



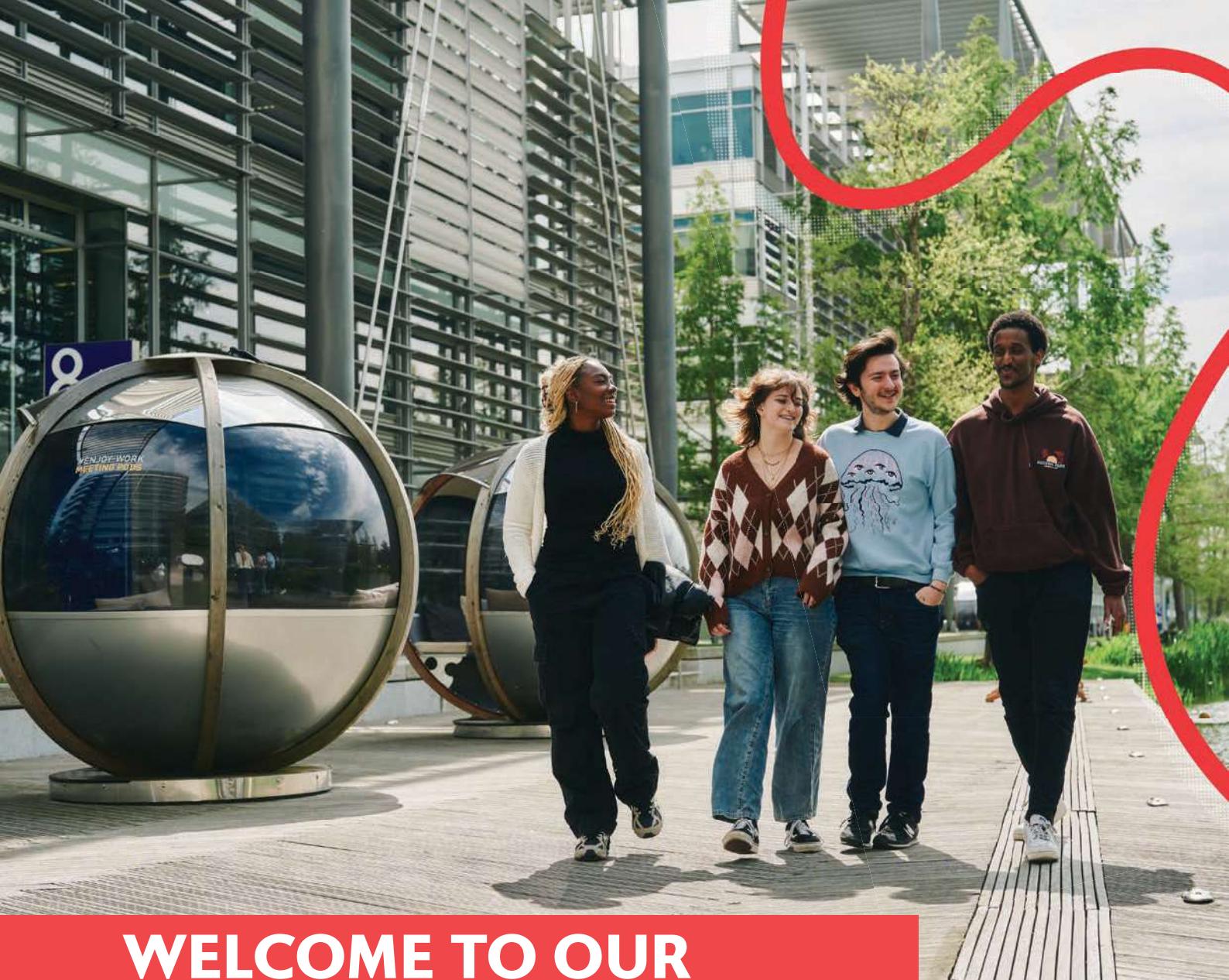
# Sustainability Report

Richmond American University London  
October 2025

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# WELCOME TO OUR SUSTAINABILITY REPORT

We are proud to present our first Sustainability Report, developed based on our Sharing Information on Progress (SIP) report submitted to the Principles for Responsible Management Education (PRME) initiative on 29 September.

This report marks an important milestone in our commitment to making our university a leader in responsible education. Our efforts go beyond values and teaching—they extend to our research, partnerships, and operational practices. Through this report, we aim to transparently share our progress and reaffirm our dedication to integrating sustainability across all aspects of university life.

# SUSTAINABILITY AT A GLANCE 2024-2025

## FROM OUR VALUES



Fostering a culture  
of responsibility

## TO OUR TEACHING

### Key Institutional Learning Objectives



Sustainability



Ethics and Diversity

## AND TO OUR RESEARCH

with 2 dedicated centres:



taught by **48%**

of our faculty in their course



**Dedicated Programmes:**

Minor in Sustainability

Minor in Environmental Study

Msc Project Management for Sustainability

# FROM A COMMUNITY THAT ENHANCES OUR IMPACT THROUGH

## Accreditation bodies



## Student partners



## International partnership



*an initiative of the United Nations Global Compact*



## TO OUR PRACTICE

### Partnering with

**CHISWICK PARK**  
**#ENJOY-WORK**



**13,000**  
recycled coffee cups



**90%**  
of our waste is recycled

**Top** recycling organization

**AND REINFORCED BY  
OUR COMMUNICATIONS**

A screenshot of a website page for 'Richmond American University London'. The page features a large image of a modern building with a glass and steel facade. At the top, there are navigation links: 'Study with us', 'Student Life', 'U.S. Students', 'International', 'News &amp; Events', and 'Alumni'. Below the navigation, there is a section titled 'The Institute for Corporate Sustainability (ICS)' with a sub-section 'The Institute for Corporate Sustainability (ICS)'. The text in this section discusses the launch of the ICS to foster knowledge on sustainability and its role in the university's mission.



# ABOUT US

## Mission

Our mission is to educate and inform future generations by providing them with the knowledge and support to think critically, the freedom to challenge assumptions and the skills to work with others.

## Vision

To be a leading liberal arts university.

## Strategy

Our strategy can be found in [the strategy plan here](#). Richmond University's Strategic Plan (2021-2026) is firmly aligned with advancing sustainable development, promoting the common good, and ensuring quality education—core values that are embedded in our Vision, Mission, and institutional priorities.

### I. Advancing Sustainable Development

Sustainability is integrated into our curriculum, research, and campus operations. Our programs encourage critical thinking and responsible global leadership, supporting PRME Principles 3 (Teach) and 4 (Research). The university's Campus Relocation Project incorporates renewable energy, waste reduction, and green technology, reducing our carbon footprint in line with PRME Principle 6 (Practice). Our Environmental and Sustainability Framework ensures responsible resource use, making sustainability a key operational and academic focus. The university has identified sustainability as one of its Key Institutional Learning Outcomes further embedding the advancement of sustainable development.

## 2. Promoting the Common Good

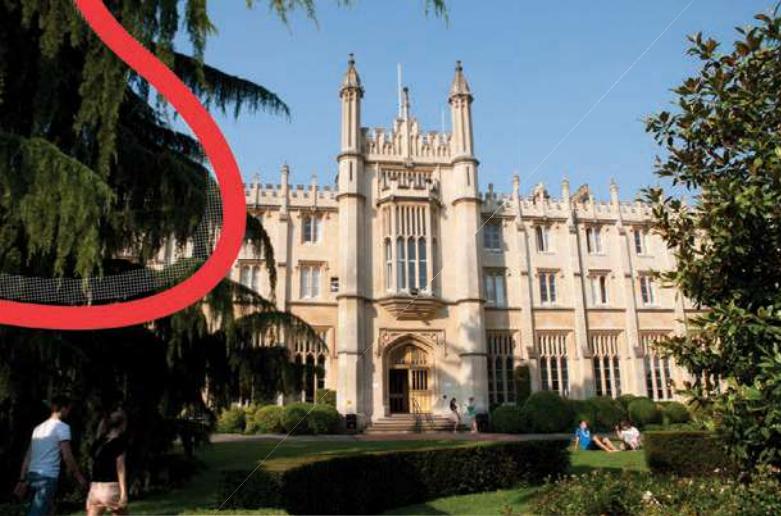
We foster a diverse and inclusive academic community, reflecting our moto of Unity in Diversity. Our commitment to social equity is evident in support services that ensure all students can thrive, regardless of background. Through community engagement, international learning, and co-curricular programs, students are encouraged to take on responsibilities and contribute meaningfully to society—aligned with PRME Principles 5 (Partnership) and 6 (Practice). Furthermore, the research strategy places emphasis on public benefit though research output and professional engagement aligning with PRME Principle 4 (Reseach).

## 3. Ensuring Quality Education

Richmond delivers high-quality academic programs grounded in a unique combination of US and UK higher education. Our liberal arts framework fosters interdisciplinary learning, personal development, and academic rigour, supporting PRME Principle 3 (Teach). We emphasize research that addresses real-world issues such as diversity, equity, and inclusion, ensuring teaching is informed by impactful scholarship (PRME Principle 4: Research). Robust student support systems further ensure that every learner is equipped to succeed and lead responsibly.

**Richmond University's strategic priorities actively support the UN Sustainable Development Goals and PRME principles by promoting sustainability, inclusivity, academic excellence, and social responsibility. We prepare our students not only to achieve personal success but also to make positive contributions to a more equitable and sustainable world.**





## Institutional History

Richmond, The American International University in London, was founded in 1972 and has gradually integrated ethical leadership and sustainability into its educational framework. Over time, the university has recognised the increasing importance of preparing students for leadership roles in a globalised world, focusing on ethics, social responsibility, and sustainability. As part of the liberal arts curriculum the university has offered courses in Ecology and Environmental Studies for more than twenty years, and offering an Environmental Studies minor demonstrating the importance of creating knowledge and understanding of environmental sustainability for our students (Lead: Dean of School of Liberal Arts – Prof Mary Robert) This commitment took a significant step forward in 2021, with the university beginning to formally embed sustainability and ethical decision-making into its academic offerings, such as the Minor in Sustainability which addresses sustainability beyond the environment. . (Co-Leads: Head of Department Richmond Business School – Sabine Spangenberg, Associate Professor of Business Management and Law – Inma Ramos)

In 2022, Richmond took a major step by developing Key Institutional Learning Outcomes (KILOs) and aligning Key Programme Outcomes across its offerings with those (effective since AY 22-23). These KILOs emphasised the importance of sustainability, ethical judgment, and diversity across all programs. The KILOs were designed to ensure that students not only acquired academic knowledge but also developed the necessary skills to tackle global challenges through ethical and sustainable practices. The relevant KILOs here are KILO 4: Sustainability and KILO 7: Ethics and Diversity. (Lead: Head of Institutional Assessment and Accreditation - Sabine Spangenberg)

In 2022, Richmond became a member of the [Principles for Responsible Management Education \(PRME\)](#), a United Nations-supported initiative aimed at promoting sustainability in business education. This marked a significant milestone in Richmond's journey toward adopting Responsible Management Education (RME), demonstrating the university's commitment to integrating sustainable practices into its curriculum and student outcomes. (Lead: Director of Institute for Corporate Sustainability: Inma Ramos)

A key driver in Richmond's sustainability efforts is the [Institute for Corporate Sustainability \(ICS\)](#), which strengthens the Richmond Business School's curriculum by embedding sustainability in courses like Sustainable Strategic Management and Ethical Fashion and Sustainability. ICS provides several learning opportunities, including outreach training in sustainability and industry collaborations, ensuring students are prepared for careers in sustainability. This aligns with Richmond's mission to produce graduates who are capable of navigating the evolving global business landscape with a strong foundation in ethics and sustainability.

# I. PURPOSE

At **Richmond, The American International University in London**, we recognize the critical role that higher education plays in shaping future leaders who are not only skilled professionals but also responsible global citizens. Our commitment to the **Principles for Responsible Management Education (PRME)** reflects our ongoing dedication to sustainability, ethical practices, and responsible education that prepares students to face the global challenges of tomorrow. Richmond's adoption of the PRME principles in 2022 represents a natural progression in our mission to foster responsible leadership within our academic community and beyond.

Richmond's journey towards adopting responsible and sustainable management education began long before formally joining the PRME initiative. Sustainability has been a core theme in our curricula, and we have embedded sustainability across both undergraduate and postgraduate programs. Over the years, the university has developed various strategic and academic frameworks to reflect our commitment to responsible education. A key development in this process was the establishment of the Institute for Corporate Sustainability (ICS), which plays a vital role in integrating sustainability into our educational offerings. ICS has contributed significantly to enhancing the Richmond Business School (RBS) curriculum, introducing courses such as Governance & Sustainability and curriculum development contribution for the forthcoming new curriculum starting in the 2025-2026 academic year. Additionally, our **minors in Sustainability and in Environmental Studies** ensure that students from all disciplines are exposed to sustainability concepts, preparing them to address environmental, social, and economic challenges in their professional careers.

Further aligning with our commitment to responsible education, Richmond developed a set of **Key Institutional Learning Outcomes (KILOs)**, including outcomes focused on **sustainability** and **ethics and diversity**. These high-level learning outcomes, which are embedded in every program offered by the university, underscore our responsibility to foster ethical decision-making and awareness of sustainability issues across all disciplines. These learning outcomes are used to guide both curriculum design and the assessment of student progress, ensuring that sustainability and ethics are integral to every aspect of our educational approach.

Richmond's involvement in the PRME community allows us to strengthen our commitment to promoting responsible management education. We embrace the **Seven Principles** of PRME as a framework for fostering ethical, responsible, and sustainable practices in business and the education that we provide across all our programmes. These principles align with our own mission and vision, which emphasize the importance of integrating responsibility into both academic learning and the broader institutional culture. Richmond's commitment to these principles is reflected in our curriculum design, student learning outcomes, and institutional practices. Through our active participation in PRME, we are further embedding these principles in the way we educate our students, ensuring that sustainability and ethical considerations are interwoven throughout our academic programs. The Institute for Corporate Sustainability (ICS) continues to lead efforts in connecting the university with industry leaders and creating opportunities for students to engage with sustainability-focused projects and internships, bridging the gap between theoretical learning and real-world application.

Sustainability and responsible management are not limited to our curricula; they are core to our university's governance and operations. Richmond is committed to integrating sustainability into its institutional practices and ensuring that our organisational structure supports long-term environmental, social, and economic sustainability. This includes efforts to minimise our environmental footprint, implement ethical procurement policies, and support community outreach initiatives that promote social responsibility. Our commitment to responsible education also extends to the continual review of our policies and practices.

Looking ahead, Richmond remains dedicated to advancing responsible management education and aligning our practices with the PRME principles. Our focus will continue to be on advancing sustainability within our academic programs, enhancing ethical leadership across disciplines, and fostering a community where students, staff, and faculty collaborate to create positive societal impact. We will continue to assess our progress and adapt our teaching, research, and community engagement activities to ensure that our students are not only equipped with the technical skills required for their future careers but also with the ethical framework and sustainability mindset necessary for addressing the challenges of the 21st century. By integrating the PRME principles into our academic, operational, and community practices, Richmond is committed to producing graduates who are not only equipped to succeed professionally but also to lead responsibly, with a focus on contributing positively to society and the planet.



A handwritten signature in black ink that reads "Kelly Coate".

Kelly Coate  
Provost

**At Richmond, we are dedicated to advancing education that supports inclusive prosperity and sustainable development, fostering ethical leadership and business practices that contribute to global well-being, in line with our commitment to responsible education.**



## 2. VALUES

At Richmond, we define values as fostering ethical leadership, social responsibility, and sustainability in all aspects of education. We instil respect for diversity, inclusion, and the environment, ensuring that our students develop the principles necessary to drive positive change in society, business, and the global ecosystem.

### Student Voices



“

As a student pursuing a degree in Fashion Management and Marketing, the principles of Responsible Management Education have deeply shaped how I approach both academic tasks as well as future career goals. Through dedicated courses in leadership, sustainability, and ethics, I have come to understand that responsibility in fashion specifically is not optional, but essential. RME has helped me decode the complex layers that inform ethical and longterm decision-making, particularly in an industry where sustainability concerns intersect with global supply chains and consumer impact. During my studies, I have examined governance structures, developed ESG strategies tailored to real companies, and assessed how profitability can align with responsible business practices. Furthermore, I have also explored sustainable sourcing, material innovation, and how to measure impact across the entire value chain, from production to end-of-life. This has fundamentally shaped the way I view business, and it has pushed my ambition even further to contribute to a more transparent, ethical, and sustainable fashion industry.”

**Carolina the Oliveira Pinto, Student BA Fashion Management and Marketing**

“

RME has profoundly shaped my academic journey and outlook on the future. By focusing on sustainability, ethics, and a broader approach to management, RME has encouraged me to think beyond “traditional” business targets and consider the wider impact of my decisions on society and the environment. This perspective has inspired me to pursue a career where I can contribute to positive change, ensuring that my actions as a junior employee in the business world are guided by integrity, social responsibility, and a commitment to long-term sustainability. I believe these values will continue to influence my choices and help me make a meaningful difference.”



**Emma Sjöström, Student BA Business Management (International Business)**

“

My views on school and life have been affected by my education in responsible management. By participating in the Carbon Literacy Training, I was able to see the ‘real-world impact’ businesses have on the environment and showed the importance of including sustainability into every level of the decision-making process. Through my coursework and training at Richmond, I see a responsible business not just as a concept, but as a necessity for long-term success and ethical leadership. I look forward to being able to build a career that prioritizes environmental stewardship, inclusivity, and social responsibility.”

**David Tousignant, Student BA Business Management (International Business)**



“

I used to think that corporate success meant growth and expansion, but then I started to think more about what that growth is built on. That change happened when I was getting my degree, mostly because of the Sustainable Strategic Management module and my dissertation on ESG investing in emerging markets. I started to see how a company’s financial results are directly related to how responsibly it treats its people, its supply chain, and the environment. These aren’t just side issues anymore; they are affecting how investors and customers perceive how well a corporation is doing. I still want to work in finance, but I know that it needs to be in line with long-term thinking and sustainable investing. I didn’t only study this way of thinking; I will carry it with me into whatever comes next.”



**Nitya Jotsi, Student BA Business Management (International Business)**

## Celebrating Values

“

At Richmond we strive to offer and maintain an inclusive, nurturing academic community in which students have the freedom to think and express their ideas openly and creatively while also considering the impact ideas and change can have on our environment, and communities economies around the globe. Students are encouraged to think and act responsibly while also seeking equity and social justice through thoughtful, intentional problem solving. In training leaders for the future, we aim to pursue social, economic and environmental sustainability as a compass for positive change.”



**Dr Allison Cole-Stutz**

Vice President for Student Affairs/Dean of Students

“



As an international student from India who once led the Bharat Society and now serves as President of the Student Government Association, I've seen firsthand how Richmond's 'Unity in Diversity' truly comes to life. Our vibrant mix of cultures, perspectives, and experiences isn't just celebrated; it's our strength. This rich tapestry of backgrounds fuels our collective commitment to responsible action, making sustainability not just a policy, but a deeply personal endeavor that we all drive forward together.”

**Jay Patel, President The Student Government Association**



## 3. TEACH

“



The focus on sustainable leadership practices has arisen from the conception of a designated course on Governance and Sustainability which has been offered to students on business management degrees. Alongside this development, the Business School has history of offering a course in Environmental Economics as early as 1998. The content was later absorbed into the course Public Economics with a strong focus on environmental externalities. The Business School later led a focal shift to widen the issue of sustainability in line with the SDGs. The interdisciplinary efforts are evident in the creation of the Minor in Sustainability which taps into various discipline areas, such as International Relations and sustainable governance and development. The efforts across the organization are demonstrated by Academic Board and University Board approving the KILOs with a designated integration of Sustainability and Ethics and Diversity into the curricula across the institution, both at undergraduate as at postgraduate level.”

**Prof Sabine Spangenberg, Deputy Provost**

“

Richmond Business School places sustainability at the heart of its mission through a range of impactful initiatives. The school leads the Institute for Corporate Sustainability (ICS), which promotes skills development and knowledge-sharing on sustainable practices and embeds the UN Sustainable Development Goals (SDGs) into the curriculum. The school offers courses sustainability at their heart such as: Sustainable Strategic Management, Ethical and Sustainable Fashion, and Global Responsible Business, as well as courses where sustainability is a major theme such as Global Supply Chain and Distribution, Contemporary Perspectives in Luxury Businesses and Strategy for People, Planet and Profit. Richmond is also a proud member of PRME (Principles for Responsible Management Education), a UN Global Compact initiative that advances responsible business education. Beyond academics, the university hosts events like Sustainability Week, featuring expert talks on biodiversity, corporate sustainability strategies, and SDG relevance for business. Located at Chiswick Park, the campus itself reflects eco-friendly principles with natural ventilation, energy-efficient systems, and cycling facilities. Through education, research, and community engagement, Richmond Business School fosters a culture of sustainability that prepares students to lead responsibly in a global context.”

**Prof. Greg Gannon, Head of Department, Richmond Business School**



# Courses that integrate Sustainability, Ethics and Diversity as Key Institutional Learning Outcomes

At Richmond, we integrate responsible management principles into our curriculum, fostering critical thinking, ethical decision-making, and sustainability. Our pedagogy emphasizes real-world applications, empowering students to understand and address global challenges, while equipping them with the skills to lead with integrity and responsibility in diverse environments.



## BUSINESS SCHOOL

- ECN 5105 – Economic Problems of Developing Countries
- ECN 5200 Public Economics
- ECN 6103 International Economics
- FNN 5200 – Corporate Finance
- FNN 6104 International Finance
- FNN 6107 The Financial System
- MGT 5220 Legal & Ethical Aspects of Management
- MGT 5415 Governance and Sustainability
- MGT 6102 Sustainable Strategic Management
- MKT 5200 – Principles of Marketing
- MKT 6102 Ethical Fashion and Sustainability
- SPT 5200 – International Sports Governance
- SPT 5225 – Sports Management
- LBM 7106 Contemporary Perspectives in Luxury Business
- MGT 7110 MOP
- MGT 7130 Strategic Management
- MKT 7120 Marketing & Ethics
- MGT 7203 Sustainable Business Strategies
- MGT 7202 Managing Across Cultures



## DEPARTMENT OF COMMUNICATIONS AND THE ARTS

- APR 7100 Advertising Practice
- APR 7101 PRI Practice
- APR 7500 – Professional Research Project
- APR 7902 - Internship
- AVC 4200 – Intro to Art Across Cultures
- AVC 4205 – Intro to Visual Culture
- AVC 6102 Non-Western Visual Culture
- AVC 7106 Professional Practices in the Visual Arts
- AVC 7100 Research Methods
- AVC 7111 World and Global Arts
- COM 3100 Foundations of Mass Media & Society
- COM 6110 – Senior Project
- FLM 5420 Post Apocalyptic Worlds
- FLM 5410 Gender in the Film



## SCHOOL OF LIBERAL ARTS

- ENV3120 Energy – A global perspective
- ENV 3125 – Foundations of Environmental Studies
- ENV 4100 Endangered Species
- GEP 3170 Narratives of Change
- GEP 4105 Global Change in Practice
- GEP 5103 Service Learning – Environment and Society



## DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES

- AMS 6296 – Senior Seminar
- HST 3200 World Cultural History
- HST 4101 – The Atlantic Slave Trade and Memory
- HST 5400 – History of London
- HST 6296 – Senior Project
- INR 5100 Global Development
- INR 6296 Senior Seminar I
- INR 7100 Research Methodology
- INR 7500 Thesis Research
- INR 7550 Extended Thesis Research
- INR 7107 Sustainable Development & Global Political Economy
- INR 7109 International Conflict, War and Peace
- PLT 5103 Politics of Environmentalism
- PLT 5201 – Research Methods and Practices: Social Sciences
- PLT 6104 Sustainable Development
- PSY 3102 Scientific Reasoning in Psychology
- PSY 5425 Health Psychology
- PSY 6393 Senior Project I
- PSY 6394 Senior Project II



## DEPARTMENT OF SCIENCE, INNOVATION AND TECHNOLOGY

- PMG 7001 Project Management introduction
- PMG 7002 Sustainability
- PMG 7005 Leadership and Diversity
- PMG 7006 Stakeholder Management

For full details of the course specification see [here](#).



## Teaching Awards

In 2024, the University has won three awards in the **World University Rankings for Innovation (The WURI)**. The WURI assesses higher education institutions across the world through their contributions to industry and society, highlighting innovative education, research, and engagement in society. The rankings aim to spotlight higher education institutions that excel in their innovative approaches, inspiring advancements across the academic and societal landscape. The three categories where the University has won awards, with their positions, are Global Resilience (2nd), Social Responsibility (54th) and Student Support and Engagement (86th), with over 1,000 global higher education institutions participating in the awards.

During the same year, the university had been selected as a finalist for the esteemed **West London Business Awards**, recognizing its outstanding achievements in the Training & Education Provider of the Year category.

The latest National Student Survey resulted in a commendable **86.36%** in overall positivity. This indicates that the majority of our students are satisfied with their experience. The overall positivity measure is a crucial indicator as it reflects the general sentiment of the student body regarding their time at the university.



The WORLD  
UNIVERSITY  
RANKINGS  
for INNOVATION





### Global Resilience (Second Place)

**Award Granter: The World University Rankings for Innovation (WURI)**

**Award Grantee: International Programme Team**

The University received second place in a competitive international award, recognising the efforts of its International Programme team and Jelena Pivovarova, course leader for Russian Politics and History. The submission highlighted initiatives aimed at supporting Ukrainian students in continuing their education following the Russian invasion of Ukraine. These efforts included providing room and board for refugee students during the summer, offering online classes in partnership with Ukrainian American Concordia University, establishing full-year tuition scholarships for students to study in London, and collaborating with housing partners iQ and AES to secure free accommodation.



### Student Support and Engagement

**Award Granter: The World University Rankings for Innovation (WURI)**

**Award Grantee: Student Affairs Team**

The University's Student Affairs team was ranked 86th in the WURI (World's Universities with Real Impact) awards in recognition of its student support and engagement initiatives. The submission highlighted the role of the University's motto, 'Unity in Diversity', in fostering an inclusive and supportive environment across all undergraduate and postgraduate programmes. It also featured the 'I am Richmond' campaign, which showcases student achievements within the University community. Additional initiatives included updated guidance on academic policies concerning attendance, assessments, and mitigating circumstances, as well as the introduction of dyslexia screening and personalised success plans to support individual learning needs and academic adjustments.



### Social Responsibility

**Award Granter: The World University Rankings for Innovation (WURI)**

**Award Grantee: Liberal Studies**

The University was awarded 54th place in the Social Responsibility category of the WURI rankings. The submission focused on the institution's liberal arts approach and its emphasis on fostering social responsibility and community engagement among students. A key component highlighted was the requirement for all undergraduate students to complete a service learning placement within the local community—an initiative not commonly found in UK higher education. Partner organisations have included Great Ormond Street Hospital, Oxfam, and various charities supporting refugees and individuals experiencing homelessness. A student survey indicated that participants found the experience beneficial, citing the development of transferable employability skills.

## Teaching Voices

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To align my teaching with sustainable approaches and thinking I try to focus on experiential learning and integrate real world issues and experiences drawn from relevant new sources (online news channels and print newspapers) and case studies. Hence, lessons are designed to prioritise problem-based learning and students are required to engage with real world business situations that help to illuminate or give better understanding of key concepts and themes. For example, at the beginning of the course students are required to check their carbon footprints and consider how their actions inform business decisions by companies they shop from, supermarkets, etc. Students are also encouraged to leverage online sources and digital tools to enhance their learning and to try and localise case studies and key learning points. So if we examine the sustainability practices involving shifting to renewable energy students get to research how companies in their countries manage their energy consumption/shifts to sustainability.”

**David Gomez, Associate Professor , Richmond Business School**



“

At Richmond, we've been exploring ways to embed sustainability and responsibility more meaningfully across our teaching, not just as topics, but as frameworks for shaping how students engage with the world. One approach that's evolved in recent years has been to use the SDGs as a kind of common language—something that allows students to make connections across disciplines, industries, and even cultures. What's been especially valuable is encouraging students to apply the goals to real-world settings, whether that's through analysing corporate case studies, reflecting on local challenges, or collaborating internationally. In partnership with John Cabot University in Rome, for example, our students take part in sustainability literacy testing and then co-create short videos proposing local initiatives tied to specific SDGs. It's a small project, but it often leads to big conversations—about agency, impact, and the role of business in driving change. We've also found that bringing sustainability into assessment, outreach, and co-curricular activities helps students see it not as a box to tick, but as something alive and evolving. From hosting SDG-themed exhibitions to debating the implications of global reporting standards, students are building the mindset and skills needed to contribute meaningfully beyond the classroom. It's a work in progress, of course, but these shared experiences—rooted in collaboration, reflection, and relevance—are helping us prepare students to engage thoughtfully and practically with the challenges ahead.”



**Inma Ramos. Director, Institute for Corporate Sustainability**

“

In both my Organisational Behaviour class but also in the Leadership class, sustainability is not just a topic – it's the lens through which we explore leadership and organisational dynamics. The course begins with an interactive approach, inviting students to reflect on their values and priorities. This personal exploration lays the groundwork for a deeper engagement with ethical decision-making and responsible leadership.



Building on these reflections, we transition to an organisational context where students examine the importance of environmental, social and governance (ESG) principles. Through discussions, case studies and collaborative activities, students critically assess how companies and leaders can act responsibly in the face of global challenges.

This method fosters academic understanding and personal growth, empowering students to become values-driven professionals who can lead with integrity and purpose.”

**Professor Carola Heiker, Organizational Behaviour and Leadership**

“

PLT 6104 Sustainable Development:

Students engage in a detailed project evaluation of a particular case study of implementing sustainable development, from somewhere in the developing world. This is a formal report, utilising established sustainable development project evaluation criteria. Students choose a sustainable development project case study from any developing state.”

**Professor Mike Keating, Head of the School of Humanities and Social Sciences**





“

For their senior projects, Richmond Business School students are encouraged to propose and conduct research on topics related to sustainability. Examples of such projects over the last academic year were:

“How EPR schemes are interpreted by EU and UK brands, transparency of circularity claims and corporate reporting regarding post consumer waste within the fast fashion industry”,

“Consumer willingness to pay for ethical and eco-friendly apparel”,

“The profitability of ESG investments: A quantitative analysis of public firms across emerging and non-emerging markets” and “A case study on the sustainability of EasyJet, Shell, Royal Caribbean, CRRC, Nike, and H&M”.

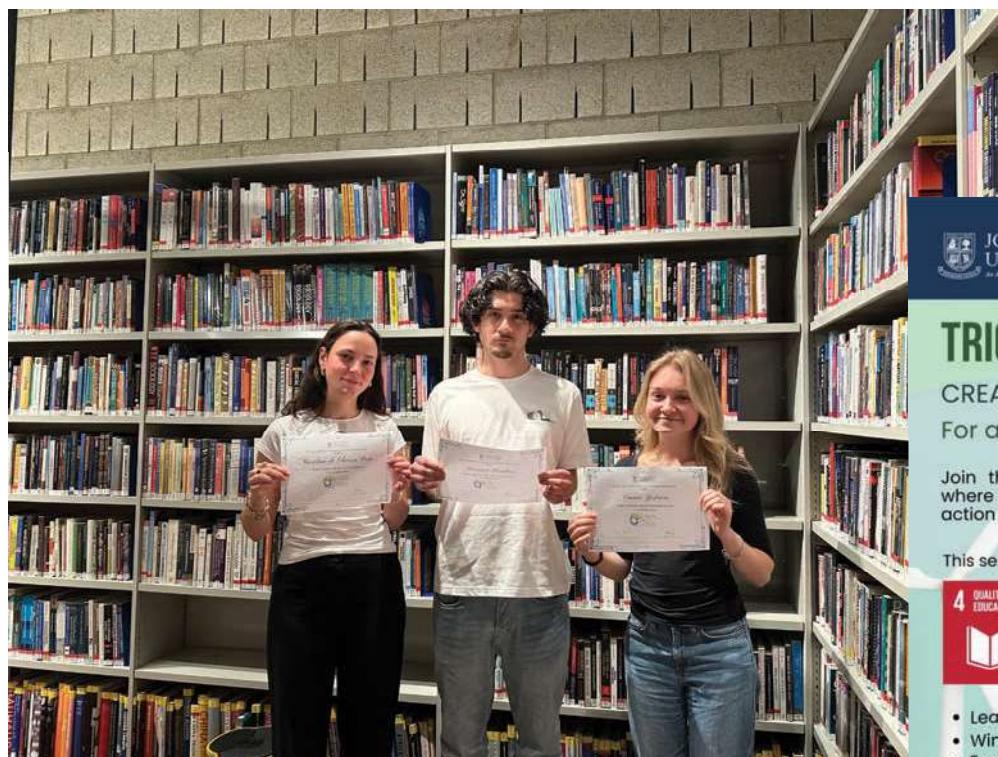
Students have the opportunity to discuss their projects and those of their peers during structured peer-coaching sessions. These sessions increase student knowledge across various sustainability aspects. Furthermore, the Senior Project Poster Exhibition, which takes place at the end of each term, serves as an opportunity for faculty, staff and undergraduate and postgraduate students to be exposed to such various sustainability aspects and to discuss the students' research findings.”

**Theano Lianidou, Associate Professor Management**

## Learning by doing



SDG Exhibition



Triggering Change

**JOHN CABOT UNIVERSITY**  
An American university in the heart of Rome

## TRIGGERING CHANGE

CREATE. ENGAGE. INSPIRE.  
For a sustainable future.

Join the **video pitch competition** where your creativity inspires global action on sustainability.

This semester's focus:

**4 QUALITY EDUCATION** **5 GENDER EQUALITY**

- Learn from global experts
- Win a €100 Patagonia voucher
- Earn JCU's Certificate in Sustainability
- Network with students from other universities

**REGISTRATION**

Register by **February 16**

**CERTIFICATE IN SUSTAINABILITY**

**OXFORD BROOKES UNIVERSITY** **Richmond American University London** **JOHNS HOPKINS UNIVERSITY** **Stellenbosch UNIVERSITY**

## 4. RESEARCH

### Research Projects

#### Sustainability and graduate employment

Together with Oxford Brookes University, University of Exeter, Nottingham Trent University, University of Surrey, Windō, Richmond University provide access to employers and individuals that can contribute extensively to the advancement of the project. This research explores how employers can better attract and retain Gen Z talent, particularly those who are climate- and socially-conscious. It is driven by findings that over 50% of Gen Z are leaving their first jobs due to a mismatch between their personal values and their employer's culture. The report will provide insights into how organisations can align their values and culture with the expectations of young professionals, as well as highlight employer perspectives on student readiness for the workplace to help inform university curriculum development. To access the recent report [click here](#).



**Our Students are looking at your Sustainability**

Oxford Brookes University and Windō (with the support of other academic institutions) are conducting nationwide research into the supply of and demand for work placements and graduate roles that involve "sustainability" (in its widest sense).

**Support our Research**  
Research Leads: Dr Karen Cripps and Dr Jonathan Louw, Oxford Brookes University

Over 50% of Gen Z are leaving their first job because they realise that their employer's values and culture don't align with their own. According to research from Paul Polman

## Events

**Breaking Barriers: Exploring EDI in Sports Conference**

**Authors:** Dr Lucia Morawska/Dr Samantha Bracey

**Date of conference:** June 2024



The Breaking Barriers RIASA conference, held on June 12 2024 in Leeds, focused on advancing equity, diversity, and inclusion (EDI) in the sports industry. The event brought together diverse voices to challenge existing norms and foster an inclusive, equitable, and sustainable sports environment. Key elements included expert-led workshops on disability football coaching and queer/feminist design in grassroots football, as well as a dynamic panel discussion addressing gender dynamics, community engagement, and disrupting traditional sports structures. The conference featured prominent figures such as Dr. Seema Patel, an expert in sports law and gender discrimination, and aimed to inspire collective action towards systemic change in sports.

### **What would be the ideal impact of this research in the field and/or in society?**

The ideal impact would be a transformation of the sports industry into a space that genuinely reflects and serves all participants, regardless of gender, ability, or background. By spotlighting EDI, gender issues, and sustainability, the conference seeks to empower stakeholders to break down barriers and create more inclusive policies and practices. This would lead to increased participation from marginalized groups, better representation in leadership roles, and a broader cultural shift towards valuing diversity and equity in sports at all levels, from grassroots to professional.

Find out more [here](#).



## PRME Local Network London & South East Event

### PRME local event

The session, led by Professor Natascha Radclyffe-Thomas, Chair of PRME UK & Ireland, enabled participants to achieve Stage II certification on the Impactful Five (i5) Methods for responsible leadership. Richmond, an active PRME member since 2022, joined over 100 UK universities in promoting sustainability in higher education. Attendees from institutions like various local universities engaged with innovative pedagogical approaches for education in sustainable development. The event also featured guest speakers from industry—including Water Unite, NatWest Markets, Walgreens/Boots Alliance, and Beurzbyte—who shared insights on sustainability practices and transferable employability skills.

Find out more [here](#).



# Outreach activities

Sharing knowledge on sustainability



## Transition Plans and decarbonization

Outreach training

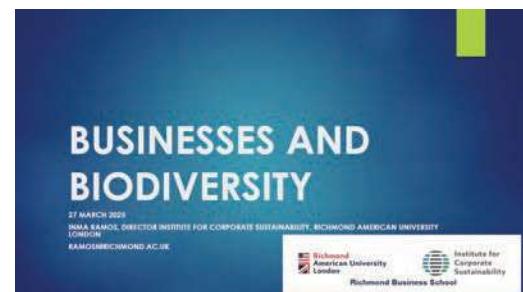
Participants delved into the complexities of Scope 1, 2, and 3 emissions, exploring the challenges of managing, accounting for, and reporting these essential sustainability metrics. The training provided a valuable opportunity to understand the frameworks and standards that are shaping the future of sustainable business practices. Whether students, faculty members, or community participants, attendees gained insights into how they could make a meaningful environmental impact and support more responsible organizational practices.

Find out more [here](#).

## Biodiversity Reporting Frameworks and Business

Outreach to local community

This training covers the relationship between business operations and the natural environment, emphasizing the growing importance of biodiversity in corporate strategy. Participants are introduced to key frameworks such as the Taskforce on Nature-related Financial Disclosures (TNFD) and Science Based Targets for Nature (SBTN), which guide companies in assessing and reporting their environmental impact. The session explores how these tools are shaping the future of sustainable business by encouraging organizations to adopt nature-positive approaches, integrate biodiversity into risk management, and develop strategies that contribute to long-term ecological and economic resilience.





## Are SDGs (sustainable Development Goals) Still Relevant for Business Strategy and Reporting?

Outreach training

It examines the evolving role of the Sustainable Development Goals (SDGs), addressing common questions about their relevance in today's business landscape. Through discussions and case studies, the outreach activity explores how organizations can effectively navigate these challenges and leverage the SDGs as a strategic framework to enhance sustainability performance and corporate responsibility.

## Carbon Literacy Training for Faculty, Staff and Students

Outreach training

This Carbon Literacy Training, delivered to faculty, staff, and students, aims to foster a community-wide culture of climate awareness and responsibility within the institution and beyond. By equipping these key groups with the knowledge and motivation to reduce carbon emissions in their daily lives and professional roles, the training helps drive collective action toward sustainability. The ideal societal impact is the creation of informed individuals who influence their networks and contribute to broader societal shifts toward low-carbon living, supporting the urgent global transition needed to address climate change. Happy participants received their Carbon Literacy certificates from the Carbon Literacy Project.

Find out more [here](#).

### Carbon Literacy Project



# Publications

## Corporate social purpose statements and employee perceptions about the CEO and the corporation: A large sample natural experiment

Publication

Authors: Dr Theano Lianidou

Date of publication: December 2023

This study explores the impact of corporate social purpose statements on employee perceptions, focusing on the landmark "Purpose of a Corporation" statement signed by CEOs of major U.S. companies in 2019. The researchers use this statement as a natural experiment to analyze how explicitly stated commitments to employee welfare influence employees' views of their CEOs and companies. Findings reveal that such statements improve perceptions of CEOs, particularly when they are backed by tangible actions like investments in employee benefits or work-from-home flexibility. The study draws on signaling theory to argue that authentic signals of commitment, reinforced by real action, generate more trust and favorable perceptions than symbolic or empty declarations. It highlights the importance of alignment between what companies say and what they do.

Find out more [here](#).



Journal of Business Research  
Volume 169, December 2023, 114286



## Corporate social purpose statements and employee perceptions about the CEO and the corporation: A large sample natural experiment

Theano Lianidou , Di Zhu

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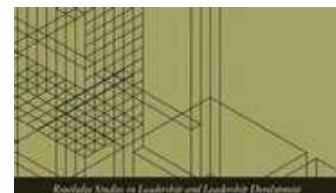
### Highlights

## Leaders Appointed in Times of Crisis and Leader and Leadership Development

Publication

**Authors:** Dr Theano Lianidou

**Date of publication:** 2024



**LEADERSHIP DURING A CRISIS**

A FOCUS ON LEADERSHIP DEVELOPMENT

Edited by  
Christina Hartman



This chapter addresses the **glass cliff phenomenon**, where women are disproportionately appointed to leadership roles during organizational crises—situations that often set them up for heightened scrutiny and possible failure. It explores the negative consequences of such appointments for both the organization and the women leaders themselves. The authors propose that leadership and leader development, at both the organizational and individual levels, can help mitigate these effects. On the organizational side, they suggest training those responsible for leader selection to recognize and reduce bias, particularly during high-stakes decision-making. On the individual level, the chapter emphasizes equipping women with the skills to critically evaluate leadership opportunities, manage their leader identities, and negotiate roles more effectively. Importantly, the discussion extends beyond gender to include other underrepresented or marginalized groups who may face similar forms of status-based discrimination in leadership contexts.

Find out more [here](#).

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## Motivations for ESG Investment Among Leaders in the MICE Industry

Publication

**Authors:** Carola Heiker, Greg Gannon, Emily Nan Philips, Sohil Majmudar

This study explores the motivations behind environmental, social, and governance (ESG) investment decisions within the Meetings, Incentives, Conferences, and Exhibitions (MICE) industry, which is increasingly under pressure to reduce its environmental impact. Using a mixed-methods approach, the research began with expert interviews and focus groups with senior industry leaders, which informed the development of a comprehensive survey. This survey was distributed to a broader group of MICE leaders, resulting in 76 responses. The findings reveal that leadership responsibility and the desire to inspire others are key motivators for ESG investment, cutting across different company sizes and revenue levels. These internal motivations often outweigh external pressures, emphasizing the role of personal values and leadership commitment in driving sustainability initiatives within the industry.

Find out more [here](#).





## Research Voices

“

At the Institute for Corporate Sustainability (ICS), our mission aligns closely with the principles of impactful, interdisciplinary research that supports the advancement of the UN Sustainable Development Goals. We view research not only as an academic endeavour but also as a vehicle for real-world impact, particularly in bridging the gap between theory and practice in corporate sustainability.

As part of our ongoing work, we collaborate actively with businesses, policy bodies, and civil society to ensure our work responds to contemporary regulatory and environmental challenges. A recent example of this engagement was our participation in the World Environmental Day hosted by our neighbours, global consultancy Frost & Sullivan, where we shared insights into the evolving international regulatory framework on plastics and the push toward a binding global plastics agreement. These collaborations exemplify our commitment to public scholarship and our role as a bridge between academia and practice.

Through research-informed dialogue, our institute helps shape curricula within Richmond Business School and supports external stakeholders by offering outreach training on SDGs, carbon literacy and transition plans among others.

We believe that by embedding sustainability into the core of academic and business practices, and by nurturing collaborations with partners across sectors, we are not only supporting the University's liberal arts ethos of "unity in diversity" but also contributing to a wider transformation toward responsible corporate citizenship.

We welcome further engagement from researchers, businesses, and community organisations that share our vision for sustainable futures.”

**Inma Ramos, Director Institute for Corporate Sustainability**





“ As part of its commitment to advancing equity, diversity, and inclusion (EDI) in sport, RAUL proudly supports the work of the **Richmond Gender in Sport Research Centre (RGiSRC)**. The Centre serves as a hub for interdisciplinary research, dialogue, and advocacy focused on gender and inclusion in sport, aligning closely with the **PRME Principles of Purpose, Research, and Dialogue**. Through its initiatives, RGiSRC fosters critical inquiry and promotes inclusive practices in sport education and leadership, contributing to the broader goals of the **UN SDGs**, particularly SDG 5 (Gender Equality) and SDG 10 (Reduced Inequalities).

In 2025, RGiSRC hosted the second **Breaking Barriers Conference**, a flagship event that brought together a truly international community of scholars and practitioners. The conference featured a dynamic range of presentations from early career researchers (ECRs) and world-renowned academics, exploring cutting-edge research on EDI in sport from the UK, Europe, and beyond. The event not only showcased innovative scholarship but also created a platform for cross-cultural dialogue and collaboration, reinforcing the Centre's role as a global thought leader in inclusive sport research. The success of Breaking Barriers 2025 underscores RIASA's and RGiSRC's shared mission to challenge norms, amplify underrepresented voices, and drive systemic change in sport and education.”

Find out more [here](#).

**Dr. Samantha Bracey, Richmond Gender in Sport Research Centre**



**At Richmond, faculty engage in research that aligns with the University's values of sustainability, social responsibility, and global challenges. Their research informs teaching practices and supports the development of responsible management education, contributing to the creation of ethical leaders capable of addressing global and societal issues.**

## 5. PARTNER

The university is authorised to award UK and US degrees by the Office for Students (OfS) and by Middle States Commission on Higher Education (MSCHE). In addition to this the university is either a member or an accredited partner of the following organisations:

- Quality Assurance Agency (QAA)
- Independent Higher Education (IHE)
- AACSB (Association to Advance Collegiate Schools of Business)
- CIM (Chartered Institute of Marketing)
- PRCA (Public Relations and Communication Association)
- ACCA (Association of Certified Chartered Accountants)
- BPS (British Psychological Society)

The university has delivered degrees (both at undergraduate and postgraduate level) within the Business School and the Department of Social Sciences and Humanities which have been accredited by ACCA, CIM, BPS and ACCA. These accreditations allow students to proceed more quickly to certified recognition or to receive separate certifications. Other memberships have served to inform the curriculum or provide access to information for students and faculty.



### Quality Assurance Agency (QAA)

We work with QAA to embed sustainability into quality assurance processes, supporting the development of standards that promote education for sustainable development across higher education.



### Chartered Institute of Marketing (CIM)

We engage with CIM to promote sustainable marketing practices, contributing to curriculum development and professional standards that embed environmental and social responsibility.



### Association of Certified Chartered Accountants (ACCA)

We work with ACCA to integrate sustainability into accounting education and professional standards, helping to advance responsible financial practices that support long-term environmental and social goals

## Student Partners

Arts Centre Hounslow  
Alzheimer's Society  
The British Red Cross  
Cancer Research  
Ealing Hounslow Community Voluntary Service  
Gunnersbury Park & Museum  
Habitats & Heritage  
Ham House and Gardens  
Hestia  
The Trussell Trust  
Get Rid of It & Donate  
Just like Us  
London Museum of Water & Steam  
London Borough of Hounslow

Nightline  
The Questor's Theatre  
Shelter  
Team Up  
Volunteering Matters  
Oxfam  
Fair Earth Foundation  
London Plus  
Gunnersbury Park & Museum  
Habitats & Heritage  
Ham House and Gardens  
Hestia  
Enjoy Work

## Partnerships

The University supports all student clubs and societies by empowering club leaders to encourage membership, host events relevant to their peers, set termly goals and budget resources appropriately.



### **The Green Project** Student led organization

This academic year, the Green Project hosted a collection for a local food bank (the Trussell Trust) in advance of the winter holidays, published sustainable student recipes and collected goods for refugee action at the end of the term.

The University supports all student clubs and societies by empowering club leaders to encourage membership, host events relevant to their peers, set termly goals and budget resources appropriately.

Success and impact are measured by both engagement and tangible environmental improvements. Tracking participation in campus events and monitoring behavioral changes, such as increased recycling or reduced waste, reflect growing awareness. Collecting community feedback through surveys helps gauge shifts in attitudes toward sustainability. On a broader scale, success is seen in measurable environmental benefits like lower energy consumption or more green spaces.



### **The Fashion Society**

#### **Student led club**

This academic year, the fashion society hosted a campus clothes swap to highlight sustainable fashion and worked with a student entrepreneur to showcase a beauty label working with renewable products.

The University supports all student clubs and societies by empowering club leaders to encourage membership, host events relevant to their peers, set termly goals and budget resources appropriately.

This society embraces fashion as a creative outlet and a force for change. It values sustainable practices, promoting responsible production and mindful consumption. Fashion is not just about trends but about making conscious choices that reduce waste and encourage ethical sourcing. Through events, collaborations, and discussions, individuals come together to explore style while advocating for a more sustainable future. It is a space where expression meets responsibility, shaping a world where looking good and doing good go hand in hand.



### **The Bharat Society**

#### **Student led organization**

The University supports the Bharat Society in promoting cultural awareness and sustainable development, fostering community engagement through events that highlight India's heritage

Success is measured by active student participation, increased cross-cultural dialogue, and initiatives that raise awareness of diversity within the university and the local and London context.



### **First Love Society**

#### **Student led organization**

Richmond works with the First Love Society to foster an inclusive, faith-based community that supports academic and spiritual development, while promoting interfaith dialogue, mentorship, and global citizenship through charitable initiatives

Success is measured by student engagement across diverse backgrounds, strengthened community bonds, and tangible outcomes such as funds raised for disaster relief and support for global rebuilding efforts.

## CHISWICK PARK #ENJOY-WORK

### Enjoy Work

Richmond American University London's Estates and Facilities department works in close collaboration with Enjoy Work, the managing agent of Chiswick Park where our main campus is located. This partnership is particularly effective in areas such as energy consumption monitoring and waste and recycling coordination, where joint initiatives have driven measurable improvements. In addition, through the University's Sustainability Club, students, faculty, and staff actively engage with the wider Chiswick Park community, contributing to shared environmental goals and fostering a culture of collaboration and awareness across the campus.

Richmond American University London measures its success and impact through a demonstrable commitment to sustainability and responsible operations at its Chiswick Park campus. Key performance indicators include reductions in energy and water consumption, improved recycling rates, and active participation in shared environmental initiatives across the wider business park.

The University continues to focus on resource efficiency, environmental performance, and stakeholder engagement as core pillars of its sustainability strategy. The campus itself supports eco-conscious practices through the use of natural lighting, intelligent heating and cooling systems, low-flow water fixtures, and a range of sustainable transport options that reduce reliance on private vehicles.

By aligning with Chiswick Park's ESG objectives—including zero waste to landfill, decarbonisation, and biodiversity enhancement—Richmond ensures that its operational footprint supports a greener, healthier, and more resilient future. The University's impact is further supported through quarterly environmental reporting, student-led sustainability projects, and its recognition as the top-performing organisation for waste reduction and recycling on campus as of 2024.





## FOOTBALL FOR THE GOALS

### Football for the Goals (FFTG) (Part of UN)

We are part of FFTG to leverage the global influence of football to promote the UN Sustainable Development Goals (SDGs) through education, inclusion, and community engagement, aligning with PRME's mission of responsible management education.



RIASA (Richmond International Academic & Soccer Academy) - part of Richmond American University London - integrates the values of FFTG into its academic and athletic programs by:

- Embedding SDG themes into leadership and sports management education.
- Hosting football-led community outreach events focused on inclusion, health, and sustainability.
- Promoting gender equality and anti-discrimination through sport.
- Collaborating with local and international partners to amplify impact.

#### We measure success and impact through:

- Number of students engaged in SDG-related projects.
- Community participation in outreach events.
- Pre- and post-program surveys on awareness of sustainability.
- Media coverage and stakeholder feedback.
- Partnerships formed and sustained.

**At Richmond, we collaborate with businesses, government, civil society, and academic institutions to promote responsible management education. Through partnerships, we integrate sustainability, ethical leadership, and social responsibility into our programs, fostering a shared commitment to addressing global challenges and preparing students for responsible leadership in diverse sectors.**



## 6. PRACTICE

We are proud to be one of the most effective recyclers at Chiswick Park, routinely diverting 80% of our waste through dedicated recycling streams. The remainder is responsibly incinerated for energy recovery, ensuring zero waste is sent to landfill. Recycling streams include:

- Dry Mixed Recycling (paper, cardboard, cans, plastics)
- Glass
- Food waste (processed via anaerobic digestion)
- Coffee cups and pods
- WEEE (electrical items)
- Batteries

We have appointed a Waste & Recycling Champion to drive awareness, support compliance, and liaise with contractors, further embedding a culture of responsible waste management.

### Energy and Water Stewardship

All lighting across our campus is LED and motion-activated, while water-saving sensor taps are fitted throughout. Our heating and cooling systems are controlled through a smart Building Management System (BMS), enabling efficient, demand-based operation.

We source 100% of our electricity from renewable suppliers and actively reduce our carbon footprint by consolidating building use and shortening operating hours during quieter summer periods. Water efficiency is supported through smart metering, routine leak inspections, and sustainable landscaping practices including the use of drought-resistant planting.

## Low-Carbon Travel and Accessibility

Our main campus is exceptionally well-connected by public transport, with Gunnersbury Station directly opposite and multiple Underground and Overground lines within walking distance. We promote active travel through secure bike storage, access to cycle repair stations, and participation in Enjoy Work's Cycle Hub initiative.

Staff and students are encouraged to walk, cycle, or use public transport, and we actively discourage car dependency by providing limited on-site parking. Business travel is minimised through digital-first practices, with virtual meetings preferred where possible.

## Education, Engagement and Transparency

Sustainability is embedded into our academic offer, and we provide year-round Sustainability Workshops for students and staff. We support The Green Project, a student-led initiative that organises campaigns and events focused on environmental awareness and action.

Performance data and progress are reported quarterly to the Estates & Facilities Committee, with highlights communicated to the broader community through our monthly Sustainability Matters noticeboard.

## A Campus Partnership for Impact

Chiswick Park's commitment to net zero, biodiversity, active travel, and circular economy practices complements our own operational goals.

In order to see our policies, please go to [here](#).

## Practice Voices

“

We at Richmond American University London place sustainability high on our agenda. Usually 80% of our combined waste is recycled with the residual 20% going to responsible incineration. We have dedicated recycling streams for our Dry Mixed Recycling (cans, rigid plastics, flexible plastics, cardboard and paper), food waste (which goes to an anaerobic digester), glass, used batteries, old electrical items, used coffee cups and coffee pods. This, over time, has made us one of the best recyclers on Chiswick Park, the business park where we are based. Our electricity and water usage are closely monitored, we have motion sensors on all our lighting and sensors on the majority of our taps. Our heating is closely monitored too using an efficient Building Management System. Our electricity is responsibly sourced from renewable suppliers.

Sustainability courses are taught and there is an active programme of Sustainability Workshops for those who wish to attend. We work closely with the Green Project, a student group who organise environmentally inspired events for their fellow students. We report our waste management progress quarterly to our Estates and Facilities Committee, furthermore, we update our community monthly through a Sustainability Matters noticeboard.”

**Martin Winter, Estates and Facilities (Waste & Recycling champion)**



**At Richmond American University London, sustainability is not simply a value it is a guiding principle in how we teach, operate, and engage. Our relocation to Chiswick Park in 2022 was driven in part by the campus's exemplary environmental and social governance (ESG) performance. Its strong focus on renewable energy, biodiversity, responsible waste management, and active travel aligned closely with our institutional vision for a greener, more resilient future.**



## 7. SHARE

### Sharing Voices

“

As a comms team, we work with, the Institute for Corporate Sustainability and Richmond Business School in promoting PRME events, sustainability initiatives and staff and student projects/visits/research in this area. In our communications, we are aiming to be not only transparent in our disclosure of activities, events and their aims, but also voicing our commitment to responsible education as a wider HE institution through our proactive sustainability programme and student activities. We post each event as a news item, seen here at the bottom of the ICS page: <https://www.richmond.ac.uk/faculty-research/ics/> and on our social media pages (Facebook, Instagram, LinkedIn). These news posts go hand in hand with the ICS' reports on available on the website to ensure we are promoting the wonderful work that the ICS and the Richmond Business School do.”

Rebecca Pearce, Communications Officer



**At Richmond, sharing successes and challenges is central to fostering a culture of continuous improvement. The university's strategic plan emphasizes collaboration across departments, with a focus on transparency, diversity, and inclusion. All policies, procedures, and reports are readily available on the university website, ensuring clear communication and enabling collective learning and alignment with the institution's values and mission.**



**Richmond  
American University  
London**

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