

PRiME

*an initiative of the
United Nations Global Compact*

2025 Sharing Information on Progress **(SIP) Report**

Richmond American International
University in London

September 2025

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About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“*The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).*

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.



Practice

We adopt responsible and accountable management principles in our own governance and operations.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Getting Started

This section provides foundational information about Richmond American International University in London, including key details and basic institutional data.

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

The-Strategic-Plan-2021-2026-v2

View document  Download document 

Strategy Alignment

University's alignment with advancing sustainability

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.

1. Advancing Sustainable Development

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

2. Promoting the Common Good

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

3. Ensuring Quality Education

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

Conclusion

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

Institutional History

University's History

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

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

In **2022**, Richmond became a member of the **Principles for Responsible Management Education (PRME)**, a United Nations-supported initiative aimed at promoting sustainability in business education. This marked a significant milestone in Richmond's journey toward adopting Responsible

Management Education (RME), demonstrating the university's commitment to integrating sustainable practices into its curriculum and student outcomes. (Lead: Director of Institute for Corporate Sustainability: Inma Ramos)


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

Graduates & Enrollment



2024 Statistics	Number
Graduates	323
Doctoral Student Attendance	0
Certificate, Professional Development, or Continuing Education Attendance	0

Degrees Offered



Associate Programs


 Associate of Arts (A.A.)

Bachelor Programs

 Bachelor of Science (B.Sc. or B.S.)  Bachelor of Arts (B.A.)

Masters Programs

 Master of Science (M.Sc. or M.S.)  Master of Arts (M.A.)

 Master of Business Administration (M.B.A.)

Undergraduate Degree Programmes

- Accounting and Finance with Combined Studies BSc (Hons)
- Business Management with Combined Studies, BA (Hons)
- Digital Marketing with Combined Studies, BA (Hons)
- Economics with Combined Studies, BA (Hons)
- Finance and Investment with Combined Studies , BA (Hons)
- International Sports Management with Combined Studies, BA (Hons)

Masters Degree Programmes

- Digital Marketing with Data Analytics, MSc
- International Business Management, MSc
- Luxury Brand Management, MA
- Master of Business Administration, MBA
- Project Management for Sustainability, MSc

Certificates, Professional Development, or Associate Programmes

- Minor in Accounting
- Minor in Accounting and Finance
- Minor in Business Law
- Minor In Economics
- Minor in Entrepreneurship
- Minor in Finance
- Minor in International Business
- Minor in Fashion Management
- Minor in Marketing
- Minor in Sustainability
- Minor In Environmental Studies



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

Letter of Commitment



Building 12
Chiswick Park
566 Chiswick High Road
London
W4 5AN

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

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

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

Richmond's involvement in the PRME community allows us to strengthen our commitment to promoting responsible management education. We embrace the **Seven Principles** of PRME as a framework for fostering ethical, responsible, and sustainable practices in business and

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

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

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

A handwritten signature in cursive script that reads "Kelly Coate".

Kelly Coate
Provost
21 July 2025

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Definition of Purpose

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.

Institutional Engagement

26% - 50%

of faculty at Richmond American International University in London actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



How We Define Values

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

Who Champions Responsible Management Education at Our Institution

- ❖ Disciplinary efforts within business school
- ❖ Interdisciplinary efforts across business school
- ❖ Interdisciplinary efforts across parent organization

Student Voices

The following narratives demonstrate how Richmond American International University in London has influenced students' academic journey and personal growth.

Student Voice 2



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

Emma Sjöström, Student BA Business Management (International Business)

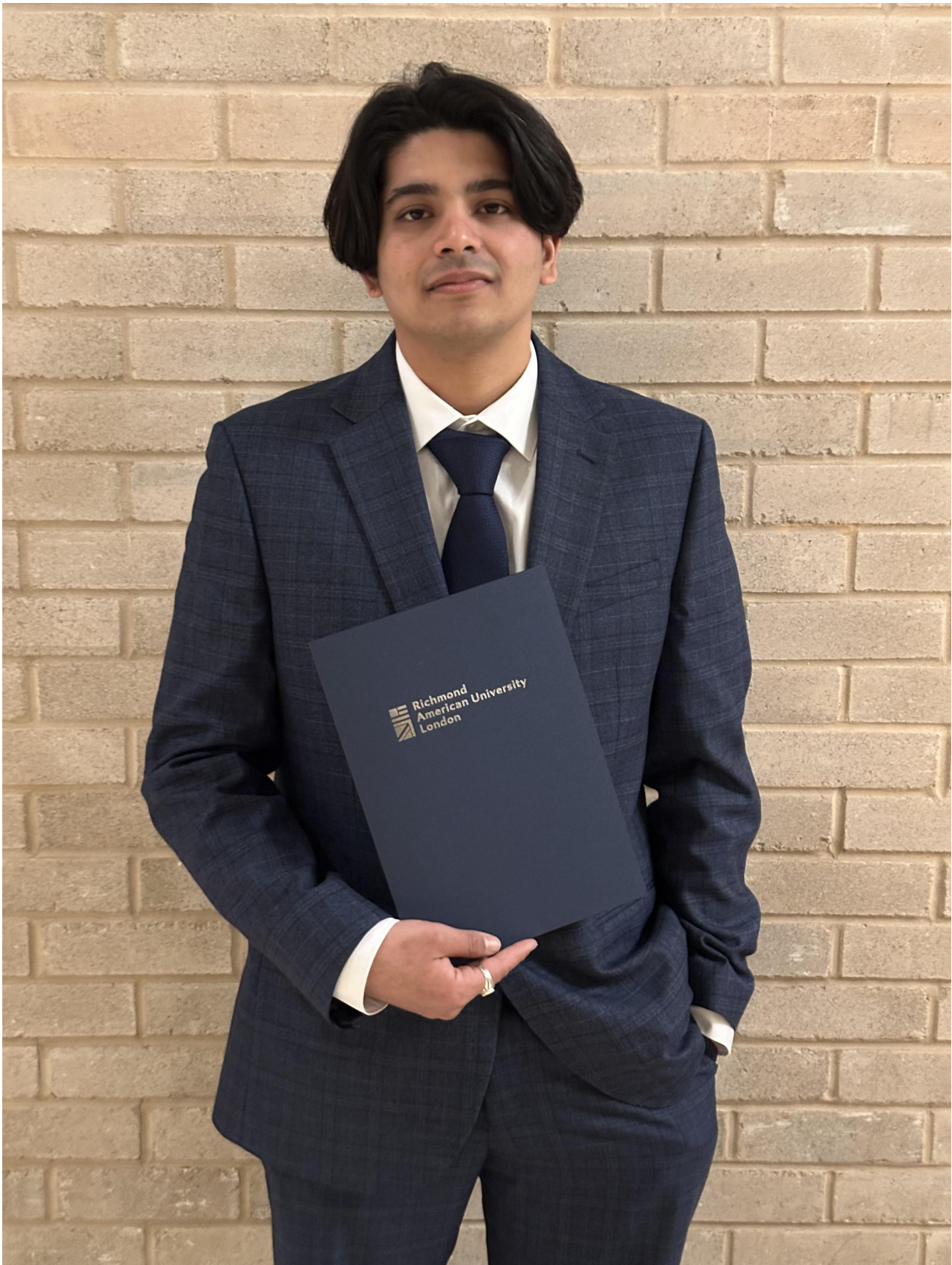
Student Voice 3



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

David Tousignant, student BA Management (International Business)

Student Voice 4



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

Nitya Jotsi, student, BA Business Management – International Business

Student voice 1



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

impact across the entire value chain, from production to end-of-life. This has fundamentally shaped the way I view business, and it has pushed my ambition even further to contribute to a more transparent, ethical, and sustainable fashion industry.

Carolina the Oliveira Pinto, Student BA Fashion Management and Marketing

Celebrating Values

The following demonstrates ways in which our institution celebrates values in various specializations.

Celebrating Values 1



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

Dr Allison Cole-Stutz

Vice President for Student Affairs/Dean of Students

Celebrating Values 2



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

Jay Patel, President Student Government Association



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



How We Define Teach

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.

Teaching Awards

In 2024, 3 awards were given to faculty and educators at Richmond American International University in London.

Global Resilience (Second Place)

Granter: The World University Rankings for Innovation (WURI)

Grantee: International Programme Team - Richmond American University London

Award Description:

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

Student Support and Engagement

Granter: The World University Rankings for Innovation (WURI)

Grantee: Student Affairs Team - Richmond American University London

Award Description:

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

Social Responsibility

Granter: The World University Rankings for Innovation (WURI)

Grantee: Liberal Studies - Richmond American University London

Award Description:

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

Educator Recognition

At Richmond American International University in London, we recognize educators for quality of teaching in the following ways:

- ❖ Course evaluation scores
- ❖ Faculty promotion and tenure consideration
- ❖ Publication or research support
- ❖ Professional development opportunities

Teaching Voices

The following statements demonstrate ways in which educators at Richmond American International University in London support sustainability and responsible management in their classrooms.

Teaching Voices 1



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

David Gomez, Associate Professor , Richmond Business School

Teaching Voices 2



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

Inma Ramos, Associate Professor Business, Management and Law

Teaching Voices 3



In both my Organisational Behaviour class but also in the Leadership class, sustainability is not just a topic – it's the lens through which we explore leadership and organisational dynamics. The course begins with an interactive approach, inviting students to reflect on their values and priorities. This personal exploration lays the groundwork for a deeper engagement with ethical decision-making and responsible leadership. Building on these reflections, we transition to an organisational context where students examine the importance of environmental, social and governance (ESG) principles. Through discussions, case studies and collaborative activities, students critically assess how companies and leaders can act responsibly in the face of global challenges. This method fosters academic understanding and personal growth, empowering students to become values-driven professionals who can lead with integrity and purpose.

Professor Carola Heiker, Organizational Behaviour and Leadership

Teaching Voices 4

PLT 6104 Sustainable Development:

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

Professor Mike Keating, Head of Social Sciences

Teaching Voices 5



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

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

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

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

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

Theano Lianidou, Associate Professor Management

Fostering Innovation



A lot

Our institution supports innovation significantly through teaching and learning.



Experiential Learning



A lot

Our institution supports experiential learning significantly through teaching and learning.



Learning Mindset



A lot

Our institution supports a lifelong learning mindset significantly through teaching and learning.



Method of Teaching and Learning



In person

Traditional classroom-based learning with face-to-face instruction.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

How We Define Research

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

Research vs Research for RME/Sustainable Development

1 Peer-reviewed article was published by Richmond American International University in London from this past calendar year.

vs

1 Peer-reviewed article was published by Richmond American International University in London from this past calendar year in support of RME.

Research Funding

In 2024, Richmond American International University in London was awarded funding for research that is:



No funding

Socializing Research

In 2024, Richmond American International University in London contributed research findings to:

- ❖ National media
- ❖ Public events and lectures
- ❖ Research collaborations
- ❖ Social media and digital outreach

Research Projects

In 2024, Richmond American International University in London reported 1 research project that implemented responsible or sustainable activities.

Sustainability and graduate employment

Period Covering: May, 2024 - July, 2025

Department: Richmond Business School

This research explores how employers can better attract and retain Gen Z talent, particularly those who are climate- and socially-conscious. It is driven by findings that over 50% of Gen Z are leaving their first jobs due to a mismatch between their personal values and their employer's culture. The report will provide insights into how organisations can align their values and culture with the expectations of young professionals, as well as highlight employer perspectives on student readiness for the workplace to help inform university curriculum development



Research Awards

In 2024, Richmond American International University in London was awarded 1 research award for responsibility- and/or sustainability-related research.

Research Awards

Granter: Richmond American University London

Grantee: Noga Glucksam for her work on Peace and Reconciliation. Kandida Purnell for her work "Land and Flesh"

Award Description:

The Research Grant Scheme provides course relief in support of primary research with a defined output in any discipline. It may be used to:

- Fulfil publishing and/or exhibition contracts.
- Undertake work on research projects for which external funding is being sought.

Research Presentations Related to RME and/or Sustainability

In 2024, Richmond American International University in London gave 1 research presentation related to RME and/or sustainability.

Breaking Barriers: Exploring EDI in Sports

Authors: Dr Lucia Morawska | Dr Samantha Bracey

Date of publication: July, 2025

Presented at: The Breaking Barriers RIASA conference

Department: International Sports Management

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



Publications Related to RME and/or Sustainability

Publication 1 - Leaders Appointed in Times of Crisis and Leader and Leadership Development

Authors: Dr Theano Lianidou

Date of publication: July, 2025

Department: Human Resource Management

This chapter addresses the **glass cliff phenomenon**, where women are disproportionately appointed to leadership roles during organizational crises—situations that often set them up for heightened scrutiny and possible failure. It explores the negative consequences of such appointments for both the organization and the women leaders themselves. The authors propose that leadership and leader development, at both the organizational and individual levels, can help mitigate these effects. On the organizational side, they suggest training those responsible for leader selection to recognize and reduce bias, particularly during high-stakes decision-making. On the individual level, the chapter emphasizes equipping women with the skills to critically evaluate leadership opportunities, manage

their leader identities, and negotiate roles more effectively. Importantly, the discussion extends beyond gender to include other underrepresented or marginalized groups who may face similar forms of status-based discrimination in leadership contexts.



Publication 2 - Motivations for ESG Investment Among Leaders in the MICE Industry

Authors: Prof Carola Heiker | Prof. Greg Gannon | Emily Nan Philips | Sohil Majmudar

Date of publication: July, 2025

Department: Human Resource Management

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



Research Voices

The following statements demonstrate ways in which researchers at Richmond American International University in London bring sustainability and responsible management into their research.

Research Centre - Richmond Gender in Sport Research Centre







As part of its commitment to advancing equity, diversity, and inclusion (EDI) in sport, RAUL proudly supports the work of the **Richmond Gender in Sport Research Centre (RGiSRC)**. The Centre serves as a hub for interdisciplinary research, dialogue, and advocacy focused on gender and inclusion in sport, aligning closely with the **PRME Principles of Purpose, Research, and Dialogue**. Through its initiatives,

RGiSRC fosters critical inquiry and promotes inclusive practices in sport education and leadership, contributing to the broader goals of the **UN SDGs**, particularly SDG 5 (Gender Equality) and SDG 10 (Reduced Inequalities).

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

Institute for Corporate Sustainability



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

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

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

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

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

Inma Ramos, Director Institute for Corporate Sustainability

Research Barriers

In 2024, Richmond American International University in London identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Funding challenges
- ❖ Time constraints



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ Ministries of Education, Higher Education, or similar national bodies
- ❖ United Nations organs other than the UN Global Compact
- ❖ QAA, CIM, ACCA

Student Organization Partnerships

- ❖ 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 following provides more details on 5 key partnerships at Richmond American International University in London.

Partnership - The Green Project

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.

Partnership - The Fashion Society

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.

Partnership - The Bharat Society

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

Partnership - First Love Society

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.

Partnership - Football for the Goals (FFTG) (Part of UN)

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.



Practice

We adopt responsible and accountable management principles in our own governance and operations.

How We Define Practice


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

Institutional Policies and Practices

- ❖ Curriculum guidelines
- ❖ Employee equity, diversity, inclusion
- ❖ Environmental stewardship policies
- ❖ Ethical data sourcing guides
- ❖ Ethical leadership or good governance policies
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Professional training opportunities
- ❖ Student equity, diversity, inclusion

Policy Documents Related to RME and/or Sustainability

Complaints Policy Non-Academic Related

View document  Download document 

Consensual Relationships Procedure

View document  Download document 

Data Protection Policy

View document  Download document 

Freedom of Speech Guidance



















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GDPR Privacy Notice for Employees Trustees
Workers Contractors and Employment Candidates

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Guidance on Compliance with CMA

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Health and Safety Policy	View document 	Download document 
IT Network Rules and Regulations	View document 	Download document 
Operational & Financial Regulations	View document 	Download document 
Safeguarding Policy	View document 	Download document 
Scholarships Policy	View document 	Download document 
Social Media Policy	View document 	Download document 
Student Charter	View document 	Download document 
Student Code of Conduct	View document 	Download document 
Student Protection Plan	View document 	Download document 

Practice Voices

The following statement from stakeholders at Richmond American International University in London demonstrates our commitment to sustainable and responsible practices.

Practice voices



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

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

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



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



How We Define Share

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.

Engagement Opportunities

Richmond American International University in London offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Boards and advisory committees
- ❖ Community events and consultation forums
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Open faculty and student meetings and town halls
- ❖ Partnerships with local organizations
- ❖ Public events and panel discussions
- ❖ Publicly accessible sustainability data and dashboards
- ❖ Student and staff volunteer programs

Communication Audiences

Richmond American International University in London communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Alumni and donors
- ❖ Boards and advisory committees
- ❖ Business and industry partners
- ❖ Chamber of commerce and local communities
- ❖ Faculty and staff
- ❖ Government and policy makers
- ❖ Media and public relations channels
- ❖ Non-governmental organizations (NGOs)
- ❖ Prospective and current students
- ❖ Research and academic networks

Sharing Voices

The following statement from stakeholders at Richmond American International University in London demonstrates our commitment to sharing and learning from sustainability and responsible management practices.

Sharing voices



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

SIGNATORY

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Website

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