communication can be studied scientifically in various environments that mimic the complexities of the real world. With **Steven Brown** a member of MIMM, Laurel co-leads theme 1.1.

Andrea Emberly defended her doctoral dissertation in Ethnomusicology at the University of Washington, in June 2009. The title is: Understanding the Musical Landscape of Childhood in South Africa. Members of her supervisory committee included **Patricia Shehan-Campbell** (AIRS team leader 2.1). Andrea has agreed to lead the team of students and young professionals and is setting up a section of the AIRS web-site for this purpose, with plans to create an active network. She has been most recently in South Africa (with a visit to AIRS collaborator **Caroline van Niekerk**) en route to taking up a Postdoctoral position with **Jane Davidson** (AIRS affiliate) in Perth, focusing on archival material of John Blacking, available first-hand at that site.

Patricia Shehan Campbell is Vice-President of the Society of Ethnomusicology.

Graham Welch is the President-Elect of the International Society for Music Education and current chair of SEMPRES (Society for Society for Education, Music and Psychology Research). He is an AIRS co-investigator linked to theme 2, the scope of his career reflects interests overlapping all three AIRS themes.

6. FINANCIAL: STUDENT FUNDING AND GRANTS

Student funding available for Year 1 (ending March 31, 2009) was divided among the 9 sub-themes on the basis of need and promise of productivity. Its distribution is at the discretion of the sub-theme Leaders, for this year only, so as to most expediently lay the foundation for the successful attainment of the AIRS goals for the sub-theme. In subsequent years, projects for the sub-theme will be submitted to the sub-theme leader, will be discussed by the sub-theme, possibly revised at this level and then forwarded to a review committee by a given deadline (for 2010, this deadline will likely be January). This procedure was approved at an executive meeting held at the end of the AIRS Start-up conference. Details of submission and review for Year 2 are to be worked out by the Steering Committee and the Policy and Planning Committee. Requests for other needed funds are to be submitted to the Sub-Theme Leader who in turn will submit these to Deborah Annear who will forward to the appropriate committee for review.

The generous funding for AIRS from SSHRC enables our team to accomplish an enormous amount, but is not enough to do all that we would like. If we want to do more, we will need more funding. The success of the application is an endorsement of the importance of our work. You may be able

to use that to obtain additional funding, small or large, to enable you to go beyond what the AIRS project initiates. The AIRS staff, as time permits, will seek additional funding to enable more of our team to attend our meetings, symposia or workshops. You are encouraged to apply to funding sources available to you. Once you explain that AIRS has funded a network of over 70 faculty members and their students for a period of 7 years, it will be clear that additional funding may be well-merited. Some agencies at least will fund excellence. No agency will fund the same project twice, and rightly so, but if you want to go beyond what present funding enables, make the case and go for it. Every effort builds experience. Feedback is valuable. Of course if you have to choose between getting a paper out and writing a grant proposal, you may be wiser to get out the paper.

7. MISCELLANEOUS – VISITORS AND INTERESTING LINKS

Dr. Harold Wiens, a voice professor for over 30 years at the University of Edmonton, visited AIRS in PEI at the end of August to discuss his work on the benefits of voice training for individuals with Parkinson's Disease. He is an occasional visitor to Nova Scotia, in spite of the distance and presented an opportunity for possible collaboration in the continuation of this work, which he believes has shown promising benefits. He has been working with a speech pathologist at the University. The project is well-aligned with sub-theme 3.3.

As mentioned, the return visit of **Andrew Hankinson** in October was much welcomed for the progress made on the web-site and digital library discussions.

Interesting links

1. Of interest to people in 2.3 using singing to teach

Singing English <http://www.singingenglish.com/?lang=en-CA>

2. Choirs and community – google Gareth Malone or check out the BBC TV Series

<http://www.telegraph.co.uk/culture/tvandradio/6207545/BBC-Twos-The-Choir-and-the-man-who-taught-the-world-to-sing.html#comments>

CLOSING COMMENT

The collective knowledge, ability and co-operation that this team brings to research on singing is overwhelming. Clearly AIRS has the right people to show through research the value of singing in development, education, and well-being. We are now charting our course and taking first steps on the path. In spite of our strengths, it will not be easy. It should however be stimulating and rewarding as we work together with full respect for the many different resources and ideas that individual researchers from different cultures and academic communities bring to meeting our objectives. One of our key goals is to see that the next generation of students benefits as much as possible through exposure to AIRS expertise, and participation in activities. A next generation embracing the ideals of AIRS also provides some assurance that the ideals and goals of AIRS will be sustained beyond the 7 years of the present grant. Above all now, I want to thank each of you for participating as you are and have been in the AIRS Major Collaborative Research Initiative to advance interdisciplinary research in singing.

Annabel Cohen

Project Director and Principal Investigator, AIRS

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<http://vre.upei.ca/airs>

**Appendix A:
Summary Programme
AIRS Start-up meeting June 27 – June 30, 2009 UPEI**

Saturday - June 27

- 2:30 – 4:30 Team Leaders pre-meeting
- 7:00 – 9:30 Plenary Opening reception – Official Welcomes, Performance, Project overview from Project Leader, and Theme leaders – Introduction of AIRS Researchers, Partners and representative Stakeholders

Sunday, June 28

- 9:00 – 9:30 Opening remarks and song exchange, in the spirit of the collaboration
- 9:30 – 10:30. Plenary discussion of central issues of Theme 1
- 10:30 – 10:45 Refreshment break
- 10:45 – 12:30 Plenary discussion of central issues of Theme 2 and 3.
- 12:30 – 1:45 Lunch
- 1:45 – 2:25 Digital library and the Virtual Research Environment – Brief Plenary Tutorials
- *2:30 – 4:15 Poster or Research summary descriptions
- *4:00 - 5:30 Posters and Refreshments
- 6:30 - 8:00 Dinner together
- 8:00 – 9:30 Vocal entertainment, AIRS and friends of AIRS followed by cash bar

Monday June 29

- 9:00 – 10:15 Break into 3 theme, digital library, student & + Partner /stakeholder group discuss implementation of goals / videoconference as needed
- 10:15 – 10:30 Refreshment Break
- *10:30 – 11:30 Poster description or lightning talks
- *11:30 – 1:30 Poster session and lunch
- *1:30 – 2:30 Plenary talks
- 2:30 – 4:00 Break further into subgroups of each theme 1a, 1b,1c, 2a 2b,2c, 3a, 3b, 3c
- 4:00 -4:30 Within theme groups report back to each other: all Theme 1, 2, and 3
- 5:30 – 7:00 Reception/concert at the home of the Lieutenant Governor of Prince Edward Island across from the board walk
- 7:15 – 9:00 Dinner Confederation Centre of the Arts

Tuesday, June 30

- 9:00 – 12:00 Plenary: Reports from the Theme Subgroups (video conference as needed)
- 12:00 – 1:00 Box Lunch
- 1:30 – 4:30 Team Leaders - Wrap –up

NOTE: Much more will follow on what took place at the meeting, including video excerpts and possibly a short documentary. If anyone has photos, though, they would be appreciated. Please send these to airs@upei.ca

Appendix B: **AIRS Research Teams***

Theme 1 – Acquisition of Singing

1. Development of singing and speaking (**Laurel Trainor/Stephen Brown**)
Simone Dalla-Bella, Christine Tsang, Caroline Palmer, Gottfried Schlaug, Sten Ternström, Nathalie Henrich, Leslie Philmore, Lauren Stewart, Isabelle Peretz
2. Multimodal analysis of singing and speaking (**Sandra Trehub/Frank Russo**)
Isabelle Peretz, Rena Sharon, Maya Fredrikson, Mayumi Adachi, Petra Hauf, Walyslaw Cichocki, Nathalie Henrich, Coralie Vincent, Helga Gutmannsdottir
3. Airs test battery of singing skills across the lifespan and cultures (**Annabel Cohen**)
Stefanie Stadler Elmer, Psyche Loui, Jennifer Sullivan, Michael Forrester, Jaan Ross, Simone Falk, Gottfried Schlaug, Coralie Vincent, Caroline van Niemarck

Theme 2 – Teaching singing and teaching through singing

1. Singing in natural situations (**Patricia Shehan-Campbell**)
Beatriz Ilari, Martin Gardiner, Graham Welch, Helga Gudmundsdottir, Caroline van Niemarck, Esther Mang, Kate Stevens, Kati Szego, Andrea Emberly
2. Teaching singing, formal/ informal: native/ non-native songs (**Darryl Edwards**)
Steven Demorest, Harold Abeles, Rena Sharon, Jane Ginsborg, Sung-ha Shin-Bouey, Carol Beynon, Xie Jiaxing
3. Using singing to teach other content (**Andrea Rose**)
Martha Gabriel, June Countryman, Jennifer Sullivan, Henrietta Lempert, Nathalie Henrich, Martin Gardiner

Theme 3 - Singing and Well-being

1. Singing and Cross-cultural understanding-(**Godfrey Baldacchino/Lily Chen Hafteck**)
Felix Neto, Kati Szego, Joan Russell, Jean Mitchell, Richard Parncutt, Kate Tilleczeck, Larry O'Farrell, Patricia Campbell, Frank Russo
2. Singing and Intergenerational understanding (**Rachel Heydon**)
Carol Beynon, Mary Gick, Susan O'Neil, Patricia Campbell, Steven Clift, Jennifer Nicol
3. Singing and physical and mental health (**Jennifer Nicol**)
Mary Gick, Steven Clift, Janet Richman-Eisenstat, Rena Sharon, Ian Cross, Godfrey Schlaug, Bradley Vines, Chris Blanchard

Digital Library (Mark Leggott/Ichiro Fujinaga)

George Tzanetakis, Brian MacWhinney, Bradley Frankland, David Huron, Theresa Leonard, Mira Sundara Rajan, Coralie Vincent, Sten Ternström, Johan Sundberg

Other Teams and leaders (members are not included here)

Global (**Caroline van Niemark**) to include reps from UK, EU, Australia, Japan, China, South America, US, Canada

Ethics, Statistics, Intellectual Property (**Bradley Frankland**)

Partners (**Corrine Eldershaw/ Lee Williamson**)

Students and young professionals (**Andrea Emberly**)

Stakeholders (**Stephen Clift**)

*if you don't see your name, if it's in the wrong place, or if it is misspelled, send a note to Cynthia Dennis at cydennis@upei.ca and this will be fixed. If you would like to join the Global, Ethics-Stats-IP, Students-PDF-YP, or Stakeholder committee, also e-mail cydennis@upei.ca

**Appendix C:
Notes on the meeting of
the AIRS Steering Committee, September 22nd, 2009**

Present by teleconference: Patricia Shehan-Campbell (Seattle), Frank Russo (Toronto), Mary Gick (Ottawa), Annabel Cohen (Charlottetown).

Review of Activity under the Three Themes

Each of the Theme representatives reviewed activities and plans for his or her 3 sub-themes. The Committee reviewed the matter of student training and moving funds from AIRS to the students conducting research directed toward AIRS goals. For the current period until March 31 of 2010, the decision had been made at the Executive meeting held June 30th, that the team leaders would have the authorization to use the funds (allotted for their sub-theme for student training) in the manner that would be most expedient to lay the foundations for each sub-theme for the rest of the 7-year grant period. Given the bell-shaped budget with increasing amounts of funding becoming available for students in subsequent years, and given the need for time to get things going at the start, the distribution of the student funding could be much more limited in this first year (remaining 6 months) than in the next few budget years. Funding has been now committed to some students in 1.1, 1.2, 2.1, 2.2, and 1.2, and the Digital Library project while at the same time there are a number of students working on AIRS projects as part of the regular degree programs, from honours students in 1.3 and 2.3, and a doctoral student in 2.3, as examples.

Process for funding students for Year 2

Regarding the mechanism for obtaining support for students within a sub-theme for the year April 2010 – March 2011, it was decided by the Executive in June, that proposals from potential supervisors or students would be solicited in the form of a short abstract of their plans for the work and student personnel. The material would be submitted first to the Theme Leader, and subsequently to the Policy and Planning Committee, or a specially elected sub-committee focusing on student funding. This representative body would make decisions on which funding requests for student support would be approved with the most efficient way of reaching the AIRS research goals being one key factor and the benefits to students from the work experience being another. Current commitment and any evidence of productivity in this short time of the AIRS operation prior to the next grant period will be also favorably noted. A template for such a submission will be posted within the next month. More information will be provided. It is expected that the submission deadline would be early in the New Year.

Note: since the steering meeting, we have learned from SSHRC of a mechanism for funding students directly through UPEI, particularly where there is not a research co-investigator at the students university. We are now looking into the exact mechanism.

Dissemination

Dissemination (review articles, research articles, conferences, workshops) was discussed, noting the Oct. 1 deadline for the ISME conference to be held in Beijing in early August, 2010. The 2nd Annual AIRS conference will take place the day prior to the International Conference on Music Perception and Cognition (ICMPC11) to be held in Seattle, August 22. It is expected that many people in the AIRS team would normally attend ICMPC11 (e.g., there were approximately 20 at the 2010 meeting). We would urge as many team members to make ICMPC11 in Seattle their number 1 priority meeting, particularly those who usually attend this meeting. As with the previous ICMPC10 meeting, the kind of travel support in general for each participant will likely amount to a night's

accommodation and a dinner together, as we wish to be funding student research at this point. However, there will be extra support for some researchers where attendance for AIRS is critical. More details and discussion to follow. The travel budget policy will be an agenda item for both the Steering Committee and the Policy and Planning Committee, so that travelers can be on firmer ground knowing what is feasible.

Contract development for Canadian course release and for student payment

The development of Memoranda of Understanding between UPEI and other participating universities whose researchers will receive funding from AIRS for teaching release (only in Canada) or student support was reviewed. Several contracts have been drafted with discussions taking place between the relevant administrators at each university. We expect the remainder of these to be full drafted by the end of next week. In any case, anyone who requested a research time stipend to support someone else teaching/his or her course (s) will receive the appropriate contract indicating for which year and at what rate the release has been approved by SSHRC. Eight researchers received these releases this academic year and thus will have extra time to focus on the AIRS research this year.

Appendix D **ICMPC11 August 23 – 27, 2010, University of Washington** **AIRS 2nd Annual Meeting, August 22, 2010**

The 11th International Conference on Music Perception and Cognition (ICMPC11) will be held at the University of Washington (Seattle) on Aug 23-27, 2010.

Online abstract submission is now open. The submission deadline is Dec 15th. The call for papers and submission information can be found at

<http://depts.washington.edu/icmpc11/submit.html>

This conference is the largest gathering of researchers working on the psychology of music, and is held every two years. It rotates between the US, Europe, and Asia. Students are eligible to apply for travel and research awards.

ICMPC11 also welcomes proposals for symposia and/or workshops, as detailed on the website. Please direct any conference-related questions to: icmpc11@uw.edu

While singing does not appear as a suggested abstract topic on the call for proposals, note that the list of abstracts is only suggestion. Conference organizer Steven Demorest has since offered to add to the list of topics the category of “other” which clarifies that the given topic list is not meant to be exclusive. However, the absence of singing as an ICMPC11 topic underlines the value of a separate satellite meeting dedicated to research in singing.

The AIRS 2nd Annual meeting is planned as an ICMPC11 Pre-convention satellite meeting for August 22nd, the day prior to the opening of ICMPC11. This will be the primary annual opportunity for the AIRS team members to meet en masse. Please reserve this space on your calendar.