

# FINDING **a** CAREER



# Careers If You Like Math

Barbara Sheen

# CONTENTS

<b>Introduction: Lots of Choices</b>	<b>4</b>
<b>Actuary</b>	<b>7</b>
<b>Atmospheric Scientist</b>	<b>14</b>
<b>Construction Design</b>	<b>23</b>
<b>Educator</b>	<b>31</b>
<b>Information Technology</b>	<b>39</b>
<b>Market Research Analyst</b>	<b>47</b>
<b>Personal Finance</b>	<b>55</b>
<b>Statistician</b>	<b>63</b>
<b>Interview with a Financial Adviser</b>	<b>71</b>
<b>Other Careers If You Like Math</b>	<b>74</b>
<b>Index</b>	<b>75</b>
<b>Picture Credits</b>	<b>79</b>
<b>About the Author</b>	<b>80</b>

# Atmospheric Scientist

## A Few Facts

### Number of Jobs

As of 2014, about 10,850

### Salaries

As of 2014, the mean annual salary was \$88,090

### Educational Requirements

Minimum of a bachelor's degree

### Personal Qualities

Good critical-thinking and computer skills; adaptable; likes working outdoors

### Work Settings

Indoors and outdoors

### Future Job Outlook

Job growth of 10 percent through 2022, which is about as fast as average

## It's All About the Weather

“Everyone talks about the weather, but no one does anything about it,” an old saying goes. When it comes to atmospheric scientists, that saying isn't entirely correct. Atmospheric scientists are weather experts. They study short-term weather systems in order to predict the weather and its impact. They also research long-term climate conditions in an effort to predict future climate events, such as global warming, drought, and ozone depletion. They use mathematical instruments like thermometers and barometers to collect data and algebra to figure out how different variables like wind speed or humidity might affect the weather. The information they collect and analyze does more than help people decide whether to take an umbrella—it saves lives by warning the public about dangerous weather events so that they can prepare for what's coming. It also alerts the world to dangerous long-term climatic changes. If you find weather intriguing but you want to do more than just *talk* about it, an atmospheric scientist career might be worth considering.

## Are All Atmospheric Scientists the Same?

There are a number of different types of atmospheric scientists, making this a field that offers lots of career options. Meteorologists are probably the most well-known type of atmospheric scientist. Meteorologists study short-term weather systems. But exactly what they do depends on the type of meteorologist they are. There are several kinds.

Operational meteorologists are the largest group. They collect data related to air pressure, wind velocity, humidity, and temperature from satellites, radar, and nearly ten thousand weather stations located all over the world. Using statistics, mathematical calculations, and sophisticated computer software, they analyze this data in order to predict the weather.

Research meteorologists are another group. As the name implies, they do research related to climate and weather. For example, in an effort to make air travel safer, British research meteorologist Helen Hewson is studying airflow over mountains. In an interview in *Plus* magazine, she comments on her job: “The aim is to tell aircraft pilots if it’s windy in a particular way over specific mountains then you may get effects which are dangerous and you have to avoid them, but if it’s windy in another way then you should be able to fly over them.” Research meteorologists also develop new data-collecting instruments and weather-prediction software.

Broadcast meteorologists are still another group. Also known as weather forecasters, they report the weather on television, radio, and the Internet. In making their forecasts, they depend on data gathered by operational meteorologists as well as local weather maps and charts. On the air, they use specialized graphic software to illustrate their forecast. In many cases, they write the scripts for their reports. In an interview on the Job Shadow website, Matt Meister, chief meteorologist at station KRDO in Colorado Springs, Colorado, explains, “I make and present the forecast for our website, mobile apps, news radio station and 5, 6 and 10pm newscasts [Monday through Friday]. Additionally I supervise the other members of Stormtracker13 . . . and I oversee

the maintenance of our 20+ weather computers. . . . In simplest terms my job consists of two things: 1) making the forecast and 2) giving it out!”

Studying and forecasting short-term weather events appeals to some atmospheric scientists—but not all. Those who prefer to focus on long-term global climate conditions are called climatologists. Climatologists study past weather patterns in order to forecast shifts in climate that are likely to occur in the future. For instance, in an effort to predict global warming trends, climatologists have been taking samples from different levels of Antarctica’s ice core. By analyzing the thickness of the ice samples at various levels, and the amount of carbon dioxide (which rises as temperatures rise) trapped in the samples, they can determine what the climate was like at different points in time. This gives them a long-term view of changes in climate. Climatologists use this information to develop three-dimensional global climate models, which illustrate past climate events and how even the smallest changes in climate affect the ice core. These findings make it possible for them to make predictions related to future climate change, such as how much longer the ice core can continue to exist under the current rate of global warming.

## **What Does Math Have to Do with Atmospheric Science?**

Although atmospheric science sounds interesting, you might be wondering what in the world this career field has to do with math. The answer is, plenty. Even though math is not the primary focus of atmospheric science, a strong math background is important to the job. Atmospheric scientists use calculus, geometry, and algebra in predicting the weather and climate trends. And they rely on their skills in graphing, data collecting, recognizing patterns, and problem solving. To forecast weather, for example, meteorologists collect numerical data concerning wind speed and direction, temperature, humidity, and air pressure from weather balloons, satellites, and radar. They plot this data on graphs, charts, and weather maps, which they analyze looking for patterns related to

weather trends. Mathematics figures prominently in their analysis. They also use computer software to solve complex equations that help them understand the relationship between different atmospheric factors and how changes in any of these variables affect the weather. According to Barry Lough, the creator of Stuff in the Air, a meteorology website, “The mathematics used in meteorology could, and does, fill textbooks quite extensively.”

## Preparing for This Career

If you decide to become an atmospheric scientist, you’ll need a minimum of a bachelor’s degree. Research meteorologists need a master’s or doctorate degree. In college, the best choice of a major will be atmospheric science or a related field like geology. Atmospheric science classes cover subjects like meteorology and climatology and include hands-on classes in the use of forecasting instruments. In addition, you’ll take courses in computer science, statistics, calculus, and other advanced mathematics. In fact, math is so important in this field that successful completion of four years of high school math is often a prerequisite for this major. In addition, if your goal is to become a broadcast meteorologist, you’ll take classes in speech, journalism, and broadcasting.

If your goal is broadcast meteorology, you should get all of the public speaking and broadcasting experience you can to build your confidence and speaking skills. This may include working at a school radio or television station or a community-access television station. For instance, while still a

### **A Passion for Weather**

“I’ve had a passion for atmospheric science since about the age of 8 when I first realized a winter storm forming in the foothills of the Colorado Rockies often meant a snow day off from school in Montreal 3 days later. Watching with awe as summer lightning and hail storms formed overhead further solidified this passion in Earth and atmospheric sciences.”

Bill Coulter, quoted in “Exclusive: Q & A with CP24 Breakfast Meteorologist — Bill Coulter,” MediaCareers.ca, August 29, 2012. [www.mediacareers.ca](http://www.mediacareers.ca).

young teenager, Matt DiPirro, a meteorologist at KSWO in Lawton, Oklahoma, gained his first on-air experience by reporting live during snowstorms for his local community-access television station. He continued honing his broadcasting skills by working at his college television station. He says that these experiences helped assure him that he'd chosen the right career path and gave him the confidence he needed to succeed as a broadcast meteorologist.

A summer internship working on a research project involving weather is another great way to gain hands-on experience in atmospheric science and network with people already working in the field. Organizations like the National Weather Service, Significant Opportunities in Atmospheric Research and Science, and Young Leaders in Climate Change (YLCC) all offer such programs. For example, in 2015 YLCC interns stationed in national parks studied how issues related to climate change impacted the parks. Colleges can help their students find this program and others. Many of these programs offer paid internships along with free or subsidized housing and a travel stipend.

## **Making a Difference in People's Lives**

"I have wanted to be a Meteorologist since I was 9. There's a saying 'If you love what you do, you never work a day in your life.' That certainly holds true for me! This is my hobby that fortunately I get paid for! But . . . it's not about the dollar, it's about doing your job right, doing it accurately, and making sure you tell the people what they NEED to know. Your forecast makes a difference in people's lives, at times it even may save lives! . . . And man do I love it!"

Kevin Arnone, quoted in "Interview with Meteorologist Kevin Arnone." WXedge.com, January 31, 2015. <http://wxedge.com>.



*A climatologist monitors solar activity at a North Pole research station. Climatologists use this type of information to develop models that help scientists study climate change.*

## Skills and Adaptability

You can't be an atmospheric scientist and *not* like science, math, computers, weather, and climate-related issues. But there's much more to this job. To succeed as an atmospheric scientist, you need to have strong critical-thinking skills, and you need to be a problem solver. Atmospheric scientists use these skills to analyze weather data, taking into account variables such as geographic factors that affect local weather conditions and past weather history in order to make accurate forecasts. And because they spend a lot of time in front of a computer



## **Mathematical Association of America (MAA)**

website: [www.maa.org](http://www.maa.org)

The MAA is a professional society that provides lots of information related to math and math careers, including information about a career as a statistician.

## **World of Statistics**

[www.worldofstatistics.org](http://www.worldofstatistics.org)

This international organization is dedicated to promoting careers in statistics and educating the public on the importance of statistics. It has lots of information about careers in statistics.

# INTERVIEW WITH A FINANCIAL ADVISER

Gregg Boone is a financial adviser with LPL Financial in Arlington, Texas. He has worked as a financial adviser for twenty years. He spoke with the author by phone about his career.

**Q: Why did you become a financial adviser?**

**A:** I wanted to help other people and it was a way of making a good income while helping others. It's a rare place where the customer benefits and you benefit, too, so everybody wins.

**Q: Can you describe a typical workday?**

**A:** That's a good question! The first thing I do when I come into the office in the morning is check my e-mails and phone messages. Then, I call all the clients who have left messages and e-mails. Next, I pull up the stock market and check what's going on; then I look at my plans for the day. Then, I make calls to clients. I probably spend half the day calling clients. I spend the rest of the day doing an analysis of the economy, the stock market, and investment choices. I also work on financial plans for my clients.

**Q: What do you like most and least about your job?**

**A:** What I like most is helping clients' financial portfolios grow, so that they can reach their life goals—so that they can retire and not worry about money, and so that they can send their kids to college. It's great to know that I help people to reach a point where they don't have to worry about money.

What I like least is when the stock market drops and clients call me in a panic, despite the financial education about the ups and downs of the stock market that I've given them.

# OTHER CAREERS IF YOU LIKE MATH

Accounting clerk	Electrician
Air traffic controller	Financial analyst
Astronaut	Forensic analyst
Astronomer	Geologist
Auditor	Hospital administrator
Banker	Industrial engineer
Bookkeeper	Insurance underwriter
Cashier	Logistician
Chef	Mathematician
Chemist	Mechanical engineer
Claims adjuster	Nurse
Cloud architect	Operations research analyst
Construction manager	Pharmacist
Cost estimator	Physician
Database administrator	Physicist
Data miner	Real estate agent
Demographer	Sales representative
Economist	Stockbroker
Electrical engineer	Surveyor

Editor's note: The online *Occupational Outlook Handbook* of the US Department of Labor's Bureau of Labor Statistics is an excellent source of information on jobs in hundreds of career fields, including many of those listed here. The *Occupational Outlook Handbook* may be accessed online at [www.bls.gov/ooh](http://www.bls.gov/ooh).

# INDEX

- accountants, 4, 55, 57, 59–62
- AccountingMajors.com, 62
- actuaries, 4, 6, 7–13
  - educational requirements for, 7, 9
  - exam requirements for, 9–10
  - future outlook for, 12–13
  - overview of, 7–8
  - preparation for, 10–11
  - qualities needed by, 7, 11
  - resources about, 13
  - salaries of, 7
  - skills needed for, 11
  - typical workday for, 8–9, 12
  - working conditions for, 11–12
- American Architectural Foundation, 30
- American Institute of Architecture Students, 30
- American Institute of Certified Public Accountants, 62
- American Marketing Association, 54
- American Meteorological Society, 21
- American Society for Civil Engineers, 30
- American Society for Engineering Education, 30
- American Statistical Association, 69
- architects, 5, 23–24
  - career advancement for, 29–30
  - educational requirements for, 23, 26–27
  - future outlook for, 23, 30
  - licensing of, 27–28
  - overview of, 23–24
  - personal qualities needed by, 23
  - resources about, 30
  - salaries of, 23, 29–30
  - skills needed by, 28–29
  - typical workday for, 24–25
  - use of math by, 25–26
  - work environment for, 28–29
- artists, 5
- Association of Information Technology Professionals, 46
- Association of Mathematics Teacher Educators, 37–38
- astronomers, 5
- atmospheric science, 16–17
- atmospheric scientists, 14–22
  - advancement opportunities for, 20–21
  - career preparation for, 17–18
  - educational requirements for, 14, 17
  - future outlook for, 14, 21
  - overview of, 14
  - personal qualities needed by, 14
  - resources about, 21–22
  - salaries of, 14, 20–21
  - skills and adaptability needed by, 19–20
  - types of, 15–16
  - use of math by, 16–17
  - work settings for, 14
- biometricians, 64
- biostatisticians, 64
- broadcast meteorologists, 15–16, 20
- business data, 4–5
- career advancement
  - for atmospheric scientists, 21
  - for construction designers, 29–30
  - for educators, 36–37
  - for information technology careers, 45
  - for market research analysts, 52–53
  - for personal finance careers, 61
  - for statisticians, 69
- career preparation
  - See also* educational requirements
  - for actuaries, 10–11
  - for atmospheric scientists, 17–18
  - for IT careers, 43–44
  - for market research analysts, 50
  - for personal finance careers, 59–60
  - for statisticians, 67
- carpenters, 5
- Casualty Actuarial Society, 10, 13
- certification
  - for actuaries, 10
  - for construction designers, 27–28
  - for IT careers, 43

- for personal finance careers, 59
- certified financial advisers (CFAs), 59
- certified public accountants (CPAs), 55, 57, 59, 60, 61
- character traits. *See* personal qualities
- civil engineers, 5
  - career advancement for, 29–30
  - educational requirements for, 26–27
  - future outlook for, 30
  - licensing of, 27–28
  - overview of, 23–24
  - resources about, 30
  - salaries of, 29–30
  - skills needed by, 28–29
  - typical workday for, 24–25
  - use of math by, 25–26, 29
  - work environment for, 28–29
- climatologists, 16, 19, 20
  - See also* atmospheric scientists
- college professors. *See* educators
- compensation. *See* salaries
- computer programmers, 5
- computer science, 5
- construction design, 23–30
  - career advancement in, 29–30
  - educational requirements for, 23, 26–27
  - exploring careers in, 28
  - future outlook for, 23, 30
  - overview of, 23–24
  - personal qualities for, 23
  - resources about, 30
  - salaries in, 23, 29–30
  - skills needed for, 28–29
  - typical workday in, 24–25
  - use of math in, 25–26
  - work environment in, 28–29
- construction industry, 5
- Cornell Meteorology, 21
- Council of American Survey Research Organizations, 54
- cybersecurity analysts, 42
  
- data, 4–5, 63–64
- Distributive Education Clubs of America, 50, 54
  
- earnings. *See* salaries
- educational requirements
  - for actuaries, 7, 9
  - for atmospheric scientists, 14, 17
  - for construction design careers, 23, 26–27
  - for educators, 31
  - for IT careers, 39, 42–43
  - for market research analysts, 47, 49–50
  - for personal finance careers, 55, 58–59
  - for statisticians, 63, 66–67
- educators, 31–38
  - career advancement for, 36–37
  - educational requirements for, 31, 33–34
  - future outlook for, 31, 37
  - levels of, 31–32
  - overview of, 32–33
  - personal qualities needed by, 31, 34–35
  - resources about, 37–38
  - salaries of, 31, 36–37
  - working conditions for, 31, 35–36
- Educators Rising, 38
- electricians, 5
- engineering, use of math in, 29
- engineers, 5
  - See also* civil engineers
- evidence-based medicine, 5
- exams, actuary, 9–10
- expert witnesses, actuaries as, 9
  
- fashion design, 6
- finance careers, 55–62
- financial advisers
  - advancement opportunities for, 61
  - certification and licensing for, 59
  - educational requirements for, 58–59
  - exploring careers for, 59–60
  - future outlook for, 62
  - interview with, 71–73
  - math skills used by, 72
  - personal qualities needed by, 72
  - role of, 56–57
  - salaries of, 61
  - skills needed for, 60
  - typical workday for, 71
  - work environment for, 60
- Financial Planning Association, 62
- flexibility, in IT field, 45
- future outlook
  - for actuaries, 7, 12–13
  - for atmospheric scientists, 14, 21
  - for construction design careers, 23, 30

- for educators, 31, 37
- for IT careers, 39, 46
- for market research analysts, 47, 53–54
- for personal finance careers, 55, 62
- for statisticians, 63, 66–67, 69
- Future Teachers of America, 35
- governmental statisticians, 65
- health care, 5
- information technology, 39–46
  - career advancement in, 45
  - certificates and licenses for, 43
  - educational requirements in, 39, 42–43
  - exploring careers in, 43–44
  - future outlook in, 39, 46
  - overview of, 39–40
  - personal qualities needed for, 39
  - resources about, 46
  - salaries in, 39, 45
  - skills needed for, 44–45
  - types of occupations in, 40–42
  - use of math in, 39–40, 44
  - work hours in, 45
  - work settings for, 39
- Institute for the Certification of Computing Professionals (ICCP), 46
- insurance agents, 55
- internships
  - actuarial, 10–11
  - atmospheric scientist, 18
  - information technology, 43–44
  - market research analyst, 50
  - personal finance, 59–60
  - statistician, 67
- IT. *See* information technology
- job outlook
  - for actuaries, 7, 12–13
  - for atmospheric scientists, 14, 21
  - for construction design careers, 23, 30
  - for educators, 31, 37
  - for IT careers, 39, 46
  - for market research analysts, 47, 53–54
  - for personal finance careers, 55, 62
  - for statisticians, 63, 66–67, 69
- job satisfaction, 6
- landscape architects, 23
- Learn How to Become website, 62
- licensing
  - for construction design careers, 27–28
  - for IT careers, 43
  - for personal finance careers, 59
- Marketing Research Association, 54
- market research analysts, 47–54
  - career advancement for, 52–53
  - career preparation for, 50
  - educational requirements for, 47, 49–50
  - future outlook for, 47, 53–54
  - math skills used by, 49
  - overview of, 47–49
  - personal qualities needed by, 47
  - resources about, 54
  - salaries of, 47, 52–53
  - skills needed for, 50–52, 53
  - work environment for, 47, 52
- Master’s in Data Science website, 69
- Mathematical Association of American, 38, 70
- mathematicians, 4, 6
- math-related majors, 6
- math skills
  - applications of, 4–6, 44, 60
  - demand for, 4, 6, 44
- medication dosages, 5
- meteorologists, 15–16, 20
  - See also* atmospheric scientists
- National Council of Teachers of Mathematics, 38
- National Weather Association, 22
- National Weather Service, 22
- network administrators, 41–42
- Network Professional Association, 46
- Occupational Outlook Handbook*, 74
- operational meteorologists, 15
- personal finance careers, 55–62
  - advancement opportunities for, 61
  - certification and licensing for, 59
  - educational requirements for, 58–59
  - exploring, 59–60
  - future outlook for, 55, 62
  - math skills used in, 60
  - occupation types, 56–57

- overview of, 55–56
- personal qualities for, 55
- resources about, 62
- salaries of, 55, 61
- skills needed for, 60
- work environment for, 60
- personal qualities
  - for actuaries, 11
  - for atmospheric scientists, 14
  - for educators, 31, 34–35
  - for financial advisers, 72
  - for IT professionals, 39
  - for market research analysts, 47
  - for personal finance professionals, 55
  - for statisticians, 63
- physical science, 5
- physicians, 5
- professors. *See* educators
- research meteorologists, 15, 20
- resources
  - actuary, 13
  - atmospheric scientist, 21–22
  - construction design, 30
  - educators, 37–38
  - information technology, 46
  - market research analyst, 54
  - personal finance, 62
  - statistician, 69–70
- salaries
  - actuary, 7, 11–12
  - atmospheric scientist, 14, 20–21
  - construction design, 23, 29–30
  - educator, 31, 36–37
  - information technology, 39, 45
  - market research analyst, 47, 52–53
  - personal finance, 55, 61
  - starting, 6
  - statistician, 63, 68–69
- Society of Actuaries, 10, 13
- sports statisticians, 5, 65
- statisticians, 6, 63–70
  - advancement opportunities for, 69
  - career preparation for, 67
  - demand for, 66–67
  - educational requirements for, 63, 66–67
  - future outlook for, 63, 66–67, 69
  - math skills used by, 67–68
  - overview of, 63–64
  - personal qualities needed by, 63
  - research by, 65
  - resources about, 69–70
  - salaries of, 63, 68–69
  - skills needed by, 67–68
  - types of, 64–66
  - work environment for, 63, 68–69
- systems analysts, 40–41
- teachers, math, 31–38
  - career advancement for, 36–37
  - educational requirements for, 31, 33–34
  - future outlook for, 31, 37
  - levels of, 31–32
  - overview of, 32–33
  - personal qualities needed by, 31, 34–35
  - resources about, 37–38
  - salaries of, 31, 36–37
  - working conditions for, 31, 35–36
- textile design, 6
- urban planners, 23
- wealth managers, 55–56
- weather forecasters, 15–16
- websites
  - actuary, 13
  - atmospheric scientist, 21–22
  - construction design, 30
  - educators, 37–38
  - information technology, 46
  - market research analyst, 54
  - personal finance, 62
  - statistician, 69–70
- Women in Technology, 46
- workday, typical
  - for actuaries, 8–9, 12
  - for construction design professionals, 24–25
  - for financial advisers, 71
  - for network administrators, 41
- work settings/conditions
  - for actuaries, 7, 11–12
  - for atmospheric scientists, 14
  - for construction design careers, 28–29
  - for educators, 31, 35–36
  - for IT careers, 39
  - for market research analysts, 47, 52
  - for personal finance careers, 60
  - for statisticians, 63, 68–69
- World of Statistics, 70