

Institution: Cardiff University
Unit of Assessment: 36
<p>a. Overview</p> <p>The School was established in the 1970s as a pioneer in journalism education, and later became the Cardiff School of Journalism, Media and Cultural Studies [JOMEC]. The School has 19 category A staff (16.4 FTEs) clustered across five research groups as well as a strong cohort of practice-based staff delivering journalism education. Our research groups intervene across a range of key contemporary issues and have strong links with practitioners and policy makers. ‘<i>Journalism Studies</i>’ builds on dialogue between research and practice-based staff to develop research which informs journalism practice and policy; ‘<i>Mediatized Conflict</i>’ focuses on issues such as war and global environmental crises; ‘<i>Race, Representation and Cultural Politics</i>’ examines issues such as immigration and racism, ‘<i>Risk, Science, Health and Media</i>’ researches issues such as health communication and scientific/medical controversies. Major developments since the last RAE include the establishment of a new research group ‘<i>Digital Media and Society</i>’ focusing on the potential of, and issues raised by, digital technologies. Issues raised by our research have led us to launch our new ‘<i>Centre for Community Journalism</i>’ which combines traditional and action-research with training and community outreach.</p>
<p>b. Research strategy</p> <p>i. Delivery against plans from RAE2008</p> <p>The aims outlined in our RAE2008 submission have been achieved or exceeded.</p> <ul style="list-style-type: none"> • A key objective identified in 2008 was to consolidate our previous rapid expansion in research income and to ensure its sustainability by encouraging a wider range of staff to become involved in winning research awards. This has been achieved in this REF period with 12 staff bringing in 27 awards to a total of just over £1.2M. • We aimed to maintain a healthy cohort of PhD students who we see as playing a key role in the research environment. We have awarded 32 research doctoral degrees (compared with 30 in RAE2008), continuing to attract postgrads from all over the world (Africa, Asia, North America, Europe) and developing new generations of scholars (see section c.ii). • We have produced 404 publications (a 30% increase in outputs meaning that our outputs in REF2 represent only a small proportion of our publications, 15%). • We successfully completed our new and on-going research awards from 2008, reporting, for example, on ‘What do children want from the BBC?’ (Carter et al); the media representation of women in science (Kitzinger), news coverage of young black men (Moore, Jewell, Cushion) and the role of user generated content [UGC] (Williams, Wardle, Wahl-Jorgensen). We also followed through on delivering impact from these projects e.g. our recommendations about UGC were adopted by the BBC and we co-wrote new BBC guidelines and helped develop training courses based on the research findings which were delivered to over half of all BBC journalists (see REF3a). • We further pursued key questions raised by our previous research e.g. doing further research to assess changes in post devolution news coverage (see case study 1) and developing our work into journalists’ safety (which had directly informed the adoption of a United Nations Security Council resolution), including producing biannual reports for the International News Safety Institute to inform reports to UNESCO and the UN Security Council. • We delivered on plans to further develop ‘expertise on emerging technologies’ and ‘cultivate new research groups/hubs’, establishing the new ‘<i>Digital Media and Society</i>’ research group and setting up the <i>Centre for Community Journalism</i>. • Our new appointments reflect the successful pursuit of our strategic goals: the Chair of Digital Economy was created in 2010 (Hargreaves) to support research on digital media and creative industries. Since 2008 we have appointed five new lecturers: Drs Berry, Dencik, Garcia-Blanco, Hintz and Kidd, to consolidate existing strengths and develop new areas (e.g. expertise in transnational internet policy). In addition, three new professors have been recruited: Hartley, Miller and Sambrook, strengthening leadership for work on the creative and news media and augmenting international collaborations. The Welsh Government Director of Communications (Moseley) joined the School on secondment to expand action-research with communities.

ii. Plans, aspirations and partnerships

At the heart of our strategy is a commitment to research that engages with contemporary issues. We will continue to collaborate with a network of communities, government, industry and NGOs in order to address issues such as global crises, climate change, racism, scientific, medical and technological innovation and the challenges facing journalism and the media industries in civil society. In 2014 onwards we aspire to:

- Deliver on the portfolio of research awards we have already secured taking us into 2014 and beyond – and ensure we deliver on their potential impact. In addition to our AHRC '*Connected Communities*' project, on-going awards include an ESRC Knowledge Exchange award (building a multi-media online resource about prolonged coma/vegetative states for families and for professional training), a Welsh Government award (on digital media), and three JOMEC-led AHRC/REACT awards: '*With New Eyes I See*' (producing a locative documentary that takes people on a journey through parts of a cityscape); '*Doc 36*' (exploring audience engagement with documentary within an immersive environment); and '*Artvaark*' (transforming a printed arts-listings programme into a community-driven digital platform). We are also involved in two European Social Fund knowledge exchange partnerships (see below) and four collaborative AHRC projects led by other universities - two in collaboration with Birmingham, one with Cambridge and one with Leicester (e.g. '*Copyright Satellites*' - appraising legal responses to threats to the production of news in the digital environment - with Cambridge University).
- We will further develop *cumulative* work e.g. expanding analysis of media coverage of the economic crisis with new audience work (Berry).
- We will further develop our action-research, engagement with policy-makers and contributions to innovation and community development (e.g. via our *Centre for Community Journalism*) and engage in collaborative work in order to increase the scope, insight and impact of research (see REF3a.b.2).

Key collaborations on which we will build include:

- **The media industry and Government:** e.g. Hargreaves' work leading the UK government's review of Intellectual Property law ('*Digital Opportunity: A review of Intellectual Property and Growth*' ('*the Hargreaves Report*' - REF2/2295) is a foundation for working to secure reforms in the UK and across Europe (see www.ipo.gov.uk/types/hargreaves.htm), leading to invitations to input into research and policy internationally.
- **The creative industries:** e.g. our projects on '*Community Media Spheres and the Creative Citizen*' (AHRC), our involvement in REACT (AHRC) and '*Creative Industries in the South Wales Valleys*' (Welsh Government) underpin our plans to initiate a Creative Industries Hub in South Wales (in partnership with Chapter Arts Centre, Cardiff). We are currently involved in an Arts Council funded feasibility study to take this forward.
- **Charities and activist/community groups:** we are working with charities within the UK (e.g. the DIPEX charity, Kitzinger) and internationally (e.g. the Red Cross, Cottle) and work with advocacy organizations such as the Community Media Forum Europe and policy fora such as the UN World Summit on the Information Society (Hintz).
- **Community journalists:** our *Centre for Community Journalism* combines traditional research, action-oriented research, training and outreach to develop new models of local news production. Three on-going research projects support this initiative: Williams' AHRC funded research on hyperlocal journalism; Lewis and Moseley's AHRC/Welsh Government funded development of StoriNi, an online innovation creating networks of community journalists and facilitating community involvement; and Williams, Lewis and Poucher's European Social Fund project (in partnership with the Media Standards Trust and the Port Talbot Magnet) charting the democratic deficit in towns where local newspapers have declined. The Centre's mission is to use such research in training and outreach to develop new sustainable models of local, public interest journalism. The Centre has funding to develop 15 new local news hubs over the next five years e.g. the recent establishment of a Welsh Language news service in Cardiff and a collaboration with National Theatre Wales in the Welsh Valleys to create a new local news service.

- **Inter-disciplinary and international partners:** these include Hintz's role as project manager of the international project '*Mapping Global Media Policy*' which serves as a resource for policy activists; Bowman's leadership of the '*(Re)-Constructing Multiculturalism Network*'; Carter's work on health communication with the school of nursing and on-going international media mapping project; Wahl-Jorgensen and Garcia-Blanco's involvement in the Jean Monnet Centre (which brings together cross-School expertise on the European union); Williams and Wahl-Jorgensen's new network grant with colleagues in the Netherlands and Germany to research citizen involvement with the news and democracy; Williams' collaboration with Psychology on a study of PR influence on news coverage of science; Lewis's work with computer scientists at Bristol developing the use of artificial intelligence in media content analysis; and Kitzinger's collaborative projects with colleagues in the University of York and Cardiff across the humanities/social sciences/biosciences.

c. People

i. Staffing strategy and staff development

a) Equality, diversity, and opportunity: Supporting staff development, mentoring talent and maintaining a culture of equality, diversity and respect is key to our research environment.

- Cardiff University is a Stonewall 'top 100 employer' (one of only six UK universities with such recognition) and is the largest employer in Wales with the 'Investor in People' (IiP) award.
- The latest IiP related survey in the School suggested high levels of staff satisfaction and engagement, e.g. 95% of JOMEC staff agreed that '*I am treated with respect by my colleagues*' and 91% that '*working here makes me want to do the best work I can*'.
- Our Director of Research is a Stonewall mentor and we have representatives on the Staff Disability Network. The School's equality and diversity committee meet bi-annually, there is mandatory on-line equality training for all staff and those involved in chairing recruitment panels and REF selection have additional specialist equalities training.
- Detailed promotion guidelines are available to all staff online and proactive guidance is given in annual staff appraisals and through more informal mentoring.
- In this REF period Williams (an early career RCUK fellow) moved from the fellowship into a lectureship within the School, Wahl-Jorgensen was promoted to Reader and then Chair, Bowman to Senior Lecturer and then Reader, and Cushion, Hadwin, Holmes and Jewell to Senior Lecturers.
- It is indicative of the positive environment within the School that, since the last RAE, we have only had two academics leave for appointments in other UK universities (Hills promoted to a Chair in Aberystwyth, Machin to a Reader at Brunel); and testament to the opportunities for collaboration that three staff left to take up work in policy/practice organisations (the King's Fund, the Law Commission and the BBC College of Journalism).

b) Support/training for staff includes:

- **Involvement in our research groups:** the groups support co-applications, collaborative publications and intellectual synergy alongside nurturing cross-disciplinary and outward-facing links (with communities, charities, industry, policy-makers etc).
- **Financial support:** the School routinely provides £1K per person annually for conferences/research expenses and further support is available from the University for travel, networking awards and project seed funding. The 'Cardiff Undergraduate Research Opportunities Programme' (CUROP) provides bursaries for summer placements for students working with supervision on staff-defined research projects. In this REF period these awards provided eight research assistants to work with staff in the School for two months each to initiate new projects.
- **Research leave and research-led teaching:** the School has a research-led teaching allocation (of at least one module per year, often two). This guarantees that specialist research areas are reflected in, and complemented by, the modules staff teach. They also have a weekly research-day and can apply for study leave every 5 years (8 staff benefited from such leave in this period).

- **Research collaboration/exchanges between academia and other sectors:** Collaboration/exchange is encouraged by our staff structures and research networks (see b.ii) and the School also supports secondments, e.g. Wardle's (ECR) secondment to the BBC to develop the impact of our work on user-generated content.
- **Research training/support:** staff benefit from access to the University's Career Development Skills, Researcher Development, Leaderships and Management and Research Leadership programmes. This is supplemented by a peer-mentoring system (run separately from the appraisal process) and the tradition of senior staff within the School mentoring junior colleagues during joint research bids, editorial support and co-authorship.
- **Administrative support:** all staff have the support of a specialist research administrator within the School as well as central staff dedicated to the humanities and social sciences who draw their attention to relevant opportunities and help on the technical aspects of applications. We also have a Research Associate in the School (0.5 FTE), working closely with Hargreaves to facilitate, study and report the AHRC funded REACT Knowledge Exchange Hub in Cardiff.

c) Postdoctoral researchers/new staff/ECRs:

- The University won a Times Higher Award for 'Outstanding Support for Early Career Researchers' in 2010 and we have fully implemented the Concordat to Support the Career Development of Researchers.
- Staff at the beginning of their careers have access to all of the resources outlined above as part of our routine staff development and training support. In addition, special systems are in place to offer extra support. On arrival every staff member receives a 'Welcome pack' complemented by in-house guides produced by a cross-School academic/technical/administrative team (e.g. on 'Applying for Grants'). They are assigned a Research mentor and offered intensive small group training within the School (e.g. using new research software). Our annual September Away-days are timed to enable new staff to meet their colleagues and immediately engage in School-wide discussions.
- Special support is provided to ensure access to external opportunities for ECRs e.g. close mentoring for Dencik's application for the ESRC's 'Future Leaders' scheme.
- Post-doctoral researchers are given support in finding further opportunities e.g. Garcia-Blanco, originally an RA in JOMEC on a EU-funded project, has since become a lecturer in the School, and Ramsay and Groves, employed on two separate BBC Trust Awards, both went on to new research posts in their areas of expertise (Ramsay to the Media Standards Trust; Groves to the School of Social Sciences at Cardiff).
- Our REF return demonstrates a cohesive and sustainable research culture supportive of staff at every stage of their career: all our teaching and research staff publish regularly and we are returning 16 out of 19 category A staff. Research activity is spread across the school (e.g. 12 staff have been grant holders). Team work is a hallmark of our work - 23% of our submitted publications (see REF2) are co-authored with colleagues within the School.

ii PhD students

The 71 PhD students studying in this REF period benefit from access to: (a) generic provision (through the University's Graduate Centre), (b) provision across the Humanities (through the Research and Graduate School in Humanities) and (c) specific provision within the School. They also benefit from the School's membership of two Doctoral Training Centres/Partnerships (AHRC and ESRC).

- **Recruitment:** prospective PhD students are guided through the proposal and application process by the Director of the PhD Programme and their prospective supervisor. The School adopts a transparent equal opportunities approach, e.g. taking professional/voluntary work and career experience into consideration for applicants who have not recently been involved in academic study or have taken breaks in their career/study.
- **Integration into a common research culture:** this is encouraged by PhD membership of research groups and participation in our series of 'brown bag lunches' (in which staff and PhDs meet to discuss research progress and ideas). We also have a fortnightly research seminar series, a School newsletter (featuring new and on-going research) and periodic

Research Away-days to discuss the School's research strategy. PhD students are part of the managerial structure of the School, through representation on decision-making committees. PhD students are integrated into all the national and international conferences hosted in the School and there is a dedicated bi-annual PhD students' conference.

- **Monitoring, mentoring and research training:** PhDs take part in a series of weekly PhD led seminars on theoretical and methodological issues, have regular supervision and research mentoring which is quality-assured through staff training and co-supervision and formal monitoring of student progress occurs through six-monthly assessments and progression boards.
- **Physical and financial resources:** the School has a dedicated PhD suite with networked PCs, scanner/photocopier and Wi-Fi. PhD students have access to all the School's research infrastructure/facilities such as the media monitoring unit (see d.ii), conference funding (£400 p.a. per student), and support to access scholarships e.g. in this REF period, the School won two full-funded European Social Fund scholarships, two full-funded AHRC scholarships and one part-funded AHRC scholarship matched by the School.
- **Work opportunities:** where appropriate to their research, we encourage students to work on part-time research posts on externally-funded projects (e.g. both BBC Trust projects involved teams of four PhD students) - giving students experience of team projects, the opportunity of working alongside experienced academics, and often co-authoring publications with them. All PhD students are able to apply for seminar teaching on the BA and there are paid opportunities to assist journal editors with producing journals (e.g. *Journalism Studies*). All posts are advertised to students transparently in accordance with equal opportunities.
- **Support for engagement and impact activities:** the School supports postgraduates to develop impact and engagement skills through training, mentoring and opportunities for networking and building industry links. Students have opportunities to collaborate with staff on the wide range of such activities in the School and to develop their own impact portfolios. For example, PhD students have: participated in the public engagement festival organised by Kitzinger; been involved in setting up a digital hyperlocal news project; collaborated with a local women's centre supporting young women making videos of their immigrant grandparents' experiences of coming to the UK; developed an initiative (building on a PhD on suicide) with the Welsh Assembly Government to create a suicide prevention strategy; built on research insights into coverage of the Iraq War to make the BBC2 documentary: '*Did my Son Die in Vain?*'.
- **Support for CV and career development:** this is provided through teaching and work experience as outlined above (closely supported by module or research team leaders) and through advice on publications and mentoring in job and grant applications, as well as applications for fellowship and accreditation (e.g. to apply to become fellows of the Higher Education Academy).
- **Support into employment:** the School's support of and investment in PhD students as the next generation of leading scholars/practitioners is demonstrated by our postgraduate employment record: Of the 32 PhD graduates in this REF period, 22 have full-time academic posts with another five going into professional practice (e.g. going on to work on communication for the Obama administration).

d. Income, infrastructure and facilities

i. Research income

- In this REF period we made 55 applications and won 27 awards - a success rate that reflects our strategic and well-mentored process.
- This generated income to the School of over £1.2M between August 2008 and July 2013. (In addition we received £398,161 of research income in 2007/8 - the 'lost' year between the RAE and this REF not counted in REF4b).
- While the bulk of income comes from research councils, the diversity of funding sources (see REF4b) provides a robust portfolio and our funding trajectory over the research assessment periods displays the sustainability of our approach.

- Grant income contributed to outputs/capacity-building through: strengthening new research strands, building the scope of each research group, financing additional equipment/research infrastructure, and cultivating research networks/interdisciplinary collaborations.
- Grant income also expanded our methodological and theoretical scope by allowing us to research across communities (Williams, AHRC) and over time (BBC Trust, post devolution).
- The School is committed to collaboration and benefits from the insights that come from working closely with policy makers/practitioners, while ensuring academics' independence and critical edge and, if necessary, publishing 'beyond the brief'. For example, in one recent case we built on original commissioned work to produce a paper that was critical of the original funder's communication practice. The organisation involved circulated the critical piece to 50 key members of the organisation, and reported back that this led to 'soul searching' and a reflection on practice (Confidential email available on request).

ii. Research infrastructure/facilities

- The School benefits from a media monitoring unit which allows continuous and simultaneous monitoring of 15 TV channels and the archiving and editing of this data. A technical team support the unit: setting up recordings and managing recording equipment/studios. The unit facilitates the School establishing substantial contemporary archives of news programmes relevant to our research groups. In this REF period the University awarded the School £150,000 to upgrade the monitoring unit.
- There is administrative support for research bids within the School and through Cardiff's Research Division e.g. identifying opportunities, planning budgets, submitting applications.
- In addition to a central Arts/Humanities library we have the advantage of an on-site, centrally maintained, journalism/cultural studies library with 31,000 media/cultural/social science books, 500 DVDs and 144 journal subscriptions (in addition to thousands on-line). The library has £39,895 per year for subscriptions and £19,200 for new library purchases and a pool of high-quality audio/visual recording equipment for interviews/focus groups.
- The library holds historically significant archives - e.g. the Hopkinson Archive of 20th century photojournalism and the Cudlipp Collection. In 2013 Hargreaves produced and presented *Hugh Cudlipp - The Sinking of a Tabloid Dream* for BBC Radio 4, marking Cudlipp's centenary.

iii. Cardiff University's institutional commitment

The University underwrites our approach to research - both in the form of central provision (e.g. strong administrative and dedicated library support) and through support directly to the School e.g. Cardiff University allows Schools to retain 80% of research overheads. The University has also (after competitive bids) awarded the School £5.5K to support for the Cyfrwng/Media Wales Journal, £4K to support our Legal Communications Symposium, £10K for the project on journalism safety, £7K from the CUROP, and £500K to the Centre for Community Journalism (£95K per year for 5 years funded centrally, starting in 2013).

e. Collaboration or contribution to the discipline or research base

i. Collaborations/contributions to vitality and sustainability

- **Seminar series and hosting conferences:** we hosted 19 conferences in the School in this REF period. These include: (a) our regular conferences associated with our key journals (e.g. *Future of Journalism* Conference - September 2009, 2011, 2013), (b) the MECSSA conference 2008, (c) our on-going work on specific media (e.g. *Mapping the Magazine* - July 2011, 2012) and (d) conferences linking to particular research strands (e.g. *Dis-Placing the East/West Binary Symposium - 2012* and *the ESRC Conference - Black and Ethnic Minorities and the Media Conference - 2011*). We also organised public debates around specific contemporary events (e.g. *Reform, Regulation, Democracy and the Press*) and have co-organised cross-University seminar series e.g. Cottle was co-applicant for the ESRC-funded seminar series '*Widening Ethnic diversity on the News Media Workforce*' (2009-2011).

- **Visiting fellows:** in this REF period we hosted 23 international fellows e.g. from China, Romania, Poland, Spain, Portugal, The Netherlands Switzerland, New Zealand, Australia and several from India (on Charles Wallace Fellowships).
 - **Journal editing:** six journals are edited/co-edited from the School: *Journalism Studies*; *Journalism Practice*; *Feminist Media Studies*; *Cyfrwng/The Media Wales Journal*; *Digital Journalism* and *JOMEC Journal*.
 - **Editorial boards and refereeing:** staff sat on editorial boards of 43 journals (and refereed for many more) as well as advising on book proposals and manuscripts for 29 publishers.
 - **Book series editing:** six staff have been commissioned by publishers to edit book series e.g. Cottle is the series editor of *Global Crises and Media* (a new international series of 20 books commissioned by Peter Lang Publisher, New York).
 - **Writing overviews on the field:** staff wrote key books designed to inform the teaching of journalism and also addressing wider publics e.g. Wahl-Jorgensen's '*Handbook of Journalism Studies*'.
 - **Refereeing for funding bodies:** staff served on the AHRC College and the ESRC peer review college (Kitzinger, Williams, Cottle, Wahl-Jorgensen) and also reviewed research proposals for 23 different funding bodies, including international bodies such as the Canadian Government Social Science and Humanities Research Council, the Australian Research Council, European Science Foundation, Swedish Knowledge Foundation and Netherlands Organization for Scientific Research.
 - **Professional/Subject Associations roles:** staff have six different chair/vice-chair roles on subject committees e.g. the ICA Board, the Communication and Democracy section of the European Communication Research and Education Association, and the Community Communications section of IAMCR.
 - **Advising/supporting other Universities nationally and internationally:** staff served as external examiners/degree validation for 26 universities, departmental review/research strategy advisor for 14 universities and promotion advisor/external chair assessor for 43 universities.
 - **Cross-university PhD development:** staff examined 57 PhDs for other universities and contributed to the development of PhD programmes e.g. serving on the board of the ESRC doctoral training centre working with Universities across Wales (Kitzinger).
- ii. **Recognition of contributions**
- **Keynote addresses:** staff gave over 40 keynote addresses at international conferences across Europe, North America, Asia, Australasia and Africa, as well as participating in invited seminar events, and routinely contributing to/chairing conferences in our field(s).
 - **Prizes/awards:** include a CBE for services to the Creative Economy and Higher Education (Hargreaves); Fellow of the Royal Television Society and of the Royal Society of Arts (Sambrook); The Royal Television Society's Lifetime Achievement Award (Tait); China Creative Industry Individual Honorary Prize (Hartley).
 - **Visiting/Honorary Appointments:** staff hold a wide range of honorary appointments e.g. Cottle is Honorary Professor at the Universities of Melbourne and Tasmania, a Faculty Fellow of the Centre for Cultural Sociology at Yale and visiting professor at Örebro University, Sweden and University of Helsinki, Finland.
 - **Roles on boards /advisory committees and industry/public bodies:** e.g. Hargreaves was a judge for the 2012 Orwell Journalism prize and the Harold Wincott awards for business, economics and finance journalism, served as a Member of the Digital Wales Advisory Network for Welsh Government and an invited contributor to high-profile enquiries (e.g. the Leveson inquiry) as well as being an Executive Member of the Ofcom Board. Key roles played by other members of the School include BBC Trustee (Tait); Chair International News Safety Institute (Sambrook), serving on ministerial advisory committees (for the Australian government) (Hartley) and Member of the Welsh Government Broadcasting Advisory Panel reporting to the First Minister (Lewis).