Transcript for "Gabby Brown, President of the Board of Directors at The Climate Consensus in St. Johnsbury, Vermont"

Clear Skies Ahead: Conversations About Careers in Meteorology and Beyond

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Kelly Savoie:

Hello, Clear Skies Ahead listeners. This is Kelly Savoie, and I'm hoping you can take a moment of your time to rate and review our show wherever you listen to podcasts. We have produced over 60 episodes, and you can help us reach even more individuals that will benefit from the diverse experiences shared by our guests. Thanks so much for listening, and I hope you enjoy this new episode.

Welcome to the American Meteorological Society's podcast series, Clear Skies Ahead: Conversations about Careers in Meteorology and Beyond. I'm Kelly Savoie, and I'm here with Emma Collins and we'll be your hosts. We're excited to give you the opportunity to step into the shoes of an expert working in weather, water, and climate sciences.

Emma Collins:

We're happy to introduce today's guest, Gabby Brown, president of the Board of Directors at the Climate Consensus in St. Johnsbury, Vermont. Welcome, Gabby. Thanks so much for joining us today.

Gabby Brown:

Thanks so much for having me. I'm really excited to be here.

Kelly Savoie:

Gabby, could you tell us a little bit about what sparked your interest in meteorology and how it influenced your educational path?

Gabby Brown:

Yeah. I've always had an interest in helping people. I knew I wanted to do that for my career, but I never really knew how. And similar to many, I had a really specific weather event play a role in my story. When I was about 10 years old, I had a tornado that went through my hometown of Brimfield, Massachusetts, and there was a lot of destruction. And so, rather than make me really excited or interested in the weather, I was pretty afraid, pretty scared. As I continued through middle school and high school, I still really wasn't sure what I wanted to do, but my dad had always had an interest in all things weather and space related, and I started to hear more about climate change on the news.

So, when it came to deciding what I wanted to go to college for, all of these factors combined and I kind of said, "Why not?" And I picked atmospheric sciences. But even then, I don't think I was ever 100% sure. So, when I got into classes and stuff about a year later after picking where I wanted to go and what I wanted to do, I think I became more confident in my decision, really fell in love with atmospheric sciences and got more involved in the community and could really start to understand what meteorologists and atmospheric scientists could do to help people. Yeah.

Kelly Savoie:

And did you pick the college that you went to knowing that it had a meteorology or atmospheric science degree? Was that your major right away when you applied?

Gabby Brown:

Yeah, I did. I knew it had an atmospheric sciences degree, and I also wanted to just remain relatively close to home, especially in case I had decided that I didn't like it and I could easily switch over. But I had chosen Vermont State University. At the time, it was Northern Vermont University, and before that, Linden State. But yeah, I had chosen it because it did have atmospheric sciences, but I could easily shift if I didn't like it.

Kelly Savoie:

Right. Well, it's good that it turned out okay. And you mentioned that you witnessed a tornado in Springfield, Massachusetts, which is pretty rare in Massachusetts. I'm trying to remember how long ago that was. It was a while ago, right?

Gabby Brown:

It was back in 2011.

Kelly Savoie:

Okay.

Gabby Brown:

Yeah. It was an EF-3, which even to that intensity was also really rare for the area that I was in. So yeah, that rolled through my town, and it was a pretty crazy afternoon to say the least.

Emma Collins:

What opportunities did you pursue inside and outside of school that you knew would be beneficial to getting a job in your profession?

Gabby Brown:

Yeah. It's really funny you ask this because I didn't know what I wanted to do. I had picked atmospheric sciences and gotten into it and still kind of didn't know what the long-term looked like and what I wanted to do past just picking it. So, I decided to try a lot of new things. During my first year, I applied and got into a program at Vermont State University called The First Year Research Experience. It was in my department, and I got to pick a research project and learn about that process, what research looked like, and I liked it. I really enjoyed it. I even got to present at a regional conference, which was really great. I also tried forecasting. They also had this great collaboration with the Vermont Department of Transportation where we could forecast for them during the winter to help them maintain the roads.

And then, I also watched a lot of my peers who were interested in pursuing broadcast, go onto our on-campus news station and perform broadcast meteorology. And I realized, after all of these different experiences, that I did enjoy research and I think that's where I wanted to go. So, I decided that I would take the next steps and apply to different opportunities that were available to me. So, I applied to REUs and scholarships and internships. And luckily, I was given the opportunity a lot through my undergrad to collaborate and work with scientists around the country who focused in various things.

One of my internships was the research experience for undergraduates at the University of Michigan, and that was one of the first climate projects I had ever worked on, which was really exciting. And the next summer after that, I did something completely different and I worked with the National Weather Service in Columbia, South Carolina as a part of a Hollings Scholarship program to get an idea of what research I wanted to do. And that was on tornadoes that spawned from tropical cyclones. So, very different research projects. But overall, these helped me to discover that I did want an advanced degree in the fields and I wanted to be a climate scientist. And so, that's what I decided to do.

But throughout this whole process, I did realize that involvement outside of the classroom was just as important as involvement inside of the classroom. So outside of school, I've always been involved in a lot... Going into undergrad, I decided to be a member of my university's AMS chapter. I was starting as a member, and then I got more involved as the community outreach coordinator, and during my last year as president. And I feel like my involvement in that really taught me a lot about teamwork and collaboration. And then, I got involved in the climate consensus, which at the time it was a campus group, but I really felt like my involvement in that enhanced my leadership and management skills.

So when I continued on to grad school, I'm currently going to the University of Oklahoma, I knew I wanted to continue my involvement in the community and in the field in this capacity. So, I decided to join OU's School of Meteorology's Student Affairs Committee. And I felt like, through this, I've really learned how to communicate and bridge different groups of people together. I've also gotten involved on the national level with AMS. I'm currently on the AMS Student Conference Planning Committee as a co-chair in training.

But overall, I tend to be a rambler, but these experiences have not only led to me getting my current position as a graduate research assistant, but also allowed me to fully understand what I wanted out of my career, and also what I wanted to do with my life. And also, it's been really great because all these different experiences has really allowed me to build this network of people that have really supported me to where I am today. So I think, overall, all of these skills that I've learned have really helped me in pursuing jobs and where I'm at now.

Emma Collins:

I was going to ask, you've done so much and you've tried a bunch of different things to see what really suits you, what you really like, and what excites you. Did you have anyone, over the course of that path of discovery, that may have helped in a significant way that stands out in your mind as a mentor?

Gabby Brown:

Absolutely. Actually, one of the people who worked within the Climate Consensus, who had been the founder of the Climate Consensus, Dr. Janel Hanrahan, she had been a real mentor. She's also a climate scientist. So, as a climate scientist, as someone who's also really involved in the field at the same capacity that I am, and then additionally just as being a woman in the field and navigating any challenges and such with that realm. But overall, I mean, I feel like, too, that's been someone who's been a great mentor. But everybody I've worked with, whether it's with internships or just different opportunities, has served in a mentoring role and been really supportive of me throughout this whole time. But that's one person that does come to mind.

Kelly Savoie:

Yeah. I was going to say, I agree with Emma. That's pretty impressive. You did a lot as an undergrad, and I think it's great that you were able to try different things, and that your university allowed you to have all those opportunities and that you were able to discover what you liked best. I mean, I'm impressed.

Gabby Brown:

Yeah. I'm very lucky in that sense. I mean, it was a great environment and people who are very understanding of, it's okay that you don't know what you want to do right off the bat. Obviously, I feel like the poster person for that because I still sometimes question, what do I want to do with my climate research? What do I want to do? So, that's okay.

Kelly Savoie:

And you mentioned that you got involved with the Climate Consensus while you were in Vermont. Could you tell us a little bit more about that and what your role is there now?

Gabby Brown:

Yeah, absolutely. The Climate Consensus is a 501(c)(3) nonprofit. The overall vision is to close the consensus gap between experts and the broader community on the urgency and impacts of human cause climate change by promoting constructive dialogue and just action across all aspects of society. But our mission is we're working to foster a welcoming and inclusive community that encourages and inspires and empowers current and upcoming scientists to engage in climate outreach and communication. We've found that that piece is really what makes us unique, but we're working to build a network that's diverse in careers, career stages, experiences and perspectives that collaborate through developing knowledge, shared resources, and just a culture of support that encourages dialogue between scientists who are knowledgeable about climate change and then people who have an interest in learning it. So overall, my involvement...

I got involved when I was... About five years ago now, when I was an undergrad. I started as Climate Champion, which is what we call our members of the Climate Consensus. But I stayed on board when it transitioned from just a campus group, a small campus group in Vermont, to a nonprofit in 2021. I was a student leader for my undergraduate institution at that time. I began on the board of directors back in 2023, about a year ago now. And through that role, I've helped to establish and serve on the executive committee that was also established in 2023. And so, we call the executive committee, it's just a group of people who serve as the executive director of the organization. We don't just have one person who does that. We have about five fantastic people who help to serve in that role.

And then, just this past June, I became president of the organization, which is really exciting. I was very grateful for the opportunity. But over this past year, we went through a substantial restructuring period. And a lot of my role was working with this fantastic group of people to transition the organization into what it is today. And as of the past couple months, we've been getting back on our feet and getting back involved, getting people back involved. And I can't emphasize enough the time and effort of others that went through and continues to go into this transition and into the restructured organization that we are today.

Kelly Savoie:

What are some examples of things that the Climate Consensus does? And if there's any listeners who are interested in becoming involved, how can they get involved?

Gabby Brown:

Yeah, absolutely. We've done a lot of work in trying to have our members practice climate outreach and communication. It starts by just having these small conversations with each other. We've all had successes and failures when it comes to having conversations with people at the grocery store. So, it's kind of a support network to aid in making people feel more confident in their abilities to talk about

climate change. We've done school visits, we've done climate marches, we've talked to various groups and communities, we've presented at conferences and such. Those are just some examples. But now that we've gone through this restructuring period, we have developed committees, we have about three right now. Digital engagement, events and outreach, and fundraising.

Digital engagement really is for people interested in blogging or social media posts, trying to spread awareness about climate change through those avenues. Events and outreach is a lot of planning climate demonstrations and events, but also collaboratively developing a list of resources and educational materials that people in our organization can use and to be published on our website where people outside of the organization can use as well. And then, fundraising works on the logistical side of things as a nonprofit, but we're identifying and writing grants. It's been a really good professional development experience for a lot of our members involved. That's an avenue people can get involved in.

But also, you can just be a general climate champion. Not everybody has the time to commit to a committee or something like that. So we're hoping, we're working towards this, but as a Climate Champion in the future we're hoping to offer professional development opportunities, maybe having speakers come in, do present events, communication practice activities or exercises, workshops. And we're also hoping to increase networking. Now we've expanded the organization to be farther than just academia. Now we're including those who work in broadcast or the private sector or government, because everybody has a different experience with communicating climate change. Some do it more than others. And so, building this support network and having people of similar career stages or careers be able to exchange challenges and strategies to not only each other, but also maybe in a mentoring state as well.

And then, just climate action. You can be involved on a local chapter where they do community engagement for their local communities. But as I discussed previously, a lot of the professional skills I developed through being involved in all the things I've been involved in have been really helpful. So an organization like this, if that's something you're interested in, is a really great avenue to get more skills, especially communication based. So if you're interested, our website is theclimateconsensus.org, or feel free to email us at admin@theclimateconsensus.org. Those are just some general ways you can get involved.

Emma Collins:

Very cool. And in your experience, in your time with the climate consensus, have you found or have you seen what events or tactics really have the most benefit to improving climate literacy?

Gabby Brown:

Yeah. Some ways to improve climate literacy that we've worked on with our members and we discuss, first it starts with educating yourself. There's a ton of online resources that can aid in this, and you don't just have to be in atmospheric sciences to do this. Like I said, my dad, he's very interested in the sciences, so he's online all the time looking at different links and such. This doesn't mean that you have to understand every detail, of course, nobody really does. But having just a basic understanding of the climate sciences and climate change will help with the rest of the process. And then, also don't be afraid to ask questions, especially if there is something you don't understand. A lot of people working in the field are really happy to answer questions. And from the Climate Consensus point of view, we find it super motivating when people have questions and are just genuinely interested in learning more.

That's one way we start with our members, just getting a basic education side down. But then, we talk to people about making informed decisions, understanding how your actions may be impacting the climate. Practicing sustainable living is a great way to make a big impact. Even the smallest of changes in daily life,

like recycling or using reusable products can contribute to larger action. And then, assessing credibility is another big thing. That goes along with educating yourself. We know that not everything you see online is the truth. So when scrolling through social media, watching the news, or even conducting your own investigation on climate change, check your resources from the source of information, evaluating the author's credentials, fact checking content, looking for bias, analyzing supporting sources, avoiding clickbait and misinformation.

And then, practicing communication where you can. This is a big piece. This doesn't always mean that conducting a large public climate demonstration, you don't always have to be doing something big. It can be as easy as having a conversation with a family member or someone in line at the grocery store. I did want to note that this takes a lot of practice. I'm not perfect at it either, but it's going to constantly be a work in progress. And then, just finding a support network. Just in terms of improving climate literacy, finding a support network, like the Climate Consensus, is really helpful. It's not always easy to be doing this and improving climate change literacy on your own. So, getting a community that understands is really, really helpful and you can get advice from is great. These are just some things that we talk about with our members and members of the public in terms of improving climate change literacy.

Kelly Savoie:

Well, it sounds like you're definitely involved in that organization and you're pretty busy. But you're also a graduate research assistant at the University of Oklahoma, as you mentioned. What are your duties in that position?

Gabby Brown:

I'm a halftime research scientist and a halftime graduate student. Right now I'm in my second year of my master's, so I take about two classes a semester. And so, that takes a lot of time with studying and doing assignments and homework and such. But on the research side of things, my specific research focus is in sub-seasonal to seasonal variability and predictability of extreme weather with just a broader motivation of climate security. So, a lot of my research entails spending time coding, writing, and then communicating my results, whether that's in a research meeting with my advisor, a research group, or even at conferences. And as I mentioned, my motivation for my research is climate security. So, depending on where your research focus is, you might have other duties that other graduate students won't have. I know a lot of people do field work and such too.

But specifically for me, I work on a climate security team and we're working with organizations and individuals in more vulnerable regions of South America to understand the extreme weather that they're already currently experiencing due to climate change. And we're talking with them on what we can do to help aid in adaptation and preparation measures for these extreme events through sub-seasonal prediction. And so, a lot of my job, on top of just the standard graduate research assistant duties are, I have to be able to communicate my results to non-atmospheric scientist members of our climate security team, and also these individuals and organizations in these countries.

Kelly Savoie:

Do you need to take a minimum number of courses while you're doing research at the same time? Is that a requirement at the university?

Gabby Brown:

Yeah. Typically, students take about two courses a semester. And for ambassadors, you're going to be doing that right up until you defend. Typically, I want to say it's about eight courses in total. So, there is a

minimum number of credits that I do need to take. But luckily, depending on the courses that you take outside of any required courses, it relates a lot to your research, so they work together.

Emma Collins:

It sounds like a lot, I'll be honest. You sound very busy, but what are some of the benefits of working in academia? I know that you eventually got led down that path and that's something that you were excited about. What are some of the positives behind that?

Gabby Brown:

Yeah. I've only worked in academia, outside of being an undergraduate student, for a really short period of time. It's been a little bit over a year now. And so, I just want to say that my experience is strictly as a graduate student. And there are observations that I've taken, so they might not necessarily reflect everyone's experience, especially those of established academics in the field. But here's my one and a half cents. First is exploration. Something that I find really exciting about working in academia is that it provides the opportunity to explore your own research interests, ask questions and contribute ideas to the field. I know just the freedom of pure curiosity driven research is a significant draw.

Then there's also the societal benefit. I mentioned I work with people in vulnerable regions around the world. So, I feel like academic work can have a significant impact on society, especially in atmospheric and climate and meteorological related sciences. So, we can have an impact on society by advancing knowledge, informing policy and educating the next generation of scientists, which is really, really exciting. And then, there's also mentorship. I have not yet participated to this capacity, but I know people get a lot of fulfillment out of teaching and mentoring, and I'm hoping to step into this role as maybe a teaching assistant in the future to have an impact on younger students. I know a lot of people really love that aspect of working in academia. There's collaboration. I feel like with a lot of research projects, you can't do research without a little bit of teamwork. And so, it leads to a lot of diverse perspectives and ideas and just a strong sense of community, which I find really great.

And then, there's flexibility. So, if you do do well with having a little bit less structure in your day and a little freedom around what you want to prioritize in terms of research or classes, academia might be a great fit for you. I like the flexibility of it. And I think, lastly, just the continuous learning. You're constantly exposed to new ideas, technologies, methodologies, really allowing for ongoing personal and professional growth. And that's even when you're not in classes, which is really exciting. And I'm sure other careers have various combinations of these attributes, as well as other attributes that maybe academia doesn't have. But yeah, that's just a couple of benefits.

Kelly Savoie:

When you do your research, you mentioned that a lot of it pertains to developing countries. Do you have international contacts or other students that you work with?

Gabby Brown:

We do. Right now it's not necessarily other students, but in this climate security team, it's split up... At least for our security team, it's split up into three countries. We're working in Brazil, Guatemala, and Peru. And so, those are three countries that we have established connections with, that we've been working with different universities in these areas and forecasters in these areas. And so, we have a great security team that's not only made up of atmospheric scientists, it's also made up of those in policy and history. And so, it's really great to collaborate with those outside of the field too, because all of this

intertwines. So, we do. We have pre-established connections in these areas, which makes for a really, really neat experience.

Kelly Savoie:

Yeah. It sounds like it would be great. Similarly to benefits, there's always challenges working in your field. So, what are some of the challenges that you face?

Gabby Brown:

Yeah. I'm just going to reiterate that these challenges are from my point of view, not a reflection of everybody's experience, but these are unique challenges as, at least, a graduate student. First is work-life balance. Now, I understand this is definitely not a unique challenge to graduate students, probably everybody can relate to this a bit. But with the demands of teaching and research and service through various extracurriculars, it can lead to long hours and definitely a hard time prioritizing work-life balance. It's especially true, I feel, when you're in your early career and you're just trying to establish yourself. But I think many people, no matter their career stage, are coming around to being more understanding of this, which is really great. It's definitely been brought up more at conferences that I've been to, and people are definitely prioritizing it a little bit more, which is great.

Next is probably just competitive aspect of being in academia. There is a lot of pressure to be successful, and that's through publishing and obtaining grants and just going after other opportunities. I do know that the pressure sometimes, if you let it, it can be overwhelming. And then, there's always funding uncertainty. For me at least, I'm interested in continuing on to pursue a PhD. Right now the only caveat is, will there be funding to be able to do that? And I guess also another caveat is I haven't necessarily finished my master's yet, so crossing our fingers that I finish as well. I found that academia is really working towards a culture shift, though. And so, I listed all of these challenges but I find that you're going to find a lot more people who are here to support you than to be against you. So, I definitely don't want these challenges to deter anybody from going into academia if that's where they want to be.

Emma Collins:

Excellent. That's a positive note to end on for a challenge question. You did discuss your research in the sub-seasonal and seasonal predictability. What are the most interesting things that you've uncovered during your research? So far, I should say.

Gabby Brown:

Yeah, absolutely. Just to set the stage, I'm looking at case studies of two separate events. The first is understanding characteristics, predictability and potential causality of the extreme precipitation that caused the Pakistan floods back in 2022. And then also, I'm just starting analysis on understanding the same things, but in relation to extreme precipitation and Cyclone Yaku in Peru that occurred back in 2023. I think the most interesting thing I've uncovered is for using this unique set of experiments where we can eliminate various combinations of Earth system components, so atmosphere, ocean, and land, to understand what contributed more to the occurrence and predictability of these events.

For example, did the ocean contribute more or did the atmosphere contribute more to the Pakistan floods? Or did the atmosphere and land, a combination of those two have more of an impact on the occurrence on these events? Or did the ocean and atmosphere? So, being able to eliminate components and focus more on what caused these events, I think is probably the most interesting thing. But I'm still really early in my study, so I look forward to finding more in the coming months.

Kelly Savoie:

I definitely look forward to reading about or maybe hearing if you present some of your research at some point. Sounds very, very cool.

Gabby Brown:

Thank you.

Kelly Savoie:

Do you have any tips or advice for any of our listeners, students, recent graduates interested in pursuing climate research?

Gabby Brown:

I do. First is ask questions. This is something that I am still learning to do, but I'm finding that being able to ask questions or say that you don't really know something or understand something is more of a strength than it is a weakness. I think it's easier said than done, I understand, and I'm still kind of learning how to do that, but definitely that's a skill to become comfortable with. And then also, just practice your communication skills. And I mean this beyond just being able to communicate scientific results to your peers or colleagues or advisors. Being able to communicate your research in a way that makes it understandable for everybody is really important. And that includes the public.

This is especially the case with climate research, given that the current stigma surrounding climate science and what climate science carries with it in society. And I know it's a daunting task, but it's really important. And I think being able to communicate science and your research without the scientific jargon is a great skill to have, and I think it can continue to build trust between the scientists and the community and general public. I think that's just a couple of pieces of advice I have that I'm still continuing to navigate myself.

Kelly Savoie:

And what about courses or any classes that you took in university? Was there anything that you were glad you took? Or is there anything you wish you might've taken that might've helped?

Gabby Brown:

Yeah. In undergrad, and it does kind of go... I have a consistent theme of communication. But in undergrad I did take a course, and I can't remember the specific name of it now, but it was really surrounding just the advancements in the technology side of climate sciences, but also talking about the communication of climate sciences to the public. And I found that really, really helpful, but also helpful in a sense, too, that it gave me, as a student who was hearing almost a lot of the doom and gloom of climate change, it gave me a little bit of hope. There are other people out here who really are passionate about bringing awareness to climate change or are working towards a solution and working in climate mitigation efforts.

So I found that really helpful, and I found that moving forward past that class, I've been able to communicate to other people that there's hope for turning this around and working on the climate crisis. And so, that's one class that I found really, really helpful that went really well along with any classes that I took within the heavy sciences or mathematics. So, yeah.

Emma Collins:

Well, Gabby, we're so grateful for everything you've told us about your career. However, before you go, we always ask our guests one last fun question at the end of our show. What is your favorite hobby?

Gabby Brown:

I have a few favorite hobbies.

Emma Collins:

Excellent.

Gabby Brown:

I think my top three are I'm an avid board game player, and I always take a minute to browse the board game section at the store every time I go, which is every week. I've developed a pretty good collection. I also live on a golf course here in Norman, and I've become a really big fan of collecting stray golf balls on my daily walks. I have about 300 of them now, maybe just over 300.

Kelly Savoie:

Oh, my goodness.

Gabby Brown:

Yeah. And I've lived here for just over a year. Luckily, I have friends who like to golf and such. That's been really good.

Emma Collins:

Do you find any neat ones, any uniquely designed ones?

Gabby Brown:

I do. I found ones that are different balls. I found one that was like a soccer ball. Yeah. And I found different colored ones. Of course, the white ones are the ones that you see more often. So any golf balls that I do give away, it's always the white ones. I'm keeping the colored ones for myself. I have to.

Kelly Savoie:

Of course.

Gabby Brown:

But yeah. I don't even play, besides maybe mini golf every now and again. But yeah, I found some really neat ones. But beyond that, I've started to pick up pickleball. I know that's a trend that's been a thing, and I've enjoyed playing. But if you ask anyone I play with, I am not very good. That's also a work in progress.

Emma Collins:

You're learning.

Gabby Brown:

Exactly.

Kelly Savoie:

Yeah. I've always wanted to try pickleball. It's different than tennis. It's easier, right? A little easier than tennis?

Gabby Brown:

It is. I like it because I'm not a big runner, and I feel like tennis you have to run a lot more. I like it for that sense. It's also a good community sport. I've met a lot of people doing it, which is really great. But yeah, you definitely should pick it up. I did a class on it this past summer with my mom, and we both really enjoyed it. It's stuck with me for a couple of months now. So, that's a good thing.

Kelly Savoie:

Yeah. I always thought that it was a game for senior citizens, but I have met so many people of all different age groups who do this pickleball, so I'm definitely going to try it. I think maybe in the winter when you can't do anything outside, they have some indoor pickleball courts where I can take a lesson.

Gabby Brown:

Yeah. You definitely should. I know that, at least here in Norman, they have Facebook groups surrounding it too, so it's definitely a community sport now. I think it's the fastest growing sport in the US or something. It definitely is.

Kelly Savoie:

Yes, I heard that. Well, I'm glad you actually have time for hobbies. That's a good thing.

Gabby Brown:

Got to make it a priority.

Kelly Savoie:

Thank you so much for joining us, Gabby, and sharing your work experiences with us.

Gabby Brown:

Of course. Thank you so much for having me. This was such a great opportunity. I really appreciate it.

Emma Collins:

Well, that's our show for today. Please join us next time, rain or shine.

Kelly Savoie:

Clear Skies Ahead: Conversations about Careers in Meteorology and Beyond is a podcast by the American Meteorological Society. Our show is edited by Johnny Le. Technical direction is provided by Peter Killelea. Our theme music is composed and performed by Steve Savoie. And the show is hosted by Emma Collins and Kelly Savoie. You can learn more about the show online at www.ametsoc.org/clearskies, and you can contact us at skypodcast@ametsoc.org if you have any feedback or would like to become a future guest.