

Position Title and Number:	Synoptic Meteorologist, Atmospheric Science Program
Search Committee Chair:	Kendra McSweeney
Search Committee Diversity Advocate:	Max Woodworth
Search Committee Members:	Steven Quiring, Zhengyu Liu, [REDACTED] (grad rep)

Submit this form by email:

Date: Must be sent prior to extending invitations to Columbus campus candidates for on-campus interviews

To: *Divisional Dean Divisional Dean's Assistant*

cc: *Associate Dean for Diversity Equity Inclusion Wendy Smooth [REDACTED]*

Subject: *Approval Request: Faculty Search Diversity Recruitment Report*

Directions: Please provide a brief response to each question below.

1. APPLICATIONS AND COMMITTEE TRAINING

- Did the search committee chair and/or members attend the “Searching for Inclusive Excellence” training and/or include a trainer at one of their committee meetings? If not, explain why not.

Yes, all members of the committee attended.

- **Indicate the objective of this search [e.g. hire assistant professor in the field of x] and the time period of the “active” search [e.g. October 2021-February 2022]:**

We are seeking an Assistant/Associate professor in Synoptic Meteorology and weather forecasting, to address serious gaps in our Atmospheric Science program. We began to circulate the ad on August 3, 2021, and we closed the search on November 22, one week after the recommended application due date (we received no applications after the 22nd).

- **What populations are underrepresented in the department/school?**

The Search Committee reviewed the composition of the Geography Department and the Atmospheric Science program within it, and determined that the following populations are under-represented: women, people of color, scholars from the global south (excluding China), LGBTQ+ and disabled-declaring scholars, as well as military veterans.

Based on analysis provided by the College, we learned that our Geography Department (and the AS program within it) is slightly less white than benchmark programs (due to larger share of Asian faculty in our department), and that we have fewer women than benchmark programs.

- **What strategies did the search committee proactively employ to recruit faculty from underrepresented populations and diversify the applicant pool? Describe the impact of these strategies, as well as the challenges.**

The Atmospheric Science (AS) pipeline in the US is recognized to be overwhelmingly white, and male (see “A change in the air,” *Science* 25 June 2021). To ensure the most diverse applicant pool given these constraints, and in addition to the College’s posting of the ad on three job boards targeting underrepresented scholars, we also:

- Directly contacted [REDACTED] to circulate the ad in his networks (he is a black scientist working to diversify AS)
- Sent ad to colleagues at HBCUs
- Sent targeted emails to 18 individuals that fit our diversity criteria, inviting them to apply
- Sent the ad out on Twitter and Facebook
- Made sure the ad was posted to AS organizations based in Canada, UK, and an international climate group
- Posted the ad on specialty groups within the national Geography organization, including Black Geographies SG, Ethnic Geographies SG, Latinx Geographies SG, and Indigenous Geography SG
- Did not require letters or recommendation for initial application, as this has been shown to potentially dissuade some potential applicants.

how they heard about the position. However, the fact that 24% of applicants were international suggests that we succeeded in circulating the ad globally. We were less successful at attracting black scholars (3 applicants, or 7%), although we feel that is a pipeline issue more than a reflection of our recruitment practices. We received 8 applications from women (19%).

- **Did diversity and inclusion, or broadening participation, or related issues arise in discussions during the search process? If so, describe the nature and outcome of such discussions. Did candidates submit diversity statements? How were the statements evaluated as part of the review process?**

The committee met first on 31 Aug, following our training in the Aug 17 'Building a Successful and Inclusive Search Workshop.' That workshop gave us very useful language for talking about DEI issues, and we subsequently incorporated discussion of DEI in every subsequent meeting. The DEI advocate (Max Woodworth) reports that his opinions were solicited, heard, and—as necessary—implemented.

Diversity statements were requested of all applicants, and were considered a crucial part of the evaluation process. In retrospect, we realize it would have been useful to give clearer instructions in the job ad as to what we expect from a 'Diversity Statement.' That is because we found that some applicants took it to mean a statement of principles on DEI, and others took it to mean actions related to DEI. In fact, we would like both. In future, we will recommend that job ads from our department specify that the Diversity Statement request be accompanied by text such as: "Please submit a Diversity Statement that distinguishes your general approach or philosophy regarding DEI, and the actions you have taken to date, or plan to take, to demonstrate those principles."

- **Describe the applicant pool (using the EEO Report from Academic Jobs Online) from which the new hire will be selected. How satisfied are you with that pool and with its diversity? Please explain.**

Please see attached EEO Report 11-22-2021 (pdf), EEO_Summary_11-22-2021 (xls) and the final Applicant List_11-22-2021 (xls).

42 people applied for the position. The applicant pool was majority male (78.6%) and majority white (77.3%), with 15 persons identifying as Asian and 3 as Black. The composition of the pool was expected, given that it reflects the serious pipeline issues known to exist within the field of Atmospheric Sciences. We were heartened, however, by the fact that we attracted 10 international applicants (24%), showing that our search reached scholars from outside the United States.

We were satisfied that the pool reflected the field in which we were searching, although we found the exercise disheartening, and were quite worried that we would find it difficult to enhance the diversity of the department through the outcome of this search. The demographic data of the pool (in the context of national trends) also impressed upon us the potential for a 'diverse' hire in this field to really do important work in terms of representation and diversity nationally.

- ✓ **Faculty Search Applicant Pool – Please attach the EEO Report for the position available in Academic Jobs Online (contact your college HR generalist if you need assistance with this). If a different application portal was used, provide a report similar to the attached sample.**

2. SCREENING PROCESS

- **Describe the screening process and criteria employed in the evaluation of applications received.**

Developing an evaluation rubric. Before we looked at any files, we met as a committee on Sept 21 to, among other things: a) define diversity in the context of our department; b) begin to build a rubric for assessing candidate files. The Chair then drafted a rubric and circulated to committee members for feedback in early October. We finalized the rubric—again, prior to anyone looking at the files (which we requested not be uploaded for our review until November)—by the end of October. The rubric is attached ("Applicant List & Evaluation Rubric 22 Nov 2021"). It combines binary and ordinal scoring and does not 'weight' scores—we discussed the merits of doing so but decided we would address that issue once we had a better sense of the pool.

Review of files. The files were made available after the 'priority' due date of Nov. 15; several files came in through that week, but none after Nov. 22. Each committee member then began reviewing the files, scoring candidates according to the rubric. Committee members were instructed to only review the materials that we requested of the candidates, and to disregard supplemental materials that some applicants had submitted.

Building the long/short list. The Committee met on Nov 30 to compare rankings and come up with a long/short list (total number not specified). While it was clear which applicants rose to the top, and which were clearly not good fits for the position,



there were three who met our DEI criteria.

We ultimately produced a list of 11 candidates, and immediately requested letters of recommendation from their referees. That list of 11 included 4 DEI applicants, or 36%, which was a significant greater than the diversity of the initial pool of 42.

Arriving at proposed interview pool. All departmental faculty were invited to review the files for our 'top 11', and to read the associated letters. The Search Committee did the same, and was tasked to come up with their top choices based on the same criteria we'd used before, but without using the scoring rubric. On Dec 16, the Search Committee met to determine the proposed interview pool. We were pleased to see that we all agreed immediately on a top 3, and then had some differences about other applicants. We quickly agreed that four applicants were no longer viable candidates, as closer scrutiny of their files and letters showed that they were not good fits for the position. We all agreed that there were four 'second tier' candidates who had many good qualities and would be able to meet the requirements of the job. They were well below our top 3, however.

On Dec 7, the Search Committee presented their findings to the department (Powerpoint attached). After animated and enthusiastic discussion, the faculty reached consensus that the Committee's top 3 should indeed be forwarded for consideration for on-campus interviews.

3. PROPOSED INTERVIEW POOL

- Proposed Interview Pool Chart. This chart is mandatory but including the specific name is optional.**

Total number of candidates selected for campus interviews	Gender of candidates interviewed, if known		Race/Ethnicity, Disability Status, and Veteran's Status of candidates interviewed, if known
	Female	Male	
			American Indian or Alaska Native
			Asian
			Black or African American
			Hispanic or Latino(a)
			International Applicant
			Pacific Islander
			Two or More Races
	2	2	White
			Race Not Identified
			All by Disability Status = Yes
			All by Veteran Status = Yes
			Unknown status
4	2	2	TOTAL

- Briefly describe the credentials of the candidates that you propose to bring as finalists to campus. How satisfied are you with that pool and with its diversity? Please explain.**

We are thrilled that, despite the severe constraints within the field of Atmospheric Sciences, we were able to come up with two women as our top choices. We considered this to be a very satisfactory outcome.

- Were any of the candidates chosen for campus interviews veterans or a person disclosing a disability?**

No, not that we were able to ascertain given self-declared information in their applications.

- For each candidate chosen for a campus interview, briefly describe how the candidate would contribute to the diversity of the department/school. How would each candidate amplify the values of inclusion and excellence? How does the candidate's teaching, mentoring, research, and/or outreach and engagement amplify diversity and inclusion? How would the candidate contribute to ongoing or new diversity and inclusion initiatives in the unit?**

As a woman in STEM field dominated by men, Dr. would contribute significantly to the representation of women in Atmospheric Sciences. From her Diversity Statement:

In 2019, I participated in a faculty learning community where we read and discussed literature about the inequality of women in STEM to educate ourselves *about current*



what doesn't work. The learning community planned to institute a formal organization to mentor high school-aged young women, many of whom would be first-generation college students in their families, through a variety of formal and informal activities. However, this effort was halted when the Covid pandemic hit in early 2020. I would love to pursue this idea further and institute such an organization in the future. Students in the Columbus area would specifically benefit from such contact, as the local demographics have particularly high numbers of minority students. I am also a particularly strong advocate for the rights and opportunities of refugees and international students, especially female students who come from cultures that traditionally oppress women. I have mentored two female graduate students who come from such backgrounds.

Similar to Dr. Dr. is a woman in a male-dominated field, and has taken her mentoring role very seriously and with excellent effect. From her Diversity Statement:

In addition to my hands-on experience leading a team, I'm a member of the AMS Early Career Leadership Academy (ECLA) Class of 2020; through ECLA, I participated in significant training on addressing diversity and inclusion issues. Through ECLA, I learned to center around the experiences of others, to ask probing questions of mentees, and to sponsor people rather than simply mentor them. I'm currently using these tools as an ecosystem mentor for OU's School of Meteorology, where I am leading a group of five undergraduate students. Finally, I'm also currently taking a Diversity and Inclusion in Geosciences course and learning about different types of diversity issues present in the geosciences, such as fieldwork accessibility.

has a track record of inclusion/mentoring of under-represented populations. From his Diversity Statement:

In browsing the OSU Office of Diversity and Inclusion website, I came across the Louis Stokes Alliance for Minority Participation (LSAMP) program, which involves multi-year mentorships for undergraduate students from underrepresented backgrounds. I would love to participate in this program as a faculty mentor. This would let me build on previous outreach activities I've enjoyed, including mentoring students from backgrounds historically underrepresented in atmospheric sciences through a Research Experience for Undergraduates (REU) program at CSU. A long term aspiration of mine has always been to establish an REU program with a specialty in high-impact weather and climate. The OSU Department of Geography seems like an ideal place for such a program, given the broad interdisciplinary research expertise in the department, which would accommodate an REU intern pool with a wide range of research interests.

is our fourth candidate recommended for interview, if we are not able to interview the three listed above. From his Diversity Statement:

On the national and international scales, I represent and support our diverse scientific community as a LGBTQ+ Ally (current training includes LGBTQIA). This professional training helped me better understand LGBTQ+ identities and experiences, ways to show personal support, and provided contact information for local support groups. I have also served on two American Meteorological Society (AMS) committees: the Committee on Mesoscale Processes and Student and Early Career Task Force. I represented the general meteorological student body on these committees and ensured that all of my future member and awardee nominations were made with DEI initiatives in mind.