

Transcript of “William Turner IV, PhD Student in Atmospheric Science at University of California, Davis.”

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.

Kelly Savoie:

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 Rex Horner 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.

Rex Horner:

We're happy to introduce today's guest, William Turner IV, a PhD student in atmospheric science at the University of California, Davis. Welcome, Will, thanks very much for joining us on our program.

Will Turner:

Thank you for having me. I'm glad to be here, glad to share some experiences with you all and the listeners.

Kelly Savoie:

Will, could you tell us a bit about your educational background and what sparked your interest in STEM?

Will Turner:

Yes. So, I guess a funny story, I'm growing up, I initially wanted to be a dentist and, family, they were super excited, they were like, "Yes, we're finally going to have a doctor in the family," or some form of doctor. But then, in middle school, I was able to save up enough money to purchase a book from the book fair and it was the Weather Guidebook, and I still have this book too on my shelf, and just to see how the book was coming to life every day, just the clouds in the sky, the storms, I was like, "Yes, I definitely want to study the weather." And so, I went home and I was like, "Yes"-

Kelly Savoie:

You broke the bad news to the family?

Will Turner:

That's right. Yes, broke the bad news. My mom, she was like, "A meteorologist?" She's like, "What is this? You're supposed to be a dentist or something," but, yeah, so I wanted to be a meteorologist after that. And so, that struck interest in the field. And then, also, I really enjoyed math growing up. It was just

something about solving problems and getting to a solution, I enjoyed that. And fast forward, well, I went to undergrad at the University of Michigan and majored in earth system science and engineering which is just fancy for meteorologist and, again, fancy, just for a weather man and I minored in mathematics and Afro-American and African studies.

Kelly Savoie:

So, how did you choose Michigan? Did you do a lot of research on universities or was that one interesting to you for a certain reason?

Will Turner:

So, being the first in my family to go to college, first one in my family to leave home or just to, again, to explore college, I really wanted to take that step and leave home. And I should have said that earlier, I'm from Nashville, Tennessee and I was like, "Yeah, I can use education to explore the world, broaden my horizons," and I applied to a lot of schools outside of Tennessee and within Tennessee. And another interesting story, I initially wanted to do both music and meteorology and I got the opportunity to audition for University of Michigan and its music school but they said no but I did get admitted for atmospheric sciences and I did want to pursue that.

Kelly Savoie:

Nice. What instrument did you play?

Will Turner:

Yes, and I still play the alto saxophone.

Kelly Savoie:

Nice, great.

Will Turner:

Yes. And growing up, Nashville, Tennessee is full of music and it was just great. If we got some time, here's the musical story and I'll try to shorten it a little bit. So, growing up, this was in elementary after we played the recorder, it's time to choose an instrument to play and I told my mom, I was like, "I want to play an alto saxophone." And my mom was like, "Well, looks like you're going to have to call your dad." And I was like, "Okay." So, I told my dad, "Hey dad, I want to play the alto saxophone." He was like, "All right, I'll get you a saxophone." Months had passed before I could get a saxophone and I was playing the saxophone with ... Well, and in band practice I was playing on a pencil and it got to the point that my band director, he said, "If you don't get a saxophone by such and such time, then you're going to have to choose another art." And I was like, "No, no, I really want to play the saxophone."

Will Turner:

And then, eventually, my saxophone showed up at home and I remember hooking the saxophone up and playing all the Mary go rhymes. Mary had a little lamb, let's see, all the songs marching around my apartment complex and my friends were marching behind me dancing along. And it's like, yes, it was a great moment that really shows that I do have a musical talent, I just have to continue to craft it.

Kelly Savoie:

Right. I'm happy to hear you're still playing too, that's great.

Will Turner:

Yes.

Rex Horner:

That's a wonderful story, Will, and I think it shows your tenacity and your perseverance which I am positive have shown up later in your career and we'll get into that. I want to start with, either in high school and/or in college, what extracurricular opportunities you were able to find or pursue that you felt were beneficial to becoming the meteorologist or the mathematician that you wanted to be? And eventually, in college, I'm sure you started to find an idea of what extracurricular opportunities would help you secure a job in your profession. So, let me know, maybe starting in high school, were there any specific classes or other opportunities that helped you out?

Will Turner:

Absolutely. And so, in high school ... Well, just thinking about this question, the first thing that pops in mind is how it's so important to be broad or just to grow up and be introduced to broad things because it develops your character and just helps you think about the world differently when you have varied experiences and a lot of that was music. So, with music, I had the opportunity to play in bands at my home high school which was Nashville School of Arts, played in jazz band, classical band and pop ensemble but I also had the experience where I could do all my sports activities at another high school. And at that high school, I had the opportunity to be in the marching band and it was such a different experience but so fun because I got to dance as well as play music. And dancing, oftentimes, it's entertainment, how we engage with the audience, not necessarily just performing.

Will Turner:

And so, those were great things but, also, there's this mentoring and tutoring aspect. So, I definitely tutored mathematics classes in high school as well as in undergrad. And again, it's that being able to just share that knowledge and help someone else succeed and also just share the experience that we're all in here together, let's go on and enjoy.

Rex Horner:

Yeah, math is, often we've heard from meteorologists, one of the most difficult parts of learning their science and has been a huge roadblock for a lot of people, I'm sure, and it has maybe deterred some people from even pursuing weather as a career. So, it's wonderful that you were able to mentor and tutor other people that were interested maybe either in meteorology or any other science or field that required math. What was it like tutoring folks? I assume they must have felt pretty empowered once they were able to learn it and I just wonder what it was like being able to connect and work with and empower your students.

Will Turner:

Right, and you touched on a very good point how math will put up a wall in front of anybody pursuing what they enjoy and it's unfortunate and it can even start off just how we change the language. We always talk about math instead of just saying mathematics because mathematics sounds so much more challenging than the word math. So, we already tell ourselves that we can't do mathematics by shortening the word to math. And I'll go ahead and open up too that, as much as I enjoyed mathematics

throughout high school, I took AP calculus, tutored folks, I get to undergrad and I received my first E on my transcript. And I was like, "Oh, my goodness, I'm very exceptional when it comes to mathematics."

Will Turner:

That's what that is, it's very exceptional and it turns out, oh, my goodness, I didn't even get the credits because I received my first failing grade in mathematics, and it was crushing. And that class was calculus II and I remember vividly, everybody told me, do not take calculus II during the school year, take it over the summer somewhere else.

Kelly Savoie:

You didn't listen, you didn't listen.

Will Turner:

Yeah, didn't listen and I guess I was too stubborn and then I learned a lesson. But coming out of that, of course it was stressful to receive that grade but I knew that I was still interested in pursuing atmospheric science and I had to say, "Okay, what can I do to still pursue that dream?" And that was take the class again, go ahead and really practice more and continue, persevere and just stay determined to pursue that dream. And it turns out that I got the minor in mathematics and I'm still pursuing this STEM career.

Kelly Savoie:

That's a great story. And when you say you failed calculus II, being so good at math, I'm sure you were not alone.

Will Turner:

Yes.

Kelly Savoie:

You and a bunch of other people like myself who aren't even good in math were probably like, "Oh, man, I can't do this."

Will Turner:

There's a calculus II? Oh, my goodness. And then from the tutoring aspect, there is something that really ... It just feels good to help other people and to see them light up. When I see students like a light bulb lights up and they finally understand some information and that they can really relate, that is a warming moment and I'm glad I can be that person for them.

Kelly Savoie:

So, speaking of math, you went to undergrad, you graduated and was it at that time that you became a high school math teacher in Nashville? And, if so, tell us a little bit about that experience.

Will Turner:

Yes, absolutely. Teaching, I'm telling you, high schoolers, teachers have stories for days.

Rex Horner:

We've heard it's like a battleground sometimes.

Will Turner:

Yes, we have to support our teachers. Yes, teachers are great and teaching was, and still is, some of the best, I guess the word I'm trying to think of is just some of the best feelings comes out of teaching. But I guess to back up, so, yeah, I was a ... Well, after undergrad, it was such a challenging experience that I told myself that I don't want anybody else to struggle as much as I did if they chose to go to undergrad, study the STEM field or anything. And so, I told myself I want to go teach before I continue on with my graduate degree and I said what better place to teach than at home. And so, I applied directly to the school district and they were happy to see a Black person applying to be a math teacher at a high school. They were like, "Yes, we need you please come on in."

Will Turner:

And as challenging as it was, it was an amazing experience just to see students grow. And I think we all get caught up in that we want this immediate satisfaction today at this moment. But with teaching, it's a learning process and it's great to see how students have grown, how students have changed over the course of their high school career. Even when I visit home, I still see my students completely grown to this day and it's like, wow, you've grown up and you're doing great things. Now, you were a knucklehead back in the day but look at that, the roots have grown to this new tree and it's amazing.

Rex Horner:

So, Will, you taught high school math in Nashville for almost five years, as far as I'm aware, and during that time you also earned a master of education from Lipscomb University while you were teaching, I believe, full time. Let us know what was that experience like and how did it influence your approach to teaching.

Will Turner:

Yes. And so, because I got an undergrad in engineering and, well, bachelors in engineering, it didn't qualify. Well, I wasn't licensed to be a full teacher but instead there was this program, they called it a transitional licensure program where, as long as you have a bachelor's degree, you can enroll in this transitional licensure program to get your teaching credential. And so, I did that at Lipscomb University and it turns out, when I finished the program, Lipscomb said, "Will, you actually have, I believe, two or three more classes to take to get your masters in education." And I was like, "Oh, okay." Well, it only makes logical sense that I do continue to get that.

Will Turner:

And what I learned in terms of the teaching pedagogy and how to relate with kids and to teach, it was definitely very helpful. There can never be too much information in how we can help each other and that program definitely helped me be a better teacher.

Rex Horner:

Is there a specific lesson that you really took to heart? Something that maybe you thought about either radically differently or just hadn't thought about at all as an aspect of teaching that the master program helped you understand.

Will Turner:

That's right. Now, one interesting thing is that there's a lot of research and then there's the applications. And one challenging aspect is, in a way, meshing the two together because there's no way that we can analyze every problem or use one application to fix every problem. And I think what's good about it is that you can always make a change in how you're applying because it may work for one class but it may not work for the other class and that's one of the beauties about teaching and what I've learned at that program.

Kelly Savoie:

Did you have to teach different grades or was it you taught 10th grade, ninth or was it a combination?

Will Turner:

That's right. So, I taught, for the whole year, it was a single grade. I think my last two years, I taught freshman, but then the years before that, I think I started teaching geometry at first and then I was teaching both algebra two and calculus at one point and then I ended up on algebra. It was all over.

Kelly Savoie:

Ah, well, that's super admirable for you to go into the trenches and become a high school teacher. As you said, it was definitely a wonderful experience but yet challenging. So, about when did you decide to pursue a doctoral degree and how did that come about?

Will Turner:

That's right. So, here's another experience. I guess, for all the undergrads out there or the people that are looking forward to pursuing a graduate degree, I didn't get accepted my first time. So, again, it was another quote, unquote failure moment but not to look at it as a failure but an experience in terms of growth. So, what can I do to be a better candidate next time around? And so, I initially applied for grad school, I think, in my third or fourth year of teaching and it was just a plethora of schools throughout the US and they all said no and I was like, "Hmm, okay." Well, after moping for about a week, I said, "Man, Turner, you got to get up." So, I was like, "Go ahead and figure out how you can be a better candidate next time around."

Will Turner:

And so, I remember emailing a lot of the programs, asking them for advice on how to be a better candidate and they actually emailed me back saying, "Why don't you continue to take classes, math classes and demonstrate your potential for success in graduate school," and I was like, "Okay." And so, I applied again and UC Davis saw my potential and here I am today pursuing that graduate degree.

Rex Horner:

And you've been at UC Davis for over seven years, I believe, as you've worked as a teaching assistant, a graduate student researcher, your current responsibilities, all of these different roles as you've worked your way towards higher degrees.

Will Turner:

That's right.

Rex Horner:

I am curious, what do you like most now that you've had some more experience at UC Davis? What do you like most about their program that you would recommend to someone else that's saying, "Hey, Will, I'm interested in going to a grad program, I'm looking at UC Davis but I'm also looking at these other colleges, what's special about the UC Davis program?"

Will Turner:

All right. So, you put the plug in for UC Davis. All right. So, this atmospheric science program has been great. Atmospheric science is, first off, it's very small everywhere, small program and what's great about a small program is that you really get to know your cohort and know your other lab mates. And working in a lab, atmospheric science or just anywhere, it's that immediate ... You can have moments where you're just tired and you can talk about and lash out out loud about graduate student issues and you'll have your graduate student buddies listening there and supporting you. And, in addition, when you're going hard into research, you want to take a break, the program's not working, again, you got your lab mates that are there to help you.

Will Turner:

We can't know everything but we can go out and use our friends and lab mates and all these other things for resources to help us quickly answer some questions. So, for example, I feel really competent using MATLAB but we know in the field MATLAB is going away, there's a lot of open source resources like Python. And so, I've been told many times that I need to boost up my Python skills. So, when I am running a program in Python, I'm definitely going to ask my lab mate just to give me some pointers or something to help me along the way. And that's what, I think, I really enjoy about the UC Davis program is that there is this sense of community that the grad students will help you out.

Kelly Savoie:

It sounds like the peer support is one of the best things about being in a PhD program, as you said, especially with a small program.

Will Turner:

That's right.

Kelly Savoie:

Give us an idea of what some positions or jobs that PhD students have. If our listeners are interested in getting a higher degree and they're not very familiar with what's involved and being a PhD program, I'm assuming that there are some paid positions to help you with living expenses and so forth because PhD programs are pretty long-

Will Turner:

That's right.

Kelly Savoie:

... you're going to be there for a few years.

Will Turner:

Right.

Kelly Savoie:

Tell us a little bit about that.

Will Turner:

So, the first thing that pops into mind, a TA and that's a teaching assistant. And I'm pretty sure it has to work the same across all the universities but you can be in one department but you can TA in a different department from your home department. So, for example, during my first quarter at Davis, I was a TA for a math class and that was in a different department, not in atmospheric science. Then, in addition to that, I was also a teaching assistant for an environmental systems management class and another teaching assistant for an intro to atmospheric sciences and that was one of the best classes I TA'd because we got to run experiments just to demonstrate the fundamental concepts of the atmosphere and it was a general elective class. So, we had students from history, English, the sciences and, yeah, so that was one of the most fun classes to teach.

Rex Horner:

I just want to pause for a moment and talk about why those intro classes are so important like you said because there's people that this might be their only meteorology course they take-

Will Turner:

That's right.

Rex Horner:

... in their whole life because it's an elective and we all know we've had those electives. I took a class on animal migration once in undergrad and you take a few others just because, again, as you said, Will, there's this understanding that you want to have a well-rounded, broad curriculum and so colleges build in these elective classes. And I agree with you, it sounds super important to teach that intro class for those reasons.

Will Turner:

That's right. And to hear how students at the end say that, "Wow, I didn't know meteorology," or, "There was so much going on with the weather, just to predict the weather there's so much." So, it's very good.

Kelly Savoie:

And as a PhD student, now that you're immersed in atmospheric sciences, what do you think is one of the biggest challenges that you face in your field?

Will Turner:

This question, the biggest challenge, the funny thing is, when I hear this question, I'm like, "Man, it's the challenge just being a grad student."

Rex Horner:

Getting through every day is the challenge.

Will Turner:

That's right. But the other challenge as a growing atmospheric scientist, the problems are getting harder and harder to solve. And with those difficult problems, it's as if everybody is looking at us atmospheric scientists to solve climate change. And that's, of course, one of the biggest problems and it's just like, "Woo, that's a challenge." And if I may ask people that are listening, it's a collective effort. If we can form a collective then, perhaps, there is a chance that we can do-

Kelly Savoie:

A better job.

Will Turner:

That's right.

Rex Horner:

So, Will, this is a perfect segue into what I want to talk about next with you, Will. Touching on long-term climatological trends and social issues because we know that climate change is tied up in policy, personality, science, so many areas of our modern world. You are working on a thesis at the moment, I believe some of the research has appeared in part in the AMS journal, Weather, Climate and Society. The working title of your thesis, correct me if I'm wrong, is the Impact of Droughts on the Transatlantic Slave Trade. I want to know how you formulated this topic, what your research process is like and how you became interested in, more broadly, the intersection of social science and meteorology.

Will Turner:

Yes, and this is a packed question here.

Rex Horner:

That's a packed question so let's break it down first. Let's break it down piece by piece first. Let's talk about, from the backwards forwards, how did you become interested in the interdisciplinary field of meteorology and social science?

Will Turner:

That's right. And so, growing up, and I guess this goes back to the story at the beginning that interests me in meteorology. We all have that common story that we experienced a storm or saw a lightning bolt or experienced something severe that really just gravitated us to study more or be more curious about the weather. And in 1998, after I read the Weather Guidebook, a tornado came through my hometown in Nashville, Tennessee. April 16th, 1998 and I was like, "Wow, this is it. I really need to study the weather," because it impacted my city, my hometown, it impacted people and it was just so interesting to see Mother Nature in rare form. And so, that was that moment where I say, "Yes, I need to study this."

Will Turner:

And then, fast forward, so in undergrad, so I got the degree, earth system science and engineering, and I minored in Afro-American and African studies and I had the opportunity to do research during my fifth year. I remember vividly walking around campus trying to figure out how could I bridge both atmospheric science and African studies into a research project. And just walking around and it dawned on me that, okay, well, during the slave trade, transatlantic slave trade, the boats were not motorized so

they had to depend on the wind and ocean currents to get from continent to continent. And so, I was like, "Oh, okay. So, yeah, let's do that research." And I brought it up to a professor and he was like, "Yeah, go ahead and try to study that more."

Will Turner:

So, that's where the idea originated. And then, fast forward to grad school, my current advisor, Terry Nathan, I remember it was either our first or second meeting and he just asked, he was like, "All right, so what do you want to do? What do you want to research? And of course, tell me about yourself and all that." And I was like, "Uh-oh, well, I am interested in studying the weather and the transatlantic slave trade. So, how the weather impacted the transatlantic slave trade." And he lit up like a Christmas tree and that made me feel so comfortable that somebody is supporting my idea and wants to see me continue with that research. And he was asking so many questions and I was just like, "Oh, my goodness, I don't know, I don't know, I don't know."

Kelly Savoie:

It's a very interesting topic that I don't think a lot of people have researched. So, how does it impact it? What are some of the things that you've uncovered that showed the impact on the slave trade?

Will Turner:

So, one story that's, and I put this in quotes, a good story how the weather directly impacted the transatlantic slave trade. So, we had the slave ship enterprise which was set to set sail from Washington, DC to South Carolina in 1835 and they got caught up in a storm and ended up on the island of Bermuda. And Bermuda was a free British colony where the enslaved were set free. And so, the slaves then or the enslaved, they actually had a choice, whether they wanted to stay free on the island of Bermuda or go back to the mainland. And so, it's a good story in that the weather forced them to the island of Bermuda and become free.

Will Turner:

But the other side is this human side. We had people that were forcefully taken away from their families and placed on shackles and just going through all kind of trauma. And so, we don't know what it felt like or what it feels like to be snatched away from your home just to be relocated again. And so, for the couple of enslaved individuals that decided to go back to the mainland, it was probably hoped that they could be reunited with their family before. But stories like that throughout the research are, I'd say, very interesting. It's a tough subject at times but it's a learning moment.

Kelly Savoie:

Yeah, and I think I read a little bit in an article about the research that you did and how certain types of weather, droughts, dry weather also decreased the need for individuals to be brought over because it affected the agriculture and obviously the crops and so forth. Am I correct about that?

Will Turner:

Yes. So, we actually related, through this whole research process, the historians have crafted the story that droughts impacted the transatlantic slave trade but they did this from a qualitative perspective. And so, they analyzed ship logs, journals, chronicles that recorded series of droughts and also the number of enslaved individuals that were transported from port to port. And so, they made this qualitative assessment that droughts did impact that. And so, we were looking at it from a quantitative

perspective but we all know slave trade took place 1500s all the way to 1866 and so our instrumental weather data was very limited. So, we tried to figure out what else could be operating in the climate system that could influence dryer conditions and we found out that El Nino is linked to dryer conditions in our state of the region, West Africa.

Will Turner:

And so, what we found that El Nino induced droughts or El Nino induced dry conditions did lead to a decrease in the number of enslaved transported from West Africa to the Americas. And the thing is, the hard question is, well, what in society was going on that could allow for that decrease? Was it that it was more challenging to raid for slaves during dryer conditions or could it be that, due to dry conditions happening in an area, people were forced to move and then, therefore, folks that were raiding into these lands, they were already depleted because folks were already relocated. So, that's one of the most challenging questions that we do need more social sciences, historians trying to seize out that relationship.

Rex Horner:

I'm sure that there will be more research on this topic, Will, and thank you so much for giving us the outline and some specifics of what you've discovered thus far. I do want to touch on, before we move on however, at the end of your study in the AMS journal, there is a specific word that you and your co-authors use as a partial conclusion and call to action and I wanted to hear from you why that word was chosen and how it came to you.

Will Turner:

Yes, this word is Sankofa and Sankofa is this West African Adinkra term that simply means look back, move forward. And that word means a lot to me because we have to learn from our past, not necessarily dwell in it, because we can't change anything in the past but we can learn these lessons and understand how we got here today so that we can do better and have a better future for tomorrow. And this whole call to action is, oftentimes, when we hear history, we're just like, "Oh, and history's repeating itself," but it doesn't have to. Again, let's just take those lessons, mainly the good ones, and really apply those so that we can continue to make forward progress for tomorrow.

Rex Horner:

I can see that you've applied this lesson personally in your life and I'm glad you were able to share it through your study with a broader audience that, I'm sure, will also benefit from that wisdom and that knowledge.

Kelly Savoie:

So, Will, getting back to your education and your doctoral candidacy, for our student listeners and job seekers, what types of positions are available in education and the type of research that you're doing maybe in the cross between weather and climate and society? What's the future job outlook like?

Will Turner:

Future job outlook, I'm still looking, too. So, if you know any job prospects out there, I'll be on the market soon. No, so research is ever growing and being in the academic institution is a great place for research. Again, this topic was one thing that was very difficult because bridging the gap between history and science but the other side was that, being in an academic institution that gave me the space

to work out that research project, made it happen. And so, there's always research opportunities at a university, the hardest part is finding a mentor or a professor to help guide you along their research path. And I must say, I lucked out working with Terry Nathan and I'm grateful to have him as a mentor but that shouldn't be a reason not to pursue research in the event that you don't find that perfect or just find that great mentor. You just have to keep looking because great mentors are out there.

Will Turner:

And so, definitely research in academia, that's it. Now, I have learned too that there are many research positions outside of academia. And with that, especially from my background to research and education, I feel that we're in a time where, wherever we go, we have a moral obligation to share our research with the general public, period. We can be in the grocery store to talk about climate change, just a small aspect in those three minutes while we're standing in the grocery store line, we can educate those just having a random conversation and I think just knowing that research is applicable outside.

Rex Horner:

I would say that, when I speak about the field that I work in, the number one question I get is, and when people ask it, they lean towards me almost like they're talking about a conspiracy and they say, "So, is climate change real?" and they look at me like they're waiting for an answer. And not that they don't think it's real but they're just waiting for the definitive answer from someone that they feel knows information about this. And I think it's very valuable, like you said, Will, to just even take small opportunities to share what you know because it may not be something that someone else knows and it may be very valuable for that person and would widen that person's perspective.

Will Turner:

Right.

Rex Horner:

So, thank you for sharing that call to action as well. Now, Will, we're so grateful for everything you've told us about your career. However, before you go, we like to get a little bit off topic and ask a fun question before we wrap up the show. Speaking of grocery stores, I know you're from Nashville, Nashville is full of wonderful food, what is one of your favorite foods and why does it have a special place in your heart?

Will Turner:

Oh, man. Well, not necessarily a favorite food but a favorite meal. Could I answer that?

Rex Horner:

Yeah, that's acceptable, that's acceptable.

Will Turner:

All right.

Kelly Savoie:

Absolutely.

Will Turner:

So, I'm from the south and southern at heart and it's got to be meatloaf, sweet potatoes, macaroni and cheese, turnip greens and some hot water cornbread.

Rex Horner:

All right, Will-

Will Turner:

Yes

Rex Horner:

... I'll meet you-

Kelly Savoie:

Those sound delicious.

Rex Horner:

I'll meet you in Nashville in about 24 hours and let's go have that meal.

Will Turner:

Yeah, let's go.

Rex Horner:

That sounds incredible. Thank you so much, Will. We've been speaking with William Turner IV, a PhD student in atmospheric science at the University of California, Davis. Thanks so much for joining us, Will, and sharing all of your experiences with us.

Will Turner:

Yes, thank you for having me. This is great.

Kelly Savoie:

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

Rex Horner:

Clear Skies Ahead, conversations about careers in meteorology and beyond is a podcast by the American Meteorological Society. Our show is produced by Brandon Crose and edited by Peter Trepke, technical direction is provided by Peter Killelea. Our theme music is composed and performed by Steve Savoie and the show is hosted by Rex Horner and Kelly Savoie. You can learn more about the show online at www.ametsoc.org/clearskies and can contact us at skypodcast@ametsoc.org if you have any feedback or would like to become a future guest.