

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

Richmond American International
University in London

September 2026

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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

Strategy Narrative

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.

The-Strategic-Plan-2021-2026-v2

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Strategy Alignment

Contribution to RME

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

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.

Graduates & Enrollment

2025 Statistics	Number
Graduates	318
Faculty & Staff at the University	144
Faculty & Staff at the Institution	144
Student Enrollment at the University	1107
Student Enrollment at the Institution	1107
Undergraduate Attendance	813
Masters-Level Postgraduate Attendance	294
Doctoral Student Attendance	0
Certificate, Professional Development, or Continuing Education Attendance	0

Degrees Offered

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

-  BA (Hons) Business Enterprise and Innovation with Combined Studies
-  BA (Hons) International Business Management with Combined Studies
-  BA (Hons) International Sports Management with Combined Studies
-  BSc (Hons) Accounting and Finance with Combined Studies
-  BA (Hons) Advertising & Public Relations with Combined Studies
-  BA (Hons) Arts & Visual Cultures with Combined Studies,
-  BSc (Hons) Business and Data Analytics with Combined Studies
-  BA (Hons) Communications & Media Studies with Combined Studies
-  BSc (Hons) Computer Science with Combined Studies
-  BA (Hons) Criminology with Combined Studies
-  BSc (Hons) Economics and Finance with Combined Studies
-  BA (Hons) Fashion Management and Marketing with Combined Studies
-  BA (Hons) Film with Combined Studies
-  BSc (Hons) Finance and Investment with Combined Studies
-  BA (Hons) International History with Combined Studies
-  BA (Hons) International Relations with Combined Studies
-  BA (Hons) Marketing with Combined Studies
-  BSc (Hons) Maths & Data Sciences with Combined Studies
-  BA (Hons) Political Science with Combined Studies
-  BA (Hons) Psychology with Combined Studies,
-  BSc (Hons) Software Engineering (AI) with Combined Studies

Masters Degree Programmes

- Master of Advertising and Public Relations, (MA)
- Master of Art History and Visual Culture, (MA)
- Master in Communication for Social Change (MA)
- Master of Science Digital Marketing with Data Analytics
- Master of Science International Business Management
- Master of International Relations, (MA)
- MSc International Sports Management and Football Industries
- Master of Luxury Brand Management (MA)
- Master of Business Administration (MBA)
- MSc Project Management for Sustainability

Certificates, Professional Development, or Associate Programmes

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



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

2 June 2026

Adoption of the Principles for Responsible Management Education

To our stakeholders,

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.

Sincerely yours,

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

Kelly Coate
Provost
Richmond American International University London

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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

51% - 75% 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.

Continue telling your story

Continue telling the story - Purpose

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.



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

- ❖ Interdisciplinary efforts across business school
- ❖ Interdisciplinary efforts across parent organization
- ❖ Senior leadership office
- ❖ Disciplinary efforts within business school

Student Voices

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

Student voices 1 - 2026

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



Student Voices 3

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



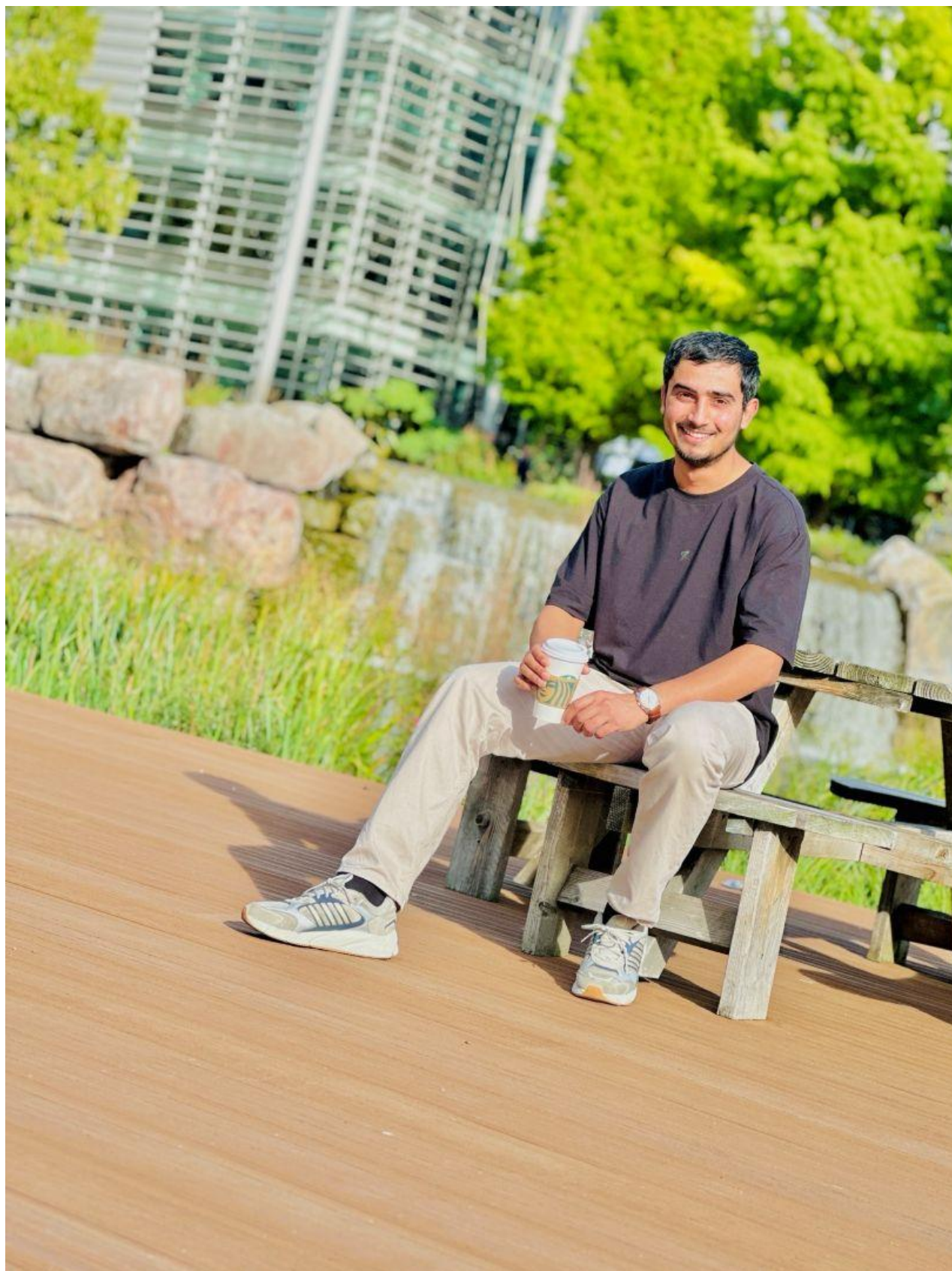
Student Voice 2 (2026)

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



Student Awareness

0% - 25% of students at Richmond American International University in London are aware that we are a PRME Signatory Member.

Student Engagement

76% - 100% of students at Richmond American International University in London actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Values Voices

Value Voices - 3

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



Value Voices 1

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



Value Voices - 2

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



Celebrating Values

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

Celebrating Values - 1

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 Rashitkumar Patil, Student Government Association, President



Celebrating Values - 2

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.



Celebrating Values - 3

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



Continue telling your story

Continue TS - Values

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.





A Liberal Arts Education

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.





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.

Courses that support RME

Richmond American International University in London reports 24 courses in 2025 that support responsible management education and sustainable development goals.

Sustainable Business Strategies | MGT 7203

ESG values have come to the forefront of recent business discourse and financial investment. Building on theories and models of strategic management this course focuses on strategic analysis, planning and implementation of environmentally and socially sustainable business strategies. Early lectures outline the basic strategic analysis models and case study analyses relate to both the firm's internal operations and the environment in which it operates. The course culminates in embedding the principles of ESG and the triple bottom line into future strategic planning.

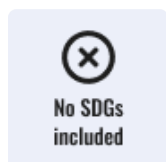
This course equips postgraduate students with the strategic frameworks and ESG literacy needed to lead organisations towards more sustainable futures. By embedding the principles of the triple bottom line into strategic analysis and planning, students develop the critical judgement and practical skills to evaluate and create business strategies that balance commercial performance with environmental and social responsibility. They graduate as forward-thinking leaders, ready to drive meaningful change in organisations operating in an increasingly sustainability-conscious world.



Managing Across Cultures | MGT 7202

This module explores management related issues within the context of global businesses. It considers the challenges and opportunities for organisations with diverse locations, customers and employees. This module develops knowledge of research and practice within the field of cross-cultural and international management within globalised industries. The module focuses on management practices and communication skills necessary in diverse organisations. It encourages a reflexive approach towards the development of the skills and experience required to be successful in cross-cultural encounters at local, organisational and global levels.

This course develops postgraduate students into culturally intelligent, globally minded managers equipped to lead effectively across diverse teams and international contexts. By combining theoretical frameworks with practical case studies and cultural awareness activities, students build the reflective skills and intercultural competencies that are essential for success in today's globalised workplace. They graduate with the confidence and self-awareness to navigate complex cross-cultural encounters and champion diversity and inclusion within their organisations.



Contemporary Perspectives in Luxury Business Environment | LBM 7106

This course is designed to provide a comprehensive and informative overview of current and contemporary perspectives on notions of luxury. It provides a platform to identify, engage and critically reflect upon a number of areas within the luxury sectors. Students will engage with the significance of luxury within the cultural fabrication of the sensual and prestigious. It also provides a deep and systematic understanding of the importance of luxury as a value in society's definition versus an individual process of identity construction. Students will be required to appraise the essence and uniqueness of luxury with criticality, through examining regional case studies. In particular, this course will explore the management aspects concerning the commercialisation of luxury, with respect to different cultural settings and industries.

This course equips postgraduate students with a sophisticated and critically informed understanding of the luxury sector across its many dimensions – cultural, commercial, and ethical. By engaging with regional case studies, contemporary debates around sustainability and counterfeiting, and the evolving perceptions of luxury across generations, students develop the strategic and analytical skills needed to lead and advise in one of the world's most complex and prestigious industries. They graduate as culturally intelligent, commercially astute luxury management professionals.



Marketing and Ethics | MKT 7120

In recent management studies the roles and responsibilities of marketing in society have attracted much attention and brought the attention of practitioners and academics to a range of current topics such as fair trade, social behaviour, ethics and sustainability. Managers around the world have been challenged to integrate sustainability and ethical concerns into their field of business. Ethical Marketing and Sustainable Business Course looks into a variety of ethical decision-making

frameworks, influencing factors and changes toward sustainability in the global supply chain. Such understanding won't be possible without great insight toward how people and business relations are managed and the study of the critical success factors of managers and negotiators in the markets.

This course challenges postgraduate students to interrogate the ethical foundations of marketing and business management in a globalised and sustainability-conscious world. By examining real-world ethical dilemmas, CSR frameworks, and the growing importance of responsible consumption, students develop the moral reasoning and practical skills needed to lead marketing functions with integrity. They graduate as ethically informed, socially responsible marketing professionals, equipped to drive meaningful change in their organisations and industries.



Introduction to Business Management and Marketing | BUSM 4101

This module provides a foundational understanding of how businesses operate and effectively reach their target markets. Students will explore core management principles and marketing strategies, gaining insights into how organizations create value and build profitable customer relationships.

This course equips first-year students with the essential conceptual and analytical tools to understand the business world around them. By integrating both management and marketing perspectives, students develop a holistic view of how organizations function and compete. They build critical thinking and problem-solving skills that underpin all subsequent study in business, while gaining confidence to interpret real-world market trends and organizational challenges from day one.



Global Responsible Business | BUSM 5101

The course provides students with a broad understanding of the concept and practical effects of responsible business within a global dimension. The concept of business purpose linked with the stakeholders informs the triple dimension of this course that revolves around governance, social and environmental responsibility related to the strategy and functioning of businesses. A holistic view of businesses is based on the all-encompassing concept of corporate sustainability. Corporate successes and failures illustrate choices made by businesses to inform future actions. The course places a particular emphasis on future developments at the global level that inform business sustainability including its reporting. This course embeds UN SDGs 12 and 17 by understanding how

SDG language is incorporated in the sustainability reporting of corporates particularly regarding responsible production and consumption (SDG 12) and how partnerships are established with the effect of cooperating on relevant sustainability areas (SDG 17).

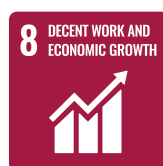
This course empowers students to think critically about the role of business in society and to become advocates for ethical, sustainable practice. By exploring real-world corporate successes and failures, students develop the judgement needed to advise organisations on governance, social responsibility, and environmental strategy. They leave equipped not only with theoretical frameworks but with practical skills in sustainability reporting that are increasingly demanded by employers across all sectors.



Global Supply Chain and Distribution | BUSM 5102

Using case studies from such as fashion, food and FMCG this course provides a comprehensive understanding of global supply chain management and distribution strategies. The course has a focus on the integration of operations management principles. Students will explore the complexities and challenges of managing supply chains across international borders, including sourcing, procurement, logistics, and distribution. The course emphasizes the impact of globalization, technology, sustainability, and operational efficiency on supply chain performance.

This course equips students with the strategic and operational knowledge to navigate the complexities of global supply chains. Through real-world case studies from industries such as fashion, food and FMCG, students develop the analytical and problem-solving skills needed to manage international logistics, mitigate risk, and drive sustainable operational excellence – capabilities that are highly sought after across a wide range of global industries.



Legal & Ethical Aspects in Business | BUSM 5104

This course concentrates on the legal framework within which businesses take place with legal liability as a core concept. Topics include business set-up from a legal perspective and conflict resolution. Further development of the concept of legal liability revolves around contractual, tort, and criminal liabilities. Corporate law is covered with the understanding of directors and shareholders as members of companies together with company resolution. Recent developments in technology law are incorporated such as data protection and digital law. A sustainability approach is added as

corporates are enhancing their governance and financial reporting regarding the triple bottom line including social corporate responsibility and environmental reporting. This course embeds the UN SDGs 3, 5 and 16. This course places an emphasis on the impact that corporations have on their stakeholders, particularly consumers and employees (SDG 3) together with relevant employment regulations (SDG 5) and the ensuing transparency which is expected from businesses by the different stakeholders (SDG 16).

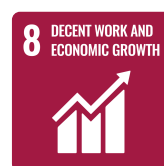
This course equips students with a critical understanding of the legal and ethical landscape within which modern businesses operate. By bridging legal theory with real-world business practice, students develop the confidence to navigate complex regulatory environments, identify ethical dilemmas, and apply legal reasoning to commercial situations. They emerge as more responsible and informed business professionals, capable of contributing to transparent, sustainable, and legally compliant organisations.



Project Management Skills and Methods | BUSM 6102

This module provides a comprehensive overview of programme management principles, processes, and techniques. Students will develop the knowledge and skills necessary to effectively manage complex programmes within a variety of organizational contexts. Contemporary project management methods will be explored. The module emphasizes the strategic alignment of programmes with organizational objectives and the importance of stakeholder engagement, risk management, and benefits realization. Furthermore, it explores a range of programme management methodologies, equipping students with the ability to select and apply the most appropriate approach for diverse project scenarios.

This course prepares final-year students to lead and deliver complex projects in real-world organisational settings. By mastering a range of contemporary project management methodologies – from PRINCE2 to Agile – students develop the strategic thinking, leadership, and problem-solving capabilities that employers across all sectors demand. The emphasis on ethics and sustainability ensures that graduates are equipped not only to deliver results but to do so responsibly and with long-term impact in mind.



Sustainable Strategic Management | BUSM 6103

Building on long established models of strategic management the course focuses on strategic analysis, planning and implementation in the light of current interest in sustainability and ESG values. Early lectures outline the basic strategic analysis models and case study analyses relate to both the firm's internal operations and the environment in which it operates. The course culminates in embedding the principles of ESG and the triple bottom line into future strategic planning.

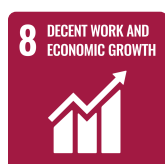
This course equips final-year students with the strategic thinking and analytical tools needed to navigate complex business environments with sustainability at the core. By integrating ESG values and the triple bottom line into strategic planning, students develop the ability to critically evaluate organisational decisions through an ethical and environmental lens. They graduate as forward-thinking leaders, ready to contribute to organisations that balance commercial success with social and environmental responsibility.



Leadership and People Management | BUSM 6104

This module provides a critical exploration of leadership in the context of managing people and talent within organizations. Students will develop a deep understanding of contemporary leadership theories and their application to the challenges of attracting, developing, motivating, and retaining talent in a rapidly changing world. The module emphasizes the importance of diversity and inclusion, ethical leadership, and social responsibility in creating a high-performing and sustainable workforce. Through real-life examples, case studies, and interactive discussions, students will gain the knowledge and skills necessary to lead effectively in today's complex and dynamic business environment.

This course empowers final-year students to become ethical, inclusive, and effective leaders in a rapidly evolving world of work. By critically engaging with contemporary leadership theories and talent management strategies, students develop the self-awareness and practical skills to lead diverse teams with confidence and integrity. They graduate ready to make a meaningful impact on the organisations and people they lead, championing social responsibility and high performance in equal measure.



Public Economics | ECON 6102

This is a course in theoretical and applied public economics using microeconomic theory. The course addresses the theoretical analysis of market failure, public finance, taxation and expenditure systems in modern economies and discusses philosophical issues of economic welfare. Inequality, social mobility, and welfare frameworks are part of this course.

This course develops students' capacity to think critically about the role of the state in the economy and the distributional consequences of public policy. By engaging with real-world issues of inequality, taxation, and market failure, students gain the analytical tools to evaluate complex policy dilemmas and contribute meaningfully to debates about economic fairness and social welfare. They graduate with a nuanced understanding of how government decisions shape societies and markets.



New Venture Finance and Growth | ENTR 5102

This course is designed to provide students with a more detailed understanding of what lies behind the establishment of a successful start-up venture. In the first part of the course, students will study the fundamentals that differentiate an idea from a subsequent business opportunity, namely the need for it to be desirable, feasible, and viable. Students will then further learn how to formally evaluate the potential of an idea using a feasibility assessment. The course will then progress by looking at the range of aspects that are then fundamental to the establishment and growth of a start-up enterprise, focussing variously on entrepreneurial financing, legal and IP protection, the establishment of entrepreneurial teams, and different modes of expansion and growth. This course will emphasise active learning involving case studies, simulations, and practical exercises. At the end of the course, students will be better positioned to understand how to effectively execute an entrepreneurial venture.

This course transforms students' entrepreneurial thinking by bridging the gap between idea and execution. Through hands-on case studies, simulations, and practical exercises, students develop the financial literacy, legal awareness, and strategic acumen needed to launch and grow a real venture. They leave with not only the knowledge but the confidence and practical toolkit to take their first steps as entrepreneurs in an increasingly competitive and dynamic business landscape.



The Business of Fashion | FASH 4101

This module provides a solid foundation in the basics of the global and fast-paced fashion industry. It provides an overview of the industry and the potential career paths in fashion, retail and associated industries. It introduces the fundamental tools to understanding fashion such as marketing theory, analysis of fashion customers and their needs, branding, the marketing mix and the importance of market research and trend analysis. The module also explores the implications of ethical and sustainable practices in the fashion industry. This module provides a solid foundation in the basics of the global and fast-paced fashion industry. It provides an overview of the industry and the potential career paths in fashion, retail and associated industries. It introduces the fundamental tools to understanding fashion such as marketing theory, analysis of fashion customers and their needs, branding, the marketing mix and the importance of market research and trend analysis. The module also explores the implications of ethical and sustainable practices in the fashion industry.

This course gives first-year students a compelling and grounded entry point into the global fashion industry. By combining marketing theory with industry insight and an awareness of ethical and sustainable practices, students develop both the professional knowledge and the critical consciousness needed to navigate a fast-changing sector. They leave with a clear sense of the career landscape ahead of them and the foundational skills to pursue it with confidence.



Ethical and Sustainable Fashion | FASH 6101

This course delves into the ethical considerations within the fashion industry, examining changes in practices, communication, consumerism, and the diverse stakeholders in the supply chain towards sustainability. Students will gain an overview of ethics and sustainability in the fashion industry, from textile fibre production to the globalisation of fast fashion. The course addresses the increasing consumer demand for ethically produced fashion items and the needs of stakeholders seeking sustainability in creating shared value. Ethical sourcing is becoming the norm, transforming fashion production and consumerism.

This course challenges final-year students to critically interrogate the ethical and sustainability landscape of one of the world's most complex industries. By examining the fashion supply chain from fibre to consumer, students develop the tools to distinguish genuine sustainability practices from greenwashing, and to advocate for responsible production and consumption. They graduate as ethically informed professionals, equipped to drive meaningful change in an industry at a critical turning point.



Regulation for Sustainable Finance | FINC 5102

This course is designed to examine both the theory and practice of financial regulation, as well as the nature and role of compliance. Finance plays a decisive role in meeting international agreements on combating climate change with a particular emphasis on decarbonization and preservation of nature. Through adequate governance, social and environmental regulation, the financial sector is a key contributor to corporate sustainability. The pivotal role of the financial sector towards achieving economic stability and fostering a successful and thriving corporate sector makes it the object of increasing regulation. This course embeds UN SDGs 13, 1 and 17 – This course dwells on the impact that sustainable finance will have on the decarbonization and climate change targets (SDG 13), access to financial resources (SDG 1) and partnership for goals (SDG 17).

This course equips students with a sophisticated understanding of the regulatory frameworks shaping the future of finance. By connecting financial regulation to global sustainability imperatives – from the Paris Agreement to ESG investing – students develop the critical awareness and professional competencies needed to navigate an increasingly complex and climate-conscious financial landscape. They graduate ready to contribute to a financial sector that is not only stable and compliant but actively driving the transition to a sustainable economy.



Integrated Marketing Communications | MARK 6102

In today's dynamic media landscape, effective marketing requires a holistic approach that seamlessly integrates traditional and digital channels. Integrated marketing communications (IMC) encompassing both traditional (advertising, OOH, PR, sponsorship, events etc) and digital marketing (social media, SEO and SEM, websites, email, experiential, influencers, AR etc) equips students with the knowledge and skills to develop and execute successful marketing strategies across various platforms. Course material will draw from a blend of theory, tools, media campaigns, case studies, and contemporary brand examples.

This course prepares final-year students to think and operate as strategic marketing communicators in a complex, multi-channel world. By combining the theory and practice of both traditional and digital marketing, students develop the creative and analytical skills to design, execute, and evaluate integrated campaigns across real brand contexts. They graduate with a portfolio-ready understanding of how to build compelling brand narratives and reach diverse audiences effectively and responsibly.



Coaching & Team Management in Sports | SPRT 6104

This module explores the science and practice of coaching. The coach and coaching are at the core of sport and sporting experience. In this course the foci are the coach as a person and coaching practice as a complex social encounter. In the course students will examine practical, vocational and scientific principles that underpin the sports coaching process. This course is practice-oriented and will provide students with skills, knowledge and scientific background needed to prepare athletes and sports people technically, tactically, physically and mentally. This module helps to bridge the gap between coaching theory and from coaching practice enabling students to develop and extend their coaching expertise.

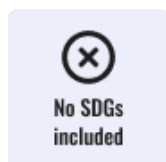
This course empowers final-year students to become reflective, evidence-informed, and ethically grounded coaching practitioners. By bridging the gap between coaching theory and practice, students develop the strategic thinking, communication skills, and professional confidence needed to lead and manage high-performing sports teams. They graduate equipped not only with technical expertise but with the interpersonal and leadership capabilities that translate directly into careers in elite sport, coaching education, and sports management



Introduction to Sport Business | SPRT 4102

This course explores the diverse and expanding practice of sport business in an international context. It provides a comprehensive foundation of the economic, organisational and legal components of the sports industry. Students will explore facets of sport business within areas such as sport event management, sports law, and sports marketing. Contemporary issues related to sport business such as the media, sports analytics, corporate social responsibility, and retailing are also examined.

This course gives first-year students a broad and engaging introduction to the global sports industry as a business environment. By exploring the economic, legal, and organisational dimensions of sport, students develop the foundational knowledge and analytical skills needed to pursue careers across the full spectrum of sports management. The emphasis on contemporary issues – from analytics to corporate social responsibility – ensures students are equipped to think critically about the industry they are entering.



Service Learning: Sustainability and Society | LIBA 5303

This course helps students make a real difference in the world. Service learning as experiential learning combines community service with academic study. This course will apply service learning to the theoretical, political and sociological conceptions of citizenship and their limitations. Students will work on live projects and challenges to address real-world issues and critically reflect on their role as agents in communities and as legal and social citizens. Skills will be gained from working on a project with charities, NGOs, or non-profit organisations on citizenship concepts which will enable the student to critically reflect through service-learning. This course builds professional, entrepreneurial and personal skills to engage with a variety of stakeholders. This course is underpinned by JEDI approaches to justice, equality, diversity and inclusion across the global community.

This course places students at the heart of real-world change. By working directly with charities, NGOs, and non-profit organisations on live projects, students develop not only professional and entrepreneurial skills but a deep sense of civic responsibility and global citizenship. The JEDI framework – justice, equality, diversity and inclusion – runs through everything, ensuring students graduate as ethically grounded, socially conscious professionals who are ready to make a meaningful contribution to their communities and the wider world.



Sustainable Development | POLS 6102

This course introduces students to the process of development project evaluation, in the context of the theory and practice of sustainable development. The course enables students to focus on the political, social and economic complexity of managing a specific sustainable development in the developing world. Methods of evaluation are explored, decided upon and utilised in the production of a Project Evaluation Document (PED) for a sustainable development project of choice. Issues such as

livelihoods, gender, environmental impact, measurement, participation and consultation processes are raised, though the context varies across urban/rural and blue-green-brown issues depending on the specific project chosen for evaluation.

This course transforms students into critically informed and practically skilled advocates for sustainable development. By producing a real Project Evaluation Document for a chosen sustainable development project in the developing world, students gain direct experience of the complexities of delivering change in challenging environments. They develop the analytical rigour, communication skills, and independent judgement needed for careers in government, international organisations, business, and the media – and graduate as thoughtful global citizens equipped to contribute to a more sustainable world.



Globalisation, Development and Environment | INTR 5103

This course addresses the complex interactions between the phenomenon of globalization and both environmental concerns and objectives for international development. The concept of globalization and the history of this phenomenon are interrogated, along with the political, economic, ideological, and social dilemmas associated with environmental issues. The theory, strategy and methods of global development are addressed in this context, while engaging with a range of relevant global actors and institutions.

This course develops students into critically informed global thinkers, equipped to engage with some of the most pressing challenges of the 21st century. By interrogating the intersections of globalisation, development, and environmental change through theory and real-world case studies, students build the analytical and communicative skills needed for careers in government, international organisations, business, and the media. They graduate as concerned, articulate citizens ready to contribute meaningfully to global debates about sustainable futures.



Managing Organisation and People | MGT 7110

Organisations consist of the people who work within them. The objectives of this course are therefore to raise the student's awareness of the centrality of managing organisations and people to understanding organisational functioning and effectiveness. Students will learn how an understanding

of human behaviour via the disciplinary bases of psychology, sociology and anthropology profoundly deepens the analysis of organisations and how the understanding of organisations and people help enhances the manager's ability to achieve organisational goals.

This course equips MBA students with a sophisticated understanding of how organisations function and how people within them can be led, motivated, and developed effectively. By drawing on psychology, sociology, and anthropology, students develop a richer, more human-centred approach to management that enhances their effectiveness as leaders and decision-makers. They leave with both the theoretical frameworks and the practical skills to drive organisational performance and well-being in complex, real-world environments.



Strategic Management | MGT 7130

The course explores the influence of different strategies on the development, success and failure of organisations including multinationals, entrepreneurial start-ups, charities and NGOs. It gives a comprehensive understanding of the issues and techniques of strategy, critically reflects on strategic models and uses case studies to analyse the relationship between a firm's strategy, organisational structure and the environment in which it operates.

This course develops MBA students into strategic thinkers who can analyse complex business environments, evaluate competing strategic options, and lead organisations through change with confidence and rigour. By combining theoretical frameworks with real-world case studies spanning multinationals, start-ups, charities and NGOs, students gain the analytical and creative skills needed to formulate and implement strategy effectively across a wide range of organisational contexts. They graduate ready to contribute at the highest levels of corporate management.



Educator Recognition

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

- ❖ Faculty promotion and tenure consideration
- ❖ Course evaluation scores

- ❖ Professional development opportunities
- ❖ Publication or research support

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.

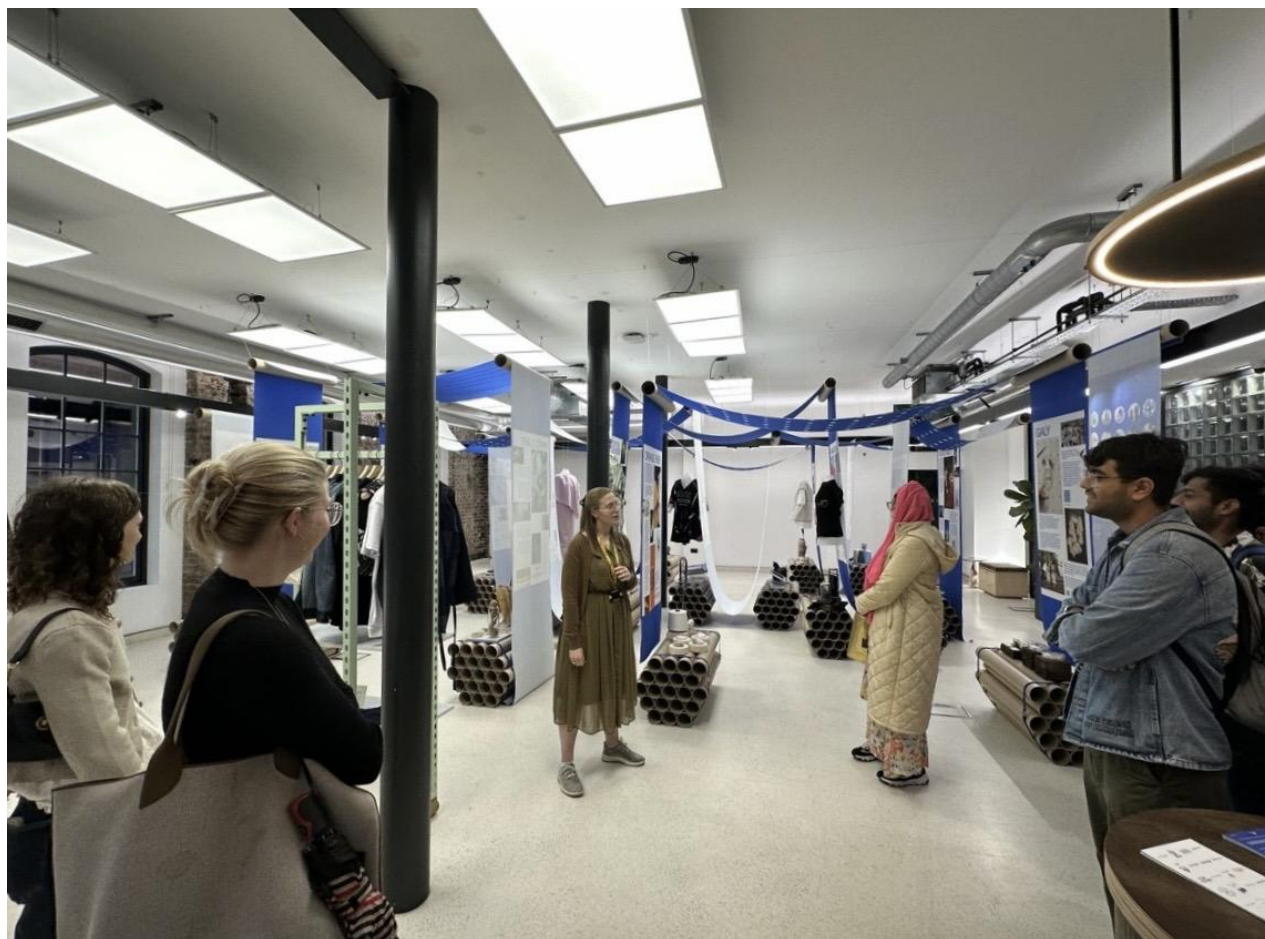
Teaching Voices - 1

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





Teaching Voices 2

LIBA 5303: Service Learning – Sustainability

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



Teaching Voices - 3

Teaching Voice: Ethical and Sustainable Computing

Computing students mputing 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

Teaching Voices - 4

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 of Business, Management and Law, Richmond Business School



Teaching Voices - 5

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.

[PIC: RAUL Students visiting the Museum of Brands - Strategic Brand Management Course]

Eilis Tobin

Programme Director, BA Fashion Marketing and MA Luxury Brand Management



Teaching Voices 6

Teaching Voice: 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.

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

Dr Samantha Bracey

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

<https://www.richmond.ac.uk/news-events/news/riasa-students-raise-over-1400-for-disability-football-club/>



Barriers to Innovative Curriculum

In 2025, Richmond American International University in London identified the following barrier to innovating, updating, or taking risks in existing curriculum:

- ❖ Budgetary limitations

Barriers to Innovative Pedagogy

In 2025, Richmond American International University in London identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Budget constraints

❖ Scalability issues

Continue telling your story

Continue Telling the Story - Teaching

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. Sabine Spangenberg, Deputy Provost, Teaching



Continue Telling the Story 1- Teaching

Richmond Business School continues to strengthen its commitment to responsible management education through the integration of sustainability across its curriculum. Recent curriculum developments include dedicated modules such as Global Responsible Business, Sustainable Strategic Management, and Regulation for Sustainable Finance, reflecting a more systematic approach to embedding sustainability, ethics, governance, and responsible leadership within business education. Looking ahead, the School's postgraduate transformation provides further opportunities to advance this agenda. New modules including Corporate Sustainability Reporting, Strategy for Sustainability and NGO Strategy, Governance and Leadership create a strong foundation for the introduction of specialist pathways in Sustainability and NGOs. These developments will support the School's ambition to equip graduates with the knowledge and skills needed to address complex societal challenges and contribute to sustainable and inclusive organisations.

In addition, the School will continue to encourage undergraduate students to broaden their understanding of sustainability and social impact through interdisciplinary study, particularly through minors in Environmental Studies, Social Justice, and Sustainability, further strengthening the connection between responsible management education and the wider liberal arts curriculum.

Prof Greg Gannon, Head of Richmond Business School





Research

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

How We Define Research

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

Research vs Research for RME/Sustainable Development

18 Peer-reviewed articles were published by Richmond American International University in London from this past calendar year.	vs	7 Peer-reviewed articles were published by Richmond American International University in London from this past calendar year in support of RME.
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Research Funding

In 2025, Richmond American International University in London was awarded funding for research that is:



**Institution
Specific**



Local



Regional



National



International

Socializing Research

In 2025, Richmond American International University in London contributed research findings to:

- ❖ Community organizations
- ❖ Government and policy makers
- ❖ Industry and business networks
- ❖ International media
- ❖ Local media
- ❖ National media
- ❖ Open-access platforms
- ❖ Public events and lectures
- ❖ Research collaborations
- ❖ Social media and digital outreach

Research Projects

In 2025, Richmond American International University in London reported 6 research projects that implemented responsible or sustainable activities.

Diaspora in Arms: Jewish Agency, Exclusion, and Survival in the Polish Army in Exile (1940–1945)

Period Covering: May, 2026 - March, 2027

Department: Department of Social Sciences and Humanities/RIASA

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

Period Covering: September, 2026 - August, 2027

Department: Social Sciences and Humanities

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

Period Covering: June, 2026 - August, 2027

Department: Richmond Business School

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)

Period Covering: May, 2024 - February, 2025

Department: Richmond Business School

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

Period Covering: September, 2025 - August, 2026

Department: Social Sciences and Humanities

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

Period Covering: September, 2016 - September, 2026

Department: Social Sciences and Humanities

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

In 2025, Richmond American International University in London was awarded 1 research award for responsibility- and/or sustainability-related research.

Richmond Research Award

Granter: Richmond American University London

Grantee: Dr Catherine Dille; Dr Lucia Morawska

Award Description:

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 Related to RME and/or Sustainability

In 2025, Richmond American International University in London gave 10 research presentations related to RME and/or sustainability.

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

Authors: Dr Afsane Riazi, Associate Professor in Psychology, RAUL | Dr Theano Lianidou, Associate Professor in Management, RAUL

Date of publication: December, 2025

Presented at: National or international issue or theme-specific conference

Department: Business and Psychology

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.



The Discomfort of Not Knowing: Embracing Epistemic Uncertainty as Resistance in Critical IR

Authors: Dr Noga Glucksam

Date of publication: January, 2026

Presented at: Research Presentation - Richmond University

Department: Social Sciences and Humanities

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

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

Date of publication: March, 2026

Presented at: Internal - Richmond American University London

Department: Social Sciences and Humanities

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

Authors: Dr David Gomez, Richmond American University London (RAUL)

Date of publication: May, 2026

Presented at: National or international issue or theme-specific conference

Department: Richmond Business School

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)

Authors: Dr Catherine Dille, Richmond American University London (RAUL) | Dr Lucia Morawska, Richmond American University London (RAUL)

Date of publication: April, 2026

Presented at: Research in Progress Presentation - Richmond American University London

Department: Social Sciences and Humanities

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

Authors: Dr Lucia Morawska, Richmond American University London | Dr Samantha Brady, Richmond American University London

Date of publication: June, 2026

Presented at: National or international issue or theme-specific conference

Department: RIASA

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.



Businesses and Biodiversity

Authors: Prof Inma Ramos. Richmond American University London

Date of publication: November, 2025

Department: Richmond Business School

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.



Rethinking Plastics: Innovation, Markets and New Rules of the Game

Authors: Prof Inma Ramos

Date of publication: March, 2026

Presented at: Spring 26 Richmond Sustainability Week

Department: Richmond Business School

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

Authors: Prof Inma Ramos

Date of publication: March, 2026

Presented at: Spring 26 Richmond American University Sustainability Week

Department: Richmond Business School

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.



Intro to Sustainability – Practical Aspects

Authors: Prof Inma Ramos

Date of publication: November, 2025

Presented at: Richmond University Fall 25 Sustainability Week

Department: Richmond Business School

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 are 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).



Publications Related to RME and/or Sustainability

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

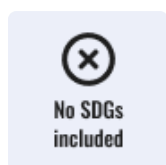
| [DOI](#)

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: August, 2026

Department: Economics

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.



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

| [DOI](#)

Authors: Dr Vasileios Bougioukos, Associate Professor in Economics, Richmond American University London (RAUL) | Antonios Sarantidis, Department of Management Science and Technology, University of the Peloponnese | Fotios Mitropoulos, Department of Economics, Democritus University of Thrace | Konstantinos Kollias, Department of Economics, Democritus University of Thrace

Date of publication: October, 2025

Department: Richmond Business School

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.



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

| [DOI](#)

Authors: Dr Svitlana Tubaltseva, School of Liberal Arts, Richmond American University London (RAUL) | Alex F. Martin, Department of Psychological Medicine, Institute of Psychiatry, Psychology and Neuroscience, King's College London | Anja Harrison, Department of Psychological Medicine, Institute of Psychiatry, Psychology and Neuroscience, King's College London | G. James Rubin, Department of Psychological Medicine, Institute of Psychiatry, Psychology and Neuroscience, King's College London

Date of publication: June, 2025

Department: School of Liberal Arts

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.



Lessons in Collaborative Statecraft from Portugal 2015–2022

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

Date of publication: June, 2026

Department: Social Sciences and Humanities

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

| [DOI](#)

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

Date of publication: June, 2024

Department: Social Sciences and Humanities

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.



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

| [DOI](#)

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

Date of publication: September, 2025

Department: Social Sciences and Humanities

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).



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 Voices 1

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.

Dr Kandida Purnell, Head of Research and Professional Engagement



Research Voices 2

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



Research Voices 3

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



Research Barriers

In 2025, Richmond American International University in London identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Funding challenges
- ❖ Technology and resource access
- ❖ Time constraints

Continue telling your story

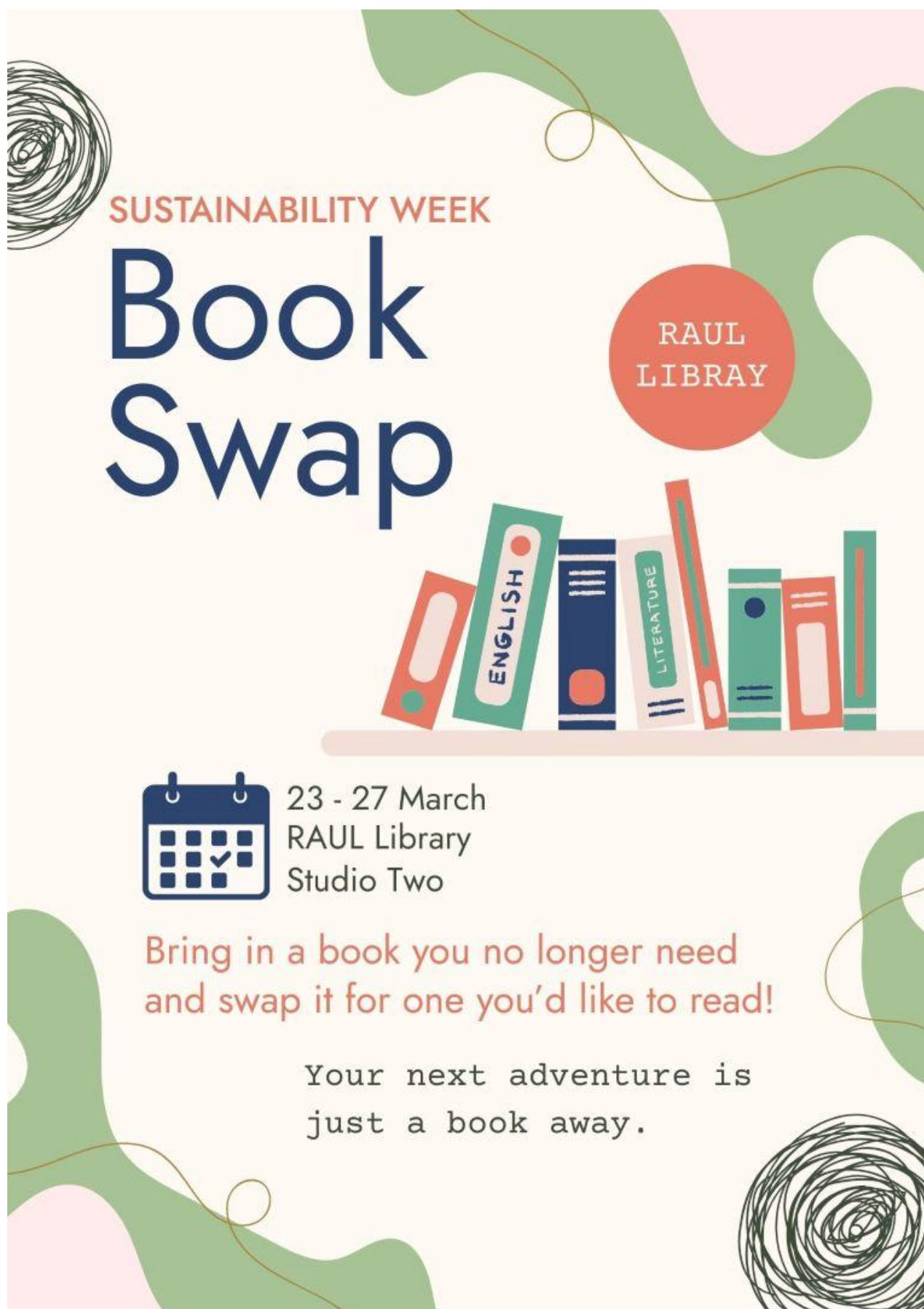
Continue Telling the Story - Research

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.





Leading the Change: Women Shaping a Sustainable Future

Come to the library and
discover our books on
sustainability by female
authors!

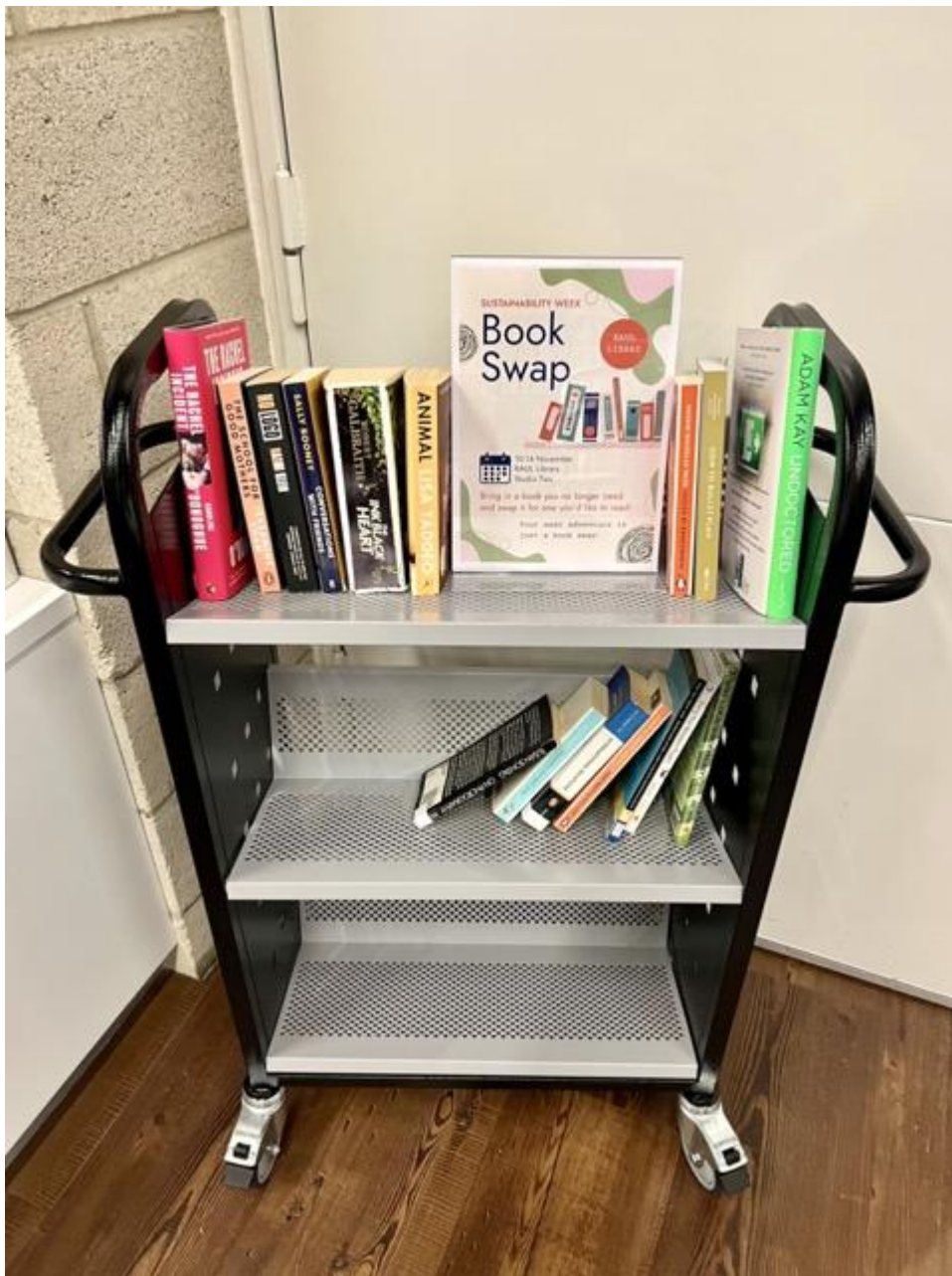


RAUL Library

Women's History Month

March 2026













Partner

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

How We Define Partner

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.

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
- ❖ Local institutions and associations

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 16 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 - 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

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.

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 - Association of International Certified Professional Accountants

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

CIMA

CIMA's global management accounting framework supports our curriculum development across finance, strategy and business management programmes.

The Carbon Literacy Trust / The Carbon Literacy Project

Richmond University through the Institute for Corporate Sustainability (ICS) delivers accredited Carbon Literacy Training certified by the Carbon Literacy Trust, providing faculty, staff and students with the knowledge and motivation to reduce carbon emissions on an individual, community and organisational basis. The training has been embedded into Richmond's biannual Sustainability Weeks, creating a recurring, institutionalised programme of sustainability education that engages multiple stakeholders including local authorities, businesses and community organisations. Building on two years of successful delivery within the university, ICS is now developing an accredited Carbon Literacy programme specifically for local SMEs, extending certified sustainability education into the wider business community.

Impact Consulting

We work with Impact Consulting to offer teams of five students a four-week project experience spanning areas such as project management, marketing, business development and sustainability. These short, applied placements give students direct insight into their chosen field while highlighting the impact that business decision-making can have on organisations and on sustainable practice.

Nutrition Ed UK

Students worked with Nutrition Ed UK as part of their Level 5 Service-Learning course, identifying a real-world challenge the organisation faces in delivering culturally tailored nutrition education and sustainable, multi-lingual resources to families and schools. Teams researched the problem, proposed a solution or set of solutions, developed a prototype, created supporting assets such as media or social content, and piloted it with the organisation's input where possible. The project was assessed through a group proposal and a group presentation of the piloted solution.

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

Students worked with the RSPCA as part of their Level 5 Service-Learning course, identifying a real-world challenge the organisation faces in advancing animal welfare, public awareness or fundraising. Teams researched the problem, proposed a solution or set of solutions, developed a prototype, created supporting assets such as a media campaign or social content, and piloted it with the organisation's input where possible. The project was assessed through a group proposal and a group presentation of the piloted solution.

London Bike Hub

Students worked with London Bike Hub as part of their Level 5 Service-Learning course, identifying a real-world challenge the organisation faces in sustaining its community cycling, recycling and training programmes. Teams researched the problem, proposed a solution or set of solutions, developed a prototype, created supporting assets such as a media campaign or social content, and piloted it with the organisation's input where possible. The project was assessed through a group proposal and a group presentation of the piloted solution.

Blood Cancer UK

Students worked with Blood Cancer UK as part of their Level 5 Service-Learning course, identifying a real-world challenge the organisation faces in raising awareness, supporting patients or generating funding for research. Teams researched the problem, proposed a solution or set of solutions, developed a prototype, created supporting assets such as a media campaign or social content, and piloted it with the organisation's input where possible. The project was assessed through a group proposal and a group presentation of the piloted solution.

Mahaba Café

Students worked with Mahaba Café as part of their Level 5 Service-Learning course, identifying a real-world challenge the organisation faces in growing its social enterprise model and supporting its trainees into employment. Teams researched the problem, proposed a solution or set of solutions, developed a prototype, created supporting assets such as a media campaign or social content, and piloted it with the organisation's input where possible. The project was assessed through a group proposal and a group presentation of the piloted solution.

Partner Voices

The following statements from our partners demonstrate ways in which our collaborations at Richmond American International University in London support sustainability and responsible management education.

Partner Voices 1

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



Partner Voices 2

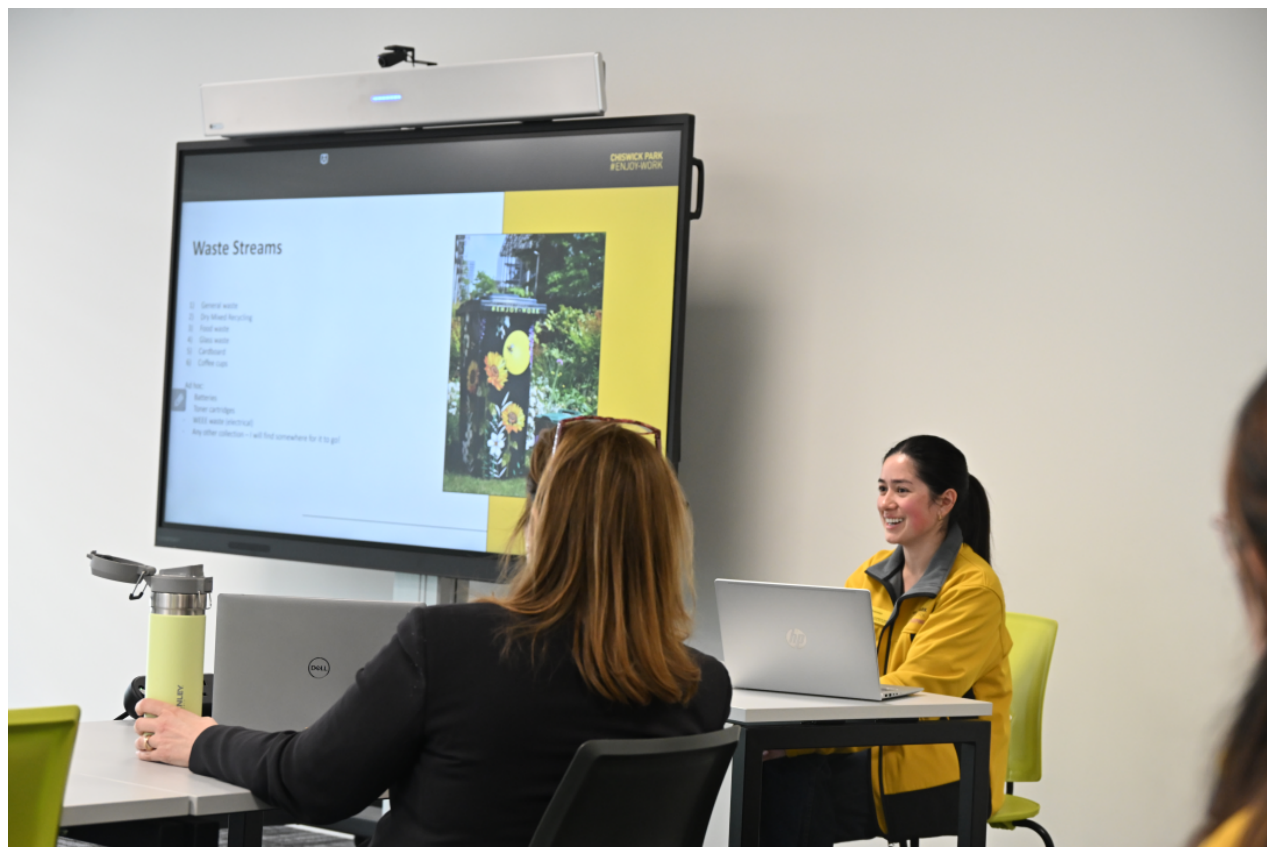
I have had the pleasure of collaborating with members of staff to find innovative ways for students and faculty to get involved in sustainability.

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



Practice

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

How We Define Practice

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.

Institutional Policies and Practices

- ❖ Curriculum guidelines
- ❖ Environmental stewardship policies
- ❖ Ethical data sourcing guides
- ❖ Ethical leadership or good governance policies
- ❖ Equity reporting (DEI, EDI, etc.)
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Professional training opportunities
- ❖ Student equity, diversity, inclusion

Policy Documents Related to RME and/or Sustainability

Social Media Policy 2025-26

View document  Download document 

Software Application and Digital Communication
Policy 2025-26

View document  Download document 

Student Assistance

View document  Download document 

Student Charter

View document  Download document 

Student Code of Conduct 2025-26

View document  Download document 

Student Visa Immigration Regulations & Student Engagement Policy 2025-26	View document 	Download document 
Suicide Safer University Policy 2025	View document 	Download document 
Temporary Financial Assistance Policy 2025-26	View document 	Download document 
termandconditions	View document 	Download document 
Whistleblowing Policy and Procedure 2025-26	View document 	Download document 
Anti-Fraud and Bribery Policy 2025-26	View document 	Download document 
Artificial Intelligence (AI) in Assessment Guidance	View document 	Download document 
Complaints Policy - Non-Academic Related 2025-26	View document 	Download document 
Consensual Relationships Policy 2025-26	View document 	Download document 
Copyright Policy	View document 	Download document 
Course Content Warning Guidance	View document 	Download document 
Data Protection Policy 2025-26	View document 	Download document 
Data Quality Policy 2025-26 (1)	View document 	Download document 

Data Retention Guidance 2025-26

[View document](#)  [Download document](#) 

Dignity at Work and Study Policy 2025-26

[View document](#)  [Download document](#) 

Fitness to Study Policy and Procedure,
Postgraduate

[View document](#)  [Download document](#) 

Freedom of Speech Guidance and Code of Practice
2025-26

[View document](#)  [Download document](#) 

GDPR Privacy Notice for Employees, Trustees,
Workers and Contractors and Employment
Candidates

[View document](#)  [Download document](#) 

Guidance on Compliance with CMA Requirements
2025-26

[View document](#)  [Download document](#) 

Health and Safety Policy 2025

[View document](#)  [Download document](#) 

Incompletes, Rescheduled and Delayed Submission
of Coursework, Postgraduate

[View document](#)  [Download document](#) 

Information Security Policy 2025-26

[View document](#)  [Download document](#) 

IT Acceptable Use Policy 2025-26

[View document](#)  [Download document](#) 

Leave of Absence Policy PG

[View document](#)  [Download document](#) 

Mitigating Circumstances Guidance	View document 	Download document 
Operational & Financial Regulations	View document 	Download document 
Posthumous and Aegrotat Awards Policy, Postgraduate	View document 	Download document 
Recording of Classes and Activities Policy	View document 	Download document 
Safeguarding Policy 2025-26	View document 	Download document 
Scholarships and Bursaries Policy 2025-26	View document 	Download document 
Security Sensitive Research Policy	View document 	Download document 
Sexual-Harassment-Sexual-Assault-Policy	View document 	Download document 

Practice Awards

In 2025, Richmond American International University in London received 1 award for responsible and/or sustainable practices.

Practice Award

Granter: Enjoy - Work Chiswick Business Park

Grantee: Richmond American University London

Award Description:

Informal recognition as a top-performing company within Chiswick Park for waste reduction and recycling, reflecting Richmond's ongoing efforts and campus-wide engagement with sustainable practices

Practice Voices

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

Practice Voice

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.

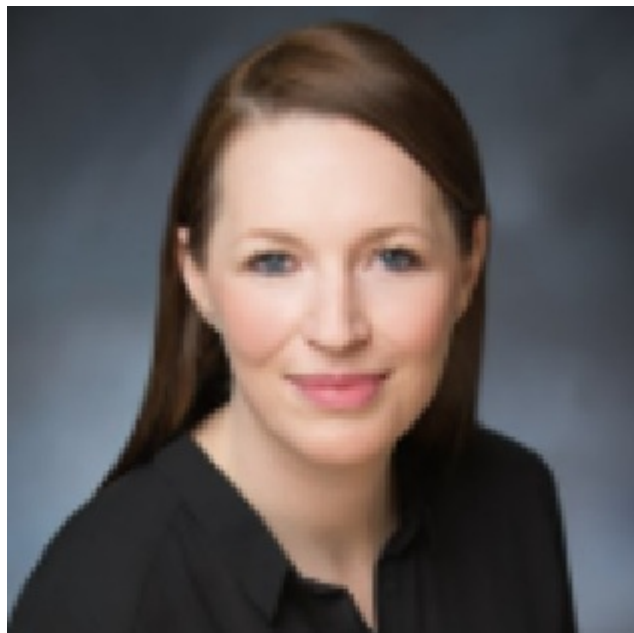
Sustainability considerations are embedded within our procurement, facilities management and capital investment decisions. We work closely with specialist contractors and building partners to identify opportunities to improve energy efficiency, extend the lifespan of building systems and reduce environmental 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



Continue telling your story

Continue telling the story - Practice

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.



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
- ❖ Sustainability-focused research and collaboration Opportunities

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

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



Communication Barriers

Richmond American International University in London faces the following barriers in transparent communications:



**Feedback
loops**

Continue telling your story

Continue telling the Story - Sharing

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.



SIGNATORY

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W4 5AN
United Kingdom



Website

<https://www.richmond.ac.uk/>