Dr Jaeyeon Choe in Faculty of Management successfully co-organised and co-chaired the Nexus of Migration and Tourism: Creating Social Sustainability Symposium, with Vietnam National University, University of Social Sciences and Humanities in Hanoi, 20–21 September 2018.

During the symposium, very diverse and international papers from over 15 countries and various disciplines including tourism studies, hospitality management, cultural anthropology, human geography, sociology and marketing were presented. The presentations were followed by interesting questions and discussion.

We had the honour of having four world renowned keynote speakers present:

Prof Michael Hitchcock, Goldsmiths, University of London
‘A tale of two cities: Tourism and social sustainability in Hong Long and Macau’
The keynote speakers provided inspiring talks and provoked discussion whilst suggesting future directions for research on migration, tourism and social sustainability. Whilst chairing sessions, they mentored junior researchers and local Vietnamese scholars, which was both kind and helpful.

Despite rapid tourism economic development, and research into labour and employment, research hasn’t caught up to the rapidly changing issues, such as tourism linked migration, precarity of employment and social and cultural aspects of sustainability. Thus, we discussed, reflected and developed upon issues pertaining to sustainability and the nexus of migration and tourism. We were particularly interested in the complexities of trends, issues, challenges and opportunities around migration linked tourism, which remains a relatively minor part in the field of tourism.
As a follow up step, Dr Choe is organising ‘Migration and Tourism: Creating Social Sustainability’ special issue in the Tourism Geographies Journal (http://www.tgjournal.com/). This call is with the support of the editor in chief and one of the keynote speakers, Prof Alan Lew. The Tourism Geographies Journal is one of the top journals in both tourism studies and geography, with a high impact factor. We expect to have quality articles in this issue directly from the symposium presenters and beyond.

It was also great to see local Vietnamese scholars present their work. The international participants learned a lot about opportunities, challenges and issues in Vietnam tourism. Supporting the local Vietnamese scholars work to be published in an international journal, Dr Choe is organising another special issue, ‘Tourism and Sustainable Development in Asia’ in the Journal e-Review of Tourism Research. Growing quickly with the new editor-in-chief, Dr Cody Paris, this journal is open access, and the editorial board are very supportive of early career researchers, graduate students, and international scholars. We are very happy to encourage local scholars, who, with English as a 2nd or 3rd language, often find obstacles publishing.

The symposium also offered a formal yet interactive and fun networking workshop to discuss how to build educational links, work on grant projects or publications across disciplines, institutes and continents.

The local host, Dr Long, Dr Dung and Dr Nhat and other academic staff and students at Vietnam National University, University of Social Sciences and Humanities all worked very well together, and they showed exceptional Vietnamese hospitality throughout. This has been an excellent international collaboration project, and we look forward to collaborating again in the near future.

[VNU University of Social Sciences and Humanities Event Management students did a wonderful job assisting the symposium. Well done!]

Tags: humanities social sciences Symposium Vietnam

March 27, 2018

British Academy Small Grants – Spring Round

The call for the next round of BA/Leverhulme Small Research Grants has been announced and will be open from 11th April 2018. The call closes at 5pm on Wednesday 6th June 2018.

Scheme notes will be available from 11th April, but you can read last year’s BA scheme notes for applicants and BA FAQs (we do not expect them to change dramatically, if at all.)

Due to the expected high demand, we ask that if you are interested in applying to this call then please send your intention to bid form to your Funding Development Officer by 2nd May, after this date no new applications will be accepted.
Timeline

The call closes at 5pm on **Wednesday 6th June 2018**.

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<tr>
<th>Date</th>
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<tr>
<td>11th April 2018</td>
<td>Call Opens – start reading guidance</td>
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<tr>
<td>2nd May 2018</td>
<td>Intention to bid forms to be submitted to your faculty funding development officer.</td>
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<td>31st May 2018</td>
<td>Nominated referee supporting statement to be completed via FlexiGrant</td>
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<td>30th May 2018</td>
<td>Your final application must be submitted on FlexiGrant by this date at the latest.</td>
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<td>31st May - 6th June 2018</td>
<td>Institutional checks to take place by RKEO</td>
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**Why not get involved in Being Human Festival of humanities?**

The UK’s only national festival of the humanities, will be returning for fourth year between **17-25 November 2017** and number of grants to support public engagement activities is being offered!

The festival theme this year is ‘Lost and Found’.

To apply for a ‘Small Award’, a ‘Hub Award’, or apply to take part with an event that does not require funding from the festival visit the [Being Human festival website](#).

There are also now a number of case-studies on the website which should be useful if you are thinking of applying.
The value of providing undergraduate students with experience of conducting first hand, empirical research is widely recognised. As a social anthropologist, I’ve long been interested enabling students to discover and engage in ethnographic research. I’m presently developing a new taught unit in which for our BA Sociology and BA Sociology and Anthropology students will carry out ethnographic projects developed in collaboration with local community organisations. This endeavour necessarily poses challenges. One of them is time. Undergrad students’ learning is divided into units delivered over semesters, but a semester is very short time frame in which to design, carry out and write up an ethnographic project. The other is the nature of the collaboration with the non-academic partner, whether that be an NGO, community group, local government partner etc. How can this collaboration be shaped in a way which is beneficial to both parties?

This term I have visited IUPUI (Indiana University Purdue University in Indianapolis), USA. IUPUI is a public university in which dialogue and engagement between faculty and students, on the one hand, and citizens, organisations and businesses, on the other, is a priority for both teaching and research. My visits have provided me with an opportunity to see a diverse range of ways in which this dialogue is promoted and sustained. Here I will summarise some of the strategies I have seen in action at IUPUI which are most pertinent to the kinds of collaborative, community-engaged student ethnographic projects I hope to develop at BU.

1. Investing time
The importance of investing time in developing relationships with local organisations which will have a stake in the research cannot be overstated. Whoever the partner is and whatever the nature of the collaboration, the project is enormously enhanced when both parties make time to talk to each other, arrive at a suitable, realisable aim of the project, and figure out how they are going to achieve it within the fixed timescale. This is of course easy to state and much harder to realise, as it involves all parties investing a very scarce resource, time, into the process. I followed an ethnographic research methods course closely during my visits, a project exploring urban regeneration within a low-income neighbourhood. This made clear the benefits of that early investment of time. Both the academic course leader and management, staff and volunteers at the community development organisation in the local area set aside considerable time in identifying the possibilities and foci of student research projects, long before the teaching proper started. This communication and collaboration also continued throughout the course itself, adjusting to changing and contingent circumstances as the student research projects progressed.

2. Framing the question
Central to the process above is negotiating the research question; what is it that the students will research and why? The question needs to address the interests and priorities of both partners. It must contain the potential for students to formulate their empirical focus and interpret their data in the light of theories and critical questions within their disciplines.
and to produce findings which are of some benefit or use to non-academic partners, organisations and citizens. At IUPUI, I found out about series of student projects on urban development issues such as poverty, homelessness, housing, city regeneration strategies, gentrification and food production and consumption, to name some of them. These kinds of topics resulted in findings and interpretations which had both critical value as pieces of academic work and practical value to local people and organisations.

3. Moving teaching to community settings
I closely followed two courses which were taught off-campus in community settings – one in a church / community centre, the other in a women’s correctional facility. The success of any ethnographic project hinges on proximity and familiarity and so establishing this sense of closeness is obviously of enormous value to students. Teaching in a setting within which students will find an immediate mutuality of interest in their engagement with the people and organisations they are going to study helps students think of themselves as ethnographers. It provides the basis for developing relationships, trust, access and cooperation within the community, and for fostering local understanding of what the project is about. This is also a valuable experience that students take with them into their future careers.

4. Finding (new) ways of disseminating the research findings
Academics at IUPUI employed many different means of disseminating their students’ research projects and findings, enabling it to reach audiences within but also well beyond the city itself. Students were strongly encouraged and sometimes financially supported to attend national and international conferences. Funding was raised for publishing pamphlets, books and eBooks about their empirical studies and findings. Time was invested in developing impressive academic blogs and websites about their research. I provide a few links to just some of this fantastic work below. I have gained many insights, ideas and sense of possibilities from my visits to IUPUI, and I’d like to extend my warm thanks to all colleagues and students whom I had the pleasure of meeting. Special thanks to Professor Susan B. Hyatt, whose scholarship inspired my visits and who made the whole thing possible in a practical sense.

Links to some online examples of IUPUI collaborative student research and scholarship:

– The ‘Neighborhood of Saturdays’: Student research project about urban multi-ethnic neighborhood in Indianapolis.
– ‘Eastside Story: Portrait of a Neighborhood on the Suburban Frontier’: Student project exploring historical change and community identities in a suburban area of Indianapolis.
– ‘Urban Heritage? Archaeology and Homelessness in Indianapolis’: A student project using archaeological methods to explore experiences of homelessness.
– ‘Ransom Place’ project: Collaborative project on culture, consumption and race in an African American neighbourhood in Indianapolis: http://www.iupui.edu/~anthpm/ransom.html

Tags: anthropology, collaboration, collaborative research, ethnography, Fusion, Fusion Investment Fund, humanities, public engagement, research, social sciences

June 16, 2015

The Politics of Societal Impact: Community Development and Critical Scholarship

BU research, Fusion, Public engagement, student research, Uncategorized

Rosie Read
How can we do research that engages with communities in a genuinely collaborative way? What kind of research produces findings which address critical questions about the structural issues and problems faced by communities, but which are also of practical and transformative benefit to them? If these two objectives pull researchers in different directions, what kind of balance can be struck between them?

These are questions I have been pondering during two visits this semester to IUPUI (Indiana University Purdue University Indianapolis), in Indianapolis, USA. This is a university which places strong emphasis on the importance of community collaboration and engagement in scholarship and education. During two visits, I have particularly followed the community engaged work of Professor Susan Brin Hyatt.

I have known Professor Hyatt since June 2013, when she came to Bournemouth University to give a research seminar presentation about urban ethnographic research projects she and her students had undertaken in Indianapolis and Philadelphia (e.g., Hyatt et al 2012, Hyatt et al 2009. See also Hyatt 2001). During her visit we talked a lot about our common scholarly interests and discovered that we had a shared interest in the British Community Development Projects (CDPs) of the 1970s. The CDPs provide a very interesting example of the politics of using academic knowledge to bring about social change – or what we now call (societal) impact.

Initiated in 1969, the CDPs were a major social policy initiative, by the standards of then and now. There were twelve CDPs across the UK – mostly based in urban, industrial areas affected by economic decline, job loss and poverty. CDPs were set up with the aim of using community action to tackle various social problems associated with poverty and develop more integrated forms of service provision which responded to the local population’s needs. Each of the twelve CDPs incorporated a research team based in a university, and an action team based in the community, accountable to a local steering group. The idea was that social science knowledge and methods should both inform and support the development of local projects. The CDPs had an estimated budget of £5 million – a lot of money in those days. Most of the funding came from central government, but local CDPs operated with a high level of autonomy.

It is interesting to reflect on the CDPs from today’s vantage point. This was the creation of an ambitious infrastructure, across 12 regions, linking universities and academic researchers directly with community workers and activists in poor areas, with the explicit aim of enabling social science to inform social transformation. It is hard to imagine such a wide-ranging initiative emerging now, backed up by an equivalent budget from central government departments, in spite of widespread current concerns about growing use of food banks, zero hours contracts, high levels of in-work and child poverty and obscene income and housing inequalities; the kinds of problems which, some argue, are far more endemic now in the UK than they were in the 1970s.

Yet the CDP story is one in which two conflicting explanations of the causes of poverty unfolded (Loney 1983). The politicians and civil servants who set up the CDPs assumed a social pathology definition. They understood poverty to result essentially from the actions and beliefs of the poor themselves. From this viewpoint, what was needed was better, more joined up local services to help the poor to improve their skills and lifestyles, and become better adapted to the new
economic realities of deindustrialisation. By contrast, those who worked for the CDPs quickly abandoned this definition of poverty in favour of a more structural perspective, attending to how social and economic policies reflected within corporate and government decision-making directly and indirectly gave rise to poverty and related social problems. In effect the CDP researchers, workers and activists refused to ‘localize’ the cause of the issues they tried to tackle. Their structural perspective informed how community action and research was used to engage, inform and mobilise local populations, and transform people’s lives for the better. This brought about many positive changes in areas in which CDPs were active and left some important legacies. However, this kind of impact was not what the government had in mind. CDPs were eventually wound down in the late 1970s, by which time politicians and senior government officials had mostly switched off from considering the implications of their findings for social policy at a wider level.

Although this was forty years ago, the CDPs have a strong contemporary resonance. Many of the problems tackled by the CDPs (poverty, insecure low paid work, unemployment) continue today, as do debates over how to deal with them. The activism and scholarship produced by the CDPs illustrates vividly how attempts to bring about positive change (to make an impact) in poor communities necessarily depends upon definitions of poverty which are always, inescapably political, whether or not they are recognised as such. As part of her research on British CDPs, Prof Hyatt and her colleagues at IUPUI have created a unique and extensive digital archive of many CDP reports, publications and photographs. This is an excellent resource for both teaching and research and I would like to recommend it to all colleagues interested in the issues discussed here.

References


April 27, 2015

Representations of PR – online resource

In the public relations field, characters such as Edina in Absolutely Fabulous and the foul-mouthed spin doctor Malcolm Tucker in The Thick of It are well known, as are terms like “PR success” and “PR disaster”, even though the events may have little to do with public relations practices or activities.
Apart from one US researcher, Professor Joe Saltzman of the University of Southern California, there has been little investigation of representations of public relations in books and entertainment media.

Working with colleagues in Australia, Sweden and the US, Professor Tom Watson of the Faculty of Media & Communication developed the PRDepiction blog: https://prdepiction.wordpress.com/ in 2012.

"We wanted to create a resource that would offer a catalogue of books, films, TV and radio, as well as articles, and encourage interdisciplinary research," said Professor Watson.

As the blog has a relatively simple structure, additions and amendments can be made quickly. It has just been overhauled with a new look and revisions and more entries.

"PRDepiction has grown over the years and become more international. The latest additions include TV series in Australia and the UK, and a three-book series on a fashion PR guru from Australia," said Professor Watson.

Additions can be sent to PR Depiction as blog Comments or to twatson@bournemouth.ac.uk. The blog also has a Twitter address, @PRDepiction.

PRDepiction’s Twitter logo

Tags: collaborative research, humanities, interdisciplinary, international collaboration, public relations, publishing, research, social sciences

January 26, 2015

31 publications by January 31st!

My contribution to the BU Research Blog this year started on 3-1-2015 under the heading First BU publication of 2015. I soon discovered that with loads of journals publishing their first issue of the new year in early January and books being published early in the new year (rather than late in the previous one) the Faculty of Health & Social Sciences had quite a few new publications lined up. It seems a nice idea to write another BU Research Blog under the title ‘20/20’ referring in our case to twenty publications by January 20th with wordplay on the 20-20 perfection vision. But before January 20th the Faculty of Health & Social Sciences had already more than 20 publications.
The plan changed to report 25 publications by January 25th. This time the title in my head was 'In the month 25-25 ...' a poor wordplay of the song 'In the year 2525'. In The Year 2525 (Exordium & Terminus) was a hit in my youth (in the late Sixties by the US duo Denny Zager and Rick Evans). Unfortunately, this plan was short-lived too as I was made aware of several publications by Faculty of Health & Social Sciences colleagues in the space of three days.

Hence the final attempt '31 publications by January 31st!' (published today 26th January) before I find out about further publications!

Prof. Edwin van Teijlingen
Centre for Midwifery, Maternal & Perinatal Health
Faculty of Health & Social Sciences

The list of 31 Faculty of Health & Social Sciences publication for early 2015, comprising 21 papers and ten book chapter:


2. Jonathan Williams and his colleagues at Cardiff University published: 'Development of a computation biomechanical model for the investigation of infant head injury by shaking' Medicine, Science and the Law, http://msl.sagepub.com/content/early/2014/12/30/0025802414564495.abstract


13. Hundley, V., Luce, A., van Teijlingen Do midwives need to be more media savvy? MIDIRS (accepted).


Book chapters:


2. PhD student Sheetal Sharma is co-author of a book chapter called ‘Customs and believes surrounding newborn babies in rural areas’ published The Dynamics of Health in Nepal et al. by Himal Books, Nepal.


Funding Opportunity: The International Partnership and Mobility Scheme

The International Partnership and Mobility Scheme aims to support the development of partnerships between the UK and other areas of the world where research excellence would be strengthened by new and innovative initiatives and links.

In this round the Scheme is open to three-year and one-year awards for research partnerships between scholars in the UK and scholars in Africa, Latin America and the Caribbean, the Middle East, Eurasia, South Asia, East and South-East Asia. Please note that applicants must be of postdoctoral or equivalent status. Research must be in the field of the humanities or social sciences.

Both a principal applicant and co-applicant are required for this scheme The principal applicant must be ‘ordinarily resident’ in the United Kingdom, the Isle of Man or the Channel Islands and must be able to demonstrate that they will be based at their present employing research-active institution in the UK for the duration of the award. The co-applicant must be an academic based in a research-active institution in Africa, Latin America and the Caribbean, the Middle East, Eurasia, South Asia, East or South-East Asia and must also be able to demonstrate that they will be based at their present employing institution for the duration of the award.

The 2015 round is now open for applications. The deadline for applying will be **Wednesday, 11 February 2015 (17:00 pm UK time)**.

Applications must be submitted via e-GAP2, the Academy’s electronic grant application system, but please note that preliminary enquiries should be directed through the RKEO Funding Development Team.

Applicants are asked to read the International Partnership and Mobility Scheme Notes before beginning an application. For further information about the scheme, please follow the link.
This spring semester, thanks to a Fusion CCCP grant, we’ll be turning our BU research into interactive media, designed for making an impact.

If you are like me, dishwashing, hanging laundry, answering emails and even updating your BRIAN profile are more fun than writing academic papers. Beyond the jargon, peer review terror and endless citations, there is something sad about paper writing. Like a farewell party for long-time friend, the paper is a bittersweet goodbye. It is when we send our research off, delivering its findings into the abyss of academic journals, hoping to eventually be discovered and read.

But increasingly, academic writing isn’t the only tool at our disposal for making our research heard. As the impact agenda expands, alongside it, interest in public engagement and social media grow. Unlike most academic journals, with strict limits on figures and black and white print, online platforms are hungry for colour and creativity. Online, image is king and curiosity brings clicks. If a picture was once worth 1,000 words, today a media interactive is worth 10,000.

With many online platforms freely available to visualise our data, making information beautiful has never been easier. So, why not make our own? That’s the question I asked myself last year. Rather than pulling out the drying rack or deleting the ‘pending’ neurological mice studies from BRIAN’s list, I decided to give google maps a go.

Mapping the Media

Bored of traditional content analysis in my field of Media Studies, and taken by the toys of Geographers, I began my very first research map. All it took was a google account, a google alert, and about five hours a month for data input. A year later, an interactive dataset was born.

![Map of Media](image)

With over 25,000 views and copied onto news articles and blogs around the world, this map tells a different story about my research and the world we live in, one that I could never capture in linear prose. It opens up new audiences to the data, and in an instant reveals insights into conflicts and communities—and the ways they are mediated. Click deeper and you’ve got a global sample of news coverage from around the world to explore as you wish, offering features no academic article alone could provide.

But, alas, it wasn’t very pretty. So I went in search of real map-makers. With the support of An AAG Enrichment Grant for interdisciplinary scholars, I presented my ragtag version at the American Association of Geographers in 2014, arriving with a plea for help. And as luck would have it, help sat in my audience. Matt Ellis, a geography student from Texas Christian University, came on board, teaching me about ‘coordinates’ and CVS files. Matt created a series of maps, designed and hosted for free at CartoDB. Making these media maps opened my eyes to the possibility of the ‘disciplinary mash-up.’ Digital technologies allow us take apart and reassemble our methodologies, sharing interdisciplinary work online to wide audiences.
From Google Maps to Fusion Grants

With a little imagination and a bit of collaboration, our research can be expressed in new and creative forms. What began as a temporary escape from the doldrums of peer review publishing, has turned into a new, cross-school research initiative here at BU. Supported by a Fusion CCCP Grant, between January and July 2015, myself, Nathan Farrell, Dan Jackson, Robert Munday, Shelley Thompson and Einar Thorsen from the Media School will be working with Hamid Bouchachia of the Data Science Institute, geographers Duncan Golicher and Phillipa Gillingham of the GIS lab, and Impact Manager Rebecca Edwards from RKEO to co-create a model for visualising research here at BU.

This project combines traditional approaches for understanding datasets in the social sciences and humanities with geospatial and artistic design practices. Working in co-production with our students, our project embraces digital techniques for orienting output toward public engagement. Bringing in international experts from the Tactical Technology Collective, the New Media Lab and Visualising Impact for a Masterclass in Visualising Data for Societal Impact, our Fusion project will connect up BU research with the growing fields of information design and data communications, putting BU’s innovations in digital humanities and digital social sciences on the academic map.

So next time you’re tired of writing, consider making a map. Or an infographic. A collage or a GIF. A comic strip or a meme. Don’t feel guilty for not writing that paper, take a break from typing and have a play.
The next book in the series, *Latin American and Caribbean Perspectives*, is due for online publishing by Palgrave Macmillan in its Pivot series next week. The hard copy will follow in 3-4 weeks’ time.

And the manuscript on *Western European Perspectives* will be submitted next week, too.

Busy times for PR history scholarship and publishing!

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**Congratulations to Malala Yousafzai!**

The Centre for Midwifery, Maternal and Perinatal Health would like to take the opportunity to congratulate 17-year old Malala Yousafzai on winning the Nobel Peace Prize. Her call for education for every child, especially every girl, is praiseworthy. But her work is more than a local activism; she put her life at risk. Two years ago she was shot in the head by the Taliban for advocating the education of girls and women!

We know from our research in Nepal that educating girls has all sorts of positive effects. For example, it means they are likely to marry later, with is associated with having the first child later and having fewer children in total. This in turn means they have a greater chance of survival in childbirth. In Nepal the overall literacy rate (aged 5 years and above) rose from 54.1% in 2001 to 65.9% in 2011, but women (57.4%) still lag behind men (75.1%). We have seen a reduction in maternal mortality over the past two decades, which is in part driven the increase in education levels of girls.

As educators we feel strongly affiliated with her calling, but we must acknowledge that Malala was one of two winners this year. We would also like to congratulate Indian Human Rights Activist Kailash Satyarthi. Mr Satyarthi fights the grave
exploitation of children for financial gain.

Malala is not only part of the minority of women who have ever won the Nobel Peace Prize, she is also the youngest ever to win the award!

Prof. Edwin van Teijlingen
CMMPH

October 6, 2014

When telling tales is good!

The RCUK Digital Economy Theme ‘Telling Tales of Engagement’ Competition 2014

The RCUK Digital Economy Theme is running a competition designed to help capture and promote the impact that your digital economy research is having. Three prizes of £10,000 are available to support researchers to further tell the story of your research impact in an interesting and engaging way to a wider audience.

Key Dates

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<tr>
<td>Call for EoIs launched</td>
<td>05 September 2014</td>
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<tr>
<td>Deadline for EoIs</td>
<td>19 November 2014</td>
</tr>
<tr>
<td>Panel and Funding decision</td>
<td>06 December 2014</td>
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<tr>
<td>Award duration</td>
<td>From January 2015</td>
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Summary

The RCUK Digital Economy Theme (DET) is running a competition designed to help capture and promote the impact that your digital economy research is having. Three prizes of £10,000 are available to support researchers to further tell the story of your research impact in an interesting and engaging way to a wider audience. The competition, which has been co-developed with the National Centre for Universities and Business (NCUB), is designed to produce very informative case study exemplars which can be used to help the wider research community develop understanding of the nature of a pathway to impact. It aims to encourage applicants to tell a story to describe the pathway to impact which actually occurred. This should be even more informative because understanding how impact arises is key to planning for future impact pathways. They want the stories to portray impact as including what capability has changed outside the
institutions, and what benefits that exercising this capability change has then delivered. Each “Tale of Engagement” should show how the actual impact arises and the evidence of the impact itself and will thereby show clearly the link between the impact and the research. Choosing how to tell the story should reflect the nature of the story itself. The story should stimulate thinking on a more imaginative and illustrative ways to tell the tale of engagement and the resulting impact.

How to Apply
Please complete the form at the main call page [http://www.epsrc.ac.uk/funding/calls/tellingtales2014](http://www.epsrc.ac.uk/funding/calls/tellingtales2014), addressing the questions raised in “Scope of Competition” section and taking into account the “Guidance on completing proforma” notes below. Please ensure you include a single PowerPoint slide which summarises your entry in an interesting and engaging way.

**DEADLINE:** 12:00 (noon) on Wednesday 19 November 2014.

You can find further information here: TellingTalesOfEngagementCall

If you have any questions, then please do contact:

EPSRC
Dr John Baird 01793 444 047
Mrs Ruth Slade 01793 444 261
tellingtalesofengagement@epsrc.ac.uk

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**Visiting Spanish historian researches PR archives**

Since June 30, Professor Natalia Rodriguez Salcedo of the University of Navarra in Pamplona, Spain has been a visiting scholar at BU, based in the Corporate & Marketing Communications academic group in The Media School.

During a four-week period, she has undertaken detailed research in the archive of the International Public Relations Association (IPRA), which was the first major PR association established in Europe in 1955. The IPRA archive was developed by Professor Tom Watson in 2011.

It is an important source of information about PR’s evolution in the immediate post–World War 2 world and the field’s international expansion in the second half of the 20th century.

“Archives like that of IPRA are always difficult to find and provide essential material for PR historians,” said Professor Rodriguez Salcedo. She has also undertaken research at BU’s Library, including its special collection of historic PR books. As a result of her research, she and Professor Watson are exploring future research collaboration on the development of the PR sector in Europe, especially philosophical and practices approaches that evolved separately from the US.

Professor Rodriguez Salcedo also observed Professor Watson’s editorial and reviewing roles in developing a six-book series, ‘National Perspectives on the Development of Public Relations’ which is being published by Palgrave-Macmillan. She will be a contributor to the fifth book of the series, ‘Western Europe Perspectives’, with a chapter on the history of public relations in Spain.

During her stay Professor Rodriguez Salcedo, who is a member of the European Public Relations History Network, attended the 5th International History of Public Relations Conference at BU on July 2-3, at which she delivered a paper on the formation of the first Spanish PR consultancy and chaired a conference session.
Collating and editing six books on the history of public relations is one of the main projects being undertaken by Professor Tom Watson of the Media School during his FIF-supported study leave.

The books will be the first-ever study of PR’s history outside North America. Collectively the series is entitled “National Developments in the Development of Public Relations: Other Voices” and is being published by Palgrave in its new Pivot model.

The first book, *Asian Perspectives in the Development of Public Relations: Other Voices*, is now in production and will be published in May. It will be followed by Eastern Europe and Russia (being edited), Middle East & Africa, Latin America & Caribbean, Western Europe and a final book of essays on the theorisation of public relations history.

“In public relations literature for several decades, it was assumed that PR was an American invention,” Prof Watson said. “And American scholars nationally purveyed that world view. Since the start of the International History of Public Relations Conference at BU in 2010, it was evident that PR and informational/promotional communications have many sources which depend on social, political and cultural influences.

“This series will shift the historiography of PR and related methods of communication away from the US to the ‘other voices’ of the series title. It is an important development that keeps BU as a world leader in PR and media/communication history.”
An insight into the first decade of PR education in the UK has just been posted online. It is the archive of the Public Relations Educators Forum (PREF) from 1994 to 1999, its most active years. It can be found at: http://microsites.bournemouth.ac.uk/historyofpr/files/2010/03/PREF-Archive-1994-1999.pdf

Catalogued by Professor Tom Watson of the Media School, it illustrates the growth of PR education which began in 1987 in Scotland and a year later in England. PREF was founded in 1990 to bring the new cohort of PR educators together and help negotiate the academia-industry connection. As Bournemouth University (then Dorset Institute of Higher Education) was one of the first two UK universities to launch undergraduate studies in PR, the PREF archive also adds to university history.

It wasn’t an easy relationship with particular tension in the mid-1990s over industry’s attitude to the quality of graduates and its desire to impose a skills-led training curriculum on universities. This was resisted by PREF, as correspondence and evidence of meetings shows.

“This archive shows the teething pains of new academic-led education faced with industry’s desired for trained technicians. The positive news is that PR was an academic area in which women took leading roles from the outset,” Prof Watson said. The online archive contains copies of PREF’s newsletters and membership lists which show the rapid expansion of PR education in the UK.

The PREF archive is one of several projects to advance scholarship in public relations history being developed by Prof Watson during his Fusion Investment Fund–supported Study Leave.
Health, Well-Being & Society: New Wordle

The members of the Health, Wellbeing & Society theme have responded enthusiastically to the call to provide the five keys word reflecting their research interests and expertise. The new Wordle above was created Feb. 13th from all of those key words. Apart from presenting a pretty picture of colourful words, the Wordle provides a quick overview of the kind of research conducted by BU staff and PhD students affiliated with the theme.

Prof. Heather Hartwell leading the Health, Wellbeing & Society theme highlighted: “Our theme welcomes new members from across BU. This Wordle is, of course, snapshot in time. We shall up-date the Wordle regularly to accommodate new members joining and existing members developing new research interests!”

Prof. Edwin van Teijlingen
Centre for Midwifery, Maternal and Perinatal Health

Tags: BU research, collaborative research, Health, humanities, research, research professional, Wordle
The UK’s first national festival of the humanities has been announced! Taking place between the 15th and 23rd November 2014, the ‘Being Human’ event aims to engage the public with the best humanities research in the UK. Funding is available to facilitate participation, with money available to host an event including room and equipment hire, consumables and travel. Events which could be supported include workshops, exhibitions and installations, performances, film screenings, virtual or hands-on activities, hackathons and debates; this list is not exhaustive so be inventive! More information is available at http://www.sas.ac.uk/support-research/being-human-festival and the deadline for funding applications is 14 March 2014.

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AHRC a success for BU Part 2: The Media Story:

By Alex and Eva

Following yesterday’s Blog post on the Faculty of Science and Technology’s success, we would like to focus today on The Media’s success with AHRC. Over the last few years The Media School have a 44% success rate from 25 projects submitted with 11 funded.

So how can we replicate The Media School success?

Once again, Eva and I got on the bus to Talbot Campus and interviewed successful AHRC grant holder Dr. Bronwen Thomas to find out more...

What was your project about?

We have had two projects funded by the AHRC, the first was a research development award, and the current project supports a research network. Both look at the impact of digitisation on readers and reading.

How is it going?

It’s going well, the network is growing and our monthly blogs have helped to keep the discussion going between our scheduled meetings. We had a very successful public engagement event before Christmas, and we are currently planning a symposium to be held here at BU in June.

What do you want to achieve?
The main outcome for our project would be that the network remains active after the period of funding and that it helps support collaborative projects, including publications, involving our members.

**What gave you the edge, do you think?**

The fact that our research area is of key strategic importance to the funder, and that we were able to respond speedily and effectively to the call.

**In hindsight, what would you do differently, what advice would you give to others?**

The funding calls we applied for were limited in terms of the amounts available. The downside of this is that the PI ends up doing quite a lot of admin and planning work, leaving less time for scholarly research. So anything that could be done to reduce this burden would be helpful.

**Also any other comments/tips from your experience that is worth noting.**

We have been successful responding to specific calls under the highlight themes. Under the current system, this may become more difficult, as typically there are only a couple of months between the announcement and the deadline, but there does appear to be ongoing funding for the highlighted themes, so they are well worth looking at. It is important to demonstrate that your research is collaborative, cross-disciplinary and with genuine rather than tokenistic public engagement. But it’s also about showing that you can manage projects, that you are likely to work well together as a team, and that the proposed research and outcomes are doable.

For other hints and tips you should check out Dr Anna Feigenbaum posts on International, Interdisciplinary, Innovative: the AHRC brings grant bidding advice to BU.

*Don’t miss tomorrow’s edition, when we find out more about studentship block grants.*

Tags: AHRC, collaboration, collaborative research, funding opportunities, humanities, media, Research Councils

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