

Institution: Bournemouth University
Unit of Assessment: 36
<p>A. Overview</p> <p>1. Our research aims to contribute in rigorous and creative ways to the understanding of contemporary society through the study of its media and the communications they carry with publics, audiences and consumers, and its changing patterns of consumption and cultural production. There has been substantial development in the unit since 2008, driven by BU's continued investment in the Media School. The number of researchers submitted has increased from 11.9 to 24.8 FTE; that of early career researchers (ECRs) has increased from 3 to 6 FTE; our PGR population has increased by 68% from 34 to 57.</p> <p>2. As in 2008, the submission is based on the work of researchers in the Media School's Institute for Media and Communication Research (IMCR), who now work in seven specialist areas: politics and media, journalism, media history, consumer cultures, narrative research, public relations, media pedagogy. This submission also includes a colleague from BU's Centre for Intellectual Property Policy and Management (CIPPM), who represents an area of cross-School and interdisciplinary collaboration.</p>
<p>B. Research strategy</p> <p>3. Our core aims since 2008 have been to enhance our international research profile and reputation, embed impact into our research and attract substantial grant income in all of our research areas. International research profile and reputation are predominantly measured by the eminence and reach of our output, and through the quality of our international research networks. Achieving our impact aims means having on-going relationships with research users so that all our research plans are intrinsically impact-oriented and always include the production of user-oriented outputs.</p> <p>4. We have been building on the foundations laid in the previous assessment period leading up to RAE 2008, when we entered a submission to this UOA for the first time. Since then the institutional underpinning of our research has been strengthened, with the BU's Strategic Plan 2012-18 stating its commitment to research which is oriented to societal agendas and challenges, and which is internationalised, interdisciplinary and sustainable. The UOA strategy outlined in 2008 has been successfully pursued, with the result that new research groups have emerged and flourished, and the numbers of ECRs and established researchers have increased through both new appointments and staff development (Section Ci). Our expertise has broadened into new, related areas (narrative and literature, citizen journalism and social media, media pedagogy, media law) as well as deepened in existing ones (political communication and news, consumer culture, media history and public relations research).</p> <p>5. The basic elements of our 2008 strategy have been elaborated and refined for the coming assessment period from 2014. Seven principles now define our strategy. These enable us to ensure that our research is creative, cutting-edge, international, impactful, well-supported, reliably delivered and regularly infused with 'new blood':</p> <ol style="list-style-type: none"> i. It is essential to blend the creativity of our researchers and the need to facilitate the organic development of new strengths with a strategic focus on our established areas of international expertise (see iii below). ii. The empirical foci of our research activities must keep pace with changes in the world (e.g., the increasing prominence of new forms of 'news', changes in party political communication strategies and shifting sources of violent extremism – all driven at least in part by the web and new media). Sometimes a new focus develops within an existing research agenda and group, as with the development of critical public relations research within the politics and media field; at other times it requires the creation of a new agenda, usually by an informal cluster of researchers who may then go on to form an organised group, as was the case with our

narrative research, reflecting changes in storytelling across diverse media.

- iii. It was clear by 2008 that we had reached a stage in our specialist areas where we were in a position to take a leading role internationally and in some areas we had already begun to do so (e.g., **Allan; Lilleker**). We needed to internationalise further the scope of our research, hence a key strategic principle is to facilitate this development, for example in the requirement that established researchers collaborate internationally, supported by investment of QR funds in mobility grants.
- iv. To install impact and influence at the heart of our work requires all our Research Groups to have proactive plans for user-engagement and the delivery of practicable advice or guidance from individual projects (see REF3a).
- v. We will ensure that our workload planning and staff development policies continue to offer the maximum possible support to individual researchers (Section Ci).
- vi. Support is complemented by expectation: appraisal objectives require research active staff to commit to demanding targets, for the production of outputs and grant bids, and the recruitment and progression of PGR students. These targets will vary according to the seniority of the researcher and to individual circumstances, although there are common principles (Section D).
- vii. All the above principles are underpinned by a staff recruitment strategy in which research potential is a central consideration. Increasingly we have found that there is a virtuous circle whereby the opportunity to join one of our Research Groups is a strong attraction for candidates with high research potential.

6. We have found that the growth and evolution of our research requires a flexibility of basic organisational units and the configuration of Research Groups within the IMCR is recognised to be contingent and fluid. Our Research Groups are vital support structures for researchers, providing intellectual stimulation, pertinent material resources and collegial spirit. They are the engines of research productivity, within which concepts and approaches are developed, ideas tested out and projects seeded. They convene the regular internal seminars and the conferences which, along with their invitations to international speakers and visitors, help to develop networks and potential research consortia and to create a vigorous research culture in the School.

7. We have created a QR-funded scheme for the selection and support of impact-rich projects, in order to create models of strong embedded impact. We will set aside 20% of QR to seed-fund development of new research projects judged as likely to lead to demonstrable impact. This funding will be allocated to applicants' projects via the UOA Research Policy Committee and is intended to support impact capture and, later in the REF cycle, engagement activities. This Committee already monitors the bidding activity of centres/groups, and their impact plans, and annually reviews the strategic direction of work across the UOA.

8. At School and UOA level we have continued with similar research management arrangements to those which had been very effective between 2001 and 2008. Our Research Groups are fundamental to this. They are bureaucratically minimal and informal in style, but are key intellectual and interpersonal 'homes' for researchers. Our main areas of research strength, and the Research Groups in which they are based, are as follows:

- i. Political communication: **Politics and Media Group**. The work of this group has continued to develop, including studies of electoral strategies and civic engagement, and extremism and the media. The launch in 2012 of an undergraduate programme in Politics and Media has consolidated the links with teaching in this area.
- ii. News and journalism: **Journalism Research Group**. We are building on the reputation of the Journalism Research Group for research and analysis on the changing nature of news reporting, especially in relation to new media and 'citizen journalism'.
- iii. Broadcasting history: **Centre for Media History**. In this area, our specialisms are in current affairs and in radio as a medium. We are the academic lead in the development of media archiving policy in the UK (see Impact Case Studies).
- iv. Consumer culture: **Emerging Consumer Cultures Group**. This group reflects the growth of research in this area, mainly around digital virtual consumption, and consumer subjectivity and choice.
- v. Narrative and contemporary literature studies: **Narrative Research Group**. This group

Environment template (REF5)

has emerged strongly since 2007 and now constitutes an important and still growing area. This development was facilitated by the School's launch of an undergraduate programme in English in 2009, which brought with it some new appointments. These have joined a nexus of researchers linked by a 'narrative'-based agenda. Our portfolio of 'narrative' research is diverse, though much of it is oriented towards studies of literature in its socio-cultural contexts and its interfaces with media.

- vi. Public relations: **Public Relations Research Group**. Building a research agenda (historically- and culturally-focussed) in public relations has been a focus for several researchers, such that this is now a distinct area rather than being included within political communication. We have led internationally, through the annual conference on PR history (see 37 below) and its outputs in the leading PR research journal *Public Relations Review*, in establishing the specialism of historical research on PR, while also contributing to the burgeoning international work on its cultural and societal contexts.
- vii. Media pedagogy: **Centre for Excellence in Media Practice (CEMP)**, a HEFCE-funded Centre for Excellence in Teaching and Learning from 2005 to 2010. The main themes of CEMP's work have been on strategies for media pedagogy, and young people and e-learning.
- viii. Media policy and practice, especially intellectual property and copyright issues: colleagues from the Law Department belonging to their **Centre for Intellectual Property Policy and Management (CIPPM)**, have been in active collaboration with the Media School since beginning with joint PhD supervision in 2006.

9. Our work is underpinned by a School and University commitment to enriching research culture, one which is now well-established at the centre of the BU's mission. BU launched a new Strategic Plan in 2012 (BU2018) which sees the fusion of research, education and practice as central to its mission. This plan is backed by a fund of £3m annually (the Fusion Investment Fund) to provide doctoral studentships, to fund staff and student mobility, to support study leave and pump-prime projects which demonstrate fusion. This is coupled with investment in our research community through the Graduate School, whose head is a member of the BU Leadership team.

10. The emergence nationally of the impact agenda has resonated with our aspirations for relevance to and influence on practice and policy and has contributed to the refinement of our strategy. The increasing importance of public engagement also fits well with our outlook and is a growing area of our activity. BU is signed up to the National Coordinating Centre for Public Engagement's Manifesto for Public Engagement. BU has dedicated public engagement officers, and held its first public, free Festival of Learning in June 2013, at which nine UOA researchers organised events. BU's online repository ('BURO' - see 30) promotes green Open Access policy.

11. In the past decade this UOA at Bournemouth has established its identity as a research community and consolidated its research base. We therefore look forward to the next assessment period with confidence that we have critical mass across a range of specialisms, and the creative capacity to continue developing research agendas relevant to changing socio-technical and political contexts. We will continue to produce outputs with value both in specific policy or practice contexts and in their diffuse contributions to the self-understandings of contemporary society and to the wider culture. We will also continue to facilitate organic and sometimes unpredictable innovation within broad, stable research programmes, underpinned by further BU investment and expanding international networks.

C. People

i. Staffing strategy and staff development

12. For the areas of social science and humanities research which we occupy, it is clear that the sustainability of research programmes depends almost entirely on the continuing presence and productivity of a critical mass of key researchers. The most fundamental kind of support required by our researchers is time in which to do research. In 2008 we reported on BU's prioritisation of research and its 'Releasing Potential' scheme, which delivered a significant boost to our research

activity. Time available to many staff for research increased significantly (see 20) and the School as a whole came to expect research productivity from all staff except those heavily involved in professional practice or enterprise. That cultural and practical shift was consolidated into the everyday life of BU, and when combined with staff development measures has brought a major expansion of our research activity overall.

13. Our staffing strategy supports our research and conforms to BU's Research Concordat Action Plan, by optimizing working conditions and providing staff and students with the facilities, funds and training to enhance career development, income, networking, profile raising and outputs. BU policies regarding promotion and pay progression offer detailed specification of how promotion opportunities at all levels can be based primarily upon demonstrating excellence in research. In October 2012 BU produced a Gap Analysis and Action Plan regarding its compliance with the Concordat to Support the Career Development of Research Staff. It reported that 'On the whole the University already has a significant number of policies and practices that adhere to the Concordat, putting it in a strong position to continue to build alignment.' In January 2013 BU was awarded the EC HR Excellence in Research Award, and we are embedding the principles of the Concordat into the research environment of the unit. Our HR policies permit flexible working and career breaks, and provide generous maternity/paternity/adoption leave. BU abides by the provisions of the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations (2002) and is committed to ensuring the proper use of fixed-term contracts. Our *Code of Practice – Use of Fixed-Term Contracts* provides clear guidelines as to when it is appropriate to use a fixed-term contract and states that, other than in exceptional circumstances, BU will transfer fixed-term staff to established status after four years, reflected by just one fixed-term staff member within the UOA.

14. We have been fortunate in retaining most of the staff entered in 2008; while three have retired, our vigorous research culture and collegial ethos have contributed to retaining others, and also to our ability to recruit a substantial number of researchers to new posts (including **Adi, Alexander, Bradley, Dix, Feigenbaum, Frost, Jenkins, Medrado, Round, Savigny, Thorsen, Wallis**). Two of these posts were to help build research strength attached to the School's launch of a BA English programme in 2010. New recruitment has been around a stable staff base. Research achievements have led to some promotions to Associate Professor and 'G9' level (**Lilleker, Molesworth**). **Chignell** has gained a chair, and new posts at Professor and Associate Professor level have been filled externally (by **MacRury** and **McDougall** respectively).

15. The School has a matrix management structure whereby all research-active staff are based in one Research Group (though they may be affiliated to others) and in one Academic (education-focussed) Group. They are line-managed within the latter. Each Academic Group has a Head of Research who liaises with the Associate Dean heading that Group to ensure that School and IMCR research objectives are integral to the activities and planning of the Academic Group. Research relationships form easily across academic groups, and opportunities for research-led teaching exist both within Academic Groups and within growing collaborative curriculum developments.

16. There are over 50 research-active colleagues in the School who were potentially eligible for submission in UOA36, of whom 43 were entered into the final Mock exercise. There is therefore a high demand for conference attendance support and a major portion of staff development budgets in the Academic Groups is committed to this, as is some QR funding which has been made available to Research Groups. Allocation of these funds is managed by a committee chaired by the School Head of Research & Knowledge Exchange. In 2013/14, it is projected at 30% of QR spend.

17. Further support for ECRs to establish themselves through publication and participation in international research communities is delivered through workload moderation (e.g. to ensure timely production of PhD-based publications) and through proactive mentoring within the individual's base Research Group, as part of the integration of all new colleagues into the activities of that group. In 2008 our submission included a number of people in the early stages of their research careers (**Gerodimos, Hodges** and **Pullen** were officially 'Early Career Researchers') and they have since been able to consolidate and advance their bodies of work.

Environment template (REF5)

18. BU runs a staff development programme based on Vitae's Researcher Development Framework which offers workshops and online training in all aspects of research. It is on offer throughout the year to provide targeted development. ECRs in particular are strongly encouraged to join the scheme, and are also offered formal mentoring within the School. There is an online course on research ethics, which is mandatory for all research-active staff.

19. The commitment to support emerging researchers has been balanced with the need to ensure that established researchers receive every possible encouragement and opportunity to progress. QR funding has also been used to support research directly by defraying minor expenses; for example, for travel and data collection, especially for pilot projects. Significant help has come from BU offering a suite of competitive internal funding schemes. These have included a Research Development Fund, which offered up to £2000 to support pilot studies and other small projects with potential for catalysing strategic developments, two schemes to support European research collaboration, and a study leave fund. This has now been replaced by the Fusion Investment Fund (see 9). There is also a central research development scheme, the Grants Academy, to deliver training and support in grant-seeking, including intensive coaching from external experts in bid-writing. A number of IMCR colleagues have undertaken this training, including for example **Round**, who went on to be a successful applicant as Co-I with **Thomas** for an AHRC award (£30k in 2012).

20. Research-active staff can expect to have 30-50% of their workloads given to research. BU now has a semesterised framework for course delivery, which means that it is possible for teaching loads to be phased to create blocks of time which are available for sabbaticals or when clear priority, if not full attention, can be given to research. This enhances opportunities for staff mobility, an increasing priority as part of our internationalisation strategy. Staff attachments to institutions abroad are becoming more common; for example, **Allan** was Gambrinus Fellow at the University of Dortmund in 2013, his most recent of a number of visiting positions which include professorships at Griffith, Umea and Stockholm Universities; **Gerodimos** is Visiting Fellow at Emerson College in Boston in 2013.

21. In all our areas of expertise, staff come from a variety of disciplinary backgrounds. Our research culture therefore remains strongly interdisciplinary, enabling us to bring diverse perspectives to bear on all topics and to engage with a variety of research communities.

ii. **Research students**

22. Since 2008 BU has restructured, strengthened and invested in its Graduate School. It has expanded its training/development activities, based around the Vitae framework. It administers the PGR Development Scheme, which offers competitive funding in the form of annual development awards (£50k per annum) to support data collection, training activities and visits or attachments to research centres elsewhere. It has recently purchased a new PGR record/monitoring system (ResearchPAD) at a cost of £290k. The Graduate School is responsible for supervisor training at BU and 10 members of this submission have completed one of the Graduate School's accredited trainings programmes since 2008. It has also launched a University-wide MRes, within which Schools can recruit to their areas of subject expertise.

23. In UOA36 we have had 20 PhD completions (and 6 MPhils) since 2008, an increase of 280% on our average annual completion rate. Our research student community continues to increase in size and vigour. We have 57 PhD students from 15 countries within the UOA; 28 of these students are full-time. These students are part of a Media School community of 109 research students, which include EngD (UOA34) and ProfD (UOA36) routes. In collaboration with other Schools in the University we have submitted a successful bid to the AHRC for a capacity-building block grant. The first two students to be supported by this award commenced in Autumn 2011.

24. Our PGRs are funded in diverse ways. Our expertise attracts full-time international students, both sponsored and independently funded. BU has already invested over £5m in fully- and match-funded PhD studentships since 2008 and is committed to funding at least 50 such studentships per annum, across all Schools, until 2018. Since 2008 BU has provided 5 full bursaries to projects

Environment template (REF5)

based in UOA36, and the Centre for Excellence in Media Practice has funded 6. In the unit 13 PGRs are currently in receipt of full or fee-only BU bursaries. We have attracted external funding to match BU half-bursaries: currently we have three such match-funded studentships, with Skillset, Magic Lantern Productions and Arthritis Care. We have a formal agreement with the University of Utrecht whereby we enrol and supervise a number of their staff at HKU Hilversum (currently 13) for P/T MPhil degrees, mainly in the area of creative media. This involves frequent staff visits to Holland and is intended to grow into a wider research collaboration.

25. Student progress is monitored by the School Research Degrees Committee, chaired by the School's Head of Research and Knowledge Exchange (since December 2012, **MacRury**). A traffic light system triggers action (by Director of Studies, Committee chair, or other as appropriate) when any individual's progress appears to be at risk. This Committee is a subset of the Graduate School, which has overall responsibility for progression and oversees implementation of the BU Doctoral Codes of Practice.

26. Our full-time PGRs, whose base is in spacious accommodation dedicated to PGRs and research staff, are regular participants in and contributors to School seminars and debates, and active members of their Research Groups (which also run their own seminar series). They normally contribute a limited amount to teaching, and those who plan academic careers are given every possible opportunity to gain appropriate experience. Since 2005, 11 of our doctoral candidates have joined the Media School faculty.

D. Income, infrastructure and facilities

27. Research income across the assessment period stands at £508k, having risen from £89k in 2008-09 to £148k in 2011-2012. The role of our Centre for Media History in its leading work on digital media archiving both features in our impact studies and has remained a source of AHRC funding. Other Research Council or charity grant successes include the AHRC/BBC Knowledge Exchange programme (**Allan** et al., £84k, 2007-09), an AHRC project on television in the 1980s (Holland, £92k, 2008-10), and two AHRC networking awards made to us in 2012 (to Berger and **Thomas/Round**). Notably **Allan** has recently collaborated with Stockholm University on a successful bid (approx. £450k in total) to the Swedish Research Council; substantial bids for which outcomes are awaited include 4 to FP7, 3 Marie Curie Fellowship applications, and a 2m Swedish Kroner bid with the Universities of Lund and Hamburg for STINT funding to create a media history research network. Research-driven consultancy and CPD provision have grown, particularly through the activities of CEMP and of the Creative Enterprise Bureau (CEB) - see REF3a. For example, Berger (CEMP) has led a BBC-commissioned study of its Persian-language service, which fed directly into strategic decision-making. Established in 2010, CEB is being particularly successful in deploying the expertise of the Emerging Consumer Cultures Group on commercial projects.

28. We believe that the volume and quality of our current research should in future generate increased external funding. Utilising the practical BU support available for bid-writing (see 18 & 19), we are seeking to ensure that our bidding activity is optimised by the creation of a School Executive Working Group, chaired by the Dean or Head of RKE, to prioritise bids and ensure that appropriate external and internal collaborations are in place to strengthen them, and that bid preparation was carefully planned.

29. The Media School was an early adopter within BU of a formal peer-review system for improving the quality of research bids. It is mandatory for all School-based bids to UK Research Councils and any other research bids above £50k to be submitted to a recently revised University scheme for peer review, and staff are encouraged to use this resource for all smaller bids as well. In 2013 BU introduced a quality screening process for all competitive research bids whereby a senior researcher is asked to approve bids before submission.

30. Other institutional initiatives include the dissemination of research information via the award-winning (HEIST Awards, 2012) BU Research Blog (which plays an important role in raising staff

Environment template (REF5)

awareness of research support resources, bidding opportunities and internal events across the University). BU also subscribes to Research Professional, which is widely used by staff, and has recently purchased a new Symplectic-based publications management system, which interfaces with staff personal web pages and with BU's successful online repository, Bournemouth University Research Online (BURO), which contains approximately 500 free-to-access outputs from researchers in the Media School.

31. There have been some significant changes at University level in the organisation of research support. While the School still retains a 0.6 administrator for PGRs, our other administrative support resource was absorbed into a BU-wide unit for Research and Knowledge Exchange Operations. A full-time officer is dedicated to supporting the Media School, and the team work flexibly to provide additional support as required. This arrangement has been in place since 2010 and is working very well, with a wider body of expertise in grant-seeking and grant preparation being available to the School's researchers. BU also has a Research Development Unit, which offers (inter alia) in-depth support in bid planning, with 3 officers specialising in European funding (2 in award management and 1 in bid development), and manages the peer review scheme for draft bids. It has also supported EU bid development with substantial advice and support from external consultants.

32. Digital and documentary resources for research include an excellent library subject provision of ejournal subscriptions and ebooks, and the Box of Broadcasts facility for simultaneous recording of up to 10 television channels. We have what we believe is one of the largest university-based media history archives in the world, and have recently acquired the print archives of the International Public Relations Association (IPRA) and the Public Relations Educators Forum (PREF).

E. Collaboration or contribution to the discipline or research base

33. In all research areas we have active international collaborations, on existing research projects, bidding activities, joint writing and journal editing, including Australia (Brisbane, **Allan**), Belgium (Antwerp, **Lilleker, Richards**), China (CUC Beijing, **Allan**), Denmark (University of Southern Denmark, Copenhagen & Aarhus, **Frost**). France (Sciences-Po, **Lilleker**); Germany (Dortmund, **Allan**), Greece (Panteion, **Gerodimos**; Athens, **Gerodimos, Richards**), Italy (European University Institute, **Gerodimos, Richards**), New Zealand (Auckland U. of Technology, **Allan**), Puerto Rico (Puerto Rican Association of PR Professionals, **Hodges**) Romania (Cluj, **Richards**), Sweden (Lund, **Chignell**), Thailand (Chulalongkorn, Watson), USA (Emerson-Boston, **Gerodimos**; USC, **Richards**).

34. UOA members frequently give keynote papers at international and major national events, and deliver invited lectures overseas, e.g. **Allan** at Lublin, Poland (II Congress of the Polish Communication Association, 2010), and at the Pan European University in Bratislava (Media in Crisis conference, sponsored by the British Embassy in Slovakia, 2010); **Dix** at Paris Diderot University (Societe d'Etudes Anglaises Contemporaines, 2013), **Frost** at Harvard University (Mahindra Humanities Centre, 2013) and Nancy-Universite (IDEA, 2011), **Gerodimos** for the Greek Foreign Ministry (Athens, 2009) and Panteion University (2013), **Hodges** at the Puerto Rican Association of Public Relations Professions Annual Convention XXIII (2011), **Jackson** at the University of Porto (2012), **Lilleker** at the University of Warsaw (political communication conference, 2011) and Paris XII Universite (conference on presidential elections research, 2013), **MacRury** at the Design History Society Annual Conference (Brighton, 2012) and the 2nd Forum on Olympic Development in Brazil (University of Rio Grande do Sul and Brazilian Ministry of Sport, 2008), **Pullen** at the Westminster Media Forum (on LGBTs, London, 2010), **Savigny** at Laval University, Quebec (critical political marketing conference, 2013) and in New Orleans (American Political Science Association, 2012), **Thorsen** at Orebro University (conference on global journalism, 2012) and at Aarhus University (conference on democratic values, 2011).

35. UOA36 staff are heavily involved in reviewing and refereeing for the major UK funders in our field, and others beyond it: the AHRC, Australian Research Council, British Academy, ESRC, European Social Fund, Leverhulme, Nuffield Foundation, SSHRC of Canada, Greek Ministry of

Environment template (REF5)

Education, etc., and for leading journals (MCS, Political Communication, Journalism, etc.); some are active in scholarly bodies: MeCCSA, ICA, ECREA, EUPRERA (European Public Relations Education and Research Association), Southern Broadcasting History Group, etc. The Political Studies Association (PSA) Politics and Media Group and PSA Political Marketing Group are both led by submitted staff (**Jackson** and **Lilleker** respectively; also **Savigny** co-convened the Politics and Media Group for ten years), while **Gerodimos** founded and leads the PSA Greek Politics Group.

36. i. Amongst the submitted staff are (co)editors of the journals *Journalism Education* (**Allan**); *Media Education Research Journal* (Berger, **McDougall**); *Media, War and Conflict* (**Richards**); *European Political Science* (**Savigny**); *British Politics* (**Savigny**, Associate Editor) and *Studies in Comics* (**Round**). **Lilleker** is leading a proposal (with international colleagues Maarek, Canal and Holz-Bacha) to establish an *International Journal of Political Communication Research*. Recent special issues of journals have been edited by **Allan** (*Journalism*, 2011) and **Denegri-Knott** (*Journal of Consumer Behavior*, 2013). Also **Thorsen** was founding editor in 2007 of the MeCCSA PGN journal *Networking Knowledge*, while **Denegri-Knott**, **Hodges**, **Jackson** and Scullion edit the *Journal of Promotional Communication*, a BU-based outlet for student work which embodies our commitment to closer ties between research and education.

ii. Editorial board memberships held by UOA members include: *Communication, Culture and Critique*; *Digital Journalism*; *Environmental Communication*; *Journal of Latin American Communication Research*; *Journal of Marketing Communication*; *Journal of Middle East Media*; *Journal of Political Marketing*; *Journal of Public Relations Research*; *Journalism: Theory, Practice and Criticism*; *New Media and Society*; *Psychoanalysis, Culture and Society*; *Public Relations Inquiry*; *Public Relations Review*; *The Radio Journal*; *Text and Talk*; *Time and Society*.

iii. **Allan** was Founding Editor of the OU Press book series *Issues in Cultural and Media Studies* between 1999 and 2010, and is the Editor for Media History entries in the International Encyclopedia of Communication (Blackwell); **Chignell** is Series Editor for the Microform Academic Publishers BBC collection; **Frost** is on the editorial board for two Universite Nancy book series: *Interdisciplinary Perspectives on the English-speaking World*, and *Book Practices and Textual Itineraries*; **MacRury** has edited the Routledge 4-volume reference work *Advertising* (2012).

37. UOA researchers have organised a diverse programme of national and international conferences, on conflict journalism (2010, Sreedharan), narrative (2010, **Thomas & Round**), faith and the media (2011), leadership and communication (2011; both **Richards**, with the Speechwriters' Guild), mediating environmental change (2011, **Thorsen**, with MeCCSA Climate Change, Environment and Sustainability Network, of which he is co-founder), extremism and the media (2012, **Richards**, with Dorset Police), the mythology of the snuff movie (2012, Kimber), the future of multiculturalism (2013, **Richards**) and the Leveson Inquiry (2013, McQueen). The annual International Conferences on the History of Public Relations were founded by Watson in 2010, and to date all four have been held in Bournemouth. The 2011 MeCCSA Postgraduate Conference was held in Bournemouth, as was the 2011 PSA/IPSA conference on politics and media (**Jackson**, **Gerodimos**, **Lilleker**, Scullion). In 2013 we host the PSA Politics and Media Group Annual Conference (Jackson et al.), and in 2014 we will host the full MeCCSA conference. CEMP (Berger, **McDougall**, Woodfall) continues to organise the large and influential Media Education Summits every September, first established in 2008.

38. Since 2007 the School has hosted talks or invited conference presentations by leading national and international figures from academia, the media industries and public life, including David Aaronovitch, Jana Bennett, Natalie Bennett, Helen Boaden, David Buckingham, Simon Cottle, James Curran, Peter Dahlgren, Carol Ann Duffy, Natalie Fenton, Jane Garvey, Nik Gowing, Roger Graef, Robert Hackett, David Herman, Andrew Hoskins, Peter Kosminsky, Donna Lee, Paul Lewis, Anthony Lilley, Matt Locke, Andrew Marr, Kevin Marsh, Caroline Norbury, Kate O'Connor, Henrik Ornebring, James Painter, Andy Parfitt, Roberta Pearson, Robert Picard, Marc Prensky, Larry Pryor, Philip Seib, Stephen Sackur, Mark Thompson, Karin Wahl-Jorgensen and Paul Watson. Such events help to develop our research agendas and keep them closely attuned to ongoing developments in policy and professional practice.