

# **CURRICULUM VITAE**

**Professor Peter Lunt RNMS, BSc, DPhil (Oxon), C. Psychol.**

## **Personal Details**

**Date of Birth:** 24/2/1956.    **Age:** 53.    **Nationality:** British.

## **Current Position**

Deputy Head of the School of Social Sciences, Brunel University and Professor of Media and Communication.

## **Education**

**BSc Psychology (First Class Honours)** University College London, 1979-1982.

**G.C. Drew Examination Prize**, 1982.

**DPhil (Social Psychology)** University of Oxford, 1983-1987.

## **Academic Positions**

**Lecturer**, Management Science Department, University of Kent at Canterbury, 1987-1989.

**Lecturer in Psychology**, University College London, 1989-1997.

**Senior Lecturer in Psychology**, University College London, 1997- 2003

**Reader in Social and Economic Psychology**, University College London, 2003-2005.

**Professor in Media and Communications** Brunel University, 2006-

**Head of Sociology and Communications**, Brunel University, 2006

**Deputy Head of The School of Social Sciences**, Brunel University, 2007-

## **Academic Activities**

### **Journal Editing**

**Journal of Economic Psychology**, Associate Editor, 1996-2003, 2006-2007.

**Journal of Economic Psychology**, Commentary Section Editor, 1996-2001.

**Journal of Consumer Culture**, Advisory board member, 2001-present.

**Communication Review**, Editorial Board member, 2000-present.

**British Journal of Social Psychology**, Editorial Board, 2003-present.

**Social Economics**, Editorial Board, 2006—present

**Memory Studies**, Editorial Board, 2007 – present.

**External Examiner**, LSE, Birkbeck, Bath, RHB, Surrey.

**PhD Examiner**, LSE, Goldsmiths, Exeter, Birmingham, Nottingham. Rennes (OU), UCL.

**Journal Reviewer**, *Behaviour Research Methods and Computers*, *the British Journal of Social Psychology*, *The British Journal of Psychology*, *The British Journal of Sociology*, *European Journal of Communication*, *European Journal of Social Psychology*, *Journal of Personality and Social Psychology*, *Social Behaviour*, *Journal of Economic Psychology*, *Journal of Environmental Psychology*, *Media, Culture, Society*, *European Journal of Social Psychology*, *Journal of Social Economics*.

## Grants Awarded

- 1 **Operation EXIT**, Linacre College, University of Oxford, 1986-1987. (£180,000). This was a field trial of aircraft safety that was funded by the Civil Aviation Authority and a variety of industrial sponsors. Directed by J. Vant, with R. Cecil, S. Livingstone, L. Jole and S. Henderson.
- 2 **The Cultural And Economic Conditions Of Decision-Making For The Sustainable City**. 1992-5. Grant from the European Community (£107,299) under Directorate General XII, Science, Research and Development, Contract no. EV5V-CT92-0151. Other grant holders: S. Livingstone, G. Myerson, Y. Rydin. I played a role in all stages of the research process and was particularly involved in managing the data collection and in organising the researcher's efforts, including training and supervising the researcher in interview methods.
- 3 **The Virtual Consumer: broadening the scope of Teleshopping**, an ESRC grant (£112,000) under the Virtual Society Programme. (1997-1999). I was the sole grant holder on this project.
- 4 **Risk and household savings behaviour**. (£160,000) with James Banks and Richard Blundell of the Institute of Fiscal Studies and the Department of Economics at UCL, ESRC (1998-2001). James Banks was the principal grant holder. I was a grant holder. We developed the proposal together and roughly half of the overhead came to UCL Psychology.
- 5 **AIMedia: Personal Advertising on Interactive Media**, an EC funded ESPRIT Project Number 26983 (1998-2001). The project leader is Professor Treleaven in Computer Science at UCL. I was one of the partners and £28,000 of this grant comes to the Psychology Department.
- 6 In collaboration with my graduate students have been successful in attracting funding for graduate students from a variety of sources: ESRC, BT, NCR, UCL postdoctoral interdisciplinary fellowship, UCL psychology department demonstrator positions, Greek and Turkish government scholarships. (over £200,000 worth of funding).
- 7 **Risk and its social contexts** (ESRC Priority Network. £2.3 million) (2003-8) Director Peter Taylor-Gooby I am the principal researcher for one of the projects in this network in collaboration with Sonia Livingstone (direct portion of grant to UCL £120,000).
- 8 **Co-evolving roles and technologies in the NHS: barriers and forces for change**. Collaboration with Ann Blandford at UCL. Funded under the ESRC E-Society programme (£180k)(2003-6)

- 9      **Research Consultancy** Consumers' Association – 4k in 2004-5 to research, give presentations and write articles on consumer policy issues.
- 10     **Research on Psychological Detriment in Consumption.** Office of Fair Trading (22k) 2004-5.
- 11     **Intelligent Awareness in the Built Environment.** DTI award in collaboration with Arup, Central St Martins School of Art and Design, Imperial College Computer Science department – award granted and contract under negotiation (total funds c £1m), 2005-2007.

## **Policy Related Activities**

### Financial Services Authority

I have served on a forum and two policy working groups at the Financial Services Authority.

Member of Consumer Education Forum 2000-2003

Member of Working Group examining the use of past performance data in advertising – report produced for FSA 2001

Member of policy working group, examining policy concerning helping consumers to understand risk in financial services, 2005.

### Office of Fair Trading

Commissioned to conduct research and produce a report on the psychology of consumer detriment – 2004 (Published as an OFT report in 2005).

Organised and chaired a workshop at the Office of Fair trading on the psychology of consumer detriment – June 2005.

Member of OFT Consultative Committee on Consumer Detriment (a cross regulator body to advise on developing OFT policy on consumer detriment (2005).

### European Commission

Invited participant in workshop in DGSanco on consumer policy implications of consumer harm chaired by the commission director general focusing on the relation between competition policy and consumer policy

Consultancy research and report on Consumer Detriment, prepared in collaboration with Europe Economics, 2006.

### Invited talks in policy contexts:

The Financial Services Authority (2 talks), DEMOS, IPPR, The Treasury, The Consumers Association (3 talks), The Office of Fair Trading (2 talks), EC DGSANCO, OECD Paris, International Conference of Enforcement Regulators (2005).

## **Presentations and Other Activities**

### Recent seminars at British universities:

Cambridge, Kent, UCL, Royal Holloway and Bedford College, Exeter, Oxford, LSE, Sussex, Hertfordshire, University of East London, Central St Martins School of Art, Oxford, psychology department, Oxford, Sociolegal studies centre, Brunel University.

### International invitations and recent conference presentations:

I have presented seminars at the Universities of California at Los Angeles, Kansas, Colorado Springs, University of Illinois at Urbana-Champaign, University of Bergen, Invited workshop contributions at Tilburg University Economics Department, Tilburg University Psychology Department, Musee National Des Arts Et Traditions Populaires Workshop on Material Culture, Paris. I was invited speaker at the British and Eastern European Psychology Group Conference, Slovakia (1995), and invited to present a symposium at the International Applied Psychology conference in San Francisco, 1998. European Science Foundation meeting in Berlin, 2002. History of consumption workshop, Beilefeld 2004. risk management workshop, Stuttgart, 2004. ICPEN Conference, Edinburgh, 2005; Workshop on Ernest Dichter, Vienna, 2005. European Communications Association Conference, Amsterdam, 2006; Invited workshop on liveness in television, Oslo University, 2006; International Communications Association Conference, Dresden, 2006; San Francisco, 2007; Montreal, 2008.

### **Other recent invited talks:**

Victoria and Albert Museum; Royal College of Art; DEMOS; Institute of Fiscal Studies; ESRC workshop on relations between the user community and social science researchers; ESRC Seminar on Consumption and the Environment; Advertising Association Conference, Financial Services Authority, Institute of Fiscal Studies., The British Association Science Communication Conference, 2005. Scarr launch conference, Kent, 2005. Lancaster University, launch conference for the Institute of Advanced Study, 2006.

### **Recent Activities**

Visiting professor Oslo University, March 2008.

Media Regulation. Seminar in the department of Media and Communications, Oslo University, March 2008.

Cambridge Media Ethics Conference, March 2008. Invited Paper on Virtue Ethics, Public Service and Media Regulation.

Freemantle Media Event, Madrid. Invited participant and speaker at an event for media and screen writers. April, 2008.

International Communications Association annual conference, Montreal: Paper *Oprah.com: civil society and the politics of recognition*. Top paper in Popular Communication award. May 2008.

Acted as a member of an international review panel of the department of Communications and Journalism, Hebrew University. This was a root and branch review of the department's research and teaching strategy and practice, involving an intensive visit to the University and the drafting of a report on the department to the Rector of the University. April, 2008.

Academic visit to China June 2008. Papers presented at Fudan University and SUFE.

### **Research supervision**

#### **Research assistant supervision:**

I have supervised the work of seven full time grant funded research assistants (Alison Grieg,

Liz Moor, Justine Blundell, Sarah Tanner and Flora Kokkinaki, Tanika Kelay, Laura Miller) on EC and ESRC grants. I have also supervised a number of part-time research assistants paid out of small grants (Paul Dickerson, Graham Calvert, Flora Kokkinaki and David Scott, Joe Ungemah, Melinda Neueu).

### **PhD student supervision**

#### **Completed**

Bengi Oner, 1992-1996 (completed, funded by the Turkish Government)  
Flora Kokkinaki, 1994-97 (completed, funded by the Greek government)  
Gina Alexandratou, 1994-1998 (completed, funded by the Greek government)  
Jo Bower, 1999-2000 (Completed, funded by ESRC)  
David Scott, (completed, funded by the Psychology Department at UCL)  
Paul Dickerson (Completed Self funding part time)  
Anne Adams, 1997-2001 (funded by ESRC/BT, with Dr. Sasse, Computer Science)  
Nadia Olivero 1999- 2003 (funded by NCR)  
Sacha Brostoff, 1997- 2004 (jointly with Dr Sasse, funded by BT, writing up)  
Joe Ungemah, 2001- 2006 (Overseas Student Award – Mphil awarded).  
Carole Boudeau (2006 – 2008)

#### **Current**

Catherine Lee (2006 – Present)  
Stefan Alexa (2006 – present)  
MiRi Moon (2007 – present)  
Lama Alhouniri (2007 – present)

### **Postdoctoral supervision:**

Armand D'Angour (funded by UCL interdisciplinary postdoctoral award, 1998-9)  
June Rathbone (Psychology department postdoctoral position, 2001-2)

## **Administrative Roles and Responsibilities**

### **Administrative responsibilities at UCL**

#### **Tutor to intercalating medics (1992 – 1994)**

This involved organising admissions, registration, arranging seminar teaching and personal tutoring for 40 students.

#### **Final year tutor (1994 – 1997)**

Involved personal tutoring, course registration and organising seminars for 100 students. In my role as third year tutor I introduced various innovations including open forum meetings to discuss issues.

#### **Careers liaison officer (1995 – 1997)**

In this capacity I have organised annual meetings within the department for final year undergraduates to give guidance and answer questions about prospects for postgraduate training. I organised and chaired an annual workshop with outside professional speakers on careers for graduates in psychology. This was a popular innovation in the department continues today. I also improved the display and availability of careers' information within the

department.

**Committee memberships:**

Psychology Department Teaching Committee (1993-1997).  
Social Studies Faculty Board.

**Research group management:**

My main effort in the past few years has been on organising the work of my research group (4 full time research assistants, graduate students and a postgraduate fellows). This is achieved through regular group meetings and individual supervision meetings plus a biweekly reading group in social psychology.

**Administrative duties at Brunel**

Head of Sociology and Communications Group 2006.

In January 2007 I took on the role of the deputy head of the new school of social sciences at Brunel with responsibility for learning and teaching.

My role has overall responsibility for learning and teaching issues within the school combining undergraduate and postgraduate taught programmes. I head a team which includes directors of undergraduate and postgraduate studies, administrative teams in the undergraduate and postgraduate offices, the school senior tutor and departmental undergraduate and postgraduate tutors. I also include heads of departments in the discussions and decisions on learning and teaching issues and act as an important source of information and advice to heads in the development of their strategies and practices. Formally, I chair the undergraduate and postgraduate committees and report to the school board and to the head of school. At the school level I am a member of the school management committee and the school promotions committee. I also sit on a number of university committees (deputy heads of schools, e-learning, careers. In addition I stand in for the head of school when he is on leave and represent him when required on university committees such as the Learning and Teaching Committee. Another critical dimension of my work is to establish and maintain the relationship between the school and registry, including quality and standards and with the University Learning and Teaching Development Unit.

I have given thematic priority to the following areas: integration of learning and teaching strategy across the school; review of administrative structures, processes and governance across the school and within departments; restructuring of undergraduate programmes in psychology, Sociology, Communications and Social Anthropology; development of e-learning strategy and enhancing the student experience.

**Learning and Teaching Strategy and Practice**

In the context of the establishment and integration of the new school I have given priority to the development of school learning and teaching strategy and practice.

There were two direct challenges to the establishment of school wide teaching and learning strategy and practice arising from the fact that two of the departments (Economics/Finance and Politics/History) were new to the school and therefore had been operating under a different school regime and the remaining three departments (Psychology, Sociology/Communications, Social Anthropology) had traditionally been part of the same department and therefore needed to develop

greater independence in their programmes and internal governance. In parallel the school had a new administrative team derived from the previous school structures – again the key issue here was that these administrators had been working under different school regimes.

I took the lead on all of these issues: linking the development of learning and teaching strategy to programme review and development, establishing a methodology for ‘reflexive review’ of administration, reviewing the structure and role of committees within the school, guiding departments in the development of self-governance roles and structures and integrating these with the school. All of these initiatives have been a success as indicated by positive reports from both a regulatory audit of the and academic programme reviews of the departments.

### **Academic Programme Review**

This has been a major effort. From the establishment of the school I worked to encourage a proactive and positive response to the impending academic programme reviews of the programmes across the school. I worked hard to persuade colleagues not to regard this as an empty audit exercise but to appropriate the process to their academic agenda, aims and purposes and to actively look to the academic programme review as a source of advice and information that could be used to feed into a major restructuring of academic programmes particularly in the former human sciences (Psychology, Sociology, Communications and Social Anthropology). The reviews have had positive outcomes, but more importantly, following the academic programme reviews I have actively guided the departments through the process of restructuring their academic programmes and major changes to undergraduate programmes in psychology, sociology, communications and social anthropology are scheduled for approval events over the next two months in time for the coming academic year.

### **Enhancement of relations between administration and academics**

I regard the relationship between the school (both academic and administrative strands) and the registry as of major importance and have developed innovative processes to this end. For example, in consultation with both quality and standards and academics within the school I developed a new process and standing committee for quality within the school for the approval of module/programme changes which has considerably enhanced and formalised the role of quality and standards officers in giving advice to academics prior to formal scrutiny in approval processes. This has led to a range of positive knock on effects in that strategy and documentation are developed and enhanced prior to formal scrutiny, quality issues are socialised amongst the academic community and an opportunity was opened up for academics to feed back concerns about university policy to the registry. This has also resulted in far greater transparency of the process of curriculum development and review across the school.

Within the school I have also worked to improve the dialogue between academics and administrators. I have introduced the idea of reflexive review of administrative structures and processes so that feedback from both academics and students feeds into a rolling review of administrative practices, processes and procedures and I have encouraged the deployment of the VLE as a means of making administrative information and documentation (both established and just in time information) more accessible to both students and academic staff.

### **E-Learning**

I have taken a strong lead in the development of the school’s e-learning strategy and practice. I have overseen the compulsory implementation of VLE presence for level 2 undergraduate modules and

have encouraged the take up of e-learning across the school. I led the school's participation in a review of good practice in e-learning and implemented a policy to introduce electronic submission of assessed coursework. Take-up statistics and university review of good practice indicate that these policies have succeeded and I am now preparing to extend these policies to level 3 undergraduate and postgraduate taught programmes. There has been a lively debate about these issues within the school which I have encouraged and participated in. Some of the concerns of academics about innovations in e-learning are well founded and have helped to shape an incremental approach to policy and implementation that is progressive whilst taking a precautionary approach to the risks involved.

### **Enhancing the Student Experience**

Brunel has not performed well in the NSS and there has been a university wide focus on improving the student experience. I established the role of school senior tutor to work alongside me to represent the students' interests and concerns at a high level within the school with a view to improving the tutorial system in the school, feedback, e-learning and enhancing our evidence concerning the student experience through research. Concerns about the student experience have also been a key input into programme restructuring and administrative review outlined above.

My management style combines the encouragement of dialogue and debate of learning and teaching issues and to establish policies and priorities through consultation. Communication at all levels has been critical to persuade individuals and groups to become proactive in meeting audit, assessment and approval by seeing these as an opportunity to develop and establish their academic goals. I have also challenged administration to work in partnership with academics and to be clearer about the importance and priority to be given to academic judgement. I put a strong emphasis on surfacing issues and potential sources of conflict or disagreement and aim to establish a context in which issues can be discussed, resolved and lead to positive outcomes.

### **External administrative responsibilities**

Elected member of the *British Psychological Society Social Psychology Section Committee*, 1988-1991, and 2002-2004.

Organised three *Annual Conferences of the BPS Social Psychology Section*, at Kent (1987), Bristol (1988) and LSE/UCL (2004). This is the annual conference of the British Psychological Society Member of *ESRC* work group reviewing relations between academic and user communities, May, 1998.

Member of the *Financial Services Authority Consumer Education Forum*, 1999 - 2001.

Member of *The Consumers' Association Panel of Research Experts* 1999-date.

## **Publications**

### **Books**

Lunt, P.K., and Livingstone, S.M. (1992). *Mass Consumption and Personal Identity: Everyday economic experience*. Buckingham, U.K.: Open University Press. ISBN 0-335-09671-9. 204 pages.

Livingstone, S. and Lunt, P. (1994). *Talk on Television: Audience participation and public debate*. London: Routledge. ISBN 0-415-07737-0. 201 pages.

Lunt, P. and Furnham, A. (1996) *Economic Socialization: The economic beliefs and behaviours of*



young people. Cheltenham: Edward Elgar. ISBN 1 85898 416 5. 213 pages.  
 Lunt, P. (in press, 2009) *Stanley Milgram*. London: Palgrave.  
 Lunt, P (in preparation) *Social Theories of Subjectivity*, London: Sage Publications.

### **Articles, Reports and Reviews**

- Tiller, D.K., and Lunt, P.K. (1985). Simindex. *Behaviour research Methods and Computers*, 3, 346.  
 Lunt, P.K., and Tiller, D.K. (1986). Intraclass. *Behaviour Research Methods and Computers*, 4, 398.  
 Lunt, P.K. (1988). The perceived causal structure of academic failure. *British Journal of Social Psychology*, 27, 171-179.  
 Vant, J.H.B., Hiorns, R.W., Cecil, R., Livingstone, S.M., Lunt, P.K., Jole, L.H., and Henderson, S. (1987). *Operation Exit*, Linacre College, Oxford.  
 Lunt, P.K. (1988). *Perceived Causal Structure and Attributional Reasoning*. Doctoral Dissertation, University of Oxford.  
 Lunt, P.K., and Livingstone, S.M. (1989). Psychology and statistics: testing the opposite of the idea you first thought of. *The Psychologist*, December 1989.  
 Lunt, P. K. (1989). The perceived causal structure of unemployment. In F. Olander and K. Grunert (Eds.) *Understanding Economic Behaviour*. Amsterdam: Kluwer. 107-120. ISBN 0 7923 0482 9.  
 Lunt, P. K., and Livingstone, S. M. (1990). Drawing the distinction between luxury and necessity. In S. E. G. Lea, P. Webley, and B. M. Young, (Eds.), *Applied Economic Psychology in the 1990s*. Exeter: Washington Singer Press. p. 600-609.  
 Lunt, P.K. (1991). The perceived causal structure of loneliness. *Journal of Personality and Social Psychology*, Vol. 61(1), 26-34.  
 Livingstone, S.M. and Lunt, P.K. (1991). Generational and life cycle differences in experiences of ownership. *Journal of Social Behaviour and Personality*, Vol. 6(6), 229-242.  
 Lunt, P.K. and Livingstone, S.M. (1991). Everyday explanations for personal debt: A network approach. *British Journal of Social Psychology*, 30 309-323.  
 Lunt, P.K. and Livingstone, S.M. (1991). Psychological, social and economic determinants of saving: comparing recurrent and total savings. *Journal of Economic Psychology*, 12, 621-641.  
 Livingstone, S.M., and Lunt, P.K. (1992). Predicting personal debt and debt repayment: Psychological, social and economic determinants. *Journal of Economic Psychology*, 13, 111-134.  
 Livingstone, S. M., and Lunt, P. K. (1992). Expert and lay participation in television debates: an analysis of audience discussion programmes. *European Journal of Communication*, 7(1), 9-35.  
 Livingstone, S. M., Lunt, P. K., and Slotover, M. (1992). Debating drunk driving: The construction of causal explanations in television discussion programmes. *Journal of Community and Applied Social Psychology*, 2, 131-145.  
 Livingstone S.M. and Lunt, P.K. (1992). Everyday conceptions of necessities and luxuries: Problems of cultural relativity and moral judgement. In Lea, S.E.G., Webley, P., and Young, B.M. (Eds.), *New Directions in Economic Psychology: Theory Experiment and Application*. London Edward Elgar. p. 28-48. ISBN 1 85278 462 8.  
 Livingstone, S.M. and Lunt, P.K. (1992). The practices and pleasures of shopping: an analysis of shopper profiles. *LSE Research Papers in Psychology* 92-25.  
 Livingstone, S. M., and Lunt, P. K. (1993). Un public actif, un telespectateur critique. *Hermès: Cognition, Communication, Politique*, 11-12, 145-158.  
 Livingstone, S., and Lunt, P. (1993). Savers and borrowers: Strategies of personal financial management. *Human Relations*, 46(8), 963-985.

- Lunt, P. (1994). Rethinking space and place: the transformation of cultural geography. *Environmental Psychology*, Vol. 14, 315-326.
- Livingstone, S., and Lunt, P. (1994). Se faire entendre dans l'espace public: Les femmes, la television et le citoyen-telespectateur. *Reseaux*, 63, 59-74. Reprinted in English in *The French Journal of Communication*.
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- Ave, G., Bobbio, L., Greig, A., Hebbert, M., Livingstone, S., Lunt, P., Mazza, L., Myerson, G., Piccolini, A., Pirre, G., Rydin, Y., and Zeppetella, A. (1994). *The Cultural and Economic Conditions of Decision-Making for the sustainable city*. Final Report to the European Commission.
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- Lunt, P. (1995). Review of Lee (1994) *Consumer Culture Reborn: The Cultural Politics of Consumption*. London: Routledge. *Media, Culture, and Society*, 17, 338-340.
- Lunt, P. and Livingstone, S. (1995) Changing forms of reality television: Towards a theory of the active audience. *LSE Research Papers in Psychology*, 95-03.
- Lunt, P. (1995) Television and the child: Between administrative and cultural studies approaches. In *Children, Young People and the Television Screen: A selective review of the literature*. London: LSE Media Research Group for the British Standards Council.
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- Lunt, P. (1996) Discourses of Savings. *Journal of Economic Psychology*. 17, 677-690.
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- Programming. *The Communication Review*, 7(4), 329-335.
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