

2025 RACE COMMITTEE - NOMINATIONS

**Royal
Geographical
Society**
with IBG

Advancing geography
and geographical learning

Election

Applicants will participate in an election during the Online RACE Committee Meeting on Tuesday 11th February (9am- 11am UK time). Statements or audio recordings will be circulated in advance of the meeting. Elections will be decided by a majority vote. In case of a tie, a pre-selected Ordinary Member will cast the deciding vote, with preference given to early-career or postgraduate members where possible.

Please see below for details of the committee vacancy and the associated nomination statements for the role.

Secretary (3 years) – 1 vacancy

The Secretary coordinates meetings and oversees communication between different officers and the Chair, particularly in decision-making processes such as the Dissertation Prize and Conference Session sponsorship. The Secretary is also part of the Executive team with the Chair and Treasurer. Applicants at any career stage are welcome, and while prior administrative or committee experience is beneficial, it is not essential. The Postholder must be a member of RGS-IBG.

Nominations

Amber Murrey, University of Oxford, and Département de Géographie, L'Université de Yaoundé I, Cameroon

The RACE Committee is as an essential—indeed exceptional—space for anti-imperial, black, and anti-racist geographers in the UK. I hope to contribute some of the insights/experiences that I have in mentorship and transnational solidarity building to support the committee's priorities. As Editor-in-Chief of [African Geographical Review](#) and leader of multiple international writing workshop series

on [disobedient](#) and [defiant scholarship in Africa](#), I bring 15 years of experience in pedagogy, collaboration, and academic administration at universities in Ethiopia, Cameroon, Egypt, the US, and the UK (including experience coordinating interdisciplinary networks). If given the opportunity, I would prioritize RACE's efforts to strengthen our support for ECRs, especially for scholars living in communities impacted by police, military, border, and imperial violence(s). I would also continue to work with colleagues to foster meaningful connections between black geographies and African geographies, particularly by deepening our relations with scholars based on the African continent.

Postgraduate Representatives (2 years) – 3 vacancies

This role offers a PG perspective in decision-making and event planning, providing opportunities to represent postgraduate needs and interests. It may also involve organising postgraduate-focused events.

Nominations

[majdouline elhichou](#), [University of Edinburgh](#)

Beyond my own experience as a PhD student, PGR development has been at the center of my current role at the University of Edinburgh's Institute of Academic Development. For this, I facilitated focus groups aimed at understanding the shortcomings of current approaches to Development Needs Analysis (DNA), led on data analysis and the creation of a DNA toolbox that can be tailored to students' needs and lived experiences whilst anchoring their journey. Using this new toolbox, I also designed and facilitated PGR-focused workshops for the IAD on *How to build your development plan*. My challenging journey through education, both due to my disability and racial background, is the foundation of my commitment to challenging the normalized forms of alienation that compound educational spaces. In this position, I hope to co-create and facilitate spaces that feel academically and spiritually generative for minoritized students, where care, horizontal collaboration and cross-pollination are centered.

Charden Pouo Moutsouka, University of Oxford

As a first-year PhD student at Oxford researching African Political Geographies, Neo-Imperialism Studies, and Decolonial Resistance, I am deeply committed to promoting academic equity and inclusion. My previous role as the Lead for the Decolonising Northumbria Network (2020–2021) enabled me to acquire valuable experience in fostering dialogue, motivating collaboration, and leading projects that challenged systemic racism in educational environments.

In my current role as Academic Affairs Officer at St John's College MCR, I've honed my skills in postgraduate advocacy and community building. I intend to use these capabilities to build a vibrant network of postgraduate researchers within RGS, providing structured opportunities for knowledge exchange and collaboration. I propose establishing a mentorship program at RGS that connects early-career researchers with established scholars in race and equality studies. My plans also include launching an innovative "Decolonial Dialogues" series, which will allow postgraduate researchers to showcase their work in creative formats such as visual exhibitions, storytelling sessions, and collaborative workshops.

Iram Sammar, Kings College London

I am interested in taking on the role of a postgraduate representative with the RACE Committee, as it would give me an opportunity to share my own research on decolonising the geography curriculum and passion for establishing new forms of knowledge production. My doctoral research involves addressing why race and racism, representation and diverse pedagogy need more sophisticated understanding of knowledges often erased or ignored. With a deep commitment to advocacy for equity and inclusion within academia, my research and training courses take criticality seriously. I wish to approach this role with the same critical perspective to challenge Eurocentrism and 'whiteness' when it perpetuates racism, with a view to uplift marginalized voices. I have a wealth of experience in event coordination and understanding of postgraduate needs. It would be an honour to represent a diverse community, as I actively participate in meaningful dialogue and communications through my engagement with Salaam Geographia.

Early Career Representatives (2 years) – 2 vacancies

This role offers an early-career perspective in decision-making and event organisation, focusing on activities relevant to early-career scholars. We adopt a flexible definition of early career.

Nominations

[Agostinho Pinnock, Royal Holloway University of London](#)

I currently work as a GeoHumanities lecturer within Royal Holloway University of London's (RHUL) geography department. This post has equipped me with several critical insights into the importance of allocating dedicated resources aimed at supporting early career research/ers in Geography. Alongside receiving training in early career research support, specifically regarding making applications for grant funding and other research activities, I have also lectured several postgraduate taught modules, including dissertation supervision. I have also (shadow) supervised a PhD researcher. I can apply some of my accrued knowledge within this area to the benefit of the RACE Working Group as the ECR Representative. In service to its diverse range of ECRs, I would like to help further platform key research projects through targeted publications, seminars and fora. I would make for a great addition to the Race Working Group in this regard.

Ordinary Member (3 years) – 2 vacancies

Ordinary Members support the Research Group's work and provide feedback on its activities during Committee meetings.

Nominations

[Aya Nassar, Durham University](#)

I am an interdisciplinary scholar, interested in cities of the Middle East, memory work and storytelling. After several fixed term positions, I am now a human geographer based in Durham University. My work is informed by feminist, post and de-colonial approaches. I have an international background (I am from Egypt, and I got my undergraduate and masters degrees in Egypt) and since working in the UK, I have

been interested in mentoring scholars who similarly need to navigate what is often called "the hidden curriculum" of UK higher academia. I am similarly interested in helping in making the RGS more open to more international, interdisciplinary presence and membership. Besides the RGS, I am an active member in BRISMES (The British Society of Middle East Studies), and I think there is value to having an eye on how other academic societies navigate opening up and democratising their membership and society.

[Hope Nyabienda, Finchley Catholic High School](#)

As a Secondary Education Geography teacher, much of my career thus far has focused on seeking out ways to dismantle the hierarchies of difference that have been constructed through racialisation collaboratively. Three years in, I've had the privilege of contributing to the Decolonising Geography collective and working with colleagues there on a number of different initiatives to empower teachers in their decolonial practice. I believe there is an opportunity to work better with Primary and Secondary school teachers. To bridge the gap in academic knowledge and progressive practice together, and therefore make an individual's academic journey through the subject more equitable and just. Making a contribution towards bridging this gap during the three years as an ordinary member would be my aim. I would do this through supporting the Research's Group's work. I also have the insight of being a classroom teacher currently and can lend this insight into feedback on activities and committee meetings.

[Gunjan Sondhi, Open University](#)

My teaching, administrative roles, and research goals align with the core aims of the group, which are to undertake geographical research, curriculum development, and positive action for change on race, racism, and racial oppression. In my teaching, I have led the development of a Geography dissertation module that centres an anti-racism ethos and starts the conversation on research from Black Geographies, Feminist Geographies, Queer Studies and Indigenous studies, hence starting from beyond the canon established by white and Western knowledge. This ethos also

shapes my research on gender and migration. More recently, as the Director of the Centre for Global Challenges and Social Justice (GCSJ) at the Open University, I support research and initiatives that promote scholarship on colonisation, decolonisation, and whiteness and encourage dialogue on race, which advances academic knowledge and progressive practice.

As an ordinary member, I hope to duplicate the success of one of my recent initiatives as part of the GCSJ program, the Thinking Expansively Seminar Series (TESS). TESS is interdisciplinary, showcasing and elevating research from British Black and Global South scholars. *Thinking Expansively* redefines how we approach knowledge, pushing us to imagine and realise a more equitable and inhabitable world. The first talk in the online series was attended by 80 people. I would like to launch a similar series and related initiatives that focus on Geographers and geographical knowledge, particularly geographers of the Global South and British Geographers of Colour. The aim is to present the series as offering new starting points for discussing how we can do geography differently.