

What do students value most?

Student Choice Awards 2023



Contents

Introduction	1
Active Student Partnership	5
Amazing Support Staff	9
Brilliant Research Based Education	12
Diverse and Inclusive Education	16
Excellent Personal Tutoring	20
Exceptional Feedback	23
Inspiring Teaching Delivery	27
Outstanding Research Supervision	31
Sustainable Education	35



Introduction

Students' Union UCL is proud to present the insights gathered as part of the Student Choice Awards this year. We have been running the awards to recognise staff for more than a decade and this year we have received a total of 936 nominations, comprising of 478 staff members from 68 academic and professional services departments. For the 2023 awards, the nomination texts submitted totalled almost 100,000 words, with an average of over 100 words per nomination.

The Student Choice Awards give us an opportunity to commend the excellent practices demonstrated by outstanding staff. Whether it involves maintaining an open channel for communication, taking time to listen to students, or creating a safe and supportive learning environment, these moments undoubtedly make a huge difference to the lives of students. Whilst this has been a particularly challenging year due to widespread industrial action and the ongoing cost of living crisis, staff have continued to contribute to an outstanding educational experience at UCL – and that should never go unrecognised.

In this report, each of the nine award categories highlights the most valued practice as described and appreciated by students. The report showcases common and emerging themes that epitomise the world-class learning experience that UCL can offer, and we hope that it is beneficial for staff across UCL. Through sharing examples of the excellent support, supervision, and teaching practices that make UCL the esteemed institution that it is today, we trust that this report can play a small part in sharing best practices across the institution.

Most importantly of all, to every member of staff who has inspired a student to write in and tell us how brilliant they are – **thank you.**

9 Categories

1 Active Student Partnership

Listens to and works with students and their representatives to improve and positively change education.

2 Amazing Support Staff

Does not hold a teaching role yet makes a difference to learning with help, patience and care.

3 Brilliant Research Based Education

Educates with cutting-edge knowledge and facilities students to contribute to innovative research.

4 Diverse and Inclusive Education

Ensures curriculum and/ or research recognises marginalised scholars, and shines a light on diverse perspectives.

5 Excellent Personal Tutoring

Provides clear and reassuring guidance, contributing to the academic, personal and professional development of students.

6 Exceptional Feedback

Provides tailored, timely feedback, in order to maximise students' learning and development.

7 Inspiring Teaching Delivery

Delivers exceptional teaching, using innovative and engaging methods to hold interest and help learning.

8 Outstanding Research Supervision

Provides support yet fosters independence to help research students succeed.

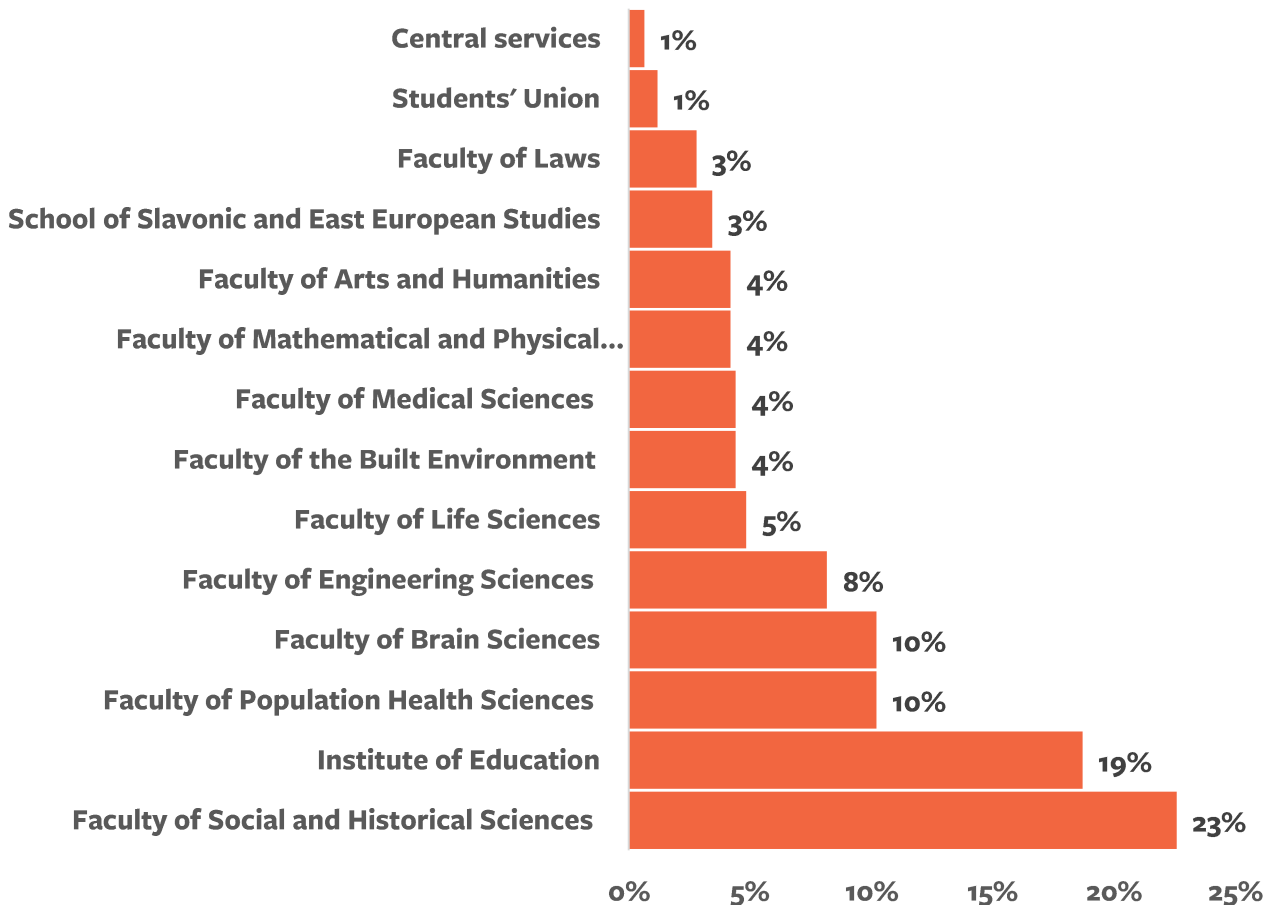
9 Sustainable Education

Embeds issues of sustainability into all aspects of life at UCL, offering students the opportunity to link their learning to real world problems.

936 nominations submitted

478 different staff members nominated

Nominations by Faculty/ Area





Active Student Partnership

The award for Active Student Partnership recognises staff who are committed to listening to and working with students and their representatives to improve and change education in their module, programme, or department. It recognises staff who both listen attentively and act on student feedback, take responsibility for problems, and proactively involve students in addressing issues and finding solutions.

Nominations praised staff who consistently prioritised working collaboratively with students to enhance the equality of education in their module, programme, or department. Students praised staff members who were committed to listening to student feedback and taking proactive steps to address issues and find solutions.

Students also valued staff who took responsibility for problems and worked with students and their representatives to create positive change. These staff were praised for actively engaging with students and being genuinely interested in the perspectives and ideas of students.

Most Valued Practice

Valued and encouraged open communication

Nominations praised staff who encouraged open communication through actively seeking and implementing student feedback. These staff members created an environment where students felt comfortable sharing their opinions, and that they were willing to make changes based on those opinions.

“[He] was a very attentive and accommodating teacher, who made sure to both listen to feedback, amend the course curriculum according to feedback when needed, and carefully explain any assignments in thorough detail. Moreover, he ensured that all students had the opportunity to actively participate in class and that everyone was on the same page in terms of understanding course materials.”

Incorporated student feedback

Students valued when staff went out of their way to ensure that feedback had been heard and acted upon in a meaningful, effective manner. Through this practice, students felt that there was a sense of genuine partnership between students and staff; an approach that led to a more collaborative and effective learning environment.

“[She] encourages all the MA students to be actively involved in their learning, regularly asking their opinions on a variety of topics including the discussions they would like to have in class and encouraging them to share their own experiences. She acts on any feedback she receives meaning the learning is tailored to those who attend, making her classes stimulating and engaging. She responds openly to the students about any concerns, such as pressure from coursework deadlines and negotiates appropriate solutions.”

Cared about their students' personal and academic development

Students praised staff who created a supportive and inclusive learning environment where they felt motivated to achieve their goals. This approach helped students to develop a sense of belonging and confidence, which positively impacted their overall learning experience.

“[He] really inspired me in politics. Was willing to spend time every week looking at my essay plans something no other tutor I have had has done. Also, in office hours spent time talking through my own personal areas of interest, always making sure to encourage my development and suggest his belief in my ability, and always offered to go above and beyond insofar as sending texts on areas of my own personal interest among other things.”

Winner: Jean-Christoph Mauduit

“[Jean-Christophe Mauduit] has been an incredibly accommodating teacher, promptly adjusting his curriculum and deadlines according to student feedback. He has ensured that, throughout term, we have not encountered any issues with unmanageable workloads and that we have consistently been taught the most relevant and useful content.”



Amazing Support Staff

The award for Amazing Support Staff thanks staff who are not in teaching roles but still make a huge difference to students' learning at UCL. The award recognises staff members who show an active interest in helping students get the most out of their learning, are understanding and responsive to students, clearly and consistently communicate practical advice and opportunities, and provide clear and reassuring support during challenging circumstances.

As in previous years, nominations showcased the importance of staff members from a wide range of roles including administrators, admissions officers, technicians, students' union staff, and others.

The nominations highlighted students' appreciation for staff who go the extra mile through putting the needs of their students first. Students appreciate staff who are consistently approachable, responsive, supportive, and kind.

Most Valued Practice

Led with kindness

Many nominations praised staff for the care and kindness shown to students. In both everyday interactions and during times of acute difficulty in a student's life, staff who led with kindness were always appreciated.

“He does his best to help find what you're looking for in such a considerate and kind way. His presence on the security desk makes me feel safe inside Chandler House and without this our learning wouldn't be possible.”

“Her tireless efforts and advocacy on my behalf were invaluable, and without it I do not believe I could have succeeded at UCL.”

Acted efficiently

Nominations commended staff who were able to provide support in a dependably swift and reliable manner. This support was particularly valued when students found themselves in challenging circumstances either personally or within their studies.

“For me personally having such an efficient person to interact with when needed as made a difference. I think she is a true asset to UCL.”

Provided practical guidance and support

Students also valued support staff who communicated practical advice and support in a clear and concise manner.

“He’s incredibly kind and helpful and keeps us all functioning (somehow). Always available when you need advice and help, and always interested in what students are up to and how we’re finding our modules etc.”

Winner: George Burridge

“[George] goes above and beyond to personally check our booked lecture rooms and that everything is working. We constantly receive reminders about assessments, module and timetable changes, Extenuating Circumstances (EC) and Summary of Reasonable Adjustments (SoRA) are promptly sorted. He even brings home baked cake for us all when he realizes the pressure and stress we are under. Truly appreciate all his hard work.”



Brilliant Research Based Education

The award for Brilliant Research-Based Education is for staff who educate students about the latest, cutting-edge knowledge, or who enable taught students to create knowledge by conducting their own research. The award recognises those staff members who incorporate the latest research into their teaching, enable students to learn through conducting their own research, and provide supporting materials which help students explore the frontiers of knowledge and produce exciting and innovative research.

Within this category students praised staff members not only for their excellent teaching skills, but also for their ability to incorporate innovative learning practices into the classroom. Through providing students with access to sector-leading teaching and facilities, students felt that they were able to immerse themselves into a research environment.

Students also valued staff who are proactive and passionate about sharing the latest research approaches in their field, believing that this enables them to truly benefit from being taught by experts.

Most Valued Practice

An innovative learning environment

Students valued the opportunity to participate in cutting-edge research where they were supported to effectively engage with current issues in their field. Students appreciated the chance to benefit from high-level thinking and direct access to authentic research experiences.

“I have been consistently impressed by her dedication to providing an innovative and research-based education. She brings a wealth of knowledge and experience to the lectures. Particularly outstanding among all the other modules I have taken is her commitment to include the most cutting-edge research from recent and ongoing excavations and projects, and forthcoming publications. She consistently challenges us to think critically and push the boundaries of our knowledge, inspiring us to be creative and innovative in our research.”

Provided individualised guidance

Many nominations felt that the provision of individualised guidance was crucial in ensuring that they were given the best possible experience and support in their learning.

“He engages with students, and answers questions as they are, rather than answering what he thinks students should have asked instead.”

“In addition to teaching us how to design a study and write a research paper, in the last weeks of term he doubled (maybe tripled?) his office hours slots to provide everyone with preliminary individual feedback.”

Encouraged student engagement and collaboration

Nominations valued staff who encouraged student input and collaboration, believing that it fosters a more inclusive and diverse learning environment where students felt heard, engaged, and empowered to contribute their unique perspectives and skills to achieve better outcomes.

“His passion for scientific knowledge and discovery is truly infectious, and the experience which I have gained under his supervision will propel me through the rest of my career.”

Winner: Louise Cramer

“Her new module CELLO022 allowed undergraduate students a chance to do high level microscopy using TEM, Opera Phenix and ZEISS Airyscan Microscopes that we would normally not get a chance to use. Considering how COVID-19 disrupted many of my lab work in previous years this module allowed me to actually interact with high level research without just reading about it. Louise herself was continually helpful and considerate of our needs throughout the module.”



Diverse and Inclusive Education

The award for Diverse & Inclusive Education highlights staff members who work to ensure their curriculum or research recognises marginalised scholars and shines a light on diverse perspectives. This award recognises staff members who ensure that curricula have a truly global perspective incorporating non-European voices, making active efforts to incorporate the voices of a diverse range of scholars into students' learning, as well as sharing knowledge with students that crosses cultural boundaries.

Nominations praised staff members who put equity, equality, diversity, and inclusion at the heart of the curriculum and wider learning community.

Throughout the nominations, students valued the opportunity to be supported by academic staff who genuinely cared about the diversity of their student body – staff who sought to create truly inclusive curricula with diverse scholarship embedded throughout. There was also appreciation for support staff who enabled students who are often marginalised within Higher Education and elsewhere to thrive whilst at UCL.

Most Valued Practice

Prioritised student support

Students valued staff who made them feel seen and heard, and that their concerns were being addressed in a timely and helpful manner. Through providing students with emotional support and encouragement, students felt more confident and motivated in their academic pursuits.

“[She] is very dedicated to inclusivity from the day we met her! She is always considerate of others and always makes us feel included. She always tries to help students in everything (not only teaching the content but also helping us emotionally). It is always a great pleasure to attend her classes.”

Created an inclusive and supportive atmosphere

Nominations appreciated staff who created an inclusive and supportive atmosphere, believing that it enabled them to become more confident and comfortable in their learning environment. Students

from marginalised backgrounds particularly appreciated this inclusive and supportive approach, noting that they felt a sense of community and belonging.

“Students are encouraged to bring up their own experiences of what barriers we face in our own reality. Sometimes we, as students and/or researchers are the minority not represented well in the field we are working on such as a genomic databases for research but this is something that he teaches us, to recognise it, addresses it and to have in our minds that we need to take this into consideration in the present and hopefully work together to avoid being an future issue.”

Spotlighted underrepresented voices

Students praised staff who increased the representation of underrepresented voices and allowed for diverse perspectives and experiences to be shared. They valued the opportunity to experience a more inclusive and equitable educational environment.

“Her modules and teaching focus on Asian, Black, Latinx and voices from LGBT+ and women scholars who have been missing in other parts of my coursework. She is open, inclusive, and actively acknowledges and accommodates the various academic and social backgrounds that students come from. Her classes have been empowering and integral to my growth here at UCL.”

Winner: Kristen Kreider

“[Kristen] has brought the PhD cohort into a critical feedback-loop that shapes the ethos and practices of the Slade PhD programme and researchers, to have a global perspective that embodies equitable forms of learning and critical thinking. [Kristen] in a short period of time has incorporated the voices of all PhD students including BME, LGBT+ and disabled students into the development of a mutually developed code of practice, which both pragmatic is also aspirational as to the outward looking and inclusive research environment and critical creative space we want to build together. It was difficult to choose a category to nominate [Kristen] since she has demonstrated a commitment to the students that fits many of the criteria, but this category necessarily embodies many of these whilst importantly highlighting her specific contribution to this important area of work.”



Excellent Personal Tutoring

The Excellent Personal Tutoring award recognises members of staff who are always there to provide students with pastoral support and academic guidance. The award seeks to highlight staff members who are empathetic to the issues that students face, establish positive relationships with students based on mutual trust and respect, contribute to the development of students, and provide clear and reassuring guidance during difficult circumstances.

Students praised staff members who created genuine, safe, supportive environments for their tutees. These tutors were considered approachable, empathetic and supportive.

Many students also praised staff for their ability to skilfully provide a seamless blend of academic, pastoral and professional support. Tutors who establish relationships with their students based on mutual trust and respect, and who take an active interest in their lives, were particularly valued. These staff remained accessible and involved throughout their students' academic journeys and contributed significantly to the future prospectives of their tutees.

Most Valued Practice

Approachable and trustworthy

Nominations praised staff for creating a safe and supportive learning environment where they felt able to share their concerns and receive personalised support and guidance. Through making themselves approachable and trustworthy, staff were valued for building meaningful relationships with their students and creating a sense of community that contributed to increased engagement and academic success.

“He has been intentional in meeting me, always providing reassurance and encouragement on personal and academic matters. [He] has constantly provided clarity and direction whenever overwhelming and confusing scenarios set in. I enjoy the mutual respect and trust but most of all sitting down to chat with [him] about my career, academics, and life in general.”

Supported student mental health

Students appreciated staff who offered a listening ear, practical advice and effective signposting. Through this support, students felt better able to navigate the various difficulties encountered during their university life. Students noted that this not only enhanced their wellbeing, but also enabled them to achieve their academic goals.

“[She] helps her students a lot and is always really kind and checks in on everyone.

She is always willing to help and supports students a great deal and is always very positive and encouraging. I recently told her I wasn't doing well, and she had a 40 minute meeting with me where we discussed everything and it really, really helped me and she always says that is her job to help students.”

Winner: Jess Bailey

“Throughout her short time at UCL, [Jess] has made an incredible contribution to the History of Art community. Being my supervisor, she has inspired and engaged with my work and studies at UCL in a completely unique and full-hearted way. Her enthusiasm for helping her students has no limits, as she always works to provide a support for whatever you approach her with and has been my source for both pastoral support and academic inspiration. Her relationship with students is based on respect and trust, and she actively goes beyond her role with her individualised support, and in doing so has helped me realise my academic interests whilst helping me look forward into my future. [...] Most importantly, she continually dedicates this support to many of her students.”



Exceptional Feedback

The award for Exceptional Feedback is aimed at staff who provide constructive and useful feedback on students' assessment and learning, helping students to progress and succeed. The award recognises staff members who provide tailored written or verbal feedback designed to support students as individuals, give timely feedback which enables reflection and improvement, and provides either detailed feedback or the opportunity to discuss work.

Nominations praised staff who provided personalised and timely feedback that adapts to the individual needs of a student, builds confidence, promotes critical thinking, and encourages development. Crucially, students felt that exceptional feedback requires an evidence-based approach, a caring attitude towards the wellbeing of students, and a willingness to go the extra mile to support their progress.

Most Valued Practice

Provided detailed and personalised feedback

Nominations valued staff who took the time to provide detailed and personalised feedback, noting that it showed that their work was valued. The feedback allowed the students to understand their strengths and weaknesses, which helped them to improve their skills and knowledge.

“[He] provided tailored written or verbal feedback which supported me enormously. He has given timely feedback which enabled personal reflection and improvement in advance of future learning opportunities, as well as provided detailed feedback, or opportunity to discuss work, which maximised my learning and development.”

Supportive and encouraging

Students praised staff who provided them with positive reinforcement, believing that it boosted their confidence and allowed them to better engage – and succeed – in their studies at UCL. Through staff taking a critical yet supportive approach, students remained motivated and engaged.

“She has made me feel comfortable expressing my concerns and struggles during this learning process, while always ensuring I am happy with my academic progress [...] Her dedication and feedback inspires me to be a better researcher.”

“Her feedback for the midterm abstract and final essay was absolutely meticulous – she went line by line offering motivation/room for improvement. This was so thoughtful and made me feel capable intellectually to carry out independent research at the master’s level and potentially in a doctorate [...] More than anything, her detailed, constructive feedback has boosted my self-worth in an academic and personal capacity.”

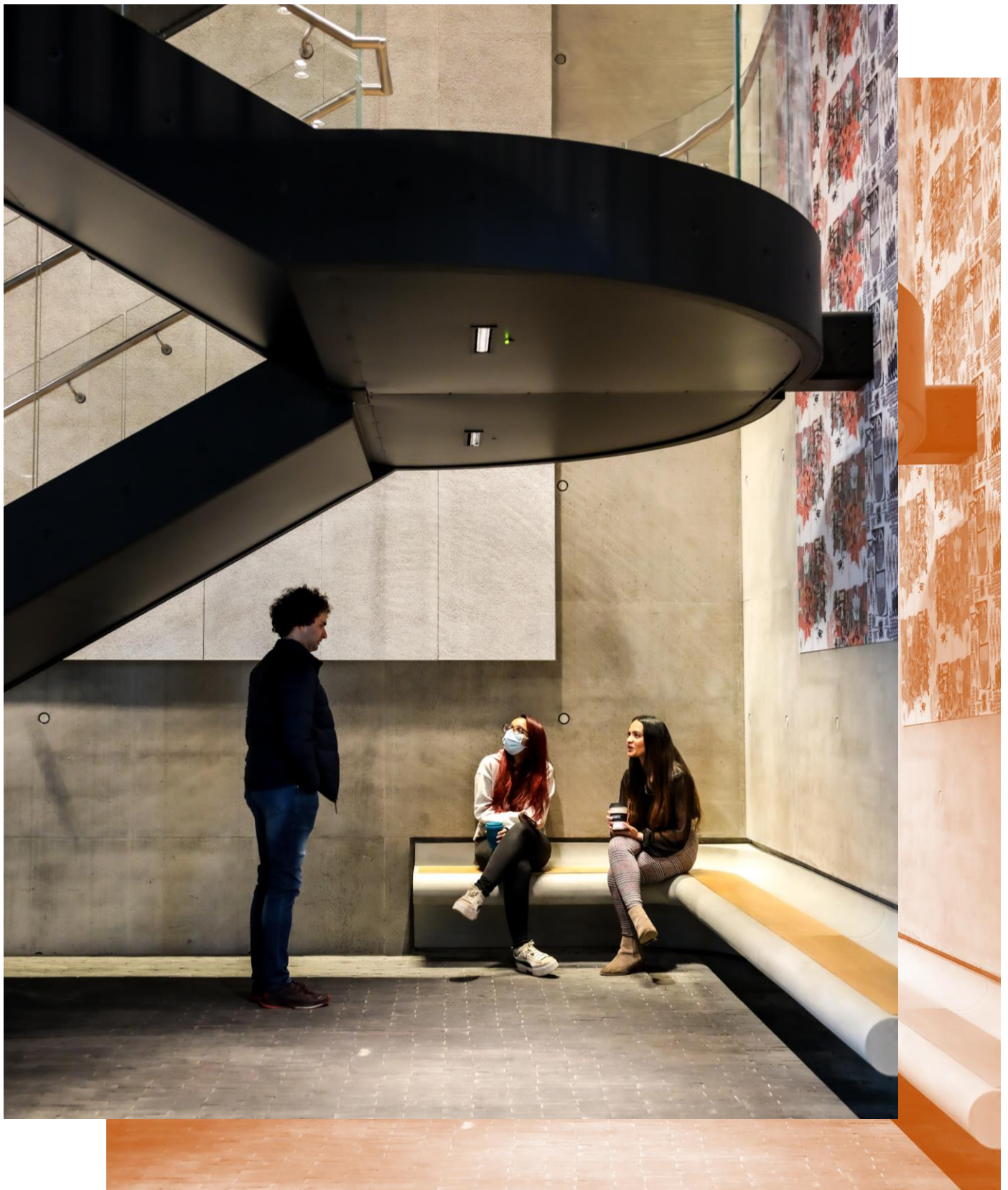
Offered additional resources and guidance

Nominations valued staff who offered additional resources and guidance because it enabled them to further develop their skills and knowledge. This additional support improved students’ confidence and helped prepare them for future assignments.

“[She] is a phenomenal and supportive lecturer! She tailors our work to the extent that when we send drafts, she comments on our individual documents, comments precisely on what to improve and even adds additional information to help us improve or to know exactly what to do next. [She] doesn’t stop there though, she even checks up on us and holds regular office hours or takes time to allow us to speak to her on zoom for feedback, regardless of where she is, she always makes time for us and to help us improve!”

Winner: Joana Jacob Ramalho

“I had two comparative literature courses with Professor Ramalho. Her feedback was incredible (for midterm abstracts and the final essay) which made me genuinely excited about my papers. I felt she appreciated my creative inspirations (for example when I brought in texts from outside the programme, she motivated me to justify how these enriched our discussions of the gothic and musical satire) and encouraged me to develop these through a critical framework, which made me feel intellectually capable and above all independent in approaching masters level writing and potentially a doctorate in the future. Her feedback is absolutely meticulous, and she offers motivation/room to improve in each line through comments.”



Inspiring Teaching Delivery

The award for Inspiring Teaching Delivery recognises staff members who deliver exceptional teaching using innovative and engaging methods to hold students' interest and help them learn regardless of the circumstances. Staff members who receive recognition are those who deliver teaching with enthusiasm, tailor teaching to students' interests and feedback, create a supportive teaching environment, and employ innovative teaching methods to effectively engage with students during difficult times.

Students praised staff for their ability to successfully blend their clear passion for the subject matter with their teaching practices. Often valued for their ability to make difficult concepts easy to understand, and for creating inclusive learning environments where all students feel able to meaningfully engage, staff within the inspiring teaching delivery category showcase what an excellent educational experience at UCL can look like.

Nominations also praised staff who went the extra mile; whether through learning students' names, checking in on their wellbeing, or offering additional support for missed material, students were clear that they appreciate practices which are often only considered 'nice add-ons'.

Most Valued Practice

Passionate and engaging

Students appreciated staff who were able to go beyond academic theory, make their lectures entertaining, and keep their classes engaged while ensuring that every student understands what is being taught.

“Her exceptional ability to deliver teaching with unwavering enthusiasm, consistently inspiring and engaging her students. [She] goes above and beyond by tailoring her teaching to address students’ interests and incorporating their feedback, even if it means diverging from her planned lecture. Her approach fosters a supportive teaching environment, empowering students to confidently express their thoughts and ideas without the fear of being wrong.”

Supportive and empathetic

Nominations praised staff who were supportive and empathetic in their teaching delivery as it allowed them to feel valued and heard. These teachers successfully created a safe and inclusive learning environment for their students.

“Firstly, I have felt incredibly supported and encouraged by him, both academically and emotionally regarding my career aspirations, and I am sure my peers can say the same. He is always available to listen to us and dedicates so much of his time if we need any extra support. He delivers his lectures with such passion and clarity, making the difficult concepts interesting and digestible and he always puts them into real life context. He is such a positive and enthusiastic person and continues to inspire me. I really appreciate the hard work he puts into making sure this course the best it can be. He really deserves this award as a recognition of his efforts. He truly goes above and beyond.”

Knowledgeable and effective communication

Nominations valued staff who were able to convey complex information in an easily understandable manner and were able to engage students in discussions and activities that enhanced their learning experience. Through being provided with relevant and up-to-date information, students felt that they were empowered to succeed.

“In the problem-solving tutorial sessions, [he] showed his excellence in explaining difficult concepts and terms in a nutshell while holding the interests of students. His enthusiastic delivery of teaching and problem-solving skills inspired me to pursue a PhD degree in physics further on.”

Winner: Damien Phelan

“[Damien Phelan] is an exceptional tutor who is dedicated to his students’ success. His innovative teaching methods are engaging and effective, making even the most challenging material accessible to learners. He goes above and beyond to ensure that his students have all the resources they need to excel, spending significant amounts of his own time creating supplementary videos and materials and extending office hours for one-on-one support. [His] passion for teaching is evident in everything he does, and his commitment to his students is unwavering. It is a pleasure to learn from such an outstanding educator.”



Outstanding Research Supervision

The award for Outstanding Research Supervision recognises staff who help postgraduate research students to succeed, balancing providing support and fostering independence. The award highlights supervisors or other staff members who demonstrate enthusiasm for their role, challenging students whilst being exceptionally supportive of planning assessments and the PhD viva and offering constructive employment and career advice.

Students appreciated supervisors who helped them achieve success by striking a balance between providing support and fostering independence.

Nominations also praised supervisors who created inclusive learning environments where all students felt able to meaningfully engage, showcasing what excellent research supervision can look like. These staff were praised for going above and beyond, regularly checking in on their students' wellbeing and offering additional support both personally and professionally when required.

Most Valued Practice

Remained supportive and approachable

Students valued supervisors who made them feel comfortable and able to seek guidance and feedback throughout the research process. Through creating supportive relationships, students praised these supervisors for helping students feel valued and respected.

“[...] They have really had a very valuable impact on guiding and supporting me with my project and have allowed me to learn so much! I am very grateful for their dedication towards teaching and creating an atmosphere which facilitates learning, and for all their help! They are very enthusiastic and make students feel more inspired! Whilst also being supportive, they encourage students to be independent and take control of their learning, and really challenge students to reach their full potential! Their dedication to always go that extra mile really does go a long way for students!”

Possessed sector leading expertise

Students appreciated staff who provided valuable insights and perspectives that enhanced their understanding of their research field. Through exposure to people with sector-leading expertise, students felt supported to succeed as early career researchers.

“He is not only knowledgeable about my rather niche subject of choice (Marxist developmental theories within education in Latin America), he is clearly passionate about his research and tutoring responsibilities, taking time to respond to me over the Christmas period. The content of our discussions has been revelatory.”

Supported academic, career and personal development

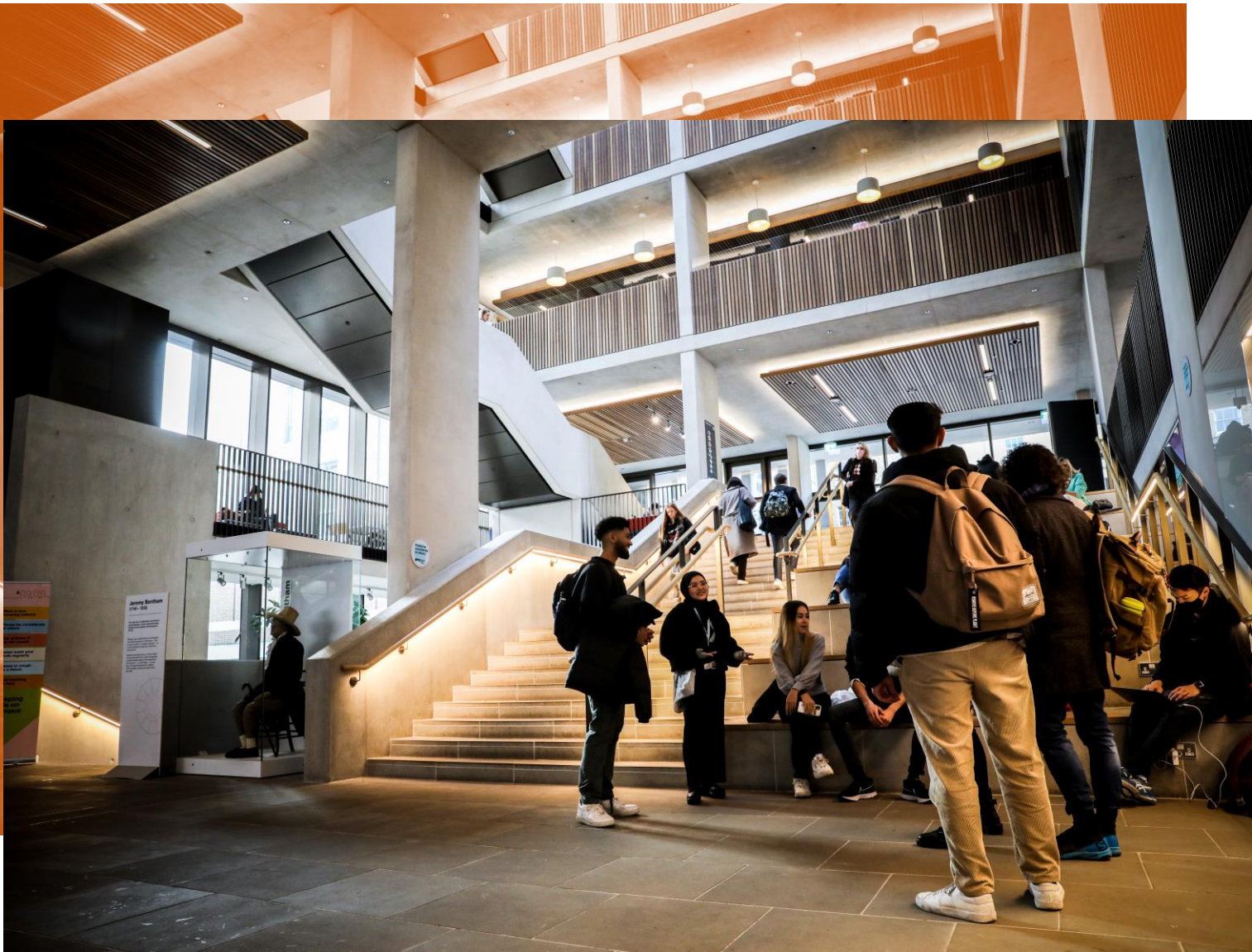
Nominations praised research supervisors who went above and beyond to provide guidance, resources, and opportunities that would help them excel personally, academically, and professionally.

“[He] has gone above and beyond to be a supportive and encouraging supervisor. When I was facing challenges in my research and my mental health was suffering, he made a personal effort to reach out to me and talk about his own struggles as a point of reference, which I found reassuring and helped get me back on the right path. [He] has a relaxed attitude and is always open to me bringing new ideas into supervision. As a result, we ended up starting a new project about vicarious trauma in PhD students together for which we received funding.”

Winner: Matt Fisher

"[Dr. Matt Fisher] is my second supervisor since August 2022, and I cannot be luckier to have him on my team. After meeting [Matt] for the first time, I had no doubts that I want to have him as my second supervisor. He is diligent, enthusiastic, knowledgeable, and dedicated. On top of it, I can always rely on his support. When I felt completely lost with my research and down because of it, Matt has provided me with immense moral support and managed to motivate me to keep going. He also gave me space to deal with my personal issues, when I couldn't focus on my PhD due to the war raging in my country.

Whenever I submitted written parts of my work to Matt, he came back with thought-through and helpful comments on how to improve them. He is always direct and precise. This gives me a clear path of how to develop my writing further."



Sustainable Education

The award for Sustainable Education recognises staff who are leading the way in embedding sustainability into the curriculum and shaping our future climate leaders. This award was introduced in 2022 to highlight staff members who make active efforts to demonstrate the link between the subject matter and sustainability, embed issues of sustainability into life at UCL, and offer students the opportunity to link their learning to real world problems and situations related to sustainability.

Nominations praised staff who have made significant efforts to embed sustainability into the curriculum and promote sustainable practices throughout UCL. Staff are praised for their commitment to teaching sustainability as a core part of the curriculum, creating inclusive learning environments and inspiring student interest in sustainability.

Many students praised these staff members for demonstrating the importance of integrating sustainability into higher education, and the positive impact this has on both students and the wider community.

Most Valued Practice

Community outreach opportunities

Students valued staff who provided community outreach opportunities where they could apply their knowledge of sustainability to real-world problems and issues and share their knowledge and expertise with the wider community. These opportunities enabled students to develop their professional skills and make a lasting impact.

“He has endorsed and supported PPL PWR to provide Outreach training to PhD students, which focussed on facilitating groups of PhD student to work together to create Outreach in the form of lessons, videos, and podcasts, linking their research to a variety of social issues, including ED&I and Sustainability and Climate Change.”

Embedded sustainability into the curricula

Nominations praised staff who embedded sustainability into the curricula as it allowed them to understand the significance of sustainability in their respective fields, and to develop a more comprehensive understanding of the impact that their research may have.

“[She] encourages us to be aware of sustainability by embedding the topic in class activities without student feeling forced to do it. This way, we grow an understanding of the topic naturally and will continue to practice it.”

These opportunities I have worked on with [him] have additionally provided me with valuable professional development opportunities, broadened my mind on the issues of sustainability and Climate Change, and inspired me to continue working in this area beyond my PhD.”

Inspired student interest

Students praised staff who had the ability to inspire interest in sustainability and climate change because it motivated them to pursue careers that could contribute to tackling the climate crisis. They appreciated the opportunities that staff provided to apply this – often newfound – interest and theoretical learning to real-world problems related to sustainability.

“[She] made me interested in sustainability and the environment. She taught me how to care about nature and what to do to make an impact. She made us involved in outside classroom activities related to sustainability that helped me turn my lifestyle around the topic of sustainability. She always works very hard to clarify any topic related to the environment and carries the whole library (about sustainability) with her to raise interest in students and teach us more. The amount of work she puts into her classes is immense!”

Winner: Chris Howard

“Chris is passionate about sustainability and solving the climate crisis, which over the years of me completing my PhD, I feel he has been working to embed increasingly into his own research activities. In our supervisory meetings, we have often discussed the big picture of how my research into better materials for batteries fits into solving the climate crisis, and what the potential pitfalls are in terms of sustainably sourced raw materials etc. It is clear he wishes to inspire as many young talent as possible to champion work in sustainability and to facilitate those career ambitions as much as he can if that is what the student desires.”

Student Choice Awards

U STUDENTS'
UNION UCL

25 Gordon Street
London, WC1H 0AY
studentsunionucl.org