

Research and Scholarship QUARTERLY

Issue 10 - October 2024

Welcome to the tenth issue of the **Research and Scholarship Quarterly**! In this issue, we are thrilled to share more about this academic year's round of funding for academic development and scholarly activity.

In this Quarterly, Ruheena Thasin, Lecturer in the School of Business and Law, talks about the circular economy as a stepping stone to a more sustainable future while Dr Flomny Menon, Lecturer in School of Business and Law, provides a look at future organisations and the key components to their success, including holistic leadership. Catherine Chenier, Lecturer in School of Health and Sports Science, reviews what it means to have equality in learning in this era of digital technology and artificial intelligence.

Then, Svetla Tihcheva, Partnerships Project Manager, tells us about a conference she attended on enhancing opportunities for growth in higher education in the UK through the use of a centralised project management office. Emma Buhtina, Head of Student Support, shares more about her scholarly journey a year after achieving Senior Fellowship from Advance HE. Dr Ebikinei Eguruze, Lecturer in School of Business and Law, also provides insight into his experience of scholarly activity at RCL and how he has been supported to enhance his subject knowledge in order to improve the student experience in the classroom.

We are also pleased to share two articles from former RCL students. Thu Kywe Khant Soe talks about his research on social innovation in Myanmar, while Neli Ivanova provides a testimonial about how RCL

supported her to prepare for a competitive job market following her studies.

In "Publications and presentations", we celebrate the many academics and students who have presented at multiple conferences in the last year, as well as those who will be presenting their work at upcoming conferences.

We also maintain an ongoing call for contributions for future issues of the Research and Scholarship Quarterly and note that upcoming issues in this academic year will be themed around each of our three Schools and in line with the annual RCL Learning and Teaching Conference in spring 2025. Please see this section for submission deadlines for those Quarterly issues.

We hope that this Quarterly will continue to inspire you and ignite your passion for research and scholarly activity!



Dr Anna Wharton,
Scholarship and Research
Lead / Editor

Announcing the Academic Development and Scholarship Funding for 2024-2025

We are thrilled to have recently launched this academic year's round of funding for academic development and scholarly activity! To recap, there are three streams of funding available to academic staff under the 2024-2025 Academic Staff Development and Scholarship Funding Policy. The streams are explained below:

1. Advance HE Fund (AHEF)

Participating academics are supported within a cohort structure to complete and submit Advance HE fellowship applications.

2. Development and Scholarship Fund (DSF)

This may support with the cost of certain developmental and scholarly activities such as attending a conference, CPD courses, one-off contribution toward annual membership to a professional body, amongst others.

3. Regent Research Fund (RRF)

Project topics may focus on learning, teaching and assessment; AI and digital technologies in education; student engagement; employability skills, amongst other similar topics.

All information and applications can be found on the recently launched [Scholarship and Research Sharepoint site here](#).



Embracing the Circular Economy: A Path to a Sustainable Future

By Ruheena Thasin,
Lecturer in School of Business
and Law



Have you ever wondered what would happen if all the resources on earth were consumed? In today's era of Artificial Intelligence (AI), businesses are operating at a fast pace to keep up with evolving technology, competition, and consumer preferences. While some are pursuing sustainable strategies for long-term success, others are opting for quick solutions to meet consumers' demands. In pursuit of business success, organisations are embracing a linear economy, characterised by a take-make-dispose business model. [Reports](#) show that this approach places economic gains above environmental concerns, resulting in a 400% increase in natural resource extraction since 1970, with only 7.2% of used materials being recycled back into the economy. If current trends persist, we will require the resources of three planets by 2050, according to [Climate Promise](#).

To address this, sustainability has emerged as a priority, with the concept of a Circular Economy proposed as an alternative

to the more dominant linear economic model. Shifting to a circular economy will necessitate innovation, collaboration, and a change in mindset amongst all stakeholders, including businesses, governments, and consumers. This article provides an overview of my research on the circular economy.

Linear economy vs circular economy

The linear economy, also known as the "take-make-dispose" economy, involves extracting resources to produce products that are disposed of after use. This system significantly degrades natural systems at an unsustainable rate, contributing to global challenges such as climate change and biodiversity loss. The Industrial Revolution laid the groundwork for this linear economy as it relied on the extraction of finite resources and the degradation of natural capital to fuel economic growth. Meanwhile, global waste generation is [projected](#) to surge by 70% by 2050. Shifting to a circular economy is essential for future prosperity and environmental well-being.

A circular economy seeks to redefine growth by prioritising widespread societal benefits, in contrast to the traditional linear economy's "take-make-dispose" model. It is a restorative and regenerative system designed to maintain products, components, and materials at their highest utility and value. The three core principles of the circular economy are: designing out waste, keeping products and materials in use, and regenerating natural systems. The shift to a circular economy [offers](#)

a myriad of benefits across economic, environmental, and social dimensions. It also necessitates innovative solutions, collaborative efforts, and a fundamental shift in mindset amongst stakeholders, including governments, consumers, and businesses.

Changing mindset

In July 2020, an [article](#) was published on the official UK Government website highlighting a joint statement by the Department for Environment, Food and Rural Affairs (Defra), the Department of Agriculture, Environment and Rural Affairs (DAERA), the Welsh Government, and the Scottish Government. The article outlined the government's ambitious goal to achieve zero waste by 2050 and announced the release of a 25-year environmental plan. To achieve these targets, the government is implementing different strategies, one of which is an industrial strategy aimed at influencing consumer behaviour. This strategy encourages consumers to consider the entire lifecycle of a product, rather than just its cost. Additionally, the strategy emphasises the importance of considering broader consequences during the design phase of large projects to minimise their environmental impact. These initiatives demonstrate the UK government's intention to achieve a sustainable future.

Additionally, understanding consumers' attitudes toward sustainability and influencing change is important. Several factors influence consumers' sustainable choices. The rising cost of living has

led to changes in consumer behaviour, such as purchasing more secondhand items, opting for longer-lasting products, repairing items more often, and reducing car usage. Moreover, the significant increase in energy prices in 2023 prompted many consumers to conserve energy where possible. Compared to 2022, it is [suggested](#) that more consumers are considering “circularity” in their decisions, with sustainable packaging and waste reduction being the two most valued practices.

However, [barriers](#) to adopting a sustainable lifestyle include the cost, lack of interest in sustainability, and insufficient information. To embrace a more sustainable lifestyle, consumers are seeking affordable sustainable alternatives, reduced plastics and packaging, and clearer guidance on disposing of or recycling products.

Businesses across all industries are also under mounting pressure from

consumers, investors, and employees to [promote](#) sustainable business practices more proactively. In response, they must navigate associated risks and capitalise on opportunities, such as bolstering their reputation, creating new revenue streams, fortifying risk management, and guaranteeing business continuity. It is essential for businesses to demonstrate to their shareholders the value generated by environmental, social, and corporate governance (ESG) initiatives such as decarbonisation and human rights programmes, rather than viewing them solely as compliance obligations. For example, businesses may reassess consumer expectations through a sustainability lens, realign their market segments, and tailor their offerings accordingly. They can evaluate the impact of their current products and services, incorporate a circular economy approach, and introduce sustainable offerings to meet the growing demand for eco-friendly alternatives, thus gaining

a competitive advantage. Sustainability initiatives can also drive efficiencies by reducing waste, streamlining the supply chain, and conserving energy and water.

In conclusion, embracing the circular economy is essential for a sustainable future. We can balance economic growth with environmental care by shifting from a linear model to one focused on reducing, reusing, and recycling. Governments play a key role, exemplified by the UK’s goal of zero waste by 2050. Consumers are also crucial and are increasingly prioritising sustainability in their choices due to rising costs and environmental awareness. Businesses must innovate and adopt circular principles to meet stakeholder demands, enhance their reputation, and find new growth opportunities. This collective effort toward innovation and collaboration amongst governments, consumers, and businesses will ensure a sustainable future, preserving resources for generations to come.



The DNA of Future Organisations: Embracing the Era of Holistic Leadership

By Dr Flomny Menon,
Lecturer in School of Business
and Law



"Future Organisation" is a term used to refer to business corporations in the coming era of technological revolution and sustainability goals. As we look toward the future, the most successful organisations will be those that can navigate change with agility, embrace innovation and lead with a comprehensive vision, by allowing a holistic leadership approach to guide everyone in the organisation no matter their role or status. These future-focused companies will be built upon several essential pillars which form a strong foundation for long-term success.

According to [research](#), there is a high concentration of business organisations (40-80%) in large cities due to the presence of research, innovation and industry. However, this disproportionately disadvantages those in smaller cities and rural areas. To help address this disparity, there are several key components for a sustainable foundation in a rural or smaller urban area which a company must keep in mind if they aim to become a Future Organisation. These key components are:

1. **Purpose-driven** focus
2. Integration of **remote work**
3. Practice of **holistic leadership**
4. Acceptance of **digital transformation**
5. Clear **strategy**
6. Cultivation of an **agile culture**
7. Promotion of **innovation**
8. Delivery of **personalisation** and
9. Commitment to **ESG** (Environmental, Social, and Governance) principles.

These key components, then, should sit within the DNA of a future organisation, as seen in Figure 1.

First, future organisations will be shaped by their strong commitment to a clear and meaningful purpose, guiding all decisions and actions to align with their core mission. For example, [Unilever's](#) focus on the next era of sustainability influences decisions regarding their innovations in relation to climate, people, plastic, nature and livelihoods. At Unilever, more employees have more say in how they want to operate and engage with consumers, setting them apart as a leaders in responsible business.

Next, as remote work becomes more commonplace, companies need to establish systems that support effective collaboration across various locations. [GitLab](#), which operates entirely remotely as an asynchronous, no-office company, has shown that strong communication and a cohesive culture can help distributed teams succeed without a physical office.

Indeed, leadership in the future must go beyond managing tasks to supporting employees as whole individuals, taking into account their work, personal lives, community roles and overall well-being. [Patagonia](#) exemplifies this by encouraging work-life balance and involvement in causes, which boosts employee satisfaction and loyalty. Holistic leadership is defined as total leadership and a true balance across work, home, community and personal well-being. [An article](#) from the Harvard Business Review suggests that such leadership is possible when individuals acknowledge and embrace the importance of leading with their "whole self". In this way, there is a strong connection to the understanding of holistic leadership.

Likewise, technology will play a crucial role with digital transformation driving efficiency and innovation. [Siemens](#), for instance, uses digital tools such as Xcelerator, to streamline processes and enhance product development. Thus, a clear strategy must be in place to coordinate and manage such new processes and systems.

Agile culture also allows for quicker adaptation to changes and is essential for future organisations to succeed. [Spotify's](#) model of small, independent teams enables them to quickly develop new features and respond to user needs, keeping them at the forefront of their industry. Similarly, innovation must be a focus such as it is at companies like [Google](#), who fosters creativity by giving employees the freedom to explore new ideas. Such freedom led to the creation of the highly successful product Gmail.

Personalisation is another key component of successful future organisations. The success of [Netflix's](#) tailored content recommendations demonstrates how many consumers seek that personal touch from a company. Finally, companies that integrate environmental, social and governance (ESG) principles into each area of their work are more likely to grow in a future seeking to practice more sustainably. Indeed, all the companies named in this article maintain a commitment to the principles of ESG. Together, all of these components create the DNA of a more holistic leadership in business and are vital for the success of future organisations.

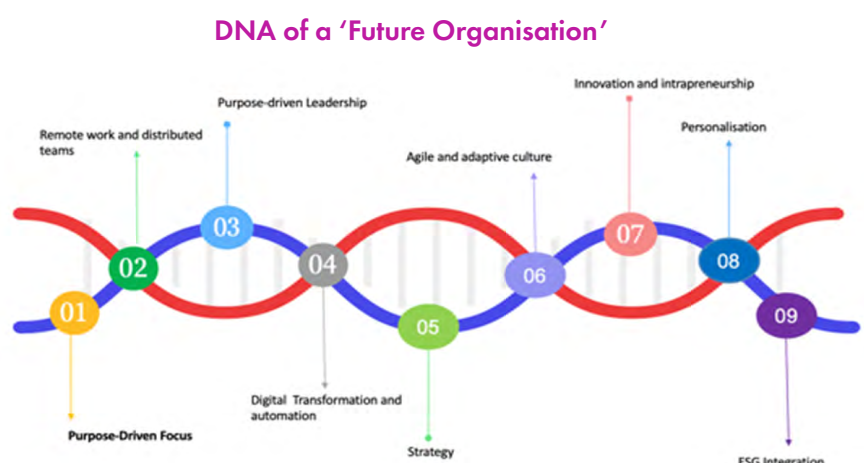


Figure 1, from Menon, F., 2020

Human vs Machine: Taking an Egalitarian Approach to Create Equity and Equality in Learning

By Catherine Chenier,
Lecturer in School of Health
and Sports Science



"AI will transform the way we learn, communicate and access information enabling new forms of personalised education and media content, opening the possibility for personalised messaging in public services such as health. AI Education must include both responsible AI and transformational AI paradigms such as quantum computing." – [People-Centred AI](#)

The 1950s saw the birth of artificial intelligence (AI). Its goal was to mimic human intelligence, to learn to think as a human thinks. In 2024 it is inescapable, impacting on nearly all areas of our lives. Modern Humans (Homo Sapiens) have been around for over 200,000 years, passing our DNA and experiences down from one generation to the next, including the ways in which we learn about and process the world around us. Indeed, whilst we must acknowledge the role of AI in our learning and its positive contributions, it is equally important to discuss how AI affects human social interaction in an educational context in order to fully harness its power.

Here at RCL, we have students who are inspired and determined to change their lives and become health and social care professionals. For some, it is a complex educational journey due to aspects of their own lives, past traumas or other specific needs. In some of these cases, students have not yet encountered an educational approach which was effective in drawing out their potential and guiding them to a transformative learning experience.

"...teachers in further education play a vital role in creating the social conditions and establishing the strong relational ties through which transformative learning takes place." – [Transformative Teaching and Learning in Further Education](#)

Establishing "strong relational ties" is vital to managing a class successfully. It is equally important that a teacher understand and act appropriately to support vulnerable students. This can include reflecting the student's participation dialectically or validating their experiences, thus implementing equity in learning, within an equality framework, and reviving their identity.

An egalitarian approach to teaching also enables teaching professionals to get to know each student individually and, from within, implement caring and empathetic approaches. In this way, teachers can demonstrate empathy, create positive feelings, and decrease pressure on students in the learning environment. Students are thus encouraged to reach their utmost potential and improve their

active participation in the classroom.

Alongside conversation with students and observation of students, this egalitarian approach can understand students' needs through the lens of Abraham Maslow's "[hierarchy of needs](#)". In identifying a student's needs, teachers can support students to establish a sense of belonging by validating their narrative, facilitating a sense of connection, and helping to create a sense of inclusion. Experiencing a sense of belonging is a fundamental aspect of learning and essential in one's journey to self-determination.

"Self-determination theory states that humans have three basic needs: the need for autonomy, the need for competence, and the need for belongingness. How teachers meet these basic needs that students have will influence students' wellbeing, motivation, engagement, and achievement." – [Self-Determination Theory](#)

While AI has demonstrated that it has very good reasoning skills, it seems to be to the detriment of empathy and care. These qualities are vital to support humankind, including our students in health and social care. It is essential that we as teachers equip them not only with knowledge, but with confidence and the ability to exercise emotional intelligence and common sense. Indeed, humans have been developing these attributes for hundreds of thousands of years and they are the very human characteristics that may help to save a future patient's life.



Improving Opportunities for Growth in UK HEIs: The Role of a Project Management Office

By Svetla Tihcheva,
Partnerships Project Manager



As RCL continues to grow and journey toward gaining [new degree-awarding powers](#) (NDAPs), the College is exploring the need for a centralised Project Management Office (PMO). UK Higher Education Institutions (HEIs) face numerous challenges that can be mitigated with

effective management and strategic oversight. A PMO plays a pivotal role in addressing these needs by providing a structured approach to managing projects, ensuring alignment with institutional goals, and enhancing overall efficiency and effectiveness.

A PMO works to ensure consistent outcomes, improved quality, and reduced risks. For example, an institution’s PMO can support a project with its planning and coordination, contributing to better allocation of staff, funding and resources. It can oversee the financial aspects to keep the project within budget while maintaining high standards. By engaging diverse stakeholders, PMOs build support and

ensure clear communication throughout the phases of a project. A focus on risk management allows for early identification of potential risks and development of mitigating strategies. In addition to supporting individual projects, a PMO has an overview of all institutional projects, minimising duplication and allowing for best practice to be shared across departments.

A [recent conference](#) for PMOs in HEIs provided an opportunity to network with colleagues from across the sector and discuss the most common challenges and opportunities that PMOs within higher education are faced with, as seen in the below table:

CHALLENGES FOR PMOs		OPPORTUNITIES FOR PMOs
Silos and communication: Universities often have hierarchical structures resistant to change, and there can be poor communication across teams and departments.	➔	Collaboration: Building communities of practice to break down silos, identifying areas for collaboration, and avoiding duplicate efforts can foster a more collaborative environment.
Bureaucracy: Too many governance committees and consultations can hinder progress. PMOs may be perceived as adding to bureaucracy and struggle to align their activities with other PMOs and to gain engagement from project management teams.	➔	PMO services: Governance simplification, effective benefits tracking, and risk identification can enhance PMO services. Establishing clear metrics for success and professionalising the PMO function are crucial.
Project management: High staff turnover and a lack of commitment to deadlines are common issues. There is also a shortage of project portfolio management tools, resistance to change, unrealistic stakeholder expectations, and low institutional maturity in project portfolio management.	➔	Tools and technology: Streamlining processes across the institution, scaling good project management practices, and developing standardised workflows are key opportunities. Employing suitable technological solutions, such as MS Planner, can aid in project tracking and evaluation.
University-led initiatives: Aligning academic changes with other initiatives is challenging. There are often a lack of clear strategic implementation plans and central oversight, along with limited financial visibility and control issues, and competing priorities for resources.	➔	Maturity: Training and educating project/programme sponsors, enabling early visibility of project pipelines, and fostering a culture of trust within the PMO team can significantly improve project outcomes.

The challenges and opportunities shared during the recent PMO conference highlight the critical role that PMOs can play in driving strategic change and ensuring the sustainable development of higher education institutions. It is clear that RCL would benefit from its own PMO, which would further streamline processes, enhance coordination across departments and ensure the successful delivery of strategic initiatives, ultimately driving the College’s growth and supporting its pursuit of new degree-awarding powers and university status.

Attaining Senior Fellowship: One Year On

By Emma Buhtina,
Head of Student Support



In November 2023 in Issue 8 of the Research and Scholarship Quarterly, I was happy to celebrate with you my recent achievement gaining Senior Fellowship through [Advance HE](#). Now, almost one year later, I'd like to reflect on my experience and share a few thoughts.

My journey toward Senior Fellowship was a truly enriching experience, not only honing my leadership skills but also deepening

my commitment to create lasting impact in Higher Education (HE). My foundation in postgraduate teaching and learning in HE at Anglia Ruskin University also helped to prepare me for this transformative journey and focus on self-reflection.

The UK Professional Standards Framework

is used to highlight development and denote benchmarks in one's submission for Advance HE fellowship. Part of that framework is about respecting the diversity of students, recognising the variety of educational and cultural backgrounds, and realising that each student has unique learning needs. I enjoyed spending time considering and working on this area of my fellowship submission. Another area of leadership I found particularly fulfilling was mentoring and supporting colleagues to develop their own teaching and learning strategies. Looking back, not only did it boost my confidence but also highlighted the importance of reflection.

Additionally, attending webinars, workshops and receiving feedback proved crucial. It equipped me to refine my application and submit it with confidence. Indeed, preparing the application submission itself became a rare opportunity to step back and appreciate my practice. Examining the "small wins" along the way – conversations, successes, even failures – solidified my feeling of belonging within higher education.

If you are thinking about pursuing Advance HE fellowship, my advice is to allocate time to regularly prepare your submission. The application deadline may seem far away, but it has a way of sneaking up on you. If you intentionally set aside time each day to write a piece of your application, you'll soon succeed in putting together your entire submission. Working toward Advance HE fellowship provides a great opportunity to commit to improving the teaching and learning environment in higher education!



Enhancing Scholarly Activity: Supporting Lecturers through the Regent Research Fund

By Dr Ebikinei Stanley
Eguruze, Lecturer in School
of Business and Law



In this short piece, I consider how the Regent Research Fund (RRF) at RCL has supported me along my scholarly journey to improve my own professional development and to thus enhance my students' learning experiences. The RRF is designed to support academics, wherever they are in their scholarly journey, and it provides both motivation and an opportunity for collaboration.

I was fairly new to the College when I first applied to the RRF as a result of attending a conference at the University of Oxford with colleagues. It was there that I connected with RCL colleagues over mutual research interests and our aims to share, strengthen and develop skills in research and scholarly activity. Indeed, academic collaboration within higher education is vital to the advancement of knowledge and innovation, and the enhancement of learning and teaching.

With the support of the RRF, I undertook an empirical study on global poverty reduction interventions from the perspective of global youths and global citizens. To collect data, I redesigned a survey previously created for use within the context of Nigeria and made it more appropriate to be used with

participants from around the globe. Just over 250 participants completed the survey following the attainment of ethical approval to collect data. Resulting data is currently being analysed.

This project has already produced short articles and a Research Roundtable, and I am writing an article for an academic journal and will be writing a new book as well. To conclude, the RRF was critical in supporting me to continue to build a dataset toward reducing global poverty through the implementation of specific interventions. It is clear that there is a demand for such a support mechanism at the College as it drives the enhancement of academics' scholarly activity and the production of high-quality teaching toward the goal of improved learning experiences and student outcomes.



Unveiling Drivers of Social Innovation in Myanmar: The Social Entrepreneur's Landscape

By Thu Kywe Khant Soe,
Former Student in School of
Business and Law



After Cyclone Nargis hit Myanmar in 2008, a wave of social volunteers and Civil Society Organisations (CSOs) began working in the country. They were instrumental in the large-scale emergency relief and reconstruction which worked to revive the country's basic infrastructure through the provision of essential services. This mass social movement also revealed key issues putting strain on the national development of Myanmar.

More than a decade after the initial devastation caused by Cyclone Nargis, basic services provided by non-governmental organisations and CSOs continue to be underfunded. **Social entrepreneurship** is an emerging approach designed to fill this gap but there are many challenges to the development of social enterprises in Myanmar. National economic growth is a key goal for social

entrepreneurs. Small and medium-sized Enterprises (SMEs) make up the majority of social enterprises and are key players in Myanmar's business. Indeed, more than 99% of all enterprises in Myanmar are owned by private SMEs.

My research into the formation of an environment of social entrepreneurship in Myanmar reveals the following relationships between education, demography and social innovation in this particular context.

Youthful energy and gender parity:

The younger generations driving social enterprises in Myanmar bring a new vision and vibrancy to the sector. In addition, increasing female leadership in business suggests that the participation of women in the sector is vital to social innovation and growth.

Education as a cornerstone: Many social entrepreneurs possess a good educational degree, suggesting that a focus on education contributes to their mandate and dedication to national growth. Their continuous learning is also focused on improving sustainability.

From experience comes innovation:

Almost all the social entrepreneurs have work experience in their respective sectors and bring relevant, critical skills to their current ventures. These experiences

support them in the ability to perceive challenges and to come up with innovative solutions.

Strong families and social conscience:

Most of the entrepreneurs come from middle-income homes with a focus on social values and philanthropy. This focus creates a comprehensive understanding of the needs of the community and an appreciation for the wellbeing of all. Their philanthropic heritage of working with those in need reinforces social awareness and drives them to build a society for all.

Navigating the political landscape:

These social entrepreneurs are working within an ever-changing political setting and understand the limits of state support. Therefore, they work toward a cooperative strategy, which focuses on joining up the efforts of all stakeholders to make sustainable development possible.

My research presents a look into the dynamic landscape of social entrepreneurship in Myanmar and invites discussion as to what drives its success. Findings indicate the importance of education and social origin in the formation of innovative solutions to challenges. Going forward, we have a better understanding of how to help and encourage social entrepreneurs and thus contribute to the building of a fairer and more sustainable Myanmar.



Preparing Students for a Competitive Job Market: A Student Testimonial

By Neli Ivanova, Former Student in School of Business and Law



Following my article on problem-based learning and emotional intelligence in Issue 8 of the Research and Scholarship Quarterly in November 2023, I graduated from RCL with a strong sense of success and confidence in myself. The rigorous academic programme equipped me with a wealth of knowledge and skills that prepared me for the challenges of the real world. The lecturers at the College are not only experts in their respective fields, but they are also passionate about teaching

and guiding their students towards success. Their dedication and support helped me to excel in my studies and develop a deep understanding of my chosen field of study.

Moreover, the diverse and inclusive community at RCL played a crucial role in shaping me into a well-rounded individual. Interacting with students from different backgrounds and cultures broadened my perspectives and helped me to appreciate diversity. The collaborative learning environment also allowed me to develop strong communication and teamwork skills, which are essential in any professional setting.

In addition, the practical experience and hands-on learning opportunities offered at the College were invaluable in preparing me for my career. Through internships, research projects and fieldwork, I gained practical skills and real-world experience that have given me a competitive edge in the job market. The support and guidance of the career services department

were instrumental in helping me secure internships and job opportunities.

The personal growth and self-discovery that I experienced at RCL contributed significantly to my sense of success and confidence. The College not only focuses on academic excellence but also places a strong emphasis on personal development. Through workshops, retreats and mentorship programmes, I was able to reflect on my values, beliefs and goals, and develop a deeper understanding of myself. This self-awareness and personal growth gave me the confidence to pursue my dreams and face any challenges that come my way.

The holistic education and supportive community at Regent College helped me to grow academically, professionally and personally. I am proud to have graduated from such an excellent institution and I am confident that the skills, knowledge and values I acquired will continue to guide me toward success in all aspects of my life.



Publications and Presentations

Maryam Rouintan and **Dr Fatemeh Azizi**, Lecturers in the School of Health and Sports Science, have had papers accepted for the [2024 Winter Conference of the Regional Studies Association](#) taking place in November 2024. Maryam will present a paper on 'Exploring spatial democracy through retrotopia and utopia: A comparative study of Tehran and London.' Fatemeh will present a paper on 'Afghan Women Refugees enduring Domestic Violence despite finding Sanctuary in the UK.'

Dr Elizabeth Kaplunov, Lecturer in School of Health and Sports Science, has had a paper accepted at the [6th International Conference on Psychology, Counselling and Education](#) to take place in October 2024. She will present on her research into lecturers' views on learning during and after the Covid-19 lockdown.

Dr Palto Datta, Lecturer and Scholarship Lead in the School of Business and Law, has co-authored a paper entitled 'Exploring the optimal education system: Insights from Ancient Greek philosophy' with Dr Monjur Chowdhury from the Cree School Board in Canada. The paper was published in the indexed International Journal of Higher Education Management in August 2024. The study asks the question, How can ancient Greek philosophies be utilised to create the best education system in the modern world? Its findings suggest that the optimal education system would nurture an individual's passion for learning and emphasise the significance of individual moral development and wellbeing in the community. [Click here to read the article.](#)

In August 2024, academics and students from Regent College London attended the [13th International Conference on Restructuring of the Global Economy](#) at the University of Oxford, hosted by the [Centre for Business and Economic Research \(CBER\)](#) and the [Future University in Egypt](#). There were more than 120 participants from 25 countries. The following academics and students presented papers:

Academics

- **Dr Vishu Sadanand** presented on 'Regional attributes and spatial distribution of foreign direct investment (FDI) in emerging markets: Evidence from India'
- **Dr Shobha Harebasur** presented on 'Strategies and frameworks to embed culturally diverse resources in teaching business and management qualifications'
- **Dr Palto Datta** presented on 'Exploring the optimal education system: Insights from ancient Greek Philosophy'
- **Assad Shamsi** presented on 'The octagon of scaling mantras'

Students

- **Oxana Trestianu** presented on 'Exploring the convergence of human emotions (EI) and innovative technology (AI) in UK higher education'
- **Manjeet Manjeet** presented on 'The impact of human energy crisis on the employee's performance in IT sector in India'
- **Thu Kywe Khant Soe** presented on 'Corporate Social Responsibility (CSR) and consumer purchase intention in the UK Fashion Industry'
- **Shaheda Akther** presented on 'The impact of service quality on customer satisfaction in the betting shop: UK Perspective'
- **Lorela Ajdini** presented on 'The impact of technology on customer satisfaction in restaurant industry in the UK'

In December 2023, academics and students from Regent College London attended the [8th International Conference on Globalisation, Entrepreneurship and Emerging Economies](#) at the University of London. **Dr David Clemson**, Lecturer in the School of Business and Law, chaired the session on Sustainability in Teaching & Learning while **Dr Palto Datta** chaired the session on Demystifying Scientific Research. The following Regent academics and students presented papers to participants from more than 20 countries at the conference:

- **Oxana Trestianum** and **Dr Palto Datta** presented on 'The role of media in SDGs promotion'
- **Juliana Olayemi Omolambe** and **Dr Flomny Menon** presented on 'Investigating the effects of remote and hybrid work models on workforce productivity, organisational culture, and work-life balance in a medium scale retail fashion industry like M&S.'
- **Volodymyr Naidiuk** and **Dr Rishiram Aryal** presented on 'Empirical research on the skills gap associated within the UK education system, focusing on young adults (16–25) and formulating guidelines for a sustainable future world of work'
- **Sethulakshmy Sivadas** and **Dr Shohail Choudhury** presented on 'The impact of Covid-19 on the Indian aquaculture and seafood industry: The importance of leadership and strategic business management in crisis management.'

Also, in December 2023, **Dr Palto Datta** also participated as a judge in the [10th annual QS Reimagine Education Awards & Conference 2023](#), hosted by Khalifa University in collaboration with Wharton University. More than 800 delegates from higher education institutions, industries and governments around the world met together and exchanged ideas toward the common goal of revolutionising global education through innovative concepts. Dr Datta was awarded financial assistance from RCL's Development and Scholarship Fund (DSF) to attend this conference.

Call for Contributions

We maintain an ongoing call for contributions for articles for the Quarterly. We welcome ideas and research from both academic and professional staff at RCL and are happy to support you to develop an idea into an article. We also invite members of staff to recommend student contributions to the newsletter that are well done, original, or innovative.

Issues for this academic year will be themed by School and aligned with the annual RCL Learning and Teaching conference in spring 2025. More detailed information about each Issue will follow closer to time. For now, please note the following themes and their submission deadlines:

- Issue 11 – School of Health and Sports Science – submission deadline is 5 November
- Issue 12 – School of Engineering and Computing – submission deadline is 18 February
- Issue 13 – RCL Learning and Teaching Conference – submission deadline is 20 May
- Issue 14 – School of Business and Law – submission deadline is 19 July

If you would like to contribute to or support future issues of this newsletter, please contact Dr Anna Wharton, Research and Scholarship Lead.