



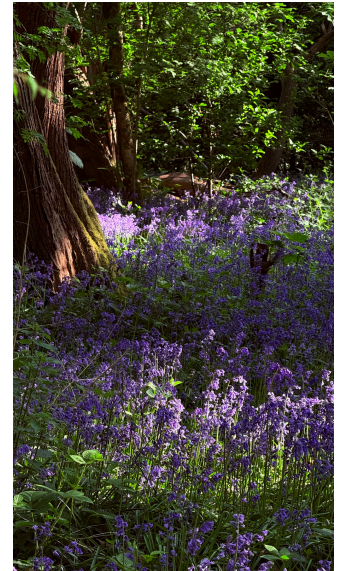
## Welcome

This month's highlight is the hugely successful MGM PGR Conference. I am extremely proud of our wonderful PGRs for organising this event, which has truly become one of our flagship activities in RKE, excellent job, everyone. Congratulations to Catherine and Dimah on successfully defending their thesis, well done! A big congratulations also to Angie for securing the highly competitive British Academy International Writing Workshop grant. Myrtle's impactful work on anti-racism in policing continues to gain traction. Well done to Ryan on the publication of his special issue, and to Isabella, Iqra, and Myrtle for their recent publications.

I'm also pleased to share that my own work was recently featured in a BBC article, and that Ryan and I have signed a new collaboration agreement with Didymos.

I particularly enjoyed editing this issue and learning more about some truly thought-provoking research. Don't miss Isabella's reflective piece on engaging non-human voices in tourism education—it's a fascinating read.

Wenjie



## PGRs Take the Lead: MGM's Second Annual PGR Conference Celebrates Research and Community



On Monday 6 May, MGM held its second annual Postgraduate Research Conference, themed "Beyond Boundaries: A Celebration of Research and Discovery." The event was entirely organised by PhD students, and once again demonstrated the strength, creativity, and collegiality of our growing PGR community.

Led by organising committee members **Minh Van, Katsuya Hasegawa, Neha Dubey, and Corrado Ranalli**, the day featured a rich programme of presentations, panel discussions, and knowledge exchange. With strong participation from across the School, the conference created a welcoming and vibrant space to showcase research in progress and foster critical dialogue.



The event was generously supported by staff acting as chairs, discussants, and panellists, including Humeyra Akyol, Angie Hart, Ryan Lavender, and Shreyashi Das. It also reflected the wider commitment within MGM to cultivating a dynamic and inclusive research culture.

This annual conference is quickly becoming a proud tradition within MGM, providing a platform for our PGRs to shape and contribute to the School's research environment. It is a legacy of student-led initiative that continues to strengthen our community.



Thanks also go to Leonardo González-Alcalá (Pixaudio) for keeping everyone fuelled throughout the day, and to TMRC and CREW for their generous sponsorship of the event and student prizes.

🏆 Best Presentation: **Neha Dubey**

🚀 Boundary Breaker Award: **Katsuya Hasegawa & Lana Yi**

Well done to all involved!

**Dr Angie Ratcharak** is co-leading a new British Academy-funded initiative aimed at strengthening the research capacity of early-career scholars in Thailand. The project, “Strengthening Early-Career Researchers to Drive Thailand’s Knowledge Economy Forward”, has secured funding through the British Academy’s International Writing Workshops scheme for 2025–2026. In partnership with Walailak University, the series of workshops will address key challenges faced by Thai early-career researchers—ranging from limited interdisciplinary exposure and English-language support to restricted access to international networks. These barriers often limit the ability of researchers to contribute to global academic conversations and Thailand’s knowledge-based development agenda under the Thailand 4.0 framework. The workshops will focus on tailored mentorship and skills training, with the aim to:

- Enhance researchers’ understanding of international publication processes.
- Build confidence in submitting to high-impact journals.
- Support applications for global research funding.
- Facilitate lasting academic connections between researchers in Thailand, the UK, and the US.

Angie is working alongside Dr Matteo Borghi and Dr Rodrigo Perez-Vega (Henley Business School, University of Reading), with additional support from workshop mentors Professor Tom Baum (University of Strathclyde) and Professor Babak Taheri (Texas A&M University).

This project not only promotes academic excellence but also contributes to long-term research capacity building aligned with national priorities. It is a timely and strategic investment in supporting emerging scholars to play a central role in Thailand’s innovation-driven future.



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### *Review on Anti-Racism in Policing*



**Dr Myrtle Emmanuel** has co-led a significant new report titled *Implementing Anti-Racism in the Context of Policing: A Systematic Review*, now published with funding from the Scottish Institute for Policing Research (SIPR). Conducted in collaboration with the Institute for Educational and Social Equity (IESE), the review represents a timely and rigorous contribution to national efforts addressing institutional racism in policing. Working alongside co-investigators Dr Kenisha Linton-Williams (BOS), Professor Paul Miller (IESE), and Professor Zoe Morrison (NHS), Dr Emmanuel and the team conducted a systematic review of 77 academic and grey literature sources. The report provides critical insight into the operationalisation, assessment, and institutional embedding of anti-racism practices—highlighting enduring structural barriers and a lack of robust frameworks for evaluation.

Key recommendations from the report include the creation of Anti-Racism Oversight Groups, the adoption of trauma-informed approaches, and the development of strategic action plans supported by data transparency and sustained community engagement.

This publication is a vital resource for policymakers, police forces, and public sector organisations seeking to move beyond rhetoric and implement meaningful, measurable change in the fight against institutional racism.

The full report is now available [here](#).

## PhD Success

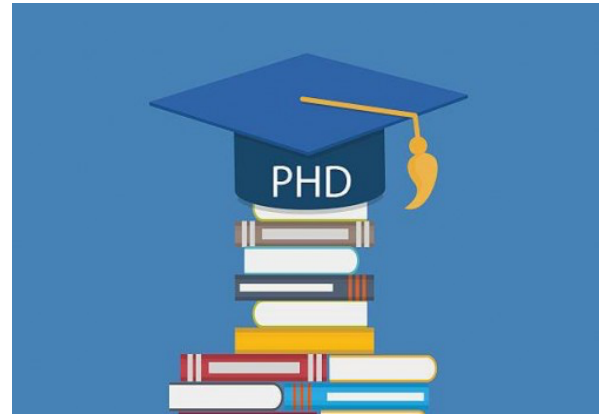
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**Catherine Emeordi-Okeke** has successfully defended her thesis 'a Critical Evaluation of Degree Apprenticeships in England'. Catherine was supported by Dr Myrtle Emmanuel, Dr Sterling Rauseo and Professor Sian Moore.

**Dimah Ajeeb** has successfully defended her thesis 'Tourism Governance in Times of Crisis: A Multi-Level Governance Perspective'. Dimah was supervised by Dr Samantha Chaperon and Dr Jithendran Kokkranikal.

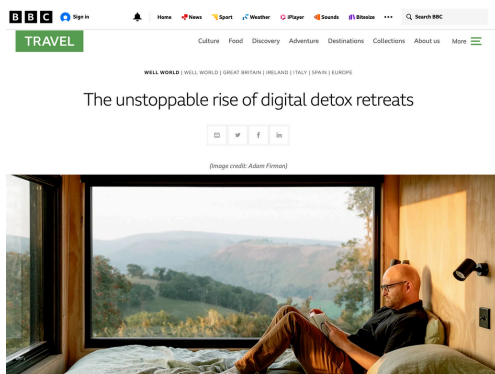
**Fatima Nayan** has successfully passed her PhD transfer.

Congratulations Catherine, Dimah, and Fatima!



## In the media

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**Dr Wenjie Cai's** research on digital-free tourism has been featured in BBC Travel's recent article, "The Unstoppable Rise of Digital Detox Retreats." The piece draws on his earlier work on digital-free tourism, which examined the emotional journey during the digital-free experience.

The article also highlights ongoing knowledge exchange activities with Martin Dunford at Cool Places and features insights from Unplugged, an organisation the research team continues to collaborate with through further projects.

The full article is available here:

<https://www.bbc.co.uk/travel/article/20250507-the-unstoppable-rise-of-digital-detox-retreats>

## New partnership

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The Tourism and Marketing Research Centre (TMRC) at the University of Greenwich is excited to announce a new research collaboration with Didymos and the University of East Anglia. This project will rigorously test Didymos' AI prediction engine for consumer research. Our own **Dr Ryan Yung and Dr Wenjie Cai**, alongside Prof Brad McKenna from UEA, will lead a study comparing traditional research methodologies against insights generated by the Didymos app using simulated personas. Two teams will conduct identical studies, with results compared side-by-side to assess the AI's accuracy against human-derived findings. The team will share the full methodology, aiming to push the boundaries of consumer research and explore the validation of AI as a research tool. Stay tuned.







A special issue in the International Journal of Event and Festival Management edited by Aaron Tham, Shu-Hsiang Chen and **Ryan Yung** on 'Emerging Technologies in Events' is now out!

The event landscape is rapidly evolving, driven by a need for immersive experiences and competitive advantage, with emerging technologies playing a crucial role. Accelerated by the COVID-19 pandemic's shift to virtual and hybrid formats, technology adoption in events continues due to factors like labor shortages, inclusivity demands, and the push for digital competencies. This special section explores these dynamics, showcasing current trends and insights into the adoption of emerging technologies in events. It features four papers by a diverse group of scholars, covering digital payments, the Metaverse, livestreaming, and general technology adoption, highlighting the global significance of this field.

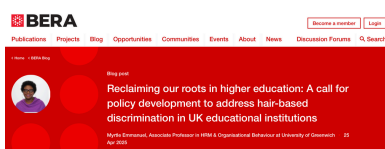
- Tham, A., Chen, S.-H. and Yung, R. (2025), "Editorial: Emerging technologies in events", *International Journal of Event and Festival Management*, Vol. 16 No. 2, pp. 127-128. <https://doi.org/10.1108/IJEFM-05-2025-131>

**Dr Isabella Ye** and her collaborator Dr Samira Zare (University of Lincoln) published an article explores how non-citizen residents—like international students or workers—experience border crossings, especially at airports, when returning to the country they live in. Despite legally residing and contributing to their host country, these individuals often face intense scrutiny, long queues, and discriminatory treatment, largely due to the passports they hold from their countries of origin. The research shows that these experiences, framed as necessary for national security, lead to emotional distress, self-doubt, and a feeling of not truly belonging. The concept of "home" becomes complicated—people live, work, and build lives in one country, but are still treated as outsiders when re-entering it. Using interviews with non-citizen residents in the UK, the study highlights how airport border procedures reveal a gap between the promise of hospitality and the reality of exclusion. It calls for more humane, inclusive border policies and a reevaluation of how we define citizenship and belonging in a globalised world.

- Zare, S., & Ye, I. (2025), Contested hospitality and welcome at the airport borders: The narratives of non-citizen residents, *Hospitality & Society*, 15(1-2), 45-66 [https://doi.org/10.1386/hosp\\_00091\\_1](https://doi.org/10.1386/hosp_00091_1)



## Hospitality & Society



**Dr Myrtle Emmanuel's** latest blog post, "Reclaiming our roots in higher education: A call for policy development to address hair-based discrimination in UK educational institutions", was published by the British Educational Research Association (BERA)

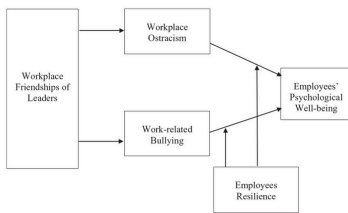
In this thought-provoking piece, Dr Emmanuel highlights the often-overlooked issue of hair-based discrimination within the UK's higher education landscape. Drawing on insights from educational research and lived experience, the blog calls for more robust and inclusive policy responses to protect and empower students and staff affected by racialised hair norms.

The blog will be available to read on the BERA website from 8am on the day of publication via the following [link](#).

This timely contribution adds to a growing body of work championing equity and inclusion across educational contexts, and we look forward to seeing the impact of Dr Emmanuel's advocacy in shaping policy conversations.



## Research output – the Effects of Academic Leaders' Friendships on Faculty Members's Well-Being



**Dr Iqra Abdullah** published an article examining the unintended consequences of workplace friendships among academic leaders. The study explores how these relationships, while often positive, can sometimes lead to bullying and feelings of exclusion among other faculty members.

Drawing on data from 171 faculty members in Pakistan's higher education sector, the research finds that when leaders form close friendships with certain colleagues, it can create an in-group dynamic that leaves others feeling ostracised or targeted. In particular, bullying by leaders' friends was found to significantly harm the psychological wellbeing of excluded staff. Interestingly, resilience, often thought to protect against stress, did not reduce the negative impact in this context. The study highlights the need for fairer, more inclusive leadership practices in academia and calls for policies to prevent favouritism and promote staff wellbeing.

- Abdullah, I., & Malik, M. A. (2025). The friendship dilemma: An empirical analysis on the effects of academic leaders' friendships on faculty members' well-being. *Journal of Applied Social Science*. <https://doi.org/10.1177/19367244251325840>

## Research output – How Metaphors Shape Our Moral Imagination in Organisations

**Dr Myrtle Emmanuel** authored a thought-provoking article that examines how the metaphors we use to describe organisations influence our ability to think and act ethically. Published in *Philosophy of Management*, the article challenges the assumption that all metaphors help us understand organizational life better, and argues instead that some metaphors may actually trap us in narrow, self-centred ways of thinking.

Working with co-author Professor Wim Vandekerckhove, Dr Emmanuel draws on the philosophy of Emmanuel Levinas to distinguish between two types of metaphors: those that reinforce self-interest and control ("totalising" metaphors) and those that encourage openness to others and ethical reflection. For example, describing an organization as a "machine" or "brain" tends to prioritise efficiency and internal goals. In contrast, metaphors like the "salad bowl" or "vineyard" create space for diversity, difference, and ethical responsibility.

The article offers a new lens for leaders, educators, and managers to reflect on the language and imagery they use, arguing that how we imagine organizations can shape the kinds of ethical actions we consider possible. This work contributes to the field of business ethics by offering practical insight into how moral imagination can be fostered through inclusive and critically chosen metaphors.

- Vandekerckhove, W., & Emmanuel, M. (2025). Inherent normativity of metaphors: Ethics, organizations, and moral imagination. *Philosophy of Management*. <https://doi.org/10.1007/s40926-025-00339-1>



## Network of Emerging Scholars in Tourism and Hospitality



**Dr Isabella Ye**, an inaugural NEST (Network of Emerging Scholars in Tourism and Hospitality) ECR member attended the 2<sup>nd</sup> NEST Summit from 8–9 May, in Copenhagen Business School, Denmark. The 2-day summit was filled with research presentations, panel discussions, career insights from our accomplished NEST fellows (Prof Robin Nunkoo, Professor Janne Liburd, Professor Luisa Andreu and Professor Scott Cohen), thought-provoking paper development workshops, and many meaningful conversations. Isabella participated in the paper development workshop and received mentorship and critical feedback on her current manuscript draft.

## Conference Presentation

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**Dr Fatemeh Mohamadi** recently represented the University of Greenwich at the 8th International Conference on Tourism Research, held on 24–25 April in Jyväskylä, Finland. The conference brought together academics and industry experts from across the globe to explore key themes in sustainability, innovation, marketing, and cross-sector collaboration within travel, tourism, and hospitality. Fatemeh delivered a presentation on the perception of identities in tourism through the lens of humour & sense of humour. Her work explored how cultural identity, social behaviour, and emotional responses shape tourist perceptions and experiences, contributing to wider discussions on the sociology, psychology, and anthropology of tourism.

The conference was a valuable opportunity to connect with global researchers, exchange ideas, and explore future collaborations, further strengthening our position as a research-active School at the forefront of tourism studies.

**Dr Jane Lethbridge** presented her paper, Industrial meat production, labour process and ecological systems, at the 2025 International Labour Process Conference (ILPC) on 25 April. Her research explores how industrial meat production contributes to ecological harm and worker exploitation, and how trade unions can respond to these intersecting crises.

Drawing on Marx's ecological insights and environmental historian Stephanie Barca's work, Lethbridge argues that the labour process is a key interface between society and nature. Her paper highlights the meat industry's global scale, where both workers and animals are commodified. The industry poses risks to public health, contributes significantly to greenhouse gas emissions, and reflects deep racial and gendered inequalities—exposed starkly during the COVID-19 pandemic.

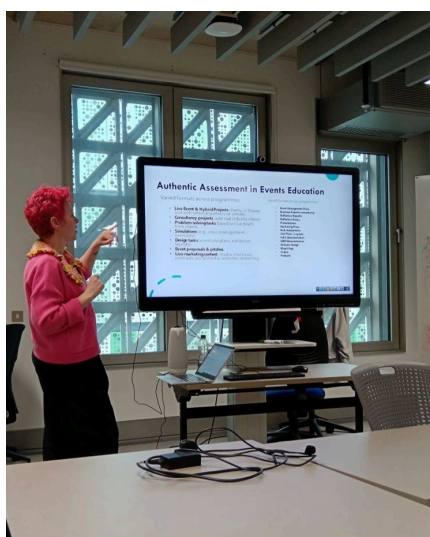
She details the skilled yet physically and psychologically demanding work involved in meat processing, structured around exhausting, repetitive tasks. Despite these pressures, recent examples of trade union action show how worker organisations are beginning to engage more directly with ecological issues.

Lethbridge concludes that a just transition must rethink the relationship between labour and nature, with unions playing a central role in challenging the commodification of both.



## Research Presentation on Authentic Assessment

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On Tuesday 15 April, **Joanna Goodey** was invited by Dr Barbara Grabher to present her research at the University of Brighton to the Tourism, Inclusion, Events and Society (TIES) Research Excellence Group. Goodey shared early findings from a collaborative study conducted with Claire Leer (University of Northampton) and Dr Libby Carter (Birmingham City University), which explores the role of authentic assessment and technology in event management education.

The presentation was followed by a lively Q&A session, where discussion focused on the complexities of defining authentic assessment. Jo highlighted that authentic assessment cannot be meaningfully implemented without designing authentic and experiential learning across a module. She also emphasised that in the context of event management education, reflexivity is a central principle in assessment design—an element not widely addressed in existing literature on authentic assessment.



Tourism and leisure education often struggles to sufficiently or meaningfully engage the subaltern (minority groups, the environment and non-human beings) in teaching social and ecological justice related topics. The human-centric perspective, which considers human as the default/superior, has permeated in tourism and hospitality industries and education. Despite the increasing importance of developing critical thinking and ethical mindsets in students, much of the pedagogic practices continue to reinforce humanist, able-bodied and Eurocentric ideals that reject diverse ways of knowing and being. I will reflect on an experimental triadic debate designed for a level 6 module on tourism and international development, that sets to explore ethically and morally complicated topic on trophy hunting tourism, from a post-humanist lens. This triadic debate is embedded in the broader topic of pro-poor tourism development.

Unlike the conventional affirmative/opposing dialectic debate, the 'lions' voices' were introduced as a fluid position, which invited students to confront the often-silent voice and unquestioned norms in tourism development. There were three teams in the debate: affirmative (for hunting), opposing (against hunting) and lion's voice (fluid). The debate focused on whether trophy hunting tourism should be banned and the implications. The process includes: 1) Sharing of positionality stories from both the educator and the learners, drawing from how lions are featured in our cultural representations (folklores, tales and symbols) and lived travel experiences (wildlife safaris, zoos); 2) Working with the lions and developing arguments; 3) Reimagining a collaborative kinship tourism with lions. The team of 'lion's voice', as the inhabitants of the land, was given a choice to determine their own destiny. The 'lions' can be flexible regarding which team they side with or propose their own position. Both teams must work with the 'lion's voice' in devising alternative scenarios that address the current trophy hunting controversy.

Including lions' voices was provocative, uncomfortable and filled with unknown, as it destabilises the dominant narratives of human supremacy. Both students and I, at times, struggled to relinquish the anthropocentric ways of thinking. Improvised interventions and reflective breaks were important to the activity, where we paused, collectively made sense of and navigate our thoughts and emotions through, for and with the 'lions' and with each other. These transitioning moments encourage students to be open to other ways of learning and knowing about the world. Such openness of course is based on trust, trust in myself as well as their fellow classmates who will not impose judgment, trust in their own prior learning as well as the abilities to unlearn some of their deep-seated assumptions and biases. It was clear that many students expressed a strong ecological empathy and relatedness, through learning 'with' the lions, rather than merely 'about' them.

Nevertheless, discussions sometimes can be divisive – because it disrupts how we 'normally' make sense of the world based on our formative years by the dominant system of knowledge. On some occasions, thinking and sense-making from the viewpoint of lions brought confusions and even resistance – students were uncertain where to start; some struggled to understand the task; and others felt unsettled and uncomfortable, and were unable to produce any thoughts. These struggles suggest that more robust scaffolding is needed to ensure a balance between challenging students and offering adequate support. The invalidation of some students' opinions and the resistance of others to engage with counter-perspectives challenge the very inclusivity this method seeks to promote. This then leads to challenges and tension in classroom management, as any social justice issues are inherently controversial.

On this note, I ponder – how do educators facilitate meaningful dialogues on sensitive or controversial topics, without compromising a safe and inclusive learning environment for all students? The resistance to challenging the status quo among some students perhaps points to the limits of educational interventions in overcoming deep-seated societal beliefs and values.