Richmond
American University
London



Sustainability Report

Richmond American University London
October 2026

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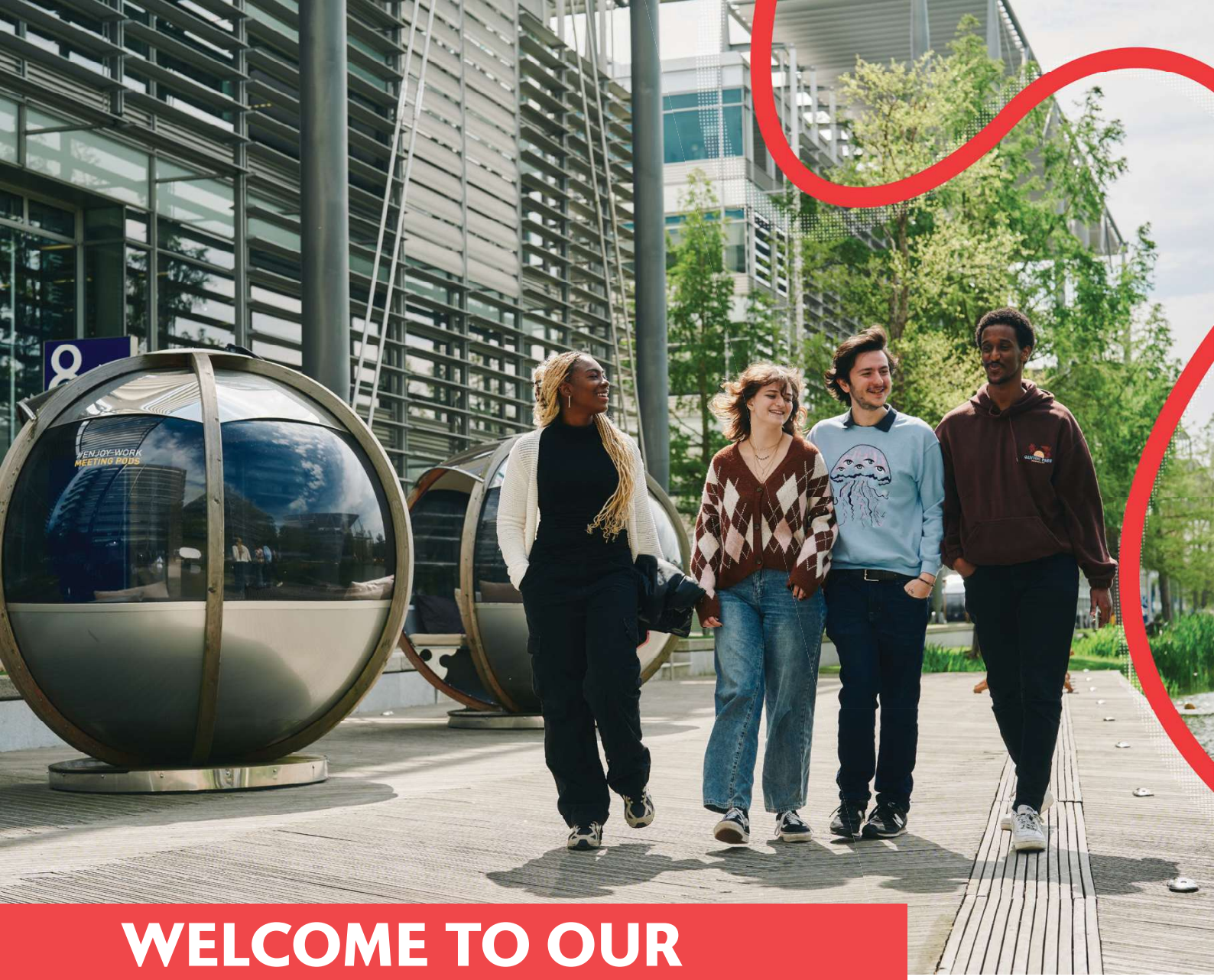


WELCOME TO OUR SUSTAINABILITY REPORT

Welcome to Richmond American University London's second Sustainability Report. It draws on our 2025–26 Sharing Information on Progress (SIP) submission to the Principles for Responsible Management Education (PRME). We are proud of how far sustainability and ethics now reach across Richmond, from the Minor in Sustainability and Service-Learning to institutional learning outcomes that every programme carries.

This year, faculty engagement with these outcomes rose from 25–50% to 51–75%. We also delivered Carbon Literacy Training three times, held two Sustainability Weeks and launched a Sustainability Leadership strand in the Richmond Leadership Academy. Looking ahead, we are excited to grow student engagement with PRME and bring sustainability further into everyday campus life.

SUSTAINABILITY AT A GLANCE 2025-2026

FROM OUR VALUES



Fostering a culture of responsibility

TO OUR TEACHING

Key Institutional Learning Objectives



Sustainability



Ethics and Diversity

taught to **100%**

of our students in their courses

with **51-75%**

of our faculty actively contributing

Dedicated Programmes:

Minor in Sustainability
Minor in Environmental Study
Msc Project Management for Sustainability

Three minors all students can include on their programmes – Sustainability, Environmental Studies and Development and Environment

AND TO OUR RESEARCH

with 2 dedicated centres:

RICHMOND GENDER IN SPORTS RESEARCH CENTRE
ESTB. 2024

Institute for Corporate Sustainability

7 peer-reviewed articles that contribute to sustainable development

FROM A COMMUNITY THAT ENHANCES OUR IMPACT THROUGH

Accreditation bodies

QAA

Carbon Literacy Project

ACCA

CIM The Chartered Institute of Marketing

Student partners

GP

Bharat Society Est. 2023 RAIUL

International partnership

PRME Principles for Responsible Management Education

an initiative of the United Nations Global Compact

FOOTBALL FOR THE GOALS

TO OUR PRACTICE

Partnering with

CHISWICK PARK #ENJOY-WORK

Top recycling organization

13,000 recycled coffee cups

90% of our waste is recycled

AND REINFORCED BY OUR COMMUNICATIONS





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.

Executive Summary: RAUL Strategic Plan 2021–2026

The Strategic Plan 2021–2026 sets out Richmond American University London's core aims and objectives for a five-year period, aligning the University's values with the commercial and regulatory environment in which it operates. It builds on foundations of academic excellence and high-quality student support to deliver institutional growth and development.

The plan is organised around two interconnected strategic areas. Our Students encompasses the full student lifecycle including academic quality and pedagogy, research and professional engagement, student experience and employability, alumni relations, admissions and marketing, retention and progression, and international partnerships. Our Operations addresses the enablers required to deliver the student strategy, including campus infrastructure, information technology, human resources, fundraising and development, public benefit, and governance and compliance.

Delivery is supported by ten defined Major Projects which include among others a campus relocation, digital transformation, student records system replacement and a governance review, each with a designated Board-level Project Manager, clear governance frameworks, and defined outcomes and timelines. Three cross-cutting Monitoring Frameworks ensure that issues spanning organisational boundaries are addressed comprehensively and consistently across the institution, covering equality, diversity and inclusion, environment and sustainability, and student retention respectively.

The overarching ambition is to build a growing national and international reputation for excellence in liberal arts education, underpinned by a commitment to academic quality, student success, and a vibrant, diverse university community.



Richmond American University London's strategic priorities are closely and deliberately aligned with advancing sustainable development, the common good, and quality education, with these themes embedded across the institution's vision, values, academic programmes, and operational commitments.

Quality Education

The University's core mission to educate 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 is itself a direct expression of a commitment to quality education. The Strategic Plan 2021–2026 places academic excellence at its centre through a dedicated Academic Plan encompassing both learning and teaching and research and professional engagement. The University's liberal arts framework, unique in combining full US accreditation with UK degree awarding powers, ensures breadth of intellectual formation alongside disciplinary depth.

This commitment to quality is operationalised through the University's Key Institutional Learning Outcomes (KILOs), a framework of eight attributes embedded across all programmes and assessed at the course level. KILOs include critical thinking, research and writing, IT literacy, quantitative reasoning, sustainability, creative thinking, ethics and diversity, and entrepreneurship, ensuring that all students, regardless of discipline, graduate with a consistent and demonstrable set of high-order skills. The breadth of KILO coverage across the entire programme portfolio, from business and finance to communications and the arts, humanities and social sciences, and science and technology, reflects a genuine institution-wide commitment to a broad range of specified quality outcomes .

Sustainable Development

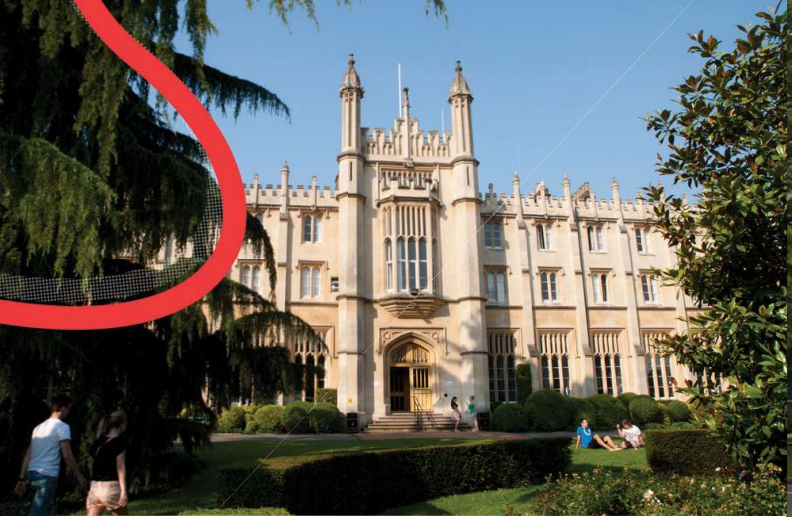
Sustainability is a Key Institutional Learning Outcome which is embedded across the curriculum and assessed through a wide range of assignment types spanning all disciplines taught at RAIUL. Assessment tasks range from essays and reports on ESG themes and sustainable strategic management to learning journals, practical projects, and final dissertations that require students to engage substantively with sustainability as an analytical framework. This ensures that sustainability is not treated as an optional add-on but as a core graduate attribute that every student is expected to demonstrate.

At the strategic level, the Plan establishes a dedicated Environment and Sustainability Monitoring Framework to ensure these considerations are addressed consistently across organisational boundaries. Across the international business programme, courses are explicitly mapped to the UN Sustainable Development Goals, and the University aligns its curriculum with the Principles of Responsible Management Education.

The Common Good

Ethics and Diversity (another Key Institutional Learning Outcome at RAIUL) is similarly embedded institution-wide, assessed across disciplines through assignments addressing business ethics, ethical finance, cultural and global sensitivity, equity, diversity and inclusion, and the societal impact of professional practice. This ensures that every graduate leaves Richmond with not only subject expertise but a demonstrated capacity for ethical reasoning and awareness of diversity which are essential qualities for responsible citizenship and professional life.

The commitment to the common good is further formalised through the Strategic Plan's dedicated Public Benefit Strategy, which commits the University to providing a benefit that is identifiable and outweighs any detriment in its delivery, through teaching, research, and community engagement. The University's research mission, centred on equality, diversity and inclusion, reinforces this orientation toward societal benefit, and the Equality, Diversity and Inclusion Monitoring Framework ensures these values are maintained consistently across the institution.





Institutional History

Richmond, The American International University in London, was founded in 1972 with a clear sense of purpose: to offer an internationally-minded, liberal arts education in one of the world's great cities. From the outset, the university drew students from across the globe and built its identity around the belief that education should do more than train professionals, it should form citizens capable of navigating, and contributing to, a complex and interconnected world.

Long before sustainability became a standard feature of business school curricula, Richmond was already embedding questions of environment, society, and ethics into the student experience through its liberal arts tradition. For more than two decades, students across all disciplines have taken courses in ecology, environmental science, and global political economy as a natural part of their degrees. This is a genuinely unusual model in the United Kingdom, where single-subject degrees remain the norm, and it has given Richmond a distinctive foundation for responsible education that long predates the formal language of RME.

The liberal arts tradition at Richmond also gave rise, over time, to a rich culture of interdisciplinary minors (additional qualifications that students from any degree programme can pursue alongside their major). The Minor in Sustainability, which draws together courses spanning environmental science, political economy, ethical computing, sustainable finance, and responsible business, is perhaps the clearest expression of this culture. Introduced in 2021 under the co-leadership of Sabine Spangenberg and Inma Ramos, the Minor reflects Richmond's conviction that sustainability is not a discipline in itself but a lens that must be applied across all disciplines.

2021 also saw the introduction of Service-Learning courses at Level 5, woven into every degree programme. Through these courses, students move beyond the classroom to engage with real communities and organisations around themes currently including leadership in a globalised world, sustainability and society, global citizenship and migration, and digital collaboration. Service-Learning has become one of the most visible expressions of Richmond's values in practice, the point at which ethical commitments meet the real world.

The following year, 2022, marked a period of significant institutional consolidation. Richmond formalised its values through the development of Key Institutional Learning Outcomes, university-wide learning goals mapped across every programme and every course. Among these, the commitments to Sustainability and to Ethics and Diversity are particularly significant, as they ensure that no degree at Richmond can be delivered without engaging students in these questions. This work, led by Sabine Spangenberg, represented the moment at which Richmond's long-standing values became formally institutionalised across the entire academic offering.

It was also in 2022 that Richmond joined the Principles for Responsible Management Education, the United Nations-supported global initiative that provides a framework for embedding sustainability and ethics into business education. Joining PRME was not a departure from what Richmond had been doing, it was a recognition of it, and a commitment to doing it more deliberately, more systematically, and in dialogue with a global community of like-minded institutions. Inma Ramos, as Director of the Institute for Corporate Sustainability, led this process and has continued to drive the university's engagement with PRME since.

The Institute for Corporate Sustainability (set up in 2022) itself has become central to Richmond's identity in this space. It connects the classroom to the world of practice, supporting faculty in embedding sustainability into their teaching, fostering partnerships with industry, and ensuring that students leave Richmond not only understanding the theory of responsible business but equipped to practise it. Alongside the Business School's dedicated modules in sustainable strategy, ethical fashion, and responsible finance, the ICS gives Richmond's RME work both intellectual depth and real-world relevance.



In the period since joining PRME, Richmond has moved steadily from embedding sustainability in its curriculum to animating it across the whole life of the university. This shift has become particularly visible in the most recent academic year. The ICS has delivered Carbon Literacy Training on three separate occasions, reaching faculty, students, and staff in an effort to build a shared institutional vocabulary around climate change and carbon reduction. These sessions reflect a belief that sustainability literacy should not be confined to those who happen to study it, it belongs to everyone on campus. Alongside this, the university has hosted two dedicated Sustainability Weeks, bringing the community together around themes of Biodiversity and, most recently, Circular Economy and Waste, practical, urgent topics that connect global challenges to everyday choices and institutional responsibility.

Richmond has also taken a significant step in formalising its commitment to developing the next generation of sustainability leaders. The Richmond Leadership Academy (led by Allison Cole-Stutz), which supports students in building skills in personal development, community engagement, and global citizenship, has introduced a Sustainability Leadership strand creating a structured pathway for students who want to go beyond the classroom and develop as advocates and practitioners of responsible change. This is leadership education with purpose, and it places Richmond's students at the heart of the university's sustainability ambitions rather than at the margins.



Taken together, this history tells a consistent story: a university that has, from its founding, believed that education is inseparable from questions of values, responsibility, and the common good. The formal milestones of recent years; the Minor in Sustainability, the institutional learning outcomes, PRME membership, the growth of the ICS, and now the Carbon Literacy programmes, Sustainability Weeks, and Leadership Academy, are significant, but they are best understood as the crystallisation of something that has always been deeply embedded in what Richmond is and how it teaches.



1. PURPOSE

Adoption of the Principles for Responsible Management Education

I am pleased to confirm that Richmond American International University London reaffirms its support of the following Seven Principles for Responsible Management Education: Purpose, Values, Teach, Research, Partner, Practice and Share. In this annual Sharing Information on Progress (SIP) report, we disclose our continuous efforts to integrate the Seven Principles into our institutional strategy, culture, academic activities, and daily operations, and contribute to United Nations goals, particularly in the Sustainable Development Goals.



Kelly Coate
Provost

Goals

The goals below are early, exploratory intentions rather than firm commitments, and reflect a wish to see sustainability and responsible education woven more consistently through the whole Richmond experience, from the university level down to everyday practice.

For students specifically, we would like to explore ways of raising awareness of PRME itself, including possible engagement with initiatives such as PRME competitions and the PRME Students network, and to encourage more student-led initiatives around responsible management education over time.

Within the curriculum, while sustainability, ethics and diversity are already embedded at institutional level, we see scope for clearer sustainability goals to emerge at course and programme level, drawing on tools such as more specific assessment mapping and, where useful, SDG mapping..

Beyond formal teaching, we are looking at strengthening our co-curricular offering, with a wider suite of short sustainability qualifications alongside the Carbon Literacy Training already in place, potentially covering areas such as circular economy, responsible AI and biodiversity, to give students and staff more varied entry points into these themes.

Finally, we would like this same spirit of integration to extend into everyday practice, including more systematic environmental policies at Estates and Facilities level, so that sustainability is reflected not only in what is taught but in the lived experience of the university, inside and outside the classroom, for staff and faculty as well as students.

Taken together, these are intended as small steps toward a more joined-up, multidimensional experience of sustainability and responsible education at Richmond, and we look forward to reflecting on what we learn in the next SIP cycle.

Our values are not simply aspirational statements, they are lived commitments that shape how we teach, support, and develop our students and staff every day. The seven values articulated in our Strategic Plan 2021–2026 have provided the guiding principles through which all institutional decisions have been made, underpinning everything from curriculum design and student support to admissions practice and operational decision-making. Our commitment to 'Unity in Diversity' is more than a motto; it is reflected in the composition of our student body, our faculty, and the international character of our programmes.

As we look ahead to 2026–2030, early thinking reflects a continued and deepened commitment to our core values, with three emerging themes informing our direction:

Inclusive - sustaining a community grounded in Unity in Diversity, in which every student and member of staff feels respected and supported to thrive.

International - embedding our global outlook more deeply into our educational purpose and academic practice, ensuring international perspectives are intrinsic to what and how we teach.

Sustainable - placing sustainability at the heart of our institutional mission, informing our curriculum, our stewardship of resources, and our engagement with partners and communities.

These themes represent an evolution of, rather than a departure from, our existing values, building on what has made Richmond distinctive while ensuring we remain responsive to the changing needs of our students and the world they will graduate into.

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

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Sustainability Education has organically grown within the institution, originating in selected modules within the Business School and the Social Sciences, the focus has shifted to an institutional commitment to explicit institutional learning objectives for all students. This trajectory has accelerated markedly in the most recent cycle: the revalidation of programmes across the university has led to a significant increase in faculty engagement with the Sustainability and Ethics and Diversity Key Institutional Learning Objectives, rising from 25–50% in the 2025 SIP to 51–75% in this cycle, alongside growing participation among students, faculty and staff in Carbon Literacy certification and, for students, in Triggering Change, an international sustainability competition and certification delivered with John Cabot University in Rome.

The focus on sustainable leadership practices has arisen from the conception of a designated course on Governance and Sustainability, offered to students on business management degrees. Alongside this development, the Business School has a history of offering a course in Environmental Economics as early as 1998; its content was later absorbed into the course Public Economics, with a strong focus on environmental externalities. The Business School subsequently led a focal shift to widen the issue of sustainability in line with the SDGs for the BA on International Business Management. These 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. Within the Department for Social Sciences and Humanities, the complex interactions between globalisation and both environmental concerns and objectives for international development are explicitly addressed through module offerings, culminating in students completing a Project Evaluation Document for a sustainable development project of their choice.



The efforts across the organisation by senior management are demonstrated by the Academic Board and University Board approving the KILOs, with a designated integration of Sustainability and Ethics and Diversity into the curricula across the institution, at both undergraduate and postgraduate level, a commitment now visibly reflected in the growing proportion of faculty actively engaging with these outcomes in practice.”

Prof Sabine Spangenberg, Deputy Provost

Student Voices



"As a student, Responsible Management Education (RME) has influenced not only my academic perspective but also my everyday habits and personal values. I consciously try to make sustainable choices in my daily life—for example, I choose to walk or cycle for short journeys instead of taking a taxi or driving whenever possible. I prefer digital materials over paper to reduce waste, and I regularly reuse plastic bottles and containers for my meals. I also encourage those around me to adopt similar practices, whether it's friends, classmates, or colleagues, promoting a shared sense of responsibility.

Beyond my personal habits, I actively try to inspire change in my community. I have encouraged a friend who runs a coffee business to introduce a scheme where customers receive a discount for returning or properly disposing of plastic cups, helping to promote recycling. When dining out, I make a conscious effort to order only what I can eat and always take leftovers away to avoid food waste, while also encouraging others to do the same. Through these actions, RME has shaped me into someone who not only understands sustainability in theory but actively practices and advocates for it in everyday life."

Tamoor UL Hassan Shah, Student BSc Accounting and Finance

"Responsible Management Education has significantly shaped my academic journey by changing the way I approach challenges in management. Through my studies, I have learned that effective management is not only about achieving economic success but also about considering the social, ethical, and environmental impact of decisions. For example, during my coursework, I have worked on sustainability-focused case studies. These examples have encouraged me to think critically about how organizations can balance the pillars of environment, social, and governance (ESG), which can lead to more sustainable practices. Beyond academics, Responsible Management Education has influenced my personal values by encouraging me to become a more thoughtful decision maker overall. It has inspired me to seek opportunities where I can contribute to positive change and has reinforced my goal of pursuing a career that creates value for both organizations and society."

Meghan Kelly, MSc Project Management for Sustainability





“As a former student athlete who recently graduated from Richmond The American University London (RAUL) and Richmond International Academic & Soccer Academy (RIASA) with a dual accredited BA International Sports Management degree, I can attest that throughout my academic and athletic journey's sustainability, inclusion and diversity have always played a massive part in my life in enhancing my maturity on a professional and personal level. I have had various opportunities to lead as a female leader. For instance, I have served as a Peer Leader and Student Government President for many consecutive years in Leeds where I first-hand supported the student body in transitioning into new environments and help guide events in creating a community where everyone can share and openly express their cultures and backgrounds. Moreover, I've been trusted on the pitch to lead as a role model for many students where one year I was Event Director for the annual charity football event "The Unity Cup" in raising proceeds to a disability football club, Danby Rovers. As a team, we spread not only awareness for disability football but created a community for Equity, Diversity, Inclusion (EDI). I always strive to lead with heart, work with purpose, and stay true to my values in guiding my peers, mentors, and friends. My efforts have been recognized through various leadership awards, which celebrate my contributions and my role in breaking barriers where space was once nonexistent."

Anna Turner, BA International Sports Management & RIASA Intern of Football Leadership & Operations

Celebrating Values



“As Student Government Association President and Vice President of the Korean Society, I’ve experienced first-hand how Richmond doesn’t just talk about diversity it builds its community around it. Our student body represents over 100 nationalities, and the university actively creates spaces for cultures to be celebrated rather than simply coexist. Events like the Korean Cultural Day and our cultural society programming aren’t side activities; they’re central to campus life, supported and championed by staff and the Leadership Academy alike.

What has struck me most is how inclusion at Richmond translates into genuine opportunity. As an international student, I’ve been trusted to lead, to shape policy through the SGA, and to represent communities from South Asian students through the Bharat Society to Korean culture enthusiasts through the Korean Society, where I serve as Vice President. Richmond celebrates values by living them: giving students of every background a voice, a platform, and the responsibility to lead.”

Rutuja Patil, President The Student Government Association

“Richmond is fully devoted to its motto: Unity in Diversity. As a student from Mumbai, India, I can attest to this fact as I have been involved in nearly every student leadership opportunity, from Student Ambassador roles to Student Government Association. We have students from almost every country in the world, and the atmosphere is truly multicultural.

Richmond takes its ethics and values very seriously. One of those values is Sustainability. We are the number one company on our campus (Chiswick Business Park) Sustainability Leader Board, recycling over 94% of our waste. We have various sustainability initiatives such as Sustainability Week, Coffee Cup Recycling, Carbon Literacy Training, and many more that have helped us achieve this position. Our students learn from example, as we see staff and faculty put into practice what they teach.”

Upasana Bhat, BA Communications and Media Studies with a Minor in Film Studies



“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, communities and economies around the globe. Students are encouraged to think and act responsibly, and to seek 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.



This ambition is given concrete expression through the Richmond Leadership Academy, which welcomed two new sustainability awards in 2025-26, Sustainable Goals, and Sustainability and Global Citizenship, introduced to complement the existing tiered awards (Bronze, Silver and Gold). These awards encourage students to learn more about sustainability and to reflect on how their own lifestyle, attitudes and actions contribute, positively or otherwise, to the communities they inhabit. In their first year, six students earned awards in this area, marking an early but meaningful step toward embedding sustainable leadership as a lived practice, rather than solely a subject of study, within student life at Richmond.”

Dr Allison Cole-Stutz,
Vice President for Student Affairs/Dean of Students

Values Voices



"Responsible management education has played an important role in shaping my professional perspective and career path. At Richmond, studying International Business alongside Sustainability and Environmental Studies gave me a strong foundation in corporate governance, sustainability, and ethical leadership, encouraging me to think critically about how businesses create long-term value for both stakeholders and society.

Since graduating in 2023, I've worked in the international development sector focusing on global water challenges. Today, I engage with many organisational types, including those in the food and beverage industry. My undergraduate dissertation, which explored ESG drivers and strategy within the alcoholic beverage sector, closely connects to the sustainability conversations I now contribute to professionally. Richmond's emphasis on responsible management strengthened my analytical thinking, communication skills, and global perspective, all of which continue to guide my work today."

Bryan Cartwrite, BA International Business now working at Water Unite

"Before coming to Richmond, sustainability was always a subject I loved, but one I never thought I'd be able to pursue while studying International Business. By my second year at Richmond, that changed. The curriculum of my program and the campus's switch to Chiswick made sustainability a forefront in both my classes and the campus community. I got to learn in the classroom about sustainability in government regulations and for companies, then apply it to the articles I was writing for the I am Richmond blog as a student digital ambassador. My professors and the Richmond community supported my drive to learn as much as I could about sustainability each step of the way: through interviews for my blog posts, prioritising sustainability classes in my schedule, educational talks, and many different trainings. Each thing taught me something new and pushed me towards pursuing sustainable business for my career. I was able to take everything I learned at Richmond and get into a Master's program at Trinity College Dublin, where I've spent the past year in an intensive program dedicated to responsible business and sustainability. Come August, I will be looking for a job to take all I've learned about sustainability from Richmond and Trinity College Dublin to help a company grow their sustainability initiatives."



MacKenzie Pion, BA International Business now Sustainability Master student at Trinity College, Dublin

“When I chose the Sustainability minor alongside Accounting and Finance, I saw it as an interesting complement to my degree and an opportunity to broaden my perspective beyond traditional financial concepts.



Looking back, it ended up shaping the questions I found myself returning to most. Many of the topics we explored, whether focused on development, environmental challenges, or business, ultimately came back to a similar question: what sits between recognising a problem and solving it? What I did not fully realise at the time was how often that question would resurface beyond the classroom. Since graduating and working across investment analysis, fundraising, and infrastructure-related opportunities, I have come to appreciate that progress depends not only on identifying a challenge, but on understanding the incentives, financing, governance, and execution required to address it. The challenge is rarely understanding a single issue in isolation, but how different factors interact to determine whether an idea attracts support, becomes viable, and creates impact.

Ultimately, my sustainability background gave me a deeper appreciation for the gap between ideas and outcomes. It is a perspective that continues to shape my approach to finance and my interest in understanding how capital and institutions can help bridge that gap.”

Hiba Ouadia, BSc Finance and Accounting now Analyst - Commercial Finance | SME Lending & Credit

Two sustainability Weeks

Sustainability is not merely an academic topic at Richmond American University London, it is a lived institutional value, expressed twice yearly through our dedicated Sustainability Weeks. In November 2025, Sustainability Week brought together a series of projects and initiatives designed to inform, inspire and connect our community, encompassing Carbon Literacy Training leading to official certification, expert talks from Hounslow Council's Climate Change Strategy Manager, a guided biodiversity walk of Chiswick Park using Google Lens, creative activities such as seashell painting with the Green Project, a clothing and food donation drive, and an SDG knowledge quiz. The Spring 2026 edition deepened this commitment further, shining a spotlight on waste, recycling and the circular economy. Between 20 and 27 March, a vibrant mix of exhibitions, events and activities came to campus, including an upcycling fashion workshop led by the Fashion Society, a sustainable pledge exhibition co-created by fashion students, expert talks on plastics innovation and the circular economy, and a two-part Carbon Literacy Training programme open to students, faculty and staff. Recognised as Recycling Champions within Chiswick Business Park, Richmond believes that meaningful change happens when we act together, and that starts right here on campus. Together, these twice-yearly events demonstrate how sustainability education at Richmond extends well beyond the classroom, fostering a campus-wide culture of environmental responsibility and collective action







Richmond's commitment to responsible citizenship is equally evident in the rich volunteering ecosystem available to students through Student Affairs. All undergraduate students study liberal arts courses as part of their degree, with a strong emphasis on service learning, working with outside NGOs, non-profit organisations and charities to help assess community needs while gaining vital work experience and building a network of contacts. Through volunteering, students gain skills and work experience, build their confidence, connect with people and contribute to positive change in communities.

The university curates an extensive portfolio of partnering organisations spanning social welfare, environmental stewardship, arts and culture, health, and animal welfare. Students can engage with organisations such as Nutrition Ed, the RSPCA, London Bike Hub, Blood Cancer UK, and Mahabe Café, all within the local boroughs of Hounslow, Ealing and Richmond. This breadth of opportunity reflects the institution's belief, echoed in the ethos of its liberal arts model, that education carries a responsibility to the broader society, and that students who give back to their communities graduate not just as skilled professionals, but as engaged and empathetic global citizens.

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 ecosyste.



3. TEACH

"Beyond what the structured questions in this SIP capture, we want to highlight two features of Richmond's teaching culture that shape how sustainability, ethics and responsible management are actually experienced by students.

The first is our liberal arts framework itself. Every Richmond student, regardless of major, studies within a Combined Studies structure that requires breadth alongside disciplinary depth, Liberal Arts Core courses, Service-Learning at Level 5, and the option to pursue a Minor in a different discipline altogether. A Business student can graduate with a Minor in Sustainability, Business Law, or Politics; a Sports Management student sits alongside Business, Data Analytics and Fashion Management students in shared Service-Learning and research methods courses. This structure means that classroom culture around sustainability and ethics rarely stays contained within a single subject, ideas travel across majors and minors, and students are consistently asked to bring a disciplinary lens from outside their primary field to bear on global challenges. It is this everyday cross-pollination, as much as any single course or policy, that gives Richmond's responsible education its distinctive character.

The second is the growth of RIASA London, our International Academic & Soccer Academy, delivered at our Chiswick Park campus. RIASA brings international student-athletes, men and women, into the same dual US/UK accredited degree structure as the rest of the university. For these students, the classroom and the pitch sit side by side: they are held to the same academic standards, the same liberal arts breadth requirements, and the same engagement with the Key Institutional Learning Outcomes on sustainability, ethics and diversity as any other Richmond student, while also training and competing at a high level in one of the world's most connected footballing cities. RIASA is also a member of Football for the Goals (FFTG), the UN-linked initiative that harnesses the global reach of football to advance the Sustainable Development Goals through education, inclusion and community engagement. This membership gives concrete, sport-based expression to the same commitments that run through the rest of the university's academic culture, embedding SDG themes directly into RIASA's leadership and sports management curriculum and connecting students to football-led outreach work on health, inclusion and gender equality. As the programme has grown, and as we look to strengthen provision for women within it, RIASA has become a live example of how Richmond extends its academic culture, including its commitment to responsible and sustainable practice, well beyond the traditional boundaries of a business classroom, into a genuinely different kind of student experience."



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

BUSM 4101 Introduction to Business Management and Marketing
BUSM 5101 Global Responsible Business
BUSM 5102 Global Supply Chain and Distribution
BUSM 5104 Legal and Ethical Issues in Business
BUSM 6102 Project Management Skills and Methods
BUSM 6103 Sustainable Strategic Management
BUSM 6104Leadership and People Management
ECON 6102 Public Economics
ENTR 5102 New Venture Finance and Growth
FASH 4101 Business of Fashion
FASH 6101 Ethical and Sustainable Fashion
LIBA 5303 Service Learning – Sustainability and Society
MARK 6102 Integrated Marketing Communications
INTR 5103 Globalisation, Development and Environment
FINC 5102 Regulation for Sustainable Finance
FINC 6103 International Finance
LBM 7106 Contemporary Perspectives in Luxury Bus
MGT 7110 Managing Organisations & People
MGT 7130 Strategic Management
MGT 7202 Managing Across Cultures
MGT 7203 Sustainable Business Strategies
MKT 7120 Marketing and Ethics

DEPARTMENT OF COMMUNICATIONS, CREATIVE INDUSTRIES AND THE ARTS

ADPR 4101 Introduction to Advertising, PR and Media
ARTS 4101 History of Arts and Visual Cultures
ARTS 5101 Looking at Museums. Memory and Display
ARTS 6101 Contemporary Debates in Arts and Visual Cultures
COMM 4101 Introduction to Communications and Media
COMM 4103 Introduction to Intercultural Communication
COMM 6101 Contemporary Issues in Global Media
FILM 5103 Documentary Theory & Production
FILM 6103 International Cinema
APR 7100 Advertising Practice
APR 7101 Public Relations Practice
APR 7500 Professional Research Project
APR 7550 Extended Professional Research Project
APR 7902 Graduate Internship

SCHOOL OF LIBERAL ARTS

LIBA 5301 Service Learning – Global Citizenship and Migration
LIBA 5302 Service Learning – Leadership in a Globalised World

DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES

CRIM 5301 Research Methods in Criminology
CRIM 6101 Counter-Extremism and Counter-Terrorism
HIST 5101 History of London
HIST 5301 Research Methods in International History
HIST 6110 Senior Dissertation in International History
INR 7100 Research Methodolgy
INR 7107 Sustainable Development and Global Practice
INR 7109 International Conflict, War and Peace
INR 7500 Thesis Research
INR 7550 Extended Thesis Research
INTR 5301 Research Methods in International Relations
INTR 6110 Senior Dissertation in International Relations
POLS 5301 Research Methods in Political Science
POLS 6110 Senior Dissertation in Political Science
PSYC 4302Biological Basis of Human Behaviour
PSYC 5102 Human Science Research
PSYC 6103 Psychology of Happiness and Wellbeing
PSYC 6110 Senior Project in Psychology
POLS 6102 Sustainable Development
INR 7107 Sustainable Development and Global Practice
INR 7109 International Conflict, War and Peace
INR 7500 Thesis Research
INR 7550 Extended Thesis Research

RIASA

SPRT 4301 Exercise Nutrition & Lifestyle Management
SPRT 5101 International Sports Governance

DEPARTMENT OF SCIENCE, INNOVATION AND TECHNOLOGY

COMP 5103 Ethical and Sustainable Computing
PMG 7000 Project Research Methods
PMG 7002 Sustainability

For full details of the course specification see here.

Teaching Voices

Fashion Studies

"In my courses, I integrate sustainable development and responsible education by bridging theoretical frameworks like the Triple Bottom Line (3Ps) coined by Elkington, Circular Economy, and ethical communication to current industry news, immersive, real-world experiences using London as the classroom, and my professional network to prepare students to tackle global challenges. Over the past two semesters, I have shifted learning beyond the classroom by taking students to exhibitions, such as the Global Change Award Alumni Exhibition at The Mills Fabrica in London, exposing them to breakthrough innovations in circular materials and processes like dyeing, AI design, and seaweed fibres as an alternative raw material. To ground these concepts in practice, I regularly bring pioneering industry leaders into the classroom; this includes leaders in sustainability and innovation like Dax Lovegrove, who guided students through the realities of pursuing sustainable careers in the luxury sector, and Craig Crawford, who demonstrated how AI technology can deliver bespoke garments tailored to the morphology of people living with physical disabilities. In the classroom, my curriculum emphasises the circular economy through contemporary brand case studies, while my guided learning tasks are deeply practical. For example, challenging students to conduct personal wardrobe audits to analyse supply chains, material compositions, and to think about their environmental impacts, especially during the post-purchase stages, such as washing, ironing, repair, and disposal. We also critically assess brand campaigns for greenwashing by auditing their communications to see if they match their brand values and current actions. By pairing these hands-on exercises with curated resources like the documentary The True Cost and books like Orsola de Castro's Loved Clothes Last or Fashionopolis by Dana Thomas, I empower students to critically evaluate the fashion ecosystem and design a more equitable, circular future."

Christian H. Valdez, Assistant Professor Fashion Management & Marketing



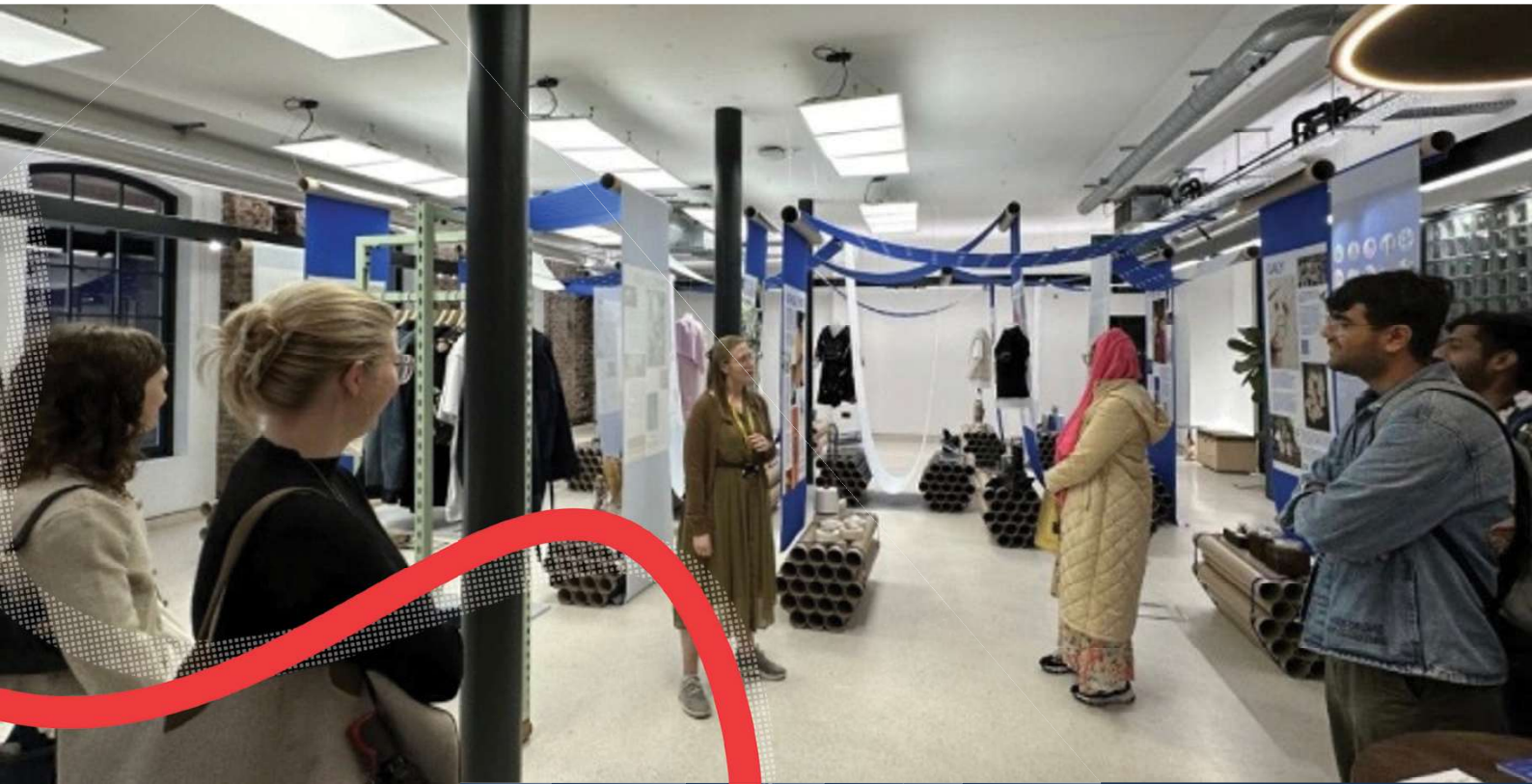
Service Learning



"In this course, one of the assignments is a Reflective Writing Journal. One of the tasks is to monitor one's lifestyle over 4 consecutive weeks for 4 aspects: Water use, Food, Transport, Reuse and Recycle

Students need to identify one thing they will track for each of the 4 aspects they are monitoring in their lifestyle. Example: for water use, they may time their shower time which equates to water use, over 4 weeks; for food they may track the number of times they buy sustainably produced groceries, for transport they track the number of times they use public or low-emission transportation and the times they use single-use mode such as taxi or plane, for reuse-recycle, they track the number of times they are able to recycle their garbage and reuse items (shopping bags, water bottles, coffee mugs). Each day is indicated with a tick or a cross based on sustainable or unsustainable living for each of the 4 aspects. They then write a 500-word reflection on their experience and if they saw an overall shift towards sustainable living within the 4 weeks, and also how they plan to carry this new lifestyle forward."

Charu Sharma, PhD, Associate Professor (part-time), School of Applied Liberal Arts, Adjunct Associate Professor, Dept. of Science, Innovation & Technology



Ethical and Sustainable Computing

"Computing students will spend their careers making decisions that shape how millions of people live, work, and think. The question this course keeps returning to is whether they are prepared to make those decisions well , not just technically, but ethically and responsibly.

The course begins from a simple conviction: that ethics and sustainability are not a layer added on top of computing, but woven into its fabric. Every design choice, every deployment decision, every system that scales carries consequences, for energy use, for water consumption, for the quality of human attention and engagement. Students explore these consequences through the lens of different ethical frameworks, discovering that the position you start from genuinely shapes the technology you build and the trade-offs you are willing to accept. AI runs through much of this as an urgent, living example.

To make ethical reasoning feel alive rather than abstract, an ethical chatbot sits alongside the course, purpose-built so that students can interrogate different positions in real time and see how framework shapes outcome.



The assessments ask students to do the same kind of work. A hand-drawn decision tree grounds theory in something personal, the ethics of upgrading a phone, for instance. A group presentation stretches that thinking into the real world, applying ethical theory to a case study and reckoning with its sustainable implications. And the course closes with a personal manifesto: an invitation to each student to articulate, in their own voice, what they actually believe and how they intend to act on it as future practitioners.

The goal is graduates who do not just understand the landscape of ethical computing, but who know where they stand in it."

Prof Jane Norris, School of Science, Innovation and Technology

Legal and Ethical Issues in Business

"In Legal and Ethical Issues in Business, Regulation for Sustainable Finance, and Global Responsible Business, students engage with the ethical and sustainability challenges that define contemporary business life, grounded in the conviction that today's students are tomorrow's business leaders.

The approach is deliberately active and student-centred. Rather than receiving frameworks for passive consumption, students are positioned as decision-makers from the outset. They co-create parts of the curriculum, choosing the business sectors where they want to interrogate responsibility, hospitality, fashion, automotive, global value chains. The learning becomes genuinely theirs.

The results have been compelling. Students have drafted compliance policies for sustainable finance, presented applied analyses of the UN Sustainable Development Goals across real industries, and engaged directly with practitioners who demonstrate, through their own careers, that finance and business can be forces for good. Those practitioner conversations matter enormously, they replace the assumption that profitability and sustainability are in tension with lived evidence that responsible leadership is, more often than not, simply good business.

Students leave these courses understanding that doing well and doing good are not a contradiction, but two sides of the same professional commitment."

Inma Ramos, Professor Business, Management and Law, Richmond Business School

Marketing

Embedding sustainability and responsibility is a core pillar of RAUL's marketing programmes, intentionally designed to equip students for the complex challenges of their future careers.

Through innovative curriculum design we integrate modules like Consumer Behaviour, which challenges students to reflect on the psychological and environmental impacts of hyper-consumption and viral social media buying. In Social Media Marketing students explore trends such as TikTokmademebuyit and its impact beyond the sale! Furthermore, Strategic Brand Management shifts the focus away from purely profit driven marketing toward sustainable frameworks like the Triple Bottom Line (People, Planet, Profit) and the fast-growing field of circular economy marketing.



To bridge theory and practice, programmes incorporate pioneering real-world case studies. Analysing companies like ILLUNION HOTELS encourages students to think critically and to confront modern responsible communication dilemmas. Students also have the opportunity to solve problems collaboratively with industry as they did recently in partnership with Professors Without Borders in the Digital Marketing Module.

In other modules students acquire critical regulatory knowledge, including compliance with ASA Standards and GDPR, ensuring they graduate with the essential knowledge to champion ethical and sustainable practices within future corporate structures.

Ultimately all of RAUL's marketing programmes are dedicated to preparing the next generation of responsible future leaders."

Eilis Tobin, Programme Director, BA Fashion Marketing and MA Luxury Brand Management



Authentic Learning Through Sport

“My teaching is centred on authentic, experiential learning that enables students to engage directly with sustainability, inclusion, and responsible leadership through sport. Rather than relying solely on traditional assessments, I design real-world learning experiences that require students to apply theory to complex social and organisational challenges.

A key example is Sports Event Planning and Promotion, where students design, promote, deliver, and evaluate a live sport event in partnership with community organisations. Through collaborations with local charities, including a disability football club, students develop practical event management skills while considering accessibility, inclusion, stakeholder engagement, and social impact. Sustainability is embedded throughout the project, culminating in an evaluation of the event’s sustainable development outcomes.

Across my sport courses, students are encouraged to critically examine issues of equity, diversity, inclusion, ethical decision-making, and sustainability. In Talent Identification and Development in Sport, students design inclusive talent pathways that integrate Equality, Diversity and Inclusion (EDI) and Education for Sustainable Development (ESD) principles, while Team and Leadership Dynamics in Sport challenges students to address real-world leadership issues through the lens of ethics, inclusion, and sustainable leadership.

By combining authentic assessment, community partnerships, and research-informed teaching, my aim is to develop graduates who recognise sport as a vehicle for positive social change and who are equipped to lead responsibly within their communities and the global sport industry. ”

Dr Samantha Bracey, Associate Professor of Sports Management, RIASA, Co-Chair Richmond Gender in Sport Research Centre



Students (Anna Turner and Cole Souder) accepting an award for fundraising from Danby Rovers Disability Football Club, presented by Anthony Hall founder and coach.

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.



4. RESEARCH

Research Projects

Diaspora in Arms: Jewish Agency, Exclusion, and Survival in the Polish Army in Exile (1940–1945)
Dr Catherine Dille; Dr Lucia Morawska
Department of Social Sciences and Humanities/RIASA
Phase I: 1 May 2026 – 31 December 2026 / Phase II: 1 January 2027 – 31 March 2027

This collaborative project, initiated in 2022, examines the largely untold history of Polish Jewish soldiers serving in the Polish Army in Exile (PAE) during the Second World War. It analyses their experiences of military service, antisemitism, displacement, and belonging within an allied but hostile structure, conceptualising the PAE as a diaspora-in-formation. Grounded in an EDI framework, the research foregrounds intersecting identities — religious, ethnic, social, and migratory — and the informal networks of care and solidarity that emerged in response to institutional discrimination. Phase I delivers a contracted monograph, Fighting the Nazis, Fighting Racism: The Untold Story of Polish Jewish Soldiers Who Joined the British Army (Frontline Books / Pen & Sword, due Dec 2026). Phase II develops a Leverhulme Trust application with the University of Essex, extending the work into digital prosopography, network analysis, GIS mapping, and an open-access Digital Memory Atlas.

Ecological Belonging and Exclusion in a World on the Move: Far-Right Ecologism, Civilizationism, and Transnational Identity Politics
Dr Rafal Soborski
Social Sciences and Humanities
1 August 2026 – 31 August 2027 (13 months)

This project examines emerging transnational articulations of far-right ecologism, which increasingly frames its claims in civilizationist terms — understanding civilizations as ecological entities rooted in distinct landscapes, biomes, and environmental conditions. The phenomenon gained sharp visibility through the 2019 Christchurch terrorist attack, whose perpetrator explicitly identified as an "Ethno-nationalist Ecofascist" using continental-civilizational rather than national terms. Existing research has focused on nationally-bounded forms of far-right ecology and has not addressed this transnational ideological shift. The project employs a qualitative research design combining diachronic and synchronic analysis. The first stage involves close reading of foundational theorists including Richard W. Darré, Carl Schmitt, and Lev Gumilev. The second stage examines contemporary uses by far-right philosophers such as Alain de Benoist and Aleksandr Dugin, and by activist movements including Patriotic Alternative (UK), Terre et Peuples (France), Identitäre Bewegung Deutschland (Germany), and Narodowe Odrodzenie Polski (Poland). The project addresses four research questions: the core claims and evolution of far-right eco-civilizationism; its ideological morphology compared to traditional nationalist far-right ecologism; its characteristic tropes, narratives and political myths; and which actors find it politically useful. Findings will inform curriculum design, contribute to extremism research, and support policy engagement on the radicalizing potential of eco-civilizationist discourses.

Status and Leadership Inequality: Exploring the Impact of the Leader's Social Identity
Dr Theano Lianidou, Associate Professor of Management (lead author); Dr Wei Zheng, Associate Professor & Endowed Richard R. Roscitt Chair in Leadership, Stevens Institute of Technology, USA (co-author)
Richmond Business School
June 2026 – August 2027 (manuscript delivery deadline: 3 August 2027)

This project fulfils a publishing contract with Palgrave (Springer Nature) for a book examining how leaders are perceived, evaluated, and rewarded through a status lens. Despite decades of research and policy initiatives, leadership inequalities based on gender, race, sexual identity, disability, and nationality persist worldwide, manifesting in limited access to leadership roles, biased performance evaluations, and uneven attribution of success and failure. The book's original contribution is synthesising fragmented literatures on leadership inequality and explaining how status-related processes systematically shape leadership perceptions and outcomes, often independently of actual competence or performance. Organised into eight chapters, the book moves from foundational theory (Chapters 1–3) through its conceptual core on salience and contextual factors (Chapter 4), to followers and stakeholder perceptions (Chapter 5), practical strategies for organisations and policymakers (Chapter 6), future research directions (Chapter 7), and concluding reflections on EDI and social justice (Chapter 8). The work targets academics while remaining accessible to practitioners and policymakers seeking evidence-based pathways toward greater equality in leadership.

ForNET: Considering Human Behaviour in Forecasting Energy Consumption (FORecasting Services for Energy NETworks)

Dr Vasileios Bougioukos, Associate Professor in Economics, Richmond American University London; Prof Konstantinos Nikolopoulos, Durham University; Dr Yang Lu, Loughborough University; Dr Haoran Zhang, Imperial College London; Dr Evangelos Theodorou and Mr Konstantinos Soiledis, IHRR Forecasting Laboratory, Durham University

Business — Richmond American University London (RAUL)

May 2024 – February 2025

ForNET addresses a critical gap in current energy demand forecasting models: the absence of human behavioural factors. Traditional models rely on cyclical patterns based on time of day, day of week, and season, but fail to capture the impact of major life events, extreme weather, policy changes, or economic pressures on household energy use. By integrating insights from behavioural science into quantitative and judgemental forecasting methods, the project developed more accurate models that better reflect real-world energy consumption patterns. The team analysed data from 36 UK households using a public dataset from the Energy Systems Catapult, incorporating nine different behavioural events — from tariff changes to COVID lockdowns — alongside weather data. Three forecasting scenarios were tested: predicting 2022 consumption from 2021 data; using the first 80% of combined data to forecast the last 20%; and using data from 30 households to predict consumption in the remaining six. DAFNI (Data & Analytics Facility for National Infrastructure) supported the project by enhancing the original dataset and creating a second synthetic dataset of 100 households. The resulting platform allows energy companies and local authorities to model how legislation, tariff changes, or behavioural events affect energy consumption, with direct applications for customer service, cost savings, and energy efficiency planning.



Land and Flesh: Corporeal Formations of Global Politics and (In)Security — Proposed Special Issue of Security Dialogue

Dr Kandida Purnell, Associate Professor of International Relations & Head of Research and Professional Development, RAUL (co-editor); Dr Lauren Wilcox, Associate Professor in Gender Studies & Director, Centre for Gender Studies, University of Cambridge (co-editor); 14 contributing scholars from institutions across the UK, Europe, Latin America, and North America

Social Sciences and Humanities

2025–2026 (RAUL Research Development Award Scheme recipient 2025–2026)

This special issue proposes a radical conceptual shift in International Relations and Security Studies — from the established analytics of "body" and "territory" toward the broader, more heterogeneous lenses of "land" and "flesh." Drawing centrally on Hortense Spillers' influential theorisation of the flesh as embodiment produced through enslavement and colonialism, the SI argues that the grammars of body and territory are insufficient for engaging the ontological entanglements of violence, embodiment, and (de)territorialisation that shape contemporary global (in)security. The SI is organised into three thematic sections. The first, *Enfleshing Security Studies*, delivers core theoretical contributions rethinking sovereignty, security, and embodiment through flesh. The second, *Security, Land, Flesh*, provides empirical depth through case studies — including Afro-Ecuadorian women's lived experiences of insecurity, the Mediterranean as a site of anti-Black sovereign violence, and Indigenous feminist conceptualisations of *cuerpo-territorio* (body-territory) in Latin America. The third, *Entanglements of the Flesh*, expands to examine insecurities produced through racism, colonialism, and ableism, with articles on deep-sea mining governance, Daoist conceptualisations of the body, and crip/disability justice futures. The SI makes a critical disciplinary departure by insisting that modern political grammars of sovereignty are foundationally shaped by practices of enslavement, colonisation, and dispossession, and that rethinking security requires attending to the land and flesh as its constitutive, ongoing formations.

Polish Transnational Far-Right — Research Report
Prof. Michał P. Garapich, London Metropolitan University; Prof. Rafał Soborski, Richmond American University London; Dr Anna Jochymek (independent researcher)
Social Sciences and Humanities
Project conducted and reported 2026; fieldwork includes data gathered from 2016 onwards



This pioneering study examines the involvement of Polish migrants and people of Polish origin in far-right movements, organisations, and activities in the United Kingdom. Based on qualitative and ethnographic research conducted in both the UK and Poland, the report sheds new light on the dimensions of political engagement among Polish migrants and the processes that radicalise their attitudes, ideologies, and social practices. Polish-background individuals represent the largest minority group to have been convicted for offences related to far-right extremism under the Terror Act 2000 in the UK. While the vast majority of Polish community members are well integrated into multicultural British society, far-right, exclusionary ideologies and practices are present among a small but visible number. The report addresses how this happens, when, and why — questions that had not been systematically examined prior to this study. Key themes include: Poland's symbolic role as a model for the international far right; pathways and nodes of radicalisation linked to the migration experience; links between Polish activists and British far-right politics and parties; and the transnational dimensions of far-right organising. The project also produced two documentary films as educational resources: *That Boy: A Conversation about Hate and Healing* (2025) and *The Extremist and Me* (2026).

Research Awards

Richmond Research Award
Richmond American University London
Dr Catherine Dille; Dr Lucia Morawska

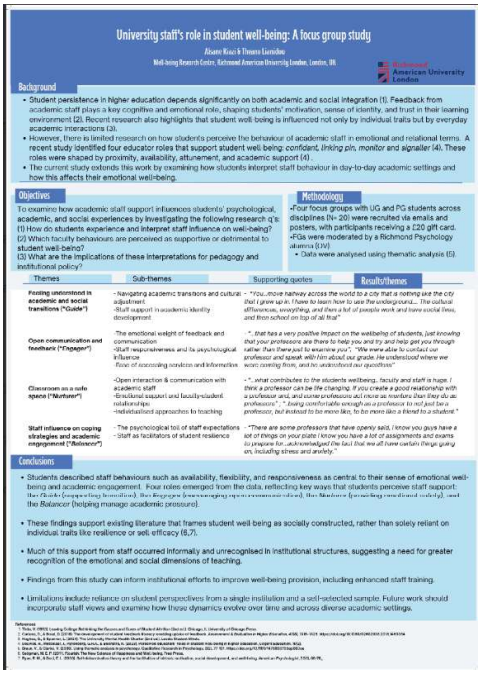
Diaspora in Arms: Jewish Agency, Exclusion, and Survival in the Polish Army in Exile (1940–1945) - This collaborative project, initiated in 2022 and supported by a Richmond American University London research award, examines the largely untold history of Polish Jewish soldiers serving in the Polish Army in Exile during the Second World War. Grounded in an EDI framework, it foregrounds intersecting identities — religious, ethnic, social, and migratory — and the informal networks of solidarity that emerged in response to institutional discrimination. The project delivers a contracted monograph (Frontline Books / Pen & Sword, due December 2026) and a planned Leverhulme Trust application with the University of Essex, extending the work into digital prosopography, GIS mapping, and an open-access Digital Memory Atlas.

Research Presentations

University Staff's Role in Student Well-being: A Focus Group Study

Dr Afsane Riazi, Associate Professor in Psychology, RAUL; Dr Theano Lianidou, Associate Professor in Management, RAUL
Wellbeing Research Centre (WRC) — Richmond American University London (RAUL)
Presented at RAISE Conference 2025 (Glasgow) — December 2025

This study, developed jointly by Dr Riazi and Dr Lianidou under the RAUL Wellbeing Research Centre, examines the role that academic staff play in supporting student well-being within the broader context of student voice in higher education. Drawing on focus groups with undergraduate and postgraduate students from diverse cultural and academic backgrounds, the research explores how staff–student interactions shape students' psychological, academic, and social experiences. Four key themes emerged from the findings: feeling understood during academic and social transitions; open communication and feedback between staff and students; the classroom as a safe and inclusive space; and staff influence on students' coping strategies and academic engagement. The research underscores the importance of empathy, flexibility, and open communication in teaching practice, positioning academic staff as key contributors to student well-being beyond their purely instructional role. Findings have direct implications for institutional policy and pedagogical approaches aimed at enhancing student engagement and support.



Find out more here.

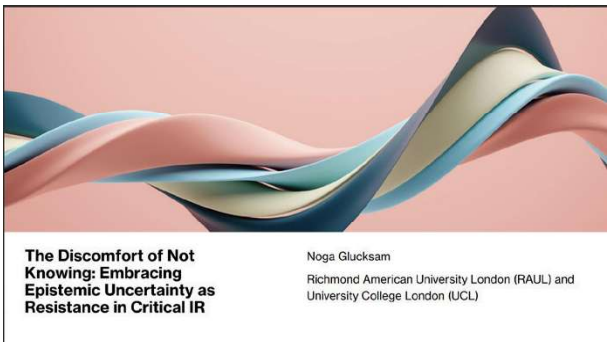




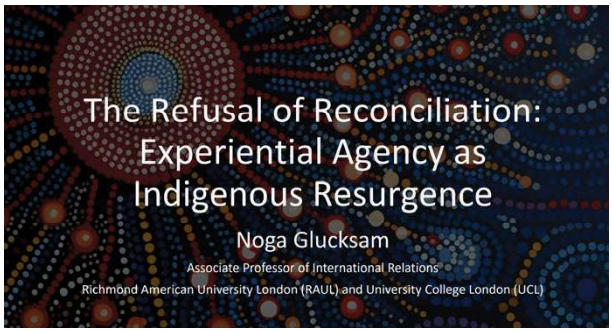


The Discomfort of Not Knowing: Embracing Epistemic Uncertainty as Resistance in Critical IR
Conference Presentation
Dr Noga Glucksam

This presentation argues that critical IR scholarship risks reproducing the epistemic hierarchies it seeks to dismantle. It proposes that demands for clarity, transparency, and resolution - hallmarks of academic "professionalism" - function as forms of epistemic colonialism, requiring others to make themselves legible within frameworks they did not create. Drawing on Chadwick's "politics of discomfort" (2021), the paper advocates for embracing uncertainty, opacity, and not-knowing as legitimate scholarly practices and sites of inquiry, rather than problems to be resolved. It proposes a non-generative methodology that resists predetermined outcomes, prioritises intellectual modesty, and opens space for forms of understanding that cannot emerge through fixed analytical frameworks.



The Refusal of Reconciliation: Experiential Agency as Indigenous Resurgence
Conference Presentation
Dr Noga Glucksam, Associate Professor of International Relations, Richmond American University London (RAUL) and University College London (UCL)



This presentation challenges state-led reconciliation as a form of colonial governance that operates through three mechanisms: recognition politics that offer symbolic acknowledgement while preserving settler sovereignty; therapeutic frameworks that individualise colonial violence as personal trauma; and temporal displacement that treats colonialism as a past event while its structures continue. Drawing on the concept of "experiential agency," the paper argues that mainstream peacebuilding assumes a shared political community that can be restored through dialogue and institutional reform — an assumption that fails to account for Indigenous communities that do not seek inclusion but assert entirely different worlds and sovereignties. The paper proposes a shift from problem-solving logic to engaging with incommensurability, arguing that meaningful peacebuilding in settler-colonial contexts requires epistemic decolonisation — not just different policies, but different ways of knowing and being.

Industrial Policy, Green Transitions and Developing Countries: Navigating Sustainability in a Fragmenting Global Economy

Guest lecture delivered at an international academic event

David Gomez, Richmond American University London (RAUL)

18–21 May 2026



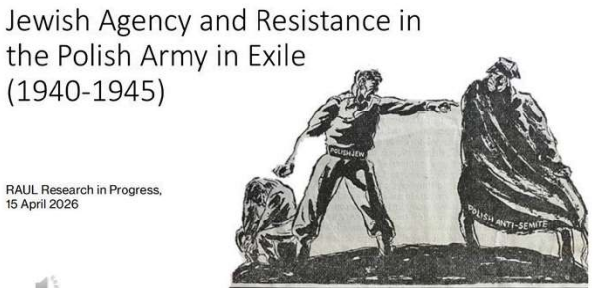
This lecture examined the intersection of industrial policy, green transitions, and the challenges facing developing countries in navigating sustainability within an increasingly fragmented global economy. It was delivered to an audience of 50–60 undergraduate and postgraduate students, as well as faculty from BSP Business and Law School Hamburg and other European universities, at International Week 2026 — Globalization, Digitalisation and Sustainability: Managing Today's Challenges, hosted at BSP Business and Law School, Hamburg Campus, Germany.

Jewish Agency and Resistance in the Polish Army in Exile (1940–1945)

Research in progress Presentation

Dr Catherine Dille; Dr Lucia Morawska, Richmond American University London (RAUL)

15 April 2026 (RAUL Research in Progress presentation)



This presentation provides an overview of a multi-layered research project examining the experiences of Jewish soldiers serving in the Polish Army in Exile (PAE) during the Second World War. The project investigates antisemitism, exclusion, and institutional discrimination within the PAE, focusing in particular on the 1944 mass departure of Jewish soldiers from Scottish bases, as well as themes of survivorhood, belonging, and post-war reinvention. Drawing on testimonies, War Office and Home Office records, and the Driberg papers, the research analyses the mechanisms of abuse, protest, and identity formation among Jewish soldiers. A parallel strand, supported by the European Holocaust Research Infrastructure (EHRI), examines Jewish soldier-artists in the PAE — including Adler, Żyw, and Szwarc — exploring art as testimony to antisemitism, trauma, and resistance. Additional aims include building a digital memory atlas using GIS mapping of soldiers' movements, documenting diaspora and post-war migration networks, and contributing to contemporary debates on minority veterans and institutional bias. The project forms the basis of the contracted monograph *Fighting the Nazis, Fighting Racism: The Untold Story of a Group of Polish Jewish Soldiers Who Joined the British Army* (Frontline Books / Pen & Sword).



Breaking Barriers 2026: Reimagining Inclusion and Innovation in Sport
Conference
Dr Lucia Morawska/Dr Samantha Brady
June 2026



Breaking Barriers 2026 is a one-day academic conference bringing together researchers, practitioners, and students to examine gender, inclusion, innovation, and structural change in sport. The programme features a keynote address, three parallel session tracks covering gender and media representation, gendered pathways in coaching and participation, organisational leadership and diversity, bodies and rights in sport, and structural exclusion and inequality. The day also includes a student poster session, a participatory workshop on archiving women's football history, an in-conversation session, and a closing panel discussion on the future of gender, inclusion, and innovation in sport.

Find out more here.

Businesses and Biodiversity
Presentation
Inma Ramos, Director, Institute for Corporate Sustainability, Richmond American University London
14 November 2025



This presentation explores the relationship between businesses and biodiversity, arguing that nature is no longer a corporate social responsibility issue but a core strategic management concern. It covers the definition and importance of biodiversity, the dependency of businesses on natural ecosystems, and the risks and opportunities arising from biodiversity loss. The presentation introduces key global and national frameworks including the Kunming-Montreal Global Biodiversity Framework (2030/2050 targets), the UK Environment Act 2021, and the Taskforce on Nature-related Financial Disclosures (TNFD) and its LEAP approach (Locate, Evaluate, Assess, Prepare). Real-world examples from Japan Airlines, GSK, Agrovision (Peru), and Legal & General (UK) illustrate how businesses are beginning to report and respond to nature-related risks and opportunities.



This presentation provides a comprehensive examination of the plastics crisis from a business, regulatory, and innovation perspective. It begins by outlining the benefits and widespread use of plastics before addressing the full lifecycle problem — from fossil fuel extraction and chemical production to microplastic pollution and end-of-life waste. The presentation maps the global regulatory landscape across the EU, UK, US, China, Africa, and Latin America, and examines sector-specific regulation and innovation across food and beverage, fashion and textiles, automotive, and hospitality industries. It introduces key frameworks including the TNFD LEAP approach, EPR schemes, Deposit Return Schemes, and the EU Digital Product Passport. The presentation also covers the upcoming INC-5 global plastics treaty negotiations and concludes with practical guidance for businesses on compliance and deplastification strategies, as well as tips for individuals.

Waste, Recycling & The Circular Economy: Moving Beyond Take, Make, Waste
Presentation
Inma Ramos, Richmond American University London
23 March 2026



This presentation provides a comprehensive examination of the global waste crisis, the limitations of recycling, and the transformative potential of the circular economy. It begins by critiquing the linear "take, make, dispose" economic model and presents the scale of the waste problem globally. It then examines why recycling alone is insufficient — due to downcycling, contamination, economics, design failures, and infrastructure gaps — before introducing the circular economy as a systemic alternative based on the Ellen MacArthur Foundation's three principles: design out waste, keep materials in use, and regenerate natural systems. The presentation maps the evolving regulatory landscape across the EU and UK, covering key milestones from 2025 to 2035, including the EU Right to Repair Directive, anti-greenwashing rules, textile EPR, Digital Product Passports, food waste reduction targets, and the 2035 petrol/diesel car ban. Sector-specific circular economy adaptations are explored across automotive, hospitality, restaurants, and fashion, alongside a practical transition roadmap for businesses in three phases.

Outreach training

Intro to Sustainability – Practical Aspects
Inma Ramos, Director, Institute for Corporate Sustainability
November 2025

The deck introduces sustainability from a practical management perspective: what sustainability is and how it emerged in its current form, the UN Sustainable Development Goals, stakeholder theory, and the three dimensions of sustainable management (governance/economic, social, environmental). It moves into applied tools such as value chain mapping, materiality assessments, and integrated accounting which illustrated with real corporate examples (Chipotle, Paramount, Inditex, Natura), plus a look at Richmond's own sustainability reporting and PRME (Principles for Responsible Management Education).

As an outreach resource, its ideal impact is equipping students and future business practitioners with practical frameworks (materiality matrices, value-chain mapping, stakeholder analysis) so sustainability moves from abstract principle to something embedded in real organizational decision-making — potentially improving corporate ESG reporting quality and stakeholder engagement as these students enter the workforce.



Publications

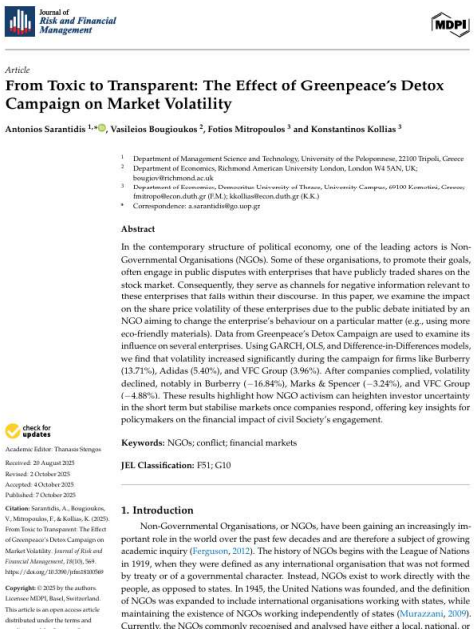
18 peer-reviewed articles published from this past year with 7 articles contribute to sustainable development and/or responsible management education

NGO Campaigns and Stock Price Volatility: Evidence from Greenpeace's Detox Campaign

Peer-reviewed journal article

Authors: A. Sotiropoulos; F. Morphitou; K. Kalotychou; Dr Vasileios Bougioukos, Associate Professor in Economics, Richmond American University London (RAUL)
Date of publication: 2025 — *Journal of Risk and Financial Management*, Vol. 18, Article 569

This paper examines the impact of NGO-led environmental campaigns on the stock price volatility of publicly traded firms, using Greenpeace's Detox Campaign (launched 2011) as a case study. Analysing weekly share price data for 19 international apparel companies the study employs GARCH, OLS regression, and Difference-in-Differences (DID) models. Key findings show that the Detox campaign significantly increased share price volatility for several targeted firms during the campaign period while volatility declined notably once companies complied with Greenpeace's toxic-free demands. Google Trends data on environmental search terms are also used as a proxy for public attention, confirming that heightened digital interest in environmental issues correlates with increased firm-level volatility. The results suggest that NGO activism introduces reputational and regulatory uncertainty into financial markets in the short term, but that compliance acts as a credible signal that restores investor confidence.



Journal of Risk and Financial Management

MDPI

Article

From Toxic to Transparent: The Effect of Greenpeace's Detox Campaign on Market Volatility

Antonios Sarantidis [1,*], Vasileios Bougioukos [2], Fotios Mitropoulos [3] and Konstantinos Kollias [3]

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Abstract

In the contemporary structure of political economy, one of the leading actors is Non-Governmental Organisations (NGOs). Some of these organisations, to promote their goals, often engage in public disputes with enterprises that have publicly traded shares on the stock market. Consequently, they serve as channels for negative information relevant to these enterprises that falls within their discourse. In this paper, we examine the impact on the share price volatility of these enterprises due to the public debate initiated by an NGO aiming to change the enterprise's behaviour on a particular matter (e.g., using more eco-friendly materials). Data from Greenpeace's Detox Campaign are used to examine its influence on several enterprises. Using GARCH, OLS, and Difference-in-Differences models, we find that volatility increased significantly during the campaign for firms like Burberry (13.71%), Adidas (5.40%), and VFC Group (3.96%). After companies complied, volatility declined, notably in Burberry (−16.84%), Marks & Spencer (−3.24%), and VFC Group (−4.88%). These results highlight how NGO activism can heighten investor uncertainty in the short term but stabilise markets once companies respond, offering key insights for policymakers on the financial impact of civil Society's engagement.

Keywords: NGOs; conflict; financial markets

JEL Classification: F51; G10

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1. Introduction

Non-Governmental Organisations, or NGOs, have been gaining an increasingly important role in the world over the past few decades and are therefore a subject of growing academic inquiry (Ferguson, 2012). The history of NGOs begins with the League of Nations in 1919, when they were defined as any international organisation that was not formed by treaty or of a governmental character. Instead, NGOs exist to work directly with the people, as opposed to states. In 1945, the United Nations was founded, and the definition of NGOs was expanded to include international organisations working with states, while maintaining the existence of NGOs working independently of states (Murazzani, 2009). Currently, the NGOs commonly recognised and analysed have either a local, national, or

Participatory Co-Design and Evaluation of a Novel Approach to Generative AI-Integrated Coursework Assessment in Higher Education

Peer-reviewed journal article

Authors: Dr Alex F. Martin, King's College London; Dr Svitlana Tubaltseva, School of Liberal Arts, Richmond American University London (RAUL); Anja Harrison, King's College London; Prof. G. James Rubin, King's College London

Date of publication: 2025 — *Behavioral Sciences*, Vol. 15, Article 808

This study co-designed and evaluated a novel generative AI-integrated coursework assessment in a postgraduate psychology programme at King's College London. Students were randomly allocated to two groups: a "compliant" group that used AI tools to draft a blog and critically reflected on the outputs, and an "unrestricted" group free to generate the entire submission using AI. Teaching staff, blinded to group allocation, marked the submissions using an adapted rubric. The study used participatory methods — including focus groups, interviews, think-aloud workshops, and a co-design toolkit — to assess feasibility, acceptability, and academic integrity. Key findings show that carefully scaffolded AI integration can promote both technical AI fluency and ethical reflection. Students engaged critically with AI outputs, identifying inaccuracies such as hallucinated data, and recognised that meaningful human oversight was essential. Teaching staff valued the assessment's potential but found marking initially time-intensive and had limited success in distinguishing AI-generated from student-authored submissions (marker accuracy was 42.9% and 50% respectively, with no statistically significant difference). A practical co-design toolkit for educators was produced as a key output of the project.



behavioral sciences

MDPI

Article

Participatory Co-Design and Evaluation of a Novel Approach to Generative AI-Integrated Coursework Assessment in Higher Education

Alex F. Martin [1,*], Svitlana Tubaltseva [2], Anja Harrison [1] and G. James Rubin [1]

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Abstract: Generative AI tools offer opportunities for enhancing learning and assessment, but raise concerns about equity, academic integrity, and the ability to critically engage with AI-generated content. This study explores these issues within a psychology-oriented postgraduate programme at a UK university. We co-designed and evaluated a novel AI-integrated assessment aimed at improving critical AI literacy among students and teaching staff (pre-registration: osf.io/jqpcc). Students were randomly allocated to two groups: the 'compliant' group used AI tools to assist with writing a blog and critically reflected on the outputs, while the 'unrestricted' group had free rein to use AI to produce the assessment. Teaching staff, blinded to group allocation, marked the blogs using an adapted rubric. Focus groups, interviews, and workshops were conducted to assess the feasibility, acceptability, and perceived integrity of the approach. Findings suggest that, when carefully scaffolded, integrating AI into assessments can promote both technical fluency and ethical reflection. A key contribution of this study is its participatory co-design and evaluation method, which was effective and transferable, and is presented as a practical toolkit for educators. This approach supports growing calls for authentic assessment that mirrors real-world tasks, while highlighting the ongoing need to balance academic integrity with skill development.

Keywords: generative artificial intelligence; pedagogy; postsecondary; curriculum design; student learning; qualitative

1. Introduction

Recent advances in generative artificial intelligence (AI), powered by large language models, present opportunities and challenges for assessment in higher education. AI is now widely used across sectors including health, industry, and research (McKinsey, 2024; Sun et al., 2023), and is permanently reshaping the nature of academic tasks. In educational settings, AI has already shown potential to support learning by providing personalised feedback, scaffolding writing processes, and automating routine tasks (Kasneci et al., 2023; Strielkowski et al., 2025). Interest in the role of AI in education has accelerated rapidly in recent years (Strielkowski et al., 2025), with growing attention being paid to its implications for assessment and feedback practices (e.g., Henderson et al., 2025; Usher, 2025). In this

Lessons in Collaborative Statecraft from Portugal 2015–2022

Peer-reviewed journal article

Authors: Dr Eunice Goes, Richmond American University London (RAUL)

Date of publication: 2026 — Chapter 11 in: Feldmann, M., Hinnfors, J. & Wickham-Jones, M. (eds.) *Practical Social Democracy*. Cambridge University Press

This chapter examines how Portuguese Prime Minister António Costa deployed what the author defines as "collaborative statecraft" during the period 2015–2019, when he led a socialist minority government reliant on the parliamentary support of three radical left parties — the Left Bloc, the Portuguese Communist Party, and the Greens — in an arrangement known as the Gerigonça. Drawing on process tracing and analysis of official documents, parliamentary debates, and media reports, the chapter argues that Costa's willingness to invest political capital in building and maintaining constructive relations with pivotal parties — through informal governance networks, permanent bilateral negotiations, and shared ownership of policy — enabled him to secure four consecutive budgets, complete a full mandate, satisfy EU deficit requirements, and win the 2019 elections. The chapter also examines the consequences of abandoning collaborative statecraft after 2019, showing how the breakdown of dialogue with the radical left led to the defeat of the 2022 budget, the collapse of the government, and ultimately the socialists' loss at the 2024 elections. It concludes with broader lessons for social democratic governance in an era of electoral polarisation and party fragmentation.

The Many Conceptions of Post-Conflict Reconciliation: Learning from Practitioners

Peer-reviewed journal article

Authors: Dr Noga Glucksam, Associate Professor of International Relations, Richmond American University London (RAUL)

Date of publication: 24 June 2024 — *Peacebuilding*, Taylor & Francis / Routledge

This article addresses a persistent gap in peacebuilding scholarship: the lack of an analytical framework that captures the full diversity of how reconciliation is understood and practised at the grassroots level. Drawing on the Pathways of Reconciliation project — a grounded theory dataset of 135 reconciliation initiatives across 30 countries — the paper analyses mission statements, programmes, and public communications of non-governmental and grassroots organisations that explicitly name reconciliation as a goal. Using qualitative content analysis and grounded theory methodology, the paper identifies two core variables that differentiate conceptions of reconciliation: whether they are relational or reflexive in orientation, and whether they pursue predefined or open-ended goals. From the intersection of these variables, five distinct reconciliation types emerge: instrumental (relational, predefined goals), dialogical (relational, open-ended goals), restorative (reflexive, predefined goals), transformative (reflexive, open-ended goals), and experiential (mixed, no goal — focused on the experience itself). The typology challenges the dominance of state-centric and top-down approaches and argues that no single definition of reconciliation is viable for a concept so rooted in local cultural and historical context.


Research Article

The many conceptions of post-conflict reconciliation: learning from practitioners

Noga Glucksam

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Memory Politics After Disaster: Recovery, Embodied Trauma and the Covid-19 Pandemic

Peer-reviewed journal article

Authors: Amy Cortvriend, Loughborough University; Lucy Easthope, University of Bath; Prof. Jenny Edkins, University of Manchester; Dr Kandida Purnell, Associate Professor of International Relations, Richmond American University London (RAUL)

Date of publication: 2025 — *Millennium: Journal of International Studies*, Vol. 53(3), pp. 576–602

This article critically examines disaster "recovery" in the context of the Covid-19 pandemic through the concept of embodied trauma. Drawing on trauma studies, embodiment theory, and a Lacanian framework, the authors argue that the dominant technocratic approach to disaster recovery — focused on policy prescriptions, "stages of recovery," and a return to normality — depoliticises disaster and silences those who have suffered most. Against this, they propose that embodied traumatic events are inherently political: they disrupt the dominant narrative and expose the fundamental incompleteness of the social order. Using evidence from the UK Covid-19 pandemic — including testimony from bereaved families, frontline NHS workers, the Covid-19 Inquiry, and the National Covid Memorial Wall — the article demonstrates how the pandemic's traumatic impact was deeply unequal, shaped by race, class, gender, and disability. The authors argue that recovery conceived as healing or forgetting is neither achievable nor always desirable. Instead, they suggest that disasters can open space for political activism, demands for accountability, and radical social-political change. The article draws on an ongoing collaborative archival activist research project that first produced the co-edited volume When This Is Over: Reflections on an Unequal Pandemic (Policy Press, 2023).



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SageJournals

Research Article

Memory Politics After Disaster: Recovery, Embodied Trauma and the Covid-19 Pandemic

Amy Cortvriend [1], Lucy Easthope [2], Jenny Edkins [3], and Kandida Purnell [4]

Abstract

This article critically approaches disaster 'recovery' in relation to the Covid-19 pandemic through the notion of embodied trauma. We explore concepts of embodiment and trauma and ask how embodied traumatic memory differs, particularly in relation to a staggered global event such as the Covid-19 pandemic where trauma was embodied in raced, classed and gendered waves and experiences and outcomes were deeply unequal. In contrast to the mostly technocratic mainstream disaster recovery literature, we argue that different and often polarised embodiments of trauma within disaster survivor populations reveal the aim of 'recovery' in the form of going 'back to normal' to be questionable. In this article we therefore integrate and interrogate disaster recovery literature and alternatively suggest that disasters work to remind us that there is no fundamental coherence to what we call social reality. We argue that embodied traumatic events are political: they disrupt the dominant narrative and status quo it sustains. Given this, recovery in the form of healing – or forgetting – is not necessarily what we should be aiming for. Instead, we argue that disasters such as the Covid-19 pandemic can open up the possibility for political activism, radical systemic change and a new social-political order.

Keywords

trauma, embodiment, disaster, memory, Covid-19

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Introduction

> Four years ago I awoke to learn my brother Umar did not. Covid got him. He died at home because the hospitals were full & Govt had stopped community testing as they didn't have enough tests. We had to carry his body out of the house in a body bag while my mum watched. We won't forget.
> – Nazir Afzal, 8 April 2024[1]

Forecasting and Scenarios for Long-Term Diversification Transitions in Oil-Based Economies

Peer-reviewed journal article

Authors: Prof. Konstantinos Nikolopoulos, Durham University; Waleed S.A. Alghassab, University of Hail, Saudi Arabia; Dr Konstantia Litsiou, Manchester Metropolitan University; Dr Vasileios Bougioukos, Associate Professor in Economics, Richmond American University London (RAUL) & University of Notre Dame (USA) in England; Dr Yiannis Polychronakis, Salford University
Date of publication:2026 — *Socio-Economic Planning Sciences*, Vol. 107, Article 102601 (available online 25 August 2026)

This study develops a novel sequential judgmental forecasting framework to generate long-term forecasts and scenarios for oil-dependent economies seeking to diversify their GDP base. Using the Kingdom of Saudi Arabia as its empirical case, the research seeks to identify the top five sectors most likely to contribute to Saudi GDP over a 20-year horizon, addressing the profound economic risks posed by oil price volatility in the post-COVID V.U.C.A. (Volatility, Uncertainty, Complexity and Ambiguity) environment. The framework combines three complementary judgmental forecasting methods: Unaided Judgment (UJ), Structured Analogies (SA), and Interaction Groups (IG). A quota sample of 110 participants with varying levels of expertise — novices, semi-experts, and experts — took part in five sequential experiments. Crucially, participants initially worked without knowing the target country's identity, with Saudi Arabia revealed only in the fourth experiment. A fifth experiment assessed forecasting accuracy using the Scottish independence referendum outcome as a benchmark. Results demonstrate that the framework can comprehensively identify areas of long-term GDP diversification, estimate sectoral contributions, and generate forecast-informed scenarios suited to long-run public sector planning under uncertainty. Rather than producing purely statistical forecasts, the study produces actionable scenarios to inform industrial, education, and investment policy decisions.



Socio-Economic Planning Sciences 107 (2026) 102601

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Forecasting and scenarios for long-term diversification transitions in oil-based economies

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ABSTRACT

We provide long-term forecasts and scenarios that could enable oil-based economies to reduce dependency - and diversify, in the future; the empirical evidence comes from the Kingdom of Saudi Arabia, and the profound dependency in Oil & Gas. This is a very timely quest, given the volatile prices of oil amidst the COVID-19 pandemic and thereafter in the new Volatility, Uncertainty, Complexity and Ambiguity (V.U.C.A.) world we live in. The task under consideration involves identifying the top-5 sectors with the highest economic contribution to the GDP in 20-years-time. The study consists of 5 sequential experiments where a quota sample of participants (n = 110) who took part have varied levels of expertise; novices (n = 19), semi-experts (n = 73), and experts (n = 18). In the 1st and 2nd experiments, participants conducted the forecasts individually using Unaided Judgment (UJ) and Structured Analogies (SA) methods respectively. However, they worked in clusters in the 3rd experiment and formed Interaction Groups (IG). During these 3 experiments, participants were not informed of the identity of the country of which they produced forecasts for. Only in the 4th experiment that the country name was revealed and participants were asked to work in clusters again and perform the same forecast task, while making the most of the new information that were given. The 5th experiment was for the outcome of the (disguised) Scottish independence referendum, aiming to assess the forecasting accuracy of the participants. Uncertainty, complexity, competing objectives and weak predictive instruments prevail in public-sector decision-making problems. The results demonstrate that the proposed forecasting framework could comprehensively identify possible areas of long-term GDP diversification, estimate the potential contribution of each GDP sector to *the Saudi economy and inform policymakers of the Kingdom's future. Rather than generating pure forecasts in the* statistical sense, the framework generates forecast-informed scenarios that are suitable for long-run public sector planning in uncertain environments.

1. Introduction

This study addresses the need for forecasting framework which would derive long-term forecasts based on combining judgmental approaches. In a seminal paper authored by Granger and Jeon [1] and published in the International Journal of Forecasting—shortly before the global financial crisis of 2007-2008, the late professor and Nobel laureate Granger made a bold statement about our limitations when it comes to forecasting, especially for the long-term[1]:

"Will the low rates of birth continue? Will technology driven high rates of labor productivity continue, providing low inflation and unemployment rates? Will the business cycle return? One can also ask how many of the scientific questions will be resolved and become economically relevant. To guesstimate the answers and the growth

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[1] Some academics prefer the term 'long-run' rather than 'long-term' forecasting/predictions [0].

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0038-0121/© 2026 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY license (http://creativecommons.org/licenses/by/4.0/).

Research Voices

“As Head of Research and Professional Engagement (RPE), Kandida Purnell has played a pivotal role in ensuring that faculty research and professional engagement activities are strategically aligned with the principles of impactful, interdisciplinary scholarship. Through her leadership, she has fostered a culture that encourages collaboration across disciplines, enabling researchers to address complex societal challenges that cannot be solved within traditional academic boundaries. Key achievements this year include the establishment of the Centre for Global Creativity, which led by Dr Caleb Turner and Dr Russell Duke, will provide a focal point for interdisciplinary research, international collaboration, and innovative approaches to addressing global challenges, as well as the launch of a successful Research in Progress seminar series designed to showcase emerging research, stimulate intellectual exchange, and strengthen the faculty’s interdisciplinarity as a research community. The seminar series has featured a diverse range of research topics, including Professor Martin Brown’s *Gaming World War III: Warno and the Battle for an Alternative 1989*; Dr Noga Glucksam’s *Rewilding Peace: Grassroots Reconciliation Activism in a Comparative Perspective*; Dr Ian Taylor’s *Beyond the Protest Paradigm: An Overview and Critique of the Research on the Media’s Coverage of Protest*; and Dr Lucia Morawska and Dr Catherine Dille’s *Jewish Agency and Resistance in the Polish Army in Exile (1940–1945)*. By supporting the development of research partnerships, facilitating knowledge exchange with external stakeholders, and embedding impact-focused approaches into research planning and delivery, Kandida has helped position faculty RPE activities to contribute meaningfully to the advancement of the United Nations Sustainable Development Goals (SDGs). Her work has strengthened the integration of research excellence, societal impact, and global responsibility, ensuring that faculty initiatives generate tangible benefits for communities, industries, and policymakers alike.”

Kandida Purnell, Head of Research and Professional Engagement (RPE)





"At the Institute for Corporate Sustainability (ICS), our mission is to drive real-world impact by bridging the gap between academic research and corporate sustainability practice, in direct support of the UN Sustainable Development Goals.

Over the past year, this mission has taken increasingly institutionalised form. Our biannual Sustainability Weeks, held in November 2025 and March 2026, have evolved from a series of events into a structured, recurring programme that brings together faculty, students, businesses, local authorities, and community organisations around shared sustainability challenges. Across both editions, the programme featured accredited Carbon Literacy Training, expert-led public outreach sessions on biodiversity, plastics, waste and the circular economy, student-led SDG exhibitions, and partnerships with local and global organisations, demonstrating that sustainability education can be made engaging, practical and genuinely cross-community.

Looking ahead, ICS is extending its Carbon Literacy offer beyond the university to the local SME community and therefore building on two years of successful accredited delivery to staff, faculty and students, and deepening our role as a bridge between academia and the businesses and organisations that make up our local ecosystem.



Through this expanding portfolio ICS is embedding sustainability as a core dimension of academic and organisational life, consistent with Richmond's liberal arts ethos of unity in diversity."

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, knowledge exchange, and inclusive practice in sport education and leadership, contributing to the United Nations Sustainable Development Goals, particularly SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 10 (Reduced Inequalities), and SDG 17 (Partnerships for the Goals).



In 2026, RGiSRC hosted its third annual Breaking Barriers Conference, building on the success and growing international reputation of the event. The conference brought together academics, students, practitioners, and industry stakeholders to explore contemporary challenges and opportunities relating to equity, diversity, and inclusion in sport. Through research presentations, panel discussions, and cross-sector dialogue, participants examined issues including gender equity, leadership, representation, participation, wellbeing, and social sustainability within sport.

The conference continues to provide an important platform for emerging and established scholars, strengthening collaboration between research, teaching, and practice. Students were actively encouraged to engage with the conference, creating opportunities to connect classroom learning with contemporary debates shaping the sport industry. One notable example was the participation of RIASA student Anna Turner, who attended the conference and later graduated with First Class Honours before delivering the undergraduate graduation address. In her speech, Anna reflected on overcoming barriers and transforming adversity into opportunity; themes that resonated strongly with the conference’s mission of fostering inclusion, empowerment, and positive change through sport.

The continued success of the Breaking Barriers conference demonstrates Richmond’s commitment to creating spaces for dialogue, amplifying underrepresented voices, and advancing research-informed approaches to equity and inclusion in sport. Through the combined work of RGiSRC, Richmond’s curriculum, and student engagement initiatives, the University continues to prepare future leaders capable of using sport as a vehicle for positive social impact and sustainable development.”

Conference website: Breaking Barriers Conference

Dr Samantha Bracey, Associate Professor of Sports Management, RIASA, Co-Chair Richmond Gender in Sport Research Centre



In the 2025-26 academic year, the Library supported sustainability, diversity, and wellbeing at Richmond University through curated displays, interactive activities, and collaborative campaigns. Themed displays covered Sustainability Week, Women's History Month, Black History Month, International Poetry Month, and Transgender Awareness Week.

Engagement activities included a Sustainability Week book swap, a communal drawing activity on the theme of "What does sustainability mean to you?" and individual and group word searches focused on sustainability, waste, and recycling.

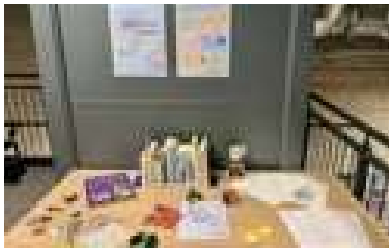
The Library also introduced a Wellbeing Corner with books and mindful activities (origami, puzzles, colouring), alongside a weekly quiet space for students. Other initiatives such as magnet poetry and collaborations with Student Affairs and student clubs helped broaden participation and raise awareness.

Through these activities, the Library supports research, learning, and community engagement whilst promoting practices that are inclusive, sustainable, creative, and supportive of student wellbeing.

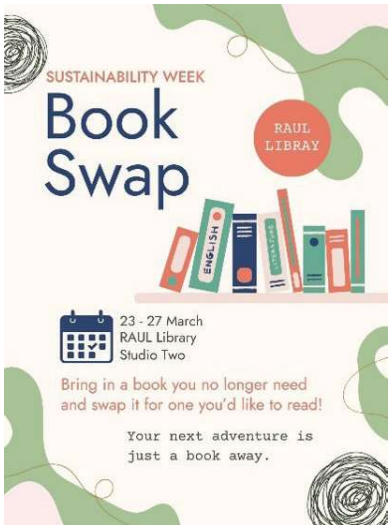














Research is defined as a process of investigation leading to new insights, effectively shared.



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)
CIMA (Chartered Institute for Management Accountants)
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.

QAA

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.

CIM The Chartered Institute of Marketing

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.

ACCA

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

AICPA & CIMA (Association of International Certified Professional Accountants & Chartered Institute of Management Accountants)

We work with AICPA & CIMA to embed sustainability into accounting and management education, supporting responsible financial practices through CIMA's global management accounting framework.

The Carbon Literacy Trust / The Carbon Literacy Project

ICS delivers accredited Carbon Literacy Training through the Carbon Literacy Trust, equipping students and staff to reduce emissions. Embedded in Richmond's Sustainability Weeks, the programme is now expanding to support local SMEs.

Impact Consulting

Teams of five students complete four-week projects in areas such as marketing, business development and sustainability, gaining practical experience while exploring the impact of business decisions on organisations and sustainable practice.

Nutrition Ed UK

Students partnered with Nutrition Ed UK to address a real-world challenge in delivering culturally tailored nutrition education. Teams researched, developed, and piloted solutions, then presented their outcomes through a group proposal and presentation.

RSPCA (Royal Society for the Prevention of Cruelty to Animals)

Students partnered with the RSPCA through their Level 5 Service-Learning course to address real-world challenges in animal welfare, public awareness, or fundraising. Teams researched, developed and piloted solutions, then presented their outcomes through a group proposal and presentation.

London Bike Hub

Students partnered with London Bike Hub through their Level 5 Service-Learning course to tackle challenges in sustaining community cycling, recycling and training programmes, developing and presenting practical solutions.

Blood Cancer UK

Students partnered with Blood Cancer UK through their Level 5 Service-Learning course to tackle challenges in awareness, patient support, and fundraising, developing and presenting practical solutions.

Mahaba Café

Students partnered with Mahaba Café through their Level 5 Service-Learning course to address challenges in growing its social enterprise and supporting trainees into employment, developing and presenting practical solutions.

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 South Asian Student Association

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

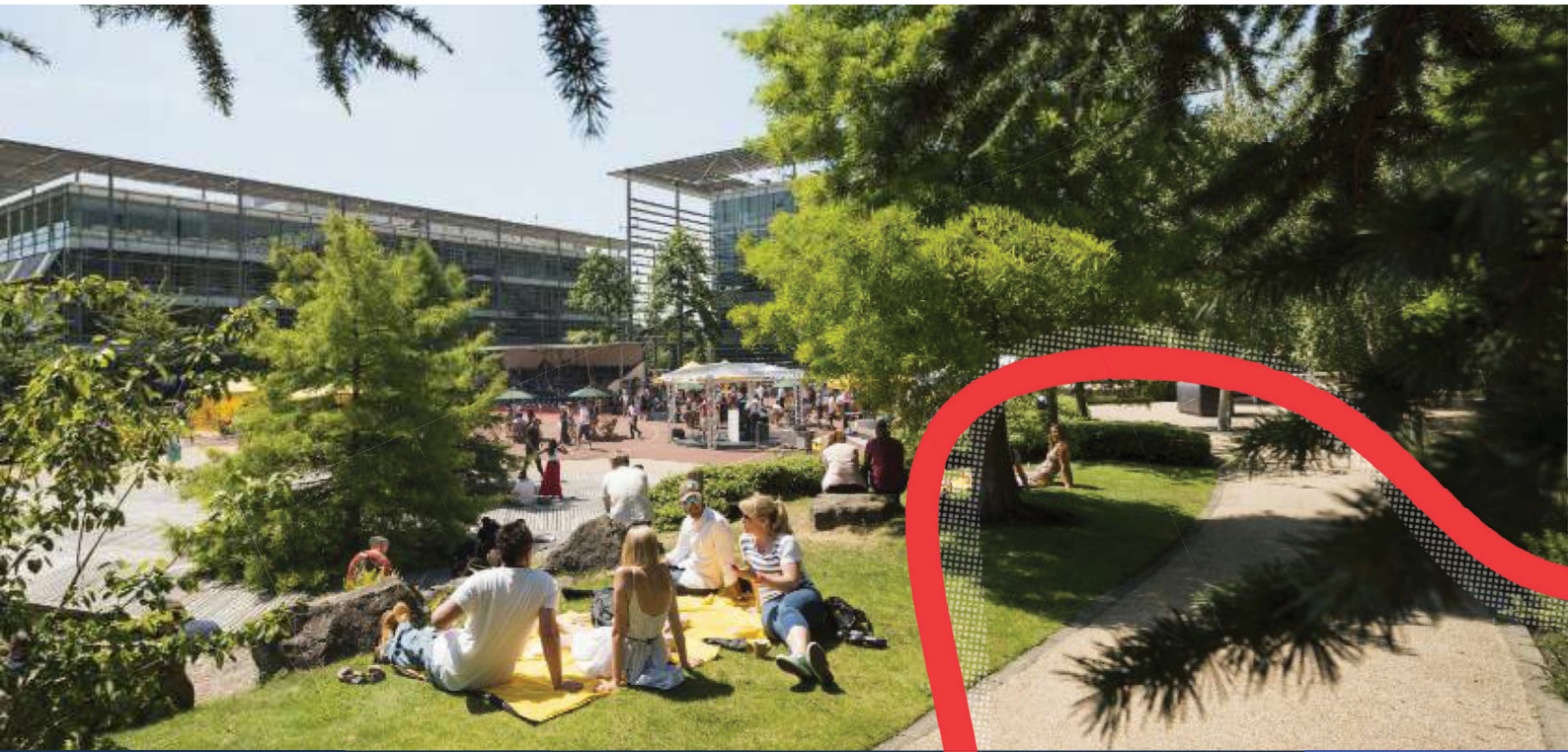
Enjoy Work

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)

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.

Partner Voices

“Richmond American University London has made impressive progress in delivering Carbon Literacy training to both staff and students since launching the programme in 2024. This reflects a strong commitment to preparing students for the challenges and opportunities of the future, while supporting staff in their ongoing professional development. The University’s ambition extends beyond its own institution, with plans to accredit a course that will engage local SMEs and maximise its positive influence within the wider region. Richmond American University London is demonstrating how higher education institutions can play a leading role in driving climate awareness and action.”

Sarah Davies, Public Sector Advocacy Lead,
The Carbon Literacy Project



“I have had the pleasure of collaborating with members of staff to find innovative ways for students and faculty to get involved in sustainability.

At Enjoy-Work, we created a ranking tool to compare the waste and recycling performance of each Guest Company at the Park. Richmond University are consistently within the top performers in waste & recycling, with the highest average score through 2025 and continuing through 2026.



It is great to see Guests at the Park interested in sustainability. Inma invited me to be involved in the university’s Sustainability Week, where I had the opportunity to speak to students as well as members of staff about what Enjoy-Work does to ensure proper waste and recycling management. Martin has shown me Richmond University’s extensive waste and recycling initiative, ensuring that their waste streams remain uncontaminated.

Richmond University have demonstrated a genuine commitment to integrating this topic into their initiatives in a way that surpasses a box-ticking approach to integration. ”

Shannon O’Connor, Enjoy Work - Waste & Recycling Manager

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.

Richmond American University London continues to strengthen its environmental sustainability through a programme of continuous improvement in governance, policy and operational performance. During the reporting period, the University approved updated Health & Safety, Fire Safety and Electrical Appliances policies, reinforcing our commitment to safe, sustainable and well-managed campus operations.

Our environmental performance has also continued to improve. Through enhanced waste segregation, staff and student engagement and close collaboration with our waste management partners, our recycling rate has increased from approximately 80% in previous years to consistently between 88% and 95% throughout 2026. This sustained improvement has positioned Richmond as one of the leading recycling organisations within Chiswick Park, where independent benchmarking placed the University first amongst tenant organisations in May 2026 with an 88% recycling rate and 94% in March and April 2026.

Looking ahead, we are investing in the modernisation of our heating, ventilation and building management systems to improve energy efficiency, reduce carbon emissions and enhance occupant wellbeing. Sustainability considerations continue to be embedded within capital investment, procurement and operational decision-making, ensuring that environmental responsibility remains an integral part of the University's long-term strategic planning.

Richmond American University London continues to embed sustainability into its governance, operations and decision-making through a process of continuous improvement. A significant milestone during this reporting period was the approval by the University Board of a new environmental sustainability framework, comprising three key institutional documents that will come into effect at the start of the 2026–27 academic year which are the Environmental & Sustainability Policy 2026-27, The Sustainable Travel Guidance 2026-27 and the Water Management Standards 2026-27.

Together, these documents provide a strengthened governance framework for environmental sustainability across the University, establishing clear expectations, responsibilities and standards for reducing environmental impact, promoting sustainable travel choices, improving water stewardship and embedding sustainability into everyday operations. Their approval reflects the University's commitment to institutionalising sustainability through formal policy, ensuring environmental considerations are integrated into strategic planning, operational decision-making and the wider campus culture.

In order to see our policies, please go to here.

Practice Voices



Richmond American University London is committed to embedding sustainability into the day-to-day operation of our campus and continually improving our environmental performance. Through collaboration between Estates & Facilities, students, staff, contractors and our landlord, sustainability is integrated into operational decision-making and campus management.

Our waste management strategy consistently diverts the vast majority of operational waste from landfill through comprehensive recycling and recovery programmes. Dedicated recycling streams include dry mixed recyclables, food waste for anaerobic digestion, glass, batteries, waste electrical equipment, coffee cups and coffee pods. Regular performance monitoring has enabled Richmond to become one of the strongest recycling performers within Chiswick Park.

We actively manage energy and water consumption through intelligent building technologies. Motion-sensor lighting, water-saving controls and an integrated Building Management System optimise building performance while reducing unnecessary energy use. Electricity supplied to the campus is sourced from renewable energy providers, supporting the University's commitment to reducing its carbon footprint.

Sustainability considerations are embedded within our procurement, facilities management and capital investment decisions. We work closely with specialist contractors and building partners to identify opportunities to improve energy efficiency, extend the lifespan of building systems and reduce environmental impacts. Current investment programmes include upgrades to heating, ventilation and building control systems designed to improve both occupant wellbeing and long-term energy performance.

Engagement is equally important to our approach. Estates & Facilities supports student-led sustainability initiatives through collaboration with the Green Project and other campus activities, while promoting environmental awareness through regular communications, sustainability campaigns and educational events. Operational sustainability performance, including waste and recycling metrics, is reported quarterly to the Estates & Facilities Committee, ensuring appropriate governance, transparency and continuous improvement.

By combining responsible resource management, investment in sustainable infrastructure and active engagement with our campus community, Richmond continues to strengthen the environmental sustainability of its operations while supporting the University's wider strategic commitment to responsible management education."

Arlene MacManus Head of Estates & Facilities

At Richmond American University London, Practice means embedding responsible management and sustainability into the University's day-to-day operations, governance and decision-making. Through responsible campus management, stakeholder engagement and continuous improvement, we ensure our operational practices reflect the values we teach and contribute positively to society and the environment.



7. SHARE

Sharing Voices



"We work closely with the Institute for Corporate Sustainability and Richmond Business School to ensure that our PRME-related activity is consistently and effectively communicated across internal and external audiences to actively reinforce the institution's commitment to responsible management education and sustainable practice within higher education.

We support building the awareness of PRME-aligned activities including events, student and staff projects, research and external visits. Each activity is developed into a news item and published on the website, providing a clear and accessible record of activity and impact: Institute for Corporate Sustainability.

This content is amplified through our social media channels, including LinkedIn, Facebook and Instagram ensuring the reach and engagement of wider audiences including prospective and current students, staff and external stakeholders.

In addition to promotion, our role is to shape a coherent narrative that positions sustainability as embedded within Richmond American University through teaching, research and student and staff engagement."

Maria Pavlocheva, Director of Marketing, Recruitment and Communications

Looking ahead, we will continue to work closely with the Institute for Corporate Sustainability and Richmond Business School to ensure that sustainability remains a visible and integral part of the University's story. We will support the communication and promotion of new developments across teaching, research and student engagement, including plans to launch sustainability-focused MBA pathways, carbon literacy initiatives and short courses that equip professionals and students with the knowledge and skills needed to address evolving sustainability challenges.

Through proactive storytelling and campaigns across digital, social and external communication channels, we will continue to strengthen awareness of Richmond's commitment to the Principles for Responsible Management Education (PRME) and demonstrate how the University is preparing students to lead responsibly and contribute to a more sustainable future.

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.





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