

Institution: Cardiff University
Unit of Assessment 34: Communication, Cultural and Media Studies, Library and Information Management
<p>1. Unit context and structure, research and impact strategy</p> <p>a. Overview</p> <p>1.1. Unit context and structure</p> <p>The School of Journalism, Media and Culture (JOMEC) analyses media policy, representations and practices, with a focus on current challenges. Our work includes examining journalism and democracy, the implications of developing technologies, and creative industry innovation.</p> <p>In this REF period, the School has built on strong foundations (our REF2014 impact and research environment statements scored 4*) by retaining and developing REF2014 staff (see 2.2) alongside creating 16 new T&R posts (15 permanent). We developed significant new partnerships and award-winning impact, produced 1,093 publications and won 73 research awards with a total value of over £13.7M (a 559% increase on REF2014).</p> <p>Staffing: Identified by Cardiff University as a priority for investment following REF2014, JOMEC now has 30 FTE Category A staff (drawn from 12 different countries). Bid successes during REF2021 mean we have also benefited from three Marie Skłodowska-Curie fellowships and employed 68 Research Assistants (resourcing major projects, developing ECRs and capacity-building, see 2.4). We also have a large cohort of practice-based staff (22.8 FTEs) who work alongside Category A staff, providing UG and PG journalism courses within Cardiff, as well as training for the National Union of Journalists (NUJ) and communities underserved by traditional media. These colleagues guide new research and industry initiatives (e.g. community journalism work discussed below) and develop journalism scholarships and events (e.g. the “Mapping the Magazine” conference series, held in Cardiff 2010-2014 and then in Sydney 2016, Chicago 2018, Lisbon 2020). All activities are facilitated by an excellent professional services team (see Section 3).</p> <p>Research clusters: Our research is organised into three overlapping clusters supporting intellectual synergies, grant bids, and impact.</p> <p>1. Journalism and Democracy incorporates our REF2014 groups: “Journalism Studies”, “Mediatized Conflict”, “Race, Representation & Cultural Politics” and “Science & Health”. This cluster addresses a range of contemporary issues (including Brexit, elections, immigration, racism, war and science reporting) and researches across journalism/industry areas. Examples of recent monographs include: “The Media, the Public and the Great Financial Crisis” (Berry, 2019); “The Mediation of Poverty” (Redden, 2014); “Emotions, Media and Politics” (Wahl-Jorgensen, 2019); “Media and the Image of the Nation” (Jiménez-Martínez, 2020) and “News and Politics” (Cushion, 2015). The cluster served as a seedbed for the <i>Centre for Community Journalism</i> (C4CJ), which was founded in 2013 in response to research identifying the decline of local media, implications for the democratic deficit and potential ways of addressing the problem e.g. “Hyperlocal Journalism: The decline of local newspapers and rise of online community news” (Harte, Howells, Williams, 2018). C4CJ has an action-research focus. It supports community news publishers (e.g. facilitating NUJ & BBC recognition for hyperlocals) and works alongside marginalised people to develop journalism skills. It also delivers online training (to 32,000 learners across 131 countries) and informs political strategy (e.g. prompting the Welsh Government to establish a £200,000 fund for hyperlocal start-ups). The <i>Journalism and Democracy</i> cluster also supports interdisciplinary work, notably, the Coma and Disorders of Consciousness Research Centre which not only examines media representation of ‘coma’, but collaborates with colleagues in law, medicine and neurosciences to address public understanding of consciousness and end-of-life choices; research which has informed news reporting and galvanised changes in clinical practice, communication and the law (see impact case study: Kitzing).</p>

2. **Digital Media and Society** was highlighted as a new research group in REF2014 and, since then, has developed significantly, with new staff contributing additional expertise in all aspects of digital media. Research monographs from this cluster include: “Digital Citizenship in a Datafied society” (Hintz, Dencik, Wahl-Jorgensen, 2018); “The Digital Lives of Black Women in Britain” (Sobande, 2020); “Hybrid Media Activism” (Treré, 2018) and “Worker Resistance and Media” (Dencik and Wilkin, 2015). In 2017, this cluster launched the *Data Justice Lab*, focused on investigating relationships between datafication and social justice. The Lab is co-directed by four staff, all of whom joined the School relatively recently (Dencik and Hintz appointed in 2012; Redden in 2016; Treré in 2017). The Lab won investment (£1.5M) from the European Commission and the Open Society Foundation, enabling interventions in debates around data use in policing, management of refugees, and local government. The team work nationally and internationally (e.g. in Colombia and India) with academic partners and social justice networks, including trade unions/labour rights and migrant solidarity groups.
3. **Media, Culture and Creativity** is a new cluster developed since REF2014. This brings together colleagues researching across the range of cultural forms (music, photography, film etc), often working in partnership with creative industry practitioners, organisations and policy makers. Recent monographs include: “Philippine Cinema and the Cultural Economy of Distribution” (Lim, 2019); “Producing British Television Drama” (Noonan and McElroy, 2019); “Photography, Reconstruction and the Cultural History of the Postwar European City” (Allbeson, 2020); “Museums in the New Mediascape” (Kidd, 2014) and “Critical Encounters with Immersive Storytelling” (Gröppel-Wegener and Kidd, 2019). This cluster was the seedbed for the *Creative Economy Unit*, established in 2014 in response to research identifying challenges for regional creative enterprise and freelancers. The Unit set up the “Creative Cardiff” network for creative industries; this now has a membership of 3631 and won a Community Engagement Award in 2016 and two Civic Mission Awards in 2019. The partnerships forged became the foundation for the subsequent successful bid (led by Lewis) for Clwstwr: an £8M initiative via AHRC’s Creative Industries Clusters Programme. Clwstwr is developing the concept and practice of R&D in the creative industries to make regional ecosystems more innovative and sustainable. JOMEC also helped establish the Creative Industries Policy & Evidence Centre (PEC) with Nesta, underwritten by the AHRC, designed to formulate policy and guidance to shape growth in UK creative industries. We lead the “Arts, culture and public service broadcasting” strand (PI, Allan).

In addition to our clusters the School developed a joint research lab on *Transforming Media* in collaboration with the *Centre for Media, Communication and Information Research* at the University of Bremen. We also host the *Tom Hopkinson Centre for Media History*, incorporating six major journalism archives which are used by academics, media activists and practitioners; and the Centre has organised events such as the Aberfan anniversary conference (see Section 4.2).

Cross-cluster and cross-School collaboration: The School’s structures support colleagues to pursue their own interests alongside offering multiple opportunities for collaboration in a diverse and inclusive environment (see Section 2.1). Evidence of cross-fertilisation includes junior and practice-based staff co-operating as Co-Investigators on flagship initiatives (“Clwstwr”: Brown and Dunkley; PEC: Kidd and Noonan) and practice-based staff being costed into major projects (e.g. our Google initiative). Practice-based and Category A staff develop action-research together and collaborate on books e.g. Sambrook and Mosdell bringing extensive practice and policy expertise to co-authoring with Cottle: “Reporting Dangerously: Journalist Killings, Intimidation and Security” (Palgrave, 2016). We also work together on edited volumes e.g. “The Future of Journalism”, Allan et al., (Routledge, 2020) was curated by a collective of nine colleagues. Teamwork is the hallmark of our activity: over half the outputs submitted for REF2021 are co-authored.

b. Research and impact strategy**1.2. Delivery on strategic aims from REF2014**

Our aspirations outlined in REF2014 have been **achieved and exceeded**.

Aim 1: Delivering on our pre-existing research portfolio included projects taking us forward from REF2014 such as: “Visitor-generated content in heritage institutions”; “Community and creative citizens” and “Creating a healthtalk online resource on disorders of consciousness”. Evidence of successful delivery includes publications and collaborations (e.g. Kidd’s books and her ongoing work with heritage institutions), follow-on funding (e.g. around creativity) and impact (e.g. the “healthtalk” project won the ESRC’s 2015 “Outstanding Impact on Society” award).

Aim 2: Capitalising on cumulative work is amply illustrated by our impartiality research. This was the basis of a 4* REF2014 impact case study and has, during REF2021, expanded to include work on impartiality and reporting around devolution (BBC Trust, £79,269), statistics (BBC Trust, £70,285) and the 2017 General Election Campaign (ESRC, £45,533); as well as a review of BBC News and Current Affairs (£105,587, Ofcom commission). Cushion (who led all these projects) has ongoing funding to look at the rise of alternative online political media (ESRC, £420,932, 2019-2022) and countering disinformation and enhancing journalistic legitimacy (AHRC, £468,991, 2020-2022). This cumulative work has built comparative and theoretical insights and impacted on BBC and commercial broadcast journalism (see impact case study: Cushion).

Aim 3: Our continued development of action-research, engagements, and partnerships since REF2014 is well illustrated in the above examples but the increased intensity and diversity of such activity is exemplified by the establishment of our *Centre for Community Journalism* (involving partnerships with the BBC, Welsh Government and Google) and realising our ambition for a Creative Industries Hub and setting up Clwstwr (with £8M of funding through AHRC, Welsh Government, the BBC, Cardiff Council and Arts Council Wales) (see Section 3).

New appointments contribute to **delivery on strategic goals**:

- Hiring **Allan, Carney, Jiménez-Martínez, Miazhevich, Kyriakidou and Walsh** strengthened *Journalism and Democracy* research, building theoretical and methodological capacity in areas such as global media, law and visual analysis.
- Investment in *Media, Culture and Creativity* via hiring **Allbeson, Bennett, Brown, Hamad, Lim and Noonan** introduced additional range (e.g. in creative co-working, feminist film analysis, and photojournalism).
- The *Digital Media and Society* cluster was enhanced through recruiting **Redden, Sobande and Tréré**, facilitating the foundation and development of the Data Justice Lab.

These new appointments expanded the diversity of staff (see Section 2.1) and introduced a wider range of expertise, including in relation to different parts of the world (e.g. Jiménez-Martínez on Chile and Brazil, Miazhevich on Russia and Lim on the Philippines). Strategic investment in all staff has led to a 147% increase in the number of publications compared to our REF2014 submission. Outputs submitted for REF2021 represent just 7% of our publications.

1.3. Future research strategy and objectives

Over the next five years we will continue to broaden cross-School participation in our large-scale initiatives (e.g. PEC and Clwstwr) while continuing to support staff (via infrastructure, research leave, open bids for new centres etc) in developing new areas they are passionate about. We will also nurture developing researchers through our PGR programme and tailored mentoring system. We will optimise Institutional and School support for career progression, and internal capacity-building for grant capture and career development and build on existing clusters as follows:

- *Journalism and Democracy* will strengthen research on the evolving ecology of news, and investigations of emerging platforms and technologies (e.g. via Cushion’s £420,000 ESRC award on alternative online political media, 2019-2022). We will sustain engagement with pressing social issues (e.g. Garcia-Blanco on refugees; Berry and Walsh on austerity and financial crises; Carter on gender, children and citizenship). Our work will continue to span both local and global contexts (e.g. Moore on reporting poverty in Wales; Noonan’s work

comparing European small nations; Miazhevich on hetero-normativity in Eastern Europe; Jiménez-Martínez on nationalism in Latin America). We will also further develop research-driven leadership, supporting community and hyperlocal journalism through C4CJ alongside ongoing investment in Clwstwr's work on news innovation.

- *Digital Media and Society* will build on the research programme and associated impact of the Data Justice Lab (e.g. through Dencik's ERC £1M+ grant and Open Society Foundation projects), while strengthening expertise in digital research methods and expanding interdisciplinary collaborations.
- *Media, Culture and Creativity* will develop further work across a range of areas including feminist television studies (Hamad), film funding (Noonan) and how racialised people experience the creative and cultural industries (Sobande). This is alongside expanding our impact on cultural policy (via PEC), creative industries (particularly via Clwstwr) and the pursuit of further major initiatives e.g. The Creative Cardiff team's developing work around innovation has made the final shortlist for a £22M UKRI "Strength in Places" Award, for which £28M has already been secured in matched funding (from partners including the BBC, Channel 4, and Welsh Government).

1.4. Interdisciplinarity

Our commitment to interdisciplinarity is illustrated by:

- employing staff from diverse disciplinary backgrounds: in REF2021 we have added staff from Law (Carney), Arts and Business Management (Lim), History (Allbeson) and Development Studies (Miazhevich). We have also incorporated posts from other disciplines in research projects, e.g. a computer scientist post on Dencik's datafication project, a secondee from the School of Medicine to work with Kitzinger on death and dying.
- enrolling diverse disciplines in our research centres, e.g. Creative Cardiff collaborates with Cardiff Schools of Architecture, Business, English, Communication & Philosophy, and Geography & Planning.
- co-authoring with colleagues from other Schools; in this REF period this includes Health Sciences, Psychology, Sociology, Computer Sciences, Philosophy, Law, and Medicine.
- delivering impact in relation to our core disciplinary areas and beyond e.g. impacting on law and medicine (see impact case study: Kitzinger) and providing a further impact case study (developed by Kidd) to another UOA: History.
- co-applications: 10 grants awarded to JOMEC were jointly awarded with other Cardiff Schools. We also collaborate on grants led by other Schools, e.g. Psychology's ESRC "Centre for Climate Change and Social Transformations". Interdisciplinary collaborations with other Universities include Sobande working with the Management Research Unit, Dauphine University, Paris (as Co-PI on: "*A Transdisciplinary Photovoice Project on Race and Markets*") and with Sociology at Warwick University (as Co-I on a grant to create a Black feminist activists' network and archive of Black women's organising and online content creation).

1.5. Research integrity and ethics

The School follows Cardiff University's policy on research ethics, including compliance with the Concordat to Support Research Integrity and online training for staff and PGRs (see Institutional Statement (REF5a, 2.1.2)). Within the School, our Research Ethics Officer provides intensive individual advice. The School ethics committee meets twice yearly, delegating authority to its Chair to authorise proposals presenting minimal risks but taking part in ongoing discussion on applications that require full review between meetings. Penultimate project information sheets and consent forms are reviewed by the committee where necessary and follow-up progress assessments done as the research unfolds.

An explicit aim is to encourage innovation and creativity through close dialogue around ethics, facilitating more 'risky' initiatives (e.g. around sensitive issues) and development of hybrid research/activism (e.g. using filmed personal stories in public outputs, see impact case study:

Kitzinger). Our approval form builds in consideration of diversity and inclusion, through questions about research with marginalised populations and considering the diverse needs of researchers.

1.6. Open research

All Category A staff have ORCID IDs, and the full text of all journal articles and conference proceedings are uploaded to Cardiff's open access digital repository within three months of acceptance. For The full text of other outputs (including books, chapters and similar material) is made available, copyright permitting, upon publication.

We have encouraged and developed ways of data sharing for secondary analysis and interdisciplinary collaborations (Kitzinger) and championed open access publishing. In 2014, JOMEC staff (Lewis and Bowman) founded Cardiff University Press (chaired by Bowman), explicitly set up to provide diamond open access across its 12 journals (addressing the fact that publishing fees exclude researchers from poorer institutions). The press has also moved into book publishing, including releasing one of the first ever open access books in Welsh as well as English: Moore's new book: "Reporting on Poverty" (2020).

2. People

2.1. Staffing and recruitment strategy

The School's expansion since REF2014 has bolstered capacity in priority areas and ensured robust succession planning, bringing in a mix of senior, early and mid-career researchers. To provide a secure environment, all T&R appointments in this REF period have been, with one exception, **open-ended contracts** (subject to probation where applicable). All T&R staff publish regularly, frequently in collaboration with practice-based colleagues, as well as PGR and undergraduate students (see REF2).

EDI (Equality, Diversity and Inclusion) – Staff: EDI informs recruitment. Our 16 REF eligible additions to the School since REF2014 consist of: one woman as independent fellow, six women and four men as lecturers; three women and one man as senior lecturers and one man as a professor. We now have equal numbers of men and women Category A staff. In addition, the School currently employs four male and five female Category C researchers. Our new appointments have expanded staff internationalism (over a third come from outside the UK). We also have five T&S and T&R staff members from BAME backgrounds with two recent research-active staff hires. EDI informs assignment of School roles (e.g. the Director of Research Development and Director of Research Impact were both women for REF2021). Staff also work to promote EDI across the University: Carter served on the Cardiff Athena Swan Steering Group; Moore (with Carter) on the University's Equality and Diversity Contacts Committee; and Hamad co-chaired the University's BAME Staff network. Working more widely: Garcia-Blanco is a Stonewall Cymru role model; Allbeson works with the Council for At-risk Academics mentoring a Syrian researcher in exile; and Sobande is communications co-chair of the Race in the Marketplace Research Network, which brings together scholars and practitioners who are committed to tackling racism in marketplace contexts.

EDI – Research, engagement and mentoring: A collective commitment to EDI runs through our research including, for example, on LGBT+ issues (Miazhevich); gender (Carter); disability rights (Kitzinger); racialised representations (Bowman and Hamad); poverty and class (Moore and Redden); BAME women's experiences (Payson); and race, gender and cultural industries (Sobande).

This commitment also informs our engagement work (e.g. taking events to care home residents, a population often excluded from 'public engagement' activities) and EDI is built in at project level (as well as School and Institution level). For example, Clwstwr has a R&D producer for EDI, supported by an EDI officer. This enabled rapid action when only 15% of participants in early workshops were women and successfully shifted this to ensure that at least 50% of participants are now regularly women.

Our commitment to EDI also translates into practical initiatives via our work with community journalists, activists, and charities (see impact case study: Lewis/Williams). Additional enterprises include our collaboration with The Taylor Bennett Foundation to promote media mentoring

opportunities for BAME graduates and the Data Justice Lab's collaboration with Go Wales to provide a six-month internship for student researchers who have faced barriers accessing education due to mental health problems.

We have a decolonising the curriculum reading/action group and do work challenging theoretical and methodological hierarchies (e.g. Lim's co-authored book addressing the lack of consideration of Asia in creative cities literature; Cottle's work on the need to avoid 'methodological nationalism' in order to address global interconnected crises; and Treré's research critically examining the relation between Western and Latin American conceptual frameworks for understanding social movements).

EDI – Structures and practices: The University runs mandatory online EDI and unconscious bias training and additional EDI skills enhancement for anyone involved in REF2021 or chairing recruitment panels. Cardiff has held an Athena SWAN Institutional Bronze award since 2009 and became a Global Stonewall Diversity Champion in 2019. It holds 10th place in the Top 100 Employers List (and has been the top UK university in this list for four years running). Our Vice-Chancellor came out publicly as a member of the LGBT+ community, and each member of the University's Executive Board serves as champion for a protected characteristic (see REF5a, 3.1).

EDI considerations inform every aspect of what we do to support staff, such as access to mentoring, funds and training e.g. JOMEC staff have taken up tailored career development support for BAME staff and participated in University-wide workshops to support progression of women in the University (see Section 2.2-2.7). We followed Cardiff's code of practice in putting together our REF return (REF5a, 3.6) and complemented this with reflective discussion of issues around quality and equality in self-auditing our processes and outcomes.

JOMEC has always **facilitated flexible working** including by guaranteeing staff that at least one of their two-days per-week research time allocation will be completely teaching-free (and meeting-free), enabling sustained time for research and writing. Remote working facilitation has been valuable for the shifts necessary during the pandemic and a flexible approach has continued to support diverse needs in relation to Covid-19 (e.g. shielding or childcare). Institutionally, Cardiff has a policy of support for flexible working (e.g. adaptations to working hours) and staff are eligible to apply for **career breaks** between 6-36 months, with the right to return on the same salary and grade. We have implemented a **Returners Support Scheme** for staff returning following extended periods of absence (e.g. adoption or sick leave), offering reduced teaching and administrative loads and additional resources to enable re-establishing research.

2.2. Succession planning, development and retention

Staff development review meetings are held every quarter while on probation (appointments Grade 6 and below) and annually for other staff. These meetings support career development and guide colleagues towards opportunities e.g. staff have taken advantage of the University's Research Team Leadership Programme and the Professorial Leadership Programme. We ensure timely and proactive guidance on promotions and encourage participation in diverse targeted opportunities to promote EDI in such processes (see Section 2.1).

Sustainability and succession planning: New enterprises, such as the Data Justice Lab, developed by recently appointed colleagues, demonstrate both the quality of our recruitment and the supportive research environment and shows the School's commitment to staff realising their vision to lead their own research programmes.

The range of PhDs, RAs, postgraduate students and ECRs involved in JOMEC projects, and the support for their career advancement, is part of our strategy for sustainable development. We have also accessed the College's ECR scheme which supported two appointments (Redden and Noonan) and provided them with extra funds and additional reduced teaching loads to accelerate research trajectories (e.g. supporting Noonan's successful application for an AHRC ECR award).

Succession planning is also underpinned by a policy of rewarding success through internal **promotion**. In this REF period, two colleagues have been promoted to chair, three to reader and nine to senior lecturer. (In August 2020, just outside the REF period, a third chair was awarded to Dencik, who originally joined us as a lecturer eight years ago).

JOMEC's **positive environment** is evidenced by our **retention record**. In this REF period, **no colleagues on open-ended contracts have left** for appointments elsewhere. Staff satisfaction is also reflected in surveys; the 2017 Investors in People survey in the School showed 100% of research-active staff reported that their work was interesting, that they were treated with respect and felt supported by line managers.

2.3. New staff and ECRs

All new staff benefit from the University's academic induction programme and, within JOMEC, everyone receives a 'Welcome pack' and in-house guides produced by a cross-School academic/technical/administrative team. Upon first arrival at JOMEC, all staff are invited to small group School inductions and our annual September away-day is timed to maximise the number of new staff who can be involved. From the outset, we encourage integration into research clusters, and our seminar series provides a weekly term-time forum featuring a mixture of speakers from JOMEC and invited national and international scholars showcasing both established and early-career colleagues.

The School pays particular attention to **early career researchers**, providing access to all resources (outlined above and below), plus we have a policy of **lowered teaching loads** for ECRs and, since REF2014, have offered special assistance to access **external funding opportunities for ECRs**. Staff on externally funded fellowships within the School are also provided with additional dedicated mentoring. As a result of the inclusive research culture in JOMEC, combined with the quality of people we attract, ECRs have obtained significant external research funding (see Section 3) and feature strongly in the School's selected outputs, accounting for 11% of our submission.

2.4. Support for research-only staff

In 2010, Cardiff became one of the first UK universities to receive the HR Excellence in Research Award, based on principles of good practice in treatment of researchers (an award to which the University recommitted in 2019). Cardiff University is also a signatory of the Concordat to Support the Career Development of Researchers. From 2019 onwards, Cardiff's revised promotions scheme has enabled advancement to 'Senior', 'Principal' and then 'Professorial' Research Fellow on research-only career pathways. Cardiff employs a full-time careers adviser for research staff and The Cardiff Researcher Programme (designed for staff on research-only contracts) provides workshops, online modules and one-to-one coaching in 65 topics (including grant writing and fellowship applications).

Researchers joining the School on fixed-term projects are encouraged to take advantage of institutional provision and initiatives such as the Welsh Crucible, an award-winning programme of professional development for future research leaders in Wales. They are also fully integrated into the School's research culture and mentored in finding further opportunities. The success of these practices is evidenced by onwards trajectories for RAs (e.g. Carey was inspired to do a PhD; Bennett joined us as a lecturer; and Kilby and Thomas both went on to secure posts at Swansea University).

2.5. Promoting wellbeing

In 2015, the University achieved a Gold Award in the Corporate Health Standard. The Staff Wellbeing Group was convened in January 2018 and Cardiff offers an Employee Assistance Programme, a 'Wellbeing' programme and a Staff Wellbeing Team providing bespoke events across the University. In JOMEC, the Chair of our EDI Committee also serves as our Wellbeing Officer, working alongside two Wellbeing Champions, and regularly circulates information about relevant events and services to all staff and PGRs, including opportunities for mutual support, now further prioritised and adapted for Covid-19 pandemic conditions.

2.6. Support for research

The School has a **research mentoring scheme** identified as exemplary within the University. All staff are assigned a more senior colleague to provide advice on everything from career planning to feedback on grant applications. In addition, the School runs a Research Development workshop series supporting PGRs and staff at all levels in areas, such as writing articles and academic

networking. Senior staff in JOMECE also share their expertise by acting as **mentors across Cardiff University, nationally and internationally**: e.g. Lewis for Heads of School across Cardiff and Kitzinger and Allan for colleagues at other HEIs.

Research time is built into the School workloads policy which dedicates 600 hours a year to research (40% working time i.e. two days a week). The School has research-led teaching allocations and staff run specialist modules and MAs closely aligned with their expertise, allowing positive synergies between teaching and research.

Since REF2014, research-active staff are eligible to apply for study leave every four years. Accelerated leave is provided to strengthen development among staff identified as needing extra opportunities and in order to facilitate an inclusive environment where everyone is research-active. During this REF period, 18 staff benefited from such School research leave, with additional opportunities taken up by others who were successful in bidding for institutional research leave. Up until the academic year 2018-2019, Cardiff's research leave scheme enabled buy-out from teaching and £3,000 in research funding for successful applicants. The 2019-2020 Disglair scheme was designed to facilitate early career researcher development by providing posts for early career lecturers on a full-time basis to replace staff granted research leave. Research leave has enabled staff to develop grant applications and complete major monographs. Our Research Officer monitors research leave with respect to EDI, and all those eligible are individually encouraged to apply, and provided help to do so, well in advance of the deadline.

JOMECE provides £1,500 annually for each staff member, including fixed-term externally funded researchers, for **conferences, travel and other research expenses**. Further money is available to enable grant development, workshops, and impact and engagement events. Such **School funding** has helped build capacity and confidence for ECRs (e.g. Sobande used a £500 award to seed fund a successful bid to the Open Society Foundation). It also supports rapid-response initiatives (e.g. £500 to Treré to develop a website addressing the pandemic experiences of people from the Global South, which also informed an academic article and edited book) (see Section 4.3).

2.7. Support for postgraduate research: recruitment, training, supervision, research culture and engagement/impact

The School is home to a diverse cohort of PGR students benefiting from institutional support through the resources of the Doctoral Academy and PhD scholarships tailored to international students. Prospective students are guided through the application process by the PhD Programme Director and their potential supervisor. The School adopts an equal opportunities approach, e.g. taking professional/voluntary experience into consideration for applicants who have taken career breaks or diverse paths towards aspiring to study for a PhD.

The PhD programme is very international e.g. the School's current 72 PGR students (40 female, 32 male) are from 16 different countries and include students from Africa, Asia, the Middle East, North America and mainland Europe. Since REF2014, 10 students have won ESRC Studentship (60-40 female/male split). We also obtained two KESS (Knowledge Exchange) scholarships, two PhD studentships as part of collaborative ESRC grants, two more as part of an ERC Starting Grant and in 2020 we won a Collaborative Doctoral Award with the Imperial War Museum. Many of our PGR students are sponsored from internationally competitive schemes (e.g. Commonwealth Scholarships) or through government or employer funding (e.g. Malaysian Ministry of Higher Education, Intellect Press, and the Faculty of Political Science, University of Zagreb). The School provided a tuition fee waiver for an outstanding Turkish student affected by political turmoil (Ataman) and PGRs have also benefited from University funded schemes (e.g. Westwater's President's Scholarship). Our PGR community enhances the global orientation and diversity of our research, with projects covering topics including female genital mutilation in Nigeria, political campaigning in Kenya, and Bollywood representations of conflict in Kashmir.

To guide PGR student progression, there is a University-wide induction from the Doctoral Academy, a School induction and an initial three-month review for new PGR students or those returning to work after an interruption of study. All students then have six-month reviews with

supervisors and, since REF2014, annual progress reviews with a staff member independent of the project. Our PGR administrator assists students and supervisors in progress monitoring.

PGR students have weekly workshops across the academic year designed to **support research development**. Students are given guidance in evolving their research plans, using specific methods, and developing scholarly publications. They also receive assistance from a dedicated extenuating circumstances officer. Centrally, they benefit from access to Cardiff's Doctoral Academy services directed towards professional development. Our strengthened provision has led to 45 completions for REF2021, compared to 32 completions in REF2014. The quality of JOMECE supervision is centrally recognised e.g. Treré won Cardiff's 2019 Enriching Student Life Outstanding Doctoral Supervisor Award.

PhD students are **integrated into the common research culture**; they present at our dedicated annual PhD students' conference and participate in our seminar series and 'brown bag lunches' (in which staff and PGRs meet to discuss research progress and ideas). They are represented on decision-making bodies (e.g. the Research Committee). The cohesion of our PGR community is also facilitated through weekly intensive writing sessions using the Pomodoro method. Following on from an initial staff-led training session which generated a great deal of enthusiasm for this approach, PhD students have gone on to self-organise these sessions with School backing.

Institutionally, PhD students benefit from Cardiff's strategic alliances with leading universities around the world, including University of Bremen (where JOMECE is one of three selected priority Schools; see Section 1), KU Leuven, and Xiamen University. Examples include a PhD student visiting Leuven facilitated by funding to support dependents, and another visiting Xiamen, building relationships resulting in several publications.

Our open-access JOMECE Journal is edited by a team of PhD students. A PhD student also serves on the Editorial Board of Cardiff University Press, providing valuable editorial experience and opportunities to contribute to scholarly debate. PhD students make wider **contributions to the discipline**, presenting their research at major conferences, such as the International Communication Association and the British Sociological Association, and presenting both across the UK and internationally (in this REF period: China, Denmark, Hong Kong, Macau, Poland, Sweden, Turkey, and the USA). PhD students have also been active in organising conferences (e.g. Matthews organised the Doctoral Academy "Breaking Boundaries Conference", 2019).

Where appropriate to their research, we encourage students to **work as RAs on funded grants**; this builds expertise and employability by offering experience of team projects and the opportunity to work alongside experienced academics and often co-author with them. All PhD students **can apply for seminar tutoring opportunities on the BA programme to gain teaching experience**, with anywhere between 16 and 26 having been employed in such a capacity across each year in this REF cycle.

JOMECE encourages postgraduates to develop **engagement/impact skills** and PhD students have helped to gather data for impact case studies, worked as researchers for the Welsh Millennium Centre's Festival of Voice, and mapped engagement with the Cardiff Civic Centre for the Cardiff Community Participatory Network. Our PhD students are also provided with training, mentoring and opportunities for building industry links in order to develop their impact profiles. For example, Howells (who had a Knowledge Exchange scholarship involving a School collaboration with the Media Standards Trust in 2015) not only co-authored a monograph with senior JOMECE colleagues but her findings informed subsequent NUJ policies. Similarly, Westwater worked extensively with Kidd evaluating the Wales for Peace project, working with the Temple of Peace to host a three-day conference that brought together international and Welsh artists to address women's representation in the arts. In turn, this led to Westwater developing partnerships within academia and with arts organisations across the UK and contributed to her employment with Booktrust Cymru and Creative Cardiff.

The strength of our PGR programme is highlighted by our graduates' success in gaining academic posts: five continue to work in JOMECE as teachers or researchers (one successfully bringing in a Leverhulme Fellowship), 21 work in other HEIs in the UK, and others work in institutions across the world including Chiang Mai University and the Ghana Institute of Journalism.

3. Income, infrastructure and facilities

3.1. Research income and investment

Our supportive research environment and robust and sustainable trajectory is evidenced by the cumulative research portfolios developed in specific areas; the amount of investment we have attracted; our high bid success rate; our range of funding sources; the active involvement of staff at every grade; and funds already secured for the future.

- The School has **sustained long-standing, high-impact programmes of research** in this REF period (e.g. Kidd's cumulative series of grants since 2014 underpinning work on museums in the digital age and Cushion et al's portfolio of impartiality projects).
- We made 143 applications and won 73 awards (maintaining the **high success rate** already established in REF2014).
- The awards won in this REF period are worth £13.7M (a dramatic improvement on REF2014 when we won just over £2M). In addition, we received significant income in kind (e.g. BBC Wales and Arts Council Wales have seconded two part-time staff to Clwstwr for the duration of the 4.5-year project).
- Just over half of our REF2021 grants come from research councils (£8M, 58%), with other **funding sources** including UK government (£2.7M), European Commission (1.6M): media industry (£545,000) and charities (£466,000).
- Income generation is **spread across the School**: 22 Category A staff have been grant holders (with women more likely to be grant PIs than men, 56% to 44%), and staff across career stages have attracted external funding e.g. 23% of grants were led by a lecturer as PI and 42% had a lecturer as a Co-Investigator.
- Major **ongoing grants** won in this REF cycle include the AHRC awards for Clwstwr and PEC, as well as Dencik's ERC Starting Grant and Cushion's ESRC and AHRC awards. Such grants contribute to **securing the sustainability of research** through large-scale ongoing investment with end dates in 2021 (Cushion's AHRC award), 2022 (ERC and ESRC) and 2023 (Clwstwr, PEC). We have 17 new and ongoing grants taking us into 2021 and beyond.

Research income has led directly to (and from) outputs returned to REF, e.g. data from Hintz and colleagues' ESRC grant on "Digital citizenship" was published in the monograph, "Digital Citizenship in a Datafied Society" and Noonan's monograph "Producing Television Drama" was the theoretical basis for her successful AHRC bid on "Screen agencies and cultural intermediation".

The School has also used funding to **maximise impact**, winning 11 awards through the ESRC Impact Acceleration Account (£162,052) during this REF cycle. It also won several GW4 initiator awards, e.g. one on "The Value of Death" (a collaboration with the Lancet Commission) (Kitzinger) and another to enable the establishment of the Media and Criminal Justice Studies Network (Garcia-Blanco). The funding for the Clwstwr project has impact at its core, curating over 60 R&D projects to date with Welsh creative companies, to create innovative products, services and experiences. Examples include developing remote working technology for post-production with Gorilla which enabled them to work seamlessly through the Covid-19 lockdown and a (sold out) 2020 showcase of our work with Monnow Media (supported by BBC R&D) to develop more engaging forms of news narrative. This attracted participants from BBC, ITV, Reuters and the Washington Post.

Grant income **contributed to capacity-building through strengthening priority areas** (e.g. Data Justice Lab, PEC and Clwstwr), expanding the scope of our research clusters, financing additional equipment/infrastructure, and cultivating research networks /interdisciplinary collaborations. Our success is underpinned by Cardiff's institutional commitment to investment in research through internal funding schemes. Funding for research, collaboration, engagement and impact is available through College and University initiatives, and the School has enjoyed a high success rate in bids, organising major international conferences in priority areas, expanding impact, and enabling the development of large-scale funding applications. This has also fostered

international collaboration through high-profile visitors (e.g. Cardiff Incoming Visiting Fellowship fund for Jesus Arroyave) and outgoing visiting fellowships (Cushion, Moore & Noonan in Australia; Lewis in New Zealand, Hintz in Iceland).

Relatively small funds can boost staff research and a notable success story is the School's use of the Cardiff Undergraduate Research Opportunities Programme (CUROP) (REF5a, 3.5). This provides bursaries for placements for students working on staff-defined and supervised projects. In this REF period, these awards provided 55 undergraduate students with the opportunity to work with JOMECE staff for two months each. The scheme benefited staff across career stages, with the opportunities identified as particularly vital for **early career** colleagues who used the scheme to build capacity in grant applications. CUROP research assistants have contributed research that has fed into seven monographs, three book chapters, and seven peer-reviewed journal articles, often co-authored with the students. The scheme enhanced employability and research development for undergraduates (e.g. Aprahamian winning an ESRC DTC *Journalism and Democracy* pathway PhD studentship in 2019; Brewer becoming Policy and Communications Officer for Cymorth Cymru; Mott becoming a TV Researcher for ITV and Warner Bros). JOMECE's use of the scheme was highlighted as **good practice** and promoted within and beyond Cardiff, e.g. being presented to Russell Group Chief Executives in 2018.

Flagship investments have also consolidated centres of expertise and innovation. Institutional investment, research development and success in attracting grants is evidenced by C4CJ and Clwstwr in particular.

- Clwstwr is founded on work conducted between 2000 and 2016, as the School's researchers contributed to the emergence of a framework to evaluate and develop the UK creative economy. The researchers particularly focused on regional contexts (e.g. Lewis 2002, 2007; Hargreaves 2009, 2013), where independent small to medium-sized enterprises (SMEs) need to compete with large integrated global companies. They identified opportunities for developing policy in Wales in new directions, but saw a lack of co-ordination and strategic leadership. The *Creative Economy Unit* proposed by Lewis and Hargreaves was established in 2014 and has since brought in five research awards, including the successful £8M of funding for Clwstwr.
- Similarly C4CJ, after initial investment by the School, was selected as one of three flagship engagement projects funded by the University from 2013 to 2022. This gave C4CJ two core posts to establish and evolve the Independent Community News Network representing over 100 community news publishers across the UK, and resources to develop a web platform to facilitate engagement with an emerging community sector. This allowed researchers (Williams, with two PhD students) to create a symbiotic relationship between research, action and engagement. For example, our researchers worked with C4CJ to develop a clearer picture of the state of community or hyperlocal journalism in the UK. This allowed C4CJ to better identify and meet the sector's needs, creating activity which altered the research landscape. C4CJ went on to win a series of grants, including a Google Innovation Award (£218,914).

3.2. Infrastructure and facilities

In 2018, JOMECE moved into a **custom-made building** in Cardiff's Central Square Development, situated alongside national broadcaster BBC Wales and Media Wales, and directly opposite Cardiff central station. The building is a key enabler of our development. It is equipped with the latest industry standard technology, with six newsrooms and four editing suites, two TV and two radio studios and an Innovation and Engagement lab to support digital development. The move to Central Square enhanced the synergies between research and practice essential to the School. Integration between JOMECE and BBC Wales is built into the fabric of the site, with fibre connections between the two buildings to facilitate collaboration for research and development. JOMECE's 300-seater lecture theatre at the entrance makes the School an attractive site for major events, thereby strengthening our engagement activities, including the final 2019 Reith Lecture and the Royal Television Society Cymru Annual Lecture 2019. The building also houses the *Centre for Community Journalism*, facilitating the centre's impact and engagement events, interfacing with community news producers and the media industry and government initiatives supporting them (see impact case study: Lewis/Williams). The building design was informed by

principles of equality, diversity and inclusion (e.g. accessibility, hearing loops, quiet room, 'toilets for all' and baby changing facilities).

The new building offers a **custom-built, centrally maintained library** with 13,188 books across fields of journalism, media and cultural studies, 726 DVDs and circa 150 journal subscriptions (in addition to thousands of journals and books online). The library is also the pilot site for a self-service laptop loan scheme. The facilities of our on-site subject library are complemented by Cardiff's main Arts and Social Studies Library (see REF5a, 4.3.2). In addition, the University Library Services special collections hosts the historically significant archives central to the Tom Hopkinson Centre research (e.g. the Hopkinson Archive of 20th century photojournalism and the Cudlipp Collection).

Our success in securing large-scale grant income has driven the expansion of research space beyond the new building as achievements have already outstretched plans. The Clwstwr team worked in partnership with Cardiff Council to secure a base for the project's work at the historic City Hall building in the civic centre as an in-kind contribution to the project from Cardiff Council.

Our research benefits from **administrative assistance from the School's specialist Research Officer** who supports all aspects of research development and management, as well as a **School Manager** (who won the 2019 'Exceptional Enhancement of the Staff Experience' award from the University's annual Celebrating Excellence awards). Staff also receive advice from central staff dedicated to the humanities and social sciences, who draw attention to relevant opportunities and help with grant applications including assisting with planning budgets and submitting applications (see REF5a).

Technical administrators across the School, College and University (see REF5a) assist with research software, and impact and engagement events. A technical support team within the School ensures rapid problem solving. Research funding has also enabled the School to work with local companies (e.g. Hoffi, We Make Film Happen) to design and develop outward facing websites for projects like Creative Cardiff. In addition, a University communications officer works with the School 2.5 days per week, promoting our research to external stakeholders, producing press releases to both local and national press agencies and publicising our work via social media.

4. Collaboration and contribution to the research base, economy and society

4.1. Research clusters - collaborations and contributions

JOMEC advances research in journalism, media and culture through its relationships with the international scholarly community, as well as collaborations with creative industries, policy-making bodies, charities and civil society groups.

- In our research on *Journalism and Democracy*, for example, Carter was Wales Coordinator for the collaborative Global Media Monitoring Project 2015 and 2020, which examined gender representation in the news in over 120 countries. Moore's work on representing poverty was sponsored by a consortium which included Christian Aid, the Muslim Council of Wales and Save the Children, and has helped develop strategies to improve how poverty is discussed in public discourse. We work with policy organisations such as the United Nations Human Rights Council (Berry, Garcia-Blanco and Moore's project on coverage of refugees) to help shape public debate on media coverage of refugees and other vulnerable groups. Contributing to the economy and society is also central to the mission of C4CJ – which combines traditional research, action-research, training and outreach to develop new models of local news production. Recent projects include funding from Google for the "Value My News" project to work with community journalists to help them find new revenue streams through content aggregation; an ESRC project on "Embedding hyperlocal as part of the news ecology in the UK" and (with Welsh Government funding) supporting the development of Welsh-language digital media.
- In *Digital Media and Society* and the *Data Justice Lab*, we have collaborated with charities to better understand the impact of the datafied society (e.g. work on surveillance with the Helsingin Sanomat Foundation, as well as multiple projects funded by the Open Society Foundation), and we have worked with government and civil society groups to understand the ethical implications of data use (e.g. events for the "Data Scores as Governance" and "What's

Democratic Auditing” projects brought together academics, government representatives and civil society). Lab reports have informed campaigns for Amnesty International and Liberty and the team worked with the UN Special Rapporteur (as part of his investigation into the effects of austerity in the UK), producing a submission to inform a report to the UN General Assembly on Human Rights and participating in a UN organised event on Artificial Intelligence and Social Protection. The Lab’s work has also been taken up by organisations such as the Open Rights Group and Algorithm Watch and cited in key policy debate e.g. the House of Commons Select Committee on Science and Technology.

- In *Media, Culture and Creativity*, JOMEC leads the establishment of networks for research, innovation and impact, informed by collaboration across cultural and creative industries. For example, Kidd’s work on digital cultural heritage involves collaborations with National Museum Wales, Tate Britain, Imperial War Museum and Tower of London. Creative Cardiff (established in partnership with Cardiff Council, BBC Wales and Arts Council Wales) convenes the Coworking Collective (of creative coworking spaces across South Wales) and research/industry collaboration such as Immersive South Wales. It convened the first ever gathering of the UK’s creative city/regional networks in Autumn 2020. Work through PEC includes collaborations with the National Theatre Wales and yellobrick; Clwstwr, launched in 2019, was set up to make South Wales a heartland for innovation in media production, digital technologies, business models and screen infrastructure. Clwstwr is led by Cardiff University in partnership with University of South Wales and Cardiff Metropolitan University, with main industry partners including BBC, Arts Council Wales, Welsh Government and Cardiff Council, with other industry partners Ffilm Cymru, Boom, Screen Alliance Wales, Alacrity Foundation and S4C.

4.2. Roles and activities - collaborations and contributions

We hold multiple **roles on boards/advisory committees and industry/public bodies**: e.g. Bennett is judge for Cardiff Music Awards and a jury member for the Welsh Music Prize; Carter is judge for the Gender Equity Award, Prix Jeunesse and serves on the Academic Advisory Board for the Children’s Media Foundation; Wahl-Jorgensen is Subject Chair in Language, Linguistics, Communication and a member of the Content Selection and Advisory Board for SCOPUS (the abstracting and indexing database), and is also a jury member for the SCOPUS Young Researcher Award in social sciences. Staff serve on a wide variety of advisory committees for major research grants and universities and take leadership roles in industry bodies e.g. Lewis is Chair of the Advisory Board for the Independent Community News Network and Hintz is member of the Non-Commercial User Constituency of the Internet Corporation for Assigned Names and Numbers (ICANN).

The School is proactive in creating and contributing to **public and media debates**, commenting on contemporary events including organising a Chatham House event on LGBT+ rights, contributing to Holocaust Memorial Day, Islamophobia Awareness Month, “BBC Digital” weeks, the AHRC’s “Being Human” festival and the ESRC’s “Festival of Social Science”. Other roles include acting as expert witness in court (Lewis for Extinction Rebellion).

Our research has also been communicated in, and developed through, a wide variety of **creative media collaborations** – working with artists and designers, and co-production with research participants, leading to, for example, digital stories, theatre, poetry, visual art, and ‘immersive experiences’. We also work extensively with mass media formats (as producers and contributors). We have translated our research into radio programmes e.g. including experimental blending of specially commissioned music, narrative and interview materials (see impact case study: Kitzinger) and our work is extensively covered in diverse formats (e.g. Wahl-Jorgensen’s research forming the basis for an ABC broadcast of “The Minefield”).

In addition, our work attracts attention from **mainstream news and current affairs** outlets. For example, our research findings on impartiality generated headline news across the UK (on reporting statistics, 10 August 2016, and reporting devolution, 24 and 25 November 2016). Data Justice Lab research was reported in the Observer, New Statesman, Scientific American, a 15-minute feature on Sky News and a report from the Bureau of Investigative Journalism. The Coma and Disorders of Consciousness Research Centre contributed to over a dozen TV and radio

programmes including the main evening TV news channels and programmes such as the Victoria Derbyshire show.

The School **contributes to the sustainability and vitality of the discipline** through (in this REF period):

- **Serving as chair/vice chairs** of nine different **professional/subject associations** including the ICA, IAMCR and ECREA.
- **Advising/supporting other universities nationally and internationally** e.g. serving as external examiner for programmes at 27 universities, providing advice on research strategy, promotions and hiring for 53 UK institutions and 19 internationally, and examining PhDs at 87 universities across Africa, Australasia, Europe and North and South America.
- **Conferences:** we hosted 40 conferences, including the biannual “Future of Journalism” Conference (2015, 2017, and 2019), the “Digital Citizenship and Surveillance Society” conference, and the “Data Justice” conferences (all attracting 200+ attendees). We have also organised public events around significant dates e.g. marking the 50th anniversary of the Aberfan disaster with a conference bringing together survivors, families, documentary-makers and photojournalists. School staff have also served as co-organisers of events internationally, ranging from the Fan Studies Network conference to a conference on Sexual Politics in Russia.
- **We host regular secondments from other sectors** which have expanded our cross-sector impact and synergies (e.g. ‘yello brick’ producer joining JOMEC to work on creating an immersive wayfinding experience for National Museum Wales and BBC Wales) and we run a **visiting scholars programme**. The latter initiative brought 56 scholars to JOMEC in this REF period from across the world, leading to the development of cross-cultural research, successful grant applications, and ongoing intellectual synergies. This includes Bowman’s work with Ma Xiujie around Martial Arts studies; Allan & Peters’ articles and forthcoming book on visual citizenship; and the development of Memorandum of Understandings with several Universities and ongoing hosting of their PhD students (e.g. MoU agreed with Shahzad Ali when visiting from Bahauddin Zakariya University, Pakistan, resulting in two of their PhD students joining us so far). Several visiting scholars have returned to JOMEC to do PhDs (e.g. Gursoy, Lecturer at Ankara University, is completing her doctoral studies with us on coverage of human rights in Turkey). In addition, visiting scholars help resource the rapid translation of research into timely impact (e.g. establishing a global hub on risk journalism and Covid-19) and embed research-industry-teaching synergies (e.g. O’Callaghan, former Head of News BBC Wales, now leads our postgraduate module “Reporters and Reported”).

In addition, we have contributed to the field through drawing together emerging research and theory in 25 **journal special issues** and a dozen **edited books** addressing, for example, 24-hour news (Cushion and Sambrook, 2016); photojournalism (Allan, 2017) and citizen journalism (Allan and Thorsen, 2014). Additional edited volumes include: “Journalism, Gender and Power” (Carter et al 2019); “Critical Perspectives on Social Media and Protest” (Dencik, 2015); “Challenging History in the Museum” (Kidd et al., 2014); “Citizen Media and Practice” (Stephansen and Treré, 2019); “Compromised Data” (Elemer, Langlois, Redden, 2015); “Humanitarianism, Communication and Change” (Cottle and Cooper, 2015); and “To Exist is to Resist: Black Feminism in Europe” (Emejulu and Sobande, 2019).

We also collate **key texts designed to inform research-led teaching** (e.g. “Handbook of Journalism Studies” and “The Routledge Companion to Media and Gender”) and contribute to volumes such as the “SAGE Handbook of Digital Journalism”, “Routledge Companion to Digital Journalism Studies”, “International Encyclopedia of Journalism Studies”, and the Oxford Research Encyclopaedia series). Staff have also contributed to teaching development through funded projects (e.g. our HE project “Teaching and learning issues in the disciplines”).

More broadly we contribute to developing research fields through **serving as editor/co-editor** for eight journals and sitting on the **editorial boards** (and **refereeing**) for another 72 and **editing six book series** e.g. Cottle is the series editor of “Global Crises and Media” (Peter Lang, more than 30 volumes published so far). Staff have also refereed book proposals for 44 different academic publishers.

We also referee grant bids, serving on the AHRC and ESRC peer review colleges and conducting reviews for another 40+ funding bodies, including the European Commission and the Leverhulme Foundation, as well as funders in Australia, Austria, Belgium, Canada, Cyprus, Denmark, France, Hong Kong, Ireland, Israel, Italy, Kazakhstan, Norway, Qatar, Spain, Switzerland and the USA.

Our contributions to the discipline were recognised through **81 keynote addresses** around the world in this REF period, including major subject association conferences. We have also held **visiting/honorary appointments and fellowships** in **16 different countries** e.g. Honorary Professor at the Universities of Melbourne and Tasmania, and a Faculty Fellow of the Centre for Cultural Sociology at Yale (Cottle), Visiting Fellow at the University of Bremen (Kyriakidou; Dencik).

Other recognition includes Wahl-Jorgensen receiving an honorary doctorate from Roskilde University, Denmark; she was also elected a Fellow of the International Communication Association. Kitzinger and Lewis were elected fellows of the Learned Society of Wales, and Kidd a fellow of the Royal Society for the Arts. **Prizes/awards include:** Treré's Outstanding Book Award from the ICA Activism, Communication and Social Justice Interest Group; Lewis won the 2019 Cardiff Life Civic Impact Award (with Creative Cardiff); Dencik was selected by the Hay Festival (2017) as one of the Hay 30 – a group of 30 young novelists, scientists, philosophers, performers and activists who 'will help shape the world in the next 30 years'; Payson's work won a Welsh Crucible Prize; and Kitzinger's work made Cardiff University joint runner-up for the Guardian's project of the year award (2015), and won an ESRC impact prize (2015) and the British Medical Association's (2015) award for 'Information on Ethical Issues'.

4.3. Covid-19 response – an example of collaborations and contributions

The School's commitment to socially engaged research, and our supportive research environment, has been amply demonstrated in our response to the pandemic. Within months of the first lockdown, we deployed seed funding, resource from existing projects, and our networks across the school and internationally to deliver new research including:

- an analysis of broadcast news and diary study of people's understanding of Covid-19 (Cushion et al);
- a study of press coverage of the crisis for cultural and creative industries (Allan et al);
- a survey of 200+ creative freelancers to assess government policies for the self-employed (Lewis et al);
- contributing to a questionnaire study across 42 countries looking at children's media use in the pandemic (Carter et al);
- a survey exploring how Black people have been impacted (Sobande)
- We also won a British Academy grant to look at "The impact of the COVID-19 pandemic on community journalism start-ups in the UK" (Wahl-Jorgensen).

Alongside such research we delivered webinars on broadcasting in lockdown and toolkits for journalists reporting on Covid-19; briefed senior news editors on accuracy when covering diverse lockdown rules across the UK; set up initiatives to help community journalists; held a series of webinars with those in charge of creative industry support and collated information and advice for creative companies and freelancers.

Additional initiatives included:

- contributing to a Welsh Parliamentary Committee report on the pandemic's impact on journalism and local media;
- compiling evidence about data management and coronavirus contact tracing;
- delivering commissioned guidelines on media policy and communication for the Wales NHS confederation;
- initiating special issues on the pandemic (in "Digital Journalism" and "Journalism Studies");

- establishing a new blog platform dedicated to amplifying the voices of people from the Global South. The blog platform project has already generated a peer-reviewed journal article (“The rise of the data poor: the COVID-19 pandemic seen from the margins”, Treré & Milan, 2020, “Social Media and Society”) and a 2020 edited book (with 47 contributions by 75 authors in five languages).

In summary, we have an empowering, agile and thriving research culture. Since the last REF, we have:

- increased our research income, with a focus on high impact projects and successful partnerships;
- invested in action-research initiatives which have become powerful agents for change;
- strengthened policies around EDI and become significantly more diverse than in REF2014;
- further improved our approach to PGRs and engaged increasing numbers of RAs attached to a wide range of funded projects;
- continued to research at local, UK-wide and international levels, with staff playing key leadership roles and making significant contributions to the discipline and to society.