

# Meet the Royal Meteorological Society's Student Ambassadors

**Regan Mudhar<sup>1,2</sup> ,**  
**Sonia Beslika<sup>3</sup>, Chung Yan**  
**Fu<sup>4</sup> ,** **Arundhati**  
**Kalyan<sup>5</sup> ,** **Zain Alaf Ul**  
**Mulk<sup>6</sup>, Tamsin Richardson<sup>7</sup>**  
**and Yao Wei<sup>8</sup> **

<sup>1</sup>Royal Meteorological Society, Reading, UK

<sup>2</sup>Department of Mathematics and Statistics, University of Exeter, Exeter, UK

<sup>3</sup>Department of Mathematics and Statistics, Open University, Milton Keynes, UK

<sup>4</sup>Department of Geography, University of Cambridge, Cambridge, UK

<sup>5</sup>School of Earth and Environment, University of Leeds, Leeds, UK

<sup>6</sup>School of Geosciences, University of Edinburgh, Edinburgh, UK

<sup>7</sup>School of Biosciences, Geography and Physics, Swansea University, Swansea, UK

<sup>8</sup>Department of Physics, King's College London, London, UK

The Royal Meteorological Society's Student Ambassador scheme links the Society with universities across the UK. Ambassadors support the Society by increasing awareness about membership, activities and initiatives within their networks, as well as helping to engage with students who have an interest in weather and climate as a science, profession or hobby. The Society relaunched the scheme in autumn 2023, and there are now over 30 Student Ambassadors, comprising a mix of postgraduates and undergraduates from around 20 UK institutions (see [Figure 1](#)). Here, we introduce a handful of the Society's excellent Ambassadors.



Figure 1. The 2023/24 Student Ambassadors can be found across the UK, at the Universities of Birmingham, Bristol, Cambridge, Durham, East Anglia, Edinburgh, Exeter, Lancaster, Leeds, Liverpool, Liverpool John Moores, Manchester, Oxford, Plymouth, Reading, Swansea, as well as the Open University and King's College London.



Sonia, Mathematics BSc, Open University

**What is your earliest weather/climate memory?**

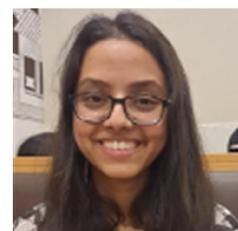
I am Greek, so I grew up accustomed to hot dry summers. However, my most vivid memories are of very thick snow that was

common enough that everyone owned snow chains for their cars. In addition, for some reason, it is the snow chains that made the lasting impression!

**Why do you think your role as a Student Ambassador is important?**

I think Student Ambassadors have the opportunity to create a feeling of community over weather and climate, and that's really important. For example, some fellow Open University students and myself recently watched one of the RMetS Energy webinars and talked about it afterwards. The webinar was really great, but the

chat between us afterwards felt just as valuable. None of this would have happened without the Student Ambassador scheme.



Arundhati, Climate and Atmospheric Science PhD, University of Leeds

### What would you like to do in the future?

I hope to leverage the skills I'm acquiring in my PhD to address more complex physical, statistical and computational questions relating to weather and climate. My PhD focuses on the area of seasonal to decadal climate variability, and I am particularly interested in understanding forced changes occurring in the atmosphere–ocean system.

### How would you like to see the field of weather and climate develop?

I believe research studies should be more transparent about the methodology and tools employed to facilitate reproducibility of results and avoid duplication. I would also like to see research at the PhD level become more collaborative; this would improve efficiency, enable sharing of experiences and best practices, and potentially reduce the stress and anxiety felt by students working under tight timelines!



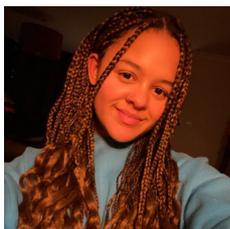
*Crystal, Holocene Climates MPhil, University of Cambridge*

### Why did you choose to study this course?

I am fascinated by natural processes that shape the Earth and the records they leave for us in rocks, sediments, ice cores, tree rings and more! Studying these archives is like solving a puzzle, showing us how different climate system components interact with one another to generate complex responses and, importantly, offering us lessons from the past for the future.

### What would you like to do in the future?

I hope to do a PhD in which I help develop climate models to enhance our understanding of future climate change. I hope to facilitate the implementation of targeted, timely adaptation and mitigation policies to minimise impacts on society, especially vulnerable and disproportionately affected communities such as low-lying islands. I would love for my work to help people around the world tackle climate challenges!



*Tamsin, Geographic Information and Climate Change MSc, Swansea University*

### Why did you choose to study this course?

I did my bachelor's degree in Wildlife Ecology and Conservation at the University of the West of England where I was introduced to GIS and remote sensing. I loved being able to visualise different aspects of our environment. I am very passionate about our environment, and the education I have obtained has expanded my knowledge.

### How would you like to see the field of weather and climate develop?

I would love to see further collaboration to help reduce the digital divide – some countries do not have the capabilities we have for weather and climate knowledge.



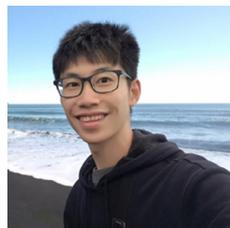
*Zain, Geophysics and Meteorology MEarthPhys, University of Edinburgh*

### What would you like to do in the future?

I believe that making use of my degree for the welfare of society is the right direction to head. I am particularly interested in the development of early weather warning, mitigation and monitoring systems. Be it through research or in industry, a contribution to hazard mitigation would be a fulfilling step forward for me.

### How would you like to see the field of weather and climate develop?

I believe meteorology is a science inherently purposed for the safety and well-being of communities. Focusing on initiatives to meet that purpose really seems like the right way forward in a world increasingly sensitive to atmospheric processes. I also think it is vital that as many people as possible, in every social stratum, have access to accessible and reliable early hazard warning systems.



*Yao, Physics PhD, King's College London*

### What is your earliest weather/climate memory?

The earliest memory is being afraid of the weather! I grew up in Yichang, a city along the Yangtze River in China. During the spring and summer seasons, the warm

and humid air currents prevail, making the air moist. Simultaneously, the intense solar radiation heats the air near the ground, causing vigorous upward convection, leading to frequent thunderstorms. Whenever lightning and thunder would strike, I would cautiously stay indoors, away from windows, fearing that lightning might shatter the glass.

### Why do you think your role as a Student Ambassador is important?

This ambassadorship helps promote awareness, engagement and understanding of meteorology and related sciences among students. It serves as a bridge, encouraging collaboration and knowledge-sharing between the Society and the student community, ultimately contributing to the growth and development of meteorological studies.

Thank you to the 2023/24 Student Ambassadors, who have worked on several RMets-related activities this academic year, including representing the Society at a university career event. If you are studying at a UK university, have an interest in weather and climate and are interested in becoming a volunteer, we would love to receive your Student Ambassador application for 2024/25. Visit <https://www.rmets.org/student-ambassadors> for more information, or contact Sharon Stephens ([sharon.stephens@rmets.org](mailto:sharon.stephens@rmets.org)) and Hannah Mallinson ([hannah.mallinson@rmets.org](mailto:hannah.mallinson@rmets.org)), who lead this initiative.

### Author contributions

**Regan Mudhar:** Conceptualization; Visualization; Writing – original draft; Writing – review & editing. **Sonia Beslika:** Writing – original draft. **Chung Yan Fu:** Writing – original draft. **Arundhati Kalyan:** Writing – original draft. **Zain Alaf UI Mulk:** Writing – original draft. **Tamsin Richardson:** Writing – original draft. **Yao Wei:** Writing – original draft.

### Data availability statement

Data sharing is not applicable to this article as no new data were created or analyzed in this study.

Correspondence to: R. Mudhar  
[rm811@exeter.ac.uk](mailto:rm811@exeter.ac.uk)

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doi: 10.1002/wea.4556